

# Youth Policy Institute Charter Schools (YPICS)

## YPICS Regular Board Meeting

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### Date and Time

Monday October 31, 2022 at 6:00 PM PDT

### Location

<https://exed.zoom.us/j/95657227341?pwd=Ny9KMFZob0UybS9CNXNGdDBTTct1Zz09>

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### Join Zoom Meeting

<https://exed.zoom.us/j/95657227341?pwd=Ny9KMFZob0UybS9CNXNGdDBTTct1Zz09>

Meeting ID: 956 5722 7341

Passcode: 639164

One tap mobile [+16699006833,,95657227341#](tel:+16699006833,,95657227341#)

US (San Jose) [+16692192599,,95657227341#](tel:+16692192599,,95657227341#)

US (San Jose) Dial by your location +1 669 900 6833

US (San Jose) +1 669 219 2599

US (San Jose)

Meeting ID: 956 5722 7341

Find your local number: <https://exed.zoom.us/u/abat9cnbGy>

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### Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>6:00 PM</b>
Opening Items			
<b>A.</b> Record Attendance and Guests		Yesenia Zubia	
<b>B.</b> Call the Meeting to Order		Mary Keipp	
<b>C.</b> Approval of Board Findings relating to Teleconference Meetings During State of Emergency	Vote	Mary Keipp	1 m

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

Purpose      Presenter      Time

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

<b>D. Additions/Corrections to Agenda</b>		Mary Keipp	1 m
<b>E. Approval of September 26, 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.

Purpose      Presenter      Time

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:

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> Bert Corona Executive Administrator's Report	FYI	Kevin Myers	2 m
<b>B.</b> Monseñor Oscar Romero Executive Administrator's Report	FYI	Freddy Zepeda	2 m
<b>C.</b> Bert Corona Charter High School Executive Administrator's Report	FYI	Ruben Duenas	2 m
<b>D.</b> Chief Operation Officer's Report	FYI	Ruben Duenas	3 m
<b>E.</b> Executive Director's Report	FYI	Yvette King-Berg	3 m

**IV. Board of Trustees Professional Development**

**V. Consent Agenda 6:15 PM**

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

Purpose      Presenter      Time

There are no consent items for this meeting.

**VI. Items Scheduled For Action**

**6:21 PM**

**A.** Receive, review, discuss and file 21-22 LAUSD Oversight Visit Reports for BCCS, MORCS, and BCCHS.      Vote      Yvette King-Berg      5 m

This is a recommendation to the Board of Trustees to receive, review, discuss and file 21-22 LAUSD Oversight Visit Reports for BCCS, MORCS, and BCCHS.

**B.** Board Policy: Administering Medication & Monitoring Health Conditions (Naloxone and Epinephrine Auto Injectors)      Vote      Yvette King-Berg      5 m

This is a recommendation to the Board of Trustees to approve the Administering Medication & Monitoring Health Conditions (Naloxone and Epinephrine Auto Injectors) Board Policy.

**C.** Approval of EL Plans for Bert Corona Charter School, Monseñor Oscar Romero Charter School, and Bert Corona Charter High School      Vote      Yvette King-Berg      5 m

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

**D.** BCCS Local Assignment Option and BCCS Provisional Internship Permit for Staff      Vote      Yvette King-Berg      2 m

This is a recommendation to the Board of Trustees to approve the following:

1. A Local Assignment Option for Christina Luc to teach 7th grade math at Bert Corona Charter School for the 2022-2023 school year.
2. A Provisional Internship Permit (PIP) for Alberto Castellon to teach 8th grade Math - included in the 22-23 Declaration of Need.

**E.** Think Together Updated ASES MOU for Bert Corona Charter School and Monseñor Oscar Romero School      Vote      Yvette King-Berg      3 m

This a recommendation to the Board of Trustees to approve the updated MOUs for Bert Corona Charter School and Monseñor Oscar Romero Charter School.

**F.** Contracts and Purchases Above Spending Authority of the Executive Director      Vote      Yvette King-Berg      4 m

This is recommendation to the Board of Trustees for approval of any contracts or purchases over the spending authority of the Executive Director.

	Purpose	Presenter	Time
1. Elevation EL Platform 2. Luminarias			
<b>G. Updated YPICS Fiscal Policies and Procedures</b>	Vote	Irina Castillo	5 m
This is a recommendation to the Board of Trustees for approval of changes to the YPICS Fiscal Polices and Procedures.			
<ul style="list-style-type: none"> <li>• Updated verbiage for bank reconciliation procedures</li> <li>• Updated amount required for purchase requisitions</li> </ul>			
<b>H. FY22-23 YPICS September Financials</b>	Vote	Irina Castillo	5 m
This is a recommendation to the Board of Trustees for approval of the FY22-23 September financials and check registers as submitted.			
<b>VII. Closed Session</b>			<b>6:55 PM</b>
<b>A. Government Code 54957 PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE</b>	Discuss		5 m
<b>VIII. Open Session</b>			<b>7:00 PM</b>
<b>A. Return to Open Session</b>			5 m
<b>IX. Announcements</b>			<b>7:05 PM</b>
<b>A. Closing Announcements</b>	FYI	Yvette King-Berg	2 m
<b>X. Closing Items</b>			<b>7:07 PM</b>
<b>A. Adjourn Meeting</b>	Vote	Mary Keipp	

# Coversheet

## Approval of September 26, 2022 Regular Board Meeting Minutes

**Section:** I. Opening Items  
**Item:** E. Approval of September 26, 2022 Regular Board Meeting  
Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:**  
Minutes for YPICS Regular Board Meeting on September 26, 2022

APPROVED

# Youth Policy Institute Charter Schools (YPICS)

## Minutes

### YPICS Regular Board Meeting

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#### Date and Time

Monday September 26, 2022 at 7:30 PM

#### Location

Join Zoom Meeting <https://exed.zoom.us/j/95250097209?pwd=K3NQc0RZR1NtREc5NERkMINuTU9BUT09> Meeting ID: 952 5009 7209 Passcode: 426164 One tap mobile [+16699006833,95250097209#](tel:+16699006833,95250097209) US (San Jose) [+16692192599,95250097209#](tel:+16692192599,95250097209) US (San Jose) Dial by your location +1 669 900 6833 US (San Jose) +1 669 219 2599 US (San Jose) Meeting ID: 952 5009 7209 Find your local number: <https://exed.zoom.us/u/ablttXI87D>

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

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#### Trustees Present

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

#### Trustees Absent

C. Lopez, W. Njboke

#### Guests Present

I. Castillo (remote), R. Duenas (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 Sep 26, 2022 at 7:44 PM.

#### C. Additions/Corrections to Agenda

There were no additions or corrections to the agenda.

#### D. Approval of the 6:00pm September 23, 2022 Regular Board Meeting Minutes

D. Cho made a motion to approve the minutes from Regular Board Meeting on 09-26-22.

S. Mendoza seconded the motion.

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

**Roll Call**

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

**II. Closing Items**

**A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:48 PM.

Respectfully Submitted,  
Y. Zubia



# Coversheet

## Bert Corona Executive Administrator's Report

<b>Section:</b>	III. Items Scheduled for Information
<b>Item:</b>	A. Bert Corona Executive Administrator's Report
<b>Purpose:</b>	FYI
<b>Submitted by:</b>	
<b>Related Material:</b>	22-23 BCCS EA Board Report 10_31_2022.pdf



## **BCCS Executive Administrator Report**

**Oct 31, 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.*

### **Enrollment and Attendance:**

As of 10/28/22, our enrollment was 333. This year, we partnered with a local homeless shelter for women and children to enroll 10 homeless youth, and we are learning more and more about how to support this population. We are currently over our enrollment goal by 11 students. **Enrollment specifics are below:**

<b>Grade</b>	<b>Count</b>
5	13
6	104
7	109
8	107
<b>Schoolwide</b>	<b>333</b>
<b>Over/Under Goal</b>	<b>11</b>

## **Parent Conferences**

Relationships with parents have been strong this year. We have 25-30 parents attending our monthly coffee with the directors meetings and many of our parents have been engaged in a series of events during the month of October. One of our primary goals this year is to strengthen our parent engagement and outreach. The pandemic was detrimental to many elements of our school practice, and involvement from parents is one of them. Over the three years in which we were restricted, we most of our students who who attended school in person had moved on to high school. Even last year saw huge restrictions in how much parents could come to campus to participate in our efforts. This means that as we work to rebuild our parent involvement, we are working with mostly new families- families that have never experienced the amount of opportunities traditionally offered for parents at BCCS.

Parent conferences were a big win for us this year. 92% of our families came out to participate and to spend time with our teachers and staff. During this time, our parents were able to connect with their childrens' teachers and to gain a better understanding of the expectations for learning and behavior at our school.

## **DEI Committee and Ongoing Efforts for Inclusion**

Across the country, as evidenced by recent posts and conversations on Twitter, there has been an increase in use of profane language and racial slurs. Educators in all states are experiencing comments, cursing, and un-inclusive behavior from students. We have not been immune to this at BCCS, and this year we have seen an increase in this type of behavior from our 8th grade cohort. The first couple of weeks this year were rough; 8th graders were pushing the boundaries and use of inappropriate language was widespread. Through efforts to address, discipline, and re-teach, we have seen a huge decrease in this behavior and we know we will continue to see improvement as we address the issue and work with our students and families to teach them our expectations and how to be better citizen-scholars.

Although things have improved, it has not been easy and this has proven to be a very challenging year. As such, we are not only responding to behavior, but we are working to intentionally build a strong foundation of inclusion and respect throughout our school so when our younger students step into the higher grades, their experience will have been saturated with positivity, diversity, and inclusion rather than bullying and disrespect. Below are some of our efforts to address these issues at BCCS and YPICS. This list is not exhaustive and we know we can always do more to improve. That is why we continue to reach out to community organizations for support, and we would welcome any advice that our board may have to offer on the subject.

Here is a list of our main efforts so far this year:








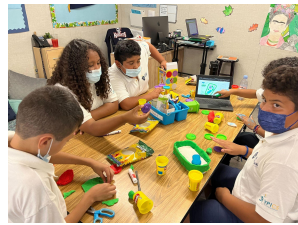




- Held meetings with staff members to discuss and plan how to address the issue; during these meetings I was open with the staff about the issues and concerns and addressed everything through discussion and feedback.
- Specific documents and charts were made to outline steps staff should take and the steps our administration/disciplinary team would take if as any of these issues arose.
- I went to every class on campus over the course of 1 week during advisory classes to address the issue and to discuss bullying, racism, and uninclusive behavior.
- During PD, we focused on routines, expectations, and procedures to ensure all teachers had solid classroom management/structures in place, and we followed up

with one-on-one support and observations. Mr. Arreola (Coordinator of SCC) and Mrs. Myers (Coordinator of Instruction) have taken on mentorship and have led a team of more experienced teachers to support our new staff.

- We ordered books for PD to help our team learn more about having conversations about race in the classroom. The books just arrived last week and I just finished reading the book so I can lead the conversations about this topic.
- Mr. Nutt scheduled a training through the COP in which district experts came to train our staff in responding to behavior and inappropriate student action/dialogue.
- Our admin team reached out to different organizations to see if we could get support in addressing the issue.
- We referred two of our biggest offenders to LAPD's diversion program.
- Students who use racial slurs are referred to ongoing counseling.
- Our staff used lesson plans to have conversations about race with some of our students who were using (or laughing at the use of racial slurs) at the beginning of the year.
- Dr. Myers reached out to some professors from Cal State to get guidance on how to lead a DEI committee at our school
- We started a DEI committee at our school
- Lessons were put together for teachers to use in advisory if they felt they could lead conversations about bullying and race.
- Dr. Myers led the first in a series of sessions at YPICS TPD focused on having conversations about race in the classroom.

### **School Culture/ELOP:**

Building a strong culture is key to student success. Here is just a taste of all the amazing things going on at BCCS over the past month:

 <p>Make-Up Club learning how to use makeup to alter your appearance (e.g., no eyebrows)</p>	 <p>Special effects makeup in Make-Up Club (this day was bruises and cuts).</p>	 <p>8th Graders working on their terrarium project (Ms. Mousavi's class).</p>	 <p>The beginning of this advisory's pumpkin carving efforts for the annual contest.</p>
 <p>Cell model project (Ms. Duenas' class)</p>	 <p>Preparations for Trunk-or-Treat</p>	 <p>Pumpkin carving in process</p>	 <p>More cell models</p>
 <p>More cell models</p>	 <p>More cell models</p>	 <p>Spooky Student Store</p>	 <p>Spooky Bake Sale</p>



Estella and her carved creation



Some of the final entries for the Pumpkin Carving Contest



More of the final entries for the Pumpkin Carving Contest



Leadership student workers at Trunk-or-Treat



5th Grade Trip to the San Diego Zoo

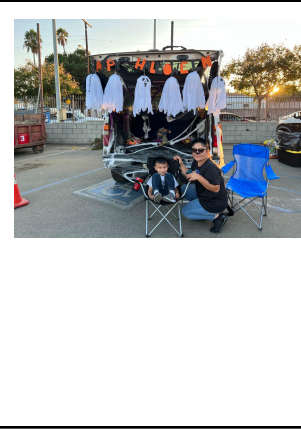


This final photo (right) is special because it did not come out of a planned event of specific effort. We did have some students this night who attended movie night in some of the classrooms, but this is a photo of an impromptu volleyball game between staff and students. A few students decided to play during the after school program, then a couple of staff members joined. More staff and students were called over to play until we had an all out, very competitive (and seriously fun) match going on. It was a great night of relationship building with our kiddos.

### Trunk-or-Treat

This year marked our 5th annual Trunk-or-Treat event. The first year, we had 8 cars (all run by staff) and we held it on the basketball courts. Even through the pandemic, we continued the effort and last year we had a drive through event. This year we had our most participants yet, with 23 cars set up in spooky fashion, all prepared to hand out candy safely for our students and their families. Our cars were set up by staff, community partners, and parents. We had hundreds of participants and guests, and everyone enjoyed trick-or-treating, dancing, music, our favorite taquero, and even a surprise performance from Ballet Folklorico Ollin. Our high school staff and students joined in with two cars this year, and they brought some spooky art to add to the decor (Thanks, Mr. Benevides!) This event is quickly becoming one of BCCS's favorite traditions. Photos below:







**Data (Houghton Mifflin Reading Inventory):**

Each year, our students struggle with one main requirement of EL reclassification: a score of basic or above on a standardized test. Although we see very strong growth from all of our students on iReady, including our ELs, many of them do not reach the required level of proficiency needed for reclassification. Last year, we gave the Houghton Mifflin Reading Inventory for the first time. Several students passed it, but it was a very rushed process at the end of the year. This year, at the beginning of October, our 107 ELs all took the HMRI, and 31 of those students have already passed the assessment this year! This means we have our target group of students for reclassification. Our EL teacher and tutors will continue to provide support to all ELs throughout the day, but this group of students will be our target group for tutoring, Saturday academy, and ongoing supports. If we could have all of these students reclassify this year, we would have a reclassification rate of 29%!

# Coversheet

## Monseñor Oscar Romero Executive Administrator's Report

**Section:** III. Items Scheduled for Information  
**Item:** B. Monseñor Oscar Romero Executive Administrator's Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** 22-23 MORCS Interim EA Board Report 10\_31\_2022 (2).pdf

Esteemed board,

Semester 1 at MORCS is off to a great start so far. During summer TPD, teachers worked hard to prepare for the year and it is now showing as they are delivering lessons that are rigorous and engaging. Our athletics program is off to a strong start, with our Girls Volleyball team performing well and on the brink of making playoffs; Flag Football has also picked up and our team has had back to back wins. Our ELOP program implementation has had a strong start with student and staff buy-in. Our Instructional Leadership Team (ILT) has been able to provide meaningful and relevant professional development, with teachers stepping up and leading sessions to help their colleagues grow professionally. Our School Culture and Climate team has been responding to student and staff needs and providing support where needed (zero out of school suspensions so far!). Overall, our team has played their part in making sure that we provide an environment that is safe and promotes opportunities for growth for staff and students. The following pages document some of our highlights thus far:

[ELOP](#)

[iReady](#)

[ILT and Professional development](#)

## ELOP

This year, our staff is committed to providing students with opportunities to engage in tutoring, clubs, sports, and field trips that will help them develop the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences.

MORCS staff have engaged students in various activities to help provide them with learning experiences and opportunities both after school and during weekends. The following is a list of tutoring opportunities, clubs, sports, and field trips that have been available for students during our first semester thus far:

### Tutoring

- Math 6 - Ms. Villalobos
- English Language Arts - Mr. Garcia
- Math - Ms. Rodman
- English Language Arts - Mr. Sarabia

### Clubs

- Drama - Mr. Rosenberg
- Mindfulness Through Art - Ms. Villalobos
- Anime - Ms. Harry
- Chess - Mr. Guzman
- Yearbook - Ms. Reiland
- Art - Ms. Ortez
- Adventures - Ms. Rodman

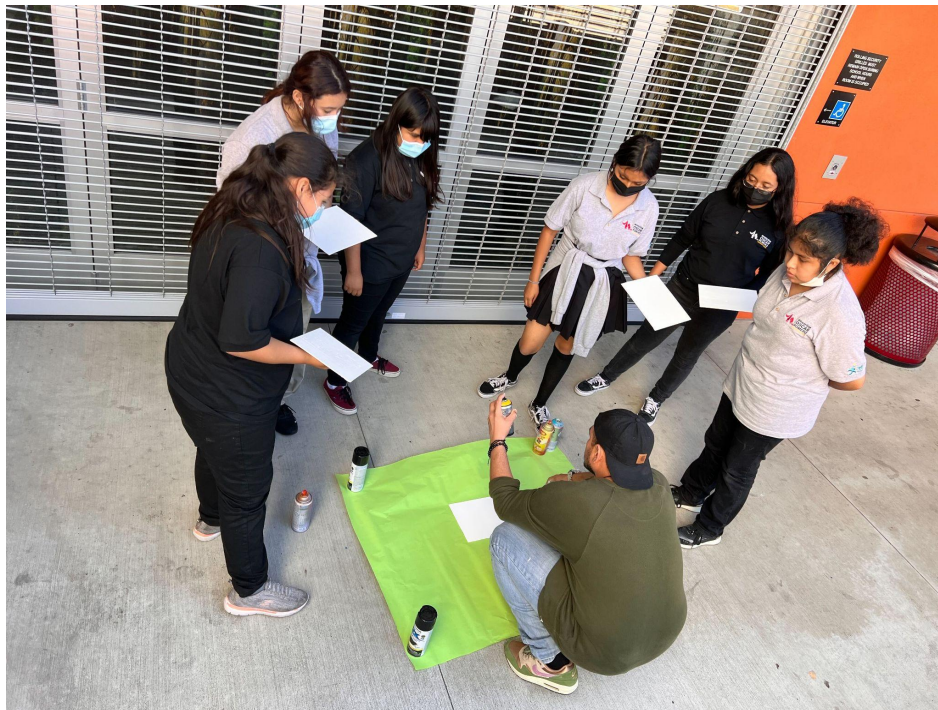
### Sports

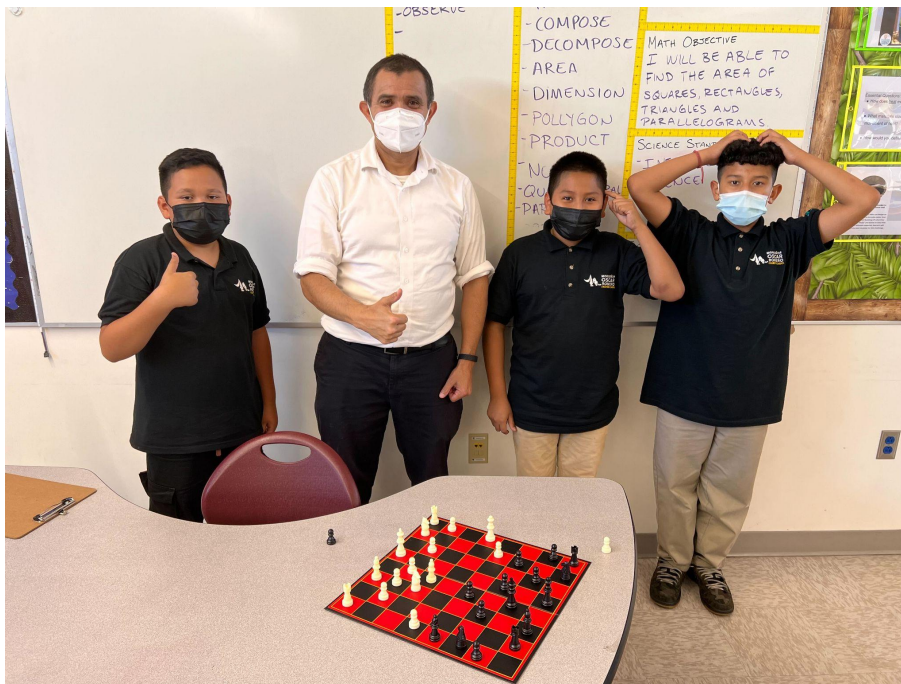
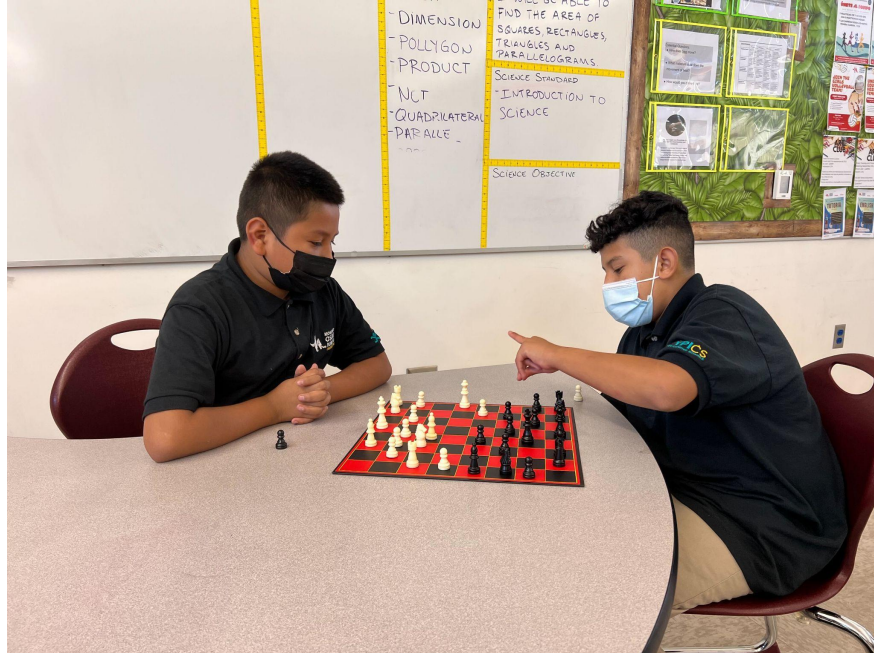
- Flag Football - Mr. Carbajal
- Cross Country - Mr. Duran
- Girls Volleyball - Ms. Vargas and Ms. Shenavai
- ESports - Mr. Sarabia
- (Coming Winter) Boys and Girls Basketball
- (Coming Spring) Boys and Girls Soccer

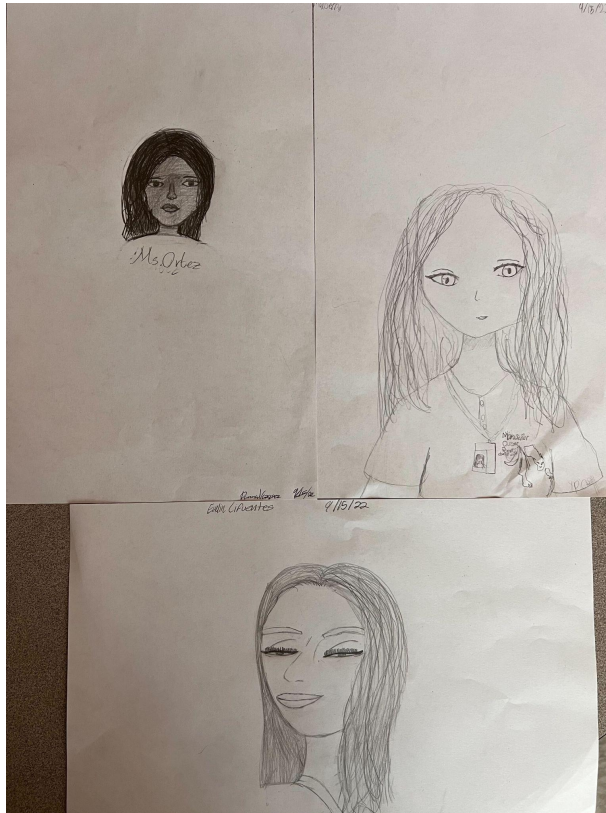
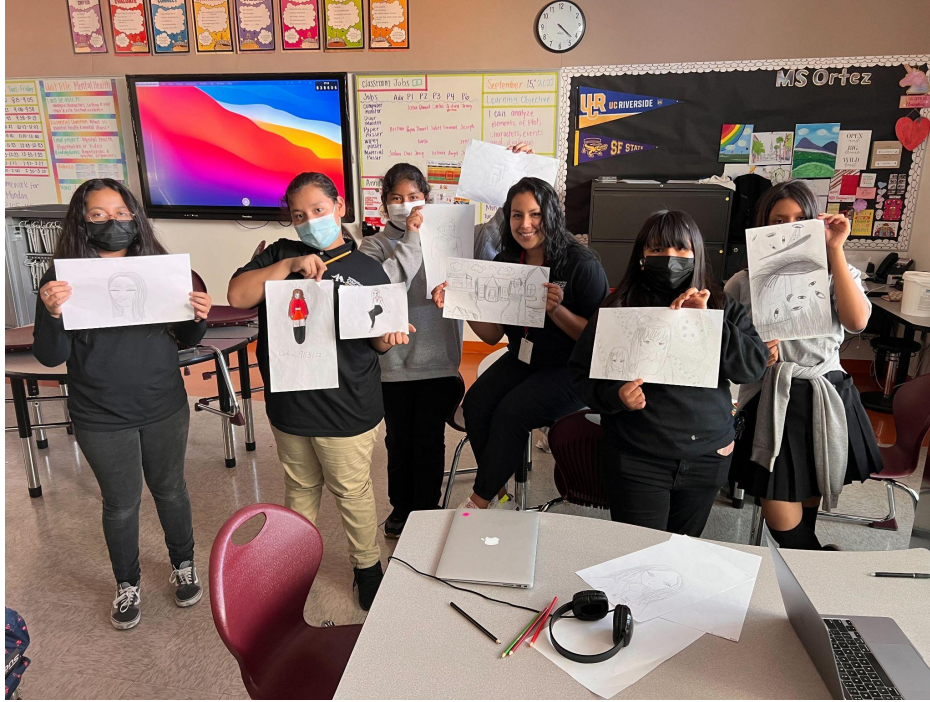
### Field Trips

- Academy Museum of Motion Pictures - Mr. Rosenberg
- Moonlight Rollerway - Ms. Rodman
- (November) SkyZone - Ms. Rodman
- (December) Pasadena Ice Skating Center - Ms. Rodman













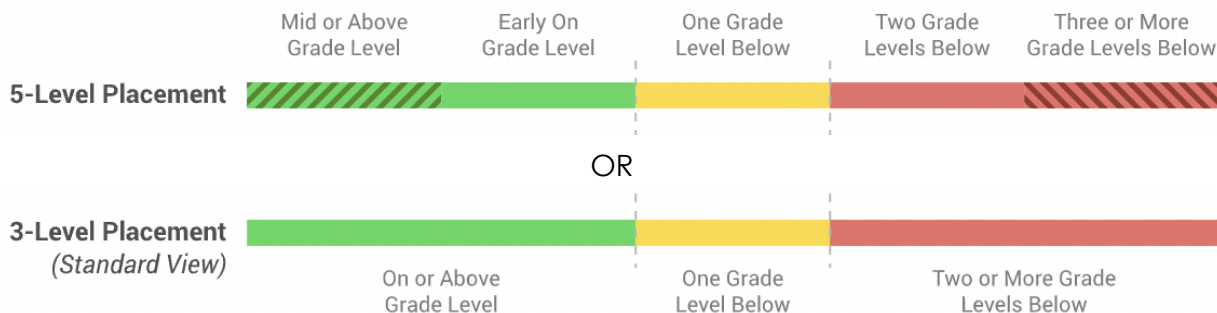


**I. iReady Diagnostic Exams - General Info**

Our iReady Diagnostic data is attached for your reference. Overall, there is a lot of room for growth. In an effort to plan and prepare interventions, our teachers engaged in a Data Driven Dialogue PD on September 12, 2022, where they reviewed their student's PLOP using iReady D1 data and created grade level goals to help target any learning gaps that they identified. Our next diagnostic starts on the week of November 28th.

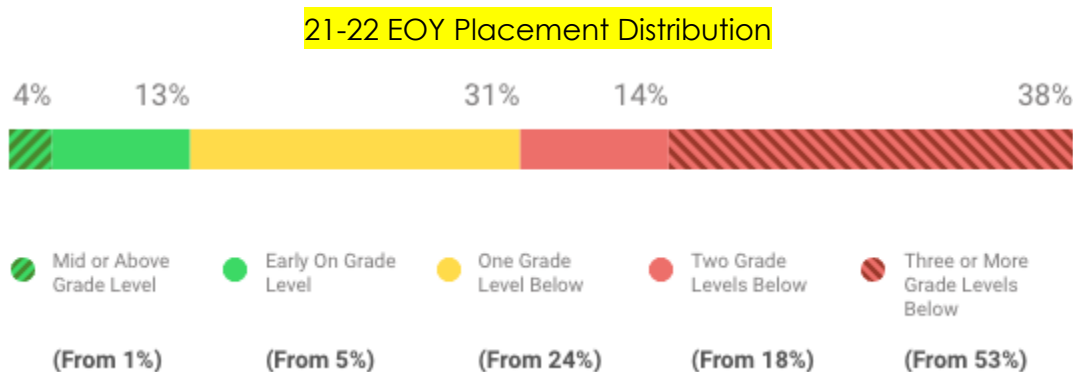
	<b>Diagnostic #1 (Fall)</b>
<b>Enrollment</b> (at time of diagnostic)	280
<b>Testing Window</b>	08/04/22 - 09/03/22
<b>Students Tested (Math)</b>	275 (98%)
<b>Students Tested (Reading)</b>	263 (93%)

**Test Results Legend:**



## II. iReady Results (MATH)

### ALL STUDENTS (MATH)



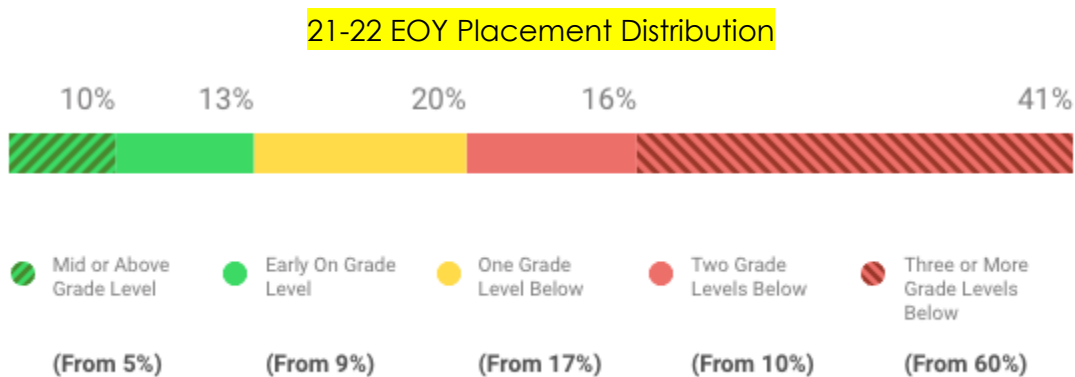
<b>D1 Fall (current)</b>	<table border="1"> <thead> <tr> <th>Placement Level</th> <th>Percentage</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr> <td>Mid or Above Grade Level</td> <td>1%</td> <td>3 Students</td> </tr> <tr> <td>Early On Grade Level</td> <td>4%</td> <td>10 Students</td> </tr> <tr> <td>One Grade Level Below</td> <td>21%</td> <td>59 Students</td> </tr> <tr> <td>Two Grade Levels Below</td> <td>20%</td> <td>56 Students</td> </tr> <tr> <td>Three or More Grade Levels Below</td> <td>53%</td> <td>147 Students</td> </tr> </tbody> </table>	Placement Level	Percentage	Number of Students	Mid or Above Grade Level	1%	3 Students	Early On Grade Level	4%	10 Students	One Grade Level Below	21%	59 Students	Two Grade Levels Below	20%	56 Students	Three or More Grade Levels Below	53%	147 Students
Placement Level	Percentage	Number of Students																	
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Two Grade Levels Below	20%	56 Students																	
Three or More Grade Levels Below	53%	147 Students																	
<b>Goals</b>	<ul style="list-style-type: none"> <li>Decrease amount of students who are 2 or more grade levels below through targeted instruction in core classes and math support classes</li> <li>Teachers conducted a D1 data analysis on 9/12 to discuss PLOP and create goals for their GL based on D1 data.</li> </ul>																		

### BY GRADE LEVEL (MATH)

<b>D1 Fall</b>							
Grade	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade 6		1%	7%	20%	22%	49%	95/97
Grade 7		0%	2%	25%	18%	55%	93/95
Grade 8		2%	1%	20%	21%	56%	87/88

### III. iReady Results (READING)

ALL STUDENTS (READING)



<b>D1 Fall</b>	<table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> <th>Student Count</th> </tr> </thead> <tbody> <tr> <td>Mid or Above Grade Level</td> <td>4%</td> <td>11 Students</td> </tr> <tr> <td>Early On Grade Level</td> <td>9%</td> <td>23 Students</td> </tr> <tr> <td>One Grade Level Below</td> <td>17%</td> <td>45 Students</td> </tr> <tr> <td>Two Grade Levels Below</td> <td>10%</td> <td>25 Students</td> </tr> <tr> <td>Three or More Grade Levels Below</td> <td>60%</td> <td>157 Students</td> </tr> </tbody> </table>	Category	Percentage	Student Count	Mid or Above Grade Level	4%	11 Students	Early On Grade Level	9%	23 Students	One Grade Level Below	17%	45 Students	Two Grade Levels Below	10%	25 Students	Three or More Grade Levels Below	60%	157 Students
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<b>Goals</b>	<ul style="list-style-type: none"> <li>Decrease amount of students who are 2 or more grade levels below through targeted instruction in core classes and math support classes</li> <li>Teachers conducted a D1 data analysis on 9/12 to discuss PLOP and create goals for their GL based on D1 data.</li> </ul>																		

BY GRADE LEVEL (READING)

<b>D1 Fall</b>
----------------

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade 6		5%	7%	23%	8%	58%	92/97
Grade 7		2%	7%	12%	13%	65%	82/95
Grade 8		5%	13%	16%	8%	59%	87/88

**IV. Subgroup Performance Level Distribution**

**STUDENTS - Special Education**

	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
<b>6th Grade (Reading)</b>	9%	0%	0%	0%	91%
<b>7th Grade (Reading)</b>	0%	8%	0%	0%	83%
<b>8th Grade (Reading)</b>	0%	0%	13%	0%	88%
<b>All SPED Students (Reading)</b>	3%	3%	3%	0%	87%
<b>6th Grade (Math)</b>	0%	0%	9%	9%	82%
<b>7th Grade</b>	0%	0%	17%	8%	75%

<b>(Math)</b>					
<b>8th Grade (Math)</b>	0%	0%	13%	25%	63%
<b>All SPED Students (Math)</b>	0%	0%	13%	13%	74%

**STUDENTS - English Learners**

	<b>Mid or Above Grade Level</b>	<b>Early On Grade Level</b>	<b>One Grade Level Below</b>	<b>Two Grade Levels Below</b>	<b>Three or More Grade Levels Below</b>
<b>6th Grade (Reading)</b>	0%	0%	3%	3%	91%
<b>7th Grade (Reading)</b>	0%	2%	5%	9%	74%
<b>8th Grade (Reading)</b>	0%	0%	4%	4%	93%
<b>All EL Students (Reading)</b>	0%	1%	3%	5%	84%
<b>6th Grade (Math)</b>	0%	3%	9%	9%	74%
<b>7th Grade (Math)</b>	0%	0%	9%	14%	77%
<b>8th Grade (Math)</b>	0%	0%	7%	14%	79%
<b>All EL Students (Math)</b>	0%	1%	8%	12%	76%

## ILT and Professional Development

Our Instructional Leadership Team is made up of teachers and administrators. Currently, our team members include:

- Mr. Zepeda - EA
- Ms. Brown - SCC Administrator
- Mr. Cruz - SCC Administrator
- Mr. Duran - 8th Grade Math
- Ms. Vargas - 7th Grade Math/Science
- Mr. Garcia - ELD Teacher

Our goal has been to provide professional development opportunities that are relevant and meaningful to teachers. A staple of our PD has been Critical Friends Groups, which allow our teachers to engage in meaningful conversations about their work using protocols that help guide their discussions. Additionally, we've created and tailored sessions to meet the needs of teachers based on observations and feedback that we've received from teachers. The following is a list of PDs that we have covered so far with our teaching staff at our Monday PDs:

Date	MORCS
8/15/22	Emergency Procedures <a href="#">Tuning Protocol - Routines and Procedures (GL)</a>
8/22/22	<a href="#">Tuning Protocol - Lesson Plans</a>
8/29/22	<a href="#">Academic Monitoring 101</a>
9/5/22	Labor Day
9/12/22	TPT Presentation <a href="#">Data Dialogue (iReady Diagnostic)</a>
9/19/22	Common Vocab - Common Core Critical Verbs <a href="#">Differentiation for ELs and Learners w/ IEPs</a>
9/26/22	<a href="#">RACE Strategy</a> <a href="#">Academic Monitoring 201 pt1</a>
10/3/22	Academic Monitoring 201 pt2 SCC (MTSS)
10/10/22	Parent Conferences



10/17/22	Youth Truth
10/24/22	ORG TPD
10/31/22	Williams Instructional Materials Visit

# Coversheet

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

<b>Section:</b>	III. Items Scheduled for Information
<b>Item:</b>	C. Bert Corona Charter High School Executive Administrator's Report
<b>Purpose:</b>	FYI
<b>Submitted by:</b>	
<b>Related Material:</b>	22-23 COO BCCHS Interim EA Board Report 10_31_2022.pdf

# Knights Messenger

October 29, 2022

## *New Interim Executive Administrator*

Mr. Ruben Dueñas has been serving as the Interim Executive Administrator since October 10, 2022. He will take over the leadership of Bert Corona Charter High School for Mr. Larry Simonsen who has decided to pursue other opportunities for personal reasons.



Mr. Dueñas has been working for YPI Charter Schools in various capacities for the past 16 years. He has served as Principal and Executive Administrator of Bert Corona Charter (Middle) School, and as the Chief Operations Officer of YPI Charter Schools. As Chief Operations Officer, he helped to open BCCHS. While serving as the Interim Executive Administrator for BCCHS, Mr. Dueñas will continue with his responsibilities as Chief Operations Officer for YPICS.

Mr. Dueñas takes great pride from his family and his family history. He is the youngest son of immigrants. Mr. Dueñas is married to Rocio with whom he shares two daughters. His daughters are proud Bert Corona Charter School graduates!



## *PBL Classes have begun!*

Project Based Learning (PBL) Classes have begun. By working on these projects, students will continue their growth in mastering critical college and career readiness skills. Students will be engaged in research, interacting with experts in the field, field trips, making presentations, community service, and most importantly, reflection. Project Class teachers will use the VALUE learning outcomes to evaluate student growth.

Students projects will cover topics including:

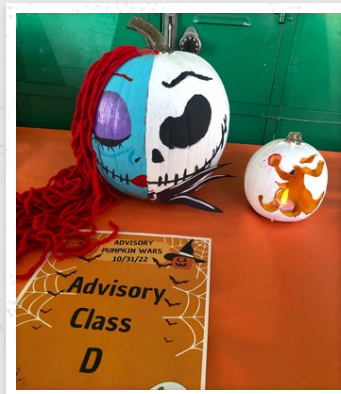
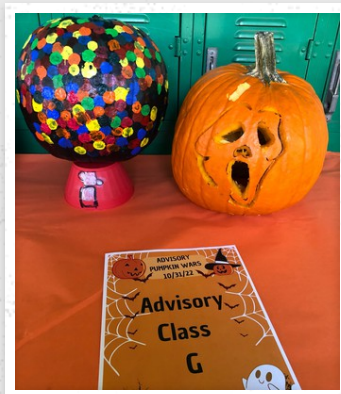
- environment
- health
- art
- homelessness

- animal rights
- voting rights

We can not wait to see what solutions our students discover and implement.

## Halloween Advisory Challenges

Students participated in various challenges for Halloween through advisory classes. The Spooky Chalk Art Challenge required our students to use their drawing skills. The Pumpkin Decorating Contest pushed our students creativity. The Toilet Paper Mummies... well, was just fun!



## 2022-23 Toilet Paper Mummies

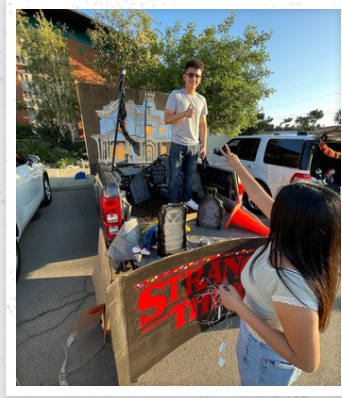


Follow us on Instagram

## 5th Annual Trunk or Treat @ BCCS

Community Service is a focus of our schools. With the support of Mr. Benavides and Ms. Gonzalez, BCCHS students participated in the 5th Annual BCCS Trunk or Treat on Friday, October 21st. Students decorated a "Stranger Things" themed truck and displayed their Spooky Chalk Art with the Pacoima community. Over 500 people attended the event.





## Spooky Chalk Art Competition



## Girls Volleyball Season Ends

Our Lady Knights ended their volleyball season on Friday, October 28th with another win against Magnolia Science Academy 4- Venice. The Lady Knights dominated the game and won the match 3-0. They ended the season with a record of 6 wins and 1 loss. It was a great session full of competition, growth, and fun. 8 seniors played their last high school volleyball game and "signed out" after the match was over!



## 2022-23 Girls Volleyball Seniors "Signing Out!"

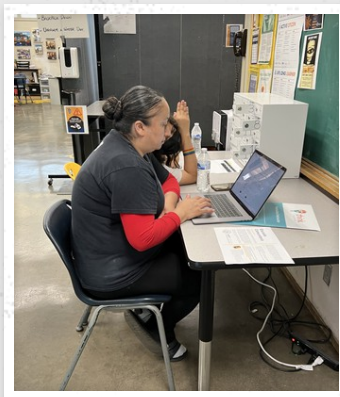


## *Student Led Conferences*

Thank you to all the parents and students who participated in our Student Led Conferences on October 10th, 13th, and 14th. A student-led conference is a pre-planned meeting in which students demonstrate responsibility for their academic performance by providing a review of their work for parents and teachers.

We had 87.44% of our students and parents attend our conferences. We look forward to even better participation at the next conference on March 13th, 16th, and 17th of 2023. Mark your calendar!

And a big shout out to all the parents who gave us feedback on our parent survey after the conferences. Mr. Pelayo, Ms. Peña, and Mr. Dueñas are looking forward to sharing the data with you!



## Parents of Seniors Financial Aid Workshop

30 families attended the the Parents of Seniors Financial Aid Workshop with our Director of College and Career Readiness, Max Garcia. Mr. Garcia shared his personal journey with students and parents and his expertise about the college going process. Students and parents learned about all of the opportunities to pay for their college education and what they need to do to access the resources.

Families were also treated to some tacos from a local taquero. Food is always necessary for learning!

We hope to see you at the next College and Career Readiness Workshop.



## Upcoming Events

- Nov. 1st- 12th Grade Field Trip: Icons of Darkness
- Nov. 10- Homecoming Dance
- Nov.11- Veterans Day, No School
- Nov 12- UCLA vs Arizona Football Game, I'm Going to College
- Nov. 18- Student Assembly
- Nov. 21- 25- Thanksgiving Break







## Bert Corona Charter High School

### [BCCHS Instagram](#)

📍 12513 Gain St, Pacoima, CA 9...

✉ [officehs@coronacharter.org](mailto:officehs@coronacharter.org)

☎ 818.480.6810

🌐 [bcchs.ypics.org/](http://bcchs.ypics.org/)

# Coversheet

## Executive Director's Report

<b>Section:</b>	III. Items Scheduled for Information
<b>Item:</b>	E. Executive Director's Report
<b>Purpose:</b>	FYI
<b>Submitted by:</b>	
<b>Related Material:</b>	ED Report October 31 2022 Final.pdf



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

**October 31, 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:**

#### **California Department of Education - Assessment Spotlight (Issue 205) ([Back to Top](#))**

Posted September 30, 2022

#### **State Board of Education Approves Use of Smarter Balanced Adjusted Form Blueprints**

Earlier this month, the California State Board of Education (SBE) approved the continued use of the adjusted form blueprints for the Smarter Balanced Summative Assessments for English Language Arts/Literacy (ELA) and Mathematics for the 2022–23 administration and subsequent years.

The SBE-approved blueprints are identical to the ones used for the 2021–22 administration. The computer adaptive test (CAT) portions of the blueprints are reduced by approximately 50 percent in each claim compared to the full form blueprints. The performance tasks are designed to be integrated tasks; therefore, the blueprints associated with the performance tasks are not adjusted. At this time, claim results will continue to be unavailable at the individual student level but will be available for student groups of 30 or more on the [Test Results for California's Assessments](#) website. Smarter Balanced continues to work with other states on the development of composite claim reporting for the adjusted form blueprints. In addition, the CDE continues to investigate the use of target reports with the adjusted form blueprints.

The adjusted blueprints apply only to the Smarter Balanced Summative Assessments for [ELA](#) and [Mathematics](#). The Smarter Balanced Interim Comprehensive Assessment continues to be based on the full form blueprints. Further details regarding the September SBE meeting—including item

04, with blueprints and other assessment updates—can be found on the [SBE Agenda for September 2022](#) web page.

### **2022 California standardized test results wipe out years of steady progress - EdSource**

Posted October 24, 2022

In another measure of the pandemic’s corrosive impact on learning, California students performed significantly worse in 2022 on Smarter Balanced, the state’s standardized test.

Fewer than half of students met the state standard in English language arts, with a drop of 4 percentage points to 47.1% from pre-pandemic 2018-19, when the state last required the test statewide. Exactly one-third of students performed at standard in math, a decline of 6.5 percentage points. For Black students, it is now 16% and 9.7% for English learners.

The pandemic’s effects were widespread; the scores fell roughly the same – 5 to 7 percentage points among most racial and ethnic groups. But disparities in scores among those groups were already chasmic, and the declines in 2022 wiped out six years of slow, steady progress since Smarter Balanced was introduced in 2014-15. The 69.4% of Asian students who scored at or above standard in 2022 is more than triple the rate for Latino and Black students.

[Moving up its original release date](#), initially set to be released with other state data in December or January, the California Department of Education instead announced the results on the same day as the release of scores on the National Assessment of Educational Progress or NAEP. The results of the different tests cannot be compared, but point to the same conclusion: Covid severely set back progress nationally and in California, indicating it will take extra resources and attention, and probably several years, to recover from the impact. ([See story on NAEP scores](#))

“Now is not the time to take our foot off the accelerator when it comes to doing everything we can to help all our students progress toward mastery of our learning standards and thrive in every way in school,” said California State Board of Education President Linda Darling-Hammond.

The test, administered last spring to 2.9 million students in grades three to eight and 11th grade, showed distressing results in 2 key areas:

- In third grade English language arts, the first statewide measure of children’s ability to read, scores fell 6.5 percentage points to 42.2%, the lowest of any grade.
- In eighth grade math, a signal of students’ preparation for high school math, scores fell 7.4 percentage points, to 29.2, also the worst of any grade.

“Our situation with reading achievement was bad before; now it has gotten worse,” said Todd Collins, a Palo Alto Unified school board member and founder of the California Reading Coalition. “The need is even more urgent for a comprehensive state literacy plan, focused on giving districts and teachers better training and curriculum and backed by what’s been successful in the states that have succeeded.”

“We have unacceptable rates across the board, with a persistent, continuing problem in math,” said Rick Miller, CEO of the CORE districts, a nonprofit learning partnership of California school districts representing more than a million students. “It existed before the pandemic, and the pandemic’s impact was most acute for those who needed the most help.”

He and others said it wasn’t surprising that learning declined more in math and in English language arts. Remote learning showed the importance of high-quality classroom math instruction.

“Students who were bored were more likely to pick up a book to read than do math,” Miller said. Peggy Carr, commissioner of the National Center for Education Statistics, which administers NAEP, agreed. Abundant research “shows that math is just simply more sensitive to schooling. You really need teachers to teach math,” she said. “Parents and the community are more comfortable helping students with reading.”

Contrary to the statewide pattern, in Long Beach Unified, students meeting state standards in English language arts dropped 11 percentage points, nearly triple that of math. To address that, the district is expanding preschool to better prepare students for TK and kindergarten and shifting its instructional focus to phonics and phonemic awareness, an approach that helps students learn to read by connecting letters to sounds. Third and 4th grade both had the highest percentage of students not meeting standards.

The district has also hired instruction and intervention coordinators across its elementary and middle schools and has provided small group tutoring across grades handled both by teachers and contracted providers, Superintendent Jill Baker said.

Heather Hough, director of Policy Analysis for California Education, described the scores as a clear signal that education in California must change radically if students are to overcome the challenges wrought by school closures and the pandemic. The stakes are especially high for students who were disproportionately impacted, such as Black and Latino students and those from low-income families, she said.

“What we have been doing has not worked,” she said. “We’ve been talking about accelerated learning, but we have no experience with accelerated learning, and our track record with closing the achievement gap is not good. ... We cannot revert to business as usual because that did not work. This requires large-scale, systemic change.”

The state’s recent infusion of money into K-12 schools will likely not be enough, she said. The changes need to be widespread and long-lasting, particularly regarding staffing. Prospective school counselors, for example, need to know their jobs will exist a decade from now.

California’s overall results were better than the average of nine of the 10 other Smarter Balanced states that had released scores. Their average decline in reading was 5.4 percentage points and 7.3 percentage points in math. Those states include Oregon (down 7.4% in reading, 8.8% in math) and Washington (down 9.3% in English language arts, 11.3% in math), according to data for grades 3 to 8 collected by Doug McRae, a retired standardized test publisher who lives in Monterey. Several states either offer the test in 10th grade or use the SAT or ACT as an alternative to Smarter Balanced in 11th grade.

California skipped Smarter Balanced statewide during two years of Covid. The state canceled the test in spring of 2020, when all schools closed and switched to remote learning, and made the statewide test optional in 2020-21.

Most districts in California continued in remote learning for much of, if not all of, 2020-21. Covid created the most havoc in low-income Black and Hispanic neighborhoods, which also had the least access to the internet. Chronic rates of student absenteeism continued in the last school year. Megan Bacigalupi, director of CA Parent Power, an Oakland-based nonprofit that grew out of parents' frustration with school closures, pointed to prolonged remote learning in California as the cause of lower test scores.

“Any parent who was home with their child ... saw what a failure online school was. Parents should look at these scores and know that statewide leaders failed our children,” she said. “Parents should also ask hard questions of their school districts. ... We should be treating this as a statewide crisis.”

Some school districts saw their scores improve during Covid. Cold Spring School District in Santa Barbara, a TK-6 school with about 200 students, was a high performing school prior to the pandemic and most scores inched higher in 2022. In 2019, for example, 67% of students exceeded the state standard in reading, and three years later that number rose to 70%. Superintendent Amy Alzina attributed students' success to the school staying open for most of Covid. The district had recently endured wildfires and a deadly mudslide, and Alzina knew that the school had provided stability and a refuge for students experiencing hardship. She and the board decided to reopen in September 2020 despite the risks.

In addition to masks and social distancing, students attended classes outdoors throughout the year, even in rain and cold. The PTA purchased jackets for teachers and others who needed them. State Superintendent of Instruction Tony Thurmond said data did show an encouraging sign from limited data. Although districts with fewer than a quarter of the state's students took for 2020-21 test, the state was able to track the scores of those who did using unique student identifiers. It found that their scores began to rebound by spring 2022, especially in reading, from the even larger losses recorded in the spring of 2021 test. But that did not happen in math in eighth grade, where the decline continued from 2021 to 2022 and further dropped in 11th grade in both English language arts and math.

State officials stressed that the current state budget alone includes more \$12 billion in one-time and ongoing funding that districts can use to remediate or accelerate learning and for mental health. This includes \$7.9 billion in a Learning Recovery Block Grant, tied to a district's proportion of low-income students, and \$4 billion for low-income districts to add three hours per day for after-school learning and six weeks of added learning. In addition, they have \$15.3 billion that Congress funded through 2024 under the American Relief Plan Act.

“California's investments in important initiatives, such as high-dose tutoring, professional development for teachers, and expanded learning time, and in such areas as mental health and wellness, are critical to lifting up academic performance across the board while supporting students' well-being,” Darling-Hammond said in a statement.

California has started [College Corps](#), which has recruited 1,500 college students to tutor in 33 school districts and community after-school programs, but there aren't enough tutors to meet the demand. Los Angeles Unified has been slow to roll out tutoring, and San Diego Unified is relying on teachers to do it after school.

Anticipating learning loss issues, Lodi Unified Assistant Superintendent Robert Sahli said the district initiated student supports during the pandemic and expanded efforts with a return to in-person instruction. These include tutoring, expanded afterschool and summer opportunities, teacher training on literacy, and the adoption of a new K-8 math curriculum.

Miller said additional resources matter, but one-time funding alone won't fix a long-term math problem. He cited the need for high quality curriculums and continuing professional development for existing teachers and those in training and facing up to a long-existing "math phobia" among early elementary teachers.

Also released Monday were the science assessments and the English Language Proficiency Assessments for California, the ELPAC, measuring the progress of English learners.

Students have not performed well on the science test, which is aligned to the Next Generation Science Standards and is given in fifth, eighth and each year in high school. The good news is that districts did not lose ground in 2022; 29.5% of students met or exceeded standards, compared with 29.9% in 2019, the first time the test was given.

Students who speak a language other than English at home are required to take the ELPAC every year until they are deemed proficient in English. In 2022, 15.57% of English learners achieved a proficient score. That's up from 14% during the year of distance learning, but similar to the year before the pandemic, 2018-19, when 16.4% achieved a proficient score.

### **YPICS:**

#### *Simonsen Departure:*

Dear YPICS Staff,

Sadly, I am writing to inform you that Larry Simonsen, "Professor Simonsen," is leaving YPICS, effective this **Friday, October 7, 2022**. Larry has decided to return to being the Master Teacher of Science that he is and will serve Homeless and Foster Youth in South Central LA. Unfortunately, it is not the best time for us. However, it is absolutely the right opportunity for Larry. Therefore, as of **Monday, October 10, 2022**, Mr. Duenas will serve as the Interim Executive Administrator at the High School until we can secure a replacement. We aim to continue the vision, not supplant or dismiss what Larry has implemented and what the Charter Petition outlines are the school's philosophy and purpose. Please join me via slack to offer our farewells and best wishes to Professor Simonsen. We appreciate all the hard work Larry has done for us over the last seven years, and he will be missed. He has played an integral role in the founding and development of the High School and our work in social justice for scholars. Namely, Standards Based Grading and Learning and equity in instructional practices. He will be challenging to replace. I would personally like to wish Larry Simonsen the best of success in all future endeavors.

Sincerely,

Yvette King-Berg

*Assessment Review:*

SBAC data is now available. Data analysis of YPICS performance will be discussed in-depth at the next YPICS Board Academic Excellence Committee Meeting on November 7<sup>th</sup> and returned to the next full board meeting in December. Finally, YPICS will provide all members of our school community regarding the CA School Dashboard during November (What is it? What does it measure? How will it be different for 2022-23? When will it return to “normal”?)

*NOVO Teacher Retention Grant and SEL Conference Attendance:*

YPICS Senior Leaders participate in a 110 Accelerator Administrative Networking and Think Tank Group with charter leaders in the LA Metro area. Last year the group identified Teacher Retention as an area that many schools struggle. The group collectively wrote for a Teacher Retention Grant and received it in May 2022. MLC (the Multicultural Learning Center) is the grant lead. Executive Director King-Berg is conducting research through listening empathy sessions with teachers and staff on all three campuses, which the Education First Foundation is leading. All research findings are to improve teacher retention at each of the participant schools and organizations.

One of the themes that have been consistent thus far is that our teachers experience the most joy when they see their scholars learning, understanding, and critically engaging in intellectual conversations in the classroom. When they responded to one thing, they would like to be different, this was also very consistent amongst all three schools. They articulated that they wanted more time to get to know their colleagues in person, interact more, play, and have fun as a team. We heard their requests and intentionally added engagement, freedom of choice, and joy to our Total Professional Development Days (TPD).

Grant participants had to attend the SEL in Action Conference in New Mexico on October 11-14, 2022. Ms. King-Berg participated in the conference on behalf of YPICS. Two teachers were invited to accompany her, but both declined the offer because the conference dates were held during the YPICS October Parent Conferences Week. The Board will receive updates about parent conferences in the Executive Administrator's Reports.



*Trunk or Treat:*



On October 21, 2022 the Learning and Support Team supported the BCCS Trunk or Treat event. LSC had car and the theme was COCO. Members of the team not only passed out candy to the families and children, but Ms. Gachuzzo and her friends performed two Baile Folklorico dance numbers for the community. The High School also entered three cars. It was amazing to have both the LSC and HS supporting this event, which well attended by our families and our community partners.



*YPICS Total Professional Development Days:*

All three schools' teachers, administrators, and staff members participated in two-days of total professional development (instruction, climate and culture, and operations) on October 24<sup>th</sup>-25<sup>th</sup>. Day 1 focused on equity as it shows up in outcomes. YPICS reviewed all data, SBAC, grades, attendance (absenteeism & perfect attendance). Each department created smart goals and created action plans which will be used reviewed during the next TPD Equity Pause day; January 9, 2023. Day 2 focused on instructional strategies that work. Teacher participants had an opportunity to choose sessions to enhance their practice. YPICS Operations Teams had an opportunity to further develop their plans to increase attendance and enrollment. Finally, the School Climate and Culture Teams were trained in NCIS to better prepare to deescalate challenging behaviors on campus.

## Coversheet

Receive, review, discuss and file 21-22 LAUSD Oversight  
Visit Reports for BCCS, MORCS, and BCCHS.

**Section:** VI. Items Scheduled For Action  
**Item:** A. Receive, review, discuss and file 21-22 LAUSD Oversight  
Visit Reports for BCCS, MORCS, and BCCHS.  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** YPIBERT 8054 Annual PBOV Report 2021-2022 (1).pdf  
YPIBERTHS 7598 Annual PBOV Report 2021-2022.pdf  
YPIOSCAR 8196 Annual PBOV Report 2021-2022 (1).pdf



# **LOS ANGELES UNIFIED SCHOOL DISTRICT**

## **CHARTER SCHOOLS DIVISION**

### **ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT\***

### **2021-2022 SCHOOL YEAR**

### **FOR**

**BERT CORONA CHARTER SCHOOL - 8054**

Name and Location Code of Charter School

#### **LAUSD Vision**

L.A. Unified will be a progressive global leader in education, providing a dynamic and inspiring learning experience where all students graduate ready for success.

#### **CSD Mission**

The LAUSD Charter Schools Division (CSD) fosters high quality educational opportunities and outcomes for students in the greater Los Angeles community through exemplary charter public school authorizing, oversight, and sharing of promising practices so that all students maximize their potential.

#### **CSD Core Values**

We believe that our success depends on:

- Making decisions that put the interests of students first.
- Serving with high expectations, integrity, professionalism, and commitment.
- Employing authentic, responsive, and effective leadership and teamwork.
- Continuously learning as a dynamic organization.
- Building and sustaining a healthy workplace culture where high performance, diversity, and creativity thrive.
- Developing productive relationships with our charter schools and all stakeholders.

\* Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to matters related to the school's governance, programs, facilities, operations, and/or fiscal management. Elements of the oversight process may be modified as LAUSD responds to the COVID-19 pandemic. To support the well-being of all at a school site, all are expected to follow applicable COVID-19 public health guidelines, including related District requirements for operations at District facilities. The assigned Specialist will reach out with more details, as needed. Thank you.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter School

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/31/2022

<b>Charter School Name:</b>		<b>Bert Corona Charter School (BCCS)</b>			<b>Location Code:</b>	<b>8054</b>
<b>Current Address:</b>		<b>City:</b>	<b>ZIP Code:</b>	<b>Phone:</b>	<b>Fax:</b>	
9400 Remick Avenue		Pacoima	91331	818-834-5805	N/A	
<b>Current Term of Charter<sup>1</sup>:</b>			<b>LAUSD Board District:</b>	<b>LAUSD Local District:</b>		
July 1, 2019 to June 30, 2026			6	Northeast		
<b>Number of Students Currently Enrolled:</b>	<b>Enrollment Capacity Per Charter:</b>	<b>Number Above/Below Enrollment Capacity (day of visit):</b>		<b>Below by 159</b>		
341	500					
<b>Grades Currently Served:</b>	<b>Grades To Be Served Per Charter:</b>	<b>Percent Above/Below Enrollment Capacity (day of visit):</b>		<b>Below by 31.8%</b>		
5-8	5-8					
<b>Norm Enrollment Number:</b>		341				
<b>Total Number of Staff Members:</b>	45	<b>Certificated:</b>	21	<b>Classified:</b>	24	
<b>Charter School's Leadership Team Members:</b>		Dr. Kevin Myers, Executive Administrator; Yvette King-Berg, Executive Director; Ruben Dueñas, COO; Lilia L. Limón, Success for All Foundation, Director of Implementation; Mary G. Keipp, Board President; Leticia Sepulveda, Parent Coordinator; Kirk Takeyama, Director of School Culture & Climate				
<b>Charter School's Contact for Special Education:</b>		Vashon Nutt, Director of Special Education		<b>SELPA &amp; Option:</b>	3	
<b>CSD Assigned Administrator:</b>	Dr. Blanca Alves-Monaster		<b>CSD Fiscal Services Manager:</b>	Cindy Delos Santos-Iya		
<b>Other School/CSD Team Members:</b>	Yolanda Jordan (Completed visit and report)					
<b>Oversight Visit Date(s):</b>	May 31, 2022		<b>Fiscal Review Date (if different):</b>	N/A		
<b>Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):</b>	No	<b>LAUSD Co-Location Campus(es) (if applicable):</b>		N/A		
		<b>Date of Co-Location meeting with Operations Team:</b>		N/A		
<b>Certificate of Occupancy (COO) or Temporary Certificate of Occupancy Type: (if a TCO, please note expiration date)</b>	COO		<b>COO/TCO Approved Grade Levels and Occupancy Loads:</b>	Not indicated on COOs		

<sup>1</sup> AB 130 added Section 47607.4 to California Ed Code, which extends the term of all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, by two years.



LAUSD CHARTER SCHOOLS DIVISION

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DATE OF VISIT: 5/31/2022

<b>SUMMARY OF RATINGS</b> <i>(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory</i>			
Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
3	No Rating	3	3



LAUSD CHARTER SCHOOLS DIVISION

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## CHARTER RENEWAL CRITERIA

In accordance with Education Code §§ 47605, 47607, and 47607.2, in order to renew a charter, the District must determine whether the charter school has met the statutory requirements.

### REPORT GUIDE

LAUSD's oversight procedures are intended to balance a charter school's autonomy of operation with its accountability to the public. LAUSD utilizes a holistic, performance-based approach to evaluate all charter schools, guided principally by making decisions in the best interest of students. The CSD observes and monitors each charter school in accordance with applicable laws, regulations, LAUSD policy, memoranda of understanding, and the school's operative charter. Information gathered through oversight serves as part of the charter school's ongoing record for the District to make informed decisions about charter school authorization, renewal, material revisions, sharing of promising practices, and if need be, revocation. While LAUSD is responsible to provide oversight of its charter schools and the entities managing charter schools, the primary oversight of each charter school must first and foremost be performed by the charter school's own Governing Board. The Governing Board of a charter school has an ongoing responsibility to oversee the operations of its charter school(s), ensuring that every charter school it oversees is providing a high-quality educational program for students enrolled, is successfully fulfilling the terms of their charter, is fiscally sound, and complies with applicable laws, regulations, and court orders. In designing this document, the District has considered California charter school law, as well as the *LAUSD Policy and Procedures for Charter Schools*, California State Board of Education's criteria for evaluating charter schools, and the National Association of Charter School Authorizers' *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

**Governance** – demonstrating fulfillment of the Governing Board's fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school's full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education

**Student Achievement and Educational Performance** – demonstrating positive academic achievement and growth for all students

**Organizational Management, Programs, and Operations** – demonstrating effective leadership and implementation of the governing board's policies and procedures, as well as the school's educational program and systems and procedures for the day-to-day operations of the school

**Fiscal Operations** – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2021-2022*. The "Sources of Evidence" sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school's performance in each category: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress (Note: potential "promising practices" are identified within this section with an asterisk [\*]); (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under "Corrective Action Required," the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school's approved charter. **If the report includes any findings under "Corrective Action Required," the charter school must take immediate and appropriate steps to remedy the identified concern.** In accordance with its "tiered intervention" approach to charter school non-



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compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those “promising practices” that the school believes have contributed to its success, in order to support the CSD’s ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across all LAUSD schools.

GOVERNANCE	RATING*
Summary of School Performance	3

Areas of Demonstrated Strength and/or Progress

**G2:** The Governing Board complies with all material provisions of the Brown Act as evidenced in Binder 1, Board agendas and minutes, and discussion with school leadership.

- Brown Act Training took place on April 19, 2021.
- Agenda posting procedures are compliant, including posting of current Board agenda on the school’s website

**G4:** The Governing Board considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) as evidenced in Binder 1, Board agenda’s and minutes, and discussion with leadership. Some items per Board minutes include:

- iReady ELA program and instructional resources approved
- iReady diagnostics updates
- Academic focus areas for this school year (Exemplars, Checks for Understanding, and Assessments)
- School Committee/Council Reports

Areas Noted for Further Growth and/or Improvement

While the Governing Board has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public, it was discussed during the leadership meeting that the Parent Student Handbook will be updated to include the ELPAC (instead of the CELDT) and ESSA (instead of NCLB) in designated areas, as necessary.

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes: None

**\*NOTE:** *If the CSD gathers or otherwise receives substantial evidence of conflict(s) of interest with respect to a Governing Board member or person in a school leadership position (e.g. CEO or principal), a charter school shall receive a rating of 1 in this category.*





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**G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S) - QUALITY INDICATOR #1**

*The Governing Board has implemented the organizational structure, roles and responsibilities set forth in the approved charter, including:*

- Governing Board composition, structure, roles, and responsibilities
- Governing Board seeks input from committees/councils described in the school’s charter including but not limited to those mandated by laws or regulations as applicable (e.g., SSC and ELAC)
- Evaluation of school’s executive level leadership (including, but not limited to, those positions reporting to the Governing Board, as indicated in Element 4, such as Executive Director, Area Superintendent, Principal, etc.)

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school’s executive level leadership <input checked="" type="checkbox"/> The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school’s executive level leadership <input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school’s executive level leadership <input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in approved charter, nor any mandated committees/councils or a system for the evaluation of the school’s executive level leadership	<input checked="" type="checkbox"/> Organizational chart <b>(B1.1)</b> <input checked="" type="checkbox"/> Bylaws <b>(B1.2)</b> <input checked="" type="checkbox"/> Board member roster <b>(B1.3)</b> <input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1.4)</b> <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Committee/council calendars, agendas, minutes, and sign-ins <b>(B1.6)</b> <input checked="" type="checkbox"/> Documentation related to system for evaluation of executive level leadership. <b>(B1.7)</b> <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)



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**G2: BROWN ACT - QUALITY INDICATOR #2**

*The Governing Board has a system in place to ensure it is adhering to applicable open meeting requirements, which protect the public interest in transparency and help to ensure that decisions are made without apparent or actual conflicts of interest:*

- Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act
- Governing Board holds its meetings at a location(s) and in a manner that complies with teleconferencing, closed session, and access and Reasonable Accommodation requirements and the public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as noted in the charter petition
- Governing Board meeting agendas are posted and maintained, as appropriate, including on the school’s website and in accordance with the Brown Act and with sufficient specificity
- Governing Board meetings are held in accordance with the requirements of E.C. 47604.1

Rubric		Sources of Evidence
<b>Performance</b>	<input checked="" type="checkbox"/> The Governing Board complies with all material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with most material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with some material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with few material provisions of the Brown Act	<input checked="" type="checkbox"/> Board meeting agendas <b>(B1.4)</b> <input checked="" type="checkbox"/> Board meeting calendar <b>(B1.5)</b> <input checked="" type="checkbox"/> Brown Act training documentation <b>(B1.8a)</b> <input checked="" type="checkbox"/> Compliance with <b>E.C. 47604.1 (B1.8b)</b> <input checked="" type="checkbox"/> Documentation of the school’s agenda posting procedures <b>(B1.9)</b> <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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**G3: DUE PROCESS - QUALITY INDICATOR #3**

*The Governing Board has systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the school's charter, and LAUSD charter policy, to honor and protect the rights of students, employees, parents, and the public in the following areas:*

- Student discipline
- Employee grievances and discipline
- Parent/stakeholder complaint resolution procedure (complaints outside regulatory scope of UCP)
- Uniform Complaint Procedures

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input checked="" type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has partially developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has minimal or no systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public	<input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1.4)</b> <input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10a)</b> <input checked="" type="checkbox"/> Employee Handbook(s) <b>(B1.10b)</b> <input checked="" type="checkbox"/> Uniform Complaint Procedures policy and form(s) <b>(B1.11)</b> <input checked="" type="checkbox"/> Stakeholder complaint procedures and form(s) <b>(B1.12)</b> <input checked="" type="checkbox"/> H.R. policies and procedures regarding staff due process <b>(B1.13)</b> <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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**G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - QUALITY INDICATOR #4**

*The Governing Board has systems in place to ensure ongoing:*

- Review and use of academic performance (e.g., CA School Dashboard, internal assessments, etc.) and other school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence
- Monitoring of the school’s implementation of its LCAP and additional school plans, e.g., CSI, SPSA (action plans and progress toward LCAP goals)
- Transparent governance and accountability to stakeholders
- Monitoring of staffing needs and compliance with all applicable credentialing, clearance, and training requirements

	Sources of Evidence
<p style="text-align: center;"><b>Rubric</b></p> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The Governing Board regularly considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria)</li> <li><input checked="" type="checkbox"/> The Governing Board considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)</li> <li><input type="checkbox"/> The Governing Board inconsistently considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)</li> <li><input type="checkbox"/> The Governing Board seldom considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and other internal data, including but not limited to: <b>(B1.4)</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> CA School Dashboard Academic Performance Indicators (ELA, MATH, ELPI, CCI)</li> <li><input type="checkbox"/> CA School Dashboard Academic Engagement Indicators (Chronic Absenteeism, Graduation Rate)</li> <li><input type="checkbox"/> CA School Dashboard Conditions and Climate Indicator (Suspension Rate)</li> <li><input checked="" type="checkbox"/> Attendance rate</li> <li><input checked="" type="checkbox"/> Internal assessment data</li> <li><input checked="" type="checkbox"/> Enrollment data</li> <li><input checked="" type="checkbox"/> Staffing data (retention, turnover, certification, etc.)</li> </ul> </li> <li><input checked="" type="checkbox"/> Board meeting calendar <b>(B1.5)</b></li> <li><input checked="" type="checkbox"/> Other evidence of a system for Board review and analysis of internal school data to inform decision-making <b>(B1.14a)</b></li> <li><input type="checkbox"/> Board member training documentation (roles, responsibilities, etc.) <b>(B1.14b)</b></li> <li><input checked="" type="checkbox"/> Observation of Governing Board meeting</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Stakeholder focus group</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



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**G5: FISCAL CONDITION - QUALITY INDICATOR #5**

*The Governing Board has a system in place to ensure fiscal viability:*

- The school is fiscally strong and net assets are positive in the prior two independent audit reports.
- If applicable, all LAUSD Board of Education-approved fiscal condition-related benchmark(s) are met by the required deadline(s).

	Rubric	Sources of Evidence
Performance	<p><input checked="" type="checkbox"/> The school is fiscally strong with positive net assets in the prior two independent audit reports, and, if applicable, all LAUSD Board of Education-approved fiscal-condition related benchmark(s) are met by the required deadline(s)</p> <p><input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current independent audit report*</p> <p><input type="checkbox"/> The school is fiscally weak or unstable**, net assets are negative in the most current independent audit report, <b>or</b> the school does not have an independent audit report on file with the Charter Schools Division*</p> <p><input type="checkbox"/> The school is consistently fiscally weak, net assets are negative in the prior two independent audit reports, <b>or</b> the school does not have an independent audit report on file with the Charter Schools Division*</p> <p>*Additional considerations that could influence the rating may include: inadequate cash flow, financial condition and/or enrollment reflecting a downward trend or beginning to show signs that illustrate or contribute to deteriorating financial health potentially leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years, multi-year reliance on financing resources for the school’s operations (e.g., factoring of receivables, intraorganizational loans, third party loans, continuing deficit spending, etc.).</p> <p>**For example, the school’s financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years.</p>	<p><input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1.4)</b></p> <p><input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances <b>(B1.15)</b></p> <p><input type="checkbox"/> Observation of Governing Board meeting</p> <p><input checked="" type="checkbox"/> Discussion with leadership</p> <p><input checked="" type="checkbox"/> Independent audit report(s)</p> <p><input checked="" type="checkbox"/> Other financial information submitted by the school</p> <p><input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)</p>



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**G6: FISCAL MANAGEMENT AND ACCOUNTABILITY - QUALITY INDICATOR #6**

<p><i>The Governing Board has a system in place to ensure sound fiscal management and accountability:</i></p> <ul style="list-style-type: none"> <li>• The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement.</li> <li>• The two most current annual independent audits show no material weaknesses, deficiencies, and/or findings.</li> </ul>	
Rubric	Sources of Evidence
<p><b>Performance</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school <b>consistently adheres</b> to the Governing Board approved fiscal policies and procedures, does not have any areas noted for improvement, and the two most current annual independent audits show no material weaknesses, deficiencies, and/or findings</li> <li><input checked="" type="checkbox"/> The school <b>generally adheres</b> to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement, and the most current annual independent audit shows no material weaknesses, deficiencies, and/or findings</li> <li><input type="checkbox"/> The school is <b>not adhering</b> to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, <b>or</b> has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, unresolved recurring issues, potential conflicts of interest, etc.)</li> <li><input type="checkbox"/> The school is <b>continuously not adhering</b> to the Governing Board approved fiscal policies and procedures, <b>or</b> has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, etc.)</li> </ul>

<p><b>Progress on LAUSD Board of Education Benchmarks and/or MOU related to GOVERNANCE (if applicable):</b></p>
<p>N/A</p>



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STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	No Rating
California Department of Education’s (CDE) Charter School’s Performance Category	Low Performing
<p>Does the charter school qualify for technical assistance? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>If yes, what is the school’s identification? (See additional information within “Notes” section below)</p> <p><input type="checkbox"/> Comprehensive Support and Improvement (CSI)</p> <p><input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)</p>	
<p><u>Areas of Demonstrated Strength and/or Progress</u>                      **PLEASE SEE NOTES SECTION**</p> <p><u>Areas Noted for Further Growth and/or Improvement</u>  <b>A11:</b> The school did not reclassify any of its English Learners. Per CDE, the school reclassified 0% of English Learners, compared to the state at 6.9%.                      • Per school leadership, BCCS reclassified 7 students, resulting in a reclassification rate of 6.25%. Additionally, school leadership noted “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.”</p> <p>**PLEASE SEE NOTES SECTION**</p> <p><u>Corrective Action Required</u>                      None noted that require immediate action to remedy concerns indicated in this report.</p>	
<p>Notes:                      Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2021 Dashboard. Accordingly, no overall score will be issued in the Student Achievement and Educational Performance category for the 2021-2022 Annual Performance-Based Oversight Report. Please note that, although the overall Student Achievement and Educational Performance category is not scored, Indicator A11: English Learner Reclassification below is scored based on 2020-2021 reclassification data.</p> <p>Rate of “At Risk” ELs is 2.6%, compared to the state average of 10.1%                      Rate of “LTEL” is 40.6%, compared to the state average of 17.1%</p> <p>Reclassification Criteria:</p> <ul style="list-style-type: none"> <li>• Overall ELPAC Performance Level 4</li> <li>• Teacher evaluation, including, but not limited to, a review of student’s curriculum mastery (C or better (end of semester grade))</li> </ul>	



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- Parent opinion and consultation (parent must agree and sign letter)
- Performance in Basic Skills
  - Standard Met or Standard Exceeded on the English Language Arts Smarter Balanced Assessment **OR**
  - Score of Basic, Proficient, or Advanced on the Reading Inventory (RI) assessment score **OR**
  - Score in the Tier 1 Range (Early On Grade Level or above) or the iReady Diagnostic Assessment with a Lexile score that is at grade level

***\*NOTE: A charter school cannot receive a rating in this category greater than a 1 if the school has been identified as Low performing charter school based on the state's published list.***





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**A1: DASHBOARD SCHOOLWIDE ELA INDICATOR - QUALITY INDICATOR #1**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>California School Dashboard Schoolwide ELA data (CDE)</li> </ul>		
<b>Rubric</b>		<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Green; or Yellow and at/above statewide average <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Yellow and below statewide average; or Orange <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the ELA Indicator on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)

**A2: DASHBOARD SCHOOLWIDE MATH INDICATOR - QUALITY INDICATOR #2**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>California School Dashboard Schoolwide Math data (CDE)</li> </ul>		
<b>Rubric</b>		<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Green; or Yellow and at/above statewide average <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Yellow and below statewide average; or Orange <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the Math Indicator on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)



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**A3: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS INDICATOR (ELPI) - QUALITY INDICATOR #3**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>California School Dashboard Schoolwide ELPI data (CDE)</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard ELPI color is Blue <input type="checkbox"/> The schoolwide Dashboard ELPI color is Green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard ELPI color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard ELPI color is Red <input type="checkbox"/> Not Available - No color assigned for the ELPI on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Summative ELPAC report (CDE) <b>(B2.3)</b> <input type="checkbox"/> Other: (Specify)

**A4: DASHBOARD SCHOOLWIDE COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - QUALITY INDICATOR #4**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>California School Dashboard Schoolwide CCI data (CDE)</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard CCI color is Blue <input type="checkbox"/> The schoolwide Dashboard CCI color is Green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard CCI color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard CCI color is Red <input type="checkbox"/> Not Available - No color assigned for the CCI on the Dashboard <input type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)



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**A5: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM INDICATOR - (GRADES K-8) - QUALITY INDICATOR #5**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>California School Dashboard Schoolwide Chronic Absenteeism Indicator data (CDE)</li> </ul>		
Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is either Red <input type="checkbox"/> Not Available - No color assigned for the Chronic Absenteeism Indicator on the Dashboard <input type="checkbox"/> Not Applicable - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)

**A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR - QUALITY INDICATOR #6**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>California School Dashboard Schoolwide Suspension Rate Indicator data (CDE)</li> </ul>		
Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Green; or Yellow and at/below statewide percentage <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Yellow and above statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the Suspension Rate Indicator on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)



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**A7: DASHBOARD SCHOOLWIDE GRADUATION RATE INDICATOR - (GRADES 9-12) - QUALITY INDICATOR #7**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>California School Dashboard Schoolwide Graduation Rate Indicator data (CDE)</li> </ul>		
Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the Graduation Rate Indicator on the Dashboard <input type="checkbox"/> Not Applicable - Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Provide Graduation Requirements <b>(Additional info within "Notes" section above) (B2.5)</b> <input type="checkbox"/> Other: (Specify)

**A8: DASHBOARD SUBGROUP ELA - QUALITY INDICATOR #8**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard ELA (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE)</li> </ul>		
Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> All numerically significant subgroups have "Status/Distance From Standard (DFS)" scores above the statewide averages <input type="checkbox"/> The majority of numerically significant subgroups have "Status/DFS" scores above the statewide averages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have "Status/DFS" scores above the statewide averages <input type="checkbox"/> None of the school's numerically significant subgroups have "Status/DFS" scores above the statewide averages <input type="checkbox"/> Not Available - No assessment of performance for this indicator	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)



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**A9: DASHBOARD SUBGROUP MATH - QUALITY INDICATOR #9**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard Math (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE)</li> </ul>		
Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> All numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> Not Available - No assessment of performance for this indicator	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)

**A10: DASHBOARD SUBGROUP COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - QUALITY INDICATOR #10**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard CCI (Students with Disabilities, English Learners, and Socioeconomically Disadvantaged, etc.)(CDE)</li> </ul>		
Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> All numerically significant subgroups have “Status/DFS” scores above the statewide percentages <input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide percentages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide percentages <input type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide percentages <input type="checkbox"/> Not Available - No assessment of performance for this indicator <input type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> Office of Data & Accountability’s Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)



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**A11: ENGLISH LEARNER RECLASSIFICATION - QUALITY INDICATOR #11**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- English Learner reclassification rate for 2020-2021 (CDE)

	Rubric	Sources of Evidence
<b>Performance</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The school reclassifies English Learners at a rate higher than the state average</li> <li><input type="checkbox"/> The school reclassifies English Learners at a rate similar to the state average</li> <li><input type="checkbox"/> The school reclassifies English Learners at a rate lower than the state average</li> <li><input type="checkbox"/> The school did not reclassify any of its English Learners</li> <li><input type="checkbox"/> Not Available - The school did not have any English Learners</li> <li><input type="checkbox"/> Not Applicable - No assessment of performance for this indicator</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Reclassification report (CDE)</li> <li><input checked="" type="checkbox"/> Office of Data &amp; Accountability's Data Set <b>(B2.1)</b></li> <li><input type="checkbox"/> Summative ELPAC report (CDE) <b>(B2.3)</b></li> <li><input checked="" type="checkbox"/> Reclassification Criteria for all applicable grade levels <b>(Additional info within "Notes" section above) (B2.4)</b></li> <li><input checked="" type="checkbox"/> Rate of "At Risk" ELs in comparison to the state average                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Higher</li> <li><input type="checkbox"/> Same</li> <li><input checked="" type="checkbox"/> Lower</li> </ul> </li> <li><b>(Additional info within "Notes" section above)</b></li> <li><input checked="" type="checkbox"/> Rate of "LTELs" in comparison to the state average                             <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Higher</li> <li><input type="checkbox"/> Same</li> <li><input type="checkbox"/> Lower</li> </ul> </li> <li><b>(Additional info within "Notes" section above)</b></li> </ul>



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**A12: VERIFIED DATA - PERFORMANCE QUALITY INDICATOR #12**

**VERIFIED DATA**

**For Informational Use (Not Scored at This Time)**

The information provided on verified data is to determine the charter school’s verified data implementation. The renewal criteria for charter schools identified by the CDE as Middle and Low performing shall include the consideration of clear and convincing data, demonstrated by verified data, showing either of the following: (a) The charter school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school, or (b) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers (Ed. Code, § 47607(c)(2)(B).

