

Youth Policy Institute Charter Schools (YPICS)

YPICS Regular Board Meeting

Date and Time

Monday July 17, 2023 at 6:00 PM PDT

Location

The Meeting will be held at:

YPI Charter Schools
Learning and Support Center
10660 White Oak Avenue, Suite B101
Granada Hills, CA 91344

The Public may also access the live stream of the meeting at any of the four (4) YPICS locations or via the Zoom link below: <https://us06web.zoom.us/j/3813681855>

Presentations from the Public can only be made at one of the four YPICS locations listed.

Bert Corona Charter School
9400 Remick Avenue Pacoima, CA 91331

Bert Corona Charter High School
12513 Gain Street Pacoima, CA 91331

Monseñor Oscar Romero Charter School
2670 W. 11th Street Los Angeles, CA 90006

YPI Charter Schools
Learning and Support Center
10660 White Oak Avenue, Suite B101
Granada Hills, CA 91344

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:00 PM
Opening Items			
A.	Record Attendance and Guests	Yesenia Zubia	
B.	Call the Meeting to Order	Mary Keipp	
C.	Additions/Corrections to Agenda	Mary Keipp	1 m
II. Public Hearing			6:01 PM
A.	Independent Study - California Education Code (EC) Section 51747	Discuss	10 m
<p>The Board will encourage participation from parents, teachers and community members prior to the adoption of written policies related to independent study to be implemented at the YPI Charter Schools beginning in the 2023-2024 school year.</p>			
III. Communications			6:11 PM
A.	Presentations from the Public	FYI	Mary Keipp
<p>END OF STATE OF EMERGENCY AND NEW REMOTE PARTICIPATION RULES - Assembly Bill 2449</p>			
<p>Governor Newsom announced that the COVID-19 state of emergency ended on February 28, 2023. With the end of the state of emergency, agencies are no longer able to utilize pandemic-era virtual meeting procedures. However, board members may continue to participate remotely by telephone and/or videoconference under traditional Ralph M. Brown Act teleconference rules. Effective January 1, 2023, Assembly Bill 2449 (AB 2449) allows individual board members to participate in meetings remotely during "emergency circumstances" or for "just cause." Specific requirements may be found in the full text of AB2449 (California Legislation Information). All requirements for attendance by the YPICS Board of Trustees are adhered to in accordance with the Ralph M. Brown Act.</p>			
<p>Instructions for Presentations to the Board by Parents and Citizens</p>			
<p>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")</p>			

	Purpose	Presenter	Time
<p>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:</p>			

If you wish to make a public comment, you may attend in person and may complete a "Speaker Card" (on an agenda item or non-agenda item) card which will be available at the door.

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. Non-agenda items are limited to three (3) minutes and total time allotted to not exceed fifteen (15) minutes and Items on the agenda are limited to five (5) minutes.

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 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, info@romerocharter.org. All efforts will be made for reasonable accommodations.

IV. Items Scheduled for Information			6:11 PM
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|-----------|---|---------|------------------|-----|
| A. | YPICS Executive Director's Report | FYI | Yvette King-Berg | 2 m |
| B. | YPICS Board of Directors Meeting Calendar | Discuss | Yvette King-Berg | 5 m |
| C. | Final Approved and Submitted LCAPs with Board Edits | FYI | Yvette King-Berg | 2 m |

V. Consent Agenda Items			6:20 PM
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| A. | Background | | | |
|-----------|------------|--|--|--|

	Purpose	Presenter	Time
<p>All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board member for further discussion or removed from the agenda, there will be no discussion of these items prior to the Board's vote on them. The Executive Director recommends approval of all consent agenda items.</p>			
B.	Consent Items	Vote	1 m
	1. Recommendation to approve update to the YPICS Employee Handbook.		
VI.	Items Scheduled For Action		6:21 PM
A.	Recommendation to approve 23-24 Independent Study Policy	Vote	Yvette King-Berg 2 m
	This is a recommendation to approve 23-24 Independent Study policy.		
B.	Recommendation to Review and Certify Receipt of the LAUSD Oversight Reports	Vote	Yvette King-Berg 2 m
	This is a recommendation to receive and certify receipt of the LAUSD Oversight Reports for the 22-23 school year.		
VII.	Closed Session		6:25 PM
A.	Government Code 54957 PUBLIC EMPLOYEE PERFORMANCE EVALUATION - evaluation of the Executive Director.		Mary Keipp 10 m
VIII.	Open Session		6:35 PM
A.	Action Taken in Closed Session	FYI	Mary Keipp 2 m
IX.	Announcements		6:37 PM
A.	Closing Announcements	FYI	Yvette King-Berg 2 m
	The next board meeting will be held on Monday, August 28, 2023		
X.	Closing Items		6:39 PM
A.	Adjourn Meeting	Vote	Mary Keipp

Coversheet

YPICS Executive Director's Report

Section: IV. Items Scheduled for Information
Item: A. YPICS Executive Director's Report
Purpose: FYI
Submitted by:
Related Material: Executive Director Report July 2023- YPICS.pdf



EXECUTIVE DIRECTOR'S REPORT

July 17, 2023

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 lifelong 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

Charter Schools in the 2023-2024 State Budget

*From School Services of California
Posted June 29, 2023*

While not yet signed by Governor Gavin Newsom, the education omnibus budget trailer bill ([Senate Bill \[SB\] 114](#)) makes numerous changes to charter school law. The following provides an overview of those changes.