**The information below is based on charter school’s self-reported data and responses to questions provided prior to the oversight visit.**

The State Board of Education (SBE), at its November 2020 meeting, approved the criteria to define verified data and the list of valid and reliable assessments and measure of postsecondary outcomes (<https://www.cde.ca.gov/sp/ch/verifdata.asp>). The charter school identified the academic progress indicator(s) (verified data) used by the charter school during the 2021-2022 academic school year.

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Adaptive, Diagnostic Assessment of Mathematics (ADAM)/Diagnostic Online Math Assessment (DOMA) by Let’s Go Learn   | <input type="checkbox"/> FastBridge by Illuminate                    | <input type="checkbox"/> RAPID by Lexia Learning   |
| <input type="checkbox"/> California Assessment of Student Performance and Progress (English Language Arts/Literacy and Mathematics) (methodology mutually agreed upon by the chartering authority and charter school) | <input checked="" type="checkbox"/> iReady by Curriculum Associates  | <input type="checkbox"/> Reading Inventory by Houghton Mifflin Harcourt  |
| <input type="checkbox"/> Diagnostic Online Reading Assessment (DORA) by Let’s Go Learn  | <input type="checkbox"/> Math Inventory by Houghton Mifflin Harcourt | <input type="checkbox"/> SAT Suite by College Board  |
| <input type="checkbox"/> easyCBM by Riverside Insights  | <input type="checkbox"/> mCLASS by Amplify                           | <input type="checkbox"/> Star Assessments by Renaissance   |
| <input type="checkbox"/> ELPAC by Educational Testing Service   | <input type="checkbox"/> Measures of Academic Progress by NWEA       | <input type="checkbox"/> The school is not using a state approved verified data (see Verified Data Notes below): |



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## CHARTER SCHOOLS DIVISION

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

If the charter school did not meet the 95% participation rate, the charter school provided the following plan to address participation rate as follows: N/A

The charter school disaggregated student performance data for the subgroups:  Yes  No

If applicable, the charter school provided disaggregated student performance data for the following subgroups:

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> American Indian or Alaska Native | <input type="checkbox"/> Foster Youth                        | <input type="checkbox"/> Students with Disabilities |
| <input type="checkbox"/> Asian                            | <input type="checkbox"/> Homeless                            | <input type="checkbox"/> Two or More Races          |
| <input type="checkbox"/> Black or African American        | <input type="checkbox"/> Latino                              | <input type="checkbox"/> White                      |
| <input type="checkbox"/> English Learner                  | <input type="checkbox"/> Native Hawaiian or Pacific Islander |   |
| <input type="checkbox"/> Filipino                         | <input type="checkbox"/> Socioeconomically Disadvantaged     |   |

The charter school provided the following description of how the school implemented protocols to ensure the assessment(s) are administered as intended:

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

The charter school affirmed that the assessments were administered as intended, consistent with the test’s publishers’ administration and test security procedures:

Yes  No





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**HIGH SCHOOLS ONLY:**

The California Department of Education (CDE) adopted postsecondary indicator(s) data to be used by the school to verify postsecondary outcomes “as defined by college enrollment, persistence, and completion... equal to similar peers.” The school is using the following data source(s):

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> California Department of Education DataQuest College-Going Rate  | <input type="checkbox"/> National Student Clearinghouse Student Tracker       | <input type="checkbox"/> University of California Undergraduate Graduation Rates                                  |
| <input type="checkbox"/> California State University Enrollment Dashboard Student Origin  | <input type="checkbox"/> University of California Admissions by School Source | <input type="checkbox"/> The school is not using a state identified data sources (see Verified Data Notes below): |
| <input type="checkbox"/> Cal-PASS Plus High School to Community College Transition Report |   |   |

The postsecondary data includes the results of at least 95% percent of eligible students:  Yes  No

The postsecondary data includes the number of missing or non-participating students:  Yes  No

The charter school provided evidence of comparing the data to similar peers (which may include, but not limited to, similar demographics, pupil subgroups, first-time college attendance, or other similar circumstances and if not available, comparison to statewide data):  Yes  No

**Verified Data Notes: Per school leadership:**

**In ELA, schoolwide, students’ median typical growth was 172% of their annual typical growth expectations by the End of Year (EOY) assessment. English Language Learners (ELL) grew an average of 31 points on their diagnostic over the course of the year compared to 25 points of growth schoolwide. Students with Disabilities (SWD) increased 36 points on average compared to 25 points schoolwide.**

**In Math, schoolwide, students’ median typical growth was 122% of their annual typical growth expectations by the EOY assessment. ELL grew by 17 points and SWE increased by 33 points.**

**Progress on LAUSD Board of Education Benchmarks and/or MOU related to STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE (if applicable):**

**ACADEMIC BENCHMARKS – update for 2021-2022**

- BENCHMARK 1: **NOT MET** - English Learners to meet or exceed the Resident Schools’ Median and the District Reclassification. The 2020-2021 Reclassification Rate for Bert Corona Middle School was 0%, which was lower than the Resident School’s Median at 10.9% and the District’s reclassification rate at 5.4%.
- BENCHMARK 2: **NO UPDATE**: No update due to lack of 2019-2020 SBAC testing
- BENCHMARK 3: **NO UPDATE**: No update due to lack of 2019-2020 SBAC testing



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**LOCAL CONTROL ACCOUNTABILITY PLAN 2021-2022 (For Informational Purposes Only)**

<i>The CSD reviewed the Local Control Accountability Plan.</i>	
All requested template information and descriptions were provided:	Sources of Evidence
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> LCFF Budget Overview for Parents</li> <li><input checked="" type="checkbox"/> Annual Update for the 2019-202 LCAP Year</li> <li><input checked="" type="checkbox"/> Annual Update for the 2020-2021 Learning Continuity and Attendance Plan</li> <li><input checked="" type="checkbox"/> 2021-2024 Plan Summary</li> <li><input checked="" type="checkbox"/> Stakeholder Engagement</li> <li><input checked="" type="checkbox"/> Goals and Actions</li> <li><input checked="" type="checkbox"/> Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students</li> <li><input checked="" type="checkbox"/> Expenditures Tables</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Local Control Accountability Plan <b>(B2.7)</b></li> <li><input checked="" type="checkbox"/> Board Agenda and Minutes <b>(B2.7)</b></li> </ul>
<b>Notes:</b>	
<b>None</b>	



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ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
<b>Summary of School Performance</b>	3
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p><b>O2:</b> The school has a well-developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety, as evidenced in Binder 3, classroom observations, and leadership discussion. Some of the evidence includes the following:</p> <ul style="list-style-type: none"> <li>• BCCS Wellness Policy</li> <li>• 2021-2022 school map and evacuation routes in each classroom visited</li> <li>• 7 Employees (volunteers) trained on the use of the Epi-pen and two (2) Epi-pens with an expiration dates of 10/2022 and March 2023 respectively</li> <li>• Parents are informed about health screening via Infinite campus</li> </ul> <p><b>O3:</b> The school has substantially implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served, as evidenced in Binder 3, classroom observations, responses to guiding questions, and leadership discussion. Some of the evidence includes the following:</p> <ul style="list-style-type: none"> <li>• Sample lesson and unit plans with learning outcomes</li> <li>• iReady tools to address comprehension (i.e., tools for scaffolding comprehension)</li> <li>• During classroom observation, the use of technology (i.e., google classroom, Nearpod), checking for understanding, and intentional collaboration between students was observed</li> <li>• Standards-based resources for each core subject: English (Ready Reading and NewsELA); Math (Ready Math); History (History Alive and Thinking Nation); and Science (Kesler Next Gen Math for Integrated Science)</li> <li>• Continued use of the “Success For All” program, a whole-school reform model that includes a reading, writing, math, and oral language development</li> </ul> <p><b>O4:</b> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis, as evidenced in Binder 3, classroom observations, responses to guiding questions, and leadership discussion. Some of the evidence includes the following:</p> <ul style="list-style-type: none"> <li>• Six staff members provide support to teachers to ensure academic student growth, school-wide and subgroups (i.e. English Language Learners, etc.)</li> <li>• Classroom accommodations and domain-specific objectives for English Language Learners</li> <li>• Tier 2 and 3 supports</li> <li>• Student Success Team process and intervention</li> </ul> <p><b>O6:</b> The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as evidenced in Binder 3, classroom observations, responses to guiding questions, and leadership discussion. Some of the evidence includes the following:</p> <ul style="list-style-type: none"> <li>• Wrap-Around services provided by organizations like Luminaries, GRYD, mentors from CSUN, Strength United, Phoenix House, and others.</li> <li>• Social Emotional Learning (SEL) weekly lesson plans</li> </ul>	



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- Bully Awareness program
- School-wide PBIS
- Through Kaiser Permanente, educational theatre workshop (i.e. Adolescent Bully Awareness Program “Practicing Empathy and Kindness”)
- Student Survey by Youth Truth 2020-2021 indicate the following:
  - “I Enjoy coming to school most of the time” 34% agree, 44.5% neutral, and 9.9% strongly agree; “I take pride in my school work” 41.9% agree, 34% neutral, and 16.2% strongly agree; “Do you want to go to college” 90.6% said yes; “My teachers explain things in a way that I understand” 51.3% agree and 16.8 strongly agree; “My school is helping me learn the material I will need for high school” 52.4% agree and 23% strongly agree

Areas Noted for Further Growth and/or Improvement

School leadership shared four areas of improvement they would like to focus on for the remainder of this academic year and for the 2022-2023 school year: ELL performance, decreasing suspensions and improving school culture, improved attendance, and more parent engagement.

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes: None

**\*NOTE:**

- *A charter school cannot receive a rating in this category greater than 1 for any of the following reasons: (1) Failed to complete criminal background clearances for any new staff and/or sole proprietor (as defined on the Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022) prior to employment; and/or failed to obtain DOJ clearance certification, as appropriate, from a vendor; or (2) Failed to have Health, Safety, and Emergency Plan in place.*
- *A charter school cannot receive a rating in this category greater than 2 for any of the following reasons: (1) Failed to conduct child abuse mandated reporter training in accordance with Education Code 44691; or (2) Any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school’s current approved charter.*

**O1: SCHOOL SAFETY PLAN AND PROCEDURES - QUALITY INDICATOR #1**

*The school has a system in place to ensure:*

- A current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site
- A current site-specific comprehensive Health, Safety, and Emergency Plan is completed  
(Note: for co-locations, the charter school adheres and complies with the District school’s Integrated Safe School Plan)
- A visitor’s policy is visible in the school’s main office and Parent-Student Handbook
- Documentation of student immunizations
- Documentation of health screenings per applicable law and terms of the charter (vision screenings upon school entry and every third year thereafter through grade 8 and hearing screenings are mandated in kindergarten/first grade and in second, fifth, eighth, tenth/eleventh grade and upon first school entry)



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- A Board adopted Pupil Suicide Prevention Policy (grades 1-6 and/or grades 7-12, as applicable), as outlined in Ed. Code, § 215
- Needy students receive one nutritionally adequate free or reduced priced meal each school day, as outlined in Ed. Code, § 47613.5
- For schools offering an interscholastic athletic program, at least one automated external defibrillator (AED) is onsite and available for use, as outlined in Ed. Code, § 35179.4 and 35179.6
- For schools serving grades 7-12, Student ID cards have the phone number of the National Suicide Prevention Lifeline printed on at least one side, as outlined in Ed. Code, § 215.5

	Rubric	Sources of Evidence
<b>Performance</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has a highly developed system in place to ensure the protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety</li> <li><input checked="" type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety</li> <li><input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety</li> <li><input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10a)</b></li> <li><input checked="" type="checkbox"/> Certificate of Occupancy or equivalent <b>(B3.2a)</b></li> <li><input checked="" type="checkbox"/> Student immunization <b>(B3.2b)</b></li> <li><input checked="" type="checkbox"/> Health screening <b>(B3.2b)</b></li> <li><input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan <b>(B3.1b)</b></li> <li><input checked="" type="checkbox"/> Evacuation route maps <b>(B3.1b)</b></li> <li><input checked="" type="checkbox"/> AED (schools with an interscholastic athletic program) <b>(B3.2e)</b></li> <li><input type="checkbox"/> Student ID card printed with the National Suicide Prevention Lifeline phone number <b>(B3.2f)</b></li> <li><input checked="" type="checkbox"/> Board adopted policy on pupil suicide prevention (grades K-6) <b>(B3.1g)</b></li> <li><input checked="" type="checkbox"/> Board adopted policy on pupil suicide prevention (grades 7-12) <b>(B3.1f)</b></li> <li><input checked="" type="checkbox"/> Site/classroom observation</li> <li><input checked="" type="checkbox"/> Visitor's Policy <b>(B3.1a)</b></li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



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**O2: HEALTH AND SAFETY TRAINING AND PREPARATION – QUALITY INDICATOR #2**

*The school has a system in place to ensure:*

- The school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency (includes threat assessment protocol)
- School staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting, as outlined in Ed. Code, § 44691
- Maintenance of an emergency epinephrine auto-injector (“epi-pen”) onsite and training has been provided to volunteer staff member(s) in the storage and emergency use of the epi-pen, per applicable laws
- Pupil Suicide Prevention and Awareness Training (as applicable)

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The school has a highly developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety <input checked="" type="checkbox"/> The school has a well-developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety <input type="checkbox"/> The school has a partially developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety	<input checked="" type="checkbox"/> Documentation of emergency drills and training <b>(B3.1c)</b> <input checked="" type="checkbox"/> Provision and location of onsite emergency supplies <b>(B3.1b)</b> <input checked="" type="checkbox"/> Child abuse mandated reporter training documentation <b>(B3.1d and B3A.5)</b> <input checked="" type="checkbox"/> Bloodborne pathogens training documentation <b>(B3.1e and B3A.5)</b> <input checked="" type="checkbox"/> Pupil Suicide Prevention and Awareness Training <b>(B3.1f, g and B3A.5)</b> <input checked="" type="checkbox"/> Epi-pen and training <b>(B3.2c)</b> <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022 (“ESSA Grid”)</i> <b>(B3A.1)</b> <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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**O3: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM- QUALITY INDICATOR #3**

*The school has systems in place to ensure alignment to the curricular and educational program outlined in the approved charter petition by:*

- Implementing key features of the educational program described in the charter
- Implementing standards-based instruction schoolwide in accordance with the California State Content Standards specific to the grade levels served and aligned with the needs of students
- Implementing assessments to measure the development of grade-level appropriate academic and non-academic skills
- Reviewing progress towards annual goals for all students and subgroups the school serves consistent with educational outcomes detailed in the California School Dashboard
- Providing teacher, staff, and administrator professional development specific to supporting desired student outcomes and key features outlined in the school’s charter
- Implementing a system to monitor student progress toward and completion of graduation and A-G requirements (**high schools only**)

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The school has fully implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served <input checked="" type="checkbox"/> The school has substantially implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served <input type="checkbox"/> The school has partially implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served <input type="checkbox"/> The school has minimally implemented, or not at all, the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served	<input checked="" type="checkbox"/> Implementation of an educational program serving all grade levels approved to be served per charter ( <b>B3.3i, j, k</b> ) <input checked="" type="checkbox"/> California State Content Standards-based instructional program ( <b>B3.3a</b> ) <input checked="" type="checkbox"/> LCAP ( <b>B3.3b</b> ) <input type="checkbox"/> Technology readiness to administer CAASPP assessments ( <b>B3.3c</b> ) <b>*new schools only</b> <input type="checkbox"/> WASC accreditation ( <b>B3.3d</b> ) <input type="checkbox"/> UC Doorways course approval documentation ( <b>B3.3e</b> ) <input checked="" type="checkbox"/> Professional development documentation ( <b>B3.4c</b> ) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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**O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS - QUALITY INDICATOR #4**

<i>The school has a system in place to ensure:</i>	
<ul style="list-style-type: none"> <li>• Implementation of differentiated instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all numerically significant subgroups identified in the school’s LCAP and by the CDE</li> <li>• Implementation of internal student assessments aligned with instructional outcomes to determine student mastery of California State Content Standards</li> <li>• Disaggregation and analysis of data on a regular basis to address individual student needs and guide instructional planning and use of interventions</li> <li>• Implementation, review, and modification, as appropriate, of its Master Plan for English Learners (EL identification, designated and integrated ELD standards-based instruction, progress monitoring, assessment, and reclassification)</li> <li>• A staff person is designated to assist and support foster youth/students experiencing homelessness</li> </ul>	
Performance	Sources of Evidence
<p style="text-align: center;"><b>Rubric</b></p> <p><input type="checkbox"/> The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis</p> <p><input checked="" type="checkbox"/> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis</p> <p><input type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis</p> <p><input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis</p>	<p style="text-align: center;"><b>Sources of Evidence</b></p> <p><input checked="" type="checkbox"/> Standards-based instructional program <b>(B3.3a)</b></p> <p><input checked="" type="checkbox"/> LCAP <b>(B3.3b)</b></p> <p><input checked="" type="checkbox"/> Professional development documentation <b>(B3.4c)</b></p> <p><input checked="" type="checkbox"/> Intervention and support for all students, including but not limited to foster youth, low-income, English Learners, students with disabilities, at-risk students, and high performing students <b>(B3.3i)</b></p> <p><input checked="" type="checkbox"/> Implementation of the school’s English Learner Master Plan <b>(B3.3i)</b></p> <p><input checked="" type="checkbox"/> Implementation of a data analysis system <b>(B2.1 and B2.6)</b></p> <p><input checked="" type="checkbox"/> Internal assessment and analysis documentation (e.g., School Internal Assessment Data Report or equivalent) <b>(B2.6)</b></p> <p><input checked="" type="checkbox"/> Foster youth/students experiencing homelessness designee</p> <p><input checked="" type="checkbox"/> Classroom observation</p> <p><input checked="" type="checkbox"/> Discussion with school leadership</p> <p><input type="checkbox"/> Other: (Specify)</p>





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**O5: SPECIAL EDUCATION - QUALITY INDICATOR #5**

***The school has a system in place to ensure that the school:***

- Provides special education programs and services in accordance with students' IEPs
- Provides special education training for staff
- Conducts a special education self-review annually, using the Special Education Self-Review Checklist
- Maintains timely IEP timeline records and accurate service provision records in Welligent

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has a highly developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input checked="" type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> The school has a minimal or no system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> Not Applicable - Charter school participates in LAUSD's Option 1 SELPA	<input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10a)</b> <input checked="" type="checkbox"/> District Validation Review (DVR) <b>(B3.4a)</b> <input checked="" type="checkbox"/> Self-Review Checklist <b>(B3.4a)</b> <input checked="" type="checkbox"/> Welligent reports and/or other documentation, including from the Division of Special Education <b>(B3.4a)</b> <input checked="" type="checkbox"/> Professional development documentation <b>(B3.4c)</b> <input checked="" type="checkbox"/> Intervention and support for students with disabilities <b>(B3.3i)</b> <input checked="" type="checkbox"/> Consultation with Charter Operated Programs office <input checked="" type="checkbox"/> Other special education documentation <b>(B3.4a)</b> <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> MOU Non-LAUSD SELPA <input type="checkbox"/> Other: (Specify)



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**O6: SCHOOL CLIMATE AND STUDENT DISCIPLINE - QUALITY INDICATOR #6**

*The school has a school climate and schoolwide student discipline system in place to ensure that the school's practices:*

- Align with the principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, and schoolwide positive behavior support, data monitoring and, includes a discipline system complaint process
- Provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive
- Minimize discretionary suspensions and expulsions
- Reduce or eliminate suspension disproportionality for student subgroups
- Minimize chronic absenteeism for all students and student subgroups
- Procedures for preventing acts of bullying, including cyberbullying, in accordance with the requirements of Ed. Code, § 32283.5 and 234.4

	Rubric	Sources of Evidence
<b>Performance</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights</li> <li><input checked="" type="checkbox"/> The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights</li> <li><input type="checkbox"/> The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights</li> <li><input type="checkbox"/> The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10a)</b></li> <li><input checked="" type="checkbox"/> LCAP <b>(B3.3b)</b></li> <li><input checked="" type="checkbox"/> Professional development documentation <b>(B3.4c)</b></li> <li><input checked="" type="checkbox"/> Implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles <b>(B3.4b)</b></li> <li><input checked="" type="checkbox"/> Implementation of tiered behavior intervention, such as SST/COST <b>(B3.4b)</b></li> <li><input checked="" type="checkbox"/> Implementation of alternatives to suspension <b>(B3.4b)</b></li> <li><input checked="" type="checkbox"/> Implementation of schoolwide positive behavior support system <b>(B3.4b)</b></li> <li><input checked="" type="checkbox"/> Data monitoring <b>(B3.4b)</b></li> <li><input type="checkbox"/> LAUSD Office of Data &amp; Accountability's Data Set for suspension, expulsion, disproportionality, and chronic absenteeism <b>(B2.1)</b></li> <li><input type="checkbox"/> Chronic absenteeism rates</li> <li><input checked="" type="checkbox"/> Implementation of procedures for preventing acts of bullying, including cyberbullying <b>(B3.4b)</b></li> <li><input type="checkbox"/> Stakeholder focus group</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



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**O7: PROFESSIONAL DEVELOPMENT - QUALITY INDICATOR #7**

<b>The school:</b>	
<ul style="list-style-type: none"> <li>• Has a schoolwide professional development plan for teachers and other staff that supports the educational program set forth in the charter and targets identified needs</li> <li>• Provides faculty and other instructional staff with professional development opportunities to improve instructional practice</li> <li>• Provides opportunities for teachers to collaborate regularly for the purpose of planning and improving curriculum and instruction</li> </ul>	
Rubric	Sources of Evidence
<b>Performance</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter</li> <li><input checked="" type="checkbox"/> The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter</li> <li><input type="checkbox"/> The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter</li> <li><input type="checkbox"/> The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter</li> </ul>
	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> LCAP (<b>B3.3b</b>)</li> <li><input checked="" type="checkbox"/> Professional development documentation (e.g., professional development year-long plan agendas, and sign-ins) (<b>B3.4c</b>)</li> <li><input checked="" type="checkbox"/> Professional development training materials (<b>B3.4c</b>)</li> <li><input checked="" type="checkbox"/> System to assess professional development needs (<b>B3.4c</b>)</li> <li><input type="checkbox"/> Interview of teachers and/or other staff</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



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**O8: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT - QUALITY INDICATOR #8**

*The school has a system for stakeholder engagement, including gathering input, facilitating and encouraging involvement, sharing information, and resolving concerns, which:*

- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school’s charter, and the school LCAP
- Implements a School Site Council (SSC) and/or English Learner Advisory Committee (ELAC), in accordance with legal requirements (e.g., member composition of committee/council, legally required topics, etc.), if applicable
- Engages in communication that notifies parents, teachers, pupils and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns

	Rubric	Sources of Evidence
<b>Performance</b>	<p><input type="checkbox"/> The school has a highly developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns</p> <p><input checked="" type="checkbox"/> The school has a well-developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns</p> <p><input type="checkbox"/> The school has a partially developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns</p> <p><input type="checkbox"/> The school has a minimal or no system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns</p>	<p><input checked="" type="checkbox"/> Parent-Student Handbook <b>(B1.10a)</b></p> <p><input checked="" type="checkbox"/> LCAP <b>(B3.3b)</b></p> <p><input checked="" type="checkbox"/> Documentation of SSC and ELAC meetings (e.g., calendars, agendas, minutes, roster, and sign-in) <b>(B3.4d)</b></p> <p><input checked="" type="checkbox"/> Stakeholder consultation <b>(B3.4d)</b></p> <p><input checked="" type="checkbox"/> Parent/stakeholder involvement and engagement <b>(B3.4d)</b></p> <p><input checked="" type="checkbox"/> Communication to parents and other stakeholders of complaint resolution process(es) <b>(B3.4d)</b></p> <p><input checked="" type="checkbox"/> School website <b>(B3.4e)</b></p> <p><input type="checkbox"/> Stakeholder focus group</p> <p><input checked="" type="checkbox"/> Discussion with school leadership</p> <p><input type="checkbox"/> Other: (Specify)</p>



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**O9 TRANSPARENCY FOR STAKEHOLDERS- QUALITY INDICATOR #9**

*The school's documents that are available both manually and electronically serve as a vehicle for transparency through its displays and provision of information.*

- Information is easily accessible to the public and school stakeholders, and is presented in English and applicable languages as required by law
- Applicable categories described in Charter School Transparency Resolution
- UCP and all complaint procedures
- Title IX information in accordance with Ed. Code, § 221.61\*\*
- Suicide Prevention policy in accordance with Ed. Code, § 215\*\*
- Notification requirements to pupils and parents or guardians of pupils on how to initiate access to available pupil mental health services on campus, in the community, or both no less than twice during the school year, in accordance with Ed. Code, § 49428
- Ensure that specified information on bullying and harassment prevention is readily accessible in a prominent location on the LEA's existing website in a manner that is easily accessible to parents or guardians of pupils, in accordance with Ed. Code, § 234.1 et seq.\*\*
- Provides all stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance
- Identifies and implements the most appropriate methods of informing parents and guardians of pupils in grades 6-12, of human trafficking prevention resources, in accordance with Ed. Code, § 49381
- Informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements (**high schools only**)

“\*\*” Indicates that the policy must be posted on website.

Rubric	Sources of Evidence
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<b>Performance</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has a highly developed system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website</li> <li><input checked="" type="checkbox"/> The school has a well-developed system to share information with stakeholders via its documents available both manually, electronically and on its website</li> <li><input type="checkbox"/> The school has a partially developed system to share information with stakeholders via its documents available manually/electronically or on its website</li> <li><input type="checkbox"/> The school has a minimally developed system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Review of the availability of information to the public/stakeholders (B3.4e) for:                         <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> LCAP</li> <li><input checked="" type="checkbox"/> UCP Procedure and Forms</li> <li><input checked="" type="checkbox"/> Complaint Procedure and Forms</li> <li><input checked="" type="checkbox"/> Title IX Information</li> <li><input checked="" type="checkbox"/> Suicide Prevention and Awareness</li> <li><input type="checkbox"/> Financial Audit</li> <li><input type="checkbox"/> Student Demographics</li> <li><input type="checkbox"/> Student Achievement Information</li> </ul> </li> <li><input checked="" type="checkbox"/> Sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate (B3.4e)</li> <li><input type="checkbox"/> Parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements (B3.4e)</li> <li><input checked="" type="checkbox"/> Provision of stakeholder access to school's approved charter (B3.4e)</li> <li><input checked="" type="checkbox"/> Informing parents/guardians of human trafficking prevention resources (grades 6-12) (B3.4e)</li> <li><input checked="" type="checkbox"/> Notification of access to available mental health services (B3.4e)</li> <li><input checked="" type="checkbox"/> Specified information on bullying and harassment prevention (B3.4e)</li> <li><input checked="" type="checkbox"/> School website (B3.4e)</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>
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**O10: EVALUATION OF SCHOOL STAFF - QUALITY INDICATOR #10**

<p><i>The school has a system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements, including:</i></p> <ul style="list-style-type: none"> <li>• Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff</li> <li>• Evaluation tool for all school-based staff, including but not limited to administrators, certificated staff, and classified staff</li> </ul>		
	Rubric	Sources of Evidence
<b>Performance</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements</li> <li><input checked="" type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements</li> <li><input type="checkbox"/> The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements</li> <li><input type="checkbox"/> The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff <b>(B3.4f)</b></li> <li><input checked="" type="checkbox"/> Evaluation tool for all school-based staff, including but not limited to administrators, certificated staff, and classified staff <b>(B3.4f)</b></li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

**O11: CLEARANCES AND CREDENTIALING COMPLIANCE - QUALITY INDICATOR #11**

<p><i>The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:</i></p> <ul style="list-style-type: none"> <li>• All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times</li> <li>• Individuals employed in a teaching position during the 2019–20 school year obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code, § 47605.4(a).)</li> <li>• The charter school maintains appropriate assignments and monitoring throughout the year and addresses Exceptions (and makes Determinations, as appropriate) in CalSAAS during the CTC-identified annual window.</li> <li>• Charter school identifies its charter user(s) who participate in CTC trainings as well as those through LACOE and/or LAUSD, and they establish internal processes that address not only the CalSAAS monitoring, but also the accurate submission of CALPADS Codes as they relate to the CalSAAS Determinations.</li> <li>• The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current</li> <li>• The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current</li> </ul>
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- The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

	Rubric	Sources of Evidence
<b>Performance</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times</li> <li><input type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</li> <li><input type="checkbox"/> The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</li> <li><input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022</i> form (“ESSA Grid”) <b>(B3A.1a)</b></li> <li><input checked="" type="checkbox"/> Human Resources policies and procedures regarding ESSA qualifications and credentialing requirements</li> <li><input checked="" type="checkbox"/> CalSAAS detail and summary reports; HR procedures for the CalSAAS; List of CalSAAS users who actively engage in the assignment monitoring process</li> <li><input checked="" type="checkbox"/> Staff rosters and school master schedule <b>(B3A.1b and B3A.1c)</b></li> <li><input checked="" type="checkbox"/> Custodian(s) of Records documentation <b>(B3A.1d)</b></li> <li><input checked="" type="checkbox"/> Criminal Background Clearance Certifications <b>(B3A.2a, B3A.3, and B3A.4)</b></li> <li><input checked="" type="checkbox"/> Teaching credential/authorization documentation <b>(B3A.2b)</b></li> <li><input checked="" type="checkbox"/> Vendor certifications <b>(B3A.6)</b></li> <li><input type="checkbox"/> Volunteer (TB) risk assessment/clearance certification <b>(B3A.7)</b></li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

**Progress on LAUSD Board of Education Benchmarks and/or MOU related to ORGANIZATIONAL MANAGEMENT (if applicable):**

N/A





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter School

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/31/2022

Location Code: 8054  
 School Name: Bert Corona Charter  
 FY Start Date: 2004-05

Charter #: 0654  
 CDS Code: 1964733 0106872

8054	2018-2019					2019-2020					2020-2021				
	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
<b>Bert Corona Charter</b>															
Cash and Cash Equivalents		0	1,676,586	1,417,587	1,417,585		1,623,307	1,667,001	1,326,467	1,326,467		735,434	525,861	1,729,523	1,729,523
Current Assets		0	2,762,249	2,925,550	2,924,749		2,912,271	2,888,102	3,094,328	3,098,537		3,348,185	3,441,237	4,018,442	4,015,953
Fixed and Other Assets		0	533,298	798,368	799,166		453,438	466,081	467,551	468,401		230,848	306,056	304,398	305,248
<b>Total Assets</b>		0	3,295,547	3,723,918	3,723,915		3,365,709	3,354,183	3,561,879	3,566,938		3,579,033	3,747,293	4,322,840	4,321,201
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		0	162,826	588,825	588,743		170,422	184,333	752,804	777,713		585,599	838,129	1,434,628	1,526,564
Other Long Term Liabilities		0	26,134	0	0		19,833	19,833	19,850	0		19,849	19,849	32,455	0
Unfunded OPEB Liabilities/Deferred Inflow		0	0	0	0		0	0	0	0		0	0	0	0
<b>Total Liabilities</b>		0	188,960	588,825	588,743		190,255	204,165	772,654	777,713		605,448	857,978	1,467,083	1,526,564
<b>Net Assets</b>		2,981,483	<b>3,106,587</b>	<b>3,135,093</b>	<b>3,135,172</b>		<b>3,175,454</b>	<b>3,150,018</b>	<b>2,789,225</b>	<b>2,789,225</b>		<b>2,973,585</b>	<b>2,889,315</b>	<b>2,855,757</b>	<b>2,794,637</b>
Total Revenues	8,138,527	8,230,745	8,197,419	8,104,418	8,104,419	7,585,402	7,494,873	7,447,501	6,121,709	6,121,712	6,765,353	7,527,771	7,458,870	6,763,426	6,763,428
Total Expenditures	7,990,737	8,157,261	8,077,938	7,956,432	7,956,353	7,581,083	7,454,512	7,432,655	6,467,657	6,467,659	6,743,238	7,343,411	7,358,780	6,696,894	6,758,016
<b>Net Income / (Loss)</b>	147,790	73,484	119,481	147,987	148,066	4,319	40,361	14,846	(345,948)	(345,947)	22,115	184,360	100,090	66,532	5,412
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Inc / (Dec) in Net Assets</b>	147,790	73,484	119,481	147,987	148,066	4,319	40,361	14,846	(345,948)	(345,947)	22,115	184,360	100,090	66,532	5,412
<b>Net Assets, Beginning</b>	2,982,365	2,907,999	2,987,187	2,987,187	2,987,106	3,106,587	3,135,093	3,135,172	3,135,093	3,135,172	3,150,018	2,789,225	2,789,225	2,789,225	2,789,225
Adj. for restatement / Prior Yr Adj	0	0	(81)	(81)	0	(38,341)	0	0	80	0	0	0	0	0	0
<b>Net Assets, Beginning, Adjusted</b>	2,982,365	2,907,999	2,987,106	2,987,106	2,987,106	3,068,246	3,135,093	3,135,172	3,135,173	3,135,172	3,150,018	2,789,225	2,789,225	2,789,225	2,789,225
<b>Net Assets, End</b>	<b>3,130,155</b>	<b>2,981,483</b>	<b>3,106,587</b>	<b>3,135,093</b>	<b>3,135,172</b>	<b>3,072,565</b>	<b>3,175,454</b>	<b>3,150,018</b>	<b>2,789,225</b>	<b>2,789,225</b>	<b>3,172,133</b>	<b>2,973,585</b>	<b>2,889,315</b>	<b>2,855,757</b>	<b>2,794,637</b>

8054	Audited Financials					2021-2022				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
<b>Bert Corona Charter</b>										
Cash and Cash Equivalents	1,291,458	1,417,585	1,326,467	1,729,523	0		2,993,759	2,864,234	0	0
Current Assets	2,813,603	2,924,749	3,098,537	4,015,953	0		4,306,885	4,078,512	0	0
Fixed and Other Assets	666,773	799,166	468,401	305,248	0		203,257	203,301	0	0
<b>Total Assets</b>	<b>3,480,376</b>	<b>3,723,915</b>	<b>3,566,938</b>	<b>4,321,201</b>	<b>0</b>		<b>4,510,142</b>	<b>4,281,813</b>	<b>0</b>	<b>0</b>
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	456,218	588,743	777,713	1,526,564	0		1,447,590	1,339,436	0	0
Other Long Term Liabilities	37,052	0	0	0	0		32,455	32,455	0	0
Unfunded OPEB Liabilities/Deferred Inflow	0	0	0	0	0		0	0	0	0
<b>Total Liabilities</b>	<b>493,270</b>	<b>588,743</b>	<b>777,713</b>	<b>1,526,564</b>	<b>0</b>		<b>1,480,045</b>	<b>1,371,891</b>	<b>0</b>	<b>0</b>
<b>Net Assets</b>	<b>2,987,106</b>	<b>3,135,172</b>	<b>2,789,225</b>	<b>2,794,637</b>	<b>0</b>		<b>3,030,097</b>	<b>2,909,922</b>	<b>0</b>	<b>0</b>
Total Revenues	8,586,103	8,104,419	6,121,712	6,763,428	0	7,338,972	8,017,633	7,932,709	0	0
Total Expenditures	8,501,898	7,956,353	6,467,659	6,758,016	0	7,289,735	7,782,171	7,817,422	0	0
<b>Net Income / (Loss)</b>	84,205	148,066	(345,947)	5,412	0	49,237	235,462	115,287	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0
<b>Inc / (Dec) in Net Assets</b>	<b>84,205</b>	<b>148,066</b>	<b>(345,947)</b>	<b>5,412</b>	<b>0</b>	<b>49,237</b>	<b>235,462</b>	<b>115,287</b>	<b>0</b>	<b>0</b>
<b>Net Assets, Beginning</b>	2,907,999	2,987,106	3,135,172	2,789,225	0	2,889,315	2,855,757	2,855,757	0	0
Adj. for restatement / Prior Yr Adj	(5,098)	0	0	0	0	28,945	(61,122)	(61,122)	0	0
<b>Net Assets, Beginning, Adjusted</b>	<b>2,902,901</b>	<b>2,987,106</b>	<b>3,135,172</b>	<b>2,789,225</b>	<b>0</b>	<b>2,918,260</b>	<b>2,794,635</b>	<b>2,794,635</b>	<b>0</b>	<b>0</b>
<b>Net Assets, End</b>	<b>2,987,106</b>	<b>3,135,172</b>	<b>2,789,225</b>	<b>2,794,637</b>	<b>0</b>	<b>2,967,497</b>	<b>3,030,097</b>	<b>2,909,922</b>	<b>0</b>	<b>0</b>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter School

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/31/2022

FISCAL OPERATIONS		RATING																														
<p>You have been assessed by the Fiscal Oversight team and you are receiving the rating of 3, <i>Proficient</i>.</p> <p><b>Other circumstances and information could influence the rating and are noted in this evaluation.</b></p> <p>Bert Corona Charter’s fiscal condition has been positive since the 2017-2018 fiscal year. According to the 2020-2021 independent audit report, the school had positive net assets of \$2,794,637 and net income of \$5,412. The 2021-2022 Second Interim projected positive net assets of \$2,909,924 and net income of \$115,287.</p> <p>According to YPI Charter Schools, Inc.’s (YPICS) independent audit report dated June 30, 2021, Bert Corona Charter is one of three schools operated by YPICS, all of which are authorized by the Los Angeles Unified School District (LAUSD). YPICS and its charter schools reported positive net assets of \$25,911,942 and a net loss of <b>(\$113,282)</b>. YPICS attributed its net loss to its building depreciation expense. YPICS’s 2020-2021 independent audit report shows total depreciation expense in the amount over \$1.14 million. YPICS, without its charter schools, reported negative net assets of <b>(\$16,373)</b> and net income of \$0. The organization attributed the reported negative net assets to home office staff’s accrued vacation expenses in 2019-2020. According to YPICS, there are no management fees charged to Bert Corona Charter or the other charter schools that it operates. Instead, each school pays a portion of the actual expenses for shared costs and administrative services, including the salaries of YPICS’ Executive Director, its Chief Operations Officer, and other Learning and Support Center positions that are related to the organization as a whole. These costs are allocated on a pro-rated basis among the YPICS schools based on Average Daily Attendance (ADA).</p> <p><b>Areas of Demonstrated Strength and/or Progress:</b></p> <p>1. The school’s fiscal condition is positive.</p>		3																														
<table border="1"> <thead> <tr> <th></th> <th>2017-2018 (Audited Actuals)</th> <th>2018-2019 (Audited Actuals)</th> <th>2019-2020 (Audited Actuals)</th> <th>2020-2021 (Unaudited Actuals)</th> <th>2021-2022 (Second Interim)</th> </tr> </thead> <tbody> <tr> <td>Net Assets</td> <td>\$2,987,106</td> <td>\$3,135,172</td> <td>\$2,789,225</td> <td>\$2,794,637</td> <td>\$2,909,924</td> </tr> <tr> <td>Net Income/Loss</td> <td>\$79,107</td> <td>\$148,066</td> <td><b>(\$345,947)*</b></td> <td>\$5,412</td> <td>\$115,287</td> </tr> <tr> <td>Transfers In/Out</td> <td>\$0</td> <td>\$0</td> <td>\$0</td> <td>\$0</td> <td>\$0</td> </tr> <tr> <td>Prior Year Adjustment(s)</td> <td>\$0</td> <td>\$0</td> <td>\$0</td> <td>\$0</td> <td>\$0</td> </tr> </tbody> </table>				2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (Unaudited Actuals)	2021-2022 (Second Interim)	Net Assets	\$2,987,106	\$3,135,172	\$2,789,225	\$2,794,637	\$2,909,924	Net Income/Loss	\$79,107	\$148,066	<b>(\$345,947)*</b>	\$5,412	\$115,287	Transfers In/Out	\$0	\$0	\$0	\$0	\$0	Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (Unaudited Actuals)	2021-2022 (Second Interim)																											
Net Assets	\$2,987,106	\$3,135,172	\$2,789,225	\$2,794,637	\$2,909,924																											
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Transfers In/Out	\$0	\$0	\$0	\$0	\$0																											
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0																											



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter School

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/31/2022

\*The school attributed the reported net loss in Fiscal Year 2019-2020 to lower-than-expected SB740 reimbursements due to the change in policy and additional expenditures incurred to mitigate the learning loss due to the COVID-19 pandemic (the corresponding revenue was recognized in Fiscal Year 2020-2021).

**Areas Noted for Further Growth and/or Improvement:**

Through conducting fiscal oversight and analyzing the data below, the CSD requests and receives fiscal documents from YPICS (including bank statements, bank reconciliations, credit card statements, and check registers) for the three YPICS charter schools that are currently authorized by LAUSD. The CSD reviews these financial documents and a sampling of checks and credit card transactions across these YPICS charter schools, to assess overall compliance with YPICS’s Fiscal Policies and Procedures. Any areas noted for further growth and/or improvement relating to YPICS’s and its charter schools’ overall compliance to the aforementioned manual are indicated within each charter school’s Annual Performance-Based Oversight Visit Report, which may or may not have been experienced by the specific YPICS school named above. Lastly, any exceptions that are school-specific, such as the fiscal condition, are reviewed separately for each YPICS charter school.

**1. Checks Outstanding for 60 Days or More (Recurring Issue):**

Based on the CSD’s review and analysis of a sample of the school’s Bank Reconciliation Reports for the period from August 31, 2021 through January 31, 2022, the CSD noted 11 checks that, as of January 31, 2022, had been outstanding for 60 days or more. Details regarding these checks are provided below. This is a recurring issue cited in the school’s 2020-2021 Annual Performance-Based Oversight Report.

Item #	Acct. # Ending in	Check #	Check Issuance Date	Payee	Check Amount	Number of Days Check Outstanding (As of 1/31/2022)	Transaction Description
1	X6905	310109	6/29/2021	School Employee	\$134.54	216	Reimb -TB Test & Livescan
2	X6905	310100	6/29/2021	School Employee	\$250.53	216	Culmination Supplies
3	X6905	310181	7/28/2021	School Employee	\$27.50	187	Reimb - USPS
4	X6905	310257	8/18/2021	School Employee	\$60.62	166	Classroom Supplies
5	X6905	310334	9/17/2021	School Employee	\$31.28	136	Food For Teachers’ Training



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter School

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/31/2022

6	X6905	310449	11/2/2021	Employee	\$35.54	90	REINFORCED PACKET FOLDERS
7	X6905	310441	11/2/2021	Employee	\$128.12	90	FOOD FOR STAFF ON PARENT CONFERENCE
8	X6905	310481	11/30/2021	Employee	\$45.59	62	20 - 21 STRS EXCESS REFUND
9	X6905	310478	11/30/2021	Employee	\$6.03	62	20 - 21 STRS EXCESS REFUND
10	X6905	310477	11/30/2021	Employee	\$36.64	62	20 - 21 STRS EXCESS REFUND
11	X6905	310471	11/30/2021	Employee	\$46.23	62	20 - 21 STRS EXCESS REFUND
<b>Total</b>					<b>\$802.62</b>		

Page 13 under of YPICS’s Fiscal Policies and Procedures (Approved 9/27/2021) states: “Nvoicepay will stale date payments after 60 days. When this situation happens, Nvoicepay will void the payment and credit the funds back to the organization's bank account. ExED may also direct Nvoicepay to reissue a payment prior to the 60-day deadline. In this case, Nvoicepay will void the original payment and issue a new payment. The new payment will be recorded as a payment modification and will be linked to the original payment in Nvoicepay.”

As of the writing of this report, the school had not provided the CSD with an action plan for improvement.

The CSD recommends that the school review its fiscal policies and procedures regarding reviewing and resolving outstanding checks over specific periods of time instead of re-issuing outstanding checks perpetually. The CSD further recommends that the charter operator and its back office provider adhere to its fiscal policies and procedures, and provide continuing guidance and establish expectations for its staff regarding the research, investigation, write-off, and reissuance of checks that have been outstanding for specified periods of time.

**2. Check Reviews - Late Fees and Finance Charges (Recurring Issue):**

Based on the CSD’s review of the school’s check register for the period spanning from March 2021 through February 2022, a sample of 23 checks were selected for further review. The CSD noted two checks (supported by invoices) that referenced late fees and finance charges. These items are summarized below.

Item #	Check #	Check Issuance Date	Vendor	Transaction Description	Check Amount	Late Fees/Finance Chargers
1	310577	2/17/2022	Quadient Finance USA, Inc.	Finance charge	\$42.70	\$42.70
2	310583	2/22/2022	Ricoh USA Inc.	Late fee	\$293.41	\$11.50



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter School

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DATE OF VISIT: 5/31/2022

<b>Total</b>	<b>\$336.11</b>	<b>\$54.20</b>
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According to YPICS, “Quadient Finance USA has a short turnaround time and they refuse to set up for automatic payment. However, their monthly fees are much lower than other vendors even with the finance charges.” YPICS has stated that they would continue to search for another vendor that will allow automatic payments and has lower rates than the current vendor. As to Ricoh USA Inc., YPICS stated that, “the late fee is related to staff being on winter break and the delay in issuing payment for January invoice.” YPICS has stated they plan to hire an additional part-time employee to the Learning and Support Center and this additional staff would help eliminate potential issues with invoice processing.

The CSD recommends that the school implement procedures to track all invoices and ensure that all vendors are paid timely, to avoid additional finance and late charges in the future.

**3. Noncompliance with School’s Fiscal Policies and Procedures – Lack of Bidding Documentation and Board Approval (Contracts):**

Based on the CSD’s review of a sample of 23 checks and bank debit transactions, and supporting documentation, the CSD noted that Check #310101 for \$79,577 (3 invoices), dated 6/26/2021 and issued to Sky Sportswear, lacked competitive bidding documentation and evidence of contract approvals by the governing board.

Item #	Invoice #	Invoice Date	Vendor	Transaction Description	Check Amount
1	5045	5/27/2021	Sky Sportswear	Masks, blankets	\$2,320.00
2	5120	6/04/2021	Sky Sportswear	Student Uniforms	\$44,469.50
3	5156	6/08/2021	Sky Sportswear	Student Uniforms	\$32,787.50
<b>Total</b>					<b>\$79,577.00</b>

Pages 9-10 of YPICS’ Fiscal Policies and Procedures, under Purchases and Procurement, state: “All purchases must be authorized by the Executive Director, Chief Operations Officer, or Executive Administrator/Assistant Executive Administrator. Any expenditure in excess of \$10,000 for the purchase of a single item should have bids from three (3) suppliers if possible.” It also states that, “The Governing Board must approve any contract over \$50,000.”

During the 2021-2022 fiscal oversight visit, YPICS’ back office provider, ExED, responded to the CSD that the YPICS governing board reviewed the check register that included check #310101 at the 07/26/21 board meeting and that the payment was for separate purchases, each for less than \$50K. The YPICS’s back office provider also mentioned that the school did have a discussion with the governing board regarding this purchase but did not document the conversation in the board meeting minutes. YPICS has stated that for purchases over \$50,000, staff will present board informative to the YPICS Board of Directors, in addition to reviewing the check register.



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The CSD recommends that the school, YPICS and its back office provider strictly adhere to its written policies pertaining to purchases and/or its procurement processes referenced above, including, but not limited to, ensuring that complete vendor contracts or agreements and/or competitive bidding documents are maintained and are readily accessible (including all related exhibits), that clearly define work to be performed at the time the contracts/agreements are executed and/or support that vendors are properly selected and contracted based on the school’s governing board-approved procurement policies and procedures.

Additionally, it is the CSD’s view that the contracts for purchases from the same vendors within the same fiscal year that exceed the YPICS established threshold (i.e., \$50,000) be reviewed and approved by its governing board so not to bypass the spirit of YPICS’ governing board role in reviewing and approving contracts. The CSD recommends that YPICS strictly adhere to its written policies pertaining to contract threshold amounts and approvals referenced above.

The governing board and leadership team of the charter school are responsible for managing the operations of the school. Thus, the CSD’s recommendations concerning the above-noted findings and observations should be discussed at YPICS’ next governing board meeting, highly preferably no later than 90 days following the school’s receipt of this report. It is the school’s responsibility to provide the CSD its action plans/steps, proof of implementation of the mitigating actions taken by the school, and/or documentation (e.g., governing board meeting agendas and approved board meeting minutes, etc.), as applicable, prior to or during the next Annual Performance-Based Oversight Visit. The CSD will continue to monitor these issues through oversight.

**Other Observations (Items described in this section, which may not been addressed in the charter school’s Fiscal Policies and Procedures, are recommended for improvement to align with optimal business practices.)**

**1. Public Posting of Audited Financial Statements:**

Bert Corona Charter has not posted its Fiscal Year 2020-2021 Audited Financial Statements on the school’s website. YPICS’ Executive Director stated in her response to the CSD on June 9, 2022 that the audit is available for public viewing and may be requested during office hours at the school office and that state statute does not require the audit to be posted on the website. Additionally, YPICS’ Executive Director shared that the audit was also available for the public during the YPICS board meeting in January 2022 when the audit report was on the governing board agenda.

In order to enhance transparency to the members of public and other stakeholders interested in the school’s finances, the CSD recommends that Bert Corona Charter post its current and future Audited Financial Statements on its website even though it is not required by law.

The CSD will continue to monitor the issue referenced above in the “Other Observations” section prior to or during the next oversight visit. The results may be factored into the school’s rating for next year.

**Corrective Action Required:**

None noted that require immediate action to remedy concerns in this report.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter SchoolAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 5/31/2022

## Notes:

1. Reviewed independent audit report for the Fiscal Year ended June 30, 2021 and noted the following:
  - a. Audit opinion: Unmodified
  - b. Material weaknesses: None Reported
  - c. Deficiencies/Findings: None Reported
  - d. Lack of Going Concern: None Reported
2. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
3. Governing board meeting minutes reflecting the adoption of the 2021-2022 budget were provided.
4. Evidence of Bert Corona Charter offering STRS, PERS, a 403(b) Tax-Sheltered Annuity Plan, and/or Social Security benefits to its employees and proof of payment was provided.
5. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.
6. Governing board meeting minutes reflecting the discussion of the most current independent audit report were provided.
7. Per the 2020-2021 audit report, the school's unrestricted ending fund/net asset balance is \$2,794,637 and total expenditures equal \$6,758,016. Therefore, the school's reserve for economic uncertainty as defined in California Code of Regulations (CCR), Title 5, Section 15450 is 41.35%, which exceeds the minimum 4% based on the school's Average Daily Attendance (ADA) of 310.76 per the school's 2021-2022 Second Principal Apportionment data reported.
8. Per the 2020-2021 audit report, the school's cash and cash equivalents is \$1,729,523 and total expenditures equal \$6,758,016. Therefore, the school's cash reserve level is 25.59%, which exceeds the recommended 5%.
9. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
10. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
11. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
12. A copy of the charter school's organizational chart, which depicts the current reporting structure of the charter school, including but not limited to, any board member, charter management organization employees, or school employee, who handle day-to-day finances and/or have responsibilities outlined within the charter school's financial policies and procedures, was provided.
13. An itemized accounting regarding total compensation paid in Fiscal Year 2020-2021 to all executives, school leaders, administrators, directors, and non-certificated staff either employed directly by the school or the entity managing the charter school, including the organization's home office, charter management organization, or related entities which may have decision-making authority over the school was provided.
14. Governing board meeting minutes reflecting the approval of the management fees, licensing fees, or other related party fees were provided.
15. The most current accounts payable aging report was provided.
16. Reviewed the following 16 checks and 4 electronic debit transactions. Discrepancies were noted under Areas Noted for Further Growth and/or Improvement above.
  - a. Check numbers (Pacific Western Bank Checking Account Ending in X6905): 310059; 310101; 310126; 310181; 310220; 310301; 310327; 3210401; 310412; 310415; 310437; 310446; 310506; 310553; 1003859; and P007137.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter SchoolAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 5/31/2022

- b. Deposits and transfer credit transactions (Pacific Western Bank Checking Account Ending in X6905): One deposit: 1) 1/31/2022 for \$175,490.79, and two debit transactions: 1) 1/31/2022 for \$100.00 and 2) 12/31/2022 for \$103,533.05. Debit transaction (California Credit Union Account Ending in X5561): 12/31/2022 for \$4,354.03
17. Reviewed credit card statements from July 2021 through December 2021. Selected the months of November 2021 and December 2021 for sample testing. No discrepancies were noted.
- California Credit Union Credit Card Ending in X0005 (Chief Operations Officer)
  - California Credit Union Credit Card Ending in X0013 (Executive Director) – closed June 2021
  - California Credit Union Credit Card Ending in X0178 (Coordinator of Operations, Monseñor Oscar Romero Charter)
  - California Credit Union Credit Card Ending in X0194 (Assistant Executive Administrator, Bert Corona Charter High)
  - California Credit Union Credit Card Ending in X0251 (Executive Administrator, Monseñor Oscar Romero Charter) – closed September 2019
  - California Credit Union Credit Card Ending in X0269 (Coordinator of Operations, Bert Corona Charter High) - closed September 2019
  - California Credit Union Credit Card Ending in X0152 (Executive Administrator, Bert Corona Charter High)
  - California Credit Union Credit Card Ending in X0285 (Director of Technology)
  - California Credit Union Credit Card Ending in X0096 (Executive Director)
  - California Credit Union Credit Card Ending in X0047 (Executive Administrator, Monseñor Oscar Romero Charter)
  - California Credit Union Credit Card Ending in X0509 (Director of Operations, Bert Corona Charter)
  - California Credit Union Credit Card Ending in X0517 (Executive Administrator, Bert Corona Charter)
18. Reviewed bank statements and bank reconciliations from August 2021 through January 2022. Selected the months of December 2021 and January 2022 for sample testing. Discrepancies were noted under Areas Noted for Further Growth and/or Improvement above.
- Wells Fargo Bank Business Checking Account Ending in X3232 (Operating Account, Bert Corona Charter)
  - US Bank Business Checking Account Ending in X0299 (Parent Account, Bert Corona Charter)
  - US Bank Business Checking Account Ending in X0552 (Student Body Account, Bert Corona Charter)
  - Pacific Western Bank Checking Account Ending in X6905 (Operating Account, Bert Corona Charter)
  - Pacific Western Bank Checking Account Ending in X7309 (Operating Account, Monseñor Oscar Romero Charter)
  - Pacific Western Bank Checking Account Ending in X7468 (Operating Account, Bert Corona Charter High)
  - Pacific Western Bank Checking Account Ending in X3491 (Construction Account, Monseñor Oscar Romero Charter)
  - Chase Bank Business Checking Account Ending in X0661 (Parent Account, Monseñor Oscar Romero Charter)
  - Chase Bank Business Checking Account Ending in X7817 (Student Body Account, Monseñor Oscar Romero Charter)
  - California Credit Union Business Checking Account Ending in X5561 (Operating Account, Bert Corona Charter)
  - Pacific Western Bank Checking Account Ending in X8366 (PPP Loan)
19. A Segregation of Duties (SOD) review was conducted remotely at Bert Corona Charter High via videoconference. No discrepancies were noted.
20. Reviewed student body financial records from June 2021 to March 2022. No discrepancies were noted.
21. Equipment inventory was provided.
22. Education Protection Account (EPA) allocation and expenditures pertaining to the prior Fiscal Year (i.e., 2020-2021) are posted on the charter school's website.
23. The most current Audited Financial Statements are not posted on the charter school's website. Please see Other Observations section above.
24. The 2021-2022 Local Control and Accountability Plan were submitted to LAUSD.





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DATE OF VISIT: 5/31/2022

25. The most current Local Control and Accountability Plan are posted on the charter school’s website.
26. YPICS has an open Line of Credit of \$500,000 with Pacific Western Bank, with a variable rate set at 4% annually (per the 2020-2021 audit report) and no outstanding balance as of January 2022.
27. Documentation pertaining to the U.S. Small Business Administration’s (SBA) Paycheck Protection Program (PPP) was provided.
28. Documentation pertaining to grants that the school received during both Fiscal Years 2020-2021 and/or 2021-2022 due to the COVID-19 pandemic was provided.
29. Pursuant to AB 1871, a signed and dated written statement that indicates that Bert Corona Charter is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day was provided.
30. Bert Corona Charter did not disclose any legal actions, regulatory proceedings, or investigations that might have a material fiscal impact (including financial viability) to the Charter School, and that is currently pending or was filed within the last year or since the last disclosure period, whichever is later.
31. The 2020-2021 audited and unaudited actuals nearly mirror each other.
32. The school’s reported Norm Enrollment was 366, 383, 371, 348, and 341 students for Fiscal Years 2017-2018, 2018-2019, 2019-2020, 2020-2021, and 2021-2022 respectively, representing an accumulated decrease in enrollment of 25 students (7%) since Fiscal Year 2017-2018. The school’s reported Norm Enrollment for Fiscal Year 2021-2022 is 341 students, which represents a shortfall of 124 students (or approximately 27%) below its projected student enrollment for Fiscal Year 2021-2022 (i.e.,465 students) per its enrollment roll-out plan or a shortfall of 159 students (or approximately 32%) below its current approved enrollment capacity (i.e.,500 students) per the school’s operative charter. Per YPICS, its plans to increase enrollment include re-engaging main feeder schools and making presentations to parents and students; updating the school website to increase web presence; contracting with a vendor to expand online outreach; and installing banners on major roadways around the campus. YPICS also shared that they intend to increase matriculation from Bert Corona Charter to Bert Corona Charter High School by offering a media arts summer bridge program. As noted above, the school has maintained a balance budget for Fiscal Year 2020-2021 and projected a balance budget for Fiscal Year 2021-2022 per its 2021-2022 Second Interim Financials. The CSD will continue to monitor the school’s student enrollment through oversight.

**Progress on LAUSD Board of Education and/or MOU Benchmarks related to FISCAL OPERATIONS (if applicable):**

N/A



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**Fiscal Operations Rubrics**

*Existing School* – a charter school that has at least one annual independent audit on file with the Charter Schools Division [Possible Rating of 1-4]

*New School* – a charter school that does not have an independent audit on file with the Charter Schools Division [Possible Rating of 1-2]

<p><i>An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as <b>Accomplished</b> [Rating of 4].</i></p>	<p><i>An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as <b>Proficient</b> [Rating of 3].</i></p>
<p><b><u>Existing Schools (based on the most current annual audit):</u></b> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive in the prior two audits;</li> <li>2. The cash balance at the beginning of the school year is positive;</li> <li>3. The two most current audits show no material weaknesses, deficiencies and/or findings;</li> <li>4. All vendors and staff are paid in a timely manner;</li> <li>5. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term;</li> <li>6. Charter school consistently adheres to the governing board approved Fiscal Policies and Procedures;</li> <li>7. Governing board adopts the annual budget;</li> <li>8. Governing board reviews and approves reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;</li> <li>9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>10. There is no apparent conflict of interest;</li> <li>11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]);</li> <li>12. The Education Protection Account allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school’s website;</li> <li>13. The LCAP is submitted to the appropriate agencies;</li> </ol>	<p><b><u>Existing Schools (based on the most current annual audit):</u></b> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive in the most current audit;</li> <li>2. The cash balance at the beginning of the school year is positive ;</li> <li>3. The most current audit shows no material weaknesses, deficiencies and/or findings;</li> <li>4. Vendors and staff are paid in a timely manner;</li> <li>5. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term;</li> <li>6. Charter school generally adheres to the governing board-approved Fiscal Policies and Procedures;</li> <li>7. Governing board adopts the annual budget;</li> <li>8. Governing board reviews and approves reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;</li> <li>9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>10. There is no apparent conflict of interest;</li> <li>11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]);</li> <li>12. The Education Protection Account allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school’s website;</li> <li>13. The LCAP is submitted to the appropriate agencies;</li> </ol>



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Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/31/2022

<p><b><i>An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Accomplished [Rating of 4].</u></i></b></p>	<p><b><i>An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Proficient [Rating of 3].</u></i></b></p>
<ol style="list-style-type: none"> <li>14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals;</li> <li>15. Requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner;</li> <li>16. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement;</li> <li>17. Audited and unaudited actuals nearly mirror each other;</li> <li>18. Proper segregations of duties are in place;</li> <li>19. There are no outstanding fiscal-related tiered intervention notices issued to the school; and</li> <li>20. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are met by the required deadline(s).</li> </ol>	<ol style="list-style-type: none"> <li>14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals;</li> <li>15. Requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner;</li> <li>16. There are no significant recurring issues;</li> <li>17. Audited and unaudited actuals nearly mirror each other; and</li> <li>18. There are no outstanding fiscal-related tiered intervention notices issued to the school.</li> </ol>
<p><u>Note:</u> Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.</p>
<p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. The school maintains the minimum reserve for economic uncertainty as defined in California Code of Regulations (CCR), Title 5, Section 15450 (<a href="https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450">https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450</a>) per the most current audit (e.g., unrestricted fund balance divided by total expenditures);</li> <li>2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;</li> <li>3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and</li> <li>4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.</li> </ol>	<p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. The school maintains the minimum reserve for economic uncertainty as defined in CCR, Title 5, Section 15450 (<a href="https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450">https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450</a>) per the most current audit (e.g., unrestricted fund balance divided by total expenditures);</li> <li>2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;</li> <li>3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and</li> <li>4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.</li> </ol>



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DATE OF VISIT: 5/31/2022

*An existing school that meets all of the Required Criteria and two of the supplemental criteria listed below would be assessed eligible to be considered as **Developing** [Rating of 2].*

*An existing school would be assessed as **Unsatisfactory** [Rating of 1] based on the statements below:*

**Existing Schools (based on the most current audit):**

An existing school is one that has at least one annual independent audit on file with the Charter Schools Division

**Existing Schools (based on the most current audit):**

An existing school is one that has at least one annual independent audit on file with the Charter Schools Division

**REQUIRED CRITERIA**

1. Net Assets are positive, or net assets are negative with strong trend toward positive (be positive at the end of the third year, per applicable audit, and beyond);
2. The cash balance at the beginning of the school year is positive;
3. Vendors and staff are paid in a timely manner;
4. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term;
5. Governing board adopts the annual budget;
6. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day (pursuant to AB 1871 [Ed. Code § 47613.5]);
7. The Education Protection Account allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school's website;
8. The LCAP is submitted to the appropriate agencies;
9. Have an audit conducted annually by an independent auditing firm; and
10. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD.

***An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:***

A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for *Accomplished, Proficient, or Developing*. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. The charter school has shown no *feasible* financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.

Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.

**Note:** Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

**Note:** Other circumstances and information could influence the rating and will be noted in the evaluation.

**SUPPLEMENTAL CRITERIA**

1. The school maintains the minimum reserve for economic uncertainty as defined in CCR, Title 5, Section 15450



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DATE OF VISIT: 5/31/2022

<p><b><i>An existing school that meets all of the Required Criteria and two of the supplemental criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></b></p>	<p><b><i>An existing school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></b></p>
<p>(<a href="https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450">https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450</a>) per the most current audit (e.g., unrestricted fund balance divided by total expenditures);</p> <ol style="list-style-type: none"> <li>2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;</li> <li>3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and</li> <li>4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.</li> </ol>	

<p><b><i>A new school that meets all of the Required Criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></b></p>	<p><b><i>A new school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></b></p>
<p><b><u>New Schools:</u></b></p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. A new school is one that does not have an independent audit on file with the Charter Schools Division;</li> <li>2. The cash balance at the beginning of the school year is positive;</li> <li>3. If enrollment is significantly below the enrollment per the school’s <i>Pupil Estimates for New or Significantly Expanding Charters</i> report and/or its approved petition budget, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow projections;</li> <li>4. Projected debt, if any, is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school;</li> <li>5. Interim reports and unaudited actuals project:             <ol style="list-style-type: none"> <li>a. Positive net assets</li> <li>b. Expenses less than revenues</li> </ol> </li> </ol>	<p><b><u>New Schools:</u></b></p> <p><b><i>An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:</i></b></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for <i>Accomplished, Proficient, or Developing</i>. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. The charter school has shown no <i>feasible</i> financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school’s operation to mitigate the negative fiscal condition. The charter school’s governing board members and/or leadership lack fiscal capacity.</p> <p>Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.</p>



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SCHOOL NAME: Bert Corona Charter School

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DATE OF VISIT: 5/31/2022

*A new school that meets all of the Required Criteria listed below would be assessed eligible to be considered as Developing [Rating of 2].*

6. As a practice, the governing board reviews and approves the charter school's financial reports as evidenced by the governing board meeting minutes;
7. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]);
8. The most current governing board-approved LCAP is posted on the charter school's website; and
9. The LCAP is submitted to the appropriate agencies.

Note: A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

*A new school would be assessed as Unsatisfactory [Rating of 1] based on the statements below:*

Note: A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.



# **LOS ANGELES UNIFIED SCHOOL DISTRICT**

## **CHARTER SCHOOLS DIVISION**

### **ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT\***

### **2021-2022 SCHOOL YEAR**

### **FOR**

**BERT CORONA CHARTER HIGH - 7598**

Name and Location Code of Charter School

#### **LAUSD Vision**

L.A. Unified will be a progressive global leader in education, providing a dynamic and inspiring learning experience where all students graduate ready for success.

#### **CSD Mission**

The LAUSD Charter Schools Division (CSD) fosters high quality educational opportunities and outcomes for students in the greater Los Angeles community through exemplary charter public school authorizing, oversight, and sharing of promising practices so that all students maximize their potential.

#### **CSD Core Values**

We believe that our success depends on:

- Making decisions that put the interests of students first.
- Serving with high expectations, integrity, professionalism, and commitment.
- Employing authentic, responsive, and effective leadership and teamwork.
- Continuously learning as a dynamic organization.
- Building and sustaining a healthy workplace culture where high performance, diversity, and creativity thrive.
- Developing productive relationships with our charter schools and all stakeholders.

\* Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to matters related to the school's governance, programs, facilities, operations, and/or fiscal management. Elements of the oversight process may be modified as LAUSD responds to the COVID-19 pandemic. To support the well-being of all at a school site, all are expected to follow applicable COVID-19 public health guidelines, including related District requirements for operations at District facilities. The assigned Specialist will reach out with more details, as needed. Thank you.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/24/2022

<b>Charter School Name:</b>		<b>Bert Corona Charter High (BCCH)</b>			<b>Location Code:</b>	<b>7598</b>
<b>Current Address:</b>		<b>City:</b>	<b>ZIP Code:</b>	<b>Phone:</b>	<b>Fax:</b>	
12513 Gain Street		Pacoima	91331	818-480-6810		
<b>Current Term of Charter<sup>1</sup>:</b>			<b>LAUSD Board District:</b>	<b>LAUSD Local District:</b>		
July 1, 2019 to June 30, 2026			6	Northeast		
<b>Number of Students Currently Enrolled:</b>	<b>Enrollment Capacity Per Charter:</b>	<b>Number Above/Below Enrollment Capacity (day of visit):</b>		<b>Below by 309</b>		
191	500					
<b>Grades Currently Served:</b>	<b>Grades To Be Served Per Charter:</b>	<b>Percent Above/Below Enrollment Capacity (day of visit):</b>		<b>Below by 61.8%</b>		
9-12	9-12					
<b>Norm Enrollment Number:</b>		191				
<b>Total Number of Staff Members:</b>	23	<b>Certificated:</b>	16	<b>Classified:</b>	7	
<b>Charter School's Leadership Team Members:</b>		Larry Simonsen, Executive, Administrator; Yvette King-Berg, Executive Director; Ruben Dueñas, COO; Susie Castellon, Coordinator of Operations; Yolanda Fuetes, Assistant Executive Administrator; Garcia, Max, College & Career Readiness Counselor; Michael Green, Board Member (Treasurer); Maria Castaneda, Education Specialist; Mark Rothenay, Lead Teacher				
<b>Charter School's Contact for Special Education:</b>		Vashon Nutt, Director of Special Education		<b>SELPA &amp; Option:</b>	3	
<b>CSD Assigned Administrator:</b>	Dr. Blanca Alves-Monaster		<b>CSD Fiscal Services Manager:</b>	Cindy Delos Santos-Iya		
<b>Other School/CSD Team Members:</b>	Yolanda Jordan (Completed visit and report)					
<b>Oversight Visit Date(s):</b>	May 24, 2022		<b>Fiscal Review Date (if different):</b>	N/A		
<b>Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):</b>	Yes, Prop 39		<b>LAUSD Co-Location Campus(es) (if applicable):</b>	Maclay MS		
			<b>Date of Co-Location meeting with Operations Team:</b>	May 26, 2021		

<sup>1</sup> AB 130 added Section 47607.4 to California Ed Code, which extends the term of all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, by two years.





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DATE OF VISIT: 5/24/2022

<b>Certificate of Occupancy (COO) or Temporary Certificate of Occupancy Type:</b> <small>(if a TCO, please note expiration date)</small>	N/A	<b>COO/TCO Approved Grade Levels and Occupancy Loads:</b>	N/A
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<b>SUMMARY OF RATINGS</b> <i>(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory</i>			
Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
3	No Rating	3	3



LAUSD CHARTER SCHOOLS DIVISION

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## CHARTER RENEWAL CRITERIA

In accordance with Education Code §§ 47605, 47607, and 47607.2, in order to renew a charter, the District must determine whether the charter school has met the statutory requirements.

### REPORT GUIDE

LAUSD's oversight procedures are intended to balance a charter school's autonomy of operation with its accountability to the public. LAUSD utilizes a holistic, performance-based approach to evaluate all charter schools, guided principally by making decisions in the best interest of students. The CSD observes and monitors each charter school in accordance with applicable laws, regulations, LAUSD policy, memoranda of understanding, and the school's operative charter. Information gathered through oversight serves as part of the charter school's ongoing record for the District to make informed decisions about charter school authorization, renewal, material revisions, sharing of promising practices, and if need be, revocation. While LAUSD is responsible to provide oversight of its charter schools and the entities managing charter schools, the primary oversight of each charter school must first and foremost be performed by the charter school's own Governing Board. The Governing Board of a charter school has an ongoing responsibility to oversee the operations of its charter school(s), ensuring that every charter school it oversees is providing a high-quality educational program for students enrolled, is successfully fulfilling the terms of their charter, is fiscally sound, and complies with applicable laws, regulations, and court orders. In designing this document, the District has considered California charter school law, as well as the *LAUSD Policy and Procedures for Charter Schools*, California State Board of Education's criteria for evaluating charter schools, and the National Association of Charter School Authorizers' *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

**Governance** – demonstrating fulfillment of the Governing Board's fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school's full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education

**Student Achievement and Educational Performance** – demonstrating positive academic achievement and growth for all students

**Organizational Management, Programs, and Operations** – demonstrating effective leadership and implementation of the governing board's policies and procedures, as well as the school's educational program and systems and procedures for the day-to-day operations of the school

**Fiscal Operations** – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2021-2022*. The "Sources of Evidence" sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school's performance in each category: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress (Note: potential "promising practices" are identified within this section with an asterisk [\*]); (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under "Corrective Action Required," the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school's approved charter. **If the report includes any findings under "Corrective Action Required," the charter school must take immediate and appropriate steps to remedy the identified concern.** In accordance with its "tiered intervention" approach to charter school non-



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compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those “promising practices” that the school believes have contributed to its success, in order to support the CSD’s ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across all LAUSD schools.

GOVERNANCE	RATING*
Summary of School Performance	3

Areas of Demonstrated Strength and/or Progress

**G2:** The Governing Board complies with all material provisions of the Brown Act as evidenced in Binder 1, Board agendas and minutes, and discussion with school leadership.

- Brown Act Training took place on April 19, 2021.
- Agenda posting procedures are compliant, including posting of current Board agenda on the school’s website

**G4:** The Governing Board considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) as evidenced in Binder 1, Board agenda’s and minutes, and discussion with leadership. Some items per Board minutes include:

- iReady ELA program and instructional resources approved
- iReady diagnostics updates
- Academic focus areas for this school year (Exemplars, Checks for Understanding, and Assessments)
- School Committee/Council Reports

Areas Noted for Further Growth and/or Improvement

While the Governing Board has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public, it was discussed during the leadership meeting that the Parent Student Handbook will be updated to include the ELPAC (instead of the CELDT) and ESSA (instead of NCLB) in designated areas, as necessary.

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes: None

**\*NOTE:** *If the CSD gathers or otherwise receives substantial evidence of conflict(s) of interest with respect to a Governing Board member or person in a school leadership position (e.g. CEO or principal), a charter school shall receive a rating of 1 in this category.*



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**G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S) - QUALITY INDICATOR #1**

*The Governing Board has implemented the organizational structure, roles and responsibilities set forth in the approved charter, including:*

- Governing Board composition, structure, roles, and responsibilities
- Governing Board seeks input from committees/councils described in the school’s charter including but not limited to those mandated by laws or regulations as applicable (e.g., SSC and ELAC)
- Evaluation of school’s executive level leadership (including, but not limited to, those positions reporting to the Governing Board, as indicated in Element 4, such as Executive Director, Area Superintendent, Principal, etc.)

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school’s executive level leadership <input checked="" type="checkbox"/> The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school’s executive level leadership <input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school’s executive level leadership <input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in approved charter, nor any mandated committees/councils or a system for the evaluation of the school’s executive level leadership	<input checked="" type="checkbox"/> Organizational chart <b>(B1.1)</b> <input checked="" type="checkbox"/> Bylaws <b>(B1.2)</b> <input checked="" type="checkbox"/> Board member roster <b>(B1.3)</b> <input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1.4)</b> <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Committee/council calendars, agendas, minutes, and sign-ins <b>(B1.6)</b> <input checked="" type="checkbox"/> Documentation related to system for evaluation of executive level leadership. <b>(B1.7)</b> <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)



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**G2: BROWN ACT - QUALITY INDICATOR #2**

*The Governing Board has a system in place to ensure it is adhering to applicable open meeting requirements, which protect the public interest in transparency and help to ensure that decisions are made without apparent or actual conflicts of interest:*

- Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act
- Governing Board holds its meetings at a location(s) and in a manner that complies with teleconferencing, closed session, and access and Reasonable Accommodation requirements and the public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as noted in the charter petition
- Governing Board meeting agendas are posted and maintained, as appropriate, including on the school’s website and in accordance with the Brown Act and with sufficient specificity
- Governing Board meetings are held in accordance with the requirements of E.C. 47604.1

Rubric		Sources of Evidence
<b>Performance</b>	<input checked="" type="checkbox"/> The Governing Board complies with all material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with most material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with some material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with few material provisions of the Brown Act	<input checked="" type="checkbox"/> Board meeting agendas <b>(B1.4)</b> <input checked="" type="checkbox"/> Board meeting calendar <b>(B1.5)</b> <input checked="" type="checkbox"/> Brown Act training documentation <b>(B1.8a)</b> <input checked="" type="checkbox"/> Compliance with E.C. 47604.1 <b>(B1.8b)</b> <input checked="" type="checkbox"/> Documentation of the school’s agenda posting procedures <b>(B1.9)</b> <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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**G3: DUE PROCESS - QUALITY INDICATOR #3**

*The Governing Board has systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the school's charter, and LAUSD charter policy, to honor and protect the rights of students, employees, parents, and the public in the following areas:*

- Student discipline
- Employee grievances and discipline
- Parent/stakeholder complaint resolution procedure (complaints outside regulatory scope of UCP)
- Uniform Complaint Procedures

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input checked="" type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has partially developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has minimal or no systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public	<input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1.4)</b> <input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10a)</b> <input checked="" type="checkbox"/> Employee Handbook(s) <b>(B1.10b)</b> <input checked="" type="checkbox"/> Uniform Complaint Procedures policy and form(s) <b>(B1.11)</b> <input checked="" type="checkbox"/> Stakeholder complaint procedures and form(s) <b>(B1.12)</b> <input checked="" type="checkbox"/> H.R. policies and procedures regarding staff due process <b>(B1.13)</b> <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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**G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - QUALITY INDICATOR #4**

**The Governing Board has systems in place to ensure ongoing:**

- Review and use of academic performance (e.g., CA School Dashboard, internal assessments, etc.) and other school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence
- Monitoring of the school’s implementation of its LCAP and additional school plans, e.g., CSI, SPSA (action plans and progress toward LCAP goals)
- Transparent governance and accountability to stakeholders
- Monitoring of staffing needs and compliance with all applicable credentialing, clearance, and training requirements

	Rubric	Sources of Evidence
<b>Performance</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The Governing Board regularly considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria)</li> <li><input checked="" type="checkbox"/> The Governing Board considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)</li> <li><input type="checkbox"/> The Governing Board inconsistently considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)</li> <li><input type="checkbox"/> The Governing Board seldom considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and other internal data, including but not limited to: <b>(B1.4)</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> CA School Dashboard Academic Performance Indicators (ELA, MATH, ELPI, CCI)</li> <li><input type="checkbox"/> CA School Dashboard Academic Engagement Indicators (Chronic Absenteeism, Graduation Rate)</li> <li><input type="checkbox"/> CA School Dashboard Conditions and Climate Indicator (Suspension Rate)</li> <li><input checked="" type="checkbox"/> Attendance rate</li> <li><input checked="" type="checkbox"/> Internal assessment data</li> <li><input checked="" type="checkbox"/> Enrollment data</li> <li><input checked="" type="checkbox"/> Staffing data (retention, turnover, certification, etc.)</li> </ul> </li> <li><input checked="" type="checkbox"/> Board meeting calendar <b>(B1.5)</b></li> <li><input checked="" type="checkbox"/> Other evidence of a system for Board review and analysis of internal school data to inform decision-making <b>(B1.14a)</b></li> <li><input type="checkbox"/> Board member training documentation (roles, responsibilities, etc.) <b>(B1.14b)</b></li> <li><input type="checkbox"/> Observation of Governing Board meeting</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Stakeholder focus group</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



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**G5: FISCAL CONDITION - QUALITY INDICATOR #5**

*The Governing Board has a system in place to ensure fiscal viability:*

- The school is fiscally strong and net assets are positive in the prior two independent audit reports.
- If applicable, all LAUSD Board of Education-approved fiscal condition-related benchmark(s) are met by the required deadline(s).

	Rubric	Sources of Evidence
Performance	<p><input checked="" type="checkbox"/> The school is fiscally strong with positive net assets in the prior two independent audit reports, and, if applicable, all LAUSD Board of Education-approved fiscal-condition related benchmark(s) are met by the required deadline(s)</p> <p><input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current independent audit report*</p> <p><input type="checkbox"/> The school is fiscally weak or unstable**, net assets are negative in the most current independent audit report, <b>or</b> the school does not have an independent audit report on file with the Charter Schools Division*</p> <p><input type="checkbox"/> The school is consistently fiscally weak, net assets are negative in the prior two independent audit reports, <b>or</b> the school does not have an independent audit report on file with the Charter Schools Division*</p> <p>*Additional considerations that could influence the rating may include: inadequate cash flow, financial condition and/or enrollment reflecting a downward trend or beginning to show signs that illustrate or contribute to deteriorating financial health potentially leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years, multi-year reliance on financing resources for the school’s operations (e.g., factoring of receivables, intraorganizational loans, third party loans, continuing deficit spending, etc.).</p> <p>**For example, the school’s financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years.</p>	<p><input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1.4)</b></p> <p><input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances <b>(B1.15)</b></p> <p><input type="checkbox"/> Observation of Governing Board meeting</p> <p><input checked="" type="checkbox"/> Discussion with leadership</p> <p><input checked="" type="checkbox"/> Independent audit report(s)</p> <p><input checked="" type="checkbox"/> Other financial information submitted by the school</p> <p><input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)</p>





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**G6: FISCAL MANAGEMENT AND ACCOUNTABILITY - QUALITY INDICATOR #6**

<p><i>The Governing Board has a system in place to ensure sound fiscal management and accountability:</i></p> <ul style="list-style-type: none"> <li>• The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement.</li> <li>• The two most current annual independent audits show no material weaknesses, deficiencies, and/or findings.</li> </ul>	
Rubric	Sources of Evidence
<b>Performance</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school <b>consistently adheres</b> to the Governing Board approved fiscal policies and procedures, does not have any areas noted for improvement, and the two most current annual independent audits show no material weaknesses, deficiencies, and/or findings</li> <li><input checked="" type="checkbox"/> The school <b>generally adheres</b> to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement, and the most current annual independent audit shows no material weaknesses, deficiencies, and/or findings</li> <li><input type="checkbox"/> The school is <b>not adhering</b> to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, <b>or</b> has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, unresolved recurring issues, potential conflicts of interest, etc.)</li> <li><input type="checkbox"/> The school is <b>continuously not adhering</b> to the Governing Board approved fiscal policies and procedures, <b>or</b> has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, etc.)</li> </ul>
<p><b>Progress on LAUSD Board of Education Benchmarks and/or MOU related to GOVERNANCE (if applicable):</b></p>	
<p>N/A</p>	



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STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	No Rating
California Department of Education’s (CDE) Charter School’s Performance Category	Middle Performing
<p>Does the charter school qualify for technical assistance? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>If yes, what is the school’s identification? (See additional information within “Notes” section below)</p> <p><input type="checkbox"/> Comprehensive Support and Improvement (CSI)</p> <p><input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)</p>	
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p><b>A11:</b> The school reclassifies English Learners at a rate higher than the state average. BCCH’s reclassification rate is 16.2%, compared to the state at 6.9%</p> <p>**PLEASE SEE NOTES SECTION**</p> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>**PLEASE SEE NOTES SECTION**</p> <p><u>Corrective Action Required</u></p> <p>None noted that require immediate action to remedy concerns indicated in this report.</p>	
<p>Notes:</p> <p>Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2021 Dashboard. Accordingly, no overall score will be issued in the Student Achievement and Educational Performance category for the 2021-2022 Annual Performance-Based Oversight Report. Please note that, although the overall Student Achievement and Educational Performance category is not scored, Indicator A11: English Learner Reclassification below is scored based on 2020-2021 reclassification data.</p> <p>Rate of “At Risk” ELs is 1.4%, compared to the state average of 10.1%</p> <p>Rate of “LTEL” is 24.5%, compared to the state average of 17.1%</p> <p>Reclassification Criteria:</p> <ul style="list-style-type: none"> <li>• Overall ELPAC Performance Level 4</li> <li>• Teacher evaluation, including, but not limited to, a review of student’s curriculum mastery (C or better (end of semester grade)</li> <li>• Parent opinion and consultation (parent must agree and sign letter)</li> <li>• Performance in Basic Skills                         <ul style="list-style-type: none"> <li>○ Standard Met or Standard Exceeded on the English Language Arts Smarter Balanced Assessment <b>OR</b></li> </ul> </li> </ul>	



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- Score of Basic, Proficient, or Advanced on the Reading Inventory (RI) assessment score **OR**
- Score in the Tier 1 Range (Early On Grade Level or above) or the iReady Diagnostic Assessment with a Lexile score that is at grade level

***\*NOTE: A charter school cannot receive a rating in this category greater than a 1 if the school has been identified as Low performing charter school based on the state's published list.***



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**A1: DASHBOARD SCHOOLWIDE ELA INDICATOR - QUALITY INDICATOR #1**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>California School Dashboard Schoolwide ELA data (CDE)</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Green; or Yellow and at/above statewide average <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Yellow and below statewide average; or Orange <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the ELA Indicator on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)

**A2: DASHBOARD SCHOOLWIDE MATH INDICATOR - QUALITY INDICATOR #2**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>California School Dashboard Schoolwide Math data (CDE)</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Green; or Yellow and at/above statewide average <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Yellow and below statewide average; or Orange <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the Math Indicator on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)



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**A3: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS INDICATOR (ELPI) - QUALITY INDICATOR #3**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>California School Dashboard Schoolwide ELPI data (CDE)</li> </ul>		
Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard ELPI color is Blue <input type="checkbox"/> The schoolwide Dashboard ELPI color is Green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard ELPI color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard ELPI color is Red <input type="checkbox"/> Not Available - No color assigned for the ELPI on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Summative ELPAC report (CDE) <b>(B2.3)</b> <input type="checkbox"/> Other: (Specify)

**A4: DASHBOARD SCHOOLWIDE COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - QUALITY INDICATOR #4**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>California School Dashboard Schoolwide CCI data (CDE)</li> </ul>		
Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard CCI color is Blue <input type="checkbox"/> The schoolwide Dashboard CCI color is Green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard CCI color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard CCI color is Red <input type="checkbox"/> Not Available - No color assigned for the CCI on the Dashboard <input type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)



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**A5: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM INDICATOR - (GRADES K-8) - QUALITY INDICATOR #5**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>California School Dashboard Schoolwide Chronic Absenteeism Indicator data (CDE)</li> </ul>		
Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is either Red <input type="checkbox"/> Not Available - No color assigned for the Chronic Absenteeism Indicator on the Dashboard <input type="checkbox"/> Not Applicable - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)

**A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR - QUALITY INDICATOR #6**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>California School Dashboard Schoolwide Suspension Rate Indicator data (CDE)</li> </ul>		
Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Green; or Yellow and at/below statewide percentage <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Yellow and above statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the Suspension Rate Indicator on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)



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**A7: DASHBOARD SCHOOLWIDE GRADUATION RATE INDICATOR - (GRADES 9-12) - QUALITY INDICATOR #7**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>California School Dashboard Schoolwide Graduation Rate Indicator data (CDE)</li> </ul>		
Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Blue	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Provide Graduation Requirements <b>(Additional info within "Notes" section above) (B2.5)</b> <input type="checkbox"/> Other: (Specify)
	<input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Green; or Yellow and at/above statewide percentage	
	<input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Yellow and below statewide percentage; or Orange	
	<input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Red	
	<input type="checkbox"/> Not Available - No color assigned for the Graduation Rate Indicator on the Dashboard	
	<input type="checkbox"/> Not Applicable - Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	

**A8: DASHBOARD SUBGROUP ELA - QUALITY INDICATOR #8**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard ELA (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE)</li> </ul>		
Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> All numerically significant subgroups have "Status/Distance From Standard (DFS)" scores above the statewide averages	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)
	<input type="checkbox"/> The majority of numerically significant subgroups have "Status/DFS" scores above the statewide averages	
	<input type="checkbox"/> Less than a majority of the numerically significant subgroups have "Status/DFS" scores above the statewide averages	
	<input type="checkbox"/> None of the school's numerically significant subgroups have "Status/DFS" scores above the statewide averages	
	<input type="checkbox"/> Not Available - No assessment of performance for this indicator	



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**A9: DASHBOARD SUBGROUP MATH - QUALITY INDICATOR #9**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard Math (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE)</li> </ul>		
Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> All numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> Not Available - No assessment of performance for this indicator	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)

**A10: DASHBOARD SUBGROUP COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - QUALITY INDICATOR #10**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard CCI (Students with Disabilities, English Learners, and Socioeconomically Disadvantaged, etc.)(CDE)</li> </ul>		
Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> All numerically significant subgroups have “Status/DFS” scores above the statewide percentages <input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide percentages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide percentages <input type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide percentages <input type="checkbox"/> Not Available - No assessment of performance for this indicator <input type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> Office of Data & Accountability’s Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)





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**A11: ENGLISH LEARNER RECLASSIFICATION - QUALITY INDICATOR #11**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- English Learner reclassification rate for 2020-2021 (CDE)

	Rubric	Sources of Evidence
<b>Performance</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The school reclassifies English Learners at a rate higher than the state average</li> <li><input type="checkbox"/> The school reclassifies English Learners at a rate similar to the state average</li> <li><input type="checkbox"/> The school reclassifies English Learners at a rate lower than the state average</li> <li><input type="checkbox"/> The school did not reclassify any of its English Learners</li> <li><input type="checkbox"/> Not Available - The school did not have any English Learners</li> <li><input type="checkbox"/> Not Applicable - No assessment of performance for this indicator</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Reclassification report (CDE)</li> <li><input checked="" type="checkbox"/> Office of Data &amp; Accountability's Data Set <b>(B2.1)</b></li> <li><input type="checkbox"/> Summative ELPAC report (CDE) <b>(B2.3)</b></li> <li><input checked="" type="checkbox"/> Reclassification Criteria for all applicable grade levels <b>(Additional info within "Notes" section above) (B2.4)</b></li> <li><input checked="" type="checkbox"/> Rate of "At Risk" ELs in comparison to the state average                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Higher</li> <li><input type="checkbox"/> Same</li> <li><input checked="" type="checkbox"/> Lower</li> </ul> </li> <li><b>(Additional info within "Notes" section above)</b></li> <li><input checked="" type="checkbox"/> Rate of "LTELs" in comparison to the state average                             <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Higher</li> <li><input type="checkbox"/> Same</li> <li><input type="checkbox"/> Lower</li> </ul> </li> <li><b>(Additional info within "Notes" section above)</b></li> </ul>



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**A12: VERIFIED DATA - PERFORMANCE QUALITY INDICATOR #12**

**VERIFIED DATA**

**For Informational Use (Not Scored at This Time)**

The information provided on verified data is to determine the charter school’s verified data implementation. The renewal criteria for charter schools identified by the CDE as Middle and Low performing shall include the consideration of clear and convincing data, demonstrated by verified data, showing either of the following: (a) The charter school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school, or (b) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers (Ed. Code, § 47607(c)(2)(B).

**The information below is based on charter school’s self-reported data and responses to questions provided prior to the oversight visit.**

The State Board of Education (SBE), at its November 2020 meeting, approved the criteria to define verified data and the list of valid and reliable assessments and measure of postsecondary outcomes (<https://www.cde.ca.gov/sp/ch/verifdata.asp>). The charter school identified the academic progress indicator(s) (verified data) used by the charter school during the 2021-2022 academic school year.

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Adaptive, Diagnostic Assessment of Mathematics (ADAM)/Diagnostic Online Math Assessment (DOMA) by Let’s Go Learn   | <input type="checkbox"/> FastBridge by Illuminate                         | <input type="checkbox"/> RAPID by Lexia Learning   |
| <input type="checkbox"/> California Assessment of Student Performance and Progress (English Language Arts/Literacy and Mathematics) (methodology mutually agreed upon by the chartering authority and charter school) | <input type="checkbox"/> iReady by Curriculum Associates                  | <input type="checkbox"/> Reading Inventory by Houghton Mifflin Harcourt  |
| <input type="checkbox"/> Diagnostic Online Reading Assessment (DORA) by Let’s Go Learn  | <input type="checkbox"/> Math Inventory by Houghton Mifflin Harcourt      | <input type="checkbox"/> SAT Suite by College Board  |
| <input type="checkbox"/> easyCBM by Riverside Insights  | <input type="checkbox"/> mCLASS by Amplify                                | <input type="checkbox"/> Star Assessments by Renaissance   |
| <input type="checkbox"/> ELPAC by Educational Testing Service   | <input checked="" type="checkbox"/> Measures of Academic Progress by NWEA | <input type="checkbox"/> The school is not using a state approved verified data (see Verified Data Notes below): |



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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	3 times per school year
2. NWEA MAPS (Math)	11	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met	3 times per school year

If the charter school did not meet the 95% participation rate, the charter school provided the following plan to address participation rate as follows: N/A

The charter school disaggregated student performance data for the subgroups:  Yes  No

If applicable, the charter school provided disaggregated student performance data for the following subgroups:

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> American Indian or Alaska Native | <input type="checkbox"/> Foster Youth                        | <input checked="" type="checkbox"/> Students with Disabilities |
| <input type="checkbox"/> Asian                            | <input type="checkbox"/> Homeless                            | <input type="checkbox"/> Two or More Races                     |
| <input type="checkbox"/> Black or African American        | <input type="checkbox"/> Latino                              | <input type="checkbox"/> White                                 |
| <input checked="" type="checkbox"/> English Learner       | <input type="checkbox"/> Native Hawaiian or Pacific Islander |  |
| <input type="checkbox"/> Filipino                         | <input type="checkbox"/> Socioeconomically Disadvantaged     |  |

The charter school provided the following description of how the school implemented protocols to ensure the assessment(s) are administered as intended:

**Assessments were administered as intended per the assessment protocols.**

The charter school affirmed that the assessments were administered as intended, consistent with the test's publishers' administration and test security procedures:

Yes  No



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The California Department of Education (CDE) adopted postsecondary indicator(s) data to be used by the school to verify postsecondary outcomes “as defined by college enrollment, persistence, and completion... equal to similar peers.” The school is using the following data source(s):

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> California Department of Education DataQuest<br>College-Going Rate  | <input type="checkbox"/> National Student Clearinghouse Student Tracker       | <input type="checkbox"/> University of California Undergraduate Graduation Rates                                     |
| <input type="checkbox"/> California State University Enrollment<br>Dashboard Student Origin  | <input type="checkbox"/> University of California Admissions by School Source | <input type="checkbox"/> The school is not using a state identified data sources<br>(see Verified Data Notes below): |
| <input type="checkbox"/> Cal-PASS Plus High School to Community<br>College Transition Report |   |  |

The postsecondary data includes the results of at least 95% percent of eligible students:  Yes  No

The postsecondary data includes the number of missing or non-participating students:  Yes  No

The charter school provided evidence of comparing the data to similar peers (which may include, but not limited to, similar demographics, pupil subgroups, first-time college attendance, or other similar circumstances and if not available, comparison to statewide data):  Yes  No

**Verified Data Notes:**

**Schoolwide, the End of Year (EOY) assessments results (Spring 2022) indicate the following:**

- **In Reading, 61% of 11<sup>th</sup> grade students performed at or above average (average is considered grade level)**
- **In Math, 50% of 11<sup>th</sup> grade students performed at or above average**

**Per school leadership, Students with Disabilities (SWD) grew from 10% to 18% at or above average in Math and from 0% to 33% in Reading from Fall 2022 to Spring 2022. English Language Learners (ELL) EOY data was still pending by the date of the oversight visit. However, in Reading, ELL grew from 0% to 33% at or above average from Fall 2021 to Winter 2021.**

**As it relates to postsecondary information, school leadership shared the following:**

**“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.”**



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**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.”**

**Progress on LAUSD Board of Education Benchmarks and/or MOU related to STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE (if applicable):**

N/A



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**LOCAL CONTROL ACCOUNTABILITY PLAN 2021-2022 (For Informational Purposes Only)**

<i>The CSD reviewed the Local Control Accountability Plan.</i>	
All requested template information and descriptions were provided:	Sources of Evidence
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> LCFF Budget Overview for Parents</li> <li><input checked="" type="checkbox"/> Annual Update for the 2019-202 LCAP Year</li> <li><input checked="" type="checkbox"/> Annual Update for the 2020-2021 Learning Continuity and Attendance Plan</li> <li><input checked="" type="checkbox"/> 2021-2024 Plan Summary</li> <li><input checked="" type="checkbox"/> Stakeholder Engagement</li> <li><input checked="" type="checkbox"/> Goals and Actions</li> <li><input checked="" type="checkbox"/> Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students</li> <li><input checked="" type="checkbox"/> Expenditures Tables</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Local Control Accountability Plan <b>(B2.7)</b></li> <li><input checked="" type="checkbox"/> Board Agenda and Minutes <b>(B2.7)</b></li> </ul>
<b>Notes:</b>	
None	



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ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
<b>Summary of School Performance</b>	3
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p><b>O2:</b> The school has a well-developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety, as evidenced by information in Binder 3, leadership discussion, and classroom observation. Some of the evidence includes the following:</p> <ul style="list-style-type: none"> <li>• 2021-2022 school map and evacuation routes in each classroom visited</li> <li>• 5 Employees (volunteers) trained on the use of the Epi-pen on April 13, 2021 and two (2) Epi-pens with an expiration date of 11/2023</li> <li>• Parents are informed about health screening via Infinite campus</li> </ul> <p><b>O3:</b> The school has substantially implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served as evidenced by information in Binder 3, leadership discussion, and classroom observation. Some of the evidence includes the following:</p> <ul style="list-style-type: none"> <li>• The school hired a new Career Technical Education (CTC) Visual and Media Art Program. Per school leadership, the new teacher is a veteran CTE expert and is credentialed in a variety of CTE fields including Arts, Media and Entertainment, Information and Communication Technologies, and Manufacturing and Product Development.</li> <li>• The Junior Class is currently 59% eligible for application for CSU/UC. This is an 11% improvement over the class of 2022, and a 19% improvement over the class of 2021.</li> </ul> <p><b>O4:</b> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis, as evidenced in Binder 3, leadership discussion, responses to guiding questions, and classroom observations. Some of the evidence includes the following:</p> <ul style="list-style-type: none"> <li>• Continued use of Project Based Learning (PBL)</li> <li>• Collaborative learning</li> <li>• Per NWEA MAP assessments, the 11<sup>th</sup> 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.</li> <li>• Reading and Literacy Intervention Specialist was hired to support students who are reading below middle school Lexile norms.</li> <li>• The use of Achieve 3000 data as well as data from MAPS, the most struggling readers in 9<sup>th</sup> thru 11<sup>th</sup> grade have been identified for intensive reading intervention for a minimum of 80 minutes per week.</li> <li>• The elimination of both D and F grades in assessment and grading practices began this school year. Instead of an F, students receive an “i” which indicates the course must either be finished or retaken.</li> </ul> <p><b>O6:</b> The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights as evidenced in Binder 3, leadership discussion, responses to guiding questions, and classroom observations. Some of the evidence includes the following shared by school leadership:</p>	



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- Lead by the Student Leadership facilitator and School Climate and Culture Director, sought to make regular efforts to gather students on school-wide Google Meet assemblies to publically share student successes and give encouragement. Gave out monthly On F.I.R.E. Awards to dozens of students (Focused, Intentional, Reflective, and Engaged).
- Behavior Growth Path utilization
- Wrap-Around services provided by organizations like Luminaries, GRYD, mentors from CSUN, Strength United, Phoenix House, and others.
- Slack Culture was a successful way to connect with student/staff, per school leadership. Slack is a workplace communication platform that facilitates all forms of instant communication, including calls, video calls, social-media style instant messaging, and document sharing.

Areas Noted for Further Growth and/or Improvement

Although the school has a well-developed school climate and student discipline system, school leadership noted that healthy relationships amongst students has been a challenge since coming back to in-person instruction. At the time of the oversight visit, the suspension rate was 5.8% for 2021-2022.

School leadership noted planned areas of improvement for the 2022-2023 school year. Some include the following:

- Hiring a language acquisition specialist to work with the EL/LTEL learners
- Advisory Committee looking to utilize the SEL focused curriculum 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. School is looking to have Advisory during a time in the day to allow them to maximize energy, alertness, presence and openness.
- Service Learning PBL: In the 2022-2023 school year, school hopes to restructure the service learning PBL effort to “harness the energy of this school community and see it make significant impacts for social and environmental change in the San Fernando Valley.”
- EL Reclassification: 20% ELL, both recent arrivals and LTEL. Plan is to hire another specialist to give each of these students up to 200 minutes per week of additional ESL instruction
- Increase Four Year Cohort Graduation Rate (for the 2021, the rate slipped below 80%)

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes: None





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**\*NOTE:**

- *A charter school cannot receive a rating in this category greater than 1 for any of the following reasons: (1) Failed to complete criminal background clearances for any new staff and/or sole proprietor (as defined on the Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022) prior to employment; and/or failed to obtain DOJ clearance certification, as appropriate, from a vendor; or (2) Failed to have Health, Safety, and Emergency Plan in place.*
- *A charter school cannot receive a rating in this category greater than 2 for any of the following reasons: (1) Failed to conduct child abuse mandated reporter training in accordance with Education Code 44691; or (2) Any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school's current approved charter.*

**O1: SCHOOL SAFETY PLAN AND PROCEDURES - QUALITY INDICATOR #1**

*The school has a system in place to ensure:*

- A current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site
- A current site-specific comprehensive Health, Safety, and Emergency Plan is completed  
(Note: for co-locations, the charter school adheres and complies with the District school's Integrated Safe School Plan)
- A visitor's policy is visible in the school's main office and Parent-Student Handbook
- Documentation of student immunizations
- Documentation of health screenings per applicable law and terms of the charter (vision screenings upon school entry and every third year thereafter through grade 8 and hearing screenings are mandated in kindergarten/first grade and in second, fifth, eighth, tenth/eleventh grade and upon first school entry)
- A Board adopted Pupil Suicide Prevention Policy (grades 1-6 and/or grades 7-12, as applicable), as outlined in Ed. Code, § 215
- Needy students receive one nutritionally adequate free or reduced priced meal each school day, as outlined in Ed. Code, § 47613.5
- For schools offering an interscholastic athletic program, at least one automated external defibrillator (AED) is onsite and available for use, as outlined in Ed. Code, § 35179.4 and 35179.6
- For schools serving grades 7-12, Student ID cards have the phone number of the National Suicide Prevention Lifeline printed on at least one side, as outlined in Ed. Code, § 215.5

Rubric	Sources of Evidence
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<b>Performance</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has a highly developed system in place to ensure the protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety</li> <li><input checked="" type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety</li> <li><input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety</li> <li><input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10a)</b></li> <li><input checked="" type="checkbox"/> Certificate of Occupancy or equivalent <b>(B3.2a)</b></li> <li><input checked="" type="checkbox"/> Student immunization <b>(B3.2b)</b></li> <li><input checked="" type="checkbox"/> Health screening <b>(B3.2b)</b></li> <li><input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan <b>(B3.1b)</b></li> <li><input checked="" type="checkbox"/> Evacuation route maps <b>(B3.1b)</b></li> <li><input checked="" type="checkbox"/> AED (schools with an interscholastic athletic program) <b>(B3.2e)</b></li> <li><input checked="" type="checkbox"/> Student ID card printed with the National Suicide Prevention Lifeline phone number <b>(B3.2f)</b></li> <li><input checked="" type="checkbox"/> Board adopted policy on pupil suicide prevention (grades K-6) <b>(B3.1g)</b></li> <li><input checked="" type="checkbox"/> Board adopted policy on pupil suicide prevention (grades 7-12) <b>(B3.1f)</b></li> <li><input checked="" type="checkbox"/> Site/classroom observation</li> <li><input checked="" type="checkbox"/> Visitor's Policy <b>(B3.1a)</b></li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>
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**O2: HEALTH AND SAFETY TRAINING AND PREPARATION – QUALITY INDICATOR #2**

*The school has a system in place to ensure:*

- The school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency (includes threat assessment protocol)
- School staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting, as outlined in Ed. Code, § 44691
- Maintenance of an emergency epinephrine auto-injector (“epi-pen”) onsite and training has been provided to volunteer staff member(s) in the storage and emergency use of the epi-pen, per applicable laws
- Pupil Suicide Prevention and Awareness Training (as applicable)

	Rubric	Sources of Evidence
<b>Performance</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has a highly developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety</li> <li><input checked="" type="checkbox"/> The school has a well-developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety</li> <li><input type="checkbox"/> The school has a partially developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety</li> <li><input type="checkbox"/> The school has a minimal or no system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Documentation of emergency drills and training <b>(B3.1c)</b></li> <li><input checked="" type="checkbox"/> Provision and location of onsite emergency supplies <b>(B3.1b)</b></li> <li><input checked="" type="checkbox"/> Child abuse mandated reporter training documentation <b>(B3.1d and B3A.5)</b></li> <li><input checked="" type="checkbox"/> Bloodborne pathogens training documentation <b>(B3.1e and B3A.5)</b></li> <li><input checked="" type="checkbox"/> Pupil Suicide Prevention and Awareness Training <b>(B3.1f, g and B3A.5)</b></li> <li><input checked="" type="checkbox"/> Epi-pen and training <b>(B3.2c)</b></li> <li><input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022 (“ESSA Grid”)</i> <b>(B3A.1)</b></li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



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**O3: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM- QUALITY INDICATOR #3**

*The school has systems in place to ensure alignment to the curricular and educational program outlined in the approved charter petition by:*

- Implementing key features of the educational program described in the charter
- Implementing standards-based instruction schoolwide in accordance with the California State Content Standards specific to the grade levels served and aligned with the needs of students
- Implementing assessments to measure the development of grade-level appropriate academic and non-academic skills
- Reviewing progress towards annual goals for all students and subgroups the school serves consistent with educational outcomes detailed in the California School Dashboard
- Providing teacher, staff, and administrator professional development specific to supporting desired student outcomes and key features outlined in the school’s charter
- Implementing a system to monitor student progress toward and completion of graduation and A-G requirements (**high schools only**)

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The school has fully implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served <input checked="" type="checkbox"/> The school has substantially implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served <input type="checkbox"/> The school has partially implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served <input type="checkbox"/> The school has minimally implemented, or not at all, the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served	<input checked="" type="checkbox"/> Implementation of an educational program serving all grade levels approved to be served per charter ( <b>B3.3i, j, k</b> ) <input checked="" type="checkbox"/> California State Content Standards-based instructional program ( <b>B3.3a</b> ) <input checked="" type="checkbox"/> LCAP ( <b>B3.3b</b> ) <input type="checkbox"/> Technology readiness to administer CAASPP assessments ( <b>B3.3c</b> ) <b>*new schools only</b> <input checked="" type="checkbox"/> WASC accreditation ( <b>B3.3d</b> ) <input checked="" type="checkbox"/> UC Doorways course approval documentation ( <b>B3.3e</b> ) <input checked="" type="checkbox"/> Professional development documentation ( <b>B3.4c</b> ) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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**O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS - QUALITY INDICATOR #4**

<i>The school has a system in place to ensure:</i>	
<ul style="list-style-type: none"> <li>• Implementation of differentiated instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all numerically significant subgroups identified in the school’s LCAP and by the CDE</li> <li>• Implementation of internal student assessments aligned with instructional outcomes to determine student mastery of California State Content Standards</li> <li>• Disaggregation and analysis of data on a regular basis to address individual student needs and guide instructional planning and use of interventions</li> <li>• Implementation, review, and modification, as appropriate, of its Master Plan for English Learners (EL identification, designated and integrated ELD standards-based instruction, progress monitoring, assessment, and reclassification)</li> <li>• A staff person is designated to assist and support foster youth/students experiencing homelessness</li> </ul>	
Performance	Sources of Evidence
<p style="text-align: center;"><b>Rubric</b></p> <p><input type="checkbox"/> The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis</p> <p><input checked="" type="checkbox"/> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis</p> <p><input type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis</p> <p><input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis</p>	<p style="text-align: center;"><b>Sources of Evidence</b></p> <p><input checked="" type="checkbox"/> Standards-based instructional program <b>(B3.3a)</b></p> <p><input checked="" type="checkbox"/> LCAP <b>(B3.3b)</b></p> <p><input checked="" type="checkbox"/> Professional development documentation <b>(B3.4c)</b></p> <p><input checked="" type="checkbox"/> Intervention and support for all students, including but not limited to foster youth, low-income, English Learners, students with disabilities, at-risk students, and high performing students <b>(B3.3i)</b></p> <p><input checked="" type="checkbox"/> Implementation of the school’s English Learner Master Plan <b>(B3.3i)</b></p> <p><input checked="" type="checkbox"/> Implementation of a data analysis system <b>(B2.1 and B2.6)</b></p> <p><input checked="" type="checkbox"/> Internal assessment and analysis documentation (e.g., School Internal Assessment Data Report or equivalent) <b>(B2.6)</b></p> <p><input checked="" type="checkbox"/> Foster youth/students experiencing homelessness designee</p> <p><input checked="" type="checkbox"/> Classroom observation</p> <p><input checked="" type="checkbox"/> Discussion with school leadership</p> <p><input type="checkbox"/> Other: (Specify)</p>



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**O5: SPECIAL EDUCATION - QUALITY INDICATOR #5**

*The school has a system in place to ensure that the school:*

- Provides special education programs and services in accordance with students' IEPs
- Provides special education training for staff
- Conducts a special education self-review annually, using the Special Education Self-Review Checklist
- Maintains timely IEP timeline records and accurate service provision records in Welligent

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has a highly developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input checked="" type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> The school has a minimal or no system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> Not Applicable - Charter school participates in LAUSD's Option 1 SELPA	<input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10a)</b> <input checked="" type="checkbox"/> District Validation Review (DVR) <b>(B3.4a)</b> <input checked="" type="checkbox"/> Self-Review Checklist <b>(B3.4a)</b> <input checked="" type="checkbox"/> Welligent reports and/or other documentation, including from the Division of Special Education <b>(B3.4a)</b> <input checked="" type="checkbox"/> Professional development documentation <b>(B3.4c)</b> <input checked="" type="checkbox"/> Intervention and support for students with disabilities <b>(B3.3i)</b> <input checked="" type="checkbox"/> Consultation with Charter Operated Programs office <input checked="" type="checkbox"/> Other special education documentation <b>(B3.4a)</b> <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> MOU Non-LAUSD SELPA <input type="checkbox"/> Other: (Specify)



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**O6: SCHOOL CLIMATE AND STUDENT DISCIPLINE - QUALITY INDICATOR #6**

*The school has a school climate and schoolwide student discipline system in place to ensure that the school's practices:*

- Align with the principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, and schoolwide positive behavior support, data monitoring and, includes a discipline system complaint process
- Provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive
- Minimize discretionary suspensions and expulsions
- Reduce or eliminate suspension disproportionality for student subgroups
- Minimize chronic absenteeism for all students and student subgroups
- Procedures for preventing acts of bullying, including cyberbullying, in accordance with the requirements of Ed. Code, § 32283.5 and 234.4

	Rubric	Sources of Evidence
<b>Performance</b>	<p><input type="checkbox"/> The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights</p> <p><input checked="" type="checkbox"/> The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights</p> <p><input type="checkbox"/> The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights</p> <p><input type="checkbox"/> The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights</p>	<p><input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10a)</b></p> <p><input checked="" type="checkbox"/> LCAP <b>(B3.3b)</b></p> <p><input checked="" type="checkbox"/> Professional development documentation <b>(B3.4c)</b></p> <p><input checked="" type="checkbox"/> Implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles <b>(B3.4b)</b></p> <p><input checked="" type="checkbox"/> Implementation of tiered behavior intervention, such as SST/COST <b>(B3.4b)</b></p> <p><input checked="" type="checkbox"/> Implementation of alternatives to suspension <b>(B3.4b)</b></p> <p><input checked="" type="checkbox"/> Implementation of schoolwide positive behavior support system <b>(B3.4b)</b></p> <p><input checked="" type="checkbox"/> Data monitoring <b>(B3.4b)</b></p> <p><input checked="" type="checkbox"/> LAUSD Office of Data &amp; Accountability's Data Set for suspension, expulsion, disproportionality, and chronic absenteeism <b>(B2.1)</b></p> <p><input type="checkbox"/> Chronic absenteeism rates</p> <p><input checked="" type="checkbox"/> Implementation of procedures for preventing acts of bullying, including cyberbullying <b>(B3.4b)</b></p> <p><input type="checkbox"/> Stakeholder focus group</p> <p><input checked="" type="checkbox"/> Discussion with school leadership</p> <p><input type="checkbox"/> Other: (Specify)</p>



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**O7: PROFESSIONAL DEVELOPMENT - QUALITY INDICATOR #7**

<b>The school:</b>		
<ul style="list-style-type: none"> <li>• Has a schoolwide professional development plan for teachers and other staff that supports the educational program set forth in the charter and targets identified needs</li> <li>• Provides faculty and other instructional staff with professional development opportunities to improve instructional practice</li> <li>• Provides opportunities for teachers to collaborate regularly for the purpose of planning and improving curriculum and instruction</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter	<input checked="" type="checkbox"/> LCAP ( <b>B3.3b</b> ) <input checked="" type="checkbox"/> Professional development documentation (e.g., professional development year-long plan agendas, and sign-ins) ( <b>B3.4c</b> ) <input checked="" type="checkbox"/> Professional development training materials ( <b>B3.4c</b> ) <input checked="" type="checkbox"/> System to assess professional development needs ( <b>B3.4c</b> ) <input type="checkbox"/> Interview of teachers and/or other staff <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)





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**O8: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT - QUALITY INDICATOR #8**

*The school has a system for stakeholder engagement, including gathering input, facilitating and encouraging involvement, sharing information, and resolving concerns, which:*

- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school’s charter, and the school LCAP
- Implements a School Site Council (SSC) and/or English Learner Advisory Committee (ELAC), in accordance with legal requirements (e.g., member composition of committee/council, legally required topics, etc.), if applicable
- Engages in communication that notifies parents, teachers, pupils and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The school has a highly developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns <input checked="" type="checkbox"/> The school has a well-developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a partially developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a minimal or no system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Parent-Student Handbook <b>(B1.10a)</b> <input checked="" type="checkbox"/> LCAP <b>(B3.3b)</b> <input checked="" type="checkbox"/> Documentation of SSC and ELAC meetings (e.g., calendars, agendas, minutes, roster, and sign-in) <b>(B3.4d)</b> <input checked="" type="checkbox"/> Stakeholder consultation <b>(B3.4d)</b> <input checked="" type="checkbox"/> Parent/stakeholder involvement and engagement <b>(B3.4d)</b> <input checked="" type="checkbox"/> Communication to parents and other stakeholders of complaint resolution process(es) <b>(B3.4d)</b> <input checked="" type="checkbox"/> School website <b>(B3.4e)</b> <input type="checkbox"/> Stakeholder focus group <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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**O9 TRANSPARENCY FOR STAKEHOLDERS- QUALITY INDICATOR #9**

*The school's documents that are available both manually and electronically serve as a vehicle for transparency through its displays and provision of information.*

- Information is easily accessible to the public and school stakeholders, and is presented in English and applicable languages as required by law
- Applicable categories described in Charter School Transparency Resolution
- UCP and all complaint procedures
- Title IX information in accordance with Ed. Code, § 221.61\*\*
- Suicide Prevention policy in accordance with Ed. Code, § 215\*\*
- Notification requirements to pupils and parents or guardians of pupils on how to initiate access to available pupil mental health services on campus, in the community, or both no less than twice during the school year, in accordance with Ed. Code, § 49428
- Ensure that specified information on bullying and harassment prevention is readily accessible in a prominent location on the LEA's existing website in a manner that is easily accessible to parents or guardians of pupils, in accordance with Ed. Code, § 234.1 et seq.\*\*
- Provides all stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance
- Identifies and implements the most appropriate methods of informing parents and guardians of pupils in grades 6-12, of human trafficking prevention resources, in accordance with Ed. Code, § 49381
- Informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements (**high schools only**)

“\*\*” Indicates that the policy must be posted on website.

Rubric	Sources of Evidence
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<b>Performance</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has a highly developed system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website</li> <li><input checked="" type="checkbox"/> The school has a well-developed system to share information with stakeholders via its documents available both manually, electronically and on its website</li> <li><input type="checkbox"/> The school has a partially developed system to share information with stakeholders via its documents available manually/electronically or on its website</li> <li><input type="checkbox"/> The school has a minimally developed system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Review of the availability of information to the public/stakeholders (B3.4e) for:                         <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> LCAP</li> <li><input checked="" type="checkbox"/> UCP Procedure and Forms</li> <li><input type="checkbox"/> Complaint Procedure and Forms</li> <li><input checked="" type="checkbox"/> Title IX Information</li> <li><input checked="" type="checkbox"/> Suicide Prevention and Awareness</li> <li><input type="checkbox"/> Financial Audit</li> <li><input checked="" type="checkbox"/> Student Demographics</li> <li><input type="checkbox"/> Student Achievement Information</li> </ul> </li> <li><input checked="" type="checkbox"/> Sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate (B3.4e)</li> <li><input checked="" type="checkbox"/> Parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements (B3.4e)</li> <li><input checked="" type="checkbox"/> Provision of stakeholder access to school's approved charter (B3.4e)</li> <li><input checked="" type="checkbox"/> Informing parents/guardians of human trafficking prevention resources (grades 6-12) (B3.4e)</li> <li><input checked="" type="checkbox"/> Notification of access to available mental health services (B3.4e)</li> <li><input checked="" type="checkbox"/> Specified information on bullying and harassment prevention (B3.4e)</li> <li><input checked="" type="checkbox"/> School website (B3.4e)</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>
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**O10: EVALUATION OF SCHOOL STAFF - QUALITY INDICATOR #10**

<p><i>The school has a system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements, including:</i></p> <ul style="list-style-type: none"> <li>• Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff</li> <li>• Evaluation tool for all school-based staff, including but not limited to administrators, certificated staff, and classified staff</li> </ul>		
	Rubric	Sources of Evidence
<b>Performance</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements</li> <li><input checked="" type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements</li> <li><input type="checkbox"/> The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements</li> <li><input type="checkbox"/> The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff <b>(B3.4f)</b></li> <li><input checked="" type="checkbox"/> Evaluation tool for all school-based staff, including but not limited to administrators, certificated staff, and classified staff <b>(B3.4f)</b></li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

**O11: CLEARANCES AND CREDENTIALING COMPLIANCE - QUALITY INDICATOR #11**

<p><i>The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:</i></p> <ul style="list-style-type: none"> <li>• All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times</li> <li>• Individuals employed in a teaching position during the 2019–20 school year obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code, § 47605.4(a).)</li> <li>• The charter school maintains appropriate assignments and monitoring throughout the year and addresses Exceptions (and makes Determinations, as appropriate) in CalSAAS during the CTC-identified annual window.</li> <li>• Charter school identifies its charter user(s) who participate in CTC trainings as well as those through LACOE and/or LAUSD, and they establish internal processes that address not only the CalSAAS monitoring, but also the accurate submission of CALPADS Codes as they relate to the CalSAAS Determinations.</li> <li>• The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current</li> <li>• The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current</li> </ul>
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- The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

	Rubric	Sources of Evidence
<b>Performance</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times</li> <li><input type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</li> <li><input type="checkbox"/> The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</li> <li><input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022</i> form (“ESSA Grid”) <b>(B3A.1a)</b></li> <li><input checked="" type="checkbox"/> Human Resources policies and procedures regarding ESSA qualifications and credentialing requirements</li> <li><input checked="" type="checkbox"/> CalSAAS detail and summary reports; HR procedures for the CalSAAS; List of CalSAAS users who actively engage in the assignment monitoring process</li> <li><input checked="" type="checkbox"/> Staff rosters and school master schedule <b>(B3A.1b and B3A.1c)</b></li> <li><input checked="" type="checkbox"/> Custodian(s) of Records documentation <b>(B3A.1d)</b></li> <li><input checked="" type="checkbox"/> Criminal Background Clearance Certifications <b>(B3A.2a, B3A.3, and B3A.4)</b></li> <li><input checked="" type="checkbox"/> Teaching credential/authorization documentation <b>(B3A.2b)</b></li> <li><input checked="" type="checkbox"/> Vendor certifications <b>(B3A.6)</b></li> <li><input type="checkbox"/> Volunteer (TB) risk assessment/clearance certification <b>(B3A.7)</b></li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

**Progress on LAUSD Board of Education Benchmarks and/or MOU related to ORGANIZATIONAL MANAGEMENT (if applicable):**

N/A



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DATE OF VISIT: **5/24/2022**

Location Code: **7598**  
 School Name: **Bert Corona Charter High**  
 FY Start Date: **2015-16**

Charter #: **1724**  
 CDS Code: **1964733 0132126**

7598 Bert Corona Charter High	2018-2019					2019-2020					2020-2021				
	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents		0	215,218	201,140	201,140		181,593	159,592	139,782	139,783		139,831	165,271	150,118	150,118
Current Assets		0	509,862	639,558	639,558		482,200	429,694	324,467	319,308		1,009,566	973,479	897,017	897,018
Fixed and Other Assets		0	43,925	221,536	221,535		161,824	161,824	162,800	162,799		113,464	127,706	129,744	129,744
<b>Total Assets</b>		0	553,787	861,093	861,093		644,024	591,518	487,267	482,107		1,123,030	1,101,185	1,026,761	1,026,762
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		0	195,217	428,699	448,499		137,799	110,273	50,801	85,641		618,968	648,992	449,680	516,636
Other Long Term Liabilities		0	10,279	0	0		55,351	55,351	40,000	0		40,000	40,000	61,887	0
Unfunded OPEB Liabilities/Deferred Inflow		0	0	0	0		0	0	0	0		0	0	0	0
<b>Total Liabilities</b>		0	205,496	428,699	448,499		193,150	165,624	90,801	85,641		658,968	688,992	511,567	516,636
<b>Net Assets</b>		346,379	348,291	432,394	412,594		450,874	425,893	396,466	396,466		464,062	412,193	515,194	510,126
Total Revenues	3,749,614	3,362,102	3,262,783	3,495,366	3,495,368	3,219,097	2,768,202	2,764,220	2,708,735	2,708,734	2,580,725	3,057,301	3,060,249	2,995,476	2,995,475
Total Expenditures	3,674,914	3,361,797	3,260,565	3,409,043	3,428,847	3,206,935	2,749,722	2,750,920	2,724,863	2,724,862	2,553,149	2,989,705	3,044,522	2,876,748	2,881,815
<b>Net Income / (Loss)</b>	74,700	305	2,218	86,323	66,521	12,162	18,479	13,299	(16,128)	(16,128)	27,576	67,596	15,727	118,728	113,660
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Inc / (Dec) in Net Assets</b>	74,700	305	2,218	86,323	66,521	12,162	18,479	13,299	(16,128)	(16,128)	27,576	67,596	15,727	118,728	113,660
Net Assets, Beginning	323,219	346,074	346,073	346,073	346,073	348,291	432,394	432,394	432,394	412,594	425,893	396,466	396,466	396,466	396,466
Adj. for restatement / Prior Yr Adj	0	0	0	(2)	0	(1,276)	0	(19,800)	(19,800)	0	0	0	0	0	0
<b>Net Assets, Beginning, Adjusted</b>	323,219	346,074	346,073	346,071	346,073	347,015	432,394	412,594	412,594	412,594	425,893	396,466	396,466	396,466	396,466
<b>Net Assets, End</b>	397,919	346,379	348,291	432,394	412,594	359,177	450,874	425,893	396,466	396,466	453,469	464,062	412,193	515,194	510,126

7598 Bert Corona Charter High	Audited Financials					2021-2022				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	178,482	201,140	139,783	150,118	0		451,359	452,881	0	0
Current Assets	496,858	639,558	319,308	897,018	0		839,187	929,780	0	0
Fixed and Other Assets	58,558	221,535	162,799	129,744	0		87,340	87,357	0	0
<b>Total Assets</b>	555,416	861,093	482,107	1,026,762	0		926,527	1,017,137	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	159,339	448,499	85,641	516,636	0		340,056	339,324	0	0
Other Long Term Liabilities	50,004	0	0	0	0		61,888	36,413	0	0
Unfunded OPEB Liabilities/Deferred Inflow	0	0	0	0	0		0	0	0	0
<b>Total Liabilities</b>	209,343	448,499	85,641	516,636	0		401,944	375,737	0	0
<b>Net Assets</b>	346,073	412,594	396,466	510,126	0		524,583	641,400	0	0
Total Revenues	2,762,147	3,495,368	2,708,734	2,995,475	0	3,366,560	3,571,687	3,644,860	0	0
Total Expenditures	2,665,222	3,428,847	2,724,862	2,881,815	0	3,364,824	3,557,228	3,513,586	0	0
<b>Net Income / (Loss)</b>	96,925	66,521	(16,128)	113,660	0	1,736	14,459	131,274	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0
<b>Inc / (Dec) in Net Assets</b>	96,925	66,521	(16,128)	113,660	0	1,736	14,459	131,274	0	0
Net Assets, Beginning	297,007	346,073	412,594	396,466	0	412,193	515,194	515,194	0	0
Adj. for restatement / Prior Yr Adj	(47,859)	0	0	0	0	3,337	(5,070)	(5,068)	0	0
<b>Net Assets, Beginning, Adjusted</b>	249,148	346,073	412,594	396,466	0	415,530	510,124	510,126	0	0
<b>Net Assets, End</b>	346,073	412,594	396,466	510,126	0	417,266	524,583	641,400	0	0



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

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DATE OF VISIT: 5/24/2022

FISCAL OPERATIONS	RATING																														
<p>You have been assessed by the Fiscal Oversight team and you are receiving the rating of 3, <i>Proficient</i>.</p> <p><b>Other circumstances and information could influence the rating and are noted in this evaluation.</b></p> <p>Bert Corona Charter High’s fiscal condition has been positive since the 2017-2018 fiscal year. According to the 2020-2021 independent audit report, the school had positive net assets of \$510,126 and net income of \$113,660. The 2021-2022 Second Interim projected positive net assets of \$641,400 and net income of \$131,274.</p> <p>According to YPI Charter Schools, Inc.’s (YPICS) independent audit report dated June 30, 2021, Bert Corona Charter High is one of three schools operated by YPICS, all of which are authorized by the Los Angeles Unified School District (LAUSD). YPICS and its charter schools reported positive net assets of \$25,911,942 and a net loss of <b>(\$113,282)</b>. YPICS attributed its net loss to its building depreciation expense. YPICS’s 2020-2021 independent audit report shows total depreciation expense in the amount over \$1.14 million. YPICS, without its charter schools, reported negative net assets of <b>(\$16,373)</b> and net income of \$0. The organization attributed the reported negative net assets to home office staff’s accrued vacation expenses in 2019-2020. According to YPICS, there are no management fees charged to Bert Corona Charter High or the other charter schools that it operates. Instead, each school pays a portion of the actual expenses for shared costs and administrative services, including the salaries of YPICS’ Executive Director, its Chief Operations Officer, and other Learning and Support Center positions that are related to the organization as a whole. These costs are allocated on a pro-rated basis among the YPICS schools based on Average Daily Attendance (ADA).</p> <p><b>Areas of Demonstrated Strength and/or Progress:</b></p> <p>1. The school’s fiscal condition is positive.</p> <table border="1" data-bbox="172 1019 1264 1438"> <thead> <tr> <th></th> <th>2017-2018 (Audited Actuals)</th> <th>2018-2019 (Audited Actuals)</th> <th>2019-2020 (Audited Actuals)</th> <th>2020-2021 (Unaudited Actuals)</th> <th>2021-2022 (Second Interim)</th> </tr> </thead> <tbody> <tr> <td>Net Assets</td> <td>\$346,073</td> <td>\$412,594</td> <td>\$396,466</td> <td>\$510,126</td> <td>\$641,400</td> </tr> <tr> <td>Net Income/<b>Loss</b></td> <td>\$96,925</td> <td>\$66,521</td> <td><b>(\$16,128)*</b></td> <td>\$113,660</td> <td>\$131,274</td> </tr> <tr> <td>Transfers In/<b>Out</b></td> <td>\$0</td> <td>\$0</td> <td>\$0</td> <td>\$0</td> <td>\$0</td> </tr> <tr> <td>Prior Year Adjustment(s)</td> <td>\$0</td> <td>\$0</td> <td>\$0</td> <td>\$0</td> <td>\$0</td> </tr> </tbody> </table>		2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (Unaudited Actuals)	2021-2022 (Second Interim)	Net Assets	\$346,073	\$412,594	\$396,466	\$510,126	\$641,400	Net Income/ <b>Loss</b>	\$96,925	\$66,521	<b>(\$16,128)*</b>	\$113,660	\$131,274	Transfers In/ <b>Out</b>	\$0	\$0	\$0	\$0	\$0	Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0	<p>3</p>
	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (Unaudited Actuals)	2021-2022 (Second Interim)																										
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Transfers In/ <b>Out</b>	\$0	\$0	\$0	\$0	\$0																										
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0																										



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\*The school attributed the reported net loss in Fiscal Year 2019-2020 to additional expenditures incurred to mitigate the learning loss due to the COVID-19 pandemic.

**Areas Noted for Further Growth and/or Improvement:**

Through conducting fiscal oversight and analyzing the data below, the CSD requests and receives fiscal documents from YPICS (including bank statements, bank reconciliations, credit card statements, and check registers) for the three YPICS charter schools that are currently authorized by LAUSD. The CSD reviews these financial documents and a sampling of checks and credit card transactions across these YPICS charter schools, to assess overall compliance with YPICS’s Fiscal Policies and Procedures. Any areas noted for further growth and/or improvement relating to YPICS’s and its charter schools’ overall compliance to the aforementioned manual are indicated within each charter school’s Annual Performance-Based Oversight Visit Report, which may or may not have been experienced by the specific YPICS school named above. Lastly, any exceptions that are school-specific, such as the fiscal condition, are reviewed separately for each YPICS charter school.

**1. Checks Outstanding for 60 Days or More (Recurring Issue):**

Based on the CSD’s review and analysis of a sample of the school’s Bank Reconciliation Reports for the period from August 31, 2021 through January 31, 2022, the CSD noted 11 checks that, as of January 31, 2022, had been outstanding for 60 days or more. Details regarding these checks are provided below. This is a recurring issue cited in the school’s 2020-2021 Annual Performance-Based Oversight Report.

Item #	Acct. # Ending in	Check #	Check Issuance Date	Payee	Check Amount	Number of Days Check Outstanding (As of 1/31/2022)	Transaction Description
1	X6905	310109	6/29/2021	School Employee	\$134.54	216	Reimb -TB Test & Livescan
2	X6905	310100	6/29/2021	School Employee	\$250.53	216	Culmination Supplies
3	X6905	310181	7/28/2021	School Employee	\$27.50	187	Reimb - USPS
4	X6905	310257	8/18/2021	School Employee	\$60.62	166	Classroom Supplies
5	X6905	310334	9/17/2021	School Employee	\$31.28	136	Food For Teachers’ Training
6	X6905	310449	11/2/2021	Employee	\$35.54	90	REINFORCED PACKET FOLDERS





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7	X6905	310441	11/2/2021	Employee	\$128.12	90	FOOD FOR STAFF ON PARENT CONFERENCE
8	X6905	310481	11/30/2021	Employee	\$45.59	62	20 - 21 STRS EXCESS REFUND
9	X6905	310478	11/30/2021	Employee	\$6.03	62	20 - 21 STRS EXCESS REFUND
10	X6905	310477	11/30/2021	Employee	\$36.64	62	20 - 21 STRS EXCESS REFUND
11	X6905	310471	11/30/2021	Employee	\$46.23	62	20 - 21 STRS EXCESS REFUND
<b>Total</b>					<b>\$802.62</b>		

Page 13 under of YPICS’s Fiscal Policies and Procedures (Approved 9/27/2021) states: “Nvoicepay will stale date payments after 60 days. When this situation happens, Nvoicepay will void the payment and credit the funds back to the organization's bank account. ExED may also direct Nvoicepay to reissue a payment prior to the 60-day deadline. In this case, Nvoicepay will void the original payment and issue a new payment. The new payment will be recorded as a payment modification and will be linked to the original payment in Nvoicepay.”

As of the writing of this report, the school had not provided the CSD with an action plan for improvement.

The CSD recommends that the school review its fiscal policies and procedures regarding reviewing and resolving outstanding checks over specific periods of time instead of re-issuing outstanding checks perpetually. The CSD further recommends that the charter operator and its back office provider adhere to its fiscal policies and procedures, and provide continuing guidance and establish expectations for its staff regarding the research, investigation, write-off, and reissuance of checks that have been outstanding for specified periods of time.

**2. Check Reviews - Late Fees and Finance Charges (Recurring Issue):**

Based on the CSD’s review of the school’s check register for the period spanning from March 2021 through February 2022, a sample of 23 checks were selected for further review. The CSD noted two checks (supported by invoices) that referenced late fees and finance charges. These items are summarized below.

Item #	Check #	Check Issuance Date	Vendor	Transaction Description	Check Amount	Late Fees/Finance Chargers
1	310577	2/17/2022	Quadient Finance USA, Inc.	Finance charge	\$42.70	\$42.70
2	310583	2/22/2022	Ricoh USA Inc.	Late fee	\$293.41	\$11.50
<b>Total</b>					<b>\$336.11</b>	<b>\$54.20</b>



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According to YPICS, “Quadient Finance USA has a short turnaround time and they refuse to set up for automatic payment. However, their monthly fees are much lower than other vendors even with the finance charges.” YPICS has stated that they would continue to search for another vendor that will allow automatic payments and has lower rates than the current vendor. As to Ricoh USA Inc., YPICS stated that, “the late fee is related to staff being on winter break and the delay in issuing payment for January invoice.” YPICS has stated they plan to hire an additional part-time employee to the Learning and Support Center and this additional staff would help eliminate potential issues with invoice processing.

The CSD recommends that the school implement procedures to track all invoices and ensure that all vendors are paid timely, to avoid additional finance and late charges in the future.

- 3. Noncompliance with School’s Fiscal Policies and Procedures – Lack of Bidding Documentation and Board Approval (Contracts):**  
Based on the CSD’s review of a sample of 23 checks and bank debit transactions, and supporting documentation, the CSD noted that Check #310101 for \$79,577 (3 invoices), dated 6/26/2021 and issued to Sky Sportswear, lacked competitive bidding documentation and evidence of contract approvals by the governing board.

Item #	Invoice #	Invoice Date	Vendor	Transaction Description	Check Amount
1	5045	5/27/2021	Sky Sportswear	Masks, blankets	\$2,320.00
2	5120	6/04/2021	Sky Sportswear	Student Uniforms	\$44,469.50
3	5156	6/08/2021	Sky Sportswear	Student Uniforms	\$32,787.50
<b>Total</b>					<b>\$79,577.00</b>

Pages 9-10 of YPICS’ Fiscal Policies and Procedures, under Purchases and Procurement, state: “All purchases must be authorized by the Executive Director, Chief Operations Officer, or Executive Administrator/Assistant Executive Administrator. Any expenditure in excess of \$10,000 for the purchase of a single item should have bids from three (3) suppliers if possible.” It also states that, “The Governing Board must approve any contract over \$50,000.”

During the 2021-2022 fiscal oversight visit, YPICS’ back office provider, ExED, responded to the CSD that the YPICS governing board reviewed the check register that included check #310101 at the 07/26/21 board meeting and that the payment was for separate purchases, each for less than \$50K. The YPICS’s back office provider also mentioned that the school did have a discussion with the governing board regarding this purchase but did not document the conversation in the board meeting minutes. YPICS has stated that for purchases over \$50,000, staff will present board informative to the YPICS Board of Directors, in addition to reviewing the check register.

The CSD recommends that the school, YPICS and its back office provider strictly adhere to its written policies pertaining to purchases and/or its procurement processes referenced above, including, but not limited to, ensuring that complete vendor contracts or agreements and/or competitive bidding documents are maintained and are readily accessible (including all related exhibits), that clearly define work



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to be performed at the time the contracts/agreements are executed and/or support that vendors are properly selected and contracted based on the school's governing board-approved procurement policies and procedures.

Additionally, it is the CSD's view that the contracts for purchases from the same vendors within the same fiscal year that exceed the YPICS established threshold (i.e., \$50,000) be reviewed and approved by its governing board so not to bypass the spirit of YPICS' governing board role in reviewing and approving contracts. The CSD recommends that YPICS strictly adhere to its written policies pertaining to contract threshold amounts and approvals referenced above.

The governing board and leadership team of the charter school are responsible for managing the operations of the school. Thus, the CSD's recommendations concerning the above-noted findings and observations should be discussed at YPICS' next governing board meeting, highly preferably no later than 90 days following the school's receipt of this report. It is the school's responsibility to provide the CSD its action plans/steps, proof of implementation of the mitigating actions taken by the school, and/or documentation (e.g., governing board meeting agendas and approved board meeting minutes, etc.), as applicable, prior to or during the next Annual Performance-Based Oversight Visit. The CSD will continue to monitor these issues through oversight.

**Other Observations (Items described in this section, which may not been addressed in the charter school's Fiscal Policies and Procedures, are recommended for improvement to align with optimal business practices.)**

**1. Public Posting of Audited Financial Statements:**

Bert Corona Charter High has not posted its Fiscal Year 2020-2021 Audited Financial Statements on the school's website. YPICS' Executive Director stated in her response to the CSD on June 9, 2022 that the audit is available for public viewing and may be requested during office hours at the school office and that state statute does not require the audit to be posted on the website. Additionally, YPICS' Executive Director shared that the audit was also available for the public during the YPICS board meeting in January 2022 when the audit report was on the governing board agenda.

In order to enhance transparency to the members of public and other stakeholders interested in the school's finances, the CSD recommends that Bert Corona Charter High post its current and future Audited Financial Statements on its website even though it is not required by law.

The CSD will continue to monitor the issue referenced above in the "Other Observations" section prior to or during the next oversight visit. The results may be factored into the school's rating for next year.

**Corrective Action Required:**

None noted that require immediate action to remedy concerns in this report.



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## Notes:

1. Reviewed independent audit report for the Fiscal Year ended June 30, 2021 and noted the following:
  - a. Audit opinion: Unmodified
  - b. Material weaknesses: None Reported
  - c. Deficiencies/Findings: None Reported
  - d. Lack of Going Concern: None Reported
2. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
3. Governing board meeting minutes reflecting the adoption of the 2021-2022 budget were provided.
4. Evidence of Bert Corona Charter High offering STRS, PERS, a 403(b) Tax-Sheltered Annuity Plan, and/or Social Security benefits to its employees and proof of payment was provided.
5. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.
6. Governing board meeting minutes reflecting the discussion of the most current independent audit report were provided.
7. Per the 2020-2021 audit report, the school's unrestricted ending fund/net asset balance is \$510,126 and total expenditures equal \$2,881,815. Therefore, the school's reserve for economic uncertainty as defined in California Code of Regulations (CCR), Title 5, Section 15450 is 17.70%, which exceeds the minimum 5% based on the school's Average Daily Attendance (ADA) of 166.26 per the school's 2021-2022 Second Principal Apportionment data reported.
8. Per the 2020-2021 audit report, the school's cash and cash equivalents is \$150,118 and total expenditures equal \$2,881,815. Therefore, the school's cash reserve level is 5.21%, which exceeds the recommended 5%.
9. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
10. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
11. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
12. A copy of the charter school's organizational chart, which depicts the current reporting structure of the charter school, including but not limited to, any board member, charter management organization employees, or school employee, who handle day-to-day finances and/or have responsibilities outlined within the charter school's financial policies and procedures, was provided.
13. An itemized accounting regarding total compensation paid in Fiscal Year 2020-2021 to all executives, school leaders, administrators, directors, and non-certificated staff either employed directly by the school or the entity managing the charter school, including the organization's home office, charter management organization, or related entities which may have decision-making authority over the school was provided.
14. Governing board meeting minutes reflecting the approval of the management fees, licensing fees, or other related party fees were provided.
15. The most current accounts payable aging report was provided.
16. Reviewed the following 16 checks and 4 electronic debit transactions. Discrepancies were noted under Areas Noted for Further Growth and/or Improvement above.
  - a. Check numbers (Pacific Western Bank Checking Account Ending in X6905): 310059; 310101; 310126; 310181; 310220; 310301; 310327; 3210401; 310412; 310415; 310437; 310446; 310506; 310553; 1003859; and P007137.



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- b. Deposits and transfer credit transactions (Pacific Western Bank Checking Account Ending in X6905): One deposit: 1) 1/31/2022 for \$175,490.79, and two debit transactions: 1) 1/31/2022 for \$100.00 and 2) 12/31/2022 for \$103,533.05. Debit transaction (California Credit Union Account Ending in X5561): 12/31/2022 for \$4,354.03
17. Reviewed credit card statements from July 2021 through December 2021. Selected the months of November 2021 and December 2021 for sample testing. No discrepancies were noted.
- California Credit Union Credit Card Ending in X0005 (Chief Operations Officer)
  - California Credit Union Credit Card Ending in X0013 (Executive Director) – closed June 2021
  - California Credit Union Credit Card Ending in X0178 (Coordinator of Operations, Monseñor Oscar Romero Charter)
  - California Credit Union Credit Card Ending in X0194 (Assistant Executive Administrator, Bert Corona Charter High)
  - California Credit Union Credit Card Ending in X0251 (Executive Administrator, Monseñor Oscar Romero Charter) – closed September 2019
  - California Credit Union Credit Card Ending in X0269 (Coordinator of Operations, Bert Corona Charter High) - closed September 2019
  - California Credit Union Credit Card Ending in X0152 (Executive Administrator, Bert Corona Charter High)
  - California Credit Union Credit Card Ending in X0285 (Director of Technology)
  - California Credit Union Credit Card Ending in X0096 (Executive Director)
  - California Credit Union Credit Card Ending in X0047 (Executive Administrator, Monseñor Oscar Romero Charter)
  - California Credit Union Credit Card Ending in X0509 (Director of Operations, Bert Corona Charter)
  - California Credit Union Credit Card Ending in X0517 (Executive Administrator, Bert Corona Charter)
18. Reviewed bank statements and bank reconciliations from August 2021 through January 2022. Selected the months of December 2021 and January 2022 for sample testing. Discrepancies were noted under Areas Noted for Further Growth and/or Improvement above.
- Wells Fargo Bank Business Checking Account Ending in X3232 (Operating Account, Bert Corona Charter)
  - US Bank Business Checking Account Ending in X0299 (Parent Account, Bert Corona Charter)
  - US Bank Business Checking Account Ending in X0552 (Student Body Account, Bert Corona Charter)
  - Pacific Western Bank Checking Account Ending in X6905 (Operating Account, Bert Corona Charter)
  - Pacific Western Bank Checking Account Ending in X7309 (Operating Account, Monseñor Oscar Romero Charter)
  - Pacific Western Bank Checking Account Ending in X7468 (Operating Account, Bert Corona Charter High)
  - Pacific Western Bank Checking Account Ending in X3491 (Construction Account, Monseñor Oscar Romero Charter)
  - Chase Bank Business Checking Account Ending in X0661 (Parent Account, Monseñor Oscar Romero Charter)
  - Chase Bank Business Checking Account Ending in X7817 (Student Body Account, Monseñor Oscar Romero Charter)
  - California Credit Union Business Checking Account Ending in X5561 (Operating Account, Bert Corona Charter)
  - Pacific Western Bank Checking Account Ending in X8366 (PPP Loan)
19. A Segregation of Duties (SOD) review was conducted remotely at Bert Corona Charter High via videoconference. No discrepancies were noted.
20. Reviewed student body financial records from June 2021 to March 2022. No discrepancies were noted.
21. Equipment inventory was provided.
22. Education Protection Account (EPA) allocation and expenditures pertaining to the prior Fiscal Year (i.e., 2020-2021) are posted on the charter school's website.
23. The most current Audited Financial Statements are not posted on the charter school's website. Please see Other Observations section above.
24. The 2021-2022 Local Control and Accountability Plan were submitted to LAUSD.



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25. The most current Local Control and Accountability Plan are posted on the charter school’s website.
26. Bert Corona Charter High has historically engaged in intraorganizational borrowing to meet its cash flow needs. Bert Corona Charter High was approved to borrow up to \$450,000 from Bert Corona Charter according to YPICS’s Board Resolution dated 11/10/2014. YPICS’ 10/26/2020 governing board meeting minutes stated that Bert Corona Charter High was facing challenges in obtaining drawn down funds for GEAR UP grants due to the YPI closure. To assist Bert Corona Charter High with its cash flow needs, Bert Corona Charter High was approved to borrow up to \$600,000 from Monseñor Oscar Romero Charter Middle. Per the 2020-2021 independent audit report, Bert Corona Charter High had a \$111,000 balance due to Monseñor Oscar Romero Charter Middle as of June 30, 2021. According to the school, as of January 2022, the intraorganizational borrowing balance was \$0. In addition, YPICS also has an open Line of Credit of \$500,000 with Pacific Western Bank, with a variable rate set at 4% annually (per the 2020-2021 audit report) and no outstanding balance as of January 2022.
27. Documentation pertaining to the U.S. Small Business Administration’s (SBA) Paycheck Protection Program (PPP) was provided.
28. Documentation pertaining to grants that the school received during both Fiscal Years 2020-2021 and/or 2021-2022 due to the COVID-19 pandemic was provided.
29. Pursuant to AB 1871, a signed and dated written statement that indicates that Bert Corona Charter High is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day was provided.
30. Bert Corona Charter High did not disclose any legal actions, regulatory proceedings, or investigations that might have a material fiscal impact (including financial viability) to the Charter School, and that is currently pending or was filed within the last year or since the last disclosure period, whichever is later.
31. The 2020-2021 audited and unaudited actuals nearly mirror each other.
32. The school’s reported Norm Enrollment was 202, 245, 191, 191, and 191 students for Fiscal Years 2017-2018, 2018-2019, 2019-2020, 2020-2021, and 2021-2022 respectively, representing an accumulated decrease in enrollment of 11 students since Fiscal Year 2017-2018. The school’s reported Norm Enrollment for Fiscal Year 2021-2022 is 191 students, which represents a shortfall of 159 students (or approximately 45%) below its projected student enrollment for Fiscal Year 2021-2022 (i.e., 350 students) per its enrollment roll-out plan or a shortfall of 309 students (or approximately 62%) below its current approved enrollment capacity (i.e., 500 students) per the school’s operative charter. Per YPICS, its plans to increase enrollment include re-engaging main feeder schools and making presentations to parents and students; updating the school website to increase web presence and online outreach; and installing banners on major roadways around the campus. YPICS also shared that they intend to increase matriculation from Bert Corona Charter to Bert Corona Charter High School by offering a media arts summer bridge program. As noted above, the school has maintained a balance budget for Fiscal Year 2020-2021 and projected a balance budget for Fiscal Year 2021-2022 per its 2021-2022 Second Interim Financials. The CSD will continue to monitor the school’s student enrollment through oversight.
33. Pursuant to the “Proposition 39 Request for Facilities Alternative Agreement” executed between LAUSD and YPICS on February 11, 2022, that resolved the over-allocation dispute, Bert Corona Charter High owed \$125,492.83 in Prop. 39 over-allocated space reimbursement fees to LAUSD. Bert Corona Charter High has committed to satisfying this amount owed, pursuant to a payment plan comprised of 62 monthly payments of \$2,024.08 commencing in March 2022 through April 2027. LAUSD will continue to monitor this matter through oversight.

**Progress on LAUSD Board of Education and/or MOU Benchmarks related to FISCAL OPERATIONS (if applicable):**

N/A



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/24/2022

**Fiscal Operations Rubrics**

*Existing School* – a charter school that has at least one annual independent audit on file with the Charter Schools Division [Possible Rating of 1-4]

*New School* – a charter school that does not have an independent audit on file with the Charter Schools Division [Possible Rating of 1-2]

<p><i>An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as <b>Accomplished</b> [Rating of 4].</i></p>	<p><i>An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as <b>Proficient</b> [Rating of 3].</i></p>
<p><b><u>Existing Schools (based on the most current annual audit):</u></b> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive in the prior two audits;</li> <li>2. The cash balance at the beginning of the school year is positive;</li> <li>3. The two most current audits show no material weaknesses, deficiencies and/or findings;</li> <li>4. All vendors and staff are paid in a timely manner;</li> <li>5. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term;</li> <li>6. Charter school consistently adheres to the governing board approved Fiscal Policies and Procedures;</li> <li>7. Governing board adopts the annual budget;</li> <li>8. Governing board reviews and approves reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;</li> <li>9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>10. There is no apparent conflict of interest;</li> <li>11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]);</li> <li>12. The Education Protection Account allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school’s website;</li> <li>13. The LCAP is submitted to the appropriate agencies;</li> </ol>	<p><b><u>Existing Schools (based on the most current annual audit):</u></b> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive in the most current audit;</li> <li>2. The cash balance at the beginning of the school year is positive ;</li> <li>3. The most current audit shows no material weaknesses, deficiencies and/or findings;</li> <li>4. Vendors and staff are paid in a timely manner;</li> <li>5. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term;</li> <li>6. Charter school generally adheres to the governing board-approved Fiscal Policies and Procedures;</li> <li>7. Governing board adopts the annual budget;</li> <li>8. Governing board reviews and approves reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;</li> <li>9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>10. There is no apparent conflict of interest;</li> <li>11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]);</li> <li>12. The Education Protection Account allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school’s website;</li> <li>13. The LCAP is submitted to the appropriate agencies;</li> </ol>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/24/2022

<p><b><i>An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Accomplished [Rating of 4].</u></i></b></p>	<p><b><i>An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Proficient [Rating of 3].</u></i></b></p>
<ol style="list-style-type: none"> <li>14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals;</li> <li>15. Requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner;</li> <li>16. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement;</li> <li>17. Audited and unaudited actuals nearly mirror each other;</li> <li>18. Proper segregations of duties are in place;</li> <li>19. There are no outstanding fiscal-related tiered intervention notices issued to the school; and</li> <li>20. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are met by the required deadline(s).</li> </ol>	<ol style="list-style-type: none"> <li>14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals;</li> <li>15. Requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner;</li> <li>16. There are no significant recurring issues;</li> <li>17. Audited and unaudited actuals nearly mirror each other; and</li> <li>18. There are no outstanding fiscal-related tiered intervention notices issued to the school.</li> </ol>
<p><u>Note:</u> Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.</p>
<p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. The school maintains the minimum reserve for economic uncertainty as defined in California Code of Regulations (CCR), Title 5, Section 15450 (<a href="https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450">https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450</a>) per the most current audit (e.g., unrestricted fund balance divided by total expenditures);</li> <li>2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;</li> <li>3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and</li> <li>4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.</li> </ol>	<p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. The school maintains the minimum reserve for economic uncertainty as defined in CCR, Title 5, Section 15450 (<a href="https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450">https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450</a>) per the most current audit (e.g., unrestricted fund balance divided by total expenditures);</li> <li>2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;</li> <li>3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and</li> <li>4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.</li> </ol>





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/24/2022

*An existing school that meets all of the Required Criteria and two of the supplemental criteria listed below would be assessed eligible to be considered as **Developing** [Rating of 2].*

*An existing school would be assessed as **Unsatisfactory** [Rating of 1] based on the statements below:*

**Existing Schools (based on the most current audit):**

An existing school is one that has at least one annual independent audit on file with the Charter Schools Division

**Existing Schools (based on the most current audit):**

An existing school is one that has at least one annual independent audit on file with the Charter Schools Division

**REQUIRED CRITERIA**

1. Net Assets are positive, or net assets are negative with strong trend toward positive (be positive at the end of the third year, per applicable audit, and beyond);
2. The cash balance at the beginning of the school year is positive;
3. Vendors and staff are paid in a timely manner;
4. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term;
5. Governing board adopts the annual budget;
6. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day (pursuant to AB 1871 [Ed. Code § 47613.5]);
7. The Education Protection Account allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school's website;
8. The LCAP is submitted to the appropriate agencies;
9. Have an audit conducted annually by an independent auditing firm; and
10. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD.

***An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:***

A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for *Accomplished*, *Proficient*, or *Developing*. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. The charter school has shown no *feasible* financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.

Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.

**Note:** Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

**Note:** Other circumstances and information could influence the rating and will be noted in the evaluation.

**SUPPLEMENTAL CRITERIA**

1. The school maintains the minimum reserve for economic uncertainty as defined in CCR, Title 5, Section 15450



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/24/2022

<p><b><i>An existing school that meets all of the Required Criteria and two of the supplemental criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></b></p>	<p><b><i>An existing school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></b></p>
<p>(<a href="https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450">https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450</a>) per the most current audit (e.g., unrestricted fund balance divided by total expenditures);</p> <ol style="list-style-type: none"> <li>2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;</li> <li>3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and</li> <li>4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.</li> </ol>	

<p><b><i>A new school that meets all of the Required Criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></b></p>	<p><b><i>A new school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></b></p>
<p><b><u>New Schools:</u></b></p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. A new school is one that does not have an independent audit on file with the Charter Schools Division;</li> <li>2. The cash balance at the beginning of the school year is positive;</li> <li>3. If enrollment is significantly below the enrollment per the school’s <i>Pupil Estimates for New or Significantly Expanding Charters</i> report and/or its approved petition budget, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow projections;</li> <li>4. Projected debt, if any, is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school;</li> <li>5. Interim reports and unaudited actuals project:             <ol style="list-style-type: none"> <li>a. Positive net assets</li> <li>b. Expenses less than revenues</li> </ol> </li> </ol>	<p><b><u>New Schools:</u></b></p> <p><b><i>An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:</i></b></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for <i>Accomplished</i>, <i>Proficient</i>, or <i>Developing</i>. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. The charter school has shown no <i>feasible</i> financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school’s operation to mitigate the negative fiscal condition. The charter school’s governing board members and/or leadership lack fiscal capacity.</p> <p>Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/24/2022

*A new school that meets all of the Required Criteria listed below would be assessed eligible to be considered as Developing [Rating of 2].*

6. As a practice, the governing board reviews and approves the charter school's financial reports as evidenced by the governing board meeting minutes;
7. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]);
8. The most current governing board-approved LCAP is posted on the charter school's website; and
9. The LCAP is submitted to the appropriate agencies.

Note: A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

*A new school would be assessed as Unsatisfactory [Rating of 1] based on the statements below:*

Note: A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.



# **LOS ANGELES UNIFIED SCHOOL DISTRICT**

## **CHARTER SCHOOLS DIVISION**

### **ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT\***

### **2021-2022 SCHOOL YEAR**

### **FOR**

**MONSEÑOR OSCAR ROMERO MIDDLE - 8196**

Name and Location Code of Charter School

#### **LAUSD Vision**

L.A. Unified will be a progressive global leader in education, providing a dynamic and inspiring learning experience where all students graduate ready for success.

#### **CSD Mission**

The LAUSD Charter Schools Division (CSD) fosters high quality educational opportunities and outcomes for students in the greater Los Angeles community through exemplary charter public school authorizing, oversight, and sharing of promising practices so that all students maximize their potential.

#### **CSD Core Values**

We believe that our success depends on:

- Making decisions that put the interests of students first.
- Serving with high expectations, integrity, professionalism, and commitment.
- Employing authentic, responsive, and effective leadership and teamwork.
- Continuously learning as a dynamic organization.
- Building and sustaining a healthy workplace culture where high performance, diversity, and creativity thrive.
- Developing productive relationships with our charter schools and all stakeholders.

\* Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to matters related to the school's governance, programs, facilities, operations, and/or fiscal management. Elements of the oversight process may be modified as LAUSD responds to the COVID-19 pandemic. To support the well-being of all at a school site, all are expected to follow applicable COVID-19 public health guidelines, including related District requirements for operations at District facilities. The assigned Specialist will reach out with more details, as needed. Thank you.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/18/2022

<b>Charter School Name:</b>		<b>Monseñor Oscar Romero</b>			<b>Location Code:</b>	<b>8196</b>
<b>Current Address:</b>		<b>City:</b>	<b>ZIP Code:</b>	<b>Phone:</b>	<b>Fax:</b>	
2670 W. 11 <sup>th</sup> Street		Los Angeles	90006	213-413-9600		
<b>Current Term of Charter<sup>1</sup>:</b>			<b>LAUSD Board District:</b>	<b>LAUSD Local District:</b>		
July 1, 2017 to June 30, 2024			2	Central		
<b>Number of Students Currently Enrolled:</b>	<b>Enrollment Capacity Per Charter:</b>	<b>Number Above/Below Enrollment Capacity (day of visit):</b>		<b>Below by 80</b>		
295	375					
<b>Grades Currently Served:</b>	<b>Grades To Be Served Per Charter:</b>	<b>Percent Above/Below Enrollment Capacity (day of visit):</b>		<b>Below by 21.3%</b>		
6-8	6-8					
<b>Norm Enrollment Number:</b>		295				
<b>Total Number of Staff Members:</b>	38	<b>Certificated:</b>	20	<b>Classified:</b>	18	
<b>Charter School's Leadership Team Members:</b>		Dr. Rene Quon, Executive Administrator; Karina Gámez, Coordinator of Operations; Freddy Zepeda, Coordinator of Instruction; Danyale Brown, Coordinator of Instruction; Ruben Dueñas, Chief Operations Officer; Yesenia Zubia, Coordinator of Human Resources and Accounts Payable;				
<b>Charter School's Contact for Special Education:</b>		Vashon Nutt, Director of Special Education	<b>SELPA &amp; Option:</b>		3	
<b>CSD Assigned Administrator:</b>	Dr. Blanca Alves-Monaster		<b>CSD Fiscal Services Manager:</b>	Cindy Delos Santos-Iya		
<b>Other School/CSD Team Members:</b>	Yolanda Jordan (Completed visit and report)					
<b>Oversight Visit Date(s):</b>	May 18, 2022		<b>Fiscal Review Date (if different):</b>	N/A		
<b>Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):</b>	Yes, Long-Term Lease		<b>LAUSD Co-Location Campus(es) (if applicable):</b>	Berendo Middle School		
			<b>Date of Co-Location meeting with Operations Team:</b>	N/A		

<sup>1</sup> AB 130 added Section 47607.4 to California Ed Code, which extends the term of all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, by two years.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/18/2022

<b>Certificate of Occupancy (COO) or Temporary Certificate of Occupancy Type:</b> <small>(if a TCO, please note expiration date)</small>	N/A	<b>COO/TCO Approved Grade Levels and Occupancy Loads:</b>	N/A
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<b>SUMMARY OF RATINGS</b> <i>(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory</i>			
Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
3	No Rating	3	3



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/18/2022

## CHARTER RENEWAL CRITERIA

In accordance with Education Code §§ 47605, 47607, and 47607.2, in order to renew a charter, the District must determine whether the charter school has met the statutory requirements.