Renewal Extension

Due to the COVID-19 pandemic and suspension of the California School Dashboard (Dashboard) in 2020, Assembly Bill (AB) 130 (Committee on Budget, Statutes of 2021) provided all charter schools whose petitions would have expired on or between January 1, 2022, and June 30, 2025, an automatic two-year extension of their charter petition term. SB 114 extends the term by another year for those charter schools whose term expires on or between January 1, 2024, and June 30, 2027.

Abuse of Discretion

[AB 1505](#) (O'Donnell, Statutes of 2019) took effect on January 1, 2020. In combination with [AB 1507](#) (Smith, Statutes of 2019), these bills provided the first comprehensive changes to charter school law since the inception of the Charter School Act of 1992. Among the changes was a new process for charter petition appeals.

Prior to AB 1505, the typical charter school would apply to a school district and, if denied, submit an appeal to the county board of education. If denied by the county board, it would then submit an appeal to the State Board of Education (SBE). In each case, the county board and SBE were effectively conducting their own independent review of the charter petition. With the implementation of AB 1505, this process changed drastically. While charter schools still submit the appeal to the applicable county board, if the county board denies the appeal and it is submitted to the SBE on appeal, the SBE can only reverse the denial of the charter petition if it determines that the school district and/or county board of education abused their discretion when denying the petition.

SB 114 makes a change to this language. Upon enactment, SB 114 states that the SBE can only reverse the denial of a charter petition if it determines that *both* the county board and school district abused their discretion. In other words, the denial stands if one or the other is not found to have abused their discretion. Further, SB 114 clarifies that abuse of discretion is the most deferential standard of review and, therefore, the SBE must give deference to the decisions of the two governing boards to deny the petition.

Local Control and Accountability Plan

Along with a similar change for school districts and county offices of education, beginning with the Local Control and Accountability Plan (LCAP) adopted for the 2023-24 school year, charter schools will be required to present a midyear report on the LCAP Annual Update and Local Control Funding Formula Budget Overview for Parents on or before February 28 of each year. The report must be made at a regularly scheduled meeting of the governing board and will include an update on: 1) all available midyear outcome data related to the metrics identified in the current year's LCAP; and 2) all available midyear expenditure data on all actions identified in the current year's LCAP.

Nonclassroom-Based Charter School Moratorium

AB 1505 also placed a two-year moratorium on the approval of petitions for the establishment of new nonclassroom-based charter schools—from January 1, 2020, to January 1, 2022. AB 130 extended this moratorium for an additional three years to January 1, 2025. Now, SB 114 is extending the moratorium for another year to January 1, 2026.

In addition, by October 1, 2023, the Legislative Analyst's Office (LAO) and the Fiscal Crisis and Management Assistance Team (FCMAT) must study the processes used to determine funding for nonclassroom-based charter schools. The study is meant to identify and make recommendations on potential improvements to the process, including enhancing oversight and reducing fraud, waste, and abuse. Further, by March 1, 2024, the LAO and FCMAT must report their observations and recommendations to the Legislature, the Department of Finance, the California Department of Education, and the executive director of the SBE.

Charter School Definitions

As a result of AB 1507, which required that charter schools—and any resource centers, satellite

facilities, and/or meeting spaces—be located within the boundaries of their chartering authorities, new language was needed to address numerous newly configured charter schools (see “[The 2020-21 State Budget and Charter Schools—Part 2](#)” in the July 2020 *Fiscal Report*). Definitions were created as part of [SB 98](#) (Committee on Budget and Fiscal Review, Statutes of 2020) to address the newly configured charter schools and the impacts to school funding. One of these definitions was an “acquiring charter school,” which is a state charter school that is deemed a continuing charter school because it was wholly combined with one or more other affected state charter school(s). This language was originally operational through June 30, 2023, from which point any charter school meeting the definition would no longer be regarded as a continuing charter school. [AB 181](#) (Committee on Budget, Statutes of 2022) extended the operational date through June 30, 2025. SB 114 extends the operational date by another year to June 30, 2026, and applies the extension to the various sections of the Education Code to which the definition applies.