### REPORT GUIDE

LAUSD’s oversight procedures are intended to balance a charter school’s autonomy of operation with its accountability to the public. LAUSD utilizes a holistic, performance-based approach to evaluate all charter schools, guided principally by making decisions in the best interest of students. The CSD observes and monitors each charter school in accordance with applicable laws, regulations, LAUSD policy, memoranda of understanding, and the school’s operative charter. Information gathered through oversight serves as part of the charter school’s ongoing record for the District to make informed decisions about charter school authorization, renewal, material revisions, sharing of promising practices, and if need be, revocation. While LAUSD is responsible to provide oversight of its charter schools and the entities managing charter schools, the primary oversight of each charter school must first and foremost be performed by the charter school’s own Governing Board. The Governing Board of a charter school has an ongoing responsibility to oversee the operations of its charter school(s), ensuring that every charter school it oversees is providing a high-quality educational program for students enrolled, is successfully fulfilling the terms of their charter, is fiscally sound, and complies with applicable laws, regulations, and court orders. In designing this document, the District has considered California charter school law, as well as the *LAUSD Policy and Procedures for Charter Schools*, California State Board of Education’s criteria for evaluating charter schools, and the National Association of Charter School Authorizers’ *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

**Governance** – demonstrating fulfillment of the Governing Board’s fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school’s full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education

**Student Achievement and Educational Performance** – demonstrating positive academic achievement and growth for all students

**Organizational Management, Programs, and Operations** – demonstrating effective leadership and implementation of the governing board’s policies and procedures, as well as the school’s educational program and systems and procedures for the day-to-day operations of the school

**Fiscal Operations** – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2021-2022*. The “Sources of Evidence” sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school’s performance in each category: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress (Note: potential “promising practices” are identified within this section with an asterisk [\*]); (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under “Corrective Action Required,” the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school’s approved charter. **If the report includes any findings under “Corrective Action Required,” the charter school must take immediate and appropriate steps to remedy the identified concern.** In accordance with its “tiered intervention” approach to charter school non-



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/18/2022

compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those “promising practices” that the school believes have contributed to its success, in order to support the CSD’s ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across all LAUSD schools.

GOVERNANCE	RATING*
Summary of School Performance	3

Areas of Demonstrated Strength and/or Progress  
**G2:** The Governing Board complies with all material provisions of the Brown Act as evidenced in Binder 1, Board agendas and minutes, and discussion with school leadership.

- Brown Act Training took place on April 19, 2021.
- Agenda posting procedures are compliant, including posting of current Board agenda on the school’s website

**G4:** The Governing Board considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) as evidenced in Binder 1, Board agenda’s and minutes, and discussion with leadership. Some items per Board minutes include:

- iReady ELA program and instructional resources approved
- iReady diagnostics updates
- Academic focus areas for this school year (Exemplars, Checks for Understanding, and Assessments)
- School Committee/Council Reports

Areas Noted for Further Growth and/or Improvement  
 While the Governing Board has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public, it was discussed during the leadership meeting that the Parent Student Handbook will be updated to include the ELPAC (instead of the CELDT) and ESSA (instead of NCLB) in designated areas, as necessary.

Corrective Action Required  
 None noted that require immediate action to remedy concerns indicated in this report.

Notes: None

**\*NOTE:** If the CSD gathers or otherwise receives substantial evidence of conflict(s) of interest with respect to a Governing Board member or person in a school leadership position (e.g. CEO or principal), a charter school shall receive a rating of 1 in this category.





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**G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S) - QUALITY INDICATOR #1**

*The Governing Board has implemented the organizational structure, roles and responsibilities set forth in the approved charter, including:*

- Governing Board composition, structure, roles, and responsibilities
- Governing Board seeks input from committees/councils described in the school’s charter including but not limited to those mandated by laws or regulations as applicable (e.g., SSC and ELAC)
- Evaluation of school’s executive level leadership (including, but not limited to, those positions reporting to the Governing Board, as indicated in Element 4, such as Executive Director, Area Superintendent, Principal, etc.)

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school’s executive level leadership <input checked="" type="checkbox"/> The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school’s executive level leadership <input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school’s executive level leadership <input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in approved charter, nor any mandated committees/councils or a system for the evaluation of the school’s executive level leadership	<input checked="" type="checkbox"/> Organizational chart <b>(B1.1)</b> <input checked="" type="checkbox"/> Bylaws <b>(B1.2)</b> <input checked="" type="checkbox"/> Board member roster <b>(B1.3)</b> <input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1.4)</b> <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Committee/council calendars, agendas, minutes, and sign-ins <b>(B1.6)</b> <input checked="" type="checkbox"/> Documentation related to system for evaluation of executive level leadership. <b>(B1.7)</b> <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)



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**G2: BROWN ACT - QUALITY INDICATOR #2**

*The Governing Board has a system in place to ensure it is adhering to applicable open meeting requirements, which protect the public interest in transparency and help to ensure that decisions are made without apparent or actual conflicts of interest:*

- Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act
- Governing Board holds its meetings at a location(s) and in a manner that complies with teleconferencing, closed session, and access and Reasonable Accommodation requirements and the public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as noted in the charter petition
- Governing Board meeting agendas are posted and maintained, as appropriate, including on the school’s website and in accordance with the Brown Act and with sufficient specificity
- Governing Board meetings are held in accordance with the requirements of E.C. 47604.1

	Rubric	Sources of Evidence
<b>Performance</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The Governing Board complies with all material provisions of the Brown Act</li> <li><input type="checkbox"/> The Governing Board complies with most material provisions of the Brown Act</li> <li><input type="checkbox"/> The Governing Board complies with some material provisions of the Brown Act</li> <li><input type="checkbox"/> The Governing Board complies with few material provisions of the Brown Act</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Board meeting agendas <b>(B1.4)</b></li> <li><input checked="" type="checkbox"/> Board meeting calendar <b>(B1.5)</b></li> <li><input checked="" type="checkbox"/> Brown Act training documentation <b>(B1.8a)</b></li> <li><input checked="" type="checkbox"/> Compliance with E.C. 47604.1 <b>(B1.8b)</b></li> <li><input checked="" type="checkbox"/> Documentation of the school’s agenda posting procedures <b>(B1.9)</b></li> <li><input type="checkbox"/> Observation of Governing Board meeting</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



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**G3: DUE PROCESS - QUALITY INDICATOR #3**

*The Governing Board has systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the school's charter, and LAUSD charter policy, to honor and protect the rights of students, employees, parents, and the public in the following areas:*

- Student discipline
- Employee grievances and discipline
- Parent/stakeholder complaint resolution procedure (complaints outside regulatory scope of UCP)
- Uniform Complaint Procedures

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input checked="" type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has partially developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has minimal or no systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public	<input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1.4)</b> <input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10a)</b> <input checked="" type="checkbox"/> Employee Handbook(s) <b>(B1.10b)</b> <input checked="" type="checkbox"/> Uniform Complaint Procedures policy and form(s) <b>(B1.11)</b> <input checked="" type="checkbox"/> Stakeholder complaint procedures and form(s) <b>(B1.12)</b> <input checked="" type="checkbox"/> H.R. policies and procedures regarding staff due process <b>(B1.13)</b> <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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**G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - QUALITY INDICATOR #4**

**The Governing Board has systems in place to ensure ongoing:**

- Review and use of academic performance (e.g., CA School Dashboard, internal assessments, etc.) and other school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence
- Monitoring of the school’s implementation of its LCAP and additional school plans, e.g., CSI, SPSA (action plans and progress toward LCAP goals)
- Transparent governance and accountability to stakeholders
- Monitoring of staffing needs and compliance with all applicable credentialing, clearance, and training requirements

	Rubric	Sources of Evidence
<b>Performance</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The Governing Board regularly considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria)</li> <li><input checked="" type="checkbox"/> The Governing Board considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)</li> <li><input type="checkbox"/> The Governing Board inconsistently considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)</li> <li><input type="checkbox"/> The Governing Board seldom considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and other internal data, including but not limited to: <b>(B1.4)</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> CA School Dashboard Academic Performance Indicators (ELA, MATH, ELPI, CCI)</li> <li><input type="checkbox"/> CA School Dashboard Academic Engagement Indicators (Chronic Absenteeism, Graduation Rate)</li> <li><input type="checkbox"/> CA School Dashboard Conditions and Climate Indicator (Suspension Rate)</li> <li><input checked="" type="checkbox"/> Attendance rate</li> <li><input checked="" type="checkbox"/> Internal assessment data</li> <li><input checked="" type="checkbox"/> Enrollment data</li> <li><input checked="" type="checkbox"/> Staffing data (retention, turnover, certification, etc.)</li> </ul> </li> <li><input checked="" type="checkbox"/> Board meeting calendar <b>(B1.5)</b></li> <li><input checked="" type="checkbox"/> Other evidence of a system for Board review and analysis of internal school data to inform decision-making <b>(B1.14a)</b></li> <li><input type="checkbox"/> Board member training documentation (roles, responsibilities, etc.) <b>(B1.14b)</b></li> <li><input type="checkbox"/> Observation of Governing Board meeting</li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Stakeholder focus group</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



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**G5: FISCAL CONDITION - QUALITY INDICATOR #5**

*The Governing Board has a system in place to ensure fiscal viability:*

- The school is fiscally strong and net assets are positive in the prior two independent audit reports.
- If applicable, all LAUSD Board of Education-approved fiscal condition-related benchmark(s) are met by the required deadline(s).

	Rubric	Sources of Evidence
Performance	<p><input checked="" type="checkbox"/> The school is fiscally strong with positive net assets in the prior two independent audit reports, and, if applicable, all LAUSD Board of Education-approved fiscal-condition related benchmark(s) are met by the required deadline(s)</p> <p><input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current independent audit report*</p> <p><input type="checkbox"/> The school is fiscally weak or unstable**, net assets are negative in the most current independent audit report, <b>or</b> the school does not have an independent audit report on file with the Charter Schools Division*</p> <p><input type="checkbox"/> The school is consistently fiscally weak, net assets are negative in the prior two independent audit reports, <b>or</b> the school does not have an independent audit report on file with the Charter Schools Division*</p> <p>*Additional considerations that could influence the rating may include: inadequate cash flow, financial condition and/or enrollment reflecting a downward trend or beginning to show signs that illustrate or contribute to deteriorating financial health potentially leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years, multi-year reliance on financing resources for the school’s operations (e.g., factoring of receivables, intraorganizational loans, third party loans, continuing deficit spending, etc.).</p> <p>**For example, the school’s financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years.</p>	<p><input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1.4)</b></p> <p><input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances <b>(B1.15)</b></p> <p><input type="checkbox"/> Observation of Governing Board meeting</p> <p><input checked="" type="checkbox"/> Discussion with leadership</p> <p><input checked="" type="checkbox"/> Independent audit report(s)</p> <p><input checked="" type="checkbox"/> Other financial information submitted by the school</p> <p><input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)</p>



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**G6: FISCAL MANAGEMENT AND ACCOUNTABILITY - QUALITY INDICATOR #6**

*The Governing Board has a system in place to ensure sound fiscal management and accountability:*

- The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement.
- The two most current annual independent audits show no material weaknesses, deficiencies, and/or findings.

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The school <b>consistently adheres</b> to the Governing Board approved fiscal policies and procedures, does not have any areas noted for improvement, and the two most current annual independent audits show no material weaknesses, deficiencies, and/or findings <input checked="" type="checkbox"/> The school <b>generally adheres</b> to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement, and the most current annual independent audit shows no material weaknesses, deficiencies, and/or findings <input type="checkbox"/> The school is <b>not adhering</b> to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, <b>or</b> has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, unresolved recurring issues, potential conflicts of interest, etc.) <input type="checkbox"/> The school is <b>continuously not adhering</b> to the Governing Board approved fiscal policies and procedures, <b>or</b> has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, etc.)	<input checked="" type="checkbox"/> Board meeting agendas and minutes ( <b>B1.4</b> ) <input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances ( <b>B1.15</b> ) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)

**Progress on LAUSD Board of Education Benchmarks and/or MOU related to GOVERNANCE (if applicable):**

N/A



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STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	No Rating
California Department of Education’s (CDE) Charter School’s Performance Category	Middle Performing
<p>Does the charter school qualify for technical assistance? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>If yes, what is the school’s identification? (See additional information within “Notes” section below)</p> <p><input type="checkbox"/> Comprehensive Support and Improvement (CSI)</p> <p><input checked="" type="checkbox"/> Additional Targeted Support and Improvement (ATSI)</p>	
<p><u>Areas of Demonstrated Strength and/or Progress</u>                      **PLEASE SEE NOTES SECTION**</p> <p><u>Areas Noted for Further Growth and/or Improvement</u>  <b>A11:</b> The school did not reclassify any of its English Learners. Per CDE, the school reclassified 0% of English Learners, compared to the state at 6.9%.</p> <ul style="list-style-type: none"> <li>Per school leadership, MORCS is currently investigating why the 7 students they reclassified weren’t added to the 20-21 count. Additionally, school leadership “attribute the low numbers to the limitations of being able to provide differentiated supports online (it was extremely difficult to engage ELs in conversation in this format for most of the year), combined with the difficulties associated with the online administration of the ELPAC.”</li> <li>In an effort to increase reclassification of English Learners, MORCS has hired an ELD teacher and opened 7 English Learner Development (ELD) sections, differentiated by literacy level this school year.</li> </ul> <p>**PLEASE SEE NOTES SECTION**</p> <p><u>Corrective Action Required</u>                      None noted that require immediate action to remedy concerns indicated in this report.</p>	
<p>Notes:                      Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2021 Dashboard. Accordingly, no overall score will be issued in the Student Achievement and Educational Performance category for the 2021-2022 Annual Performance-Based Oversight Report. Please note that, although the overall Student Achievement and Educational Performance category is not scored, Indicator A11: English Learner Reclassification below is scored based on 2020-2021 reclassification data.</p> <p>Rate of “At Risk” ELs is 3.3%, compared to the state average of 10.1%                      Rate of “LTEL” is 29.4%, compared to the state average of 17.1%</p>	



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- Overall ELPAC Performance Level 4
- Teacher evaluation, including, but not limited to, a review of student's curriculum mastery (C or better (end of semester grade)
- Parent opinion and consultation (parent must agree and sign letter)
- Performance in Basic Skills
  - Standard Met or Standard Exceeded on the English Language Arts Smarter Balanced Assessment **OR**
  - Score of Basic, Proficient, or Advanced on the Reading Inventory (RI) assessment score **OR**
  - Score in the Tier 1 Range (Early On Grade Level or above) or the iReady Diagnostic Assessment with a Lexile score that is at grade level

As a school being identified as having ATSI status, MORCS has implemented the following interventions: Multi-tiered systems of supports (MTSS); Differentiated Instruction (iReady); EL teacher/tutors; Morning Resource Lab; and Bi-weekly check-ins with resource team PLC. Some of the successes noted by MORCS include the following:

- Using iReady diagnostics results to clearly identify individual and group levels of proficiency and need in Math and Reading
- The hiring of an ELD teacher year and the opening of 7 ELD sections differentiated by literacy level in 21-22 school year.
- Creating a morning resource lab where students with IEPs have additional targeted support by the entire resource team.

***\*NOTE: A charter school cannot receive a rating in this category greater than a 1 if the school has been identified as Low performing charter school based on the state's published list.***





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**A1: DASHBOARD SCHOOLWIDE ELA INDICATOR - QUALITY INDICATOR #1**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>California School Dashboard Schoolwide ELA data (CDE)</li> </ul>		
Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Green; or Yellow and at/above statewide average <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Yellow and below statewide average; or Orange <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the ELA Indicator on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)

**A2: DASHBOARD SCHOOLWIDE MATH INDICATOR - QUALITY INDICATOR #2**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>California School Dashboard Schoolwide Math data (CDE)</li> </ul>		
Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Green; or Yellow and at/above statewide average <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Yellow and below statewide average; or Orange <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the Math Indicator on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)



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**A3: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS INDICATOR (ELPI) - QUALITY INDICATOR #3**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>California School Dashboard Schoolwide ELPI data (CDE)</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard ELPI color is Blue <input type="checkbox"/> The schoolwide Dashboard ELPI color is Green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard ELPI color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard ELPI color is Red <input type="checkbox"/> Not Available - No color assigned for the ELPI on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Summative ELPAC report (CDE) <b>(B2.3)</b> <input type="checkbox"/> Other: (Specify)

**A4: DASHBOARD SCHOOLWIDE COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - QUALITY INDICATOR #4**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>California School Dashboard Schoolwide CCI data (CDE)</li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard CCI color is Blue <input type="checkbox"/> The schoolwide Dashboard CCI color is Green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard CCI color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard CCI color is Red <input type="checkbox"/> Not Available - No color assigned for the CCI on the Dashboard <input type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)



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**A5: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM INDICATOR - (GRADES K-8) - QUALITY INDICATOR #5**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>California School Dashboard Schoolwide Chronic Absenteeism Indicator data (CDE)</li> </ul>		
Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is either Red <input type="checkbox"/> Not Available - No color assigned for the Chronic Absenteeism Indicator on the Dashboard <input type="checkbox"/> Not Applicable - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)

**A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR - QUALITY INDICATOR #6**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>California School Dashboard Schoolwide Suspension Rate Indicator data (CDE)</li> </ul>		
Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Green; or Yellow and at/below statewide percentage <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Yellow and above statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the Suspension Rate Indicator on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)



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**A7: DASHBOARD SCHOOLWIDE GRADUATION RATE INDICATOR - (GRADES 9-12) - QUALITY INDICATOR #7**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>California School Dashboard Schoolwide Graduation Rate Indicator data (CDE)</li> </ul>		
Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Blue	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Provide Graduation Requirements <b>(Additional info within "Notes" section above) (B2.5)</b> <input type="checkbox"/> Other: (Specify)
	<input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Green; or Yellow and at/above statewide percentage	
	<input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Yellow and below statewide percentage; or Orange	
	<input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Red	
	<input type="checkbox"/> Not Available - No color assigned for the Graduation Rate Indicator on the Dashboard	
	<input type="checkbox"/> Not Applicable - Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	

**A8: DASHBOARD SUBGROUP ELA - QUALITY INDICATOR #8**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard ELA (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE)</li> </ul>		
Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> All numerically significant subgroups have "Status/Distance From Standard (DFS)" scores above the statewide averages	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)
	<input type="checkbox"/> The majority of numerically significant subgroups have "Status/DFS" scores above the statewide averages	
	<input type="checkbox"/> Less than a majority of the numerically significant subgroups have "Status/DFS" scores above the statewide averages	
	<input type="checkbox"/> None of the school's numerically significant subgroups have "Status/DFS" scores above the statewide averages	
	<input type="checkbox"/> Not Available - No assessment of performance for this indicator	



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**A9: DASHBOARD SUBGROUP MATH - QUALITY INDICATOR #9**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard Math (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE)</li> </ul>		
Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> All numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> Not Available - No assessment of performance for this indicator	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)

**A10: DASHBOARD SUBGROUP COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - QUALITY INDICATOR #10**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard CCI (Students with Disabilities, English Learners, and Socioeconomically Disadvantaged, etc.)(CDE)</li> </ul>		
Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> All numerically significant subgroups have “Status/DFS” scores above the statewide percentages <input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide percentages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide percentages <input type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide percentages <input type="checkbox"/> Not Available - No assessment of performance for this indicator <input type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> Office of Data & Accountability’s Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)



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**A11: ENGLISH LEARNER RECLASSIFICATION - QUALITY INDICATOR #11**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- English Learner reclassification rate for 2020-2021 (CDE)

	Rubric	Sources of Evidence
<b>Performance</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school reclassifies English Learners at a rate higher than the state average</li> <li><input type="checkbox"/> The school reclassifies English Learners at a rate similar to the state average</li> <li><input type="checkbox"/> The school reclassifies English Learners at a rate lower than the state average</li> <li><input checked="" type="checkbox"/> The school did not reclassify any of its English Learners</li> <li><input type="checkbox"/> Not Available - The school did not have any English Learners</li> <li><input type="checkbox"/> Not Applicable - No assessment of performance for this indicator</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Reclassification report (CDE)</li> <li><input checked="" type="checkbox"/> Office of Data &amp; Accountability's Data Set <b>(B2.1)</b></li> <li><input type="checkbox"/> Summative ELPAC report (CDE) <b>(B2.3)</b></li> <li><input checked="" type="checkbox"/> Reclassification Criteria for all applicable grade levels <b>(Additional info within "Notes" section above) (B2.4)</b></li> <li><input checked="" type="checkbox"/> Rate of "At Risk" ELs in comparison to the state average                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Higher</li> <li><input type="checkbox"/> Same</li> <li><input checked="" type="checkbox"/> Lower</li> </ul> </li> <li><b>(Additional info within "Notes" section above)</b></li> <li><input checked="" type="checkbox"/> Rate of "LTELs" in comparison to the state average                             <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Higher</li> <li><input type="checkbox"/> Same</li> <li><input type="checkbox"/> Lower</li> </ul> </li> <li><b>(Additional info within "Notes" section above)</b></li> </ul>



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**A12: VERIFIED DATA - PERFORMANCE QUALITY INDICATOR #12**

**VERIFIED DATA**

**For Informational Use (Not Scored at This Time)**

The information provided on verified data is to determine the charter school’s verified data implementation. The renewal criteria for charter schools identified by the CDE as Middle and Low performing shall include the consideration of clear and convincing data, demonstrated by verified data, showing either of the following: (a) The charter school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school, or (b) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers (Ed. Code, § 47607(c)(2)(B).

**The information below is based on charter school’s self-reported data and responses to questions provided prior to the oversight visit.**

The State Board of Education (SBE), at its November 2020 meeting, approved the criteria to define verified data and the list of valid and reliable assessments and measure of postsecondary outcomes (<https://www.cde.ca.gov/sp/ch/verifdata.asp>). The charter school identified the academic progress indicator(s) (verified data) used by the charter school during the 2021-2022 academic school year.

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Adaptive, Diagnostic Assessment of Mathematics (ADAM)/Diagnostic Online Math Assessment (DOMA) by Let’s Go Learn   | <input type="checkbox"/> FastBridge by Illuminate                    | <input type="checkbox"/> RAPID by Lexia Learning   |
| <input type="checkbox"/> California Assessment of Student Performance and Progress (English Language Arts/Literacy and Mathematics) (methodology mutually agreed upon by the chartering authority and charter school) | <input checked="" type="checkbox"/> iReady by Curriculum Associates  | <input type="checkbox"/> Reading Inventory by Houghton Mifflin Harcourt  |
| <input type="checkbox"/> Diagnostic Online Reading Assessment (DORA) by Let’s Go Learn  | <input type="checkbox"/> Math Inventory by Houghton Mifflin Harcourt | <input type="checkbox"/> SAT Suite by College Board  |
| <input type="checkbox"/> easyCBM by Riverside Insights  | <input type="checkbox"/> mCLASS by Amplify                           | <input type="checkbox"/> Star Assessments by Renaissance   |
| <input type="checkbox"/> ELPAC by Educational Testing Service   | <input type="checkbox"/> Measures of Academic Progress by NWEA       | <input type="checkbox"/> The school is not using a state approved verified data (see Verified Data Notes below): |



# LOS ANGELES UNIFIED SCHOOL DISTRICT

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Verified Data Assessment	Grade Levels Assessed	95% Participation Rate (Met/Not Met)	Frequency of Administration of Verified Data Assessment
1. iReady (ELA)	6-8	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met	3x per school year
2. iReady (Math)	6-8	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met	3x per school year

If the charter school did not meet the 95% participation rate, the charter school provided the following plan to address participation rate as follows: N/A

The charter school disaggregated student performance data for the subgroups:  Yes  No

If applicable, the charter school provided disaggregated student performance data for the following subgroups:

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> American Indian or Alaska Native | <input type="checkbox"/> Foster Youth                        | <input checked="" type="checkbox"/> Students with Disabilities |
| <input type="checkbox"/> Asian                            | <input type="checkbox"/> Homeless                            | <input type="checkbox"/> Two or More Races                     |
| <input type="checkbox"/> Black or African American        | <input type="checkbox"/> Latino                              | <input type="checkbox"/> White                                 |
| <input checked="" type="checkbox"/> English Learner       | <input type="checkbox"/> Native Hawaiian or Pacific Islander |  |
| <input type="checkbox"/> Filipino                         | <input type="checkbox"/> Socioeconomically Disadvantaged     |  |

The charter school provided the following description of how the school implemented protocols to ensure the assessment(s) are administered as intended:

**Per MORCS, “each test was administered within a 3-week window (to ensure validity of growth comparison between distinct testing windows). Test proctors were trained in setting expectations to ensure students had no additional supports, from either staff members, peers, nor outside resources such as posters or websites that could provide an unfair advantage. The test was administered online using a secure browser setting which did not allow communication nor web browsing. Finally, student electronics were collected at the beginning of each testing session, including cell phones and smart watches. The test itself is adaptive, which minimizes the ability for students to discuss common questions during break times.”**

The charter school affirmed that the assessments were administered as intended, consistent with the test’s publishers’ administration and test security procedures:

- Yes  No





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The California Department of Education (CDE) adopted postsecondary indicator(s) data to be used by the school to verify postsecondary outcomes “as defined by college enrollment, persistence, and completion... equal to similar peers.” The school is using the following data source(s):

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> California Department of Education DataQuest<br>College-Going Rate  | <input type="checkbox"/> National Student Clearinghouse Student Tracker       | <input type="checkbox"/> University of California Undergraduate Graduation Rates                                     |
| <input type="checkbox"/> California State University Enrollment<br>Dashboard Student Origin  | <input type="checkbox"/> University of California Admissions by School Source | <input type="checkbox"/> The school is not using a state identified data sources<br>(see Verified Data Notes below): |
| <input type="checkbox"/> Cal-PASS Plus High School to Community<br>College Transition Report |   |  |

The postsecondary data includes the results of at least 95% percent of eligible students:  Yes  No

The postsecondary data includes the number of missing or non-participating students:  Yes  No

The charter school provided evidence of comparing the data to similar peers (which may include, but not limited to, similar demographics, pupil subgroups, first-time college attendance, or other similar circumstances and if not available, comparison to statewide data):  Yes  No

**Verified Data Notes:**

Per MORCS:

Based on the mid-year data in Reading:

- Overall and at each grade level, all students are projected to achieve over 100% growth by the end of the school year. In the case of 7th grade ELA, students are projected to achieve 248% median growth by the end of the year!
- 98% of all students are projected to meet their typical 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

Median Progress towards Annual Typical Growth for subgroups (Midyear) in Reading are as follows:

- 122% for English Learners (ELs)
- 153% of Students with Disabilities (SWD)

Based on the mid-year data in Math:

- Overall and at each grade level, all students are projected to achieve over 100% growth by the end of the school year. In the case of 8th grade Math, students are projected to achieve 216% median growth by the end of the year!
- 84% of all students are projected to meet their typical growth in Math by the end of the school year



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● 96% of all students are projected to improve their placement in Math by at least one band by the end of the school year  
 Median Progress towards Annual Typical Growth for subgroups (Midyear) in Math are as follows:

- 99% of ELs
- 54% of SWD

**Diagnostic 2 (Midyear) reveals that 49% of all students met the Typical Growth in Reading and 18% in Stretch Growth. In Math, 42% met Typical Growth and 9% met Stretch Growth.**

**Progress on LAUSD Board of Education Benchmarks and/or MOU related to STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE (if applicable):**

N/A

**LOCAL CONTROL ACCOUNTABILITY PLAN 2021-2022 (For Informational Purposes Only)**

*The CSD reviewed the Local Control Accountability Plan.*

All requested template information and descriptions were provided:	Sources of Evidence
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> LCFF Budget Overview for Parents</li> <li><input checked="" type="checkbox"/> Annual Update for the 2019-202 LCAP Year</li> <li><input checked="" type="checkbox"/> Annual Update for the 2020-2021 Learning Continuity and Attendance Plan</li> <li><input checked="" type="checkbox"/> 2021-2024 Plan Summary</li> <li><input checked="" type="checkbox"/> Stakeholder Engagement</li> <li><input checked="" type="checkbox"/> Goals and Actions</li> <li><input checked="" type="checkbox"/> Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students</li> <li><input checked="" type="checkbox"/> Expenditures Tables</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Local Control Accountability Plan (B2.7)</li> <li><input checked="" type="checkbox"/> Board Agenda and Minutes (B2.7)</li> </ul>

Notes:

None



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ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
<b>Summary of School Performance</b>	3
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p><b>O3:</b> The school has substantially implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served as evidenced in Binder 3, leadership discussion, and responses to guiding questions. Some of the information shared by school leadership includes the following:</p> <ul style="list-style-type: none"> <li>• Adoption of resources and tools, such as iReady ELA and Math curriculum and use of NewsELA to provide varied reading material for students to enhance their reading comprehension and critical thinking</li> <li>• Continued use of Standards Based Grading for Mastery</li> <li>• Technology tools used for instruction continue to include Nearpod, Peardeck, and Kami</li> <li>• Continued use of critical friends groups protocols</li> </ul> <p>Checks for understanding by teacher and other support staff, sharing of exemplars, and iReady curriculum were observed during classroom observations.</p> <p><b>O4:</b> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis as evidenced in Binder 3, leadership discussion, and responses to guiding questions. Some of the information shared by school leadership includes the following:</p> <ul style="list-style-type: none"> <li>• Success For All strategies continue to be implemented across the curriculum to enhance reading, writing, and collaboration skills for all students</li> <li>• An ELD Teacher was hired this school year, as well as seven (7) ELD sections were added, differentiated by literacy level</li> <li>• Implementation of EL snapshots to create individualized goals and accommodations for all English Learners</li> <li>• Opened 5 math support sections for students in order to receive additional support time during the school day via small group instruction</li> </ul> <p><b>O6:</b> The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights as evidenced in Binder 3, leadership discussion, and responses to guiding questions. Some of the information shared by school leadership includes the following:</p> <ul style="list-style-type: none"> <li>• Alternatives to Suspension (i.e., Fight Response Protocol, etc.)</li> <li>• Data Monitoring (i.e., behavior summary)</li> <li>• Implementation of Positive Behavior Intervention Systems (PBIS)</li> <li>• Implementation of restorative practices</li> <li>• Provision of socio-emotional learning during advisory time, using resources from Nearpod and other teacher-developed materials</li> </ul> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>Per MORCS leadership, “...our overall mindset in creating action plans for improvement at this point is focused on 1) gathering data on the current state of affairs with regards to that area of growth, 2) meeting with the appropriate team and stakeholders in order to identify the highest-impact actions that will lead to significant</p>	



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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.”

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes: None

**\*NOTE:**

- ***A charter school cannot receive a rating in this category greater than 1 for any of the following reasons: (1) Failed to complete criminal background clearances for any new staff and/or sole proprietor (as defined on the Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022) prior to employment; and/or failed to obtain DOJ clearance certification, as appropriate, from a vendor; or (2) Failed to have Health, Safety, and Emergency Plan in place.***
- ***A charter school cannot receive a rating in this category greater than 2 for any of the following reasons: (1) Failed to conduct child abuse mandated reporter training in accordance with Education Code 44691; or (2) Any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school’s current approved charter.***



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**O1: SCHOOL SAFETY PLAN AND PROCEDURES - QUALITY INDICATOR #1**

<p><b><i>The school has a system in place to ensure:</i></b></p> <ul style="list-style-type: none"> <li>• A current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site</li> <li>• A current site-specific comprehensive Health, Safety, and Emergency Plan is completed (<b>Note:</b> for co-locations, the charter school adheres and complies with the District school’s Integrated Safe School Plan)</li> <li>• A visitor’s policy is visible in the school's main office and Parent-Student Handbook</li> <li>• Documentation of student immunizations</li> <li>• Documentation of health screenings per applicable law and terms of the charter (vision screenings upon school entry and every third year thereafter through grade 8 and hearing screenings are mandated in kindergarten/first grade and in second, fifth, eighth, tenth/eleventh grade and upon first school entry)</li> <li>• A Board adopted Pupil Suicide Prevention Policy (grades 1-6 and/or grades 7-12, as applicable), as outlined in Ed. Code, § 215</li> <li>• Needy students receive one nutritionally adequate free or reduced priced meal each school day, as outlined in Ed. Code, § 47613.5</li> <li>• For schools offering an interscholastic athletic program, at least one automated external defibrillator (AED) is onsite and available for use, as outlined in Ed. Code, § 35179.4 and 35179.6</li> <li>• For schools serving grades 7-12, Student ID cards have the phone number of the National Suicide Prevention Lifeline printed on at least one side, as outlined in Ed. Code, § 215.5</li> </ul>	
<b>Rubric</b>	<b>Sources of Evidence</b>



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<b>Performance</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has a highly developed system in place to ensure the protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety</li> <li><input checked="" type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety</li> <li><input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety</li> <li><input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10a)</b></li> <li><input type="checkbox"/> Certificate of Occupancy or equivalent <b>(B3.2a)</b></li> <li><input checked="" type="checkbox"/> Student immunization <b>(B3.2b)</b></li> <li><input checked="" type="checkbox"/> Health screening <b>(B3.2b)</b></li> <li><input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan <b>(B3.1b)</b></li> <li><input checked="" type="checkbox"/> Evacuation route maps <b>(B3.1b)</b></li> <li><input type="checkbox"/> AED (schools with an interscholastic athletic program) <b>(B3.2e)</b></li> <li><input type="checkbox"/> Student ID card printed with the National Suicide Prevention Lifeline phone number <b>(B3.2f)</b></li> <li><input checked="" type="checkbox"/> Board adopted policy on pupil suicide prevention (grades K-6) <b>(B3.1g)</b></li> <li><input checked="" type="checkbox"/> Board adopted policy on pupil suicide prevention (grades 7-12) <b>(B3.1f)</b></li> <li><input checked="" type="checkbox"/> Site/classroom observation</li> <li><input checked="" type="checkbox"/> Visitor's Policy <b>(B3.1a)</b></li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>
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**O2: HEALTH AND SAFETY TRAINING AND PREPARATION – QUALITY INDICATOR #2**

**The school has a system in place to ensure:**

- The school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency (includes threat assessment protocol)
- School staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting, as outlined in Ed. Code, § 44691
- Maintenance of an emergency epinephrine auto-injector (“epi-pen”) onsite and training has been provided to volunteer staff member(s) in the storage and emergency use of the epi-pen, per applicable laws
- Pupil Suicide Prevention and Awareness Training (as applicable)

	Rubric	Sources of Evidence
<b>Performance</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has a highly developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety</li> <li><input checked="" type="checkbox"/> The school has a well-developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety</li> <li><input type="checkbox"/> The school has a partially developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety</li> <li><input type="checkbox"/> The school has a minimal or no system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Documentation of emergency drills and training <b>(B3.1c)</b></li> <li><input checked="" type="checkbox"/> Provision and location of onsite emergency supplies <b>(B3.1b)</b></li> <li><input checked="" type="checkbox"/> Child abuse mandated reporter training documentation <b>(B3.1d and B3A.5)</b></li> <li><input checked="" type="checkbox"/> Bloodborne pathogens training documentation <b>(B3.1e and B3A.5)</b></li> <li><input checked="" type="checkbox"/> Pupil Suicide Prevention and Awareness Training <b>(B3.1f, g and B3A.5)</b></li> <li><input checked="" type="checkbox"/> Epi-pen and training <b>(B3.2c)</b></li> <li><input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022 (“ESSA Grid”)</i> <b>(B3A.1)</b></li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



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**O3: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM- QUALITY INDICATOR #3**

*The school has systems in place to ensure alignment to the curricular and educational program outlined in the approved charter petition by:*

- Implementing key features of the educational program described in the charter
- Implementing standards-based instruction schoolwide in accordance with the California State Content Standards specific to the grade levels served and aligned with the needs of students
- Implementing assessments to measure the development of grade-level appropriate academic and non-academic skills
- Reviewing progress towards annual goals for all students and subgroups the school serves consistent with educational outcomes detailed in the California School Dashboard
- Providing teacher, staff, and administrator professional development specific to supporting desired student outcomes and key features outlined in the school’s charter
- Implementing a system to monitor student progress toward and completion of graduation and A-G requirements (**high schools only**)

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The school has fully implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served <input checked="" type="checkbox"/> The school has substantially implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served <input type="checkbox"/> The school has partially implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served <input type="checkbox"/> The school has minimally implemented, or not at all, the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served	<input checked="" type="checkbox"/> Implementation of an educational program serving all grade levels approved to be served per charter ( <b>B3.3i, j, k</b> ) <input checked="" type="checkbox"/> California State Content Standards-based instructional program ( <b>B3.3a</b> ) <input checked="" type="checkbox"/> LCAP ( <b>B3.3b</b> ) <input type="checkbox"/> Technology readiness to administer CAASPP assessments ( <b>B3.3c</b> ) <b>*new schools only</b> <input type="checkbox"/> WASC accreditation ( <b>B3.3d</b> ) <input type="checkbox"/> UC Doorways course approval documentation ( <b>B3.3e</b> ) <input checked="" type="checkbox"/> Professional development documentation ( <b>B3.4c</b> ) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)





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**O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS - QUALITY INDICATOR #4**

<i>The school has a system in place to ensure:</i>	
<ul style="list-style-type: none"> <li>• Implementation of differentiated instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all numerically significant subgroups identified in the school’s LCAP and by the CDE</li> <li>• Implementation of internal student assessments aligned with instructional outcomes to determine student mastery of California State Content Standards</li> <li>• Disaggregation and analysis of data on a regular basis to address individual student needs and guide instructional planning and use of interventions</li> <li>• Implementation, review, and modification, as appropriate, of its Master Plan for English Learners (EL identification, designated and integrated ELD standards-based instruction, progress monitoring, assessment, and reclassification)</li> <li>• A staff person is designated to assist and support foster youth/students experiencing homelessness</li> </ul>	
Performance	Sources of Evidence
<p style="text-align: center;"><b>Rubric</b></p> <p><input type="checkbox"/> The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis</p> <p><input checked="" type="checkbox"/> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis</p> <p><input type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis</p> <p><input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis</p>	<p style="text-align: center;"><b>Sources of Evidence</b></p> <p><input checked="" type="checkbox"/> Standards-based instructional program <b>(B3.3a)</b></p> <p><input checked="" type="checkbox"/> LCAP <b>(B3.3b)</b></p> <p><input checked="" type="checkbox"/> Professional development documentation <b>(B3.4c)</b></p> <p><input checked="" type="checkbox"/> Intervention and support for all students, including but not limited to foster youth, low-income, English Learners, students with disabilities, at-risk students, and high performing students <b>(B3.3i)</b></p> <p><input checked="" type="checkbox"/> Implementation of the school’s English Learner Master Plan <b>(B3.3i)</b></p> <p><input checked="" type="checkbox"/> Implementation of a data analysis system <b>(B2.1 and B2.6)</b></p> <p><input checked="" type="checkbox"/> Internal assessment and analysis documentation (e.g., School Internal Assessment Data Report or equivalent) <b>(B2.6)</b></p> <p><input type="checkbox"/> Foster youth/students experiencing homelessness designee</p> <p><input checked="" type="checkbox"/> Classroom observation</p> <p><input checked="" type="checkbox"/> Discussion with school leadership</p> <p><input type="checkbox"/> Other: (Specify)</p>



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**O5: SPECIAL EDUCATION - QUALITY INDICATOR #5**

***The school has a system in place to ensure that the school:***

- Provides special education programs and services in accordance with students' IEPs
- Provides special education training for staff
- Conducts a special education self-review annually, using the Special Education Self-Review Checklist
- Maintains timely IEP timeline records and accurate service provision records in Welligent

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has a highly developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input checked="" type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> The school has a minimal or no system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> Not Applicable - Charter school participates in LAUSD's Option 1 SELPA	<input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10a)</b> <input type="checkbox"/> District Validation Review (DVR) <b>(B3.4a)</b> <input checked="" type="checkbox"/> Self-Review Checklist <b>(B3.4a)</b> <input checked="" type="checkbox"/> Welligent reports and/or other documentation, including from the Division of Special Education <b>(B3.4a)</b> <input checked="" type="checkbox"/> Professional development documentation <b>(B3.4c)</b> <input checked="" type="checkbox"/> Intervention and support for students with disabilities <b>(B3.3i)</b> <input checked="" type="checkbox"/> Consultation with Charter Operated Programs office <input checked="" type="checkbox"/> Other special education documentation <b>(B3.4a)</b> <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> MOU Non-LAUSD SELPA <input type="checkbox"/> Other: (Specify)



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**O6: SCHOOL CLIMATE AND STUDENT DISCIPLINE - QUALITY INDICATOR #6**

*The school has a school climate and schoolwide student discipline system in place to ensure that the school's practices:*

- Align with the principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, and schoolwide positive behavior support, data monitoring and, includes a discipline system complaint process
- Provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive
- Minimize discretionary suspensions and expulsions
- Reduce or eliminate suspension disproportionality for student subgroups
- Minimize chronic absenteeism for all students and student subgroups
- Procedures for preventing acts of bullying, including cyberbullying, in accordance with the requirements of Ed. Code, § 32283.5 and 234.4

	Rubric	Sources of Evidence
<b>Performance</b>	<p><input type="checkbox"/> The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights</p> <p><input checked="" type="checkbox"/> The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights</p> <p><input type="checkbox"/> The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights</p> <p><input type="checkbox"/> The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights</p>	<p><input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10a)</b></p> <p><input checked="" type="checkbox"/> LCAP <b>(B3.3b)</b></p> <p><input checked="" type="checkbox"/> Professional development documentation <b>(B3.4c)</b></p> <p><input checked="" type="checkbox"/> Implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles <b>(B3.4b)</b></p> <p><input checked="" type="checkbox"/> Implementation of tiered behavior intervention, such as SST/COST <b>(B3.4b)</b></p> <p><input checked="" type="checkbox"/> Implementation of alternatives to suspension <b>(B3.4b)</b></p> <p><input checked="" type="checkbox"/> Implementation of schoolwide positive behavior support system <b>(B3.4b)</b></p> <p><input checked="" type="checkbox"/> Data monitoring <b>(B3.4b)</b></p> <p><input type="checkbox"/> LAUSD Office of Data &amp; Accountability's Data Set for suspension, expulsion, disproportionality, and chronic absenteeism <b>(B2.1)</b></p> <p><input type="checkbox"/> Chronic absenteeism rates</p> <p><input checked="" type="checkbox"/> Implementation of procedures for preventing acts of bullying, including cyberbullying <b>(B3.4b)</b></p> <p><input type="checkbox"/> Stakeholder focus group</p> <p><input checked="" type="checkbox"/> Discussion with school leadership</p> <p><input type="checkbox"/> Other: (Specify)</p>



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**O7: PROFESSIONAL DEVELOPMENT - QUALITY INDICATOR #7**

<b>The school:</b>			
<ul style="list-style-type: none"> <li>• Has a schoolwide professional development plan for teachers and other staff that supports the educational program set forth in the charter and targets identified needs</li> <li>• Provides faculty and other instructional staff with professional development opportunities to improve instructional practice</li> <li>• Provides opportunities for teachers to collaborate regularly for the purpose of planning and improving curriculum and instruction</li> </ul>			
	<b>Rubric</b>		
	<b>Sources of Evidence</b>		
<b>Performance</b>	<table border="0"> <tr> <td style="vertical-align: top;"> <input type="checkbox"/> The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter  <input checked="" type="checkbox"/> The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter  <input type="checkbox"/> The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter  <input type="checkbox"/> The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter                 </td> <td style="vertical-align: top;"> <input checked="" type="checkbox"/> LCAP <b>(B3.3b)</b>  <input checked="" type="checkbox"/> Professional development documentation (e.g., professional development year-long plan agendas, and sign-ins) <b>(B3.4c)</b>  <input checked="" type="checkbox"/> Professional development training materials <b>(B3.4c)</b>  <input type="checkbox"/> System to assess professional development needs <b>(B3.4c)</b>  <input type="checkbox"/> Interview of teachers and/or other staff  <input checked="" type="checkbox"/> Discussion with school leadership  <input type="checkbox"/> Other: (Specify)                 </td> </tr> </table>	<input type="checkbox"/> The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input checked="" type="checkbox"/> The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter	<input checked="" type="checkbox"/> LCAP <b>(B3.3b)</b> <input checked="" type="checkbox"/> Professional development documentation (e.g., professional development year-long plan agendas, and sign-ins) <b>(B3.4c)</b> <input checked="" type="checkbox"/> Professional development training materials <b>(B3.4c)</b> <input type="checkbox"/> System to assess professional development needs <b>(B3.4c)</b> <input type="checkbox"/> Interview of teachers and/or other staff <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
<input type="checkbox"/> The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input checked="" type="checkbox"/> The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter	<input checked="" type="checkbox"/> LCAP <b>(B3.3b)</b> <input checked="" type="checkbox"/> Professional development documentation (e.g., professional development year-long plan agendas, and sign-ins) <b>(B3.4c)</b> <input checked="" type="checkbox"/> Professional development training materials <b>(B3.4c)</b> <input type="checkbox"/> System to assess professional development needs <b>(B3.4c)</b> <input type="checkbox"/> Interview of teachers and/or other staff <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)		



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**O8: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT - QUALITY INDICATOR #8**

*The school has a system for stakeholder engagement, including gathering input, facilitating and encouraging involvement, sharing information, and resolving concerns, which:*

- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school’s charter, and the school LCAP
- Implements a School Site Council (SSC) and/or English Learner Advisory Committee (ELAC), in accordance with legal requirements (e.g., member composition of committee/council, legally required topics, etc.), if applicable
- Engages in communication that notifies parents, teachers, pupils and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The school has a highly developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns <input checked="" type="checkbox"/> The school has a well-developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a partially developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a minimal or no system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Parent-Student Handbook <b>(B1.10a)</b> <input checked="" type="checkbox"/> LCAP <b>(B3.3b)</b> <input checked="" type="checkbox"/> Documentation of SSC and ELAC meetings (e.g., calendars, agendas, minutes, roster, and sign-in) <b>(B3.4d)</b> <input checked="" type="checkbox"/> Stakeholder consultation <b>(B3.4d)</b> <input checked="" type="checkbox"/> Parent/stakeholder involvement and engagement <b>(B3.4d)</b> <input checked="" type="checkbox"/> Communication to parents and other stakeholders of complaint resolution process(es) <b>(B3.4d)</b> <input checked="" type="checkbox"/> School website <b>(B3.4e)</b> <input type="checkbox"/> Stakeholder focus group <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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**O9 TRANSPARENCY FOR STAKEHOLDERS- QUALITY INDICATOR #9**

*The school's documents that are available both manually and electronically serve as a vehicle for transparency through its displays and provision of information.*

- Information is easily accessible to the public and school stakeholders, and is presented in English and applicable languages as required by law
- Applicable categories described in Charter School Transparency Resolution
- UCP and all complaint procedures
- Title IX information in accordance with Ed. Code, § 221.61\*\*
- Suicide Prevention policy in accordance with Ed. Code, § 215\*\*
- Notification requirements to pupils and parents or guardians of pupils on how to initiate access to available pupil mental health services on campus, in the community, or both no less than twice during the school year, in accordance with Ed. Code, § 49428
- Ensure that specified information on bullying and harassment prevention is readily accessible in a prominent location on the LEA's existing website in a manner that is easily accessible to parents or guardians of pupils, in accordance with Ed. Code, § 234.1 et seq.\*\*
- Provides all stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance
- Identifies and implements the most appropriate methods of informing parents and guardians of pupils in grades 6-12, of human trafficking prevention resources, in accordance with Ed. Code, § 49381
- Informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements (**high schools only**)

\*\*\* Indicates that the policy must be posted on website.

Rubric	Sources of Evidence
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<b>Performance</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has a highly developed system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website</li> <li><input checked="" type="checkbox"/> The school has a well-developed system to share information with stakeholders via its documents available both manually, electronically and on its website</li> <li><input type="checkbox"/> The school has a partially developed system to share information with stakeholders via its documents available manually/electronically or on its website</li> <li><input type="checkbox"/> The school has a minimally developed system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Review of the availability of information to the public/stakeholders <b>(B3.4e)</b> for:                         <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> LCAP</li> <li><input checked="" type="checkbox"/> UCP Procedure and Forms</li> <li><input type="checkbox"/> Complaint Procedure and Forms</li> <li><input checked="" type="checkbox"/> Title IX Information</li> <li><input checked="" type="checkbox"/> Suicide Prevention and Awareness</li> <li><input checked="" type="checkbox"/> Financial Audit</li> <li><input type="checkbox"/> Student Demographics</li> <li><input type="checkbox"/> Student Achievement Information</li> </ul> </li> <li><input checked="" type="checkbox"/> Sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate <b>(B3.4e)</b></li> <li><input type="checkbox"/> Parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements <b>(B3.4e)</b></li> <li><input checked="" type="checkbox"/> Provision of stakeholder access to school's approved charter <b>(B3.4e)</b></li> <li><input checked="" type="checkbox"/> Informing parents/guardians of human trafficking prevention resources (grades 6-12) <b>(B3.4e)</b></li> <li><input checked="" type="checkbox"/> Notification of access to available mental health services <b>(B3.4e)</b></li> <li><input checked="" type="checkbox"/> Specified information on bullying and harassment prevention <b>(B3.4e)</b></li> <li><input checked="" type="checkbox"/> School website <b>(B3.4e)</b></li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>
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**O10: EVALUATION OF SCHOOL STAFF - QUALITY INDICATOR #10**

<p><i>The school has a system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements, including:</i></p> <ul style="list-style-type: none"> <li>• Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff</li> <li>• Evaluation tool for all school-based staff, including but not limited to administrators, certificated staff, and classified staff</li> </ul>		
	Rubric	Sources of Evidence
<b>Performance</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements</li> <li><input checked="" type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements</li> <li><input type="checkbox"/> The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements</li> <li><input type="checkbox"/> The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff <b>(B3.4f)</b></li> <li><input checked="" type="checkbox"/> Evaluation tool for all school-based staff, including but not limited to administrators, certificated staff, and classified staff <b>(B3.4f)</b></li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

**O11: CLEARANCES AND CREDENTIALING COMPLIANCE - QUALITY INDICATOR #11**

<p><i>The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:</i></p> <ul style="list-style-type: none"> <li>• All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times</li> <li>• Individuals employed in a teaching position during the 2019–20 school year obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code, § 47605.4(a).)</li> <li>• The charter school maintains appropriate assignments and monitoring throughout the year and addresses Exceptions (and makes Determinations, as appropriate) in CalSAAS during the CTC-identified annual window.</li> <li>• Charter school identifies its charter user(s) who participate in CTC trainings as well as those through LACOE and/or LAUSD, and they establish internal processes that address not only the CalSAAS monitoring, but also the accurate submission of CALPADS Codes as they relate to the CalSAAS Determinations.</li> <li>• The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current</li> <li>• The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current</li> </ul>
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- The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

	Rubric	Sources of Evidence
<b>Performance</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times</li> <li><input type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</li> <li><input type="checkbox"/> The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</li> <li><input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022</i> form (“ESSA Grid”) <b>(B3A.1a)</b></li> <li><input checked="" type="checkbox"/> Human Resources policies and procedures regarding ESSA qualifications and credentialing requirements</li> <li><input checked="" type="checkbox"/> CalSAAS detail and summary reports; HR procedures for the CalSAAS; List of CalSAAS users who actively engage in the assignment monitoring process</li> <li><input checked="" type="checkbox"/> Staff rosters and school master schedule <b>(B3A.1b and B3A.1c)</b></li> <li><input checked="" type="checkbox"/> Custodian(s) of Records documentation <b>(B3A.1d)</b></li> <li><input checked="" type="checkbox"/> Criminal Background Clearance Certifications <b>(B3A.2a, B3A.3, and B3A.4)</b></li> <li><input checked="" type="checkbox"/> Teaching credential/authorization documentation <b>(B3A.2b)</b></li> <li><input checked="" type="checkbox"/> Vendor certifications <b>(B3A.6)</b></li> <li><input type="checkbox"/> Volunteer (TB) risk assessment/clearance certification <b>(B3A.7)</b></li> <li><input checked="" type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

**Progress on LAUSD Board of Education Benchmarks and/or MOU related to ORGANIZATIONAL MANAGEMENT (if applicable):**

N/A



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Location Code: **8196**  
 School Name: **Monseñor Oscar Romero Charter Middle**  
 FY Start Date: **2007-08**

Charter #: **0931**  
 CDS Code: **1964733 0114959**

8196	2018-2019					2019-2020					2020-2021				
	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
<b>Monseñor Oscar Romero Charter Middle</b>															
Cash and Cash Equivalents		0	1,601,636	2,788,432	2,788,433		2,463,044	2,403,782	2,889,742	2,889,828		1,442,763	1,471,791	3,117,069	3,116,608
Current Assets		0	2,242,231	3,350,157	3,350,158		3,050,966	3,036,562	3,605,738	3,605,823		3,293,151	3,291,693	4,387,659	4,347,764
Fixed and Other Assets		0	30,279,989	28,913,251	28,913,251		28,318,362	28,316,644	28,243,018	28,243,018		27,430,967	27,473,415	27,474,708	27,474,708
<b>Total Assets</b>		0	32,522,220	32,263,408	32,263,409		31,369,328	31,353,206	31,848,756	31,848,841		30,724,118	30,765,108	31,862,367	31,822,472
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		0	605,702	1,136,672	1,159,164		986,426	919,670	1,301,700	1,465,918		925,284	941,197	1,832,597	1,877,666
Other Long Term Liabilities		0	7,772,940	7,844,033	7,821,628		7,672,652	7,672,652	7,691,150	7,527,017		7,495,024	7,495,023	7,361,973	7,321,254
Unfunded OPEB Liabilities/Deferred Inflow		0	0	0	0		0	0	0	0		0	0	0	0
<b>Total Liabilities</b>		0	8,378,642	8,980,704	8,980,792		8,659,077	8,592,322	8,992,850	8,992,935		8,420,308	8,436,220	9,194,570	9,198,920
<b>Net Assets</b>		24,643,712	24,143,578	23,282,704	23,282,617		22,710,251	22,760,884	22,855,906	22,855,906		22,303,810	22,328,888	22,667,797	22,623,552
Total Revenues	4,483,526	11,904,245	11,384,621	11,223,654	11,223,654	4,538,877	4,715,057	4,797,564	4,702,564	4,702,563	4,299,621	5,155,874	4,981,163	4,938,883	4,899,448
Total Expenditures	4,350,205	4,289,133	4,269,644	5,291,639	5,291,723	5,182,703	5,287,510	5,319,297	5,129,275	5,129,274	5,009,355	5,707,970	5,508,181	5,126,992	5,131,802
<b>Net Income / (Loss)</b>	133,321	7,615,112	7,114,977	5,932,015	5,931,931	(643,826)	(572,453)	(521,733)	(426,711)	(426,711)	(709,734)	(552,096)	(527,018)	(188,109)	(232,354)
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Inc / (Dec) in Net Assets</b>	133,321	7,615,112	7,114,977	5,932,015	5,931,931	(643,826)	(572,453)	(521,733)	(426,711)	(426,711)	(709,734)	(552,096)	(527,018)	(188,109)	(232,354)
Net Assets, Beginning	19,136,923	17,028,600	17,028,601	17,028,600	17,350,686	24,143,577	23,282,704	23,282,704	23,282,704	23,282,617	22,760,884	22,855,906	22,855,906	22,855,906	22,855,906
Adj. for restatement / Prior Yr Adj	0	0	0	322,089	0	(498,852)	0	(87)	(87)	0	0	0	0	0	0
<b>Net Assets, Beginning, Adjusted</b>	19,136,923	17,028,600	17,028,601	17,350,689	17,350,686	23,644,725	23,282,704	23,282,617	23,282,617	23,282,617	22,760,884	22,855,906	22,855,906	22,855,906	22,855,906
<b>Net Assets, End</b>	19,270,244	24,643,712	24,143,578	23,282,704	23,282,617	23,000,899	22,710,251	22,760,884	22,855,906	22,855,906	22,051,150	22,303,810	22,328,888	22,667,797	22,623,552

8196	Audited Financials					2021-2022				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
<b>Monseñor Oscar Romero Charter Middle</b>										
Cash and Cash Equivalents	5,461,380	2,788,433	2,889,828	3,116,608	0		3,396,741	3,301,528	0	0
Current Assets	5,882,314	3,350,158	3,605,823	4,347,764	0		3,991,193	4,047,784	0	0
Fixed and Other Assets	23,423,020	28,913,251	28,243,018	27,474,708	0		26,669,528	26,669,001	0	0
<b>Total Assets</b>	29,305,334	32,263,409	31,848,841	31,822,472	0		30,660,721	30,716,785	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	4,106,556	1,159,164	1,465,918	1,877,666	0		1,175,004	1,282,274	0	0
Other Long Term Liabilities	7,848,092	7,821,628	7,527,017	7,321,254	0		7,165,847	7,165,846	0	0
Unfunded OPEB Liabilities/Deferred Inflow	0	0	0	0	0		0	0	0	0
<b>Total Liabilities</b>	11,954,648	8,980,792	8,992,935	9,198,920	0		8,340,851	8,448,120	0	0
<b>Net Assets</b>	17,350,686	23,282,617	22,855,906	22,623,552	0		22,319,870	22,268,665	0	0
Total Revenues	16,645,758	11,223,654	4,702,563	4,899,448	0	4,613,811	5,234,964	5,467,836	0	0
Total Expenditures	3,916,616	5,291,723	5,129,274	5,131,802	0	5,395,994	5,578,167	5,822,723	0	0
<b>Net Income / (Loss)</b>	12,729,142	5,931,931	(426,711)	(232,354)	0	(782,183)	(343,203)	(354,887)	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0
<b>Inc / (Dec) in Net Assets</b>	12,729,142	5,931,931	(426,711)	(232,354)	0	(782,183)	(343,203)	(354,887)	0	0
Net Assets, Beginning	4,621,544	17,350,686	23,282,617	22,855,906	0	22,328,888	22,667,797	22,667,797	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	34,356	(4,724)	(44,245)	0	0
<b>Net Assets, Beginning, Adjusted</b>	4,621,544	17,350,686	23,282,617	22,855,906	0	22,363,244	22,663,073	22,623,552	0	0
<b>Net Assets, End</b>	17,350,686	23,282,617	22,855,906	22,623,552	0	21,581,061	22,319,870	22,268,665	0	0



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FISCAL OPERATIONS	RATING																														
<p>You have been assessed by the Fiscal Oversight team and you are receiving the rating of 3, <i>Proficient</i>.</p> <p><b>Other circumstances and information could influence the rating and are noted in this evaluation.</b></p> <p>Monsenor Oscar Romero Charter Middle’s fiscal condition has been positive since the 2017-2018 fiscal year. According to the 2020-2021 independent audit report, the school had positive net assets of \$22,623,552 and a net loss of <b>(\$232,354)</b>. The 2021-2022 Second Interim projected positive net assets of \$22,268,665 and a net loss of <b>(\$354,887)</b>.</p> <p>According to YPI Charter Schools, Inc.’s (YPICS) independent audit report dated June 30, 2021, Monsenor Oscar Romero Charter Middle is one of three schools operated by YPICS, all of which are authorized by the Los Angeles Unified School District (LAUSD). YPICS and its charter schools reported positive net assets of \$25,911,942 and a net loss of <b>(\$113,282)</b>. YPICS attributed its net loss to its building depreciation expense. YPICS’s 2020-2021 independent audit report shows total depreciation expense in the amount over \$1.14 million. YPICS, without its charter schools, reported negative net assets of <b>(\$16,373)</b> and net income of \$0. The organization attributed the reported negative net assets to home office staff’s accrued vacation expenses in 2019-2020. According to YPICS, there are no management fees charged to Monsenor Oscar Romero Charter Middle or the other charter schools that it operates. Instead, each school pays a portion of the actual expenses for shared costs and administrative services, including the salaries of YPICS’ Executive Director, its Chief Operations Officer, and other Learning and Support Center positions that are related to the organization as a whole. These costs are allocated on a pro-rated basis among the YPICS schools based on Average Daily Attendance (ADA).</p> <p><b>Areas of Demonstrated Strength and/or Progress:</b></p> <p>1. The school’s fiscal condition is positive.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>2017-2018 (Audited Actuals)</th> <th>2018-2019 (Audited Actuals)</th> <th>2019-2020 (Audited Actuals)</th> <th>2020-2021 (Unaudited Actuals)</th> <th>2021-2022 (Second Interim)</th> </tr> </thead> <tbody> <tr> <td>Net Assets</td> <td>\$17,350,686</td> <td>\$23,282,617</td> <td>\$22,855,906</td> <td>\$22,623,552</td> <td>\$22,268,665</td> </tr> <tr> <td>Net Income/<b>Loss</b></td> <td>\$12,729,142<sup>1</sup></td> <td>\$5,931,931<sup>1</sup></td> <td><b>(\$426,711)<sup>2</sup></b></td> <td><b>(\$232,354)<sup>2</sup></b></td> <td><b>(\$354,887)<sup>3</sup></b></td> </tr> <tr> <td>Transfers In/<b>Out</b></td> <td>\$0</td> <td>\$0</td> <td>\$0</td> <td>\$0</td> <td>\$0</td> </tr> <tr> <td>Prior Year Adjustment(s)</td> <td>\$0</td> <td>\$0</td> <td>\$0</td> <td>\$0</td> <td>\$0</td> </tr> </tbody> </table>		2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (Unaudited Actuals)	2021-2022 (Second Interim)	Net Assets	\$17,350,686	\$23,282,617	\$22,855,906	\$22,623,552	\$22,268,665	Net Income/ <b>Loss</b>	\$12,729,142 <sup>1</sup>	\$5,931,931 <sup>1</sup>	<b>(\$426,711)<sup>2</sup></b>	<b>(\$232,354)<sup>2</sup></b>	<b>(\$354,887)<sup>3</sup></b>	Transfers In/ <b>Out</b>	\$0	\$0	\$0	\$0	\$0	Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0	<p>3</p>
	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (Unaudited Actuals)	2021-2022 (Second Interim)																										
Net Assets	\$17,350,686	\$23,282,617	\$22,855,906	\$22,623,552	\$22,268,665																										
Net Income/ <b>Loss</b>	\$12,729,142 <sup>1</sup>	\$5,931,931 <sup>1</sup>	<b>(\$426,711)<sup>2</sup></b>	<b>(\$232,354)<sup>2</sup></b>	<b>(\$354,887)<sup>3</sup></b>																										
Transfers In/ <b>Out</b>	\$0	\$0	\$0	\$0	\$0																										
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0																										



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- <sup>1</sup>The significant increases in the school’s fiscal operational results for Fiscal Years 2017-2018 and 2018-2019, respectively, were primarily due to Proposition 1D funds received in Fiscal Year 2017-2018 and prior year, and LAUSD Augmentation Grant funds received in Fiscal Year 2018-2019.
- <sup>2</sup> The operating losses reported for Fiscal Years 2019-2020 and 2020-2021 were primarily due to \$819,474 and \$819,372 in depreciation expenses (non-cash in nature) for the respective years, recognized in relation to the school’s Proposition 1D property.
- <sup>3</sup>The projected net loss for Fiscal Year 2021-2022 is primarily due to \$820,092 depreciation expenses (non-cash in nature) relating to the school’s Proposition 1D property, similar to the explanation provided above.

**Areas Noted for Further Growth and/or Improvement:**

Through conducting fiscal oversight and analyzing the data below, the CSD requests and receives fiscal documents from YPICS (including bank statements, bank reconciliations, credit card statements, and check registers) for the three YPICS charter schools that are currently authorized by LAUSD. The CSD reviews these financial documents and a sampling of checks and credit card transactions across these YPICS charter schools, to assess overall compliance with YPICS’s Fiscal Policies and Procedures. Any areas noted for further growth and/or improvement relating to YPICS’s and its charter schools’ overall compliance to the aforementioned manual are indicated within each charter school’s Annual Performance-Based Oversight Visit Report, which may or may not have been experienced by the specific YPICS school named above. Lastly, any exceptions that are school-specific, such as the fiscal condition, are reviewed separately for each YPICS charter school.

**1. Checks Outstanding for 60 Days or More (Recurring Issue):**

Based on the CSD’s review and analysis of a sample of the school’s Bank Reconciliation Reports for the period from August 31, 2021 through January 31, 2022, the CSD noted 11 checks that, as of January 31, 2022, had been outstanding for 60 days or more. Details regarding these checks are provided below. This is a recurring issue cited in the school’s 2020-2021 Annual Performance-Based Oversight Report.

Item #	Acct. # Ending in	Check #	Check Issuance Date	Payee	Check Amount	Number of Days Check Outstanding (As of 1/31/2022)	Transaction Description
1	X6905	310109	6/29/2021	School Employee	\$134.54	216	Reimb -TB Test & Livescan
2	X6905	310100	6/29/2021	School Employee	\$250.53	216	Culmination Supplies



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3	X6905	310181	7/28/2021	School Employee	\$27.50	187	Reimb - USPS
4	X6905	310257	8/18/2021	School Employee	\$60.62	166	Classroom Supplies
5	X6905	310334	9/17/2021	School Employee	\$31.28	136	Food For Teachers' Training
6	X6905	310449	11/2/2021	Employee	\$35.54	90	REINFORCED PACKET FOLDERS
7	X6905	310441	11/2/2021	Employee	\$128.12	90	FOOD FOR STAFF ON PARENT CONFERENCE
8	X6905	310481	11/30/2021	Employee	\$45.59	62	20 - 21 STRS EXCESS REFUND
9	X6905	310478	11/30/2021	Employee	\$6.03	62	20 - 21 STRS EXCESS REFUND
10	X6905	310477	11/30/2021	Employee	\$36.64	62	20 - 21 STRS EXCESS REFUND
11	X6905	310471	11/30/2021	Employee	\$46.23	62	20 - 21 STRS EXCESS REFUND
<b>Total</b>					<b>\$802.62</b>		

Page 13 under of YPICS’s Fiscal Policies and Procedures (Approved 9/27/2021) states: “Nvoicepay will stale date payments after 60 days. When this situation happens, Nvoicepay will void the payment and credit the funds back to the organization's bank account. ExED may also direct Nvoicepay to reissue a payment prior to the 60-day deadline. In this case, Nvoicepay will void the original payment and issue a new payment. The new payment will be recorded as a payment modification and will be linked to the original payment in Nvoicepay.”

As of the writing of this report, the school had not provided the CSD with an action plan for improvement.

The CSD recommends that the school review its fiscal policies and procedures regarding reviewing and resolving outstanding checks over specific periods of time instead of re-issuing outstanding checks perpetually. The CSD further recommends that the charter operator and its back office provider adhere to its fiscal policies and procedures, and provide continuing guidance and establish expectations for its staff regarding the research, investigation, write-off, and reissuance of checks that have been outstanding for specified periods of time.

**2. Check Reviews - Late Fees and Finance Charges (Recurring Issue):**

Based on the CSD’s review of the school’s check register for the period spanning from March 2021 through February 2022, a sample of 23 checks were selected for further review. The CSD noted two checks (supported by invoices) that referenced late fees and finance charges. These items are summarized below.



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Item #	Check #	Check Issuance Date	Vendor	Transaction Description	Check Amount	Late Fees/Finance Chargers
1	310577	2/17/2022	Quadient Finance USA, Inc.	Finance charge	\$42.70	\$42.70
2	310583	2/22/2022	Ricoh USA Inc.	Late fee	\$293.41	\$11.50
<b>Total</b>					<b>\$336.11</b>	<b>\$54.20</b>

According to YPICS, “Quadient Finance USA has a short turnaround time and they refuse to set up for automatic payment. However, their monthly fees are much lower than other vendors even with the finance charges.” YPICS has stated that they would continue to search for another vendor that will allow automatic payments and has lower rates than the current vendor. As to Ricoh USA Inc., YPICS stated that, “the late fee is related to staff being on winter break and the delay in issuing payment for January invoice.” YPICS has stated they plan to hire an additional part-time employee to the Learning and Support Center and this additional staff would help eliminate potential issues with invoice processing.

The CSD recommends that the school implement procedures to track all invoices and ensure that all vendors are paid timely, to avoid additional finance and late charges in the future.

- 3. Noncompliance with School’s Fiscal Policies and Procedures – Lack of Bidding Documentation and Board Approval (Contracts):**  
 Based on the CSD’s review of a sample of 23 checks and bank debit transactions, and supporting documentation, the CSD noted that Check #310101 for \$79,577 (3 invoices), dated 6/26/2021 and issued to Sky Sportswear, lacked competitive bidding documentation and evidence of contract approvals by the governing board.

Item #	Invoice #	Invoice Date	Vendor	Transaction Description	Check Amount
1	5045	5/27/2021	Sky Sportswear	Masks, blankets	\$2,320.00
2	5120	6/04/2021	Sky Sportswear	Student Uniforms	\$44,469.50
3	5156	6/08/2021	Sky Sportswear	Student Uniforms	\$32,787.50
<b>Total</b>					<b>\$79,577.00</b>

Pages 9-10 of YPICS’ Fiscal Policies and Procedures, under Purchases and Procurement, state: “All purchases must be authorized by the Executive Director, Chief Operations Officer, or Executive Administrator/Assistant Executive Administrator. Any expenditure in excess of \$10,000 for the purchase of a single item should have bids from three (3) suppliers if possible.” It also states that, “The Governing Board must approve any contract over \$50,000.”



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During the 2021-2022 fiscal oversight visit, YPICS’ back office provider, ExED, responded to the CSD that the YPICS governing board reviewed the check register that included check #310101 at the 07/26/21 board meeting and that the payment was for separate purchases, each for less than \$50K. The YPICS’s back office provider also mentioned that the school did have a discussion with the governing board regarding this purchase but did not document the conversation in the board meeting minutes. YPICS has stated that for purchases over \$50,000, staff will present board informative to the YPICS Board of Directors, in addition to reviewing the check register.

The CSD recommends that the school, YPICS and its back office provider strictly adhere to its written policies pertaining to purchases and/or its procurement processes referenced above, including, but not limited to, ensuring that complete vendor contracts or agreements and/or competitive bidding documents are maintained and are readily accessible (including all related exhibits), that clearly define work to be performed at the time the contracts/agreements are executed and/or support that vendors are properly selected and contracted based on the school’s governing board-approved procurement policies and procedures.

Additionally, it is the CSD’s view that the contracts for purchases from the same vendors within the same fiscal year that exceed the YPICS established threshold (i.e., \$50,000) be reviewed and approved by its governing board so not to bypass the spirit of YPICS’ governing board role in reviewing and approving contracts. The CSD recommends that YPICS strictly adhere to its written policies pertaining to contract threshold amounts and approvals referenced above.

The governing board and leadership team of the charter school are responsible for managing the operations of the school. Thus, the CSD’s recommendations concerning the above-noted findings and observations should be discussed at YPICS’ next governing board meeting, highly preferably no later than 90 days following the school’s receipt of this report. It is the school’s responsibility to provide the CSD its action plans/steps, proof of implementation of the mitigating actions taken by the school, and/or documentation (e.g., governing board meeting agendas and approved board meeting minutes, etc.), as applicable, prior to or during the next Annual Performance-Based Oversight Visit. The CSD will continue to monitor these issues through oversight.

**Other Observations (Items described in this section, which may not been addressed in the charter school’s Fiscal Policies and Procedures, are recommended for improvement to align with optimal business practices.)**

**1. Public Posting of Audited Financial Statements:**

Monseñor Oscar Romero Charter Middle has not posted its Fiscal Year 2020-2021 Audited Financial Statements on the school’s website. YPICS’ Executive Director stated in her response to the CSD on June 9, 2022 that the audit is available for public viewing and may be requested during office hours at the school office and that state statute does not require the audit to be posted on the website. Additionally, YPICS’ Executive Director shared that the audit was also available for the public during the YPICS board meeting in January 2022 when the audit report was on the governing board agenda.

In order to enhance transparency to the members of public and other stakeholders interested in the school’s finances, the CSD recommends that Monseñor Oscar Romero Charter Middle post its current and future Audited Financial Statements on its website even though it is not required by law.



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The CSD will continue to monitor the issue referenced above in the “Other Observations” section prior to or during the next oversight visit. The results may be factored into the school’s rating for next year.	
<b>Corrective Action Required:</b>  None noted that require immediate action to remedy concerns in this report.	

**Corrective Action Required:**

None noted that require immediate action to remedy concerns in this report.





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## Notes:

1. Reviewed independent audit report for the Fiscal Year ended June 30, 2021 and noted the following:
  - a. Audit opinion: Unmodified
  - b. Material weaknesses: None Reported
  - c. Deficiencies/Findings: None Reported
  - d. Lack of Going Concern: None Reported
2. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
3. Governing board meeting minutes reflecting the adoption of the 2021-2022 budget were provided.
4. Evidence of Monsenor Oscar Romero Charter Middle offering STRS, PERS, a 403(b) Tax-Sheltered Annuity Plan, and/or Social Security benefits to its employees and proof of payment was provided.
5. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.
6. Governing board meeting minutes reflecting the discussion of the most current independent audit report were provided.
7. Per the 2020-2021 audit report, the school's unrestricted ending fund/net asset balance is \$22,623,552 and total expenditures equal \$5,131,802. Therefore, the school's reserve for economic uncertainty as defined in California Code of Regulations (CCR), Title 5, Section 15450 is 440.85%, which exceeds the minimum 5% based on the school's Average Daily Attendance (ADA) of 274.20 per the school's 2021-2022 Second Principal Apportionment data reported.
8. Per the 2020-2021 audit report, the school's cash and cash equivalents is \$3,116,608 and total expenditures equal \$5,131,802. Therefore, the school's cash reserve level is 60.73%, which exceeds the recommended 5%.
9. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
10. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
11. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
12. A copy of the charter school's organizational chart, which depicts the current reporting structure of the charter school, including but not limited to, any board member, charter management organization employees, or school employee, who handle day-to-day finances and/or have responsibilities outlined within the charter school's financial policies and procedures, was provided.
13. An itemized accounting regarding total compensation paid in Fiscal Year 2020-2021 to all executives, school leaders, administrators, directors, and non-certificated staff either employed directly by the school or the entity managing the charter school, including the organization's home office, charter management organization, or related entities which may have decision-making authority over the school was provided.
14. Governing board meeting minutes reflecting the approval of the management fees, licensing fees, or other related party fees were provided.
15. The most current accounts payable aging report was provided.
16. Reviewed the following 16 checks and 4 electronic debit transactions. Discrepancies were noted under Areas Noted for Further Growth and/or Improvement above.
  - a. Check numbers (Pacific Western Bank Checking Account Ending in X6905): 310059; 310101; 310126; 310181; 310220; 310301; 310327; 3210401; 310412; 310415; 310437; 310446; 310506; 310553; 1003859; and P007137.



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- b. Deposits and transfer credit transactions (Pacific Western Bank Checking Account Ending in X6905): One deposit: 1) 1/31/2022 for \$175,490.79, and two debit transactions: 1) 1/31/2022 for \$100.00 and 2) 12/31/2022 for \$103,533.05. Debit transaction (California Credit Union Account Ending in X5561): 12/31/2022 for \$4,354.03
17. Reviewed credit card statements from July 2021 through December 2021. Selected the months of November 2021 and December 2021 for sample testing. No discrepancies were noted.
- California Credit Union Credit Card Ending in X0005 (Chief Operations Officer)
  - California Credit Union Credit Card Ending in X0013 (Executive Director) – closed June 2021
  - California Credit Union Credit Card Ending in X0178 (Coordinator of Operations, Monseñor Oscar Romero Charter)
  - California Credit Union Credit Card Ending in X0194 (Assistant Executive Administrator, Bert Corona Charter High)
  - California Credit Union Credit Card Ending in X0251 (Executive Administrator, Monseñor Oscar Romero Charter) – closed September 2019
  - California Credit Union Credit Card Ending in X0269 (Coordinator of Operations, Bert Corona Charter High) - closed September 2019
  - California Credit Union Credit Card Ending in X0152 (Executive Administrator, Bert Corona Charter High)
  - California Credit Union Credit Card Ending in X0285 (Director of Technology)
  - California Credit Union Credit Card Ending in X0096 (Executive Director)
  - California Credit Union Credit Card Ending in X0047 (Executive Administrator, Monseñor Oscar Romero Charter)
  - California Credit Union Credit Card Ending in X0509 (Director of Operations, Bert Corona Charter)
  - California Credit Union Credit Card Ending in X0517 (Executive Administrator, Bert Corona Charter)
18. Reviewed bank statements and bank reconciliations from August 2021 through January 2022. Selected the months of December 2021 and January 2022 for sample testing. Discrepancies were noted under Areas Noted for Further Growth and/or Improvement above.
- Wells Fargo Bank Business Checking Account Ending in X3232 (Operating Account, Bert Corona Charter)
  - US Bank Business Checking Account Ending in X0299 (Parent Account, Bert Corona Charter)
  - US Bank Business Checking Account Ending in X0552 (Student Body Account, Bert Corona Charter)
  - Pacific Western Bank Checking Account Ending in X6905 (Operating Account, Bert Corona Charter)
  - Pacific Western Bank Checking Account Ending in X7309 (Operating Account, Monseñor Oscar Romero Charter)
  - Pacific Western Bank Checking Account Ending in X7468 (Operating Account, Bert Corona Charter High)
  - Pacific Western Bank Checking Account Ending in X3491 (Construction Account, Monseñor Oscar Romero Charter)
  - Chase Bank Business Checking Account Ending in X0661 (Parent Account, Monseñor Oscar Romero Charter)
  - Chase Bank Business Checking Account Ending in X7817 (Student Body Account, Monseñor Oscar Romero Charter)
  - California Credit Union Business Checking Account Ending in X5561 (Operating Account, Bert Corona Charter)
  - Pacific Western Bank Checking Account Ending in X8366 (PPP Loan)
19. A Segregation of Duties (SOD) review was conducted remotely at Bert Corona Charter High via videoconference. No discrepancies were noted.
20. Reviewed student body financial records from June 2021 to March 2022. No discrepancies were noted.
21. Equipment inventory was provided.
22. Education Protection Account (EPA) allocation and expenditures pertaining to the prior Fiscal Year (i.e., 2020-2021) are posted on the charter school's website.
23. The most current Audited Financial Statements are not posted on the charter school's website. Please see Other Observations section above.
24. The 2021-2022 Local Control and Accountability Plan were submitted to LAUSD.