Coversheet

YPICS Board of Directors Meeting Calendar

Section: IV. Items Scheduled for Information
Item: B. YPICS Board of Directors Meeting Calendar
Purpose: Discuss
Submitted by:
Related Material: YPICS_Board_Calendar 2023-2024 .pdf



YPI CHARTER SCHOOLS

July 17, 2023

TO: YPI Charter Schools, Inc. Board of Directors

FROM: Yvette King-Berg Executive Director

SUBJECT: YPICS Board of Trustees Meetings for 2023-2024

BACKGROUND

The YPICS Board of Directors serve the YPI Charter Schools, on a strictly voluntary basis and their time and work on behalf of the schools are not compensated monetarily.

ANALYSIS

The following dates are proposed for the 2023-2024 school year. Board members are asked to communicate with the Board Chair and/or the ED as to their availability and dates will be revised as needed. We added an appendix for board dates by committee; see pages 3-5. Board members can now find all board dates in one location, Academic Committee, and Regular Board meetings under Appendix A, Fiscal Appendix B, and Tech Appendix C.

**YPI Charter Schools
Board of Directors
Revised Board Meeting Dates
2023-2024**

Date	Meeting Type
July 17, 2023	Regular Board Meeting, Monday 6:00 PM
August 28, 2023	Regular Board Meeting, Monday 6:00 PM
September 16, 2023	Board Retreat (Data & Strategic Planning) Saturday 8:00-2:00
September 26, 2023	Regular Board Meeting, Monday 6:00 PM
October 31, 2022	Regular Board Meeting, Monday 6:00 PM
November 7, 2023	Technology Committee: 6:00 PM
November 13, 2023	Fiscal Committee: 6:00 PM
November 27, 2023	Academic Committee

Date	Meeting Type
December 11, 2023	Regular Board Meeting 6:00 PM
February 5, 2024	Academic Committee 6:00 PM
February 12, 2024	Fiscal Committee 6:00 PM
February 26, 2024	Technology Committee 6:00 PM
March 11, 2024	Regular Board Meeting 6:00 PM
April 22, 2024	Regular Board Meeting 6:00 PM
May 20, 2024	Regular Board Meeting 6:00 PM
June 3, 2024	Fiscal Committee 5:00 PM Regular 6:00 PM
June 24, 2023	Regular Board Meeting 6:00 PM

All board meetings are held on Monday and begin at 6:00 PM and are located at:

YPI Charter Schools, Inc Offices
Conference Room
 10660 White Oak Avenue
 Granada Hills, CA 91344

RECOMMENDATION

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

Appendix A
Board Calendar Dates: Academic Committee

Members: Chair Lopez and Mendoza YPICS Support Staff: ED King-Berg, EAs, and Instructional Coordinator (Myers, Zepeda, and Garcia)	
Date	Meeting Type
July 17, 2023	Regular Board Meeting, Monday 6:00 PM
August 28, 2023	Regular Board Meeting, Monday 6:00 PM
September 16, 2023	Board Retreat (Data & Strategic Planning) Saturday 8:00-2:00
October 31, 2022	Regular Board Meeting, Monday 6:00 PM
November 27, 2023	Academic Committee
December 11, 2023	Regular Board Meeting 6:00 PM
February 12, 2024	Academic Committee 6:00 PM
March 11, 2024	Regular Board Meeting 6:00 PM
April 22, 2024	Regular Board Meeting 6:00 PM
May 20, 2024	Regular Board Meeting 6:00 PM
June 3, 2024	Regular 6:00 PM
June 24, 2023	Regular Board Meeting 6:00 PM

Appendix B
Board Calendar Dates: Fiscal Committee

Members: Chair Green, Keipp, Njboke, and Community Member Wallace	
YPICS Support Staff: ED King-Berg, COO Duenas, & ExED Senior VP Castillo	
Date	Meeting Type
July 17, 2023	Regular Board Meeting, Monday 6:00 PM
August 28 , 2023	Regular Board Meeting, Monday 6:00 PM
September 16, 2023	Board Retreat (Data & Strategic Planning) Saturday 8:00-2:00
October 31, 2022	Regular Board Meeting, Monday 6:00 PM
November 13, 2023	Fiscal Committee
December 11, 2023	Regular Board Meeting 6:00 PM
February 12, 2024	Fiscal Committee 6:00 PM
March 11, 2024	Regular Board Meeting 6:00 PM
April 22, 2024	Regular Board Meeting 6:00 PM
May 20, 2024	Regular Board Meeting 6:00 PM
June 3, 2024	Fiscal Committee 5:00 PM Regular 6:00 PM
June 24, 2023	Regular Board Meeting 6:00 PM