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25. The most current Local Control and Accountability Plan are posted on the charter school’s website.
26. Monseñor Oscar Romero Charter Middle has historically engaged in intraorganizational borrowing. YPICS’ 10/26/2020 governing board meeting minutes stated that Bert Corona Charter High was facing challenges in obtaining drawn down funds for GEAR UP grants due to the YPI closure. To assist Bert Corona Charter High with its cash flow needs, Bert Corona Charter High was approved to borrow up to \$600,000 from Monseñor Oscar Romero Charter Middle. Per the 2020-2021 independent audit report, Monseñor Oscar Romero Charter Middle had a \$111,000 intercompany receivable balance from Bert Corona Charter High as of June 30, 2021. According to the school, as of January 2022, the intraorganizational borrowing balance was \$0. Additionally, per the 2020-2021 audit report, Monseñor Oscar Romero Charter Middle was awarded \$15,643,256 through Proposition 1D of which \$7,821,628 was a grant and \$7,821,628 was a long-term debt with an interest rate of 2% per year. The liability is secured by the property acquired and constructed with these funds. Monthly payments of principal and interest began in January 2020 and are expected to be made through January 2049. As of June 30, 2021, the outstanding balance on this loan was \$7,527,088. A copy of the Funding Agreement between the State of California and Monseñor Oscar Romero Charter Middle and the Memorandum of Understanding by and among Monseñor Oscar Romero Charter Middle, Los Angeles Unified School District, and the State of California was provided to the CSD. In addition, YPICS also has an open Line of Credit of \$500,000 with Pacific Western Bank, with a variable rate set at 4% annually (per the 2020-2021 audit report) and no outstanding balance as of January 2022.
27. Documentation pertaining to the U.S. Small Business Administration’s (SBA) Paycheck Protection Program (PPP) was provided.
28. Documentation pertaining to grants that the school received during both Fiscal Years 2020-2021 and/or 2021-2022 due to the COVID-19 pandemic was provided.
29. Pursuant to AB 1871, a signed and dated written statement that indicates that Monseñor Oscar Romero Charter Middle is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day was provided.
30. Monseñor Oscar Romero Charter Middle did not disclose any legal actions, regulatory proceedings, or investigations that might have a material fiscal impact (including financial viability) to the Charter School, and that is currently pending or was filed within the last year or since the last disclosure period, whichever is later.
31. The 2020-2021 audited and unaudited actuals nearly mirror each other. The school’s reported Norm Enrollment was 340, 342, 357, 318, and 295 students for Fiscal Years 2017-2018, 2018-2019, 2019-2020, 2020-2021, and 2021-2022 respectively, representing an accumulated decrease in enrollment of 45 students (13%) since Fiscal Year 2017-2018. The school’s reported Norm Enrollment for Fiscal Year 2021-2022 is 295 students, which represents a shortfall of 80 students (or approximately 21%) below its projected student enrollment for Fiscal Year 2021-2022 (i.e., 375 students) per its enrollment roll-out plan and its current approved enrollment capacity (i.e., 375 students) per the school’s operative charter. Per YPICS, its plans to increase enrollment include re-engaging main feeder schools and making presentations to parents and students; updating the school website to increase web presence; contracting with a vendor to expand online outreach; and installing banners on major roadways around the campus. As noted above, the school has had positive net assets and continues to project positive net assets for Fiscal Year 2021-2022 per its 2021-2022 Second Interim Financials. The CSD will continue to monitor the school’s student enrollment through oversight.

**Progress on LAUSD Board of Education and/or MOU Benchmarks related to FISCAL OPERATIONS (if applicable):**

N/A



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**Fiscal Operations Rubrics**

*Existing School* – a charter school that has at least one annual independent audit on file with the Charter Schools Division [Possible Rating of 1-4]

*New School* – a charter school that does not have an independent audit on file with the Charter Schools Division [Possible Rating of 1-2]

<p><i>An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as <b>Accomplished</b> [Rating of 4].</i></p>	<p><i>An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as <b>Proficient</b> [Rating of 3].</i></p>
<p><b><u>Existing Schools (based on the most current annual audit):</u></b> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive in the prior two audits;</li> <li>2. The cash balance at the beginning of the school year is positive;</li> <li>3. The two most current audits show no material weaknesses, deficiencies and/or findings;</li> <li>4. All vendors and staff are paid in a timely manner;</li> <li>5. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term;</li> <li>6. Charter school consistently adheres to the governing board approved Fiscal Policies and Procedures;</li> <li>7. Governing board adopts the annual budget;</li> <li>8. Governing board reviews and approves reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;</li> <li>9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>10. There is no apparent conflict of interest;</li> <li>11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]);</li> <li>12. The Education Protection Account allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school’s website;</li> <li>13. The LCAP is submitted to the appropriate agencies;</li> </ol>	<p><b><u>Existing Schools (based on the most current annual audit):</u></b> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive in the most current audit;</li> <li>2. The cash balance at the beginning of the school year is positive ;</li> <li>3. The most current audit shows no material weaknesses, deficiencies and/or findings;</li> <li>4. Vendors and staff are paid in a timely manner;</li> <li>5. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term;</li> <li>6. Charter school generally adheres to the governing board-approved Fiscal Policies and Procedures;</li> <li>7. Governing board adopts the annual budget;</li> <li>8. Governing board reviews and approves reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;</li> <li>9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>10. There is no apparent conflict of interest;</li> <li>11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]);</li> <li>12. The Education Protection Account allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school’s website;</li> <li>13. The LCAP is submitted to the appropriate agencies;</li> </ol>



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<p><b><i>An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Accomplished [Rating of 4].</u></i></b></p>	<p><b><i>An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Proficient [Rating of 3].</u></i></b></p>
<ol style="list-style-type: none"> <li>14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals;</li> <li>15. Requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner;</li> <li>16. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement;</li> <li>17. Audited and unaudited actuals nearly mirror each other;</li> <li>18. Proper segregations of duties are in place;</li> <li>19. There are no outstanding fiscal-related tiered intervention notices issued to the school; and</li> <li>20. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are met by the required deadline(s).</li> </ol>	<ol style="list-style-type: none"> <li>14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals;</li> <li>15. Requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner;</li> <li>16. There are no significant recurring issues;</li> <li>17. Audited and unaudited actuals nearly mirror each other; and</li> <li>18. There are no outstanding fiscal-related tiered intervention notices issued to the school.</li> </ol>
<p><u>Note:</u> Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.</p>
<p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. The school maintains the minimum reserve for economic uncertainty as defined in California Code of Regulations (CCR), Title 5, Section 15450 (<a href="https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450">https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450</a>) per the most current audit (e.g., unrestricted fund balance divided by total expenditures);</li> <li>2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;</li> <li>3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and</li> <li>4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.</li> </ol>	<p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. The school maintains the minimum reserve for economic uncertainty as defined in CCR, Title 5, Section 15450 (<a href="https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450">https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450</a>) per the most current audit (e.g., unrestricted fund balance divided by total expenditures);</li> <li>2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;</li> <li>3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and</li> <li>4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.</li> </ol>



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*An existing school that meets all of the Required Criteria and two of the supplemental criteria listed below would be assessed eligible to be considered as **Developing** [Rating of 2].*

*An existing school would be assessed as **Unsatisfactory** [Rating of 1] based on the statements below:*

**Existing Schools (based on the most current audit):**

An existing school is one that has at least one annual independent audit on file with the Charter Schools Division

**Existing Schools (based on the most current audit):**

An existing school is one that has at least one annual independent audit on file with the Charter Schools Division

**REQUIRED CRITERIA**

1. Net Assets are positive, or net assets are negative with strong trend toward positive (be positive at the end of the third year, per applicable audit, and beyond);
2. The cash balance at the beginning of the school year is positive;
3. Vendors and staff are paid in a timely manner;
4. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term;
5. Governing board adopts the annual budget;
6. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day (pursuant to AB 1871 [Ed. Code § 47613.5]);
7. The Education Protection Account allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school's website;
8. The LCAP is submitted to the appropriate agencies;
9. Have an audit conducted annually by an independent auditing firm; and
10. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD.

***An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:***

A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for *Accomplished*, *Proficient*, or *Developing*. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. The charter school has shown no *feasible* financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.

Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.

**Note:** Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

**Note:** Other circumstances and information could influence the rating and will be noted in the evaluation.

**SUPPLEMENTAL CRITERIA**

1. The school maintains the minimum reserve for economic uncertainty as defined in CCR, Title 5, Section 15450



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<p><b><i>An existing school that meets all of the Required Criteria and two of the supplemental criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></b></p>	<p><b><i>An existing school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></b></p>
<p>(<a href="https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450">https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450</a>) per the most current audit (e.g., unrestricted fund balance divided by total expenditures);</p> <ol style="list-style-type: none"> <li>2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;</li> <li>3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and</li> <li>4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.</li> </ol>	

<p><b><i>A new school that meets all of the Required Criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></b></p>	<p><b><i>A new school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></b></p>
<p><b><u>New Schools:</u></b></p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. A new school is one that does not have an independent audit on file with the Charter Schools Division;</li> <li>2. The cash balance at the beginning of the school year is positive;</li> <li>3. If enrollment is significantly below the enrollment per the school’s <i>Pupil Estimates for New or Significantly Expanding Charters</i> report and/or its approved petition budget, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow projections;</li> <li>4. Projected debt, if any, is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school;</li> <li>5. Interim reports and unaudited actuals project:             <ol style="list-style-type: none"> <li>a. Positive net assets</li> <li>b. Expenses less than revenues</li> </ol> </li> </ol>	<p><b><u>New Schools:</u></b></p> <p><b><i>An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:</i></b></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for <i>Accomplished</i>, <i>Proficient</i>, or <i>Developing</i>. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. The charter school has shown no <i>feasible</i> financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school’s operation to mitigate the negative fiscal condition. The charter school’s governing board members and/or leadership lack fiscal capacity.</p> <p>Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.</p>



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*A new school that meets all of the Required Criteria listed below would be assessed eligible to be considered as Developing [Rating of 2].*

*A new school would be assessed as Unsatisfactory [Rating of 1] based on the statements below:*

- 6. As a practice, the governing board reviews and approves the charter school's financial reports as evidenced by the governing board meeting minutes;
- 7. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]);
- 8. The most current governing board-approved LCAP is posted on the charter school's website; and
- 9. The LCAP is submitted to the appropriate agencies.

Note: A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.

Note: A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.



## Coversheet

### Board Policy: Administering Medication & Monitoring Health Conditions (Naloxone and Epinephrine Auto Injectors)

**Section:** VI. Items Scheduled For Action  
**Item:** B. Board Policy: Administering Medication & Monitoring Health Conditions (Naloxone and Epinephrine Auto Injectors)  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 22-23 YPICS Administering Medication & Monitoring Health Conditions Policy Naloxone and Epinephrine.pdf



**YPI CHARTER SCHOOLS**  
**Administering Medication & Monitoring Health Conditions**  
**(Naloxone & Epinephrine Auto-injectors)**  
**Board Policy**

The YPI Charter Schools (YPICS) Board believes that regular school attendance is critical to student learning and that students who need to take medication prescribed or ordered for them by their authorized health care providers should be able to participate in the educational program.

Any medication prescribed for a student with a disability who is qualified to receive services under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973 shall be administered in accordance with the student's individualized education program or Section 504 services plan, as applicable.

For the administration of medication to other students during school or school-related activities, the YPICS Executive Director (Superintendent) or designee shall develop protocols which shall include options for allowing parents/guardians to administer medication to their child at school, designate other individuals to do so on their behalf, and, with the student's authorized health care provider's approval, request YPICS' permission for the student to self-administer a medication or self-monitor and/or self-test for a medical condition. Such processes shall be implemented in a manner that preserves campus security, minimizes instructional interruptions, and promotes student safety and privacy.

The Executive Director or designee shall make epinephrine auto-injectors available at each school for providing emergency medical aid to any person suffering, or reasonably believed to be suffering, from an anaphylactic reaction. (Education Code 49414)

The Executive Director or designee or any trained YPICS staff member shall make naloxone hydrochloride or another opioid antagonist available for emergency medical aid to any person suffering, or reasonably believed to be suffering, from an opioid overdose. (Education Code 49414.3) Executive Director or designee shall train and distribute Narcan Kits to YPICS staff and replace if used or expired.

The Executive Director or designee shall collaborate with city and county emergency responders, including local public health administrators, to design procedures or measures for addressing an emergency such as a public disaster or epidemic.

**Administration of Medication by School Personnel**

When allowed by law, medication prescribed to a student by an authorized health care provider may be administered by a school nurse or, when a school nurse or other medically licensed person is unavailable and the physician has authorized administration of medication by unlicensed personnel for a particular student, by other designated school personnel with



appropriate training. Designated school personnel shall administer medications to students in accordance with law, Board policy, administrative regulation, and, as applicable, the written statement provided by the student's parent/guardian and authorized health care provider. Such personnel shall be afforded appropriate liability protection.

The Executive Director or designee shall ensure that school personnel designated to administer any medication receive appropriate training and, as necessary, retraining from qualified medical personnel before any medication is administered. At a minimum, the training shall cover how and when such medication should be administered, the recognition of symptoms and treatment, emergency follow-up procedures, and the proper documentation and storage of medication. Such trained, unlicensed designated school personnel shall be supervised by, and provided with immediate communication access to, a school nurse, physician, or other appropriate individual. Subdivision (b) of Section 1799.102 of the Health and Safety Code: No person who in good faith, and not for compensation, renders emergency medical or nonmedical care at the scene of an emergency shall be liable for any civil damages resulting from any act or omission. "Good Samaritan" provisions, which encourage bystanders to administer naloxone and to summon emergency responders in a timely manner, without fear of arrest or other negative legal consequences.

The Executive Director or designee shall maintain documentation of the training and ongoing supervision, as well as annual written verification of competency of other designated school personnel.

### **Legal Reference:**

#### **EDUCATION CODE**

- 48980 Notification at beginning of term
- 49407 Liability for treatment
- 49408 Emergency information
- 49414 Emergency epinephrine auto-injectors
- 49414.3 Emergency medical assistance; administration of medication for opioid overdose
- 49414.5 Providing school personnel with voluntary emergency training
- 49422-49427 Employment of medical personnel, especially:
- 49423 Administration of prescribed medication for student
- 49423.1 Inhaled asthma medication
- 49480 Continuing medication regimen; notice

#### **BUSINESS AND PROFESSIONS CODE**

- 2700-2837 Nursing, especially:
- 2726 Authority not conferred
- 2727 Exceptions in general
- 3501 Definitions



- 4119.2 Acquisition of epinephrine auto-injectors
- 4119.8 Acquisition of naloxone hydrochloride or another opioid antagonist

#### HEALTH AND SAFETY CODE

- 11362.7-11362.85 Medicinal cannabis

#### CODE OF REGULATIONS, TITLE 5

- 600-611 Administering medication to students

#### UNITED STATES CODE, TITLE 20

- 1232g Family Educational Rights and Privacy Act of 1974
- 1400-1482 Individuals with Disabilities Education Act

#### UNITED STATES CODE, TITLE 21

- 812 Schedules of controlled substances
- 844 Penalties for possession of controlled substance

#### UNITED STATES CODE, TITLE 29

- 794 Rehabilitation Act of 1973, Section 504

#### COURT DECISIONS

- American Nurses Association v. Torlakson, (2013) 57 Cal.4th 570

#### **Management Resources:**

##### AMERICAN DIABETES ASSOCIATION PUBLICATIONS

- Training Standards for the Administration of Epinephrine Auto-Injectors, rev. 2015
- Glucagon Training Standards for School Personnel: Providing Emergency Medical Assistance to Pupils with Diabetes, May 2006
- Legal Advisory on Rights of Students with Diabetes in California's K-12 Public Schools, August 2007
- Program Advisory on Medication Administration, 2005

##### NATIONAL DIABETES EDUCATION PROGRAM PUBLICATIONS

- Helping the Student with Diabetes Succeed: A Guide for School Personnel, June 2003

##### WEB SITES

- CSBA: <http://www.csba.org>
- American Diabetes Association: <http://www.diabetes.org>
- California Department of Education: <http://www.cde.ca.gov/ls/he/hn>
- National Diabetes Education Program: <http://www.ndep.nih.gov>
- U.S. Department of Health and Human Services, National Institutes of Health, Blood Institute Asthma information:

## Coversheet

### Approval of EL Plans for Bert Corona Charter School, Monseñor Oscar Romero Charter School, and Bert Corona Charter High School

**Section:** VI. Items Scheduled For Action  
**Item:** C. Approval of EL Plans for Bert Corona Charter School,  
Monseñor Oscar Romero Charter School, and Bert Corona Charter High School  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Final 2022-2023 BCCS ENGLISH LEARNER PLAN YKB.pdf  
Final 2022-2023 BCCH ENGLISH LEARNER PLAN YKB.pdf  
Final 2022-2023 MORCS ENGLISH LEARNER PLAN YKB.pdf



## Middle School

# ENGLISH LEARNER PLAN (EL)

### MISSION

The mission Bert Corona Charter 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.
- Enable students to become life-long learners.

Students at **Bert Corona Charter** 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.

In accordance with the Expected School-wide Learning Results (ESLRs), every student who graduates from **Bert Corona Charter** will be:

- An **Effective Communicator**, able to read, write, converse and listen for a variety of purposes
- An **Information Manager**, able to locate, access, organize, evaluate and apply information in a complex and technological world
- A **Problem Solver**, able to apply a variety of thinking, creative and computing skills to produce solutions for practical and theoretical problems
- A **Productive Member of Society**, able to demonstrate healthy, responsible behavior and to work collaboratively and respectfully in a culturally diverse community
- A **Lifelong Learner**, able to set educational and career goals, to develop a realistic strategy to achieve those goals and to apply content knowledge and critical thinking skills to adapt to a rapidly changing environment

## School Year 2022-2023

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## Introduction

*Federal and state laws require each Local Education Agency (LEA) to monitor student academic progress and provide additional and appropriate educational services to ELs in kindergarten through grade twelve to overcome language barriers in each subject matter. Actions to overcome academic content barriers must be taken before the deficits become irreparable. (20 U.S.C. §§ 1703 [f]; EC §§ 305[a][2], 310; 5 CCR § 11302[b]; Castañeda v. Pickard, 648 F.2d 989Cir. 1981)*

All YPIC schools provide a Multi-Tiered System of Supports (MTSS) for the early identification and provision of support to students who are struggling academically, linguistically, social-emotionally and/or behaviorally in the general education setting. MTSS includes three tiers of strategies and research-based accelerations/accelerations for service delivery, a problem-solving method, and an integrated data collection system that informs decisions at each tier of support. As part of the monitoring cycle, all YPICS Executive Administrators, teachers and support staff provide English Learners (ELs) and Standard English Learners (SELS) with quality educational programs and services that are based on current research, and provide accelerations when applicable.

## ENGLISH LEARNER

The Roadmap Principles adopted by the California Department of Education are as follows:<sup>1</sup>

### ***Principle #1: Assets-Oriented and Needs-Responsive Schools***

*Pre-schools and schools are responsive to different EL strengths, needs and identities, and support the socio-emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.*

### ***Principle #2: Intellectual Quality of Instruction and Meaningful Access***

*English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.*

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<sup>1</sup> <https://www.cde.ca.gov/sp/el/rm/elroadmappolicy.asp> The California State Board of Education unanimously approved the California English Learner Roadmap State Board of Education Policy: Educational Programs and Services for English Learners (EL Roadmap Policy) on July 12, 2017

**Principle #3: System Conditions that Support Effectiveness**

*Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities, and utilize valid assessment and other data systems that inform instruction and continuous improvement; resources and tiered support is provided to ensure strong programs and build the capacity of teachers and staff to build on the strengths and meet the needs of English learners.*

**Principle #4: Alignment and Articulation Within and Across Systems**

*English learners experience a coherent, articulated and aligned set of practices and pathways across grade levels and educational segments beginning with a strong foundation in early childhood and continuing through to reclassification, graduation and higher education. These pathways foster the skills, language(s), literacy and knowledge students need for college- and career-readiness and participation in a global, diverse multilingual 21<sup>st</sup> century world.*

According to the *California English Learner Roadmap*, Principle One<sup>2</sup>, assets oriented and needs-responsive schools recognize that there is no single EL profile and no one-size-fits-all approach that works for all ELs, programs, curricula, and instruction. It is critical that our schools respond to the different EL students' needs, identities and experiences through the implementation of assets-based instructional programs.

*Newcomers* are foreign-born ELs enrolled in U.S. schools for 3 years or less. These students' educational needs are different from those of other ELs. For example, they may need Basic English language literacy support.

- *Potential Long-Term English Learners (PLTELEs)* are EL students in 9<sup>th</sup> through 12<sup>th</sup> grade who have been in U.S. schools for 4 to 5.9 years without meeting the criteria for reclassification.
- *Long-Term English Learners (LTELs)* are EL students in 5<sup>th</sup> through 8<sup>th</sup> grade who have completed 6 full years in U.S. Schools without meeting the criteria for reclassification.

Newcomers and PLTELEs who meet progress expectations benchmarks are considered to be making adequate academic progress. However, PLTELEs and LTELs who are not meeting the progress expectations benchmarks are identified as At-Risk ELs. The school's support team develops and monitors an acceleration plan for At-Risk EL

This document builds on our core beliefs. First, students' learning and achievement are at the center of all our policy decisions and are the focus of the English Learner Master

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<sup>2</sup>[https://www.cde.ca.gov/sp/el/rm/English\\_Learner\\_Roadmap](https://www.cde.ca.gov/sp/el/rm/English_Learner_Roadmap). *The California State Board of Education unanimously approved the California English Learner Roadmap State Board of Education Policy: Educational Programs and Services for English Learners (EL Roadmap Policy) on July 12, 2017*

Plan. Families are critical partners in the privilege and responsibility of ensuring that all multilingual students become proficient in English and master the academic content required of every student in California. English learners face the dual tasks of learning rigorous academic subject matter while simultaneously mastering a new language.

We acknowledge that English learners face enormous challenges, yet they also bring vital linguistic and cultural assets to our community. At **Bert Corona Charter** we value and promote 21<sup>st</sup> Century college and career ready knowledge and skills, as well as multilingual and multicultural proficiencies that provide real advantages to our students in today's complex, interconnected world. We strive to achieve these academic and linguistic goals by implementing the highest quality, evidence-based programs and services for these students. While the plan describes procedures and systems that are required by state and federal law, this plan describes what is to occur in the classroom. We promote culturally responsive teaching that acknowledges the strong cultural heritages of all ethnic and linguistic members that live in Los Angeles.

Our goal is to build on that rich heritage and expand upon it to ensure that our students have the tools they need to achieve their dreams. Our teacher handbook includes descriptions of some of the research-based practices that **Bert Corona Charter** endorses and expects to see these strategies used in classrooms. Professional development efforts will be focused around the use and implementation of California Common Core State Standards for English Language Development strategies.

The mastery of standard, academic English is an issue of access, equity, and social justice. The **Bert Corona Charter** believes that a student's education should not be determined by his or her race, ethnicity, linguistic background, or socioeconomic status. We acknowledge the role that each of our individual characteristics plays in making our students who they are, and in our language learners; whether we are learning a new language, new vocabulary related to a program of study or a job, or different registers of speech in varied social settings. We are all continually learning to use language. Therefore, all teachers are teachers of language. With California's adoption of the new Common Core State Standards, and their emphasis on academic language and literacy across the disciplines using the English Language Development component will further support our students in the acquisition of English.

**Bert Corona Charter** further supports and provides language enrichment through the Success for All Program as we build students' mastery of State standards, academic English and academic content proficiency. In this plan, we endorse teaching practices and strategies that respect, affirm, and build upon the language and culture of each child.

The **English Learners Plan** was developed to successfully provide educational services to our English Learners by addressing the following eight components:

1. Goals for English Learners
2. Initial Student Identification

3. Instructional Programs
4. Placement of Students and Reclassification Process
5. Evaluation, Monitoring and Accountability
6. Staffing and Professional Development
7. Parent Advisory Committees
8. Funding

This comprehensive **English Learners (EL) Plan** is premised on the ideal of equal educational opportunities for ALL students; it provides a comprehensive delivery system that will meet the needs of our English Learner students by:

- a) Providing a framework of the English Learners Program.
- b) Providing identification and assessment of appropriate instructional placement.
- c) Providing staff training programs; which will enhance bilingual competencies of personnel.
- d) Providing a balanced curriculum to ensure preparation and ongoing guidance to our students.
- e) Providing a method and criteria for selections, development, evaluation, and adoption of curriculum materials.
- f) Providing in-service training to develop and improve instructional strategies.
- g) Ensuring the participation of staff, parents, students, and community members in the planning and implementation of the programs for our English Learners students.
- h) Determining and providing administrative leadership and fiscal needs to actualize the *English Learners Plan*.
- i) Providing periodic and ongoing evaluations of the instructional programs and its effectiveness, making modification as needed.
- j) Ensuring that the evaluation of resources is supplemental and distributed equally through all schools.

This *EL Plan* is the structure and foundation for an effective and successful instructional program for our EL students. The plan will be monitored and evaluated for necessary modifications to best meet the needs of our students on an ongoing process.

All **Bert Corona Charter** personnel, teachers, staff, and administrators-are expected to follow the procedures specified in this *EL Master Plan*. Staff members who find ways to improve on these practices are encouraged to bring any proposed modifications to the attention of the principal, for written approval to ensure that any such modifications meet the standards set by our governing board and are consistent with state and federal law. **All** responsible personnel at **Bert Corona Charter** are to fully implement this EL *Master Plan*.

The major goals for English learners are to develop proficiency in English and in the school's core curriculum as rapidly and as effectively as possible in an established

English-language classroom. English learners are reclassified as fluent English proficient after meeting established criteria to ensure these students have overcome language barriers, have recouped any academic deficits incurred in other areas of the curriculum, and can demonstrate English-language proficiency comparable to that of the school's average native English-language speakers.

### **English Learners Vision Statement**

*We believe in the potential of our students.*

*We believe **ALL** students must have equal access to a high quality education.*

*We believe and acknowledge that English Learner (EL) students have a rich language and cultural background that provides a strong foundation for learning.*

*We hold that knowledge is not language-based.*

*We acknowledge that academic proficiency in the English Language is necessary for educational and professional success.*

Based on these beliefs, **Bert Corona Charter** addresses the needs of its EL students, grades 5<sup>th</sup> through 8<sup>th</sup> through a comprehensive educational plan, which incorporates the acquisition of the English language while providing the option of increasing academic proficiency in the students' primary language and preserving their cultural heritage.

### **Components of the Vision**

1. English is a vehicle for access to education. Not being able to speak the language used in schools for instruction is, therefore, a barrier to an education and limits the potential of students in **Bert Corona Charter**.
2. A child's primary language is part of his or her identity. Learning to speak and write in one's Home Language, having that language incorporated into one's education, and making the choice about how and when one uses it are basic human rights. To ask children not to use their Home Language or adopt a new language is the same as asking them to deny their identity or to take on a new one.
3. Language resources. A child's home language is a resource to be conserved, protected, and developed. **ALL** EL students should have the option to become fully bilingual and bi-literate.

As we create an excellent English Learner Program for our students, it is important that our school community embraces the following:

- Builds an understanding about the needs of English Learners and about the impact of language and culture on education.
- Provides the leadership, builds the will, and create the attitudes to better enable educators to welcome and embrace English Learners.
- Creates the structures that support academic success for English Learners.

- Builds the capacity to deliver programs that address the specific needs of our English Learners.
- Implements an accountability model that ensures the success of English Learners in our schools.

### **Goals For English Learners Program**

**Bert Corona Charter** will incorporate an ELD program that is aligned with the California Common Core State Standards-English Language Development that will target students who are developing their English language skills that will include:

- Ongoing measurement of each EL student's progress toward English language proficiency, through the use of ELD portfolios.
- Use of Explicit Direct Instruction, small group instruction, and small group tutoring throughout the day to assist EL students.
- Ongoing professional development in the area of sheltered instruction and specially designed academic instruction in English (SDAIE) for all subject area teachers, primarily using the Sheltered Instructional Observation Protocol (SIOP) model.
- Opportunities for ELD level 1 and 2 students to receive additional instructional support during the Success For All Reading Block with the Rosetta Stone Program.

Title III funding from the federal government to help English learners to speak, read, and write in English and to achieve in reading and mathematics. **Bert Corona Charter** will receive Title III funds that are reviewed each year, as required under every Student Succeeds Act, to see if they meet the Annual Measurable Achievement Objectives (AMAOs) for our English learners:

AMOS for English Learners

Annual Measurable Achievement Outcomes	Measurable Goals
<ul style="list-style-type: none"> <li>• Progress in learning English</li> <li>• Increase one proficiency level</li> <li>• Initial Fluent (IFEP) Well developed, Intermediate English Learner-somewhat to moderately developed, Novice English Learner - minimally developed must reach English Proficient level bringing all skills to Intermediate Level.</li> <li>• English Proficient levels are expected to maintain that level.</li> <li>• <u>Emerging</u>: Students at this level typically progress very quickly, learn to use English for immediate needs, and begin to understand and use academic language for the grade level, with substantial language support provided.</li> <li>• <u>Expanding</u>: Students at this level use their growing language skills in more advanced ways that are appropriate to their age and grade level, with moderate language support provided.</li> <li>• <u>Bridging</u>: Students at this level can independently use a variety of high-level English language skills and fully participate in grade-level academic activities in all content areas, with light language support provided.</li> </ul>	<p>Administer the ELPAC to ascertain the level of proficiency.</p> <ul style="list-style-type: none"> <li>• Conduct analysis of ELs</li> <li>• Identify factors that contribute to meeting or not meeting AMAOs.</li> <li>• Use the English Learner Plan of Action-will be visited yearly and/or on an ongoing basis.</li> <li>• Work with teachers, parents and staff to provide services.</li> <li>• Use of MTSS process for all students</li> </ul>
<p>Progress in the percentage of students who become proficient in English</p>	<p>Increase English Learner reclassification ratio yearly. Continue to Monitor students who have been reclassified and work with students at each level.</p>
<p>Academic targets in English-language Arts Participation Rate Percentage Proficient or Above</p>	<p>Monitor and assist EL students to meet academic targets in English Language Arts of 5% (Increasing yearly)</p>

YPICS' 2022

Holding quarterly meetings with parents to discuss each student's progress toward English language proficiency.

English Learners will achieve and sustain high levels of academic, linguistic and cultural competency. The goals are:

- The English Learner Master Plan programs will be developed and fully implemented.
- **ALL** English Learners will master the English language as efficiently and effectively as possible.
- **ALL** English Learners will achieve academic success.
- There will be a substantial increase and optimization of EL and RFEP participation in gifted and talented programming, and other programs such as Helping Young People Excel (HYPE). HYPE provides our students with the guidance and resources to qualify for admission at elite college-prep independent high schools and for Advance Placement programs in public schools. HYPE provides a blend of intense programming and services to help students' access and succeed in high school and beyond. ELs and RFEPs will have representation in success with college entrance exams and enrollments in colleges and universities consistent with their size of the entire student enrollment.
- ELs and RFEPs will continue traditions of responsibility and positive relationships within their families and home community and will be prepared to develop the ability to live and work productively in various cultural settings throughout the wider society.
- ELs and English Only students enrolled in programs where they will master listening, speaking, reading, and writing in Spanish as well as English.
- Parents of ELs and RFEPs will be engaged and represented in their children's education consistent with the proportion of the students enrolled.

English Learners will develop the skills necessary to be successful citizens. These skills include:

- Academic preparation
- Information literacy
- Fluency in technology
- Cross-Cultural sensitivity
- Interpersonal communication
- Community and civic participation
- Social and environmental responsibility.



## **Essential Elements for English Learner Programs**

In order to create the necessary conditions for English Learners to achieve at higher levels **Bert Corona Charter** will implement the following essential elements.

### **Learning Environment**

English Learners at **Bert Corona Charter** will be provided a safe, non-threatening and affirming learning environment in which it is the norm for them to:

- Interact, collaborate, communicate, and negotiate with their peers.
- Experience an education that is rich and challenging, which will prepare the student to be college and career ready.
- Use and fully develop their language and culture.
- Have their voices heard and reflected throughout the school community.
- Share equitably in the allocation of access and resources.

### **Curriculum**

English Learners will have access to a challenging, well-articulated curriculum, which builds bilingualism and bi-literacy. This curriculum will be:

- Based on and aligned to the California Common Core State Standards, English Language Development, California Department of Education State and **Bert Corona Charter** standards.
- Rigorous, meaningful, purposeful, interesting, and rich.
- Student-centered and student-friendly.
- Multicultural
- Designed to provide authentic and ongoing reflection

### **Pedagogy**

English Learners will have access to culturally and linguistically responsive teaching strategies that are focused on their experiences, interests, and needs. This includes:

- Complex, hands-on learning experiences.
- Opportunities for active processing, deep and critical thinking, and reflection.
- Connections between new and prior knowledge.
- Examining issues of social justice, which have daily impact on students' families and their communities.

## Instructional Resource

### English Language Arts

The CA Common Core State Standards was updated as stated in the Department of Education Publications Senate Bill 1200, Statutes of 2012 and provided an update for: English Language Arts and Literacy in History/ Social Studies, Science and Technical Subjects (CA CCSS for ELA/Literacy). The CA CCSS for ELA/Literacy were modified on March 13, 2013, following the recommendation of State Superintendent of Public Instruction Tom Torlakson, to include the addition of the College and Career Readiness Anchor Standards and technical changes.

The English Language Arts courses will prepare students for thoughtful study by conveying the importance of being active thinkers during reading and writing exercises. In the area of curriculum development and language arts instruction for grades 5th-8th, **Bert Corona Charter** will:

- Develop and or adopt an English Language Arts curriculum that incorporates the grade-level curriculum content specified in the Common Core State Standard.
- Integrate reading, writing, speaking, and listening to form a greater understanding of history-social science, mathematics, and science.
- Develop important “habits of mind” in the form of evidence, connections and patterns, supposition, and meaning that will produce active and thoughtful writers, poets, researchers, and speakers.
- Teach students to read with ease, fluency, and enjoyment.
- Expose students to multicultural fiction, non-fiction, poetry, essays, and scripts.
- Teach students to write with clarity, expression, and purpose.
- Coach students to deliver and critique oral presentations effectively.
- Engage students to reflect upon ways literature and writing impact their lives through authentic writing and multicultural literature selections.
- Integrate appropriate technology and technological analysis into the study of English-Language Arts.
- Adopt and implement Common Core State Standards.

As stated the CA ELD Standards, which emphasize that ELs at all, English language proficiency levels are engaged in the type of rich instruction called for in the CA CCSS for ELA/Literacy, with appropriate scaffolding that attends to their particular language learning needs. The goal of the CA ELD Standards is that at each grade level or span, is to ensure that ELs are fully supported as they read, analyze, interpret, and create a variety of literary and informational text types;

- Develop an understanding of how language is a complex, dynamic, and social resource for making meaning;

- Develop an understanding of how content is organized in different text types across disciplines using text organization and structure, language features, and vocabulary depending on purpose and audience;
- Become aware that different languages and varieties of English exist;
- Recognize their home languages and cultures as resources to value in their own right and to draw upon in order to build proficiency in English;
- Contribute actively to class and group discussions by asking questions, responding appropriately, and providing useful feedback;
- Demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia; and Develop proficiency in shifting registers based on task, purpose, audience, and text type.
- This framework for implementation of the CA CCSS for ELA/Literacy and CA ELD Standards is a critical and essential contribution toward achieving this goal.

### **Guiding Principles**

The following guiding principles and beliefs informed the development of the framework:

- Schooling should help all students achieve their highest potential.
- The responsibility for learners' literacy and language development is shared. ELA/ELD curricula should be well designed, comprehensive, and integrated. Effective teaching is essential to student success.
- Motivation and engagement play crucial roles in learning.

### **Family and Community Engagement**

**Bert Corona Charter** promotes strong family and community engagement programs. These programs include: Quarterly Parent Conferences, Parent Advisory Committee equivalent to the English Learners Advisory Committee (ELAC), Bi-Annual Mini-Conferences, and monthly Parent Meetings at school site; which will include ongoing communications through letters, telephone, which support meaningful involvement and actively promote the development of parent and community leaders who effectively advocate on behalf of English Learners.

These programs help English Learner families establish home environments that support their children's learning. First, they develop communication strategies that engage everyone to design effective forms of school-to-home and home-to-school communication. Secondly, they recruit and organize family/community to support parents in their **Bert Corona Charter** policy as well as the decision-making process.

Ensuring the educational success of every child requires a concerted, collaborative effort on the part of parents, teachers, administrators, and the community at large.

### **Staffing and Professional Development**

Based on a clear and common vision of what constitutes effective teaching for English Learners, along with well-defined standards of practice and performance which explicitly state what teachers should know and do to meet the diverse needs of English Learners,

**Bert Corona Charter** is developing a coherent and comprehensive professional development program. This program assists teachers who work with English Learners to close the achievement gap and accelerate student achievement and language proficiency through grade twelve. The program will also be designed to increase the rate of English Learners who successfully attend college and advanced learning institutions.

## **MONITORING PROCEDURES**

The Initial English Language Proficiency Assessments for California (ELPAC) window is from July 1 through June 30. Local educational agencies will conduct a Home Language Survey (HLS). If the HLS indicates English as the primary language, the student is classified as English only (EO) and the process stops. If the HLS indicates a language other than English as the primary language, the student must take the Initial ELPAC. The HLS survey has four questions, but if a language other than English is indicated on the fourth question only, then the student may be tested at the local educational agency's discretion. Access the HLS on the California Department of Education (CDE) English Learner Forms web page at <https://www.cde.ca.gov/ta/cr/el/forms.asp>.

The Initial ELPAC process:

1. *Notify the parent or guardian as soon as possible, in writing, that the Initial ELPAC will be administered. You may use the Parent and Guardian Notification Template found on the CDE Parent Notification web page at <https://www.cde.ca.gov/sp/el/t3/elparentletters.asp>.*
2. *Administer the Initial ELPAC by a trained ELPAC test examiner either as a computer-based assessment (CBA) or paper-pencil test (PPT) assessment.*
3. *Score the Initial ELPAC. Please reference Where to Submit Answers for the ELPAC for more information on where to enter scores with the CBA and PPT:*
4. *Student Score Reports will be available in the Test Operations Management System (TOMS) 48 hours after Data Entry Interface (DEI) entry and scoring of all four domains for the student is complete.*
5. *Verify that the TOMS automatically fed the status of English learner (EL) or initial fluent English proficient (IFEP), based on the official score, into California Longitudinal Pupil Achievement Data System (CALPADS).*
6. *Notify the parent/guardian, in writing, of Initial ELPAC results within 30 days of the CALPADS enrollment date by using the sample parent notification letter templates available on the CDE Parent Notification web page at <https://www.cde.ca.gov/sp/el/t3/elparentletters.asp>. If the student is classified as an EL, administer the Summative ELPAC every spring until the student is reclassified as fluent English proficient.<sup>3</sup>*

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<sup>3</sup> <https://www.cde.ca.gov/ta/tg/ca/documents/elpacwheresubmit.pdf>.

General performance level descriptors (PLDs) for the Summative English Language Proficiency Assessments for California (ELPAC). These Summative general below PLDs take into account the categories of Emerging, Expanding, and Bridging. The language in the description draws from the language used to describe those categories on page 20 of the [2012 California English Language Development Standards: Kindergarten Through Grade 12](#)(PDF)<sup>4</sup>.

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<sup>4</sup> [2012 California English Language Development Standards: Kindergarten Through Grade 12](#)(PDF)

Summative English Language Proficiency Assessments Levels for California (ELPAC)

Level	Description
4	English learners at this level have <b>well developed</b> oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).
3	English learners at this level have <b>moderately developed</b> oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Expanding” proficiency level through the lower range of the “Bridging” proficiency level as described in the CA ELD Standards.
2	English learners at this level have <b>somewhat developed</b> oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the “Expanding” proficiency level as described in the CA ELD Standards.
1	English learners at this level have <b>minimally developed</b> oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the CA ELD Standards.

<https://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp>

The practices, in agreement with the Castañeda standards, exhibit the following characteristics:

1. They have a research basis that holds promise to have local impact.
2. They are monitored using local metrics of system implementation and adult learning outcomes.
3. They pay attention to evidence of student learning outcomes and make adjustments as needed.<sup>5</sup>

The use of evidence in continuous improvement cycles is fully consonant with the local capacity-building approach of the *Blueprint 2.0* as well as the Local Control Funding Formula and the LCAP priorities and the State Board of Education's approach to our school's accountability.<sup>6</sup>

Although progress monitoring begins in the classrooms, our school support system plays a critical role in monitoring the progress of ELs at the school site. Key functions receive and participate in an effective instructional program and monitor the language and academic progress of ELs. The monitoring process includes:

- Schoolwide monitoring
- Monitoring specific student groups (Newcomers, PLTELEs, and LTELs)
- Monitoring individual At-Risk EL students

The school site Executive Administrator is responsible for ensuring that the monitoring system is in place, and may designate the EL designee as the lead designee. At least one of the core members of Instruction Leadership Team (ILT) should have experience, knowledge, and/or training in the instructional program options for ELs, the English Learner Master Plan, as well as services provided through a Comprehensive ELD Program-Success For All and Elevate. The core Instruction Leadership Team (ILT) meets to review and monitor EL data should be minimally comprised of the EL designee and the Executive Administrator.

These meetings may also require the expertise of support staff such as a school psychologist, teacher and attendance counselors, resource teacher, special education teacher, etc., to address individual At-Risk student needs and recommend and/or provide applicable support. Applicable support that includes addressing the needs of the community, foster and homeless families including all wrap-around services.

During each reporting period, the Infinite Campus *EL Monitoring Roster/Infinite Campus EL Roster* is generated and compared with the Snap Shot progress expectations to

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<sup>5</sup> <https://www.cde.ca.gov/sp/el/rm/charexmpls.asp> *The California State Board of Education unanimously approved the California English Learner Roadmap State Board of Education Policy: Educational Programs and Services for English Learners (EL Roadmap Policy) on July 12, 2017*

<sup>6</sup> Ibid

identify students who may be falling behind in English language development and/or core content areas. The EL *Progress Profile/EL Snap Shots* and *Individual Reclassification Plan (IRP)*; such English Learner Report (ELPAC), i-Ready, are additional data sources that are used to support in comparing the EL student's progress in the meeting to establish progress expectations. The Instructional Leadership Team (ILT)- meets regularly to examine student data for school wide monitoring (i.e. by grade level, courses/classes), student group monitoring and to identify individual ELs who might need Tier 2 or Tier 3 support.



<b>2021-2022 YPICS Reclassification Criteria</b>		
<b>Criteria</b>	<b>General Education</b>	<b>Student w/Disabilities</b>
<b>ELPAC</b>	Overall Performance of Level 4	Oral, Speaking or Listening And Written, Language-Reading and Writing
<b>Smarter Balanced Assessments</b>	Met or Exceeds	Met or Exceeds IEP Evaluation
or	Average or Basic	<ul style="list-style-type: none"> <li>• Woodcock-Johnson Tests of Achievement, Fourth Edition (WJ-IV)</li> <li>• Kaufman Test of Educational Achievement, Third Edition (KTEA-III)</li> <li>• Brigance Comprehensive Inventory of Basic Skills (CIBS II)</li> <li>• Other assessments that provide a valid and reliable score:</li> <li>• The Language Reading Scale (LRS)</li> <li>• Progress Assessment in Reading (PAR)</li> <li>• Gates-MacGinitie Reading Test (GMRT)</li> <li>• Gray Oral Reading Test (GORT)</li> <li>• Test of Silent Contextual Reading Fluency (TOSCRF)</li> </ul>
<b>i-Ready Assessment</b>	Average or Basic	Reading Inventory (Houghton Mifflin)
<b>Teacher Evaluation</b>	C or Better SST Evaluation	C or Better SST Evaluation
<b>Parent Consent</b>	Parent Letter	Parent Letter

*Developed by YPICS staff 2021-2022*

## Monitoring Resources

Administrators, teachers and staff have access to various monitoring resources or tools that support with collection of student data and student progress monitoring. Monitoring resources include and not limited to the Infinite Campus *EL Monitoring Rosters*, *EL Progress Profiles* and the *EL Dashboard*, i-Ready results, student work, teacher recommendations and parent consent.

*EL Monitoring Roster* is a report available in Infinite Campus, which includes students' most recent data on English Language Proficiency Assessments for California (ELPAC), Smarter Balanced Assessment (SBA), basic skills assessments and grading marks. The *EL Monitoring Roster* is used to identify students in need of linguistic and/or academic acceleration. Schools need to also annotate the roster with information of supports and accelerations provided to the identified At Risk ELs. Infinite Campus allows for sorting and detailing individual student information and data.

The *Individual Reclassification Plan (IRP)* is a student report available in Infinite Campus and it is used to monitor progress and the academic needs and strengths of PLTEs and LTEs. This report is used for all At-Risk ELs to monitor progress towards reclassification. The IRP is used with the progress expectations charts (to monitor student progress, as well as assist individual students with developing linguistic and academic goals.

*NOTE: All At-Risk ELs must have documented data within the Infinite Camp Folder. The IRP is available in Infinite Campus under Reports English Learner Individual information, which includes reclassification information.*

The *EL Progress Profile* is a student report available in Infinite Campus, which displays the reclassification criteria, indicating specifically whether a student has met or not met each criteria measure for reclassification.

The *EL Dashboard* is a platform that contains school-level EL data. The *EL Dashboard* can be accessed on the individual students file.

## Progress Monitoring Procedures

For schoolwide monitoring and specific EL student groups monitoring, the ILT shall utilize an ILT Meeting Log to document the following:

- Type of acceleration(s) needed and offered
- Start and end date of acceleration(s)
- Number of hours of acceleration(s) provided
- Language skill(s) and/or subject area(s) addressed
- Information about the students' response to the acceleration(s)

*NOTE: For any students who require Tier 2 or Tier 3 support, the ILT must convene to develop a specific acceleration plan using the ILT Student Acceleration Plan form, which is available on Infinite Campus, refer to [Infinite Campus](#).*

### **Accelerations And Enrichment For At-Risk ELs**

The Executive Administrator must convene to recommend an acceleration plan with specialized support for identified At-Risk ELs as part of their schoolwide, group, and individual student monitoring. The acceleration plan includes English language support that is appropriate to the students' linguistic and/or academic needs. The ILT must also monitor the plan's implementation and the effectiveness of the acceleration services provided.

The YPICS acceleration program reflects a multi-tiered approach to instruction. Strategies include, but are not limited to, any of the following:

- Specific academic support
- Specialized reading, writing or math instruction
- Designated English Language Development (ELD)
- Differentiated instruction using Integrated ELD (ELD) methodology in core classes
- After school tutoring addressing identified needs of students
- Language and/or academic enrichment

*NOTE: The purpose of acceleration and enrichment is to explicitly support language and academic skills needed by ELs through direct instruction and the use of appropriate strategies.*

Since the ILT monitors the whole child, the team takes into account not only academics but also behavioral, attendance and social-emotional factors that are relevant when analyzing EL progress.

To determine appropriate accelerations and assess their effectiveness for individual ELs, the EL plan will be implemented during the 2021-2022 and 2022-2023 academic years. Teachers, staff and families receive an orientation to the plan, outlining the plan implementation that outlines the platforms and strategies that will be used during distance learning and on campus learning to engage students and provide the instructional support and scaffolds needed to make content accessible to students and be invited to serve on the committee to guide and evaluate the effectiveness of the plan.

The English Learner plan will be implemented and will maintain evidence of the academic achievement and the acquisition of English for English Learner students as measured by the English Language Proficiency Assessment for California (ELPAC) <https://www.elpac.org/><sup>7</sup>, CAASPP, RFEP Monitoring documents, as well as based on curricular and local assessments as indicated in the YPICS EL Reclassification Criteria.

Annual EL Parent ELPAC and Reclassification Workshop will support parents to understand the adjustments to the 2022-23 Summative ELPAC and the online 2022-2023 Initial ELPAC testing dates and how they were either administered remotely or in person; how to interpret the Initial and Summative ELPAC reports; the new alternative criteria for

<sup>7</sup> [cdfile://localhost/e.ca.gov https://www.elpac.org:](https://www.elpac.org/)

reclassifying certain students with disabilities; and the proposed administration of the 2022- 2023 Summative test.

Pre/Post teacher survey data will be used to identify individual teacher's professional development needs regarding how to best support ELs through both designated and integrated ELD instruction during distance learning and on campus learning using not only teacher feedback but classroom observations conducted by academic coaches and site Executive Administrators as well.

- English Proficiency ELs and SELs will make gradual progress in their development of academic English, attaining English Language proficiency and progress at the minimum rate of one ELD level per year.
- Teachers will continue to use historical EL student data to facilitate reflection and goal setting conferences to create student awareness of areas of strengths and weaknesses:
- Teachers will use data from Initial ELPAC and Summative ELPAC data from prior years to identify and provide targeted instructional support to help students to measure specific growth gains in the overall score as well as the 4 domains of listening, speaking, reading, writing.
- ELPAC test historical data will be used for 5<sup>th</sup> through 8<sup>th</sup> grades for Teachers to facilitate the student reflection process regarding their own progress.

Students will document how they performed in the 4 domains: Listening; Speaking; Reading; Writing using the specific descriptors of Beginning; Somewhat/Moderate Well Developed. Students will identify the domains in which they need to grow and develop specific, achievable and measurable goals/smart goals in the area of ELD to monitor their progress.

### **Academic Progress**

Ensure that students, including Special Education, receive appropriate instruction and assist staff in the implementation of EL teaching strategies through a staff development plan based on identified student needs with differentiated instructional strategies for both that support students during both long distance and on campus learning. As a result of increased English Language acquisition and academic support, English learners will demonstrate increased competency on district benchmarks and state-wide tests and demonstrate overall academic growth. Students who have reclassified will be monitored for 4 years with the expectation that they earn a letter grade of "B" or better in the ELA courses each semester.

All new teachers will receive Professional Development Workshops in ELD strategies and returning teachers will have the option to review presented strategies to add to the existing repertoire. All Teachers are provided and assisted in revisiting the protocol that should be followed in the use of the modified EL Student Monitoring document and to track the academic progress of R-FEP students within the 4-year monitoring cycle.

Curricular Programs, platforms and strategies will be used during distance learning to engage and challenge students to demonstrate a growth mindset, request teacher feedback and use it to revise their work, and track their own academic growth.

Standard English Language (SEL) and Mentoring is provided to address the needs of the whole student to build and foster strong connections between students, teachers and staff during long distance learning and on campus learning.

Teachers design 30 min. daily blocks of instructional time around SEL and incorporate opportunities for students to connect on a personal level with their teacher(s) and peers throughout the day to foster a sense of belonging and connection to the school so they want to show up and engage in learning.

Mentoring allows teachers and the Executive Administrator to connect at least once every week to 2 weeks with their mentee to do a social emotional check in as well as check in about their academic progress meeting their goals. Students reflect on what went well the previous week and what did not go so well and then establish goals for the new week based on their reflections.

Student Academic Performance will be measured using:

- ELPAC Scores- Initial & Summative Test
- Assignments for ELD instruction and curriculum
- Curriculum Embedded Assessments- Unit & Chapter tests. Internal Assessments/Common Benchmark Assessments i.e.

Assessment Blocks in November 2020 and i-Ready assessments (5th-8th) which are administered 3 times a year. In addition to Project Based Learning assignments and math assignments that focus on themes that are environmental and community focused will be assigned and completion rates will be monitored for core classes such as ELA, History, Science, Math/Common Benchmark Assessments will be used to determine what students need to focus on.

Acceleration will be provided to small group support during the Core Classes or other accelerations during the school day, afterschool or during asynchronous time might be necessary. Differentiated materials and resources will be selected or created by the teacher to scaffold learning to ensure grade level content is comprehensible for students and used as a vehicle for teaching cognitive skills.

#### CAASPP ELA Performance Data

- Acceleration will be provided to students throughout distance learning and on campus learning.
- Students will be provided acceleration throughout the instructional day where small group instruction is provided using assessment data.
- Tutoring is available before and after school with on-campus learning.
- Teachers will provide targeted support in small groups to teach and reinforce skill and Success for All protocols to development, cognitive skills development support and performance focus assessment prep support.

LTELS will be monitored by the Executive Administration and the teachers for academic progress as measured by their 5 week progress reports and all students mentors will meet with them at least once every two weeks to discuss their academic and social emotional progress as well as set Smart Goals that are designed to create student independence and support their progress and student academic achievement.

Teachers and the Executive Administrator will meet with students not meeting the academic expectations to collaboratively create academic plans individually with students to improve their performance through improved attendance, class work completion and assessment performance. The School Climate and Culture Coordinator and Advisory Teacher's will also support monitoring attendance of assigned tutoring when needed.

### **Reclassification Of English Learners**

Reclassification of English Learners who meet established criteria; establish follow-up procedures to monitor and support reclassified fluent English proficient students (R-FEPs); as well as, assure all English Learners show yearly progress towards meeting the criteria to become English proficient over a 4-year cycle or as long as the student is enrolled in the school.

The modified criteria for reclassification based on the new California Department of Education (CDE) mandate requiring an ELPAC overall score of "4" as part of the first criterion for reclassification. This change took place January 2019. Designated teachers will use Reading and Language Tests to generate student Lexile Level (comprehension) Scores of "Basic" or higher for initial Reclassification criteria and "Proficient" for all R-FEP students currently in the 4-year monitoring cycle.

### **Monitoring Plan And Staff Development**

**Bert Corona Charter** understands the importance and use of research-based instructional practices to promote student achievement, resulting in professional development and support in the following areas:

- Design standards-based instruction (using the principles of backwards design)
- Align appropriate assessments to the standards
- Implement instructional activities that are aligned to standards, and reflect research-based best practices
- Teachers are incorporating instructional strategies detailed in Explicit Direct Instruction:
- The traditional backwards design process guides teachers through a three step process:
- Internalization and prioritization of the Common Core State Standards, NEXT Generation and Appendices
- Differentiated assessment methods aligned to prioritized standards and identified learning targets
- Innovative, research-based instructional strategies clearly articulating student learning objectives

- The third step is a process of aligning Common Core State Standards and assessments to real-world learning applications that take the shape of meaningful, meticulous and accessible projects.

In addition, students are involved in conversations about learning objects, instruction and assessment. Teachers continuously communicate, learning objectives to our students while formatively and summatively assessing (benchmarks, diagnostic math and ELA) for student mastery (proficiency) of all concepts mandated within the Common Core State Standards.

Furthermore, this student-centered approach supports a culturally relevant curriculum that connects with students' interests and experiences. The process of student involvement in their own goal setting, facilitated by teachers and parents, affords the student to maintain or engage in learning strategies that reflect academic achievement.

Another implemented process is the Backward Design, which is used by teachers to develop Common Core State Standards - aligned assessments and project-based instructional activities at each grade level across the content areas.

The foundational coursework, as outlined above, uses a repertoire of instructional strategies, curriculum and materials. Instructional strategies include:

- Research-based projects
- Cooperative group work and projects
- Interdisciplinary approaches to curriculum
- The presentation of clearly defined "Learning Targets" for all students by all teachers and clearly understood by all students
- Rubric self-assessment
- The involvement of community members and educational partners in instructional presentation
- Mentoring program
- Implementation of a Professional Learning Community for peer interactions based on the work of nationally recognized work of Paul Bambrick-Santoyo.<sup>8</sup>
- Training and other instructional staff meet the requirements for highly qualified teachers and staff, required by Common Core State Standards, National and California Teaching Standards. These professional development trainings are key in providing teachers and staff, along with all the needed follow-up and implementation of these processes.

Professional development opportunities regarding students with disabilities are provided to teachers and support staff several times throughout the school year. Topics include: Special Education 101, Special Education Snapshots & IEPs, Verbal de-escalation, and Writing Present Level of Performance for IEP meetings. In addition, the school presented a "SPED Series" of Professional Dvelopment for teachers. Topics included:

<sup>8</sup> Bambrick-Santoyo. P. (2016) *Getting, Better Faster*. Jossey Bass.

Collaboration, Understanding Student Needs, Planning with Intention, and Providing Feedback to Students with Disabilities. All staff members have access to participate in professional development provided by the District.

### **Students With Disabilities Receiving Special Education Services**

The special education program is fully inclusive where all students with disabilities are educated in classes with their non-disabled peers. Students with disabilities receive support via push-in support where the general education teacher and special education teachers, along with paraprofessionals, collaborate to assist the students with access to the curriculum; or pull-out support where the students receive some of their instruction in a small group or one-on-one setting. Each grade level has a case carrier who ensures the proper implementation of the IEP. They provide IEP snapshots, review them regularly with teachers, and coordinate support from related service providers.

During the IEP meeting, the team will complete the “IEP Team Worksheet to Determine Reclassification”. The document will be uploaded into Welligent as documentation for reclassification.

ELs who have an active Individualized Education Program (IEP) must have their progress monitored on a consistent basis by both the ILT and their IEP team. The team is required to document the instruction, services, and supports that are needed to support students with disabilities who are ELs. This includes documenting the student’s Present Level of Performance in ELD as evidenced by multiple sources of State, and school level data, and providing a description of how a student’s ELD level and/or performance impacts the student’s progress toward meeting the criteria for reclassification and IEP goals and objectives. The IEP team is required to address the provision of services and supports in ELD as part of the offer of Free Appropriate Public Education (FAPE) for all ELs with disabilities.

The IRP is a necessary document for all ELs, including those with an IEP. The IEP meeting provides an additional place to review progress towards reclassification. As part of the IEP team’s preparatory activities, the IEP case manager should consult with the student’s ELD teacher, the school EL designee and/or the school’s ILT.

*NOTE: ELs with a 504 Plan are also part of the school’s general EL monitoring process and must be monitored by the EL designee.*

### **English Learner Online Accountability Requirements**

The school site Executive Administrator is responsible for ensuring At-Risk ELs are monitored and supported with the appropriate accelerations. Bert Corona Charter School’s goal is to effectively monitor ELs’ linguistic and academic progress.

As an English Learner Consortium **BCCS** provides appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile and retells assessments. To build understanding and expertise above the needs of ELs and research-based practices, and



to use the LCAP planning process to focus upon implementation and supporting those approaches. **BCCS** engages parents, teachers, students, administrators, staff, and community members in developing school plans and programs through, School Advisory Council, Cafe con Los Directors, Parent Committee, LCAP Planning Committee, Lead Teacher meetings, staff meetings, YPICS Leadership meetings, Student Leadership, CASA Advisory Council, and staff, student, parent, teacher surveys.

- A. **BCCS** has a partnership with LA City College that collaboratively provides an on-campus remedial Math and English course, advanced college courses, and support giving college ready opportunities. A further collaboration with agencies and organization offers ongoing access to our community.
- B. Funds are used for activities related to supporting well-rounded education under Section 4107; All ELs have full access to the curriculum, and the school assures meaningful movement and tracking towards English proficiency with a focus on closing gaps in academic achievement in all content standards.
- C. Safe and Healthy Students LCAP Goal #8: School Climate applicable to the following: Pupil suspension rates; Pupil expulsion rate; and other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness. Graduation Rate Outcome #3: Safety and school connectedness at or above baseline goals 96% of parents, students and teachers indicated school safety and connectedness. Method for Measuring: Other local measures, including surveys of pupils, parents, and teachers.
- D. Funds are used for activities related to supporting the effective use of technology in schools under Section 4109: A technology-rich learning environment, including access to technology both at school and at home to support academic achievement and access to research, Google Suite for Education, and other adaptive programs that provide timely and actionable feedback. CTE vocational skill instruction and independent skill development taught by a credentialed and industry-experienced professional, using industry-standard digital and media arts tools and technology. LCAP Goal #1 Basic Services The quality of teachers has an impact on student success.
- E. Periodically evaluations of the effectiveness of the activities carried out under this section based on such objectives and outcomes. Outcome #3: All students will exhibit Student Academic Achievement-Proficiency Metric/Method for Measuring: Weekly and mini benchmarks, Quarterly Benchmarks results-reviewed by staff to ensure school RtI, setting of goals and academic achievement for student academic achievement. Formative assessment conducted daily during instruction teacher standard aligned created exit slips-used for checking for student understanding on a daily basis

Developed a monitoring evaluation plan for determining program effectiveness for English Learners and R-FEP students in 4-year cycle; monitor growth and use data to improve academic programs

Literacy Measurement Goal- All students will be reading and will take diagnostic assessment, skill deficits are identified by reading concepts based on the reading process

and students are grouped based on their assessed reading needs and acceleration or extension support is provided in small groups.

All teachers have been trained in the use of i-Ready and will be supported to utilize the i-Ready online program for students as a RTI level 2 acceleration after the administration of the diagnostic test 2 (or more times) annually.

#### Reading Acceleration Specialist and Designated ELD Teacher

- Lessons will include sounds and spelling patterns, morphology, grammar, and fluency.
- Students who are reading two or more grade levels below their grade level according to data are selected to receive acceleration support.
- Through distance learning, most groups will meet during their asynchronous instruction. For at least one grade level, students will meet during their small group instruction time and will be alternating groups with their teacher.
- To assess students' growth over time data will be collected using the following tests and share with teachers and the administrative team:
  - Phonemic Awareness Baseline Assessment
  - I-Ready and classroom assessments
  - Acceleration groups will be adjusted after assessments are administered according to the assessment calendar.
  - Success For All results

Parents will gain increased knowledge of language expectations and policies related to the support of ELs and SELs and learn strategies to assist in their own language development and those of their children.

An annual District level ELPAC Parent Night will be held to review the ELPAC assessment results and deconstruct the ELPAC student performance reports. The Parent Coordinator or designee will create and provide suggestions for what parents can do to support their children at home with their continued language development. Additional parent workshops related to students ELPAC data reports and strategies for supporting EL students at home will be offered.

ELAC will identify opportunities for parents to increase their own English Language development skills through the offering of parent workshops.

For At-Risk ELs with disabilities, the EL designee and/or designated faculty member shall join the Individualized Education Program (IEP) team to review the IEP EL goals, as well as the IRP's, and determine the type of support needed for each individual EL.

Evidence of ILT monitoring, including the acceleration plan, must be filed in the Master Plan folder in the student's cumulative record.

Student learning outcomes are ultimately products of classroom instruction and student engagement in learning. The capacity of our school to deliver a high intellectual quality of instruction and meaningful access through rigorous instruction depends on the availability of materials, the professional learning opportunities available to teachers, and how the educators in the system are formatively assessing their practice. The following are indicators that help educators understand the quality of the classroom-learning environment.

1. Materials support scaffolding and opportunities for EL students at all levels of proficiency to engage in intellectually rich learning.
2. Professional learning opportunities are available for teachers on how to use materials to engage EL students of all levels of proficiency in intellectually rich learning.
3. Implementation of materials is accompanied by an examination of ongoing evidence of student engagement and learning.

From the perspective of California State Standards-aligned instructional and learning practices, it is especially valuable to gather evidence of students' oral and written language across disciplinary practices at the classroom and school level, as well as the distribution of the uses of language across EL students with varying levels of proficiency and backgrounds. This includes the following:

1. Students use language and materials purposefully to describe, explain, persuade, inform, justify, negotiate, entertain, and retell.
2. Students contribute actively to class and group discussions, such as by asking questions, responding appropriately, clarifying or seeking clarification, building on what others say, or providing useful feedback verbally and in writing.
3. Students demonstrate metalinguistic behaviors (making explicit references to language and communication) while engaged with structured cohesive texts, expanding and enriching ideas, or combining and condensing ideas.
4. Teachers monitor student participation in learning activities and provide support to build on the strengths and meet the needs of individual students.

The socio-emotional climate is culturally and linguistically respectful and appropriate, and is monitored in a variety of methods, including student climate and Social and Emotional Learning (SEL) surveys.

Available Resources at the California Department of Education.

- [Technical Assistance and Monitoring](#)  
Technical assistance to guide local educational agencies with providing services to English learner, immigrant, and migrant students.
- [Compliance Monitoring](#)
- [English Learner Advisory Committee](#)
- [2022-23 Cycle A and C Program Instruments](#)

- [District English Learner Advisory Committee](#)
- [CDE Monitoring Tool \(CMT\)](#)

## INITIAL IDENTIFICATION (CCR-EL4)

### Initial Identification

**EL4 Bert Corona Charter** will properly have identified, assessed, and reported all students who have a primary language other than English.

### Home Language Survey

**EL4a** A Home Language Survey (HLS) is used to determine the primary language and is on file for each student at **Bert Corona Charter**.

Schools in California are required, at the time of the student's enrollment into **Bert Corona Charter** to determine the language(s) spoken in the student's home in order to provide meaningful and appropriate instruction. This information is provided on the Home Language Survey (HLS). When enrolling a student at **BCCS** a parent or guardian is required to complete a Home Language Survey as part of the process.

### Assessment of English Language Proficiency

**EL4b** Each student whose home language is other than English as determined on the HLS has been assessed within 30 school days of initial enrollment in English comprehension, speaking, reading, and writing using the state-designated instrument.

Note: Administration of the Home Language Survey must include all four questions. The decision to test students who indicate a language other than English only on the fourth question should be made on an individual basis. Alternative assessments may be used for special education students with low-incidence and severe disabilities.

All students who's Home Language Survey indicates a language other than English on the survey's first three questions must be assessed in English language skills within thirty calendar days of initial enrollment in **Bert Corona Charter**. The questions are: (1) first language learned by the child, (2) the language most frequently spoken by the child at home, and (3) which language is most frequently used by the parents or guardians when speaking with the child.

The ELPAC assesses the student's proficiency in English reading, writing, speaking, and listening skills. Students identified as having a Home Language other than English by the Home Language Survey, but score at the Well Developed (4) or Moderately levels (3) on

the ELPAC are designated initially as fluent English Proficient and placed in the appropriate language program.

Students who indicate a language other than English only on the fourth question of the HLS, the language spoken most frequently by adults in the home need not be assessed with the ELPAC, and will be initially designated as English Only (EO) and placed in the appropriate program.

## Primary Language Proficiency Assessment

**EL4c Bert Corona Charter** has further assessed each English learner for primary-language proficiency, including comprehension, speaking, reading, and writing within 90 calendar days of initial enrollment. Parallel forms of the tests to determine English-language proficiency are used if available.

All identified English Learner students are assessed for primary language proficiency in reading, writing, speaking, and listening within ninety (90) calendar days of initial enrollment. An administrator trained and a fluent speaker of the student's primary language conducts the assessment. When no staff person is available for speakers of other languages, an informal assessment will be administered.

## Parental Notification

**EL4d** All parents of EL and FEP students have been notified in writing of their child's English-language and primary-language proficiency results.

Every effort should be made to inform parents immediately of results of assessments; no later than ten (10) days following the completion of all initial assessments, the Initial Language Identification Form and the Initial Primary Language Identification Form will be sent to parents by the site resource teacher.

## Maintenance of Records

Upon completion of the assessment process in grades 5<sup>th</sup> through 8<sup>th</sup>, the school will record the results into **Bert Corona Charter** database. Results of initial assessments are entered for each student and communicated to the student's teacher(s). A copy of the Home Language Survey, original forms with assessment results in English and Primary Language, and Parent Notification forms are placed in the student's English Learner Folder (ELF).

The instruction for **Bert Corona Charter** English Learners consist of two primary programs which comply with all current state and federal laws including Proposition 227, passed in 1998:

1. Structured English Immersion
2. English Learners Mainstream Programs

These programs consist of a Common Core State Standards-English Language Development component and access to the core curriculum including the following:

1. Self-image/Cross-Cultural Awareness
2. Differentiated Instruction
3. Differential Materials
4. Student Assessments (multiple measures)
5. Qualified Staff
6. Catch-Up Plan (Computer Assisted Learning)

### **Parental Involvement**

Parental involvement in decisions regarding the education of their children is required and critical to the student's academic success. At initial enrollment and every year thereafter, parents are notified of the educational options for their children including waivers for alternative programs.

All descriptions of the program are disseminated in the language comprehensible by the parent.

## Instructional Programs [CCR-EL3]

### Instructional Programs

**EL3 Bert Corona Charter** is providing services to English learners to ensure that they are acquiring English-language proficiency and recovering any academic deficits that may have been incurred, in other areas of the core curriculum. **Bert Corona Charter** provides additional and appropriate educational services to English learners in grades 5<sup>th</sup> through 8<sup>th</sup> in all classroom situations. These services are for the purposes of enabling English learners to overcome language barriers and must be provided until they have demonstrated English-language proficiency comparable to that of the **Bert Corona Charter** average native English-language speakers and recouped any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers.

**EL3a** Each English learner receives a program of instruction in English-language development in order to develop proficiency in English as rapidly and as effectively as possible.

**EL3b** English learners are meeting **Bert Corona Charter** content and performance standards for their respective grade levels in core curricular areas. **Bert Corona Charter** may choose to ensure that English learners acquire English and learn grade-level academic content simultaneously by implementing a program designed to keep English learners at grade level in all areas of the curriculum. **Bert Corona Charter** may choose to concentrate first on teaching English so long as **Bert Corona Charter** subsequently brings students to grade level in all other areas of the curriculum within a reasonable amount of time. **Bert Corona Charter** has a plan that describes any academic deficits will be monitored and provided intervention.

These models comply with all current state and federal laws, including Proposition 227 (1998). Parental involvement in decisions regarding the education of their children is required and critical to the student’s academic success. At initial enrollment and every year thereafter, parents are notified of the educational options for their children.

All programs for English Learners provide English Language Development (ELD) and access to the core curriculum. All descriptions of programs are disseminated in the language comprehensible to the parent.

Placement in Structured English Immersion (SEI) or the English Language Mainstream setting is based on assessment, of the student’s English proficiency. ELs that lack Reasonable Fluency in English are initially placed in SEI with support in primary language when needed. Those scoring above this level are placed in the English Language Mainstream.

## Elements of Program Options

The goal and expectations for two English Learners programs are as follows: In the SEI, students scoring at ELPAC Levels 1 and 2, are expected to reach reasonable fluency 1-3 years with a time period of 5 to 7 years to be reclassified as FEP.

In our Mainstream program, students are expected to be reclassified in 3-5 years and 5 to 7 years to be reclassified as FEP.

### English Learners Program Settings\* -

\*All of the instructional programs designed for English Learners must contain the following components:

1. Explicit, well-articulated, standards-based, differentiated English Language Development (ELD) instruction, specifically designed for English Learners;
2. Well –articulated standards-based core curriculum instruction provided with primary language support and/or through specially designed academic instruction in English (SDAIE); and
3. Structured activities designed to develop multicultural competency and positive self-esteem, integrated through the core curriculum.

Task-based instruction allows students to work with concepts and language in a variety of ways (e.g. via reframing, where students can act, draw, or map out the concepts, or use poetry, song, chant, letters, or keep diaries);

1. Grade-level content instruction in English designed for English Learner;
2. Facilitating English Learners in accessing the same core curriculum as that of English-only students;
3. Language-sensitive and culture-sensitive content teaching;
4. Developed through comprehensible language;
5. Making accommodations in the learning environment so more students are able to access the content;
6. An ideal place to use language for communication;
7. A natural vehicle through which to teach English;
8. Good language teaching when the input is made comprehensible;
9. Instruction encouraging the active use of language and the emphasis on big ideas;
10. Instruction that allows the teacher to check for understanding frequently using interactive strategies;
11. Integrating assessment in an on-going and formative manner through observations portfolios, journals, and product-development; and
12. Built on language modifications such as pause time, questioning, pacing, and highlighting.



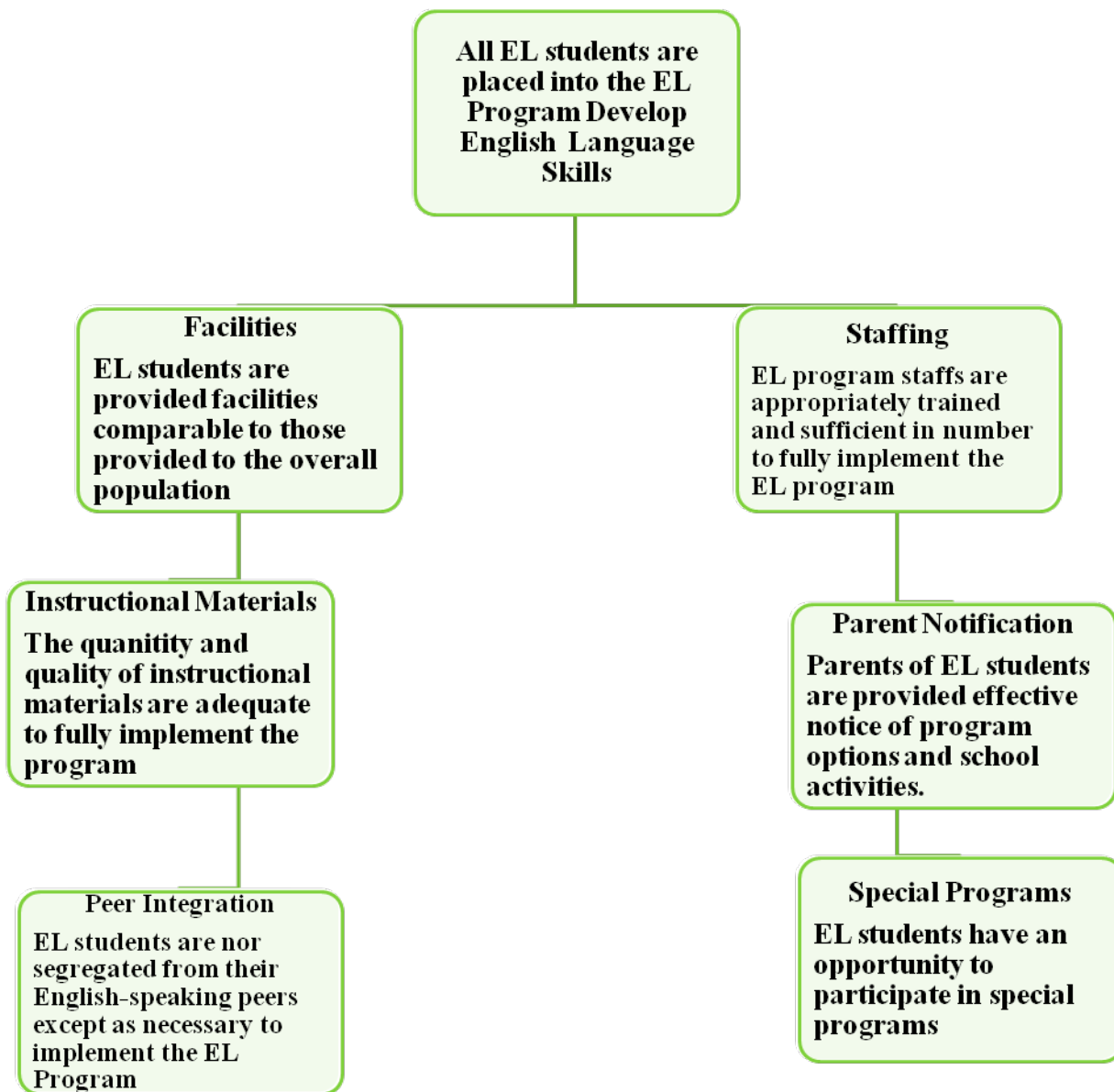
## Key Features Of SDAIE

In effective SDAIE classrooms, principals, and teachers work together to ensure the use of sound practices that make content comprehensible for English Learners. These practices include:

- |   |                               |
|---|-------------------------------|
| 1) Modeling                                 | 7) Bridging                   |
| 2) Contextualizing                          | 8) Building schema            |
| 3) Reframing                                | 9) Developing metacognition   |
| 4) Checking for comprehension               | 10) Monitoring/assessing      |
| 5) Questioning                              | 11) Adjusting speech register |
| 6) Orchestrating all modalities of learning | 12) Interacting               |

For English Learners at Minimally Developed, Somewhat Developed, and sometimes at the Moderately Developed level, access to the core can be facilitated by primary language support. The assignment of a BCLAD teacher is always the best method for providing language support.

However, when there are 10 or more students of the same language who need a particular course and a BCLAD teacher is not available, then the students will be grouped together with a CLAD-certificated teacher and provided a bilingual instructional assistant, who will use the primary language to motivate, clarify, direct, support, and explain.



**Expanded Program (Grades 5-8)**

The Instructional program for students enrolling with ELPAC scores at levels 1 or 2, will consist of a 4-year program and/or a modified program.

**Example of Teacher Monitoring Template (To be completed by English Language Arts Teacher and conference all teachers)**

**Sample**

Year	Criteria	ELPAC Score	Smarter Balance English Language Arts i-Ready Assessment	Grade English Language Arts	SBAC Interim Assessment Results	Teacher Recommendation

As stated **Bert Corona Charter** continues to work closely, one-on-one with teachers reviewing student portfolios in determine if students are eligible for the reclassification redesignation process; which indicates that students, while achieving an early advanced and advanced on the ELPAC were not able to be re-designated as the student did not meet the criteria listed above, specifically the comparison of performance in basic skills.

The *Language Census Report* concludes that ELs are placed in other (undefined) instructional setting and not in a structured ELD program. Every Student Succeeds Act requires a development of a *Local Education Plan*. **Bert Corona Charter** is following and adhering to the California Common Core State Standards/English Language Arts/English Language Development and as outlined in our EL Master Plan for English Learners. Further an assessment of the student's primary language literacy level skill will be used to determine the student's English level, and used as a base for English Language Development.

Goals for ELs are:

1. English learners (ELs) acquire full proficiency in English as rapidly and effectively as possible. (20 USC 1703[f], 6892; EC 300[f], 5 CCR 11302[a])
2. ELs meet state standards for academic achievement. (20 USC 1703[f], 6812, 6892; 5 CCR 11302[b]; *Castañeda v. Pickard* [5<sup>th</sup> Cir. 1981] 648 F.2d 989.)

The instructional improvement plan is based on the student academic achievement, student goals, organizational components Bert Corona Charter and various organizational perspectives or frameworks.

### **Stage 1: Implementing an English Mainstream Service Option**

**Time Frame:** August 2022 through June 30, 2023

**Implementation Target Date:** August 2022

- Integration of the Common Core State Standards English Language Development (ELD) standards into the school-wide curriculum with performance indicators
- Staff development on reviewing ELD Curriculum and ELD/language arts program, and programs to increase vocabulary and English acquisition.
- Staff development on utilizing curriculum standards instruction and assessments to determine academic levels upon enrollment
- Implement assessments to determine academic levels upon enrolling
- Staff development for teachers to learn how to incorporate an English Mainstream (EMI) Service Option and learn and use ELD Teaching strategies.
- Coordinator of Instruction and ELD Teacher observations of other charter school's EMI model
- Implementation of an English Language Development Course, at least two courses ELD 1 for beginning and Early Intermediate. ELD 2 for Intermediate and Early Advance. Since most courses have multiple levels professional development will be provided to staff to differentiate ELD for the multiple proficiency levels.
- Implement state-approved ELD language arts program into ELD courses.

- Action Research: Stages of Concern.

**Stage 2: Follow-up and Monitor Progress**

**Time Frame:** August 2022 through June 30, 2023

**Implementation target date:** August 2022

- Action Research: Survey Levels of Use (LOU)
- Coordinator of Instruction, Director of Academic Achievement, and Student Achievement/Executive Administrator will be available to encourage teachers to focus on lesson design and delivery on the diagnosed linguistic needs of EL's.
- Staff development follow-up to review ELD strategies and ELD program
- Monitor and follow-up on post-assessment results on a monthly basis
- Monitor teachers that are working toward CLAD/BCLAD emphasis.
- Implement ELD component to student portfolio (writing sample graded on set rubric and rubrics for professional levels). A pre and post-writing sample is to be implemented rubric for proficiency levels.
- Provide staff development on the student language proficiency reclassification process
- Implement student language proficiency reclassification process.

## Training Components

<b>Training Component</b>  <b>Professional Development as per California Department of Education</b>	Staff development on reviewing and implementing ELD Curriculum and ELD/Language arts program, and other vocabulary and language acquisition programs. Three Series (Introduction, Implementation, Follow-up) 2 workshops each	Staff development on use assessments aligned to ELD standards to determine academic levels upon enrollment.	Staff development for teachers to learn how to incorporate an English Mainstream (EMI) Service Option and learn and use ELD teaching strategies.
<b>Theory Presentation</b>	Power Point Presentation on English Learner Program	Professional trainer will conduct workshop on using the assessment	Current English Mainstream Instruction (EMI) teachers will conduct an ELD lesson, focusing on ELD strategies.
<b>Modeling</b>	The various features of the materials will be modeled	The trainer will model how to set up the assessments on the computer.	Current EMI teachers will come and conduct an ELD lesson, focusing on ELD strategies.
<b>Practice</b>	Participants will practice using the instructional materials	Participants will practice using the computerized assessment	Participants will form groups and practice ELD strategies on each other
<b>Feedback</b>	Facilitator and other participants will provide feedback.	Facilitator will provide feedback	Current EMI teachers will provide feedback to groups.
<b>Coaching</b>	Facilitator will provide coaching to participants' groups	Facilitator will provide coaching to participants' groups	Current coach will provide support to individual teachers

## **Success Indicators**

The implementation of the ELD program will be reviewed by using assessment data results from indicators as it relates to student academic achievement. Growth on ELPAC assessment will be used to determine if students are meeting set growth target as indicated in their individual learning plan. Goals for ELs are:

1. English Learners (ELs) acquire full proficiency in English as rapidly and effectively as possible. (20 USC 1703[f], 6892; EC 300[f], 5 CCR 11302[a])
2. ELs meet state standards for academic achievement. (20 USC 1703[f], 6812, 6892; 5 CCR 11302[b]; *Castañeda v. Pickard* [5<sup>th</sup> Cir. 1981] 648 F.2d 989.)

The following assessment instruments will be used to monitor progress and to determine student placement (Refer to Reclassification Chart).

- Set growth achievement detailed in individual student learning plan.
- Annual Smarter Balanced Assessment
- Performance Assessments, including an oral presentation and inquiry format
- Student Portfolio: Writing Sample
- ELPAC

In addition, **Bert Corona Charter** will work during the school year toward achieving the following success indicators:

1. English Learners will increase by 3% on the basic redesignation in the Smarter Balanced scores for English/Language Arts section

The California Department of Education's English Learner Master Plan will be used as a resource guide for curriculum planning. Teachers will attend appropriate English Learner training or receive such staff development. This will allow our teachers to become qualified to train other teachers during in-service professional development.

**Bert Corona Charter** teachers also participate in professional development, or the like provided via staff development or university training.

## Monitoring Plan and Staff development

**Bert Corona Charter** understands the importance and use of research-based instructional practices to promote student achievement, resulting in professional development and support in the following areas:

- Design standards-based instruction (using the principles of backwards design)
- Align appropriate assessments to the standards
- Implement instructional activities that are aligned to standards, and reflect research-based best practices
- Teachers are incorporating instructional strategies detailed in Explicit Direct Instruction:
- The traditional backwards design process guides teachers through a three step process:
- Internalization and prioritization of the Common Core State Standards, NEXT Generation and Appendices
- Differentiated assessment methods aligned to prioritized standards and identified learning targets
- Innovative, research-based instructional strategies clearly articulating student learning objectives
- The third step is a process of aligning Common Core State Standards and assessments to real-world learning applications that take the shape of meaningful, meticulous and accessible projects.

In addition, students are involved in conversations about learning objects, instruction and assessment. Teachers continuously communicate, learning objectives to our students while formatively and summatively assessing (benchmarks, diagnostic math & ELA) for student mastery (proficiency) of all concepts mandated within the Common Core State Standards.

Furthermore, this student-centered approach supports a culturally relevant curriculum that connects with students' interests and experiences. The process of student involvement in their own goal setting, facilitated by teachers and parents, affords the student to maintain or engage in learning strategies that reflect academic achievement.

Another implemented process is the Backward Design, which is used by teachers to develop Common Core State Standards - aligned assessments and project-based instructional activities at each grade level across the content areas.

The foundational coursework, as outlined above, uses a repertoire of instructional strategies, curriculum and materials. Instructional strategies include:

- Research-based projects
- Cooperative group work and projects
- Interdisciplinary approaches to curriculum
- The presentation of clearly defined "Learning Targets" for all students by all teachers and clearly understood by all students



- Rubric self-assessment
- The involvement of community members and educational partners in instructional presentation
- Mentoring program
- Implementation of a Professional Learning Community for peer interactions based on the work of nationally recognized work of Paul Bambrick-Santoyo.<sup>9</sup>
- Training and other instructional staff meet the requirements for highly qualified teachers and staff, required by Common Core State Standards, National and California Teaching Standards. These professional development trainings are key in providing teachers and staff, along with all the needed follow-up and implementation of these processes.

Professional development opportunities regarding students with disabilities are provided to teachers and support staff several times throughout the school year. Topics include: Special Education 101, Special Education Snapshots & IEPs, Verbal de-escalation, and Writing Present Level of Performance for IEP meetings. In addition, the school presented a “SPED Series” of PDs for teachers. Topics included: Collaboration, Understanding Student Needs, Planning with Intention, and Providing Feedback to Students with Disabilities. All staff members have access to participate in professional development provided by the **Bert Corona Charter School**.

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<sup>9</sup> *Bambrick-Santoyo, P. (2016) Getting, Better Faster. Jossey Bass.*

### 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 parent engagement	2022-2023 Engagement: Student, teacher and parent engagement	Basics: Provide an appropriate Basic Condition of Learning	Basics: Provide an appropriate Basic Condition of Learning					
<b>LCAP Goals</b>	<p><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)</p>	<p><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)</p>	<p><b>Goal 2:</b> Increase meaningful and purposeful student, teacher, and parent engagement. (State Priorities: 3 Parent Engagement, 5 Student Engagement, &amp; 6 School Climate Culture)</p>	<p><b>Goal 2:</b> Increase meaningful and purposeful student, teacher, and parent engagement. (State Priorities: 3 Parent Engagement, 5 Student Engagement, &amp; 6 School Climate Culture)</p>	<p><b>Goal 3:</b> Provide and appropriate Basic Condition of Learning Social-emotional and behavioral support with extended classes and enrichment activities for students, and ensure all students are actively engaged and supported through a safe, healthy, and rigorous learning environment. (State Priorities: 1 Basic Services, Other Pupil Outcomes)</p>	<p><b>Goal 3:</b> Provide and appropriate Basic Condition of Learning Social-emotional and behavioral support with extended classes and enrichment activities for students, and ensure all students are actively engaged and supported through a safe, healthy, and rigorous learning environment. (State Priorities: 1 Basic Services, Other Pupil Outcomes)</p>					
	<p>Annual Progress on CA Dashboard (Status &amp; Change) English Language Arts Mathematics Chronic Absenteeism Suspension Rate English Learner Progress</p> <p>All Students</p> <ul style="list-style-type: none"> <li>• Latino</li> <li>• African American</li> <li>• English Learners</li> <li>• Economic</li> <li>• 2-3% growth on CAASP</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="text-align: center;"><b>Reading</b></td></tr> <tr><td style="text-align: center;">67% Met</td></tr> <tr><td style="text-align: center;">(i-Ready Results)</td></tr> <tr><td style="text-align: center;"><b>Math</b></td></tr> <tr><td style="text-align: center;">59% Met</td></tr> <tr><td style="text-align: center;">(i-Ready Results)</td></tr> </table>	<b>Reading</b>	67% Met	(i-Ready Results)	<b>Math</b>	59% Met	(i-Ready Results)	<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</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: 96% Teachers participated in professional professional development throughout the year on going coaching, monitoring and feedback provided to teachers</p>	<p>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</p>
<b>Reading</b>											
67% Met											
(i-Ready Results)											
<b>Math</b>											
59% Met											
(i-Ready Results)											

<p>Annual Progress on CA Dashboard (Status &amp; Change)  <u>Verifiable Data i-Ready</u>                  2021-22: Met  <u>Met using Verifiable Data</u>  <u>Reading:</u>                  Reading                  67% Met-Typical Growth (i-Ready Results)                  Reading: 3% increase, 50 point iReady growth, 15 students raised test scores by 30 points, 60% met RIT growth goal, 100 point Lexile increase  <u>Met Verifiable Data</u>  <u>Mathematics:</u>                  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>PD in ELA, Math, NGSS, ELD, Tech, Differentiation</p>	<p>PD in ELA, Math, NGSS, ELD, Tech, Differentiation</p>
<p>100% Teacher Proper Credentials Assignments                  2021-22: Met: Restructured SFA/ELD classroom</p>		<p>ADA rate above 90% (Chronic Absenteeism) Due to COVID-19 Attendance Committee   <u>2021-2022 Met:</u> Due to COVID-19 Attendance Committee specific vision and goal(s) for outreach (2021-22). and enrollment in 22-23. The team continues to address the issues and have a detailed action plan and/or a marketing strategy calendar, which includes quarterly check-ins to ensure that the implementation is successful.</p>	<p>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>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>

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 2021-2022 Met: 100% of facilities safe and secure
100% of Student access to Broad Course of Study 2021-22 Met all students have access to Broad Course of Study	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					
ELA	Math				
2021-2022 Met Growth Goals as presented above.					



**BERTCORONA**  
CHARTER HIGH SCHOOL

## ENGLISH LEARNER PLAN (EL)

### VISION

The vision for **Bert Corona High School (BCHS)** is to create a place of learning that empowers students to become functional and prepared communicators for the demanding global requirements of the future. The high school will provide a mutually supportive and positive learning environment in which every member will develop communications, technological, and leadership skills to foster self-confidence and personal growth. Emphasis will be placed on challenging students to develop problem-solving and interpersonal skills to succeed in the 21st Century through Service-Learning, Linked Learning, and Media Arts Career Technical Education (CTE) Pathway and technology integration across subjects. Early College Access, Service-Learning, and Linked Learning (Media Arts CTE Pathway) is the basis of the Bert Corona High School's educational focus and builds on core strengths from the Bert Corona Charter Middle School Service-Learning, Project-Based Learning, and the strong technology integration (all students receive chrome books for class and homework assignments).

### MISSION

**Bert Corona High School's** mission is to prepare students for academic success in high school; as well as, post-secondary education and careers, prepare students to be responsible and active participants in their community, and enable students to become life-long learners. Students at the high school will become active citizens characterized by the ideals of a diverse and democratic society. Our students will provide service to their community, take responsibility for their own learning, and develop the habits of mind that will empower them to be successful in high school and beyond.

**School Year 2022-2023**

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## Introduction

*Federal and state laws require each Local Education Agency (LEA) to monitor student academic progress and provide additional and appropriate educational services to ELs in kindergarten through grade twelve to overcome language barriers in each subject matter. Actions to overcome academic content barriers must be taken before the deficits become irreparable. (20 U.S.C. §§ 1703 [f]; EC §§ 305[a][2], 310; 5 CCR § 11302[b]; Castañeda v. Pickard, 648 F.2d 989Cir. 1981)*

All YPIC schools provide a Multi-Tiered System of Supports (MTSS) for the early identification and provision of support to students who are struggling academically, linguistically, social-emotionally and/or behaviorally in the general education setting. MTSS includes three tiers of strategies and research-based accelerations/accelerations for service delivery, a problem-solving method, and an integrated data collection system that informs decisions at each tier of support. As part of the monitoring cycle, all YPICS Executive Administrators, teachers and support staff provide English Learners (ELs) and Standard English Learners (SELS) with quality educational programs and services that are based on current research, and provide accelerations when applicable.

## ENGLISH LEARNER

The Roadmap Principles adopted by the California Department of Education are as follows:<sup>1</sup>

### ***Principle #1: Assets-Oriented and Needs-Responsive Schools***

*Pre-schools and schools are responsive to different EL strengths, needs and identities, and support the socio-emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.*

### ***Principle #2: Intellectual Quality of Instruction and Meaningful Access***

*English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.*

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<sup>1</sup> <https://www.cde.ca.gov/sp/el/rm/elroadmappolicy.asp> The California State Board of Education unanimously approved the California English Learner Roadmap State Board of Education Policy: Educational Programs and Services for English Learners (EL Roadmap Policy) on July 12, 2017



**Principle #3: System Conditions that Support Effectiveness**

*Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities, and utilize valid assessment and other data systems that inform instruction and continuous improvement; resources and tiered support is provided to ensure strong programs and build the capacity of teachers and staff to build on the strengths and meet the needs of English learners.*

**Principle #4: Alignment and Articulation Within and Across Systems**

*English learners experience a coherent, articulated and aligned set of practices and pathways across grade levels and educational segments beginning with a strong foundation in early childhood and continuing through to reclassification, graduation and higher education. These pathways foster the skills, language(s), literacy and knowledge students need for college- and career-readiness and participation in a global, diverse multilingual 21<sup>st</sup> century world.*

According to the *California English Learner Roadmap*, Principle One<sup>2</sup>, assets oriented and needs-responsive schools recognize that there is no single EL profile and no one-size-fits-all approach that works for all ELs, programs, curricula, and instruction. It is critical that our schools respond to the different EL students' needs, identities and experiences through the implementation of assets-based instructional programs.

*Newcomers* are foreign-born ELs enrolled in U.S. schools for 3 years or less. These students' educational needs are different from those of other ELs. For example, they may need Basic English language literacy support.

- *Potential Long-Term English Learners (PLTELEs)* are EL students in 9<sup>th</sup> through 12<sup>th</sup> grade who have been in U.S. schools for 4 to 5.9 years without meeting the criteria for reclassification.
- *Long-Term English Learners (LTELs)* are EL students in 9<sup>th</sup> through 12<sup>th</sup> grade who have completed 6 full years in U.S. Schools without meeting the criteria for reclassification.

Newcomers and PLTELEs who meet progress expectations benchmarks are considered to be making adequate academic progress. However, PLTELEs and LTELs who are not meeting the progress expectations benchmarks are identified as At-Risk ELs. The school's support team develops and monitors an acceleration plan for At-Risk EL

This document builds on our core beliefs. First, students' learning and achievement are at the center of all our policy decisions and are the focus of the English Learner Master

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<sup>2</sup>[https://www.cde.ca.gov/sp/el/rm/English\\_Learner\\_Roadmap](https://www.cde.ca.gov/sp/el/rm/English_Learner_Roadmap). *The California State Board of Education unanimously approved the California English Learner Roadmap State Board of Education Policy: Educational Programs and Services for English Learners (EL Roadmap Policy) on July 12, 2017*

Plan. Families are critical partners in the privilege and responsibility of ensuring that all multilingual students become proficient in English and master the academic content required of every student in California. English learners face the dual tasks of learning rigorous academic subject matter while simultaneously mastering a new language.

We acknowledge that English learners face enormous challenges, yet they also bring vital linguistic and cultural assets to our community. At **Bert Corona Charter High School** we value and promote 21<sup>st</sup> Century college and career ready knowledge and skills, as well as multilingual and multicultural proficiencies that provide real advantages to our students in today's complex, interconnected world. We strive to achieve these academic and linguistic goals by implementing the highest quality, evidence-based programs and services for these students. While the plan describes procedures and systems that are required by state and federal law, this plan describes what is to occur in the classroom. We promote culturally responsive teaching that acknowledges the strong cultural heritages of all ethnic and linguistic members that live in Los Angeles.

Our goal is to build on that rich heritage and expand upon it to ensure that our students have the tools they need to achieve their dreams. Our teacher handbook includes descriptions of some of the research-based practices that **Bert Corona Charter High School** endorses and expects to see these strategies used in classrooms. Professional development efforts will be focused around the use and implementation of California Common Core State Standards for English Language Development strategies.

The mastery of standard, academic English is an issue of access, equity, and social justice. The **Bert Corona Charter High School** believes that a student's education should not be determined by his or her race, ethnicity, linguistic background, or socioeconomic status. We acknowledge the role that each of our individual characteristics plays in making our students who they are, and in our language learners; whether we are learning a new language, new vocabulary related to a program of study or a job, or different registers of speech in varied social settings. We are all continually learning to use language. Therefore, all teachers are teachers of language. With California's adoption of the new Common Core State Standards, and their emphasis on academic language and literacy across the disciplines using the English Language Development component will further support our students in the acquisition of English.

**Bert Corona Charter High School** further supports and provides language enrichment through the Success for All Program as we build students' mastery of State standards, academic English and academic content proficiency. In this plan, we endorse teaching practices and strategies that respect, affirm, and build upon the language and culture of each child.

The **English Learners Plan** was developed to successfully provide educational services to our English Learners by addressing the following eight components:

1. Goals for English Learners
2. Initial Student Identification

3. Instructional Programs
4. Placement of Students and Reclassification Process
5. Evaluation, Monitoring and Accountability
6. Staffing and Professional Development
7. Parent Advisory Committees
8. Funding

This comprehensive **English Learners (EL) Plan** is premised on the ideal of equal educational opportunities for ALL students; it provides a comprehensive delivery system that will meet the needs of our English Learner students by:

- a) Providing a framework of the English Learners Program.
- b) Providing identification and assessment of appropriate instructional placement.
- c) Providing staff training programs; which will enhance bilingual competencies of personnel.
- d) Providing a balanced curriculum to ensure preparation and ongoing guidance to our students.
- e) Providing a method and criteria for selections, development, evaluation, and adoption of curriculum materials.
- f) Providing in-service training to develop and improve instructional strategies.
- g) Ensuring the participation of staff, parents, students, and community members in the planning and implementation of the programs for our English Learners students.
- h) Determining and providing administrative leadership and fiscal needs to actualize the *English Learners Plan*.
- i) Providing periodic and ongoing evaluations of the instructional programs and its effectiveness, making modification as needed.
- j) Ensuring that the evaluation of resources is supplemental and distributed equally through all schools.

This *EL Plan* is the structure and foundation for an effective and successful instructional program for our EL students. The plan will be monitored and evaluated for necessary modifications to best meet the needs of our students on an ongoing process.

All **Bert Corona Charter High School** personnel, teachers, staff, and administrators are expected to follow the procedures specified in this *EL Master Plan*. Staff members who find ways to improve on these practices are encouraged to bring any proposed modifications to the attention of the principal, for written approval to ensure that any such modifications meet the standards set by our governing board and are consistent with state and federal law. **All** responsible personnel at **Bert Corona Charter High School** are to fully implement this *EL Master Plan*.

The major goals for English learners are to develop proficiency in English and in the school's core curriculum as rapidly and as effectively as possible in an established

English-language classroom. English learners are reclassified as fluent English proficient after meeting established criteria to ensure these students have overcome language barriers, have recouped any academic deficits incurred in other areas of the curriculum, and can demonstrate English-language proficiency comparable to that of the school's average native English-language speakers.

### **English Learners Vision Statement**

*We believe in the potential of our students.*

*We believe **ALL** students must have equal access to a high quality education.*

*We believe and acknowledge that English Learner (EL) students have a rich language and cultural background that provides a strong foundation for learning.*

*We hold that knowledge is not language-based.*

*We acknowledge that academic proficiency in the English Language is necessary for educational and professional success.*

Based on these beliefs, **Bert Corona Charter High School** addresses the needs of its EL students, grades 9<sup>th</sup> through 12<sup>th</sup> through a comprehensive educational plan, which incorporates the acquisition of the English language while providing the option of increasing academic proficiency in the students' primary language and preserving their cultural heritage.

### **Components of the Vision**

1. English is a vehicle for access to education. Not being able to speak the language used in schools for instruction is, therefore, a barrier to an education and limits the potential of students in **Bert Corona Charter**.
2. A child's primary language is part of his or her identity. Learning to speak and write in one's Home Language, having that language incorporated into one's education, and making the choice about how and when one uses it are basic human rights. To ask children not to use their Home Language or adopt a new language is the same as asking them to deny their identity or to take on a new one.
3. Language resources. A child's home language is a resource to be conserved, protected, and developed. **ALL** EL students should have the option to become fully bilingual and bi-literate.

As we create an excellent English Learner Program for our students, it is important that our school community embraces the following:

- Builds an understanding about the needs of English Learners and about the impact of language and culture on education.
- Provides the leadership, builds the will, and create the attitudes to better enable educators to welcome and embrace English Learners.
- Creates the structures that support academic success for English Learners.

- Builds the capacity to deliver programs that address the specific needs of our English Learners.
- Implements an accountability model that ensures the success of English Learners in our schools.

### **Goals For English Learners Program**

**Bert Corona Charter High School** will incorporate an ELD program that is aligned with the California Common Core State Standards-English Language Development that will target students who are developing their English language skills that will include:

- Ongoing measurement of each EL student's progress toward English language proficiency, through the use of ELD portfolios.
- Use of Explicit Direct Instruction, small group instruction, and small group tutoring throughout the day to assist EL students.
- Ongoing professional development in the area of sheltered instruction and specially designed academic instruction in English (SDAIE) for all subject area teachers, primarily using the Sheltered Instructional Observation Protocol (SIOP) model.
- Opportunities for ELD level 1 and 2 students to receive additional instructional support during the Success For All Reading Block with the Rosetta Stone Program.

Title III funding from the federal government to help English learners to speak, read, and write in English and to achieve in reading and mathematics. **Bert Corona Charter High School** will receive Title III funds that are reviewed each year, as required under every Student Succeeds Act, to see if they meet the Annual Measurable Achievement Objectives (AMAOs) for our English learners:

AMOS for English Learners

Annual Measurable Achievement Outcomes	Measurable Goals
<ul style="list-style-type: none"> <li>• Progress in learning English</li> <li>• Increase one proficiency level</li> <li>• Initial Fluent (IFEP) Well developed, Intermediate English Learner-somewhat to moderately developed, Novice English Learner - minimally developed must reach English Proficient level bringing all skills to Intermediate Level.</li> <li>• English Proficient levels are expected to maintain that level.</li> <li>• <u>Emerging</u>: Students at this level typically progress very quickly, learn to use English for immediate needs, and begin to understand and use academic language for the grade level, with substantial language support provided.</li> <li>• <u>Expanding</u>: Students at this level use their growing language skills in more advanced ways that are appropriate to their age and grade level, with moderate language support provided.</li> <li>• <u>Bridging</u>: Students at this level can independently use a variety of high-level English language skills and fully participate in grade-level academic activities in all content areas, with light language support provided.</li> </ul>	<p>Administer the ELPAC to ascertain the level of proficiency.</p> <ul style="list-style-type: none"> <li>• Conduct analysis of ELs</li> <li>• Identify factors that contribute to meeting or not meeting AMAOs.</li> <li>• Use the English Learner Plan of Action-will be visited yearly and/or on an ongoing basis.</li> <li>• Work with teachers, parents and staff to provide services.</li> <li>• Use of MTSS process for all students</li> </ul>
<p>Progress in the percentage of students who become proficient in English</p>	<p>Increase English Learner reclassification ratio yearly. Continue to Monitor students who have been reclassified and work with students at each level.</p>

Academic targets in English-language Arts Participation Rate Percentage Proficient or Above	Monitor and assist EL students to meet academic targets in English Language Arts of 5% (Increasing yearly)
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*YPICS' 2022*

Holding quarterly meetings with parents to discuss each student’s progress toward English language proficiency.

English Learners will achieve and sustain high levels of academic, linguistic and cultural competency. The goals are:

- The English Learner Master Plan programs will be developed and fully implemented.
- **ALL** English Learners will master the English language as efficiently and effectively as possible.
- **ALL** English Learners will achieve academic success.
- There will be a substantial increase and optimization of EL and RFEP participation in gifted and talented programming, and other programs such as Helping Young People Excel (HYPE). HYPE provides our students with the guidance and resources to qualify for admission at elite college-prep independent high schools and for Advance Placement programs in public schools. HYPE provides a blend of intense programming and services to help students’ access and succeed in high school and beyond. ELs and RFEPs will have representation in success with college entrance exams and enrollments in colleges and universities consistent with their size of the entire student enrollment.
- ELs and RFEPs will continue traditions of responsibility and positive relationships within their families and home community and will be prepared to develop the ability to live and work productively in various cultural settings throughout the wider society.
- ELs and English Only students enrolled in programs where they will master listening, speaking, reading, and writing in Spanish as well as English.
- Parents of ELs and RFEPs will be engaged and represented in their children’s education consistent with the proportion of the students enrolled.

English Learners will develop the skills necessary to be successful citizens. These skills include:

- Academic preparation
- Information literacy
- Fluency in technology
- Cross-Cultural sensitivity
- Interpersonal communication

- Community and civic participation
- Social and environmental responsibility.

### **Essential Elements for English Learner Programs**

In order to create the necessary conditions for English Learners to achieve at higher levels **Bert Corona Charter High School** will implement the following essential elements.

### **Learning Environment**

English Learners at **Bert Corona Charter High School** will be provided a safe, non-threatening and affirming learning environment in which it is the norm for them to:

- Interact, collaborate, communicate, and negotiate with their peers.
- Experience an education that is rich and challenging, which will prepare the student to be college and career ready.
- Use and fully develop their language and culture.
- Have their voices heard and reflected throughout the school community.
- Share equitably in the allocation of access and resources.

### **Curriculum**

English Learners will have access to a challenging, well-articulated curriculum, which builds bilingualism and bi-literacy. This curriculum will be:

- Based on and aligned to the California Common Core State Standards, English Language Development, California Department of Education State and **Bert Corona Charter High School** standards.
- Rigorous, meaningful, purposeful, interesting, and rich.
- Student-centered and student-friendly.
- Multicultural
- Designed to provide authentic and ongoing reflection

### **Pedagogy**

English Learners will have access to culturally and linguistically responsive teaching strategies that are focused on their experiences, interests, and needs. This includes:

- Complex, hands-on learning experiences.
- Opportunities for active processing, deep and critical thinking, and reflection.
- Connections between new and prior knowledge.
- Examining issues of social justice, which have daily impact on students' families and their communities.



## Instructional Resource

### English Language Arts

The CA Common Core State Standards was updated as stated in the Department of Education Publications Senate Bill 1200, Statutes of 2012 and provided an update for: English Language Arts and Literacy in History/ Social Studies, Science and Technical Subjects (CA CCSS for ELA/Literacy). The CA CCSS for ELA/Literacy were modified on March 13, 2013, following the recommendation of State Superintendent of Public Instruction Tom Torlakson, to include the addition of the College and Career Readiness Anchor Standards and technical changes.

The English Language Arts courses will prepare students for thoughtful study by conveying the importance of being active thinkers during reading and writing exercises. In the area of curriculum development and language arts instruction for grades 9-12, **Bert Corona Charter High School** will:

- Develop and or adopt an English Language Arts curriculum that incorporates the grade-level curriculum content specified in the Common Core State Standard.
- Integrate reading, writing, speaking, and listening to form a greater understanding of history-social science, mathematics, and science.
- Develop important “habits of mind” in the form of evidence, connections and patterns, supposition, and meaning that will produce active and thoughtful writers, poets, researchers, and speakers.
- Teach students to read with ease, fluency, and enjoyment.
- Expose students to multicultural fiction, non-fiction, poetry, essays, and scripts.
- Teach students to write with clarity, expression, and purpose.
- Coach students to deliver and critique oral presentations effectively.
- Engage students to reflect upon ways literature and writing impact their lives through authentic writing and multicultural literature selections.
- Integrate appropriate technology and technological analysis into the study of English-Language Arts.
- Adopt and implement Common Core State Standards.

As stated the CA ELD Standards, which emphasize that ELs at all, English language proficiency levels are engaged in the type of rich instruction called for in the CA CCSS for ELA/Literacy, with appropriate scaffolding that attends to their particular language learning needs. The goal of the CA ELD Standards is that at each grade level or span, is to ensure that ELs are fully supported as they read, analyze, interpret, and create a variety of literary and informational text types;

- Develop an understanding of how language is a complex, dynamic, and social resource for making meaning;

- Develop an understanding of how content is organized in different text types across disciplines using text organization and structure, language features, and vocabulary depending on purpose and audience;
- Become aware that different languages and varieties of English exist;
- Recognize their home languages and cultures as resources to value in their own right and to draw upon in order to build proficiency in English;
- Contribute actively to class and group discussions by asking questions, responding appropriately, and providing useful feedback;
- Demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia; and Develop proficiency in shifting registers based on task, purpose, audience, and text type.
- This framework for implementation of the CA CCSS for ELA/Literacy and CA ELD Standards is a critical and essential contribution toward achieving this goal.

### **Guiding Principles**

The following guiding principles and beliefs informed the development of the framework:

- Schooling should help all students achieve their highest potential.
- The responsibility for learners' literacy and language development is shared. ELA/ELD curricula should be well designed, comprehensive, and integrated. Effective teaching is essential to student success.
- Motivation and engagement play crucial roles in learning.

### **Family and Community Engagement**

**Bert Corona Charter High School** promotes strong family and community engagement programs. These programs include: Quarterly Parent Conferences, Parent Advisory Committee equivalent to the English Learners Advisory Committee (ELAC), Bi-Annual Mini-Conferences, and monthly Parent Meetings at school site; which will include ongoing communications through letters, telephone, which support meaningful involvement and actively promote the development of parent and community leaders who effectively advocate on behalf of English Learners.

These programs help English Learner families establish home environments that support their children's learning. First, they develop communication strategies that engage everyone to design effective forms of school-to-home and home-to-school communication. Secondly, they recruit and organize family/community to support parents in their **Bert Corona Charter High School** policy as well as the decision-making process.

Ensuring the educational success of every child requires a concerted, collaborative effort on the part of parents, teachers, administrators, and the community at large.

### **Staffing and Professional Development**

Based on a clear and common vision of what constitutes effective teaching for English Learners, along with well-defined standards of practice and performance which explicitly

state what teachers should know and do to meet the diverse needs of English Learners, **Bert Corona Charter High School** is developing a coherent and comprehensive professional development program. This program assists teachers who work with English Learners to close the achievement gap and accelerate student achievement and language proficiency through grade twelve. The program will also be designed to increase the rate of English Learners who successfully attend college and advanced learning institutions.

### **MONITORING PROCEDURES**

The Initial English Language Proficiency Assessments for California (ELPAC) window is from July 1 through June 30. Local educational agencies will conduct a Home Language Survey (HLS). If the HLS indicates English as the primary language, the student is classified as English only (EO) and the process stops. If the HLS indicates a language other than English as the primary language, the student must take the Initial ELPAC. The HLS survey has four questions, but if a language other than English is indicated on the fourth question only, then the student may be tested at the local educational agency's discretion. Access the HLS on the California Department of Education (CDE) English Learner Forms web page at <https://www.cde.ca.gov/ta/cr/el/forms.asp>.

The Initial ELPAC process:

1. *Notify the parent or guardian as soon as possible, in writing, that the Initial ELPAC will be administered. You may use the Parent and Guardian Notification Template found on the CDE Parent Notification web page at <https://www.cde.ca.gov/sp/el/t3/elparentletters.asp>.*
2. *Administer the Initial ELPAC by a trained ELPAC test examiner either as a computer-based assessment (CBA) or paper-pencil test (PPT) assessment.*
3. *Score the Initial ELPAC. Please reference Where to Submit Answers for the ELPAC for more information on where to enter scores with the CBA and PPT:*
4. *Student Score Reports will be available in the Test Operations Management System (TOMS) 48 hours after Data Entry Interface (DEI) entry and scoring of all four domains for the student is complete.*
5. *Verify that the TOMS automatically fed the status of English learner (EL) or initial fluent English proficient (IFEP), based on the official score, into California Longitudinal Pupil Achievement Data System (CALPADS).*
6. *Notify the parent/guardian, in writing, of Initial ELPAC results within 30 days of the CALPADS enrollment date by using the sample parent notification letter templates available on the CDE Parent Notification web page at <https://www.cde.ca.gov/sp/el/t3/elparentletters.asp>. If the student is classified as an EL, administer the Summative ELPAC every spring until the student is reclassified as fluent English proficient.<sup>3</sup>*

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<sup>3</sup> <https://www.cde.ca.gov/ta/tg/ca/documents/elpacwheresubmit.pdf>.

General performance level descriptors (PLDs) for the Summative English Language Proficiency Assessments for California (ELPAC). These Summative general below PLDs take into account the categories of Emerging, Expanding, and Bridging. The language in the description draws from the language used to describe those categories on page 20 of the [2012 California English Language Development Standards: Kindergarten Through Grade 12](#)(PDF)<sup>4</sup>.

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<sup>4</sup> [2012 California English Language Development Standards: Kindergarten Through Grade 12](#)(PDF)

Summative English Language Proficiency Assessments Levels for California (ELPAC)

Level	Description
4	English learners at this level have <b>well developed</b> oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).
3	English learners at this level have <b>moderately developed</b> oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Expanding” proficiency level through the lower range of the “Bridging” proficiency level as described in the CA ELD Standards.
2	English learners at this level have <b>somewhat developed</b> oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the “Expanding” proficiency level as described in the CA ELD Standards.
1	English learners at this level have <b>minimally developed</b> oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the CA ELD Standards.

<https://www.cde.ca.gov/ta/tg/ep/elpacqpld.asp>

The practices, in agreement with the Castañeda standards, exhibit the following characteristics:

1. They have a research basis that holds promise to have local impact.
2. They are monitored using local metrics of system implementation and adult learning outcomes.
3. They pay attention to evidence of student learning outcomes and make adjustments as needed.<sup>5</sup>

The use of evidence in continuous improvement cycles is fully consonant with the local capacity-building approach of the *Blueprint 2.0* as well as the Local Control Funding Formula and the LCAP priorities and the State Board of Education's approach to our school's accountability.<sup>6</sup>

Although progress monitoring begins in the classrooms, our school support system plays a critical role in monitoring the progress of ELs at the school site. Key functions receive and participate in an effective instructional program and monitor the language and academic progress of ELs. The monitoring process includes:

- Schoolwide monitoring
- Monitoring specific student groups (Newcomers, PLTELEs, and LTELs)
- Monitoring individual At-Risk EL students

The school site Executive Administrator is responsible for ensuring that the monitoring system is in place, and may designate the EL designee as the lead designee. At least one of the core members of Instruction Leadership Team (ILT) should have experience, knowledge, and/or training in the instructional program options for ELs, the English Learner Master Plan, as well as services provided through a Comprehensive ELD Program-Success For All and Elevate. The core Instruction Leadership Team (ILT) meets to review and monitor EL data should be minimally comprised of the EL designee and the Executive Administrator.

These meetings may also require the expertise of support staff such as a school psychologist, teacher and attendance counselors, resource teacher, special education teacher, etc., to address individual At-Risk student needs and recommend and/or provide applicable support. Applicable support that includes addressing the needs of the community, foster and homeless families including all wrap-around services.

During each reporting period, the Infinite Campus *EL Monitoring Roster/Infinite Campus EL Roster* is generated and compared with the Snap Shot progress expectations to

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<sup>5</sup> <https://www.cde.ca.gov/sp/el/rm/charexmpls.asp> *The California State Board of Education unanimously approved the California English Learner Roadmap State Board of Education Policy: Educational Programs and Services for English Learners (EL Roadmap Policy) on July 12, 2017*

<sup>6</sup> Ibid

identify students who may be falling behind in English language development and/or core content areas. The EL *Progress Profile/EL Snap Shots* and *Individual Reclassification Plan (IRP)*; such English Learner Report (ELPAC), NWEA, are additional data sources that are used to support in comparing the EL student's progress in the meeting to establish progress expectations. The Instructional Leadership Team (ILT)- meets regularly to examine student data for school wide monitoring (i.e. by grade level, courses/classes), student group monitoring and to identify individual ELs who might need Tier 2 or Tier 3 support.

<b>2021-2022 YPICS Reclassification Criteria</b>		
<b>Criteria</b>	<b>General Education</b>	<b>Student w/Disabilities</b>
<b>ELPAC</b>	Overall Performance of Level 4	Oral, Speaking or Listening And Written, Language-Reading and Writing
<b>Smarter Balanced Assessments</b>	Met or Exceeds	Met or Exceeds IEP Evaluation
or	Average or Basic	<ul style="list-style-type: none"> <li>• Woodcock-Johnson Tests of Achievement, Fourth Edition (WJ-IV)</li> <li>• Kaufman Test of Educational Achievement, Third Edition (KTEA-III)</li> <li>• Brigance Comprehensive Inventory of Basic Skills (CIBS II)</li> <li>• Other assessments that provide a valid and reliable score:</li> <li>• The Language Reading Scale (LRS)</li> <li>• Progress Assessment in Reading (PAR)</li> <li>• Gates-MacGinitie Reading Test (GMRT)</li> <li>• Gray Oral Reading Test (GORT)</li> <li>• Test of Silent Contextual Reading Fluency (TOSCRF)</li> </ul>
<b>NWEA Assessment</b>	Average or Basic	Reading Inventory (Houghton Mifflin)
<b>Teacher Evaluation</b>	C or Better SST Evaluation	C or Better SST Evaluation
<b>Parent Consent</b>	Parent Letter	Parent Letter

*Developed by YPICS staff 2021-2022*



## Monitoring Resources

Administrators, teachers and staff have access to various monitoring resources or tools that support with collection of student data and student progress monitoring. Monitoring resources include and not limited to the Infinite Campus *EL Monitoring Rosters*, *EL Progress Profiles* and the *EL Dashboard*, NWEA results, student work, teacher recommendations and parent consent.

*EL Monitoring Roster* is a report available in Infinite Campus, which includes students' most recent data on English Language Proficiency Assessments for California (ELPAC), Smarter Balanced Assessment (SBA), basic skills assessments and grading marks. The *EL Monitoring Roster* is used to identify students in need of linguistic and/or academic acceleration. Schools need to also annotate the roster with information of supports and accelerations provided to the identified At Risk ELs. Infinite Campus allows for sorting and detailing individual student information and data.

The *Individual Reclassification Plan (IRP)* is a student report available in Infinite Campus and it is used to monitor progress and the academic needs and strengths of PLTEs and LTEs. This report is used for all At-Risk ELs to monitor progress towards reclassification. The IRP is used with the progress expectations charts (to monitor student progress, as well as assist individual students with developing linguistic and academic goals.

*NOTE: All At-Risk ELs must have documented data within the Infinite Camp Folder. The IRP is available in Infinite Campus under Reports English Learner Individual information, which includes reclassification information.*

The *EL Progress Profile* is a student report available in Infinite Campus, which displays the reclassification criteria, indicating specifically whether a student has met or not met each criteria measure for reclassification.

The *EL Dashboard* is a platform that contains school-level EL data. The *EL Dashboard* can be accessed on the individual students file.

## Progress Monitoring Procedures

For schoolwide monitoring and specific EL student groups monitoring, the ILT shall utilize an ILT Meeting Log to document the following:

- Type of acceleration(s) needed and offered
- Start and end date of acceleration(s)
- Number of hours of acceleration(s) provided
- Language skill(s) and/or subject area(s) addressed
- Information about the students' response to the acceleration(s)

*NOTE: For any students who require Tier 2 or Tier 3 support, the ILT must convene to develop a specific acceleration plan using the ILT Student Acceleration Plan form, which is available on Infinite Campus, refer to [Infinite Campus](#).*

### **Accelerations And Enrichment For At-Risk ELs**

The Executive Administrator must convene to recommend an acceleration plan with specialized support for identified At-Risk ELs as part of their schoolwide, group, and individual student monitoring. The acceleration plan includes English language support that is appropriate to the students' linguistic and/or academic needs. The ILT must also monitor the plan's implementation and the effectiveness of the acceleration services provided.

The YPICS acceleration program reflects a multi-tiered approach to instruction. Strategies include, but are not limited to, any of the following:

- Specific academic support
- Specialized reading, writing or math instruction
- Designated English Language Development (ELD)
- Differentiated instruction using Integrated ELD (ELD) methodology in core classes
- After school tutoring addressing identified needs of students
- Language and/or academic enrichment

*NOTE: The purpose of acceleration and enrichment is to explicitly support language and academic skills needed by ELs through direct instruction and the use of appropriate strategies.*

Since the ILT monitors the whole child, the team takes into account not only academics but also behavioral, attendance and social-emotional factors that are relevant when analyzing EL progress.

To determine appropriate accelerations and assess their effectiveness for individual ELs, the EL plan will be implemented during the 2021-2022 and 2022-2023 academic years. Teachers, staff and families receive an orientation to the plan, outlining the plan implementation that outlines the platforms and strategies that will be used during distance learning and on campus learning to engage students and provide the instructional support and scaffolds needed to make content accessible to students and be invited to serve on the committee to guide and evaluate the effectiveness of the plan.

The English Learner plan will be implemented and will maintain evidence of the academic achievement and the acquisition of English for English Learner students as measured by the English Language Proficiency Assessment for California (ELPAC) <https://www.elpac.org/><sup>7</sup>, CAASPP, RFEP Monitoring documents, as well as based on curricular and local assessments as indicated in the YPICS EL Reclassification Criteria.

Annual EL Parent ELPAC and Reclassification Workshop will support parents to understand the adjustments to the 2022-23 Summative ELPAC and the online 2022-2023 Initial ELPAC testing dates and how they were either administered remotely or in person; how to interpret the Initial and Summative ELPAC reports; the new alternative criteria for

<sup>7</sup> [cdfile://localhost/e.ca.gov https://www.elpac.org:](https://www.elpac.org/)

reclassifying certain students with disabilities; and the proposed administration of the 2022- 2023 Summative test.

Pre/Post teacher survey data will be used to identify individual teacher's professional development needs regarding how to best support ELs through both designated and integrated ELD instruction during distance learning and on campus learning using not only teacher feedback but classroom observations conducted by academic coaches and site Executive Administrators as well.

- English Proficiency ELs and SELs will make gradual progress in their development of academic English, attaining English Language proficiency and progress at the minimum rate of one ELD level per year.
- Teachers will continue to use historical EL student data to facilitate reflection and goal setting conferences to create student awareness of areas of strengths and weaknesses:
- Teachers will use data from Initial ELPAC and Summative ELPAC data from prior years to identify and provide targeted instructional support to help students to measure specific growth gains in the overall score as well as the 4 domains of listening, speaking, reading, writing.
- ELPAC test historical data will be used for 9<sup>th</sup> through 12<sup>th</sup> grades for Teachers to facilitate the student reflection process regarding their own progress.

Students will document how they performed in the 4 domains: Listening; Speaking; Reading; Writing using the specific descriptors of Beginning; Somewhat/Moderate Well Developed. Students will identify the domains in which they need to grow and develop specific, achievable and measurable goals/smart goals in the area of ELD to monitor their progress.

### **Academic Progress**

Ensure that students, including Special Education, receive appropriate instruction and assist staff in the implementation of EL teaching strategies through a staff development plan based on identified student needs with differentiated instructional strategies for both that support students during both long distance and on campus learning. As a result of increased English Language acquisition and academic support, English learners will demonstrate increased competency on district benchmarks and state-wide tests and demonstrate overall academic growth. Students who have reclassified will be monitored for 4 years with the expectation that they earn a letter grade of "B" or better in the ELA courses each semester.

All new teachers will receive Professional Development Workshops in ELD strategies and returning teachers will have the option to review presented strategies to add to the existing repertoire. All Teachers are provided and assisted in revisiting the protocol that should be followed in the use of the modified EL Student Monitoring document and to track the academic progress of R-FEP students within the 4-year monitoring cycle.

Curricular Programs, platforms and strategies will be used during distance learning to engage and challenge students to demonstrate a growth mindset, request teacher feedback and use it to revise their work, and track their own academic growth.

Standard English Language (SEL) and Mentoring is provided to address the needs of the whole student to build and foster strong connections between students, teachers and staff during long distance learning and on campus learning.

Teachers design 30 min. daily blocks of instructional time around SEL and incorporate opportunities for students to connect on a personal level with their teacher(s) and peers throughout the day to foster a sense of belonging and connection to the school so they want to show up and engage in learning.

Mentoring allows teachers and the Executive Administrator to connect at least once every week to 2 weeks with their mentee to do a social emotional check in as well as check in about their academic progress meeting their goals. Students reflect on what went well the previous week and what did not go so well and then establish goals for the new week based on their reflections.

Student Academic Performance will be measured using:

- ELPAC Scores- Initial & Summative Test
- Assignments for ELD instruction and curriculum
- Curriculum Embedded Assessments- Unit & Chapter tests. Internal Assessments/Common Benchmark Assessments i.e.

Assessment Blocks in November and NWEA assessment (9-12), which are administered 3 times a year. In addition to Project Based Learning assignments in English Language Arts and ELD courses; as well as UC Doorways Approved Courses<sup>8</sup> focus on themes that are environmental and community focused will be assigned and completion rates will be monitored for core classes such as ELA, History, Science, Math/Common Benchmark Assessments will be used to determine what students need to focus on.

Acceleration will be provided to small group support during the Core Classes or other accelerations during the school day, afterschool or during asynchronous time might be necessary. Differentiated materials and resources will be selected or created by the teacher to scaffold learning to ensure grade level content is comprehensible for students and used as a vehicle for teaching cognitive skills.

CAASPP ELA Performance Data

- Acceleration will be provided to students throughout distance learning and on campus learning.
- Students will be provided acceleration throughout the instructional day where small group instruction is provided using assessment data.
- Tutoring is available before and after school with on-campus learning.

<sup>8</sup> <https://hs-articulation.ucop.edu/agcourselist/institution/4947>

- Teachers will provide targeted support in small groups to teach and reinforce skill and Success for All protocols to development, cognitive skills development support and performance focus assessment prep support.

LTELS will be monitored by the Executive Administration and the teachers for academic progress as measured by their 5 week progress reports and all students mentors will meet with them at least once every two weeks to discuss their academic and social emotional progress as well as set Smart Goals that are designed to create student independence and support their progress and student academic achievement.

Teachers and the Executive Administrator will meet with students not meeting the academic expectations to collaboratively create academic plans individually with students to improve their performance through improved attendance, class work completion and assessment performance. The School Climate and Culture Coordinator and Advisory Teacher's will also support monitoring attendance of assigned tutoring when needed.

### **Reclassification Of English Learners**

Reclassification of English Learners who meet established criteria; establish follow-up procedures to monitor and support reclassified fluent English proficient students (R-FEPs); as well as, assure all English Learners show yearly progress towards meeting the criteria to become English proficient over a 4-year cycle or as long as the student is enrolled in the school.

The modified criteria for reclassification based on the new California Department of Education (CDE) mandate requiring an ELPAC overall score of "4" as part of the first criterion for reclassification. This change took place January 2019. Designated teachers will use Reading and Language Tests to generate student Lexile Level (comprehension) Scores of "Basic" or higher for initial Reclassification criteria and "Proficient" for all R-FEP students currently in the 4-year monitoring cycle.

### **Monitoring Plan And Staff Development**

**Bert Corona Charter High School** understands the importance and use of research-based instructional practices to promote student achievement, resulting in professional development and support in the following areas:

- Design standards-based instruction (using the principles of backwards design)
- Align appropriate assessments to the standards
- Implement instructional activities that are aligned to standards, and reflect research-based best practices
- Teachers are incorporating instructional strategies detailed in Explicit Direct Instruction:
- The traditional backwards design process guides teachers through a three step process:
- Internalization and prioritization of the Common Core State Standards, NEXT Generation and Appendices

- Differentiated assessment methods aligned to prioritized standards and identified learning targets
- Innovative, research-based instructional strategies clearly articulating student learning objectives
- The third step is a process of aligning Common Core State Standards and assessments to real-world learning applications that take the shape of meaningful, meticulous and accessible projects.

In addition, students are involved in conversations about learning objects, instruction and assessment. Teachers continuously communicate learning objectives to our students while formatively and summatively assessing (benchmarks, diagnostic math and ELA) for student mastery (proficiency) of all concepts mandated within the Common Core State Standards.

Furthermore, this student-centered approach supports a culturally relevant curriculum that connects with students' interests and experiences. The process of student involvement in their own goal setting, facilitated by teachers and parents, affords the student to maintain or engage in learning strategies that reflect academic achievement.

Another implemented process is the Backward Design, which is used by teachers to develop Common Core State Standards - aligned assessments and project-based instructional activities at each grade level across the content areas.

The foundational coursework, as outlined above, uses a repertoire of instructional strategies, curriculum and materials. Instructional strategies include:

- Research-based projects
- Cooperative group work and projects
- Interdisciplinary approaches to curriculum
- The presentation of clearly defined "Learning Targets" for all students by all teachers and clearly understood by all students
- Rubric self-assessment
- The involvement of community members and educational partners in instructional presentation
- Mentoring program
- Implementation of a Professional Learning Community for peer interactions based on the work of nationally recognized work of Paul Bambrick-Santoyo.<sup>9</sup>
- Training and other instructional staff meet the requirements for highly qualified teachers and staff, required by Common Core State Standards, National and California Teaching Standards. These professional development trainings are key in providing teachers and staff, along with all the needed follow-up and implementation of these processes.

Professional development opportunities regarding students with disabilities are provided

<sup>9</sup> Bambrick-Santoyo. P. (2016) Getting, Better Faster. Jossey Bass.

to teachers and support staff several times throughout the school year. Topics include: Special Education 101, Special Education Snapshots & IEPs, Verbal de-escalation, and Writing Present Level of Performance for IEP meetings. In addition, the school presented a “SPED Series” of Professional Development for teachers. Topics included: Collaboration, Understanding Student Needs, Planning with Intention, and Providing Feedback to Students with Disabilities. All staff members have access to participate in professional development provided by the District.

### **Students With Disabilities Receiving Special Education Services**

The special education program is fully inclusive where all students with disabilities are educated in classes with their non-disabled peers. Students with disabilities receive support via push-in support where the general education teacher and special education teachers, along with paraprofessionals, collaborate to assist the students with access to the curriculum; or pullout support where the students receive some of their instruction in a small group or one-on-one setting. Each grade level has a case carrier who ensures the proper implementation of the IEP. They provide IEP snapshots, review them regularly with teachers, and coordinate support from related service providers.

During the IEP meeting, the team will complete the “IEP Team Worksheet to Determine Reclassification”. The document will be uploaded into Welligent as documentation for reclassification.

ELs who have an active Individualized Education Program (IEP) must have their progress monitored on a consistent basis by both the ILT and their IEP team. The team is required to document the instruction, services, and supports that are needed to support students with disabilities who are ELs. This includes documenting the student’s Present Level of Performance in ELD as evidenced by multiple sources of State, and school level data, and providing a description of how a student’s ELD level and/or performance impacts the student’s progress toward meeting the criteria for reclassification and IEP goals and objectives. The IEP team is required to address the provision of services and supports in ELD as part of the offer of Free Appropriate Public Education (FAPE) for all ELs with disabilities.

The IRP is a necessary document for all ELs, including those with an IEP. The IEP meeting provides an additional place to review progress towards reclassification. As part of the IEP team’s preparatory activities, the IEP case manager should consult with the student’s ELD teacher, the school EL designee and/or the school’s ILT.

*NOTE: ELs with a 504 Plan are also part of the school’s general EL monitoring process and must be monitored by the EL designee.*

### **English Learner Online Accountability Requirements**

The school site Executive Administrator is responsible for ensuring At-Risk ELs are monitored and supported with the appropriate accelerations **Bert Corona Charter High School’s** goal is to effectively monitor ELs’ linguistic and academic progress

As an English Learner Consortium **BCCH** provides appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile and retells assessments. To build understanding and expertise above the needs of ELs and research-based practices, and to use the LCAP planning process to focus upon implementation and supporting those approaches. **BCCH** engages parents, teachers, students, administrators, staff, and community members in developing school plans and programs through, School Advisory Council, Cafe con Los Directors, Parent Committee, LCAP Planning Committee, Lead Teacher meetings, staff meetings, YPICS Leadership meetings, Student Leadership, CASA Advisory Council, and staff, student, parent, teacher surveys.

- A. **BCCH** has a partnership with LA City College that collaboratively provides an on-campus remedial Math and English course, advanced college courses, and support giving college ready opportunities. A further collaboration with agencies and organization offers ongoing access to our community.
- B. Funds are used for activities related to supporting well-rounded education under Section 4107; All ELs have full access to the curriculum, and the school assures meaningful movement and tracking towards English proficiency with a focus on closing gaps in academic achievement in all content standards.
- C. Safe and Healthy Students LCAP Goal: School Climate applicable to the following: Pupil suspension rates; Pupil expulsion rate; and other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness. Graduation Rate Outcome #3: Safety and school connectedness at or above baseline goals 96% of parents, students and teachers indicated school safety and connectedness. Method for Measuring: Other local measures, including surveys of pupils, parents, and teachers.
- D. Funds are used for activities related to supporting the effective use of technology in schools under Section 4109: A technology-rich learning environment, including access to technology both at school and at home to support academic achievement and access to research, Google Suite for Education, and other adaptive programs that provide timely and actionable feedback. CTE vocational skill instruction and independent skill development taught by a credentialed and industry-experienced professional, using industry-standard digital and media arts tools and technology. LCAP Goal #1 Basic Services The quality of teachers has an impact on student success.
- E. Periodically evaluations of the effectiveness of the activities carried out under this section based on such objectives and outcomes. Outcome #3: All students will exhibit Student Academic Achievement-Proficiency Metric/Method for Measuring: Weekly and mini benchmarks, Quarterly Benchmarks results-reviewed by staff to ensure school RtI, setting of goals and academic achievement for student academic achievement. Formative assessment conducted daily during instruction teacher standard aligned created exit slips-used for checking for student understanding on a daily basis

Developed a monitoring evaluation plan for determining program effectiveness for English Learners and R-FEP students in 4-year cycle; monitor growth and use data to improve academic programs



Literacy Measurement Goal- All students will be reading and will take diagnostic assessment, skill deficits are identified by reading concepts based on the reading process and students are grouped based on their assessed reading needs and acceleration or extension support is provided in small groups.

All teachers have been trained in the use of NWEA and will be supported to utilize the NWEA online program for students as a RTI level 2 acceleration after the administration of the diagnostic test 2 (or more times) annually.

#### Reading Acceleration Specialist and Designated ELD Teacher

- Lessons will include sounds and spelling patterns, morphology, grammar, and fluency.
- Students who are reading two or more grade levels below their grade level according to data are selected to receive acceleration support.
- Through distance learning, most groups will meet during their asynchronous instruction. For at least one grade level, students will meet during their small group instruction time and will be alternating groups with their teacher.
- To assess students' growth over time data will be collected using the following tests and share with teachers and the administrative team:
  - Phonemic Awareness Baseline Assessment
  - NWEA and classroom assessments
  - Acceleration groups will be adjusted after assessments are administered according to the assessment calendar.
  - Success For All results

Parents will gain increased knowledge of language expectations and policies related to the support of ELs and SELs and learn strategies to assist in their own language development and those of their children.

An annual District level ELPAC Parent Night will be held to review the ELPAC assessment results and deconstruct the ELPAC student performance reports. The Parent Coordinator or designee will create and provide suggestions for what parents can do to support their children at home with their continued language development. Additional parent workshops related to students ELPAC data reports and strategies for supporting EL students at home will be offered.

ELAC will identify opportunities for parents to increase their own English Language development skills through the offering of parent workshops.

For At-Risk ELs with disabilities, the EL designee and/or designated faculty member shall join the Individualized Education Program (IEP) team to review the IEP EL goals, as well as the IRP's, and determine the type of support needed for each individual EL.

Evidence of ILT monitoring, including the acceleration plan, must be filed in the Master Plan folder in the student's cumulative record.

Student learning outcomes are ultimately products of classroom instruction and student engagement in learning. The capacity of our school to deliver a high intellectual quality of instruction and meaningful access through rigorous instruction depends on the availability of materials, the professional learning opportunities available to teachers, and how the educators in the system are formatively assessing their practice. The following are indicators that help educators understand the quality of the classroom-learning environment.

1. Materials support scaffolding and opportunities for EL students at all levels of proficiency to engage in intellectually rich learning.
2. Professional learning opportunities are available for teachers on how to use materials to engage EL students of all levels of proficiency in intellectually rich learning.
3. Implementation of materials is accompanied by an examination of ongoing evidence of student engagement and learning.

From the perspective of California State Standards-aligned instructional and learning practices, it is especially valuable to gather evidence of students' oral and written language across disciplinary practices at the classroom and school level, as well as the distribution of the uses of language across EL students with varying levels of proficiency and backgrounds. This includes the following:

1. Students use language and materials purposefully to describe, explain, persuade, inform, justify, negotiate, entertain, and retell.
2. Students contribute actively to class and group discussions, such as by asking questions, responding appropriately, clarifying or seeking clarification, building on what others say, or providing useful feedback verbally and in writing.
3. Students demonstrate metalinguistic behaviors (making explicit references to language and communication) while engaged with structured cohesive texts, expanding and enriching ideas, or combining and condensing ideas.
4. Teachers monitor student participation in learning activities and provide support to build on the strengths and meet the needs of individual students.

The socio-emotional climate is culturally and linguistically respectful and appropriate, and is monitored in a variety of methods, including student climate and Social and Emotional Learning (SEL) surveys.

Available Resources at the California Department of Education.

- Compliance Monitoring
- [English Learner Advisory Committee](#)
- [2022-23 Cycle A and C Program Instruments](#)

- [District English Learner Advisory Committee](#)
- [CDE Monitoring Tool \(CMT\)](#)

## INITIAL IDENTIFICATION (CCR-EL4)

### Initial Identification

**EL4 Bert Corona Charter High School** will properly have identified, assessed, and reported all students who have a primary language other than English.

### Home Language Survey

**EL4a** A Home Language Survey (HLS) is used to determine the primary language and is on file for each student at **Bert Corona Charter High**.

Schools in California are required, at the time of the student's enrollment into **Bert Corona Charter High School** to determine the language(s) spoken in the student's home in order to provide meaningful and appropriate instruction. This information is provided on the Home Language Survey (HLS). When enrolling a student at **BCCH** a parent or guardian is required to complete a Home Language Survey as part of the process.

### Assessment of English Language Proficiency

**EL4b** Each student whose home language is other than English as determined on the HLS has been assessed within 30 school days of initial enrollment in English comprehension, speaking, reading, and writing using the state-designated instrument.

Note: Administration of the Home Language Survey must include all four questions. The decision to test students who indicate a language other than English only on the fourth question should be made on an individual basis. Alternative assessments may be used for special education students with low-incidence and severe disabilities.

All students who's Home Language Survey indicates a language other than English on the survey's first three questions must be assessed in English language skills within thirty calendar days of initial enrollment in **Bert Corona Charter High**. The questions are: (1) first language learned by the child, (2) the language most frequently spoken by the child at home, and (3) which language is most frequently used by the parents or guardians when speaking with the child.

The ELPAC assesses the student's proficiency in English reading, writing, speaking, and listening skills. Students identified as having a Home Language other than English by the Home Language Survey, but score at the Well Developed (4) or Moderately levels (3) on

the ELPAC are designated initially as fluent English Proficient and placed in the appropriate language program.

Students who indicate a language other than English only on the fourth question of the HLS, the language spoken most frequently by adults in the home need not be assessed with the ELPAC, and will be initially designated as English Only (EO) and placed in the appropriate program.

## Primary Language Proficiency Assessment

**EL4c Bert Corona Charter High School** has further assessed each English learner for primary-language proficiency, including comprehension, speaking, reading, and writing within 90 calendar days of initial enrollment. Parallel forms of the tests to determine English-language proficiency are used if available.

All identified English Learner students are assessed for primary language proficiency in reading, writing, speaking, and listening within ninety (90) calendar days of initial enrollment. An administrator trained and a fluent speaker of the student's primary language conducts the assessment. When no staff person is available for speakers of other languages, an informal assessment will be administered.

## Parental Notification

**EL4d** All parents of EL and FEP students have been notified in writing of their child's English-language and primary-language proficiency results.

Every effort should be made to inform parents immediately of results of assessments; no later than ten (10) days following the completion of all initial assessments, the Initial Language Identification Form and the Initial Primary Language Identification Form will be sent to parents by the site resource teacher.

## Maintenance of Records

Upon completion of the assessment process in grades 9<sup>th</sup> through 12<sup>th</sup>, the school will record the results into **Bert Corona Charter High School** database. Results of initial assessments are entered for each student and communicated to the student's teacher(s). A copy of the Home Language Survey, original forms with assessment results in English and Primary Language, and Parent Notification forms are placed in the student's English Learner Folder (ELF).

The instruction for **Bert Corona Charter High School** English Learners consist of two primary programs which comply with all current state and federal laws including Proposition 227, passed in 1998:

1. Structured English Immersion
2. English Learners Mainstream Programs

These programs consist of a Common Core State Standards-English Language Development component and access to the core curriculum including the following:

1. Self-image/Cross-Cultural Awareness
2. Differentiated Instruction
3. Differential Materials
4. Student Assessments (multiple measures)
5. Qualified Staff
6. Catch-Up Plan (Computer Assisted Learning)

### **Parental Involvement**

Parental involvement in decisions regarding the education of their children is required and critical to the student's academic success. At initial enrollment and every year thereafter, parents are notified of the educational options for their children including waivers for alternative programs.

All descriptions of the program are disseminated in the language comprehensible by the parent.

## Instructional Programs [CCR-EL3]

### Instructional Programs

**EL3 Bert Corona Charter High School** is providing services to English learners to ensure that they are acquiring English-language proficiency and recovering any academic deficits that may have been incurred, in other areas of the core curriculum. **Bert Corona Charter High School** provides additional and appropriate educational services to English learners in grades 9<sup>th</sup> through 12<sup>th</sup> in all classroom situations. These services are for the purposes of enabling English learners to overcome language barriers and must be provided until they have demonstrated English-language proficiency comparable to that of the **Bert Corona Charter High School** average native English-language speakers and recouped any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers.

**EL3a** Each English learner receives a program of instruction in English-language development in order to develop proficiency in English as rapidly and as effectively as possible.

**EL3b** English learners are meeting **Bert Corona Charter High School** content and performance standards for their respective grade levels in core curricular areas. **Bert Corona Charter High School** may choose to ensure that English learners acquire English and learn grade-level academic content simultaneously by implementing a program designed to keep English learners at grade level in all areas of the curriculum. **Bert Corona Charter High School** may choose to concentrate first on teaching English so long as **Bert Corona Charter High School** subsequently brings students to grade level in all other areas of the curriculum within a reasonable amount of time. **Bert Corona Charter High School** has a plan that describes any academic deficits will be monitored and provided intervention.

These models comply with all current state and federal laws, including Proposition 227 (1998). Parental involvement in decisions regarding the education of their children is required and critical to the student’s academic success. At initial enrollment and every year thereafter, parents are notified of the educational options for their children.

All programs for English Learners provide English Language Development (ELD) and access to the core curriculum. All descriptions of programs are disseminated in the language comprehensible to the parent.

Placement in Structured English Immersion (SEI) or the English Language Mainstream setting is based on assessment, of the student’s English proficiency. ELs that lack Reasonable Fluency in English are initially placed in SEI with support in primary language when needed. Those scoring above this level are placed in the English Language Mainstream.

## Elements of Program Options

The goal and expectations for two English Learners programs are as follows: In the SEI, students scoring at ELPAC Levels 1 and 2, are expected to reach reasonable fluency 1-3 years with a time period of 5 to 7 years to be reclassified as FEP.

In our Mainstream program, students are expected to be reclassified in 3-5 years and 5 to 7 years to be reclassified as FEP.

### English Learners Program Settings\* -

\*All of the instructional programs designed for English Learners must contain the following components:

1. Explicit, well-articulated, standards-based, differentiated English Language Development (ELD) instruction, specifically designed for English Learners;
2. Well –articulated standards-based core curriculum instruction provided with primary language support and/or through specially designed academic instruction in English (SDAIE); and
3. Structured activities designed to develop multicultural competency and positive self-esteem, integrated through the core curriculum.

Task-based instruction allows students to work with concepts and language in a variety of ways (e.g. via reframing, where students can act, draw, or map out the concepts, or use poetry, song, chant, letters, or keep diaries);

1. Grade-level content instruction in English designed for English Learner;
2. Facilitating English Learners in accessing the same core curriculum as that of English-only students;
3. Language-sensitive and culture-sensitive content teaching;
4. Developed through comprehensible language;
5. Making accommodations in the learning environment so more students are able to access the content;
6. An ideal place to use language for communication;
7. A natural vehicle through which to teach English;
8. Good language teaching when the input is made comprehensible;
9. Instruction encouraging the active use of language and the emphasis on big ideas;
10. Instruction that allows the teacher to check for understanding frequently using interactive strategies;
11. Integrating assessment in an on-going and formative manner through observations portfolios, journals, and product-development; and
12. Built on language modifications such as pause time, questioning, pacing, and highlighting.

## Key Features Of SDAIE

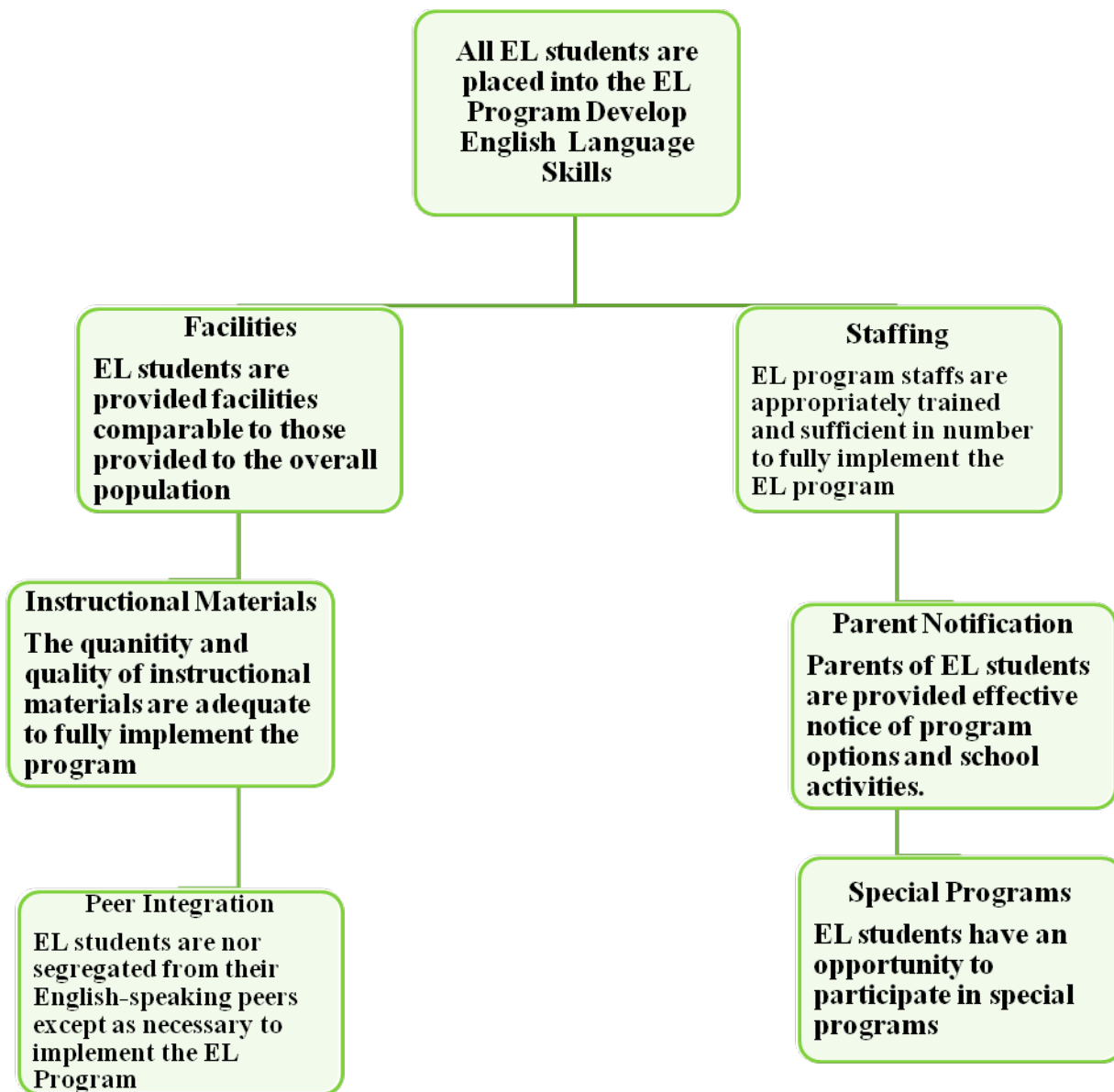
In effective SDAIE classrooms, principals, and teachers work together to ensure the use of sound practices that make content comprehensible for English Learners. These practices include:

- |   |                               |
|---|-------------------------------|
| 1) Modeling                                 | 7) Bridging                   |
| 2) Contextualizing                          | 8) Building schema            |
| 3) Reframing                                | 9) Developing metacognition   |
| 4) Checking for comprehension               | 10) Monitoring/assessing      |
| 5) Questioning                              | 11) Adjusting speech register |
| 6) Orchestrating all modalities of learning | 12) Interacting               |

For English Learners at Minimally Developed, Somewhat Developed, and sometimes at the Moderately Developed level, access to the core can be facilitated by primary language support. The assignment of a BCLAD teacher is always the best method for providing language support.

However, when there are 10 or more students of the same language who need a particular course and a BCLAD teacher is not available, then the students will be grouped together with a CLAD-certificated teacher and provided a bilingual instructional assistant, who will use the primary language to motivate, clarify, direct, support, and explain.





**Expanded Program (Grades 9-12)**

The Instructional program for students enrolling with ELPAC scores at levels 1 or 2 will consist of a 4-year program and/or a modified program.

**Example of Teacher Monitoring Template (To be completed by English Language Arts Teacher and conference all teachers)**

**Sample**

Year	Criteria	ELPAC Score	Smarter Balance English Language Arts  (11 <sup>th</sup> Grade only) NWEA Assessment	Grade English Language Arts	SBAC Interim Assessment Results	Teacher Recommendation

As stated **Bert Corona Charter High School** continues to work closely, one-on-one with teachers reviewing student portfolios in determine if students are eligible for the reclassification redesignation process; which indicates that students, while achieving an early advanced and advanced on the ELPAC were not able to be re-designated as the student did not meet the criteria listed above, specifically the comparison of performance in basic skills.

The *Language Census Report* concludes that ELs are placed in other (undefined) instructional setting and not in a structured ELD program. Every Student Succeeds Act requires a development of a *Local Education Plan*. **Bert Corona Charter High School** is following and adhering to the California Common Core State Standards/English Language Arts/English Language Development and as outlined in our EL Master Plan for English Learners. Further an assessment of the student's primary language literacy level skill will be used to determine the student's English level, and used as a base for English Language Development.

Goals for ELs are:

1. English learners (ELs) acquire full proficiency in English as rapidly and effectively as possible. (20 USC 1703[f], 6892; EC 300[f], 5 CCR 11302[a])
2. ELs meet state standards for academic achievement. (20 USC 1703[f], 6812, 6892; 5 CCR 11302[b]; *Castañeda v. Pickard* [5<sup>th</sup> Cir. 1981] 648 F.2d 989.)

The instructional improvement plan is based on the student academic achievement, student goals, organizational components **Bert Corona Charter High School** and various organizational perspectives or frameworks.

### **Stage 1: Implementing an English Mainstream Service Option**

**Time Frame:** August 2022 through June 30, 2023

**Implementation Target Date:** August 2022

- Integration of the Common Core State Standards English Language Development (ELD) standards into the school-wide curriculum with performance indicators
- Staff development on reviewing ELD Curriculum and ELD/language arts program, and programs to increase vocabulary and English acquisition.
- Staff development on utilizing curriculum standards instruction and assessments to determine academic levels upon enrollment
- Implement assessments to determine academic levels upon enrolling
- Staff development for teachers to learn how to incorporate an English Mainstream (EMI) Service Option and learn and use ELD Teaching strategies.
- Coordinator of Instruction and ELD Teacher observations of other charter school's EMI model

- Implementation of an English Language Development Course, at least two courses ELD 1 for beginning and Early Intermediate. ELD 2 for Intermediate and Early Advance. Since most courses have multiple levels professional development will be provided to staff to differentiate ELD for the multiple proficiency levels.
- Implement state-approved ELD language arts program into ELD courses.
- Action Research: Stages of Concern.

### **Stage 2: Follow-up and Monitor Progress**

**Time Frame:** August 2022 through June 30, 2023

**Implementation target date:** August 2022

- Action Research: Survey Levels of Use (LOU)
- Coordinator of Instruction, Director of Academic Achievement, and Student Achievement/Executive Administrator will be available to encourage teachers to focus on lesson design and delivery on the diagnosed linguistic needs of EL's.
- Staff development follow-up to review ELD strategies and ELD program
- Monitor and follow-up on post-assessment results on a monthly basis
- Monitor teachers that are working toward CLAD/BCLAD emphasis.
- Implement ELD component to student portfolio (writing sample graded on set rubric and rubrics for professional levels). A pre and post-writing sample is to be implemented rubric for proficiency levels.
- Provide staff development on the student language proficiency reclassification process
- Implement student language proficiency reclassification process.

## Training Components

<b>Training Component</b>  <b>Professional Development as per California Department of Education</b>	Staff development on reviewing and implementing ELD Curriculum and ELD/Language arts program, and other vocabulary and language acquisition programs. Three Series (Introduction, Implementation, Follow-up) 2 workshops each	Staff development on use assessments aligned to ELD standards to determine academic levels upon enrollment.	Staff development for teachers to learn how to incorporate an English Mainstream (EMI) Service Option and learn and use ELD teaching strategies.
<b>Theory Presentation</b>	Power Point Presentation on English Learner Program	Professional trainer will conduct workshop on using the assessment	Current English Mainstream Instruction (EMI) teachers will conduct an ELD lesson, focusing on ELD strategies.
<b>Modeling</b>	The various features of the materials will be modeled	The trainer will model how to set up the assessments on the computer.	Current EMI teachers will come and conduct an ELD lesson, focusing on ELD strategies.
<b>Practice</b>	Participants will practice using the instructional materials	Participants will practice using the computerized assessment	Participants will form groups and practice ELD strategies on each other
<b>Feedback</b>	Facilitator and other participants will provide feedback.	Facilitator will provide feedback	Current EMI teachers will provide feedback to groups.
<b>Coaching</b>	Facilitator will provide coaching to participants' groups	Facilitator will provide coaching to participants' groups	Current coach will provide support to individual teachers

### **Success Indicators**

The implementation of the ELD program will be reviewed by using assessment data results from indicators as it relates to student academic achievement. Growth on ELPAC assessment will be used to determine if students are meeting set growth target as indicated in their individual learning plan. Goals for ELs are:

1. English Learners (ELs) acquire full proficiency in English as rapidly and effectively as possible. (20 USC 1703[f], 6892; EC 300[f], 5 CCR 11302[a])
2. ELs meet state standards for academic achievement. (20 USC 1703[f], 6812, 6892; 5 CCR 11302[b]; *Castañeda v. Pickard* [5<sup>th</sup> Cir. 1981] 648 F.2d 989.)

The following assessment instruments will be used to monitor progress and to determine student placement (Refer to Reclassification Chart).

- Set growth achievement detailed in individual student learning plan.
- Annual Smarter Balanced Assessment
- Performance Assessments, including an oral presentation and inquiry format
- Student Portfolio: Writing Sample
- ELPAC

In addition, **Bert Corona Charter High School** will work during the school year toward achieving the following success indicators:

1. English Learners will increase by 3% on the basic redesignation in the Smarter Balanced scores for English/Language Arts section

The California Department of Education's English Learner Master Plan will be used as a resource guide for curriculum planning. Teachers will attend appropriate English Learner training or receive such staff development. This will allow our teachers to become qualified to train other teachers during in-service professional development.

**Bert Corona Charter High School** teachers also participate in professional development, or the like provided via staff development or university training.

## Monitoring Plan and Staff development

**Bert Corona Charter High School** understands the importance and use of research-based instructional practices to promote student achievement, resulting in professional development and support in the following areas:

- Design standards-based instruction (using the principles of backwards design)
- Align appropriate assessments to the standards
- Implement instructional activities that are aligned to standards, and reflect research-based best practices
- Teachers are incorporating instructional strategies detailed in Explicit Direct Instruction:
- The traditional backwards design process guides teachers through a three step process:
- Internalization and prioritization of the Common Core State Standards, NEXT Generation and Appendices
- Differentiated assessment methods aligned to prioritized standards and identified learning targets
- Innovative, research-based instructional strategies clearly articulating student learning objectives
- The third step is a process of aligning Common Core State Standards and assessments to real-world learning applications that take the shape of meaningful, meticulous and accessible projects.

In addition, students are involved in conversations about learning objects, instruction and assessment. Teachers continuously communicate, learning objectives to our students while formatively and summatively assessing (benchmarks, diagnostic math & ELA) for student mastery (proficiency) of all concepts mandated within the Common Core State Standards.

Furthermore, this student-centered approach supports a culturally relevant curriculum that connects with students' interests and experiences. The process of student involvement in their own goal setting, facilitated by teachers and parents, affords the student to maintain or engage in learning strategies that reflect academic achievement.

Another implemented process is the Backward Design, which is used by teachers to develop Common Core State Standards - aligned assessments and project-based instructional activities at each grade level across the content areas.

The foundational coursework, as outlined above, uses a repertoire of instructional strategies, curriculum and materials. Instructional strategies include:

- Research-based projects
- Cooperative group work and projects
- Interdisciplinary approaches to curriculum
- The presentation of clearly defined "Learning Targets" for all students by all teachers and clearly understood by all students

- Rubric self-assessment
- The involvement of community members and educational partners in instructional presentation
- Mentoring program
- Implementation of a Professional Learning Community for peer interactions based on the work of nationally recognized work of Paul Bambrick-Santoyo.<sup>10</sup>
- Training and other instructional staff meet the requirements for highly qualified teachers and staff, required by Common Core State Standards, National and California Teaching Standards. These professional development trainings are key in providing teachers and staff, along with all the needed follow-up and implementation of these processes.

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<sup>10</sup> Bambrick-Santoyo, P. (2016) *Getting, Better Faster*. Jossey Bass.



**Bert Corona Charter High School**

**LCAP Overview 2021-2022 and LCAP Goals 2022-2023**

LCAP Goal	Student Achievement: Increase Student Achievement	Engagement: Student, teacher and parent engagement	Basics: Provide an appropriate Basic Condition of Learning
	<p><b>Goal 1:</b> Increase Student Achievement</p> <p>Maintain high standards for our community focused on providing a safe, nurturing, engaged learning environment in which all students are supported in attaining high levels of achievement through the use of high-quality curricula and assessments and targeted acceleration/supports.</p> <p>(State Priorities: 4 Pupil Achievement, 2 Implementation of State Standards, 7 Course Access)</p>	<p><b>Goal 2:</b> Increase meaningful and purposeful student, teacher, and parent engagement.</p> <p>(State Priorities: 3 Parent Engagement, 5 Student Engagement, &amp; 6 School Climate Culture)</p>	<p><b>Goal 3:</b> Provide and appropriate Basic Condition of Learning Social-emotional and behavioral support with extended classes and enrichment activities for students, and ensure all students are actively engaged and supported through a safe, healthy, and rigorous learning environment.</p> <p>(State Priorities: 1 Basic Services, Other Pupil Outcomes)</p>
<p><b>Actions and Measurements</b></p>	<p>2-3% growth on CAASPP</p>		<p>Use of Multi-tier schoolwide program (MTSS)</p> <p>2021-2022 Met:</p>
	<p>Reading</p>	<p>Math</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 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. 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>Engage parents &amp; students                  In decision making</p> <p>2021-2022: Met                  Continued engagement of parents in decision-making open communication on all levels.</p>	<p>PD in ELA, Math, NGSS, ELD, Tech, Differentiation</p> <p>2021-2022 Met:                  96% Teachers<sup>[1]</sup> participated in<sup>[1]</sup> professional development throughout the<sup>[1]</sup> year on going coaching, monitoring and feedback provided to teachers.</p>
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<p>100% Teacher Proper Credentials Assignments</p> <p>2021-22: Met: Added a Reading Specialist for student and teacher support.</p>	<p>ADA rate above 84% (Chronic Absenteeism)</p> <p><u>2021-2022 Met:</u> Due to COVID-19 Attendance Committee specific vision and goal(s) for outreach (2021-22). and enrollment in 22-23. The team continues to address the issues and have a detailed action plan and/or a marketing strategy calendar, which includes quarterly check-ins to ensure that the implementation is successful.</p>	<p>100% of ELs will have full access to CCSS-aligned curriculum as they develop EL proficiency.</p> <p>2021-2022 Met: Added a Reading Specialist to address the needs of ELD students and provide teacher support.</p>
<p>100% of teachers and students will have access to State approved standards-based materials</p> <p>2021-2022 Met: Offered Distance Learning, In-Person Learning, Learning Acceleration</p>	<p>Suspensions and Expulsion Rates Maintain below 1%</p> <p>2021-2022 Met: &lt;1% suspension and expulsion rate</p>	<p>School facilities are clean and maintained in good repair with daily spot check and Site Inspection Lists with &gt; 90% of items in compliance or good standing.</p> <p>2021-2022 Met:  100% of facilities are clean and maintained in good repair.</p>
<p>100% of teachers and staff will be provided Professional Learning Teaching, social emotional learning and management strategies</p> <p>2021-2022 Met: Advisory is offering socio-emotional support to students.</p>		<p>School facilities are safe and secure</p> <p>2021-2022 Met: School is safe and secure.</p>
<p>100% of Student access to Broad Course of Study</p> <p>2021-22 Met</p>		
<p>Advancement on ELPAC</p> <p>2021-2022: Waiting for results on Reading Inventory</p>		

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

## Reclassification Form for English Learners

Student Name: \_\_\_\_\_ Birthday: \_\_\_\_\_

Date of ELAC Meeting: \_\_\_\_\_ Grade: \_\_\_\_\_

### Student Performance:

Assessment	Date	Score	Required Score
1. Smarter Balanced Achievement Level – ELA/NWEA MAP ELA RIT			(NWEA MAP) 212 or higher RIT (SBAC) Upper Level 2 or higher Upper Nearly Met Standards or higher
2.ELPAC– Overall Proficiency			4 or 5
3.ELPAC– Listening			3, 4, or 5
4. ELPAC – Speaking			3, 4, or 5
5. ELPAC- Reading			3, 4, or 5
6. ELPAC– Writing			3, 4, or 5
7. Academic Performance			Grade of C or higher in English – Language Arts

**Reclassification Committee Recommendation:**  Yes  No

Student has acquired sufficient English language fluency and academic skills to succeed in an English-only program.

### Action Taken:

\_\_\_\_\_ Student meets the district’s reclassification criteria.

\_\_\_\_\_ Student does not meet the district’s reclassification criteria.

Comments:

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Executive Administrator Signature: \_\_\_\_\_

Committee’s Signature: \_\_\_\_\_

Teacher’s Signature: \_\_\_\_\_

Parent’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_



### MISSION

The mission of **Monseñor Oscar Romero Charter** 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.
- Enable students to become life-long learners.

Students at **Monseñor Oscar Romero Charter** 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.

In accordance with the Expected School-wide Learning Results (ESLRs), every student who graduates from **Monseñor Oscar Romero Charter** will be:

- An **Effective Communicator**, able to read, write, converse and listen for a variety of purposes
- An **Information Manager**, able to locate, access, organize, evaluate and apply information in a complex and technological world
- A **Problem Solver**, able to apply a variety of thinking, creative and computing skills to produce solutions for practical and theoretical problems
- A **Productive Member of Society**, able to demonstrate healthy, responsible behavior and to work collaboratively and respectfully in a culturally diverse community
- A **Lifelong Learner**, able to set educational and career goals, to develop a realistic strategy to achieve those goals and to apply content knowledge and critical thinking skills to adapt to a rapidly changing environment

## School Year 2022-2023

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## Introduction

*Federal and state laws require each Local Education Agency (LEA) to monitor student academic progress and provide additional and appropriate educational services to ELs in kindergarten through grade twelve to overcome language barriers in each subject matter. Actions to overcome academic content barriers must be taken before the deficits become irreparable. (20 U.S.C. §§ 1703 [f]; EC §§ 305[a][2], 310; 5 CCR § 11302[b]; Castañeda v. Pickard, 648 F.2d 989Cir. 1981)*

All YPIC schools provide a Multi-Tiered System of Supports (MTSS) for the early identification and provision of support to students who are struggling academically, linguistically, social-emotionally and/or behaviorally in the general education setting. MTSS includes three tiers of strategies and research-based accelerations/accelerations for service delivery, a problem-solving method, and an integrated data collection system that informs decisions at each tier of support. As part of the monitoring cycle, all YPICS Executive Administrators, teachers and support staff provide English Learners (ELs) and Standard English Learners (SELS) with quality educational programs and services that are based on current research, and provide accelerations when applicable.

## ENGLISH LEARNER

The Roadmap Principles adopted by the California Department of Education are as follows:<sup>1</sup>

### ***Principle #1: Assets-Oriented and Needs-Responsive Schools***

*Pre-schools and schools are responsive to different EL strengths, needs and identities, and support the socio-emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.*

### ***Principle #2: Intellectual Quality of Instruction and Meaningful Access***

*English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.*

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<sup>1</sup> <https://www.cde.ca.gov/sp/el/rm/elroadmappolicy.asp> The California State Board of Education unanimously approved the California English Learner Roadmap State Board of Education Policy: Educational Programs and Services for English Learners (EL Roadmap Policy) on July 12, 2017

**Principle #3: System Conditions that Support Effectiveness**

*Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities, and utilize valid assessment and other data systems that inform instruction and continuous improvement; resources and tiered support is provided to ensure strong programs and build the capacity of teachers and staff to build on the strengths and meet the needs of English learners.*

**Principle #4: Alignment and Articulation Within and Across Systems**

*English learners experience a coherent, articulated and aligned set of practices and pathways across grade levels and educational segments beginning with a strong foundation in early childhood and continuing through to reclassification, graduation and higher education. These pathways foster the skills, language(s), literacy and knowledge students need for college- and career-readiness and participation in a global, diverse multilingual 21<sup>st</sup> century world.*

According to the *California English Learner Roadmap*, Principle One<sup>2</sup>, assets oriented and needs-responsive schools recognize that there is no single EL profile and no one-size-fits-all approach that works for all ELs, programs, curricula, and instruction. It is critical that our schools respond to the different EL students' needs, identities and experiences through the implementation of assets-based instructional programs.

*Newcomers* are foreign-born ELs enrolled in U.S. schools for 3 years or less. These students' educational needs are different from those of other ELs. For example, they may need Basic English language literacy support.

- *Potential Long-Term English Learners (PLTELEs)* are EL students in 9<sup>th</sup> through 12<sup>th</sup> grade who have been in U.S. schools for 4 to 5.9 years without meeting the criteria for reclassification.
- *Long-Term English Learners (LTELs)* are EL students in 6<sup>th</sup> through 8<sup>th</sup> grade who have completed 6 full years in U.S. Schools without meeting the criteria for reclassification.

Newcomers and PLTELEs who meet progress expectations benchmarks are considered to be making adequate academic progress. However, PLTELEs and LTELs who are not meeting the progress expectations benchmarks are identified as At-Risk ELs. The school's support team develops and monitors an acceleration plan for At-Risk EL

This document builds on our core beliefs. First, students' learning and achievement are at the center of all our policy decisions and are the focus of the English Learner Master

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<sup>2</sup>[https://www.cde.ca.gov/sp/el/rm/English\\_Learner\\_Roadmap](https://www.cde.ca.gov/sp/el/rm/English_Learner_Roadmap). The California State Board of Education unanimously approved the California English Learner Roadmap State Board of Education Policy: Educational Programs and Services for English Learners (EL Roadmap Policy) on July 12, 2017

Plan. Families are critical partners in the privilege and responsibility of ensuring that all multilingual students become proficient in English and master the academic content required of every student in California. English learners face the dual tasks of learning rigorous academic subject matter while simultaneously mastering a new language.

We acknowledge that English learners face enormous challenges, yet they also bring vital linguistic and cultural assets to our community. At **Monseñor Oscar Romero Charter** we value and promote 21<sup>st</sup> Century college and career ready knowledge and skills, as well as multilingual and multicultural proficiencies that provide real advantages to our students in today's complex, interconnected world. We strive to achieve these academic and linguistic goals by implementing the highest quality, evidence-based programs and services for these students. While the plan describes procedures and systems that are required by state and federal law, this plan describes what is to occur in the classroom. We promote culturally responsive teaching that acknowledges the strong cultural heritages of all ethnic and linguistic members that live in Los Angeles.

Our goal is to build on that rich heritage and expand upon it to ensure that our students have the tools they need to achieve their dreams. Our teacher handbook includes descriptions of some of the research-based practices that **Monseñor Oscar Romero Charter** endorses and expects to see these strategies used in classrooms. Professional development efforts will be focused around the use and implementation of California Common Core State Standards for English Language Development strategies.

The mastery of standard, academic English is an issue of access, equity, and social justice. The **Monseñor Oscar Romero Charter** believes that a student's education should not be determined by his or her race, ethnicity, linguistic background, or socioeconomic status. We acknowledge the role that each of our individual characteristics plays in making our students who they are, and in our language learners; whether we are learning a new language, new vocabulary related to a program of study or a job, or different registers of speech in varied social settings. We are all continually learning to use language. Therefore, all teachers are teachers of language. With California's adoption of the new Common Core State Standards, and their emphasis on academic language and literacy across the disciplines using the English Language Development component will further support our students in the acquisition of English.

**Monseñor Oscar Romero Charter** further supports and provides language enrichment through the Success for All Program as we build students' mastery of State standards, academic English and academic content proficiency. In this plan, we endorse teaching practices and strategies that respect, affirm, and build upon the language and culture of each child.

The **English Learners Plan** was developed to successfully provide educational services to our English Learners by addressing the following eight components:

1. Goals for English Learners
2. Initial Student Identification
3. Instructional Programs
4. Placement of Students and Reclassification Process
5. Evaluation, Monitoring and Accountability
6. Staffing and Professional Development
7. Parent Advisory Committees
8. Funding

This comprehensive **English Learners (EL) Plan** is premised on the ideal of equal educational opportunities for ALL students; it provides a comprehensive delivery system that will meet the needs of our English Learner students by:

- a) Providing a framework of the English Learners Program.
- b) Providing identification and assessment of appropriate instructional placement.
- c) Providing staff training programs; which will enhance bilingual competencies of personnel.
- d) Providing a balanced curriculum to ensure preparation and ongoing guidance to our students.
- e) Providing a method and criteria for selections, development, evaluation, and adoption of curriculum materials.
- f) Providing in-service training to develop and improve instructional strategies.
- g) Ensuring the participation of staff, parents, students, and community members in the planning and implementation of the programs for our English Learners students.
- h) Determining and providing administrative leadership and fiscal needs to actualize the *English Learners Plan*.
- i) Providing periodic and ongoing evaluations of the instructional programs and its effectiveness, making modification as needed.
- j) Ensuring that the evaluation of resources is supplemental and distributed equally through all schools.

This *EL Plan* is the structure and foundation for an effective and successful instructional program for our EL students. The plan will be monitored and evaluated for necessary modifications to best meet the needs of our students on an ongoing process.

All **Monseñor Oscar Romero Charter** personnel, teachers, staff, and administrators are expected to follow the procedures specified in this *EL Master Plan*. Staff members who find ways to improve on these practices are encouraged to bring any proposed modifications to the attention of the principal, for written approval to ensure that any such modifications meet the standards set by our governing board and are consistent

with state and federal law. **All** responsible personnel of **Monseñor Oscar Romero Charter** are to fully implement this EL Master Plan.

The major goals for English learners are to develop proficiency in English and in the school's core curriculum as rapidly and as effectively as possible in an established English-language classroom. English learners are reclassified as fluent English proficient after meeting established criteria to ensure these students have overcome language barriers, have recouped any academic deficits incurred in other areas of the curriculum, and can demonstrate English-language proficiency comparable to that of the school's average native English-language speakers.

### English Learners Vision Statement

*We believe in the potential of our students.*

*We believe **ALL** students must have equal access to a high quality education.*

*We believe and acknowledge that English Learner (EL) students have a rich language and cultural background that provides a strong foundation for learning.*

*We hold that knowledge is not language-based.*

*We acknowledge that academic proficiency in the English Language is necessary for educational and professional success.*

Based on these beliefs, **Monseñor Oscar Romero Charter** addresses the needs of its EL students, grades 6<sup>th</sup> through 8<sup>th</sup> through a comprehensive educational plan, which incorporates the acquisition of the English language while providing the option of increasing academic proficiency in the students' primary language and preserving their cultural heritage.

### Components of the Vision

1. English is a vehicle for access to education. Not being able to speak the language used in schools for instruction is, therefore, a barrier to an education and limits the potential of students in **Monseñor Oscar Romero Charter**.
2. A child's primary language is part of his or her identity. Learning to speak and write in one's Home Language, having that language incorporated into one's education, and making the choice about how and when one uses it are basic human rights. To ask children not to use their Home Language or adopt a new language is the same as asking them to deny their identity or to take on a new one.
3. Language resources. A child's home language is a resource to be conserved, protected, and developed. **ALL** EL students should have the option to become fully bilingual and bi-literate.

As we create an excellent English Learner Program for our students, it is important that our school community embraces the following:

- Builds an understanding about the needs of English Learners and about the impact of language and culture on education.
- Provides the leadership, builds the will, and create the attitudes to better enable educators to welcome and embrace English Learners.
- Creates the structures that support academic success for English Learners.
- Builds the capacity to deliver programs that address the specific needs of our English Learners.
- Implements an accountability model that ensures the success of English Learners in our schools.

### **Goals For English Learners Program**

**Monseñor Oscar Romero Charter** will incorporate an ELD program that is aligned with the California Common Core State Standards-English Language Development that will target students who are developing their English language skills that will include:

- Ongoing measurement of each EL student's progress toward English language proficiency, through the use of ELD portfolios.
- Use of Explicit Direct Instruction, small group instruction, and small group tutoring throughout the day to assist EL students.
- Ongoing professional development in the area of sheltered instruction and specially designed academic instruction in English (SDAIE) for all subject area teachers, primarily using the Sheltered Instructional Observation Protocol (SIOP) model.
- Opportunities for ELD level 1 and 2 students to receive additional instructional support during the Success For All Reading Block with the Rosetta Stone Program.

Title III funding from the federal government to help English learners to speak, read, and write in English and to achieve in reading and mathematics. **Monseñor Oscar Romero Charter** will receive Title III funds that are reviewed each year, as required under every Student Succeeds Act, to see if they meet the Annual Measurable Achievement Objectives (AMAOs) for our English learners:

AMOS for English Learners

Annual Measurable Achievement Outcomes	Measurable Goals
<ul style="list-style-type: none"> <li>• Progress in learning English</li> <li>• Increase one proficiency level</li> <li>• Initial Fluent (IFEP) Well developed, Intermediate English Learner-somewhat to moderately developed, Novice English Learner - minimally developed must reach English Proficient level bringing all skills to Intermediate Level.</li> <li>• English Proficient levels are expected to maintain that level.</li> <li>• <u>Emerging</u>: Students at this level typically progress very quickly, learn to use English for immediate needs, and begin to understand and use academic language for the grade level, with substantial language support provided.</li> <li>• <u>Expanding</u>: Students at this level use their growing language skills in more advanced ways that are appropriate to their age and grade level, with moderate language support provided.</li> <li>• <u>Bridging</u>: Students at this level can independently use a variety of high-level English language skills and fully participate in grade-level academic activities in all content areas, with light language support provided.</li> </ul>	<p>Administer the ELPAC to ascertain the level of proficiency.</p> <ul style="list-style-type: none"> <li>• Conduct analysis of ELs</li> <li>• Identify factors that contribute to meeting or not meeting AMAOs.</li> <li>• Use the English Learner Plan of Action-will be visited yearly and/or on an ongoing basis.</li> <li>• Work with teachers, parents and staff to provide services.</li> <li>• Use of MTSS process for all students</li> </ul>
<p>Progress in the percentage of students who become proficient in English</p>	<p>Increase English Learner reclassification ratio yearly. Continue to Monitor students who have been reclassified and work with students at each level.</p>
<p>Academic targets in English-language Arts Participation Rate Percentage Proficient or Above</p>	<p>Monitor and assist EL students to meet academic targets in English Language Arts of 5% (Increasing yearly)</p>

YPICS' 2022

Holding quarterly meetings with parents to discuss each student's progress toward English language proficiency.

English Learners will achieve and sustain high levels of academic, linguistic and cultural competency. The goals are:

- The English Learner Master Plan programs will be developed and fully implemented.
- **ALL** English Learners will master the English language as efficiently and effectively as possible.
- **ALL** English Learners will achieve academic success.
- There will be a substantial increase and optimization of EL and RFEP participation in gifted and talented programming, and other programs such as Helping Young People Excel (HYPE). HYPE provides our students with the guidance and resources to qualify for admission at elite college-prep independent high schools and for Advance Placement programs in public schools. HYPE provides a blend of intense programming and services to help students' access and succeed in high school and beyond. ELs and RFEPs will have representation in success with college entrance exams and enrollments in colleges and universities consistent with their size of the entire student enrollment.
- ELs and RFEPs will continue traditions of responsibility and positive relationships within their families and home community and will be prepared to develop the ability to live and work productively in various cultural settings throughout the wider society.
- ELs and English Only students enrolled in programs where they will master listening, speaking, reading, and writing in Spanish as well as English.
- Parents of ELs and RFEPs will be engaged and represented in their children's education consistent with the proportion of the students enrolled.

English Learners will develop the skills necessary to be successful citizens. These skills include:

- Academic preparation
- Information literacy
- Fluency in technology
- Cross-Cultural sensitivity
- Interpersonal communication
- Community and civic participation
- Social and environmental responsibility.



## **Essential Elements for English Learner Programs**

In order to create the necessary conditions for English Learners to achieve at higher levels **Monseñor Oscar Romero Charter** will implement the following essential elements.

### **Learning Environment**

English Learners at **Monseñor Oscar Romero Charter** will be provided a safe, non-threatening and affirming learning environment in which it is the norm for them to:

- Interact, collaborate, communicate, and negotiate with their peers.
- Experience an education that is rich and challenging, which will prepare the student to be college and career ready.
- Use and fully develop their language and culture.
- Have their voices heard and reflected throughout the school community.
- Share equitably in the allocation of access and resources.

### **Curriculum**

English Learners will have access to a challenging, well-articulated curriculum, which builds bilingualism and bi-literacy. This curriculum will be:

- Based on and aligned to the California Common Core State Standards, English Language Development, California Department of Education State and **Monseñor Oscar Romero Charter** standards.
- Rigorous, meaningful, purposeful, interesting, and rich.
- Student-centered and student-friendly.
- Multicultural
- Designed to provide authentic and ongoing reflection

### **Pedagogy**

English Learners will have access to culturally and linguistically responsive teaching strategies that are focused on their experiences, interests, and needs. This includes:

- Complex, hands-on learning experiences.
- Opportunities for active processing, deep and critical thinking, and reflection.
- Connections between new and prior knowledge.
- Examining issues of social justice, which have daily impact on students' families and their communities.

## Instructional Resource

### English Language Arts

The CA Common Core State Standards was updated as stated in the Department of Education Publications Senate Bill 1200, Statutes of 2012 and provided an update for: English Language Arts and Literacy in History/ Social Studies, Science and Technical Subjects (CA CCSS for ELA/Literacy). The CA CCSS for ELA/Literacy were modified on March 13, 2013, following the recommendation of State Superintendent of Public Instruction Tom Torlakson, to include the addition of the College and Career Readiness Anchor Standards and technical changes.

The English Language Arts courses will prepare students for thoughtful study by conveying the importance of being active thinkers during reading and writing exercises. In the area of curriculum development and language arts instruction for grades 6<sup>th</sup>-8<sup>th</sup>, **Monseñor Oscar Romero Charter** will:

- Develop and or adopt an English Language Arts curriculum that incorporates the grade-level curriculum content specified in the Common Core State Standard.
- Integrate reading, writing, speaking, and listening to form a greater understanding of history-social science, mathematics, and science.
- Develop important “habits of mind” in the form of evidence, connections and patterns, supposition, and meaning that will produce active and thoughtful writers, poets, researchers, and speakers.
- Teach students to read with ease, fluency, and enjoyment.
- Expose students to multicultural fiction, non-fiction, poetry, essays, and scripts.
- Teach students to write with clarity, expression, and purpose.
- Coach students to deliver and critique oral presentations effectively.
- Engage students to reflect upon ways literature and writing impact their lives through authentic writing and multicultural literature selections.
- Integrate appropriate technology and technological analysis into the study of English-Language Arts.
- Adopt and implement Common Core State Standards.

As stated the CA ELD Standards, which emphasize that ELs at all, English language proficiency levels are engaged in the type of rich instruction called for in the CA CCSS for ELA/Literacy, with appropriate scaffolding that attends to their particular language learning needs. The goal of the CA ELD Standards is that at each grade level or span, is to ensure that ELs are fully supported as they read, analyze, interpret, and create a variety of literary and informational text types;

- Develop an understanding of how language is a complex, dynamic, and social resource for making meaning;

- Develop an understanding of how content is organized in different text types across disciplines using text organization and structure, language features, and vocabulary depending on purpose and audience;
- Become aware that different languages and varieties of English exist;
- Recognize their home languages and cultures as resources to value in their own right and to draw upon in order to build proficiency in English;
- Contribute actively to class and group discussions by asking questions, responding appropriately, and providing useful feedback;
- Demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia; and Develop proficiency in shifting registers based on task, purpose, audience, and text type.
- This framework for implementation of the CA CCSS for ELA/Literacy and CA ELD Standards is a critical and essential contribution toward achieving this goal.

### Guiding Principles

The following guiding principles and beliefs informed the development of the framework:

- Schooling should help all students achieve their highest potential.
- The responsibility for learners' literacy and language development is shared. ELA/ELD curricula should be well designed, comprehensive, and integrated. Effective teaching is essential to student success.
- Motivation and engagement play crucial roles in learning.

### BACKGROUND

#### Family and Community Engagement

**Monseñor Oscar Romero Charter** promotes strong family and community engagement programs. These programs include: Quarterly Parent Conferences, Parent Advisory Committee equivalent to the English Learners Advisory Committee (ELAC), Bi-Annual Mini-Conferences, and monthly Parent Meetings at school site; which will include ongoing communications through letters, telephone, which support meaningful involvement and actively promote the development of parent and community leaders who effectively advocate on behalf of English Learners.

These programs help English Learner families establish home environments that support their children's learning. First, they develop communication strategies that engage everyone to design effective forms of school-to-home and home-to-school communication. Secondly, they recruit and organize family/community to support parents in their **Monseñor Oscar Romero Charter** policy as well as the decision-making process.

Ensuring the educational success of every child requires a concerted, collaborative effort on the part of parents, teachers, administrators, and the community at large.

## Staffing and Professional Development

Based on a clear and common vision of what constitutes effective teaching for English Learners, along with well-defined standards of practice and performance which explicitly state what teachers should know and do to meet the diverse needs of English Learners, **Monseñor Oscar Romero Charter** is developing a coherent and comprehensive professional development program. This program assists teachers who work with English Learners to close the achievement gap and accelerate student achievement and language proficiency through grade twelve. The program will also be designed to increase the rate of English Learners who successfully attend college and advanced learning institutions.

## MONITORING PROCEDURES

The Initial English Language Proficiency Assessments for California (ELPAC) window is from July 1 through June 30. Local educational agencies will conduct a Home Language Survey (HLS). If the HLS indicates English as the primary language, the student is classified as English only (EO) and the process stops. If the HLS indicates a language other than English as the primary language, the student must take the Initial ELPAC. The HLS survey has four questions, but if a language other than English is indicated on the fourth question only, then the student may be tested at the local educational agency's discretion. Access the HLS on the California Department of Education (CDE) English Learner Forms web page at <https://www.cde.ca.gov/ta/cr/el/forms.asp>.

The Initial ELPAC process:

1. *Notify the parent or guardian as soon as possible, in writing, that the Initial ELPAC will be administered. You may use the Parent and Guardian Notification Template found on the CDE Parent Notification web page at <https://www.cde.ca.gov/sp/el/t3/elparentletters.asp>.*
2. *Administer the Initial ELPAC by a trained ELPAC test examiner either as a computer-based assessment (CBA) or paper-pencil test (PPT) assessment.*
3. *Score the Initial ELPAC. Please reference Where to Submit Answers for the ELPAC for more information on where to enter scores with the CBA and PPT:*
4. *Student Score Reports will be available in the Test Operations Management System (TOMS) 48 hours after Data Entry Interface (DEI) entry and scoring of all four domains for the student is complete.*
5. *Verify that the TOMS automatically fed the status of English learner (EL) or initial fluent English proficient (IFEP), based on the official score, into California Longitudinal Pupil Achievement Data System (CALPADS).*
6. *Notify the parent/guardian, in writing, of Initial ELPAC results within 30 days of the CALPADS enrollment date by using the sample parent notification letter templates available on the CDE Parent Notification web page at <https://www.cde.ca.gov/sp/el/t3/elparentletters.asp>. If the student*

*is classified as an EL, administer the Summative ELPAC every spring until the student is reclassified as fluent English proficient.*<sup>3</sup>

General performance level descriptors (PLDs) for the Summative English Language Proficiency Assessments for California (ELPAC). These Summative general below PLDs take into account the categories of Emerging, Expanding, and Bridging. The language in the description draws from the language used to describe those categories on page 20 of the [2012 California English Language Development Standards: Kindergarten Through Grade 12](#)(PDF)<sup>4</sup>.

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<sup>3</sup> <https://www.cde.ca.gov/ta/tg/ca/documents/elpacwheresubmit.pdf>.

<sup>4</sup> [2012 California English Language Development Standards: Kindergarten Through Grade 12](#)(PDF)

Summative English Language Proficiency Assessments Levels for California (ELPAC)

Level	Description
4	English learners at this level have <b>well developed</b> oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).
3	English learners at this level have <b>moderately developed</b> oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Expanding” proficiency level through the lower range of the “Bridging” proficiency level as described in the CA ELD Standards.
2	English learners at this level have <b>somewhat developed</b> oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the “Expanding” proficiency level as described in the CA ELD Standards.
1	English learners at this level have <b>minimally developed</b> oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the CA ELD Standards.

<https://www.cde.ca.gov/ta/tg/ep/elpacqpld.asp>

The practices, in agreement with the Castañeda standards, exhibit the following characteristics:

1. They have a research basis that holds promise to have local impact.
2. They are monitored using local metrics of system implementation and adult learning outcomes.
3. They pay attention to evidence of student learning outcomes and make adjustments as needed.<sup>5</sup>

The use of evidence in continuous improvement cycles is fully consonant with the local capacity-building approach of the *Blueprint 2.0* as well as the Local Control Funding Formula and the LCAP priorities and the State Board of Education's approach to our school's accountability.<sup>6</sup>

Although progress monitoring begins in the classrooms, our school support system plays a critical role in monitoring the progress of ELs at the school site. Key functions receive and participate in an effective instructional program and monitor the language and academic progress of ELs. The monitoring process includes:

- Schoolwide monitoring
- Monitoring specific student groups (Newcomers, PLTELEs, and LTELs)
- Monitoring individual At-Risk EL students

The school site Executive Administrator is responsible for ensuring that the monitoring system is in place, and may designate the EL designee as the lead designee. At least one of the core members of Instruction Leadership Team (ILT) should have experience, knowledge, and/or training in the instructional program options for ELs, the English Learner Master Plan, as well as services provided through a Comprehensive ELD Program-Success For All and Elevate. The core Instruction Leadership Team (ILT) meets to review and monitor EL data should be minimally comprised of the EL designee and the Executive Administrator.

These meetings may also require the expertise of support staff such as a school psychologist, teacher and attendance counselors, resource teacher, special education teacher, etc., to address individual At-Risk student needs and recommend and/or provide applicable support. Applicable support that includes addressing the needs of the community, foster and homeless families including all wrap-around services.

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<sup>5</sup> <https://www.cde.ca.gov/sp/el/rm/charexmpls.asp> The California State Board of Education unanimously approved the California English Learner Roadmap State Board of Education Policy: Educational Programs and Services for English Learners (EL Roadmap Policy) on July 12, 2017

<sup>6</sup> Ibid

During each reporting period, the Infinite Campus *EL Monitoring Roster/Infinite Campus EL Roster* is generated and compared with the Snap Shot progress expectations to identify students who may be falling behind in English language development and/or core content areas. The *EL Progress Profile/EL Snap Shots* and *Individual Reclassification Plan* (IRP); such English Learner Report (ELPAC), i-Ready, are additional data sources that are used to support in comparing the EL student's progress in the meeting to establish progress expectations. The Instructional Leadership Team (ILT)- meets regularly to examine student data for school wide monitoring (i.e. by grade level, courses/classes), student group monitoring and to identify individual ELs who might need Tier 2 or Tier 3 support.



<b>2021-2022 YPICS Reclassification Criteria</b>		
<b>Criteria</b>	<b>General Education</b>	<b>Student w/Disabilities</b>
<b>ELPAC</b>	Overall Performance of Level 4	Oral, Speaking or Listening And Written, Language-Reading and Writing
<b>Smarter Balanced Assessments</b>	Met or Exceeds	Met or Exceeds IEP Evaluation
or	Average or Basic	<ul style="list-style-type: none"> <li>• Woodcock-Johnson Tests of Achievement, Fourth Edition (WJ-IV)</li> <li>• Kaufman Test of Educational Achievement, Third Edition (KTEA-III)</li> <li>• Brigance Comprehensive Inventory of Basic Skills (CIBS II)</li> <li>• Other assessments that provide a valid and reliable score:</li> <li>• The Language Reading Scale (LRS)</li> <li>• Progress Assessment in Reading (PAR)</li> <li>• Gates-MacGinitie Reading Test (GMRT)</li> <li>• Gray Oral Reading Test (GORT)</li> <li>• Test of Silent Contextual Reading Fluency (TOSCRF)</li> </ul>
<b>i-Ready Assessment</b>	Average or Basic	Reading Inventory (Houghton Mifflin)
<b>Teacher Evaluation</b>	C or Better SST Evaluation	C or Better SST Evaluation
<b>Parent Consent</b>	Parent Letter	Parent Letter

*Developed by YPICS staff 2021-2022*

## Monitoring Resources

Administrators, teachers and staff have access to various monitoring resources or tools that support with collection of student data and student progress monitoring. Monitoring resources include and not limited to the Infinite Campus *EL Monitoring Rosters*, *EL Progress Profiles* and the *EL Dashboard*, i-Ready results, student work, teacher recommendations and parent consent.

*EL Monitoring Roster* is a report available in Infinite Campus, which includes students' most recent data on English Language Proficiency Assessments for California (ELPAC), Smarter Balanced Assessment (SBA), basic skills assessments and grading marks. The *EL Monitoring Roster* is used to identify students in need of linguistic and/or academic acceleration. Schools need to also annotate the roster with information of supports and accelerations provided to the identified At Risk ELs. Infinite Campus allows for sorting and detailing individual student information and data.

The *Individual Reclassification Plan (IRP)* is a student report available in Infinite Campus and it is used to monitor progress and the academic needs and strengths of PLTEs and LTELs. This report is used for all At-Risk ELs to monitor progress towards reclassification. The IRP is used with the progress expectations charts (to monitor student progress, as well as assist individual students with developing linguistic and academic goals.

*NOTE: All At-Risk ELs must have documented data within the Infinite Camp Folder. The IRP is available in Infinite Campus under Reports English Learner Individual information, which includes reclassification information.*

The *EL Progress Profile* is a student report available in Infinite Campus, which displays the reclassification criteria, indicating specifically whether a student has met or not met each criteria measure for reclassification.

The *EL Dashboard* is a platform that contains school-level EL data. The *EL Dashboard* can be accessed on the individual students file.

## Progress Monitoring Procedures

For schoolwide monitoring and specific EL student groups monitoring, the ILT shall utilize an ILT Meeting Log to document the following:

- Type of acceleration(s) needed and offered
- Start and end date of acceleration(s)
- Number of hours of acceleration(s) provided
- Language skill(s) and/or subject area(s) addressed
- Information about the students' response to the acceleration(s)

*NOTE: For any students who require Tier 2 or Tier 3 support, the ILT must convene to develop a specific acceleration plan using the ILT Student Acceleration Plan form, which is available on Infinite Campus, refer to [Infinite Campus](#).*

### **Accelerations And Enrichment For At-Risk ELs**

The Executive Administrator must convene to recommend an acceleration plan with specialized support for identified At-Risk ELs as part of their schoolwide, group, and individual student monitoring. The acceleration plan includes English language support that is appropriate to the students' linguistic and/or academic needs. The ILT must also monitor the plan's implementation and the effectiveness of the acceleration services provided.

The YPICS acceleration program reflects a multi-tiered approach to instruction. Strategies include, but are not limited to, any of the following:

- Specific academic support
- Specialized reading, writing or math instruction
- Designated English Language Development (ELD)
- Differentiated instruction using Integrated ELD (ELD) methodology in core classes
- After school tutoring addressing identified needs of students
- Language and/or academic enrichment

*NOTE: The purpose of acceleration and enrichment is to explicitly support language and academic skills needed by ELs through direct instruction and the use of appropriate strategies.*

Since the ILT monitors the whole child, the team takes into account not only academics but also behavioral, attendance and social-emotional factors that are relevant when analyzing EL progress.

To determine appropriate accelerations and assess their effectiveness for individual ELs, the EL plan will be implemented during the 2021-2022 and 2022-2023 academic years. Teachers, staff and families receive an orientation to the plan, outlining the plan implementation that outlines the platforms and strategies that will be used during distance learning and on campus learning to engage students and provide the instructional support and scaffolds needed to make content accessible to students and be invited to serve on the committee to guide and evaluate the effectiveness of the plan.

The English Learner plan will be implemented and will maintain evidence of the academic achievement and the acquisition of English for English Learner students as measured by the English Language Proficiency Assessment for California (ELPAC) <https://www.elpac.org/><sup>7</sup>, CAASPP, RFEP Monitoring documents, as well as based on curricular and local assessments as indicated in the YPICS EL Reclassification Criteria.

Annual EL Parent ELPAC and Reclassification Workshop will support parents to understand the adjustments to the 2022-23 Summative ELPAC and the online 2022-2023 Initial ELPAC testing dates and how they were either administered remotely or in person; how to interpret the Initial and Summative ELPAC reports; the new alternative criteria for

<sup>7</sup> [cdfile://localhost/e.ca.gov https://www.elpac.org:](https://www.elpac.org/)

reclassifying certain students with disabilities; and the proposed administration of the 2022- 2023 Summative test.

Pre/Post teacher survey data will be used to identify individual teacher's professional development needs regarding how to best support ELs through both designated and integrated ELD instruction during distance learning and on campus learning using not only teacher feedback but classroom observations conducted by academic coaches and site Executive Administrators as well.

- English Proficiency ELs and SELs will make gradual progress in their development of academic English, attaining English Language proficiency and progress at the minimum rate of one ELD level per year.
- Teachers will continue to use historical EL student data to facilitate reflection and goal setting conferences to create student awareness of areas of strengths and weaknesses:
- Teachers will use data from Initial ELPAC and Summative ELPAC data from prior years to identify and provide targeted instructional support to help students to measure specific growth gains in the overall score as well as the 4 domains of listening, speaking, reading, writing.
- ELPAC test historical data will be used for 6<sup>th</sup> through 8<sup>th</sup> grades for Teachers to facilitate the student reflection process regarding their own progress.

Students will document how they performed in the 4 domains: Listening; Speaking; Reading; Writing using the specific descriptors of Beginning; Somewhat/Moderate Well Developed. Students will identify the domains in which they need to grow and develop specific, achievable and measurable goals/smart goals in the area of ELD to monitor their progress.

### **Academic Progress**

Ensure that students, including Special Education, receive appropriate instruction and assist staff in the implementation of EL teaching strategies through a staff development plan based on identified student needs with differentiated instructional strategies for both that support students during both long distance and on campus learning. As a result of increased English Language acquisition and academic support, English learners will demonstrate increased competency on district benchmarks and state-wide tests and demonstrate overall academic growth. Students who have reclassified will be monitored for 4 years with the expectation that they earn a letter grade of "B" or better in the ELA courses each semester.

All new teachers will receive Professional Development Workshops in ELD strategies and returning teachers will have the option to review presented strategies to add to the existing repertoire. All Teachers are provided and assisted in revisiting the protocol that should be followed in the use of the modified EL Student Monitoring document and to track the academic progress of R-FEP students within the 4-year monitoring cycle.

Curricular Programs, platforms and strategies will be used during distance learning to engage and challenge students to demonstrate a growth mindset, request teacher feedback and use it to revise their work, and track their own academic growth.

Standard English Language (SEL) and Mentoring is provided to address the needs of the whole student to build and foster strong connections between students, teachers and staff during long distance learning and on campus learning.

Teachers design 30 min. daily blocks of instructional time around SEL and incorporate opportunities for students to connect on a personal level with their teacher(s) and peers throughout the day to foster a sense of belonging and connection to the school so they want to show up and engage in learning.

Mentoring allows teachers and the Executive Administrator to connect at least once every week to 2 weeks with their mentee to do a social emotional check in as well as check in about their academic progress meeting their goals. Students reflect on what went well the previous week and what did not go so well and then establish goals for the new week based on their reflections.

Student Academic Performance will be measured using:

- ELPAC Scores- Initial & Summative Test
- Assignments for ELD instruction and curriculum
- Curriculum Embedded Assessments- Unit & Chapter tests. Internal Assessments/Common Benchmark Assessments i.e.

Assessment Blocks in November, 2020 and i-Ready assessments (6<sup>th</sup>-8<sup>th</sup>) which are administered 3 times a year. In addition to Project Based Learning assignments and math assignments that focus on themes that are environmental and community focused will be assigned and completion rates will be monitored for core classes such as ELA, History, Science, Math/Common Benchmark Assessments will be used to determine what students need to focus on.

Acceleration will be provided to small group support during the Core Classes or other accelerations during the school day, afterschool or during asynchronous time might be necessary. Differentiated materials and resources will be selected or created by the teacher to scaffold learning to ensure grade level content is comprehensible for students and used as a vehicle for teaching cognitive skills.

#### CAASPP ELA Performance Data

- Acceleration will be provided to students throughout distance learning and on campus learning.
- Students will be provided acceleration throughout the instructional day where small group instruction is provided using assessment data.
- Tutoring is available before and after school with on-campus learning.
- Teachers will provide targeted support in small groups to teach and reinforce skill and Success for All protocols to development, cognitive skills development support and performance focus assessment prep support.

LTELS will be monitored by the Executive Administration and the teachers for academic progress as measured by their 5 week progress reports and all students mentors will meet with them at least once every two weeks to discuss their academic and social emotional progress as well as set Smart Goals that are designed to create student independence and support their progress and student academic achievement.

Teachers and the Executive Administrator will meet with students not meeting the academic expectations to collaboratively create academic plans individually with students to improve their performance through improved attendance, class work completion and assessment performance. The School Climate and Culture Coordinator and Advisory Teacher's will also support monitoring attendance of assigned tutoring when needed.

### **Reclassification Of English Learners**

Reclassification of English Learners who meet established criteria; establish follow-up procedures to monitor and support reclassified fluent English proficient students (R-FEPs); as well as, assure all English Learners show yearly progress towards meeting the criteria to become English proficient over a 4-year cycle or as long as the student is enrolled in the school.

The modified criteria for reclassification based on the new California Department of Education (CDE) mandate requiring an ELPAC overall score of "4" as part of the first criterion for reclassification. This change took place January 2019. Designated teachers will use Reading and Language Tests to generate student Lexile Level (comprehension) Scores of "Basic" or higher for initial Reclassification criteria and "Proficient" for all R-FEP students currently in the 4-year monitoring cycle.

### **Monitoring Plan And Staff Development**

**Monseñor Oscar Romero** understands the importance and use of research-based instructional practices to promote student achievement, resulting in professional development and support in the following areas:

- Design standards-based instruction (using the principles of backwards design)
- Align appropriate assessments to the standards
- Implement instructional activities that are aligned to standards, and reflect research-based best practices
- Teachers are incorporating instructional strategies detailed in Explicit Direct Instruction:
- The traditional backwards design process guides teachers through a three step process:
- Internalization and prioritization of the Common Core State Standards, NEXT Generation and Appendices
- Differentiated assessment methods aligned to prioritized standards and identified learning targets
- Innovative, research-based instructional strategies clearly articulating student learning objectives

- The third step is a process of aligning Common Core State Standards and assessments to real-world learning applications that take the shape of meaningful, meticulous and accessible projects.

In addition, students are involved in conversations about learning objects, instruction and assessment. Teachers continuously communicate, learning objectives to our students while formatively and summatively assessing (benchmarks, diagnostic math and ELA) for student mastery (proficiency) of all concepts mandated within the Common Core State Standards.

Furthermore, this student-centered approach supports a culturally relevant curriculum that connects with students' interests and experiences. The process of student involvement in their own goal setting, facilitated by teachers and parents, affords the student to maintain or engage in learning strategies that reflect academic achievement.

Another implemented process is the Backward Design, which is used by teachers to develop Common Core State Standards - aligned assessments and project-based instructional activities at each grade level across the content areas.

The foundational coursework, as outlined above, uses a repertoire of instructional strategies, curriculum and materials. Instructional strategies include:

- Research-based projects
- Cooperative group work and projects
- Interdisciplinary approaches to curriculum
- The presentation of clearly defined "Learning Targets" for all students by all teachers and clearly understood by all students
- Rubric self-assessment
- The involvement of community members and educational partners in instructional presentation
- Mentoring program
- Implementation of a Professional Learning Community for peer interactions based on the work of nationally recognized work of Paul Bambrick-Santoyo.<sup>8</sup>
- Training and other instructional staff meet the requirements for highly qualified teachers and staff, required by Common Core State Standards, National and California Teaching Standards. These professional development trainings are key in providing teachers and staff, along with all the needed follow-up and implementation of these processes.

Professional development opportunities regarding students with disabilities are provided to teachers and support staff several times throughout the school year. Topics include: Special Education 101, Special Education Snapshots & IEPs, Verbal de-escalation, and Writing Present Level of Performance for IEP meetings. In addition, the school presented a "SPED Series" of Professional Development for teachers. Topics included:

<sup>8</sup> Bambrick-Santoyo. P. (2016) *Getting, Better Faster*. Jossey Bass.

Collaboration, Understanding Student Needs, Planning with Intention, and Providing Feedback to Students with Disabilities. All staff members have access to participate in professional development provided by the District.

### **Students With Disabilities Receiving Special Education Services**

The special education program is fully inclusive where all students with disabilities are educated in classes with their non-disabled peers. Students with disabilities receive support via push-in support where the general education teacher and special education teachers, along with paraprofessionals, collaborate to assist the students with access to the curriculum; or pull-out support where the students receive some of their instruction in a small group or one-on-one setting. Each grade level has a case carrier who ensures the proper implementation of the IEP. They provide IEP snapshots, review them regularly with teachers, and coordinate support from related service providers.

During the IEP meeting, the team will complete the “IEP Team Worksheet to Determine Reclassification”. The document will be uploaded into Welligent as documentation for reclassification.

ELs who have an active Individualized Education Program (IEP) must have their progress monitored on a consistent basis by both the ILT and their IEP team. The team is required to document the instruction, services, and supports that are needed to support students with disabilities who are ELs. This includes documenting the student’s Present Level of Performance in ELD as evidenced by multiple sources of State, and school level data, and providing a description of how a student’s ELD level and/or performance impacts the student’s progress toward meeting the criteria for reclassification and IEP goals and objectives. The IEP team is required to address the provision of services and supports in ELD as part of the offer of Free Appropriate Public Education (FAPE) for all ELs with disabilities.

The IRP is a necessary document for all ELs, including those with an IEP. The IEP meeting provides an additional place to review progress towards reclassification. As part of the IEP team’s preparatory activities, the IEP case manager should consult with the student’s ELD teacher, the school EL designee and/or the school’s ILT.

*NOTE: ELs with a 504 Plan are also part of the school’s general EL monitoring process and must be monitored by the EL designee.*

### **English Learner Online Accountability Requirements**

The school site Executive Administrator is responsible for ensuring At-Risk ELs are monitored and supported with the appropriate accelerations. **Monseñor Oscar Romero Charter School’s** goal is to effectively monitor ELs’ linguistic and academic progress

As an English Learner Consortium **MORCS** provides appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile and retells assessments. To build



understanding and expertise above the needs of ELs and research-based practices, and to use the LCAP planning process to focus upon implementation and supporting those approaches. **MORCS** engages parents, teachers, students, administrators, staff, and community members in developing school plans and programs through, School Advisory Council, Cafe con Los Directors, Parent Committee, LCAP Planning Committee, Lead Teacher meetings, staff meetings, YPICS Leadership meetings, Student Leadership, CASA Advisory Council, and staff, student, parent, teacher surveys.

- A. **MORCS** has a partnership with LA City College that collaboratively provides an on-campus remedial Math and English course, advanced college courses, and support giving college ready opportunities. A further collaboration with agencies and organization offers ongoing access to our community.
- B. Funds are used for activities related to supporting well-rounded education under Section 4107; All ELs have full access to the curriculum, and the school assures meaningful movement and tracking towards English proficiency with a focus on closing gaps in academic achievement in all content standards.
- C. Safe and Healthy Students LCAP Goal #8: School Climate applicable to the following: Pupil suspension rates; Pupil expulsion rate; and other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness. Graduation Rate Outcome #3: Safety and school connectedness at or above baseline goals 96% of parents, students and teachers indicated school safety and connectedness. Method for Measuring: Other local measures, including surveys of pupils, parents, and teachers.
- D. Funds are used for activities related to supporting the effective use of technology in schools under Section 4109: A technology-rich learning environment, including access to technology both at school and at home to support academic achievement and access to research, Google Suite for Education, and other adaptive programs that provide timely and actionable feedback. CTE vocational skill instruction and independent skill development taught by a credentialed and industry-experienced professional, using industry-standard digital and media arts tools and technology. LCAP Goal #1 Basic Services The quality of teachers has an impact on student success.
- E. Periodically evaluations of the effectiveness of the activities carried out under this section based on such objectives and outcomes. Outcome #3: All students will exhibit Student Academic Achievement-Proficiency Metric/Method for Measuring: Weekly and mini benchmarks, Quarterly Benchmarks results-reviewed by staff to ensure school Rtl, setting of goals and academic achievement for student academic achievement. Formative assessment conducted daily during instruction teacher standard aligned created exit slips-used for checking for student understanding on a daily basis

Developed a monitoring evaluation plan for determining program effectiveness for English Learners and R-FEP students in 4-year cycle; monitor growth and use data to improve academic programs

Literacy Measurement Goal- All students will be reading and will take diagnostic assessment, skill deficits are identified by reading concepts based on the reading process

and students are grouped based on their assessed reading needs and acceleration or extension support is provided in small groups.

All teachers have been trained in the use of i-Ready and will be supported to utilize the i-Ready online program for students as a RTI level 2 acceleration after the administration of the diagnostic test 2 (or more times) annually.

#### Reading Acceleration Specialist and Designated ELD Teacher

- Lessons will include sounds and spelling patterns, morphology, grammar, and fluency.
- Students who are reading two or more grade levels below their grade level according to data are selected to receive acceleration support.
- Through distance learning, most groups will meet during their asynchronous instruction. For at least one grade level, students will meet during their small group instruction time and will be alternating groups with their teacher.
- To assess students' growth over time data will be collected using the following tests and share with teachers and the administrative team:
  - Phonemic Awareness Baseline Assessment
  - I-Ready and classroom assessments
  - Acceleration groups will be adjusted after assessments are administered according to the assessment calendar.
  - Success For All results

Parents will gain increased knowledge of language expectations and policies related to the support of ELs and SELs and learn strategies to assist in their own language development and those of their children.

An annual District level ELPAC Parent Night will be held to review the ELPAC assessment results and deconstruct the ELPAC student performance reports. The Parent Coordinator or designee will create and provide suggestions for what parents can do to support their children at home with their continued language development. Additional parent workshops related to students ELPAC data reports and strategies for supporting EL students at home will be offered.

ELAC will identify opportunities for parents to increase their own English Language development skills through the offering of parent workshops.

For At-Risk ELs with disabilities, the EL designee and/or designated faculty member shall join the Individualized Education Program (IEP) team to review the IEP EL goals, as well as the IRP's, and determine the type of support needed for each individual EL.

Evidence of ILT monitoring, including the acceleration plan, must be filed in the Master Plan folder in the student's cumulative record.

Student learning outcomes are ultimately products of classroom instruction and student engagement in learning. The capacity of our school to deliver a high intellectual quality of instruction and meaningful access through rigorous instruction depends on the availability of materials, the professional learning opportunities available to teachers, and how the educators in the system are formatively assessing their practice. The following are indicators that help educators understand the quality of the classroom-learning environment.

1. Materials support scaffolding and opportunities for EL students at all levels of proficiency to engage in intellectually rich learning.
2. Professional learning opportunities are available for teachers on how to use materials to engage EL students of all levels of proficiency in intellectually rich learning.
3. Implementation of materials is accompanied by an examination of ongoing evidence of student engagement and learning.

From the perspective of California State Standards-aligned instructional and learning practices, it is especially valuable to gather evidence of students' oral and written language across disciplinary practices at the classroom and school level, as well as the distribution of the uses of language across EL students with varying levels of proficiency and backgrounds. This includes the following:

1. Students use language and materials purposefully to describe, explain, persuade, inform, justify, negotiate, entertain, and retell.
2. Students contribute actively to class and group discussions, such as by asking questions, responding appropriately, clarifying or seeking clarification, building on what others say, or providing useful feedback verbally and in writing.
3. Students demonstrate metalinguistic behaviors (making explicit references to language and communication) while engaged with structured cohesive texts, expanding and enriching ideas, or combining and condensing ideas.
4. Teachers monitor student participation in learning activities and provide support to build on the strengths and meet the needs of individual students.

The socio-emotional climate is culturally and linguistically respectful and appropriate, and is monitored in a variety of methods, including student climate and Social and Emotional Learning (SEL) surveys.

Available Resources at the California Department of Education.

- [Technical Assistance and Monitoring](#)  
Technical assistance to guide local educational agencies with providing services to English learner, immigrant, and migrant students.
- [Compliance Monitoring](#)
- [English Learner Advisory Committee](#)
- [2022-23 Cycle A and C Program Instruments](#)

- [District English Learner Advisory Committee](#)
- [CDE Monitoring Tool \(CMT\)](#)

## INITIAL IDENTIFICATION (CCR-EL4)

### Initial Identification

**EL4** **Monseñor Oscar Romero Charter** will properly have identified, assessed, and reported all students who have a primary language other than English.

### Home Language Survey

**EL4a** A Home Language Survey (HLS) is used to determine the primary language and is on file for each student at **Monseñor Oscar Romero Charter**.

Schools in California are required, at the time of the student's enrollment into **Monseñor Oscar Romero Charter** to determine the language(s) spoken in the student's home in order to provide meaningful and appropriate instruction. This information is provided on the Home Language Survey (HLS). [See Form A in Appendix. When enrolling a student at **MORCS** a parent or guardian is required to complete a Home Language Survey as part of the process.

### Assessment of English Language Proficiency

**EL4b** Each student whose home language is other than English as determined on the HLS has been assessed within 30 school days of initial enrollment in English comprehension, speaking, reading, and writing using the state-designated instrument.

Note: Administration of the Home Language Survey must include all four questions. The decision to test students who indicate a language other than English only on the fourth question should be made on an individual basis. Alternative assessments may be used for special education students with low-incidence and severe disabilities.

All students who's Home Language Survey indicates a language other than English on the survey's first three questions must be assessed in English language skills within thirty calendar days of initial enrollment in **Monseñor Oscar Romero Charter**. The questions are: (1) first language learned by the child, (2) the language most frequently spoken by the child at home, and (3) which language is most frequently used by the parents or guardians when speaking with the child.

The ELPAC assesses the student's proficiency in English reading, writing, speaking, and listening skills. Students identified as having a Home Language other than English by the Home Language Survey, but score at the Well Developed (4) or Moderately levels (3) on

the ELPAC are designated initially as fluent English Proficient and placed in the appropriate language program.

Students who indicate a language other than English only on the fourth question of the HLS, the language spoken most frequently by adults in the home need not be assessed with the ELPAC, and will be initially designated as English Only (EO) and placed in the appropriate program.

## Primary Language Proficiency Assessment

**EL4c** **Monseñor Oscar Romero Charter** has further assessed each English learner for primary-language proficiency, including comprehension, speaking, reading, and writing within 90 calendar days of initial enrollment. Parallel forms of the tests to determine English-language proficiency are used if available.

All identified English Learner students are assessed for primary language proficiency in reading, writing, speaking, and listening within ninety (90) calendar days of initial enrollment. An administrator trained and a fluent speaker of the student's primary language conducts the assessment. When no staff person is available for speakers of other languages, an informal assessment will be administered.

## Parental Notification

**EL4d** All parents of EL and FEP students have been notified in writing of their child's English-language and primary-language proficiency results.

Every effort should be made to inform parents immediately of results of assessments; no later than ten (10) days following the completion of all initial assessments, the Initial Language Identification Form and the Initial Primary Language Identification Form will be sent to parents by the site resource teacher.

## Maintenance of Records

Upon completion of the assessment process in grades 6<sup>th</sup> through 8<sup>th</sup>, the school will record the results into **Monseñor Oscar Romero Charter** database. Results of initial assessments are entered for each student and communicated to the student's teacher(s). A copy of the Home Language Survey, original forms with assessment results in English and Primary Language, and Parent Notification forms are placed in the student's English Learner Folder (ELF).

The instruction for **Monseñor Oscar Romero Charter** English Learners consist of two primary programs which comply with all current state and federal laws including Proposition 227, passed in 1998:

1. Structured English Immersion
2. English Learners Mainstream Programs

These programs consist of a Common Core State Standards-English Language Development component and access to the core curriculum including the following:

1. Self-image/Cross-Cultural Awareness
2. Differentiated Instruction
3. Differential Materials
4. Student Assessments (multiple measures)
5. Qualified Staff
6. Catch-Up Plan (Computer Assisted Learning)

### **Parental Involvement**

Parental involvement in decisions regarding the education of their children is required and critical to the student's academic success. At initial enrollment and every year thereafter, parents are notified of the educational options for their children including waivers for alternative programs.

All descriptions of the program are disseminated in the language comprehensible by the parent.

## Instructional Programs [CCR-EL3]

### Instructional Programs

**EL3 Monseñor Oscar Romero Charter** is providing services to English learners to ensure that they are acquiring English-language proficiency and recovering any academic deficits that may have been incurred, in other areas of the core curriculum. **Monseñor Oscar Romero Charter** provides additional and appropriate educational services to English learners in grades 6<sup>th</sup> through 8<sup>th</sup> in all classroom situations. These services are for the purposes of enabling English learners to overcome language barriers and must be provided until they have demonstrated English-language proficiency comparable to that of the **Monseñor Oscar Romero Charter** average native English-language speakers and recouped any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers.

**EL3a** Each English learner receives a program of instruction in English-language development in order to develop proficiency in English as rapidly and as effectively as possible.

**EL3b** English learners are meeting **Monseñor Oscar Romero Charter** content and performance standards for their respective grade levels in core curricular areas. **Monseñor Oscar Romero Charter** may choose to ensure that English learners acquire English and learn grade-level academic content simultaneously by implementing a program designed to keep English learners at grade level in all areas of the curriculum. **Monseñor Oscar Romero Charter** may choose to concentrate first on teaching English so long as **Monseñor Oscar Romero Charter** subsequently brings students to grade level in all other areas of the curriculum within a reasonable amount of time. **Monseñor Oscar Romero Charter** has a plan that describes any academic deficits will be monitored and provided intervention.

These models comply with all current state and federal laws, including Proposition 227 (1998). Parental involvement in decisions regarding the education of their children is required and critical to the student’s academic success. At initial enrollment and every year thereafter, parents are notified of the educational options for their children.

All programs for English Learners provide English Language Development (ELD) and access to the core curriculum. All descriptions of programs are disseminated in the language comprehensible to the parent.

Placement in Structured English Immersion (SEI) or the English Language Mainstream setting is based on assessment, of the student’s English proficiency. ELs that lack Reasonable Fluency in English are initially placed in SEI with support in primary language when needed. Those scoring above this level are placed in the English Language Mainstream.

## Elements of Program Options

The goal and expectations for two English Learners programs are as follows: In the SEI, students scoring at ELPAC Levels 1 and 2, are expected to reach reasonable fluency 1-3 years with a time period of 5 to 7 years to be reclassified as FEP.

In our Mainstream program, students are expected to be reclassified in 3-5 years and 5 to 7 years to be reclassified as FEP.

### English Learners Program Settings\* -

\*All of the instructional programs designed for English Learners must contain the following components:

1. Explicit, well-articulated, standards-based, differentiated English Language Development (ELD) instruction, specifically designed for English Learners;
2. Well –articulated standards-based core curriculum instruction provided with primary language support and/or through specially designed academic instruction in English (SDAIE); and
3. Structured activities designed to develop multicultural competency and positive self-esteem, integrated through the core curriculum.

Task-based instruction allows students to work with concepts and language in a variety of ways (e.g. via reframing, where students can act, draw, or map out the concepts, or use poetry, song, chant, letters, or keep diaries);

1. Grade-level content instruction in English designed for English Learner;
2. Facilitating English Learners in accessing the same core curriculum as that of English-only students;
3. Language-sensitive and culture-sensitive content teaching;
4. Developed through comprehensible language;
5. Making accommodations in the learning environment so more students are able to access the content;
6. An ideal place to use language for communication;
7. A natural vehicle through which to teach English;
8. Good language teaching when the input is made comprehensible;
9. Instruction encouraging the active use of language and the emphasis on big ideas;
10. Instruction that allows the teacher to check for understanding frequently using interactive strategies;
11. Integrating assessment in an on-going and formative manner through observations portfolios, journals, and product-development; and
12. Built on language modifications such as pause time, questioning, pacing, and highlighting.



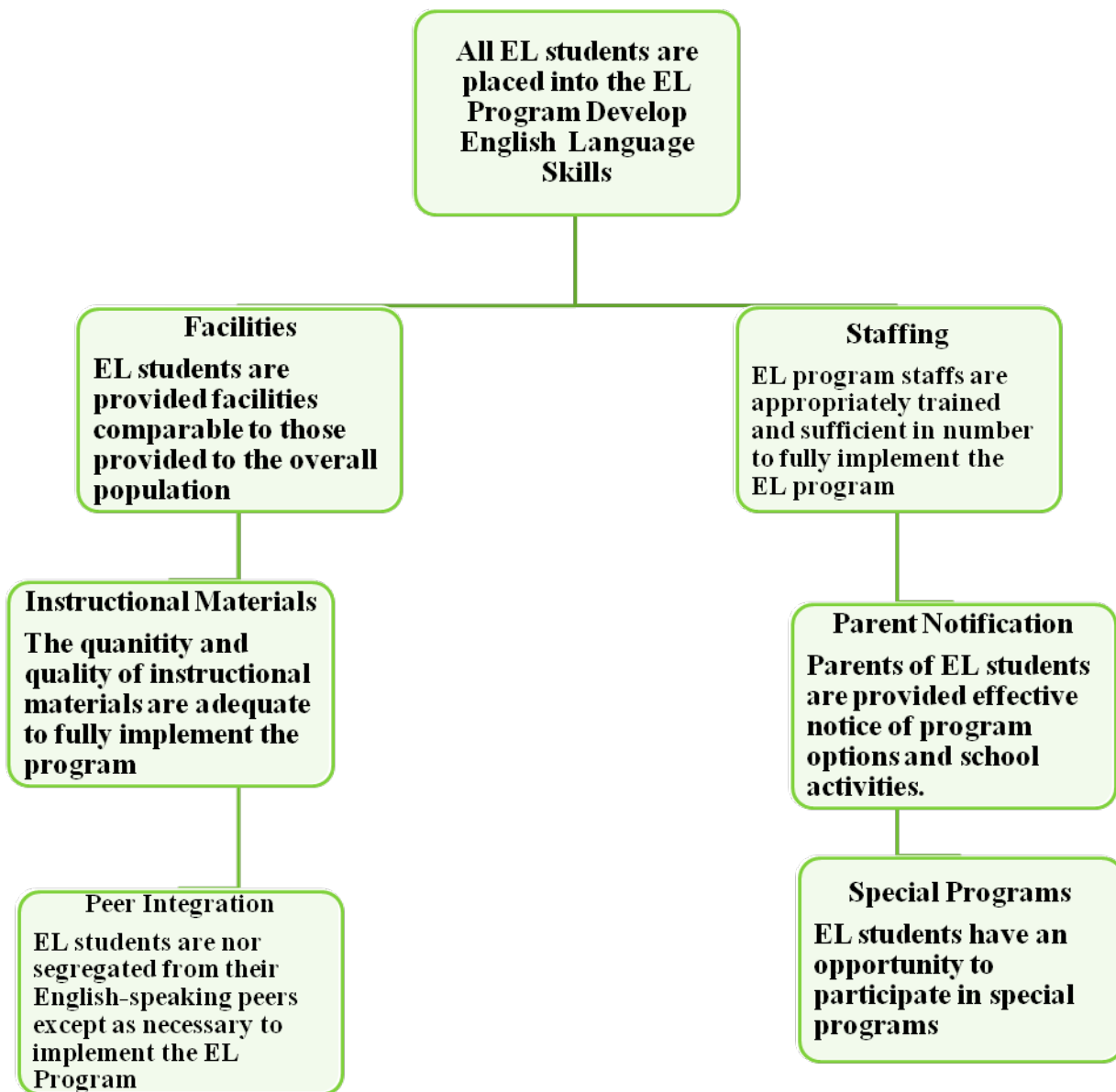
## Key Features Of SDAIE

In effective SDAIE classrooms, principals, and teachers work together to ensure the use of sound practices that make content comprehensible for English Learners. These practices include:

- |   |                               |
|---|-------------------------------|
| 1) Modeling                                 | 7) Bridging                   |
| 2) Contextualizing                          | 8) Building schema            |
| 3) Reframing                                | 9) Developing metacognition   |
| 4) Checking for comprehension               | 10) Monitoring/assessing      |
| 5) Questioning                              | 11) Adjusting speech register |
| 6) Orchestrating all modalities of learning | 12) Interacting               |

For English Learners at Minimally Developed, Somewhat Developed, and sometimes at the Moderately Developed level, access to the core can be facilitated by primary language support. The assignment of a BCLAD teacher is always the best method for providing language support.

However, when there are 10 or more students of the same language who need a particular course and a BCLAD teacher is not available, then the students will be grouped together with a CLAD-certificated teacher and provided a bilingual instructional assistant, who will use the primary language to motivate, clarify, direct, support, and explain.



**Expanded Program (Grades 6-8)**

The Instructional program for students enrolling with ELPAC scores at levels 1 or 2, will consist of a 4-year program and/or a modified program.

**Example of Teacher Monitoring Template (To be completed by English Language Arts Teacher and conference all teachers)**

**Sample**

Year	Criteria	ELPAC Score	Smarter Balance English Language Arts i-Ready Assessment	Grade English Language Arts	SBAC Interim Assessment Results	Teacher Recommendation

As stated **Monseñor Oscar Romero Charter continues** to work closely, one-on-one with teachers reviewing student portfolios in determine if students are eligible for the reclassification redesignation process; which indicates that students, while achieving an early advanced and advanced on the ELPAC were not able to be re-designated as the student did not meet the criteria listed above, specifically the comparison of performance in basic skills.

The *Language Census Report* concludes that ELs are placed in other (undefined) instructional setting and not in a structured ELD program. Every Student Succeeds Act requires a development of a *Local Education Plan*. **Monseñor Oscar Romero Charter** is following and adhering to the California Common Core State Standards/English Language Arts/English Language Development and as outlined in our EL Master Plan for English Learners. Further an assessment of the student's primary language literacy level skill will be used to determine the student's English level, and used as a base for English Language Development.

Goals for ELs are:

1. English learners (ELs) acquire full proficiency in English as rapidly and effectively as possible. (20 USC 1703[f], 6892; EC 300[f], 5 CCR 11302[a])
2. ELs meet state standards for academic achievement. (20 USC 1703[f], 6812, 6892; 5 CCR 11302[b]; *Castañeda v. Pickard* [5<sup>th</sup> Cir. 1981] 648 F.2d 989.)

The instructional improvement plan is based on the student academic achievement, student goals, organizational components of **Monseñor Oscar Romero Charter** and various organizational perspectives or frameworks.

### **Stage 1: Implementing an English Mainstream Service Option**

**Time Frame:** August 2022 through June 30, 2023

**Implementation Target Date:** August 2022

- Integration of the Common Core State Standards English Language Development (ELD) standards into the school-wide curriculum with performance indicators
- Staff development on reviewing ELD Curriculum and ELD/language arts program, and programs to increase vocabulary and English acquisition.
- Staff development on utilizing curriculum standards instruction and assessments to determine academic levels upon enrollment
- Implement assessments to determine academic levels upon enrolling
- Staff development for teachers to learn how to incorporate an English Mainstream (EMI) Service Option and learn and use ELD Teaching strategies.
- Coordinator of Instruction and ELD Teacher observations of other charter school's EMI model
- Implementation of an English Language Development Course, at least two courses ELD 1 for beginning and Early Intermediate. ELD 2 for Intermediate and Early

Advance. Since most courses have multiple levels professional development will be provided to staff to differentiate ELD for the multiple proficiency levels.

- Implement state-approved ELD language arts program into ELD courses.
- Action Research: Stages of Concern.

### **Stage 2: Follow-up and Monitor Progress**

**Time Frame:** August 2022 through June 30, 2023

**Implementation target date:** August 2022

- Action Research: Survey Levels of Use (LOU)
- Coordinator of Instruction, Director of Academic Achievement, and Student Achievement/Executive Administrator will be available to encourage teachers to focus on lesson design and delivery on the diagnosed linguistic needs of EL's.
- Staff development follow-up to review ELD strategies and ELD program
- Monitor and follow-up on post-assessment results on a monthly basis
- Monitor teachers that are working toward CLAD/BCLAD emphasis.
- Implement ELD component to student portfolio (writing sample graded on set rubric and rubrics for professional levels). A pre and post-writing sample is to be implemented rubric for proficiency levels.
- Provide staff development on the student language proficiency reclassification process
- Implement student language proficiency reclassification process.

## Training Components

<b>Training Component</b>  <b>Professional Development as per California Department of Education</b>	Staff development on reviewing and implementing ELD Curriculum and ELD/Language arts program, and other vocabulary and language acquisition programs. Three Series (Introduction, Implementation, Follow-up) 2 workshops each	Staff development on use assessments aligned to ELD standards to determine academic levels upon enrollment.	Staff development for teachers to learn how to incorporate an English Mainstream (EMI) Service Option and learn and use ELD teaching strategies.
<b>Theory Presentation</b>	Power Point Presentation on English Learner Program	Professional trainer will conduct workshop on using the assessment	Current English Mainstream Instruction (EMI) teachers will conduct an ELD lesson, focusing on ELD strategies.
<b>Modeling</b>	The various features of the materials will be modeled	The trainer will model how to set up the assessments on the computer.	Current EMI teachers will come and conduct an ELD lesson, focusing on ELD strategies.
<b>Practice</b>	Participants will practice using the instructional materials	Participants will practice using the computerized assessment	Participants will form groups and practice ELD strategies on each other
<b>Feedback</b>	Facilitator and other participants will provide feedback.	Facilitator will provide feedback	Current EMI teachers will provide feedback to groups.
<b>Coaching</b>	Facilitator will provide coaching to participants' groups	Facilitator will provide coaching to participants' groups	Current coach will provide support to individual teachers

### **Success Indicators**

The implementation of the ELD program will be reviewed by using assessment data results from indicators as it relates to student academic achievement. Growth on ELPAC assessment will be used to determine if students are meeting set growth target as indicated in their individual learning plan. Goals for ELs are:

1. English Learners (ELs) acquire full proficiency in English as rapidly and effectively as possible. (20 USC 1703[f], 6892; EC 300[f], 5 CCR 11302[a])
2. ELs meet state standards for academic achievement. (20 USC 1703[f], 6812, 6892; 5 CCR 11302[b]; *Castañeda v. Pickard* [5<sup>th</sup> Cir. 1981] 648 F.2d 989.)

The following assessment instruments will be used to monitor progress and to determine student placement (Refer to Reclassification Chart).

- Set growth achievement detailed in individual student learning plan.
- Annual Smarter Balanced Assessment
- Performance Assessments, including an oral presentation and inquiry format
- Student Portfolio: Writing Sample
- ELPAC

In addition, **Monseñor Oscar Romero Charter** will work during the school year toward achieving the following success indicators:

1. English Learners will increase by 3% on the basic redesignation in the Smarter Balanced scores for English/Language Arts section

The California Department of Education's English Learner Master Plan will be used as a resource guide for curriculum planning. Teachers will attend appropriate English Learner training or receive such staff development. This will allow our teachers to become qualified to train other teachers during in-service professional development.

**Monseñor Oscar Romero Charter** teachers also participate in professional development, or the like provided via staff development or university training.

## Monitoring Plan and Staff development

**Monseñor Oscar Romero** understands the importance and use of research-based instructional practices to promote student achievement, resulting in professional development and support in the following areas:

- Design standards-based instruction (using the principles of backwards design)
- Align appropriate assessments to the standards
- Implement instructional activities that are aligned to standards, and reflect research-based best practices
- Teachers are incorporating instructional strategies detailed in Explicit Direct Instruction:
- The traditional backwards design process guides teachers through a three step process:
- Internalization and prioritization of the Common Core State Standards, NEXT Generation and Appendices
- Differentiated assessment methods aligned to prioritized standards and identified learning targets
- Innovative, research-based instructional strategies clearly articulating student learning objectives
- The third step is a process of aligning Common Core State Standards and assessments to real-world learning applications that take the shape of meaningful, meticulous and accessible projects.

In addition, students are involved in conversations about learning objects, instruction and assessment. Teachers continuously communicate, learning objectives to our students while formatively and summatively assessing (benchmarks, diagnostic math & ELA) for student mastery (proficiency) of all concepts mandated within the Common Core State Standards.

Furthermore, this student-centered approach supports a culturally relevant curriculum that connects with students' interests and experiences. The process of student involvement in their own goal setting, facilitated by teachers and parents, affords the student to maintain or engage in learning strategies that reflect academic achievement.

Another implemented process is the Backward Design, which is used by teachers to develop Common Core State Standards - aligned assessments and project-based instructional activities at each grade level across the content areas.

The foundational coursework, as outlined above, uses a repertoire of instructional strategies, curriculum and materials. Instructional strategies include:

- Research-based projects
- Cooperative group work and projects
- Interdisciplinary approaches to curriculum



- The presentation of clearly defined "Learning Targets" for all students by all teachers and clearly understood by all students
- Rubric self-assessment
- The involvement of community members and educational partners in instructional presentation
- Mentoring program
- Implementation of a Professional Learning Community for peer interactions based on the work of nationally recognized work of Paul Bambrick-Santoyo.<sup>9</sup>
- Training and other instructional staff meet the requirements for highly qualified teachers and staff, required by Common Core State Standards, National and California Teaching Standards. These professional development trainings are key in providing teachers and staff, along with all the needed follow-up and implementation of these processes.

Professional development opportunities regarding students with disabilities are provided to teachers and support staff several times throughout the school year. Topics include: Special Education 101, Special Education Snapshots & IEPs, Verbal de-escalation, and Writing Present Level of Performance for IEP meetings. In addition, the school presented a "SPED Series" of PDs for teachers. Topics included: Collaboration, Understanding Student Needs, Planning with Intention, and Providing Feedback to Students with Disabilities.

All staff members have access to participate in professional development provided by the District.

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<sup>9</sup> Bambrick-Santoyo, P. (2016) *Getting, Better Faster*. Jossey Bass.

Monseñor Oscar Romero Charter School

LCAP Overview 2021-2022 and LCAP Goals 2022-2023

LCAP Goal	Student Achievement: Increase Student Achievement	Engagement: Student, teacher and parent engagement	Basics: Provide an appropriate BasicCondition of Learning		
	<p><b>Goal 1:</b> Increase Student Achievement</p> <p>Maintain high standards for our community focused on providing a safe, nurturing, engaged learning environment in which all students are supported in attaining high levels of achievement through the use of high-quality curricula and assessments and targeted acceleration/supports.</p> <p>(State Priorities: 4 Pupil Achievement, 2 Implementation of State Standards, 7 Course Access)</p>	<p><b>Goal 2:</b> Increase meaningful and purposeful student, teacher, and parent engagement.</p> <p>(State Priorities: 3 Parent Engagement, 5 Student Engagement, &amp; 6 School Climate Culture)</p>	<p><b>Goal 3:</b> Provide and appropriate Basic Condition of Learning Social-emotional and behavioral support with extended classes and enrichment activities for students, and ensure all students are actively engaged and supported through a safe, healthy, and rigorous learning environment.</p> <p>(State Priorities: 1 Basic Services, Other Pupil Outcomes)</p>		
<p><b>Actions and Measurements</b></p>	<p>2-3% growth on CAASPP</p> <table border="1" data-bbox="405 1063 793 1369"> <tr> <td data-bbox="405 1063 598 1369">Reading</td> <td data-bbox="598 1063 793 1369">Math</td> </tr> </table>	Reading	Math	<p>Multiple opportunities for <del>Part</del> Engagement (Measured Fall Youth Truth Survey: Parent Involvement)</p> <p>2021-2022: Met: Survey Ranked the school in Meet with School Culture and Climate the 49th percentile team in the spring/summer of 2022. (compared with 65th)</p>	<p>Use of Multi-tier schoolwide program (MTSS)</p> <p>2021-2022 Met:</p>
Reading	Math				

<p>Annual Progress on CA Dashboard (Status &amp; Change)  <u>Verifiable Data i-Ready</u>                  2021-22 Goal  <u>Met using Verifiable Data Reading:</u></p> <ul style="list-style-type: none"> <li>• Students “On or Above” Grade level increased from 13% to 17% in Reading from D1 to D2</li> <li>• Students “Two or More Grade Levels Below” decreased from 72% to 63% from D1 to D2</li> <li>• Median Progress to Annual Typical Growth is at 97% overall for all students in reading</li> <li>• 7th grade reading saw the highest growth at 124% median growth and 42% stretch growth</li> <li>• All grade levels showing growth from D1 to D2</li> </ul> <p><u>Met Verifiable Data Mathematics:</u></p> <ul style="list-style-type: none"> <li>• Students “On or Above” Grade level increased from 6% to 11% in Math from 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</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> </ul>	<p>Engage parents &amp; students in decision making</p> <p>2021-2022: Met                  Continued engagement of parents in decision- making open communication on all levels.</p>	<p>PD in ELA, Math, NGSS, ELD, Tech, Differentiation</p> <p>2021-2022 Met:                  96% Teachers participated in professional professional development throughout the year on going coaching, monitoring and feedback provided to teachers.</p>
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<ul style="list-style-type: none"> <li>• Median Progress to Annual Typical Growth is at 73% overall for all students in math 8th grade math saw the highest growth at 108% median growth and 42% stretch growth</li> <li>• All grade Students “On or Above” Grade level increased from 13% to levels showing growth from D1 to D2 in Math</li> </ul>		
<p>100% Teacher Proper Credentials Assignments</p> <p>2021-22: Met: Opened ELD classrooms</p>	<p>ADA rate above 94% (Chronic Absenteeism)</p> <p><u>2021-2022 Met:</u> Due to COVID-19 Attendance Committee specific vision and goal(s) for outreach (2021-22). and enrollment in 22-23. The team continues to address the issues and have a detailed action plan and/or a marketing strategy calendar which includes quarterly check-ins to ensure that the implementation is successful.</p>	<p>100% of ELs will have full access to CCSS-aligned curriculum as they develop EL proficiency.</p> <p>2021-2022 Met: Opened additional designated classroom to address the needs of ELD students</p>
<p>100% of teachers and students will have access to State approved standards-based materials</p> <p>2021-2022 Met: Offered Distance Learning, In-Person Learning, Learning Acceleration</p>	<p>Suspensions and Expulsion Rates Maintain below 1%</p> <p>2021-2022 Met: &lt;1% suspension andexpulsion rate 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</p>	<p>School facilities are clean and maintained in good repair with daily spot check and Site Inspection Lists with &gt; 90% of items in compliance or good standing.</p> <p>2021-2022 Met:</p> <p>100% of facilities is clean and maintained in good repair.</p>

	quarterly check-ins to ensure that the implementation is successful.			
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: School is safe and secure.		
100% of Student access to Broad Course of Study 2021-22 Met				
Advancement on ELPAC 2021-2022: Waiting for results on Reading Inventory				
EL Reclassification exceeds LAUSD 2021-2022: Waiting for results on Reading Inventory				
2-3% growth on i-Ready				
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">ELA</td> <td style="width: 50%;">Math</td> </tr> </table>	ELA	Math		
ELA	Math			
Met Growth Goals as presented above.				

## Coversheet

### BCCS Local Assignment Option and BCCS Provisional Internship Permit for Staff

**Section:** VI. Items Scheduled For Action  
**Item:** D. BCCS Local Assignment Option and BCCS Provisional Internship Permit for Staff  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** LAO Christina LUC October 2022 docx.....pdf



**Local Area Option  
(LAO)**

In accordance with Ed Code (§44258.2) the Board delegates to the Principal/Ex. Dir. the authority to employ the holder of a single subject teaching credential, with his or her consent, to teach classes in grades 6 to 8, inclusive, in a YPICS middle school, if he or she has a minimum of **12 semester units, or six upper division or graduate units**, of coursework at an accredited institution in the subject to which he or she is assigned. And also in accordance with EC §44256(b) the Board delegates to the principal and the Ex. Dir. the authority to employ holder of a multiple subject teaching credential to teach any subject in departmentalized classes to a given class or group of students below grade 9, provided that the teacher has completed at least 12 semester units, or six upper division or graduate units, of coursework at an accredited institution in each subject to be taught. Such assignment shall be with the teacher's consent.

**Local Area Option Transcript checklist for: Christina Luc**

**Credential held:** Multiple Subject Clear (List the Credential Exactly as it appears on the CTCC Website)

**Subject to be added: 7<sup>th</sup> Grade Math**

Course Title	# of units LD or UD/G
University Transcript Review- in HR Employee Records	12 Units
<b>Minimum of 12 LD or 6 UD/G</b>	12 LD

**Subject to be added:**

Course Title	# of units LD or UD/G
<b>Minimum of 12 LD or 6 UD/G</b>	

*Following the board approval, YPICS will seek teacher consent to the 7<sup>th</sup> Grade math assignment*

I, \_\_\_\_\_ consent to this teaching assignment for the 2022-2023 school year.

Signature

Date

## Coversheet

### Think Together Updated ASES MOU for Bert Corona Charter School and Monseñor Oscar Romero School

**Section:** VI. Items Scheduled For Action  
**Item:** E. Think Together Updated ASES MOU for Bert Corona  
Charter School and Monseñor Oscar Romero School  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** YPICS MORCS ASES Amendment #1 102120-063023.pdf  
YPI Charter Schools (BCCMS) ASES 070122-063025 (6).pdf



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

The Agreement (“Agreement”) entered into on August 14, 2022, between YPI Charter Schools (YPICS), and Think Together, Inc., a California non-profit corporation (“THINK TOGETHER”), for the purpose of providing After School Education and Safety (“ASES”) Program Services, is herewith amended on \_\_\_\_\_, 2022 (the “Effective Date”) as follows:

Due to an increase in funding for Monsenor Oscar Romero Charter School, **Attachment A** is removed in its entirety and replaced with:

**Attachment A**

YPICS Annual Payment Schedule, beginning July 1, 2022

**Contract Amount**

THINK TOGETHER’s Annual Fee: \$194,954.73

**Invoice Schedule**

Ten monthly payments due on the first day of month, August to May of the 2022/23 fiscal year, of \$19,495.47 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.

**Attendance Targets**

Total ASES Funding	Required Present Records (Total funding / \$10.18)	Total ADA (Present records/180 days)
\$204,215.51	20,061	111.99

**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><i>Total Expenses</i></b>	<b>\$195,388</b>

<b><i>Amount charged to LEA</i></b>	<b>\$194,954.73</b>
Cash Match Contributed by THINK TOGETHER	\$433
Percentage of Grant Amount Allocated to LEA Services	86.56%

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

*[Signature page follows]*

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

**YPI Charter Schools ("YPICS")**

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

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Title

\_\_\_\_\_  
Address

\_\_\_\_\_  
City State Zip

\_\_\_\_\_  
Telephone Number

\_\_\_\_\_  
Date

**Think Together, Inc. ("THINK TOGETHER")**

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.

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  
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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



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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



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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:



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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  
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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  
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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  
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## 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.



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**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  
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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 style="font-size: small; margin-top: 10px;">*Think Together can also upload on your behalf</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



# Coversheet

## Contracts and Purchases Above Spending Authority of the Executive Director

<b>Section:</b>	VI. Items Scheduled For Action
<b>Item:</b> Executive Director	F. Contracts and Purchases Above Spending Authority of the
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	EIElevation - Sheet1.pdf 22-23 Luminarias YPICS Yearly invoice.pdf 22-23 Luminarias and YPICS MOU 9.1.2022.pdf

ELlevation				Product	Quantity	Unit Price	Total	Product	Quantity	Unit Price	Years	Total	Savings
<b>22-23 Ellevation Budget</b>	<b>BCCS</b>	<b>MORCS</b>	<b>HS</b>	Ellevation (CA)	310	Minimum	\$6,250	Ellevation (CA)	310	\$6,000.00	3	\$18,000.00	
	\$0.00	\$10,000.00	\$0.00	Strategies	310	Minimum	\$6,250	Strategies	310	\$6,000.00	3	\$18,000.00	
<b>(+/-) Enrollment</b>	17	1	-11	Ellevation Math (per School)	2	\$6,000	\$12,000	Ellevation Math (per School)	2	\$6,000.00	3	\$36,000.00	
<b>Budget Impact</b>	\$255,000	\$15,000	-\$165,000										
							<b>Subscription Total</b>					<b>\$72,000.00</b>	<b>\$1,500.00</b>
<b>Elevation</b>	\$2,083.33	\$2,083.33	\$2,083.33	Ellevation Data/Implementation	1	\$937.50	\$937.50	Ellevation Data/Implementation	1	\$900.00	\$900.00		
<b>Strategies</b>	\$2,083.33	\$2,083.33	\$2,083.33	Strategies Data/Implementation	1	\$625.00	\$625.00	Strategies Data/Implementation	1	\$600.00	\$600.00		
<b>Math</b>	\$6,000.00	\$6,000.00	no cost for 9th grade	Online Training - 3 Hr (Platform) 1 free	2	\$2,000.00	\$2,000.00	Online Training - 3 Hr (Platform) 1 free	2	\$2,000.00	\$2,000.00		
<b>Training &amp; Implementation</b>	\$3,154	\$3,154	\$3,154	Online Webinar Training -	1	\$1,000.00	\$1,000.00	Online Webinar Training -	1	\$1,000.00	\$1,000.00		
<b>Total Per School</b>	<b>\$13,321</b>	<b>\$13,321</b>	<b>\$7,321</b>	Online Training - 1 Hr (Strategies)	1	\$1,000.00	\$1,000.00	Online Training - 1 Hr (Strategies)	1	\$1,000.00	\$1,000.00		
				Online Webinar Training - 1 Hr (Strategies)	1	\$1,000.00	\$1,000.00	Online Webinar Training - 1 Hr (Strategies)	1	\$1,000.00	\$1,000.00		
<b>2 School (Program Cost)</b>	\$16,981	\$16,981		Ellevation Math Data/Implementation	1	\$900.00	\$900.00	Ellevation Math Data/Implementation	1	\$900.00	\$900.00		
<b>3 School (Program Cost)</b>	\$13,321	\$13,321	<b>\$7,321</b>	Online Training - 1 Hr (Math) 1 free	3	\$1,000.00	\$2,000.00	Online Training - 1 Hr (Math) 1 free	3	\$1,000.00	\$2,000.00		
<b>Total Cost</b>		<b>\$33,962</b>					<b>Services Savings:</b>					<b>\$3,000.00</b>	
							<b>Services Total:</b>					<b>\$9,400.00</b>	<b>\$462.50</b>
												<b>3 Year Savings</b>	<b>\$1,962.50</b>
<b>HS</b>	Not in the budget. HS can not afford the purchase unless they cut \$7321 from another line item. The middle schools would have to carry the cost for the HS.												
<b>MORCS</b>	\$10,000 was budgeted. OR can afford the \$6981 (over budgeted amount) because of the vacant RSP and Director of Instruction positions. In an absolute worst case scenario, MORCS would have to cut \$6981 from another line item.												
<b>BCCS</b>	Not in the budget but can afford to pay \$16,981 due to having 17 students over budget.												
<b>Solution</b>	Since the price is \$33,962 total whether the HS participates or not, MORCS and BCCS can afford the \$16,981 per school and cover the HS.												

601 S. Brand Blvd. Ste #110  
 San Fernando CA 91340  
 Phone 818.714.2275



# INVOICE

**Bill To:**

YPI Charter Schools  
 10660 White Oak Ave STE B101  
 Granada Hills, CA 91344  
 818.834.5805

**DATE:** August 2022- August 2023  
**INVOICE #** 001  
**FOR:** 12 stipend therapists  
 over a 12 month Period

DESCRIPTION		AMOUNT
Bert Corona Charter School	\$1000/mo Per Therapist (4) for 12 Months	\$ 48,000.00
Bert Corona Charter High School	\$1000/mo Per Therapist (4) for 12 Months	\$ 48,000.00
Monseñor Oscar Romero Charter Middle School	\$1000/mo Per Therapist (4) for 12 Months	\$ 48,000.00
<b>TOTAL</b>		<b>\$ 144,000.00</b>

If you have any questions concerning this invoice, Contact Benjamin Cardenas,  
 818.314.8292, ben@luminarias.org

**THANK YOU FOR YOUR SUPPORT!**

# MEMORANDUM OF UNDERSTANDING

BETWEEN

**LUMINARIAS INSTITUTE, INC.**

AND

**YPI CHARTER SCHOOLS**

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This agreement is dated as of September 01, 2022 by and between Luminarias Institute, Inc. (“Luminarias”), an established California 501 c(3) nonprofit organization with its principal address at 601 South Brand Blvd., Suite #110, San Fernando, California 91340 and YPI CHARTER SCHOOLS, with its principal address at 10660 White Oak Ave, STE B101 Granada Hills, CA 91344.

**WHEREAS**, Luminarias warrants that it is an incorporated 501(c)(3) organized under the Nonprofit Public Benefit Corporation Law; operating in compliance with all rules and regulations stipulated by the Board of Behavior Sciences (BBS).

**WHEREAS**, the mission of Luminarias is to partner with YPI CHARTER SCHOOLS, students and the community to develop and sustain healthy, responsible families;

**WHEREAS**, YPI CHARTER SCHOOLS, provides educational families who may benefit from mental health services by Luminarias or who may display need of certain services by Luminarias;

**WHEREAS**, the parties desire to summarize their understanding concerning programs and services to be rendered and facilities/resources to be provided by each to the other;

**NOW THEREFORE**, in consideration of the promises and mutual covenants contained herein, the receipt and sufficiency of which are hereby acknowledged, the parties agree as follows:

## **1. Obligations of Luminarias.**

1.1 Luminarias shall ensure that at all times during the terms of this agreement that providers of mental health services possess at least graduate level training in a related field and are supervised by at least a licensed marriage and family therapist (Supervisor), under the provisions and in compliance with all rules and regulations as stipulated by the BBS.

1.2 Supervisor must be: (1) duly licensed to oversee the provisions of such programs and services in the state of California; (2) be in good standing with the applicable licensing board of California; (3) be covered by professional liability insurance in

accordance with this agreement; (4) comply with all applicable licensing requirements under California law.

## **2. Performance Standards.**

At all times during the terms of this agreement, Luminarias and providers shall use best efforts to ensure that providers shall comply with the following performance standards:

2.1 The Providers shall comply with all applicable federal, state and local laws and with orders or directives of any governmental agency, accrediting organization, peer review organization, or court of competent jurisdiction, including, but not limited to, the standards of the BBS including but not limited to any and all applicable laws and standards relating to privacy, confidentiality, documentation and record retention.

## **3. YPI CHARTER SCHOOLS, Responsibilities**

3.1 YPI CHARTER SCHOOLS, shall, at its sole expense, subject to regulatory and budgetary requirements and any necessary approval of its governing board, which approval shall not be unreasonably withheld, furnish such space, facilities, and accommodations as may be reasonably necessary for the timely, professional and competent provision of Telehealth programs and services. Due to the current COVID 19 Pandemic, Telehealth services will be utilized to conduct mental health sessions. Instead of attending in person treatment, the clients will be able to receive treatment from the location as per unique needs of clients. Clients' treatment can be coordinated in or out of school house depending on the client's unique needs in coordination with YPI CHARTER SCHOOLS, and Luminarias staff. YPI CHARTER SCHOOLS, shall provide support in scheduling and contacting students/families to promote and support ongoing consistent mental health services via tele-health model. As needed and deemed appropriate, YPI CHARTER SCHOOLS will support on campus access to space and resources (i.e. Wi-Fi access, Chromebooks, or smart devices, or computers with webcam and microphone capabilities.) to implement virtual sessions and ensure the confidentiality and privacy of the provision of any such on-site programs and services while on campus.

3.2 YPI CHARTER SCHOOLS shall, at its sole expense, furnish ordinary janitorial service, waste and hazardous waste disposal, laundry, gas, water, heat, air conditioning, telephone and such electricity for light and power, and other utilities as are reasonably necessary for the proper provision of such programs and services.

## **4. Luminarias Institute, Inc. Programs and Services**

4.1 Responsibilities of Luminarias Institute, Inc. are the following:

- Administrator and/or administrator designee actively participate with school leadership team to:

- Ensure collaborative partnership and outcomes
- Provide authority for decision making regarding resources, policy change
- School-based clinician actively participate on school-based team(s), to support effective school-community collaboration that promotes:
  - well-defined roles and responsibilities of team members (with structures in place to avoid duplication of efforts),
  - data sharing,
  - data-based decision making,
  - seamless services and supports across tiers,
  - integration of mental health and other academic supports, and
  - effective referral processes.
- Luminarias staff will provide professional development for school personnel and psycho education to school community.

4.2 Provide mental health screening, assessment, and services to include:

**Tier 1** – Mental health promotion services and supports (Tier 1) are mental health-related activities, including promotion of positive social, emotional, and behavioral skills and wellness, which are designed to meet the needs of all students regardless of whether or not they are at risk for mental health problems.

- Implementing mental health screening
- School climate activities
  - Support family and community outreach
  - Positive behavioral expectations and rules/Classroom management
  - Bullying prevention
  - Acknowledgements
  - Resiliency Practices (trauma, restorative practice, poverty)
- Provide mental health professional development for
  - students
  - families/caregivers
  - teachers/school staff

**Tier 2** – Selective services and supports (Tier 2) to address mental health concerns are provided for groups of students who have been identified through needs assessments and school teaming processes as being at risk for a given concern or problem. When problems are identified early and supports put in place, positive youth development is promoted, and problems can be eliminated or reduced.

- Collaborative in the development of secondary interventions with school staff
- Facilitate secondary interventions (Social/Emotional Instructional groups, Mentoring, Psycho-Educational learning Seminar, etc.)
- Progress monitoring of students receiving secondary interventions

- Participate in the school’s Intervention Support Team process to provide consultation and problem-solving strategies
- Communicating with students, families, and staff on student progress in interventions
- Monitor that the chosen interventions are being implemented with fidelity

**Tier 3** – Indicated services and supports (Tier 3) to address mental health concerns are individualized to meet the unique needs of each student and families who are displaying concern in multiple life domains (home, school, and community). When individualized interventions are put in place, the severity and intensity of problem behavior decrease.

- Collaborate in the development of tertiary interventions with school staff
- Facilitate tertiary interventions by providing the following services:
  - Individual therapy
  - Family therapy
  - Group therapy
- Progress monitoring of students receiving tertiary interventions
- Coordinate and facilitate crisis response for individual students as needed
- Participate on Intervention Support Team and individual student teams (as requested) to provide consultation and problem-solving strategies
- Facilitate transitions to and from community agencies and programs (e.g., mental health providers, psychiatric hospitals and day programs, juvenile services, child welfare) by utilizing MTSS continuum of supports.

For all of above services, utilize evidence-based services and supports, as available. When evidence-based interventions are not available for intended population, selected interventions should be based on promising/best practices and should be evaluated for program impact.

Ensure the complete confidentiality of any and all identifying student and family information gathered in the performance of this agreement. The information gathered, used, and developed shall not be provided to any other party without the express written approval of individual(s) authorized to give consent for release of information.

Meet federal, state, and local regulations required of community mental health providers, including those stipulated by the Health Insurance Portability and Accountability Act (HIPAA).

## **5. Financial Terms.**

LUMINARIAS INSTITUTE, INC. will provide 4 Therapists per school site at the cost of \$1000 per therapists per month for one full 12-month period. YPI CHARTER SCHOOLS having 3 school sites, YPI Valley Public Charter High School (Aka Bert Corona High School) Bert Corona Charter School and Monseñor Oscar Romero Charter Middle School each school site is charged \$48,000.00 annually. YPI CHARTER SCHOOLS having 3 school sites will pay a combined \$144,000.00 this payment is expected to be paid in full ASAP. This covers Stipends used as enticements to recruit

and retain mental health service practicum students that will be procured and provided by LUMINARIAS INSTITUTE, INC.

## **6. Term.**

The term of this agreement shall begin on the date of full execution and end on September 01, 2023. This agreement may be renewed only by written agreement by both parties, unless sooner terminated as set forth below.

## **7. Termination.**

7.1 This agreement may be terminated at any time by any party, with or without cause, by written notice to the other parties with thirty (30) days.

7.2 Either party may terminate this agreement immediately upon:

6.2.1 Any petition for bankruptcy, dissolution, liquidation, winding up on the affairs of, or the cessation of the provision of programs and services by Luminarias;

6.2.2 Luminarias' failure to maintain the necessary regulatory approvals, licenses, or accreditations to operate a non-profit organization; or

6.2.3 A material breach by either party of any of their respective obligations under this agreement if such breach remains uncured for more than thirty (30) days after the giving of written notice of the circumstances of the material breach. A waiver of the breach of any term or condition of this agreement by either party shall not constitute a waiver of any concurrent or subsequent breach or breaches.

### **6.3 Effect of Termination**

6.3.1 Upon termination of this agreement, as provided above, no party shall have any further obligation hereunder, except for obligations occurring prior to the date of termination, including but not limited to obligations, promises, or covenants contained herein which are intended to extend beyond the term of this agreement, including without limitation any indemnities, access to records, and confidentially as herein required.

## **8. Confidential Information.**

a. YPI CHARTER SCHOOLS acknowledges and Luminarias warrants that it is a Covered Entity as defined by the Health Insurance Portability and Accountability Act of 1996 (42 U.S.C. 1320d-1329d-8; 42 U.S.C. 1320d-2) (HIPAA) and regulations



promulgated thereunder (“HIPAA Regulations”). Luminarias shall use reasonable efforts to preserve the confidentiality of Protected Health Information, as that term is defined by HIPAA Regulations. YPI CHARTER SCHOOLS acknowledges and agrees that Luminarias is permitted to use and disclose such information to the extent that such use and disclosure is required or permitted by HIPAA, HIPAA Regulations and applicable state laws. YPI CHARTER SCHOOLS and Luminarias shall amend this Agreement as necessary to comply with any amendments to such laws or regulations and to comply with any regulations promulgated pursuant to such laws.

b. Luminarias and all of its employees shall comply with FERPA and state law governing privacy of records. Luminarias understands that FERPA and state laws governing privacy of records apply when sharing YPI CHARTER SCHOOLS resident family information that is received, divulged or otherwise obtained by Luminarias during the course of providing mental health services.

c. Information that is required to be immediately reported to appropriate YPI CHARTER SCHOOLS personnel includes information that would lead a reasonable person to conclude that the student is in danger of harming him/herself or others, or the student is in a situation that is potentially harmful to their wellbeing.

d. In providing services in this capacity, Luminarias shall work collaboratively with YPI CHARTER SCHOOLS personnel to ensure that pertinent information is provided to ensure necessary services and supports are available to students.

e. All information that is received, divulged or otherwise obtained by Luminarias that may constitute an emergency or high risk situation is brought to the attention of appropriate YPI CHARTER SCHOOLS.

## **9. Indemnification and Insurance.**

a. The parties shall indemnify, defend, and hold each other harmless against any loss, cost, damage, liability, action, claims, cause of action, allegation, order, judgment, settlement, obligation or expense (including court costs, attorney’s and consultant’s fees) incurred by a party because of the negligent and/or unintentional acts or omissions of the other party, its employees, agents, and/or representatives.

b. Luminarias shall at its expense, obtain and maintain in force during the term the following insurance coverage:

i. A policy of workers/ compensation insurance, in amounts required by law, covering any and all Luminarias staff;

ii. A policy of professional and liability insurance covering the services to be provided by Luminarias pursuant to this agreement in the amount of

not less than One Million Dollars (\$1,000.000) per occurrence and Two Million Dollars (\$2,000.000) in the aggregate.

c. YPI CHARTER SCHOOLS shall at its expense, obtain and maintain in force during the term the following insurance coverage:

i. A policy of workers' compensation insurance, in amounts required by law, covering all YPI CHARTER SCHOOLS employees; and

ii. A policy of comprehensive general liability insurance and contractual liability with broad form property damage endorsement in the amount of not less than Two Million Dollars (\$2,000.000) combined single limit with respect to personal injury, death, or damage to property.

d. Proof of Insurance. Upon request but no more than annually, Luminarias and YPI CHARTER SCHOOLS each provide the other with certificates of insurance and such other proof of insurance reasonably satisfy to evidence that the insurance required pursuant to this agreement is in full force and effect.

e. Claims Made Insurance- Tail Coverage. If any policy of insurance required to be provided by either party, under this Section 8 is provided by a claims-made form of policy, the procuring party or parties shall only utilize such coverage if "tail" or extended reporting coverage for a period of at least five (5) years following the termination or expiration of the policy is available, and the procuring party shall notify the other party of the existence of such coverage.

## 10. Additional Terms.

a. Relationship between the Parties/Representations:

i. None of the provisions of this agreement is intended to create, nor shall be deemed or construed to create, any relationship between the parties other than that of independent parties contracting with each other for the purpose of effecting the provisions of this agreement. The parties are not and shall not be construed to be in a relationship of joint venture, partnership, or employer-employee. It is expressly understood and agreed that Luminarias and YPI CHARTER SCHOOLS shall at all times act as independent contractors. Providers shall not have any claim under this agreement against YPI CHARTER SCHOOLS for vacation pay, sick leave, retirement benefits, social security, workers' compensation, disability, health insurance benefits, unemployment insurance benefits, or employee benefits of any kind. YPI CHARTER SCHOOLS shall not have nor exercise control or direction over the methods by which providers complete programs at YPI CHARTER

SCHOOLS or services at an off-site office.

- ii. Neither party shall have the authority to make any statements, representations or commitments of any kind on behalf of the other party, or to use the name or the other party in any publication or advertisement, except with the written consent of the other party or as is explicitly provided for herein.

9.2. Governing Law: This agreement and the rights and obligations of the parties hereunder shall in all respects be governed and construed by the laws of the State of California.

9.3 Benefit, Assignment: This agreement shall be binding upon and inure to the benefit of the parties hereto and their respective successors and assigns, but neither this Agreement nor any rights hereunder shall be assignable by either party without the express written approval of the other party.

9.4 Amendment: This agreement may be amended, supplemented or modified only by written instrument executed by the parties. No waiver of any provision of this agreement shall be binding unless executed in writing by the parties.

9.5 Severability: Should any provision of this agreement or application thereof be held unenforceable or invalid, the remainder of this agreement shall not be affected and shall continue to be valid and enforceable to the fullest extent permitted by law unless to do so would defeat the purpose of this agreement.

9.6 Notice: Any notices, approvals, specifications, requests, consents, or demands required, permitted, or desired to be given hereunder shall be in writing and shall be considered effective as of the date of either (a) in hand delivery; (b) mailed by prepaid registered or certified mail, return receipt requested; or (c) sent by a nationally recognized overnight courier service addressed as follows:

**AS TO LUMINARIAS:**

Luminarias Institute, Inc.  
601 South Brand Blvd. Suite #110  
San Fernando, CA 91340  
Attention: Jose Cardenas, Psy.D, Chief Executive Officer

**AS TO YPI CHARTER SCHOOLS:**

YPI CHARTER SCHOOLS  
10660 White Oak Ave, STE B101  
Granada Hills, CA 91344  
Attention: Yvette King-Berg Executive Director at YPI CHARTER SCHOOLS

9.7 Entire Agreement: This agreement constitutes the entire agreement between the

parties pertaining to the subject matter hereof and supersedes all prior agreements, letters of intent, understandings, negotiations and discussions, whether oral or written, of the parties.

9.8 Counterparts: This agreement may be executed in more than one counterpart, and each executed counterpart shall be considered as the original.

**IN WITNESS WHEREOF**, the parties have caused this agreement to be executed as of the date written below by their duly authorized representatives.

9/1/2022

Jose Cardenas Psy. D. CEO  
Luminarias Institute, Inc.

Date

Yvette King-Berg  
Executive Director

Date

# Coversheet

## Updated YPICS Fiscal Policies and Procedures

**Section:** VI. Items Scheduled For Action  
**Item:** G. Updated YPICS Fiscal Policies and Procedures  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
YPICS Fiscal Polices and Procedues proposed changes only 10-28-22.pdf  
YPICS Fiscal Policies and Procedures (proposed 10-28-2022).pdf

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

**Proposed 10-28-2022 Changes**

## Bank Reconciliations

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

**Procedures:**

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

## Purchases & Procurement

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

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

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

### Procedures:

- All purchases over ~~\$500~~ \$750 require a purchase requisition.
- The Executive Director, Chief Operations Officer, or Executive Administrator/Assistant Executive Administrator will approve the purchase requisition after determining:
  - If the expenditure is budgeted.
  - If funds are available for the expenditure.
  - If the expenditure is allowable under the appropriate revenue source.
  - If the expenditure is appropriate and consistent with the vision, approved charter, school policies and procedures and any related laws or applicable regulations.
  - If the price is competitive and prudent and proper bidding procedures have been followed.
- The Governing Board will review expenditures during each board meeting through the review of a check register that will list all checks written since the Governing Board's last meeting and will include the check #, check date, payee, and check amount.

### Contracts

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



- Contract service providers will be paid in accordance with approved contracts as work is performed.
- The Executive Director, Chief Operations Officer, or Executive Administrator/Assistant Executive Administrator will be responsible for ensuring the terms of the contracts are fulfilled.
- Potential conflicts of interest will be disclosed upfront, and the Executive Director and/or Member(s) of the Governing Board with the conflict will excuse themselves from discussions and from voting on the contract.

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

**Proposed 10-28-2022**

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## Introduction

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

## Accounting Procedures

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

### Basis of Accounting

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

#### Procedures:

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

### Bank Reconciliations

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

#### Procedures:

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

- The Accounting Manager or Vice President, School Finance assigned to the organization will review and approve the bank reconciliation workbook by completing the approval tab of the bank reconciliation workbook.

## Record Keeping

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

### Procedures:

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

## Internal Controls

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

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

## Lines of Authority

### Governing Board

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

- Commissions the annual financial audit by an independent third party auditor approved by the State of California.
- Approves the annual financial audit by December 15.
- Appoints someone else to perform the duties of the Executive Director in the case of absence.

#### **Executive Director**

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

#### **Chief Operations Officer**

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

#### **Executive Administrator/Assistant Executive Administrator**

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

### **Segregation of Duties**

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

#### **Procedures:**

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

## **Financial Planning & Reporting**

### **Budgeting Process**

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

#### **Procedures:**

- The Executive Director will work together with the Chief Operations Officer and Executive Administrators/Assistant Executive Administrator to ensure that the annual budget is an accurate reflection of programmatic and infrastructure goals for the coming year.
- ExED will ensure that the budget is developed using the organization's standard revenue recognition and cost allocation procedures.
- ExED, in consultation with the Governing Board, will set a target net income goal to meet strategic goals and/or comply with existing loan covenants.
- ExED will present a draft budget to the Finance Committee prior to the end of the fiscal year.
- The Finance Committee shall review and approve a recommended fiscal year budget and submit it for approval to the Governing Board.
- The Governing Board will review and approve the budget no later than its last meeting prior to the start of the fiscal year.
- ExED will prepare financial statements displaying budget vs. actual results for presentation to the Governing Board at each board meeting.

### Internal Financial Reports

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

**Procedures:**

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

### Audit

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

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

**Procedures:**

- The Governing Board will appoint an Audit Committee of one or more persons by January 1 of each year.

- The Audit Committee may include persons who are not members of the board, but may not include any members of the staff of the corporation, including the president or CEO or the treasurer or CFO. In addition, any person with expenditure authorization or recording responsibilities within the organization may not serve on the committee.
- The Audit Committee will be responsible for contracting with an audit firm by March 1 of each year, unless the existing contract is a multi-year contract.
- The Audit Committee will be responsible for reviewing the results of the annual audit and developing a corrective action plan to address all relevant weaknesses noted by the auditor.
- The Governing Board will review and approve the audit no later than December 15.
- The audit firm will be responsible for submitting the audit to all reporting agencies no later than December 15.

## Tax Compliance

### Exempt Organization Returns

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

#### Procedures:

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

### Quarterly/Annual Payroll Reports

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

#### Procedures:

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

## Revenue & Accounts Receivable

### Cash Receipts

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

#### Procedures:



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

## Deposits

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

### Procedures:

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

## Expense & Accounts Payable

### Payroll

**Policy:** Employees are paid on a semi-monthly basis (15<sup>th</sup> and end of month). Under the supervision of the Executive Director, ExED will be responsible for processing payroll through a third-party provider.

### Time Sheet Preparation & Approval

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

#### Procedures:

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

### Payroll Additions, Deletions, and Changes

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

#### Procedures:

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

### Payroll Preparation & Approval

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

#### Procedures:

- Five days prior to each check date, the Executive Director or Chief Operations Office will:

- Review electronic time cards within the payroll system to ensure that they are complete and approved for that pay period.
- The ExED Accounting Analyst, Associate, or Senior Associate assigned to the organization will prepare payroll upon notification from the Executive Director or Chief Operations Officer that payroll for that pay period is approved.
- Once processed, the payroll processor ExED Accounting Manager (AM) or Vice President (VP), School Finance will review the Payroll Review Report for accuracy and completeness and will review the Employee Change Report to verify the appropriateness of all changes.
- The ExED Accounting Manager or Vice President, School Finance will submit payroll to the 3<sup>rd</sup> party payroll provider for check (if applicable) and direct deposit processing.
- The 3<sup>rd</sup> party payroll provider will deliver the payroll package to the organization address on file one day prior to the check date (if applicable).
- The Executive Director or Chief Operations Officer will be responsible for opening the payroll package, reviewing reports for accuracy, and notifying ExED of any missing check (if applicable).
- The Executive Director or Chief Operations Officer will distribute pay stubs to employees on the check date (if applicable).

### Pay Upon Termination

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

#### Procedures:

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

### Purchases & Procurement

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

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

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

**Procedures:**

- All purchases over ~~\$500~~ \$750 require a purchase requisition.
- The Executive Director, Chief Operations Officer, or Executive Administrator/Assistant Executive Administrator will approve the purchase requisition after determining:
  - If the expenditure is budgeted.
  - If funds are available for the expenditure.
  - If the expenditure is allowable under the appropriate revenue source.
  - If the expenditure is appropriate and consistent with the vision, approved charter, school policies and procedures and any related laws or applicable regulations.
  - If the price is competitive and prudent and proper bidding procedures have been followed.
- The Governing Board will review expenditures during each board meeting through the review of a check register that will list all checks written since the Governing Board’s last meeting and will include the check #, check date, payee, and check amount.

**Contracts**

- The Executive Director or Chief Operations Officer , or Executive Administrator/Assistant Executive Administrator will consider in-house capabilities to accomplish services before contracting for them.
- The Chief Operations Officer or Executive Administrator/Assistant Executive Administrator will keep and maintain a contract file evidencing the competitive bids obtained (if any were required) and the justification of need for any contract over \$10,000.
- The Chief Operations Officer or Executive Administrator/Assistant Executive Administrator will confirm that the contractor is not listed in the US government’s Suspended or Disbarred list via a search of the System for Award Management ([www.sam.gov](http://www.sam.gov)). The Chief Operations Officer or Executive Administrator/Assistant Executive Administrator will keep a record of all searches.
- The Chief Operations Officer or Executive Administrator/Assistant Executive Administrator will ensure that a written contract clearly defining work to be performed is on file for all contract service providers (i.e. consultants, independent contractors, subcontractors).
- Contract service providers must show proof of being licensed and bonded, if applicable, and of having adequate liability insurance and workers’ compensation insurance currently in effect. The Executive Director may also require that contract service providers list the school as an additional insured.

- The Executive Director, Chief Operations Officer, or Executive Administrator/Assistant Executive Administrator will approve proposed contracts and modifications in writing.
- Contract service providers will be paid in accordance with approved contracts as work is performed.
- The Executive Director, Chief Operations Officer, or Executive Administrator/Assistant Executive Administrator will be responsible for ensuring the terms of the contracts are fulfilled.
- Potential conflicts of interest will be disclosed upfront, and the Executive Director and/or Member(s) of the Governing Board with the conflict will excuse themselves from discussions and from voting on the contract.

## Credit Cards

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

### Procedures:

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

## Debit Cards

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

### Procedures:

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

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

## Independent Contractors

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

### Procedures:

- The Executive Director and the Chief Operations Officer have the authority to establish a contract with an independent contractor and are responsible for verifying that the person is appropriately classified as an independent contractor and not as an employee and for obtaining a Form W-9.
- School employees may not serve as independent contractors.
- Contract service providers must show proof of being licensed and bonded, if applicable, and of having adequate liability insurance and workers' compensation insurance currently in effect. The Executive Director may also require that contract service providers list the school as an additional insured.
- All services performed by independent contractors will be processed as accounts payable.
- At the close of the calendar year, ExED will issue a Form 1099 to all independent contractors in accordance with IRS regulations.

## Invoice Approval & Processing

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

### Procedures:

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

## Cash Disbursements

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

**Procedures:** Two methods are used to issue vendor payments:

**Bank Check**

- Once an invoice is approved by the Executive Director or Director of Operations for payment, the ExED Accounting Analyst will prepare an in-sequence check and will submit the check to the ExED AM or VP.
- The ExED AM or VP will review the supporting documentation for completeness and the check for accuracy and will sign the check with the Executive Director’s facsimile signature stamp, which is maintained in a secured location when not in use.
- ExED will distribute the check as follows:
  - Original – mailed or delivered to payee
  - Duplicate or voucher – saved electronically by an ExED accountant.
- Should a check need to be voided, “VOID” will be written in ink on the signature line of the check.

**Nvoicepay/Corpay (outsourced payment provider)**

- Once an invoice is approved by the Executive Director or Chief Operations Officer for payment, the ExED Accounting Analyst will submit the invoice to Nvoicepay for payment. The ExED AM or VP will review the payments submitted to Nvoicepay and will approve or reject each vendor payment.
- After ExED AM or VP has approved a vendor payment, Nvoicepay will electronically withdraw funds from the organization’s bank account and transfer the funds to a Nvoicepay trust account. Each vendor payment will be a separate bank withdrawal and a separate line on the bank statement. Nvoicepay will then issue payments to the organization’s vendor. The payments are disbursed from Nvoicepay’s trust account via one of three payment methods: Check, ACH, or payment card. The payments will include a Reference ID that ExED will record as the transaction number in ExED’s accounting system. The Reference ID will not be in sequence as it is based on Nvoicepay’s numbering system.
- Nvoicepay will save an electronic check copy for any paper checks issued and Nvoicepay will save vendor remittances for any ACH or payment card payments issued.
- Nvoicepay will stale date payments after 60 days. When this situation happens, Nvoicepay will void the payment and credit the funds back to the organization's bank account. ExED may also direct Nvoicepay to reissue a payment prior to the 60-day deadline. In this case, Nvoicepay will void the original payment and issue a new payment. The new payment will be recorded as a payment modification and will be linked to the original payment in Nvoicepay. The new payment will have a new Reference ID for tracking purposes, however, the new Reference ID will not be updated in ExED’s accounting system where the original Reference ID is recorded as the new transaction is only impacting Nvoicepay’s account.

**Petty Cash**

**Policy:** The Executive Administrator/Assistant Executive Administrator will keep a petty cash box not to exceed \$500. Petty cash will be kept in a lockbox that is stored in a secure location.

Access to the cash box should be limited to authorized personnel. Petty cash shall only be used for reasonable and allowable school purposes (No personal use).

**Procedures:**

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

## Employee and Volunteer Expense Reimbursements

**Policy:** The organization will reimburse pre-authorized school-related expenses that are accompanied by an original receipt or other appropriate documentation. Only the Executive Director, or Chief Operations Officer, or Executive Administrator/Assistant Executive Administrator may incur school-related expenses without pre-approval. Items purchased without pre-approval are not guaranteed to be reimbursed.

**Procedures:**

- An employee or school volunteer seeking to make a school-related purchase must obtain verbal or written pre-approval from the Executive Director, Chief Operations Officer, or Executive Administrator/Assistant Executive Administrator.
- The organization reserves the right to refuse reimbursement for any inappropriate expenses made. (Items purchased without pre-approval are not guaranteed to be reimbursed.)
- Employees will submit signed expense reports monthly, as necessary, to the Chief Operations Officer or Executive Administrator/Assistant Executive Administrator for



approval. Original receipts or other appropriate documentation (e.g. email receipt) must be attached to the expense report.

- All expense reports must be submitted within the fiscal year in which the expense is incurred.
- Executive Administrator/Assistant Executive Administrator expense reports must be approved by the Executive Director or Chief Operations Officer.
- Chief Operations Officer expense reports must be approved by the Executive Director.
- Executive Director expense reports must be approved by a member of the board.
- The Accounts Payable Department will submit the approved expense report and supporting documentation to ExED.
- ExED will issue a reimbursement check within 15 business days of receipt of appropriate and complete documentation.

### Travel Expenses

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

#### Procedures:

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

### Governing Board Expenses

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

## Asset Management

### Cash Management and Investments

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

**Procedures:**

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

### Capital Equipment

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

**Procedures:**

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

### Loans

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

**Procedures:**

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

### Insurance

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

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

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

**Procedures:**

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

### Parking Lot Liability

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

**Procedures:**

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

### Operating Reserves

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

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

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

**Procedures:**

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

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

# Coversheet

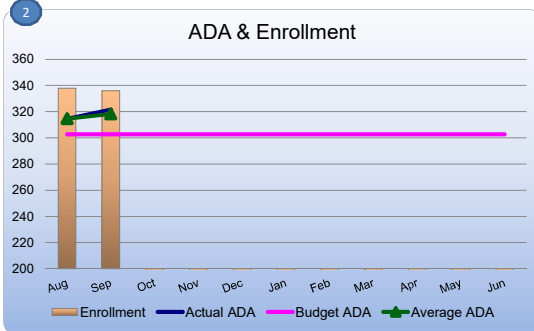
## FY22-23 YPICS September Financials

**Section:** VI. Items Scheduled For Action  
**Item:** H. FY22-23 YPICS September Financials  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 22-23 YPICS Financials Board Packet 09.22.pdf

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

### 1 Key Performance Indicators

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



### KEY POINTS

ADA through Month 2 is 318.27 or 94.4% with ending enrollment of 336 students. Future months enrollment is forecasted at 333 students with ADA of 94%.

Net Income is forecasted to be \$78K, \$28K below budgeted.

Revenue is projected to be higher than budgeted by \$202K primarily due to higher ADA, higher Nutrition program reimbursement rates, and higher SPED revenue rates.

Expense is projected to be higher than budget by \$230K.

- Student Materials \$30K
- Nutrition Expense \$100K
- Vendor Repairs \$100K

Cash on hand at June 30, 2021 is forecasted to be \$2.6M which represents 38.6% of total expenses.

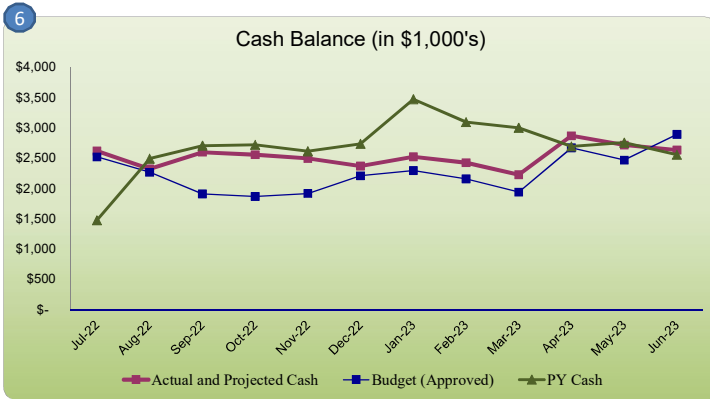
### 3 Average Daily Attendance Analysis

Category	Actual through Month 2	Forecasted P2	Budgeted P2	Better/(Worse)	Prior Month Forecast	Prior Year P2
Enrollment	336	333	322	11	340	340
ADA %	94.4%	94.1%	94.0%	0.1%	94.0%	90.0%
Average ADA	318.27	314.10	302.68	11.42	319.60	309.40

### 4 LCFF Supplemental & Concentration Grant Factors

Category	Budget	Forecast	Variance	Prior Year
Unduplicated Pupil %	84.8%	84.7%	-0.1%	84.3%
3-Year Average %	86.0%	86.0%	0.0%	84.8%
District UPP C. Grant Cap	85.6%	85.6%	0.0%	85.6%

INCOME STATEMENT	Forecast	VS. Budget		VS. Last Month		FY 22-23 YTD			Historical	
	As of 09/30/22	FY 22-23 Budget	Variance B/(W)	Prior Month FC	Variance B/(W)	Actual YTD	Budget YTD	Variance B/(W)	FY 21-22	FY 20-21
Local Control Funding Formula	4,083,474	3,818,103	265,370	4,138,972	(55,498)	472,012	467,065	4,947	3,757,942	3,693,874
Federal Revenue	1,237,745	1,330,212	(92,467)	1,346,324	(108,578)	143,097	22,321	120,776	2,303,579	2,386,358
State Revenue	1,113,702	1,163,389	(49,687)	1,049,349	64,353	411,020	5,013	406,007	489,385	384,903
Other Local Revenue	499,595	429,962	69,633	443,254	56,341	81,355	70,153	11,202	951,200	283,291
Grants/Fundraising	44,876	35,500	9,376	42,876	2,000	12,250	20,781	(8,531)	36,957	15,000
<b>TOTAL REVENUE</b>	<b>6,979,392</b>	<b>6,777,167</b>	<b>202,225</b>	<b>7,020,774</b>	<b>(41,382)</b>	<b>1,119,734</b>	<b>585,334</b>	<b>534,400</b>	<b>7,539,062</b>	<b>6,763,426</b>
Total per ADA	22,220	22,391	(170)	22,352	(132)				24,367	18,990
w/o Grants/Fundraising	22,077	22,273	(196)	22,216	(138)				24,247	18,948
Certificated Salaries	1,873,711	1,952,858	79,147	1,891,757	18,046	358,872	408,126	49,254	1,596,989	1,399,355
Classified Salaries	979,915	948,784	(31,131)	999,241	19,326	200,652	160,839	(39,814)	730,580	581,292
Benefits	859,047	886,805	27,758	865,282	6,235	211,232	198,483	(12,749)	667,017	608,949
Student Supplies	887,962	734,927	(153,036)	808,330	(79,632)	267,150	318,069	50,919	630,309	478,901
Operating Expenses	2,214,058	2,059,109	(154,949)	2,226,052	11,995	668,153	515,421	(152,732)	3,363,915	3,423,537
Other	86,986	88,753	1,767	87,022	36	23,472	25,239	1,767	102,427	265,986
<b>TOTAL EXPENSES</b>	<b>6,901,679</b>	<b>6,671,236</b>	<b>(230,443)</b>	<b>6,877,684</b>	<b>(23,995)</b>	<b>1,729,532</b>	<b>1,626,177</b>	<b>(103,355)</b>	<b>7,091,237</b>	<b>6,758,019</b>
Total per ADA	21,973	22,041	68	21,896	76				22,919	18,975
<b>NET INCOME / (LOSS)</b>	<b>77,713</b>	<b>105,932</b>	<b>(28,218)</b>	<b>143,090</b>	<b>(65,376)</b>	<b>(609,798)</b>	<b>(1,040,843)</b>	<b>431,045</b>	<b>447,826</b>	<b>5,408</b>
<b>OPERATING INCOME</b>	<b>164,699</b>	<b>194,684</b>	<b>(29,985)</b>	<b>230,111</b>	<b>(65,412)</b>	<b>(586,326)</b>	<b>(1,015,604)</b>	<b>429,278</b>	<b>550,252</b>	<b>271,394</b>
<b>EBITDA</b>	<b>164,699</b>	<b>194,684</b>	<b>(29,985)</b>	<b>230,111</b>	<b>(65,412)</b>	<b>(586,326)</b>	<b>(1,015,604)</b>	<b>429,278</b>	<b>550,252</b>	<b>271,394</b>



Year-End Cash Balance		
Projected	Budget	Variance
2,633,774	2,890,583	(256,809)

Balance Sheet	6/30/2022	8/31/2022	9/30/2022	6/30/2023 FC
<b>Assets</b>				
Cash, Operating	2,555,367	2,320,506	2,596,983	2,633,774
Cash, Restricted	0	0	0	0
Accounts Receivable	2,629,201	1,683,289	487,206	865,812
Due From Others	7,513	7,475	7,475	7,475
Other Assets	45,734	13,802	13,802	60,878
Net Fixed Assets	250,630	310,787	303,658	240,145
<b>Total Assets</b>	<b>5,488,444</b>	<b>4,335,860</b>	<b>3,409,125</b>	<b>3,808,083</b>
<b>Liabilities</b>				
A/P & Payroll	1,549,089	1,177,227	597,169	233,404
Due to Others	191,620	179,884	179,293	254,505
Deferred Revenue	505,275	501,625	0	0
Other Liabilities	0	0	0	0
Total Debt	0	0	0	0
<b>Total Liabilities</b>	<b>2,245,984</b>	<b>1,858,737</b>	<b>776,462</b>	<b>487,909</b>
<b>Equity</b>				
Beginning Fund Bal.	2,794,635	3,242,461	3,242,461	3,242,461
Net Income/(Loss)	447,826	(765,338)	(609,798)	77,713
Total Equity	3,242,461	2,477,123	2,632,663	3,320,174
<b>Total Liabilities &amp; Equity</b>	<b>5,488,444</b>	<b>4,335,860</b>	<b>3,409,125</b>	<b>3,808,083</b>
Days Cash on Hand	133	125	139	141
Cash Reserve %	36.6%	34.2%	38.1%	38.6%





## **BERT CORONA CHARTER SCHOOL**

### **Financial Analysis**

### **September 2022**

#### **Net Income**

Bert Corona Charter School is projected to achieve a net income of \$78K in FY22-23 compared to \$106K in the board approved budget. Reasons for this negative \$28K variance are explained below in the Income Statement section of this analysis.

#### **Balance Sheet**

As of September 30, 2022, the school's cash balance was \$2.60M. By June 30, 2023, the school's cash balance is projected to be \$2.63M, which represents a 39% reserve.

As of September 30, 2022, the Accounts Receivable balance was \$487K, down from \$1.7M in the previous month, due to the receipt of revenue earned in FY21-22.

As of September 30, 2022, the Accounts Payable balance, including payroll liabilities, totaled \$597K, compared to \$1.18M in the prior month.

As of September 30, 2022, BCCS had zero debt.

#### **Income Statement**

##### *Revenue*

Total revenue for FY22-23 is projected to be \$6.98M, which is \$202K or 3.0% over budgeted revenue of \$6.78M.

**LCFF Revenue** – is projected to be above budget by \$265K due to higher ADA and higher LCFF rates

**Child Nutrition Federal Revenue** – is projected to be above budget by \$65K due to higher reimbursement rates for Nutrition Program.

**Other Federal Revenue** - is projected to be under budget by \$145K due to moving ESSER II and III funds into future years.

**Other State Revenue** - is projected to be above budget by \$266K due to Hold Harmless revenue

**Other Local Revenue** - is projected to be over budget by \$79K due to an increase in SPED AB602 revenue.

##### *Expenses*

Total expenses for FY22-23 are projected to be \$6.90M, which is \$230K or 3.5% over budgeted expenditures of \$6.67M.

**Student Materials** are projected to be higher than budget by \$30K

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



**Nutrition Program Food Supplies** are projected to be higher than budget by \$90K due to higher cost rates for the nutrition program. The additional expense is offset by higher revenue rates

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

### **ADA**

Budgeted P2 ADA is 302.68 based on enrollment of 322 and a 94.0% attendance rate.

Forecast P2 ADA is 314.10 based on enrollment of 333 and a 94.1% attendance rate.

Actual ADA through Month 2 is 318.27 with ending enrollment of 336 and a 94.4% attendance rate.

In Month 2, ADA was 321.74 with a 95.8% attendance rate.

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



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

**1 Key Performance Indicators**

ADA vs. Budget ● Cash on Hand ●

Net Income / (Loss) ● Year-End Cash ●

### KEY POINTS

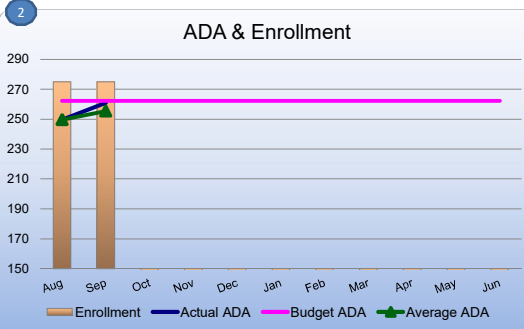
ADA through Month 2 is 255.38 or 92.9% with ending enrollment of 275 students. Future months enrollment is forecasted at 275 students with ADA of 94%.

Net Operating Income is forecasted to be \$498K, \$435K above budgeted.

Revenue is projected to be higher than budgeted by \$515K primarily due to Hold Harmless revenue, higher Nutrition program reimbursement rates, and higher SPED revenue rates.

Expense is projected to be higher than budget by \$79K.  
 Nutrition Expense \$50K  
 Luminaries \$48K

Cash on hand at June 30, 2021 is forecasted to be \$3M which represents 50.7% of total expenses.



**3 Average Daily Attendance Analysis**

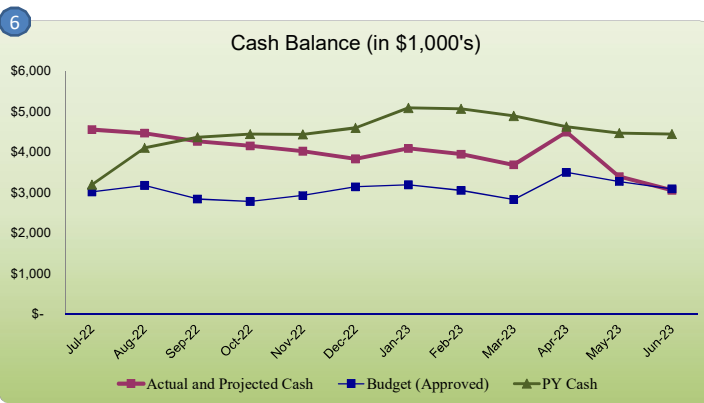
Category	Actual through Month 2	Forecasted P2	Budgeted P2	Better/(Worse)	Prior Month Forecast	Prior Year P2
Enrollment	275	275	279	(4)	281	289
ADA %	92.9%	94.0%	94.0%	0.0%	94.0%	93.0%
Average ADA	255.38	257.86	262.26	(4.40)	264.14	274.20

**4 LCFF Supplemental & Concentration Grant Factors**

Category	Budget	Forecast	Variance	Prior Year
Unduplicated Pupil %	93.5%	93.5%	-0.1%	96.3%
3-Year Average %	94.8%	94.8%	0.0%	95.6%
District UPP C. Grant Cap	85.6%	85.6%	0.0%	85.6%

**5 INCOME STATEMENT**

INCOME STATEMENT	Forecast	VS. Budget		VS. Last Month		FY 22-23 YTD			Historical	
	As of 09/30/22	FY 22-23 Budget	Variance B/(W)	Prior Month FC	Variance B/(W)	Actual YTD	Budget YTD	Variance B/(W)	FY 21-22	FY 20-21
Local Control Funding Formula	3,396,407	3,350,351	46,056	3,465,678	(69,271)	424,058	418,251	5,807	3,333,185	3,728,522
Federal Revenue	1,360,071	1,270,743	89,329	1,271,217	88,855	173,847	19,781	154,066	919,125	724,116
State Revenue	1,403,740	1,070,080	333,660	1,344,812	58,928	430,367	4,012	426,355	260,307	238,219
Other Local Revenue	333,953	287,609	46,344	289,086	44,867	69,827	56,006	13,821	846,358	240,624
Grants/Fundraising	25,100	25,000	100	25,000	8,813	1,100	8,813	(7,713)	40,750	7,402
<b>TOTAL REVENUE</b>	<b>6,519,271</b>	<b>6,003,783</b>	<b>515,487</b>	<b>6,395,792</b>	<b>123,479</b>	<b>1,099,199</b>	<b>506,863</b>	<b>592,336</b>	<b>5,399,725</b>	<b>4,938,883</b>
Total per ADA	25.282	22.892	2,390	24,803	479				19,693	14,313
w/o Grants/Fundraising	25.185	22.797	2,388	24,706	478				19,544	14,291
Certificated Salaries	1,811,499	1,870,991	59,492	1,833,289	21,790	297,739	367,285	69,546	1,532,235	1,286,989
Classified Salaries	842,087	799,828	(42,259)	852,131	10,044	173,315	151,719	(21,596)	554,472	470,594
Benefits	712,042	775,638	63,596	722,642	10,600	167,951	168,917	966	537,821	526,661
Student Supplies	690,495	635,769	(54,726)	644,689	(45,806)	163,983	280,333	116,350	609,929	496,892
Operating Expenses	1,819,537	1,713,313	(106,224)	1,728,118	(91,419)	389,328	428,886	39,558	1,650,127	1,378,155
Other	945,218	946,569	1,352	920,756	(24,462)	238,380	239,732	1,352	969,915	972,513
<b>TOTAL EXPENSES</b>	<b>6,820,878</b>	<b>6,742,109</b>	<b>(78,769)</b>	<b>6,701,624</b>	<b>(119,253)</b>	<b>1,430,696</b>	<b>1,636,872</b>	<b>206,176</b>	<b>5,854,498</b>	<b>5,131,804</b>
Total per ADA	26.452	25.708	(744)	25,989	462				21,351	14,872
<b>NET INCOME / (LOSS)</b>	<b>(301,607)</b>	<b>(738,325)</b>	<b>436,718</b>	<b>(305,832)</b>	<b>4,225</b>	<b>(331,496)</b>	<b>(1,130,009)</b>	<b>798,512</b>	<b>(454,774)</b>	<b>(192,920)</b>
<b>OPERATING INCOME</b>	<b>498,469</b>	<b>63,079</b>	<b>435,389</b>	<b>494,203</b>	<b>4,266</b>	<b>(129,722)</b>	<b>(926,906)</b>	<b>797,183</b>	<b>366,070</b>	<b>626,451</b>
<b>EBITDA</b>	<b>643,611</b>	<b>208,244</b>	<b>435,367</b>	<b>614,923</b>	<b>28,687</b>	<b>(93,116)</b>	<b>(890,277)</b>	<b>797,161</b>	<b>515,141</b>	<b>779,592</b>



**Year-End Cash Balance**

Projected	Budget	Variance
3,052,570	3,086,752	(34,182)

**7 Balance Sheet**

	6/30/2022	8/31/2022	9/30/2022	6/30/2023 FC
<b>Assets</b>				
Cash, Operating	4,446,002	4,463,400	4,261,261	3,052,570
Cash, Restricted	0	0	0	0
Accounts Receivable	869,180	265,967	220,928	1,124,885
Due From Others	10	0	49	49
Other Assets	42,967	20,611	20,611	65,726
Net Fixed Assets	26,668,250	26,533,104	26,466,476	25,868,175
<b>Total Assets</b>	<b>32,026,409</b>	<b>31,283,082</b>	<b>30,969,325</b>	<b>30,111,405</b>
<b>Liabilities</b>				
A/P & Payroll	1,313,436	1,157,575	1,223,406	375,354
Due to Others	457,158	459,531	428,663	524,561
Deferred Revenue	711,322	711,322	161,460	161,460
Other Liabilities	0	0	0	0
<b>Total Debt</b>	<b>7,375,627</b>	<b>7,321,254</b>	<b>7,318,427</b>	<b>7,182,771</b>
<b>Total Liabilities</b>	<b>9,857,543</b>	<b>9,649,683</b>	<b>9,131,956</b>	<b>8,244,146</b>
<b>Equity</b>				
Beginning Fund Bal.	22,623,639	22,168,866	22,168,866	22,168,866
Net Income/(Loss)	(454,774)	(535,467)	(331,496)	(301,607)
<b>Total Equity</b>	<b>22,168,866</b>	<b>21,633,398</b>	<b>21,837,369</b>	<b>21,867,258</b>
<b>Total Liabilities &amp; Equity</b>	<b>32,026,409</b>	<b>31,283,081</b>	<b>30,969,325</b>	<b>30,111,405</b>
Days Cash on Hand	322	276	258	185
Cash Reserve %	88.3%	75.6%	70.8%	50.7%





## MONSEÑOR OSCAR ROMERO CHARTER SCHOOL

### Financial Analysis

### September 2022

#### Net Income

Monsenor Oscar Romero Charter School is projected to achieve a net income of -\$302K in FY22-23 compared to -\$738K in the board approved budget. Reasons for this positive \$437K variance are explained below in the Income Statement section of this analysis.

#### Balance Sheet

As of September 30, 2022, the school's cash balance was \$4.26M. By June 30, 2023, the school's cash balance is projected to be \$3.05M, which represents a 51% reserve.

As of September 30, 2022, the Accounts Receivable balance was \$221K, down from \$266K in the previous month, due to the receipt of revenue earned in FY21-22.

As of September 30, 2022, the Accounts Payable balance, including payroll liabilities, totaled \$1.22M, compared to \$1.16M in the prior month.

As of September 30, 2022, MORCS had a debt balance of \$7.32M compared to \$7.32M in the prior month. An additional \$136K will be paid this fiscal year.

#### Income Statement

##### *Revenue*

Total revenue for FY22-23 is projected to be \$6.52M, which is \$516K or 8.6% over budgeted revenue of \$6.00M.

**Child Nutrition Federal Revenue** – is projected to be above budget by \$53K due to higher reimbursement rates for Nutrition Program and higher student participation rates.

**Other Federal Revenue** - is projected to be over budget by \$55K due to moving more ESSER II and III funds into the current year.

**Other State Revenue** - is projected to be above budget by \$644K primarily due Hold Harmless revenue

**Other Local Revenue** - is projected to be over budget by \$46K due to an increase in SPED AB602 revenue.

##### *Expenses*

Total expenses for FY22-23 are projected to be \$6.82M, which is \$79K or 1.2% over budgeted expenditures of \$6.74M.

**Nutrition Program Food Supplies** are projected to be higher than budget by \$52K due to higher cost rates for the nutrition program. The additional expense is offset by higher revenue rates

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



**Other Consultants & Services** are projected to be higher than budget by \$48K. This expense will be covered by ESSER III funds

## **ADA**

Budgeted P2 ADA is 262.26 based on enrollment of 279 and a 94.0% attendance rate.

Forecast P2 ADA is 257.86 based on enrollment of 275 and a 94.0% attendance rate.

Actual ADA through Month 2 is 255.38 with ending enrollment of 275 and a 92.9% attendance rate.

In Month 2, ADA was 260.89 with a 94.9% attendance rate.

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

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

### 1 Key Performance Indicators

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

### KEY POINTS

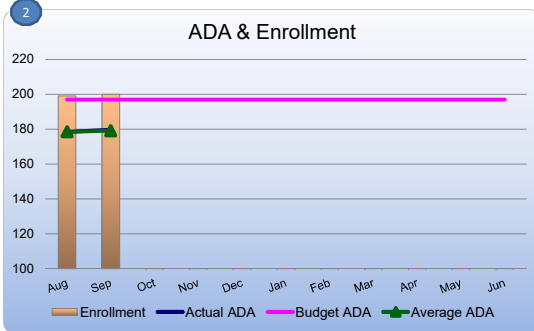
ADA through Month 2 is 179.09 or 89.8% with ending enrollment of 200 students. Future months enrollment is forecasted at 200 students with ADA of 92%.

Net Income is forecasted to be \$30K, \$25K below budgeted.

Revenue is projected to be higher than budgeted by \$136K primarily due to higher Nutrition program reimbursement rates, and higher SPED revenue rates.

Expense is projected to be higher than budget by \$110K.  
 Nutrition Expense \$80K  
 Luminaries \$48K

Cash on hand at June 30, 2021 is forecasted to be \$1M which represents 23.2% of total expenses.



### 3 Average Daily Attendance Analysis

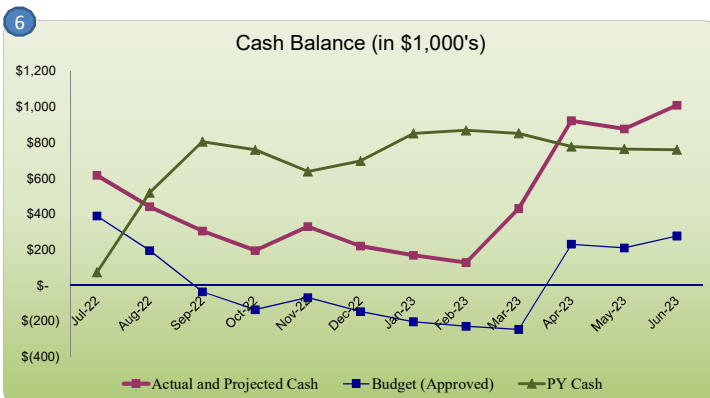
Category	Actual through Month 2	Forecasted P2	Budgeted P2	Better/ (Worse)	Prior Month Forecast	Prior Year P2
Enrollment	200	200	214	(14)	200	203
ADA %	89.8%	92.0%	92.0%	0.0%	92.0%	84.0%
Average ADA	179.08	182.99	196.88	(13.89)	183.46	166.27

### 4 LCFF Supplemental & Concentration Grant Factors

Category	Budget	Forecast	Variance	Prior Year
Unduplicated Pupil %	85.0%	85.0%	0.0%	88.1%
3-Year Average %	88.6%	88.7%	0.1%	91.6%
District UPP C. Grant Cap	85.6%	85.6%	0.0%	85.6%

### 5 INCOME STATEMENT

INCOME STATEMENT	Forecast	VS. Budget		VS. Last Month		FY 22-23 YTD			Historical	
	As of 09/30/22	FY 22-23 Budget	Variance B/(W)	Prior Month FC	Variance B/(W)	Actual YTD	Budget YTD	Variance B/(W)	FY 21-22	FY 20-21
Local Control Funding Formula	2,869,001	2,993,252	(124,251)	2,865,764	3,237	341,756	331,774	9,982	2,663,031	2,306,709
Federal Revenue	849,834	716,794	133,040	785,651	64,183	72,698	11,995	60,703	319,149	464,271
State Revenue	430,143	333,639	96,504	399,472	30,671	367,731	-	367,731	55,187	77,458
Other Local Revenue	248,096	223,667	24,429	213,125	34,972	42,354	33,961	8,393	498,496	147,038
Grants/Fundraising	15,834	10,000	5,834	10,000	5,834	6,559	1,910	4,650	42,408	0
<b>TOTAL REVENUE</b>	<b>4,412,908</b>	<b>4,277,352</b>	<b>135,556</b>	<b>4,274,012</b>	<b>138,896</b>	<b>831,099</b>	<b>379,640</b>	<b>451,458</b>	<b>3,578,271</b>	<b>2,995,476</b>
Total per ADA	24,116	21,726	2,390	23,357	759				21,521	16,537
w/o Grants/Fundraising	24,029	21,675	2,354	23,302	727				21,266	16,537
Certificated Salaries	1,549,238	1,556,276	7,038	1,557,168	7,930	305,300	295,529	(9,771)	1,205,361	927,459
Classified Salaries	575,274	551,289	(23,985)	583,478	8,204	112,195	109,993	(2,202)	467,551	400,268
Benefits	669,286	692,756	23,470	674,480	5,194	163,409	151,326	(12,084)	509,496	446,740
Student Supplies	355,921	281,582	(74,340)	291,992	(63,930)	88,985	171,813	82,827	236,691	193,179
Operating Expenses	1,189,702	1,147,160	(42,542)	1,120,430	(69,273)	320,124	287,209	(32,915)	1,026,636	863,538
Other	43,732	43,798	66	43,787	54	10,994	11,059	66	44,748	50,635
<b>TOTAL EXPENSES</b>	<b>4,383,154</b>	<b>4,272,861</b>	<b>(110,293)</b>	<b>4,271,335</b>	<b>(111,819)</b>	<b>1,001,006</b>	<b>1,026,928</b>	<b>25,922</b>	<b>3,490,483</b>	<b>2,881,818</b>
Total per ADA	23,953	21,703	(2,250)	23,342	611				20,993	15,909
<b>NET INCOME / (LOSS)</b>	<b>29,754</b>	<b>4,491</b>	<b>25,263</b>	<b>2,677</b>	<b>27,076</b>	<b>(169,908)</b>	<b>(647,288)</b>	<b>477,380</b>	<b>87,788</b>	<b>113,657</b>
<b>OPERATING INCOME</b>	<b>73,486</b>	<b>48,289</b>	<b>25,197</b>	<b>46,464</b>	<b>27,022</b>	<b>(158,914)</b>	<b>(636,228)</b>	<b>477,314</b>	<b>132,536</b>	<b>164,293</b>
<b>EBITDA</b>	<b>73,486</b>	<b>48,289</b>	<b>25,197</b>	<b>46,464</b>	<b>27,022</b>	<b>(158,914)</b>	<b>(636,228)</b>	<b>477,314</b>	<b>132,536</b>	<b>164,293</b>



### Year-End Cash Balance

Projected	Budget	Variance
1,008,674	276,296	732,378

### 7 Balance Sheet

Balance Sheet	6/30/2022	8/31/2022	9/30/2022	6/30/2023 FC
<b>Assets</b>				
Cash, Operating	760,339	440,941	304,034	1,008,674
Cash, Restricted	0	0	0	0
Accounts Receivable	446,532	372,335	370,068	465,074
Due From Others	511	389	375	375
Other Assets	28,170	2,644	2,644	32,222
Net Fixed Assets	87,408	80,046	76,414	43,676
<b>Total Assets</b>	<b>1,322,959</b>	<b>896,356</b>	<b>753,536</b>	<b>1,550,021</b>
<b>Liabilities</b>				
A/P & Payroll	301,760	249,590	312,811	561,338
Due to Others	28,590	1	1	348,298
Deferred Revenue	394,698	394,698	12,721	12,721
Other Liabilities	0	0	0	0
<b>Total Debt</b>	<b>(0)</b>	<b>(0)</b>	<b>(0)</b>	<b>(0)</b>
<b>Total Liabilities</b>	<b>725,048</b>	<b>644,289</b>	<b>325,533</b>	<b>922,357</b>
<b>Equity</b>				
Beginning Fund Bal.	510,123	597,911	597,911	597,911
Net Income/(Loss)	87,788	(345,844)	(169,908)	29,754
<b>Total Equity</b>	<b>597,911</b>	<b>252,067</b>	<b>428,004</b>	<b>627,665</b>
<b>Total Liabilities &amp; Equity</b>	<b>1,322,959</b>	<b>896,356</b>	<b>753,537</b>	<b>1,550,022</b>
Days Cash on Hand	81	38	26	85
Cash Reserve %	22.1%	10.4%	7.0%	23.2%





## Bert Corona Charter High School Financial Analysis September 2022

### Net Income

Bert Corona Charter High School is projected to achieve a net income of \$30K in FY22-23 compared to \$5K in the board approved budget. Reasons for this positive \$25K variance are explained below in the Income Statement section of this analysis.

### Balance Sheet

As of September 30, 2022, the school's cash balance was \$304K. By June 30, 2023, the school's cash balance is projected to be \$1.01M, which represents a 23% reserve.

As of September 30, 2022, the Accounts Receivable balance was \$370K, down from \$372K in the previous month, due to the receipt of revenue earned in FY21-22.

As of September 30, 2022, the Accounts Payable balance, including payroll liabilities, totaled \$313K, compared to \$250K in the prior month.

As of September 30, 2022, BCHS had a zero debt balance.

### Income Statement

#### Revenue

Total revenue for FY22-23 is projected to be \$4.41M, which is \$136K or 3.2% over budgeted revenue of \$4.28M.

**LCFF Revenue** – is projected to be below budget by \$124K due to lower ADA but higher LCFF rates

**Child Nutrition Federal Revenue** – is projected to be above budget by \$80K due to higher reimbursement rates for Nutrition Program and higher student participation rates.

**Other Federal Revenue** - is projected to be over budget by \$145K due to moving more ESSER II and III funds into the current year.

**Other State Revenue** - is projected to be above budget by \$67K due addition of the Arts & Music Grant

**Other Local Revenue** - is projected to be over budget by \$24K due to an increase in SPED AB602 revenue.

#### Expenses

Total expenses for FY22-23 are projected to be \$4.38M, which is \$110K or 2.6% over budgeted expenditures of \$4.27M.

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



**Nutrition Program Food Supplies** are projected to be higher than budget by \$81K due to higher cost rates for the nutrition program and higher student participation rates. The additional expense is offset by higher revenue rates

**Other Consultants & Services** are projected to be higher than budget by \$48K. This expense will be covered by ESSER II funds

## **ADA**

Budgeted P2 ADA is 196.88 based on enrollment of 214 and a 92.0% attendance rate.

Forecast P2 ADA is 182.99 based on enrollment of 200 and a 92.0% attendance rate.

Actual ADA through Month 2 is 179.08 with ending enrollment of 200 and a 89.8% attendance rate.

In Month 2, ADA was 179.68 with a 89.8% attendance rate.

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

**YPI Charter Schools  
Check Register  
From 09/01/22 to 09/30/22**

Check #	Vendor Name	Date	Description	Amount
A007878	7 LAYER IT SOLUTIONS, INC.	9/16/2022	9/22- PLATINUM NETWORK. DIVICE PACKET	1,370.00
P026555	ADVANCED LIQUIDATORS, INC.	9/16/2022	BAKER SERIES MESH BACK GUEST CHAIR WITH ARMS	498.23
A007754	APPLE INC.	9/9/2022	10.9-INCH IPAD AIR	684.16
310849	AT&T	9/15/2022	8/22- FAX SERVICE 213 351 1305	78.35
310837	AT&T MOBILITY	9/9/2022	08/18 - 09/17/22 - HOTSPOTS	3,389.00
P026557	Azteca Carpet Cleaners	9/16/2022	STEAM CARPET CLEAN	1,102.00
1003861	BERT CORONA CHARTER SCHOOL	9/13/2022	Transfer Funds from WF to PWB	1,200,000.00
P026546	BETTER 4 YOU MEALS, INC.	9/16/2022	8/22- STUDENT MEALS	54,707.00
P027469	BETTER 4 YOU MEALS, INC.	9/29/2022	8/22- STUDENT MEALS	29,146.00
310833	BROOKS TRANSPORTATION INC	9/2/2022	9/9/22- ROUND TRIP TRANSPORT STUDENTS TO CA. SCIENCE CENTER	698.00
310853	BROOKS TRANSPORTATION INC	9/20/2022	9/28/22- FIELD TRIP TO CALIFORNIA AFRICAN AMERICAN MUSEUM	695.00
310857	BROOKS TRANSPORTATION INC	9/28/2022	STUDENTS TRANSPORTATION TO CHEVIOT HILLS TRIP	2,360.00
P026558	Bulk Bookstore	9/16/2022	THE THIEVES OF OSTIA	469.04
310858	Cassandra Muñoz	9/30/2022	09/22 Final Check	1,805.57
A008133	CHARTERSAFE	9/28/2022	WORKERS' COMPENSATION AUDIT -21/22	18,325.44
P026559	COOL TEMP HEATING, INC	9/16/2022	8/31 - AC MAINTENANCE	450.00
A007755	CROSS COUNTRY EDUCATION	9/9/2022	8/15-8/19/22- SPECIAL ED SERVICES	9,612.83
A007882	CROSS COUNTRY EDUCATION	9/16/2022	8/29-9/2/22- SUBSTITUTE SERVICES	1,975.00
A008131	CROSS COUNTRY EDUCATION	9/28/2022	8/23-8/26/22- SPECIAL ED SERVICES	3,656.66
P026556	CTL Corporation	9/16/2022	CTL CHROMEBOOK	13,569.50
310852	Daniel Quele Madrid	9/16/2022	09/22 Final Check	248.64
P027330	Eriverto Gonzales	9/28/2022	8/22- MAINTENANCE SERVICE (19 DAYS)	3,230.00
P027324	Esmeralda Reynaga	9/28/2022	91-9/15/22- MAINTENANCE SERVICE	1,650.00
A007879	EXED	9/16/2022	08/22 - CALPADS & SIS SUPPORT SERVICES	22,790.67
310834	EYLEEN CARRILLO REYES	9/6/2022	NET PAYMENT - PAYROLL 08/31/22	740.93
310838	FREDDY ZEPEDA	9/9/2022	COACH ANNUAL MEMBERSHIP -CRITICAL FRIENDS GROUP	75.00
P027329	FRONTIER	9/28/2022	9/13-10/12/22 FAX 818 834-8075	251.17
P026085	GREEN WORKS SOLUTIONS	9/9/2022	SHEATHING/ROOF RAFTERS, NEW SHEATHING/RAFTERS/BLOCKS BUILDIN	29,920.00
P026547	GREEN WORKS SOLUTIONS	9/16/2022	REPAIR WORK ROOMS A-16 BOYS AND GIRLS BATHROOM, RAMPS SIDING	13,558.00
P026086	Humberto Lopez	9/9/2022	FLOOR POLISH MAIN OFFICE AND ADMIN OFFICES	750.00
310843	Imagine Learning LLC	9/9/2022	Invoice# 866566 Payment	14,250.00
P026548	IMPACT CANINE SOLUTIONS	9/16/2022	8/19/22- CANINE SERVICE	400.00
P027325	INLAND MECHANICAL SERVICES	9/28/2022	REFRIGERANT ADDED TO UNIT 13	1,154.10
P026549	Inland Overhead Door Company	9/16/2022	MAINTENANCE SERVICE TO (6) ROLLING DOORS	402.50
E007508	KELLY SPICERS STORES	9/28/2022	10 CASES OF WHITE COPY PAPER	572.14
310845	KEVIN MYERS	9/15/2022	9/19 - 9/21/22 MEAL PER DIEM FOR RELAY TRAINING IN OAKLAND	111.00
310839	LA DEPT. OF WATER AND POWER	9/9/2022	6/29-8/27/22- ELECTRIC CHARGES	15,134.63
P026084	LAKESHORE LEARNING MATERIALS	9/9/2022	TEACHERS AND STAFF SUPPLIES FOR OFFICES AND CLASSROOMS	394.68
P027327	LAKESHORE LEARNING MATERIALS	9/28/2022	TEACHER SUPPLIES FOR THE CLASSROOM (K. PASTILLI)	228.73
P027472	LAKESHORE LEARNING MATERIALS	9/29/2022	MAGNETIC BORDER	103.87
P026550	LAW OFFICES OF YOUNG, MINNEY & CORR, LLP	9/16/2022	8/22- LEGAL SERRVICES	2,096.50
310851	MAJOR METROPOLITAN SECURITY	9/15/2022	10/22- MONITORING THE FIRE ALARM	405.00
310842	Maria de Jesus Sepulveda	9/9/2022	STD09/09/22-MS	800.00
310844	MARIANA MYERS	9/15/2022	9/19 - 9/21/22 MEAL PER DIEM FOR RELAY TRAINING IN OAKLAND	111.00
P027471	MASERGY CLOUD COMMUNICATIONS, INC	9/29/2022	9/22- COMMUNICATIONS SERVICE	1,812.44
E007154	MCCALLA COMPANY	9/9/2022	1.6 GLUTTON LINER	241.75
E007297	MCCALLA COMPANY	9/16/2022	SMITH 2 GAL PUMP SPRAYER	132.41
P027326	More Prepared LLC	9/28/2022	ENERGY BARS (LOCKDOWN SUPPLIES)	1,379.62
E007298	OFFICE 360	9/16/2022	KIDS' SCISSORS	414.93
310846	PAUL DURAN	9/15/2022	9/19 - 9/21/22 MEAL PER DIEM FOR RELAY TRAINING IN OAKLAND	111.00
P026552	PETER HUANG AND LORETTA HUANG	9/16/2022	8/10-9/8/22- ELECTRIC CHARGES	768.76
310856	PETER HUANG AND LORETTA HUANG	9/28/2022	10/22 Rent	3,500.00
A008130	PRN NURSING CONSULTANTS	9/28/2022	8/17/22- SPECIAL ED SERVICE	930.00
P027331	Pro-Ed, Inc	9/28/2022	CAS2 PRINT/ ONLINE SCOR REP SYS FOR SPED	1,582.18
E007299	PUROSERVE	9/16/2022	9/22 CABINET RENTAL	301.00
310850	QUADIENT LEASING USA, INC.	9/15/2022	7/22-10/22 POSTAGE MACHINE LEASING	231.62
310835	Rafael Hernandez	9/7/2022	09/22 Final Check	970.51
310840	REPUBLIC SERVICES #902	9/9/2022	9/22- WASTE DISPOSAL SERVICE	1,421.81
310841	RICOH USA Inc.	9/9/2022	9/13-10/12/22- COPIER LEASE	2,599.33
310848	RICOH USA Inc.	9/15/2022	5/31-8/30/22- COPIER LEASE	1,391.63
E007509	Riverside Assessments, LLC	9/28/2022	WJIV ORAL LANGUAGE. KIT WITHOUT CASE FOR SPED	1,326.18
310855	San Fernando Valley Japanese American Community Ce	9/28/2022	10/22 - RENT	12,350.00
310836	SHERRI PRESTON	9/9/2022	INGREDIENTS FOR VEGANCOOKING CLUB FOR JUNE AND JULY (ELOP)	828.53
310847	SHERRI PRESTON	9/15/2022	BINDERS, SUPPLIES FOR MANAGEMENT STUDENTS RECORDS IEP	580.65
E007541	Sparkletts	9/29/2022	9/22- WATER BOTTLED SERVICE	103.34
P026551	STAPLES	9/16/2022	BATTERY 24/PACK	63.98
P027328	STAPLES	9/28/2022	NOTEBOOK	486.18
P027322	STS EDUCATION	9/28/2022	TOUCH PART FOR LENOVO N23 CHROMEBOOK	2,214.10
A007751	SYNCB/AMAZON	9/9/2022	ENVIRONMENTAL SCIENCE FOR THE AP® COURSE	2,367.76
A007880	SYNCB/AMAZON	9/16/2022	USB CHARGING STATION	5,455.02
A008135	SYNCB/AMAZON	9/28/2022	CANOPY TENT	1,688.85
P027468	TEACHTOWN	9/29/2022	ENCORE CLASSROOM PKG STD	5,195.50
P026553	TEK TIME SYSTEMS, INC.	9/16/2022	8/31-9/30/22- INTERNET ACC#2611	1,240.93
September 20	Teresa Sale Benefits Consultant	9/8/2022	09/22 - HEALTH PREMIUMS	69,030.06
A007753	The Education Team	9/9/2022	8/15-8/19/22- SUBSTITUTE SERVICES	1,229.07
A007881	The Education Team	9/16/2022	8/22-8/26/22- SUBSTITUTE SERVICES	3,394.23

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From 09/01/22 to 09/30/22**

Check #	Vendor Name	Date	Description	Amount
A008134	The Education Team	9/28/2022	8/29-9/2/22- SUBSTITUTE SERVICE	1,927.05
P026560	Therapro, INC	9/16/2022	VMI MANUAL	338.03
A007752	Think Together	9/9/2022	INSTALLMENT #1 COMPREHENSIVE MANAGEMENT OF ASES	31,166.91
A008169	Think Together	9/29/2022	7 GEAR UP SERVICE INVOICES	611,904.95
P027470	UNIDOS US	9/29/2022	2022-2023- MEMBERSHIP DUES	2,388.10
P026554	UNUM	9/16/2022	10/22 - SHORT TERM AND LONG TERM DISABILITY PREMIUMS	1,736.16
A008132	WAXIE SANITARY SUPPLY	9/28/2022	WIPES PLUS DISINFECTING	3,207.68
P027323	WESTERN PSYCHOLOGICAL SERVICES	9/28/2022	ABAS-3 COMPREHENSIVE ONLINE KIT FOR SPED	758.88
				2,232,741.47



# Coversheet

## Closing Announcements

**Section:** IX. Announcements  
**Item:** A. Closing Announcements  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** Board Training Opportunity November 1-2 2022.pdf



**Debbie Lister**

8:17 AM (3  
minutes ago)

to Anita, bcc: me

LA Charter School boards,  
Happy Halloween! No tricks here, just treats! We are so pleased to continue to introduce great candidates to your board. Please do keep us updated when you vote candidates on to the board as we like to celebrate these wins. As a reminder, we are conducting a board training over Zoom for all the candidates and welcome any and all current board members to attend. We have spread the training across two evenings to maximize information and minimize Zoom-fatigue. You can [RSVP here](#).

**Nov 1st:** ExED staff will be sharing important information on what **board members should know about finance and compliance**.

**Nov 2nd:** We will review what **board members should know about academics, school leader support, good governance and being strategic**.

Hope to see you there! If you have any questions, please do not hesitate to reach out.

All best wishes,  
Debbie

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**Debbie Lister** ([she/her/hers](#))

Partner

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