Appendix C
Board Calendar Dates: Tech Committee

Chair Cho YPICS Support Staff COO Duenas and Technology Director Bradford	
Date	Meeting Type
July 17, 2023	Regular Board Meeting, Monday 6:00 PM
August 28 , 2023	Regular Board Meeting, Monday 6:00 PM
September 16, 2023	Board Retreat (Data & Strategic Planning) Saturday 8:00-2:00
September 26, 2023	Regular Board Meeting, Monday 6:00 PM
October 31, 2022	Regular Board Meeting, Monday 6:00 PM
November 7, 2023	Technology Committee: 6:00 PM

Date	Meeting Type
December 11, 2023	Regular Board Meeting 6:00 PM
February 26 2024	Technology Committee 6:00 PM
March 11, 2024	Regular Board Meeting 6:00 PM
April 22, 2024	Regular Board Meeting 6:00 PM
May 20, 2024	Regular Board Meeting 6:00 PM
June 3, 2024	Regular 6:00 PM
June 24, 2023	Regular Board Meeting 6:00 PM

Coversheet

Final Approved and Submitted LCAPs with Board Edits

Section: IV. Items Scheduled for Information
Item: C. Final Approved and Submitted LCAPs with Board Edits
Purpose: FYI

Submitted by:

Related Material:

2023_Local_Control_and_Accountability_Plan_Bert_Corona_Charter_High_School_20230630 (1).pdf

2023_Local_Control_and_Accountability_Plan_Monsenor_Oscar_Romero_Charter_Middle_School_20230630 (1).pdf

2023_Local_Control_and_Accountability_Plan_Bert_Corona_Charter_School_20230630 (1).pdf

LCFF Budget Overview for Parents

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

CDS Code: 19647330132126

School Year: 2023-24

LEA contact information:

Yvette King Berg

Executive Director

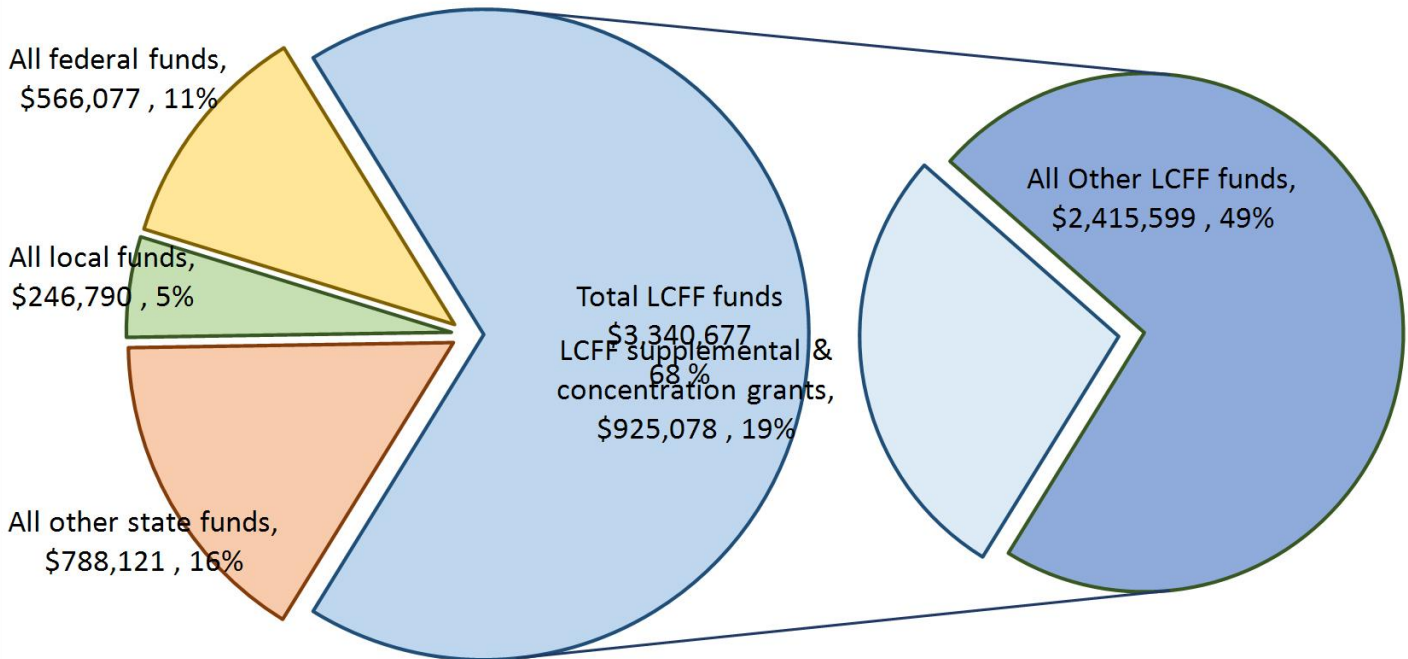
ykingberg@ypics.org

(818) 305-2791

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

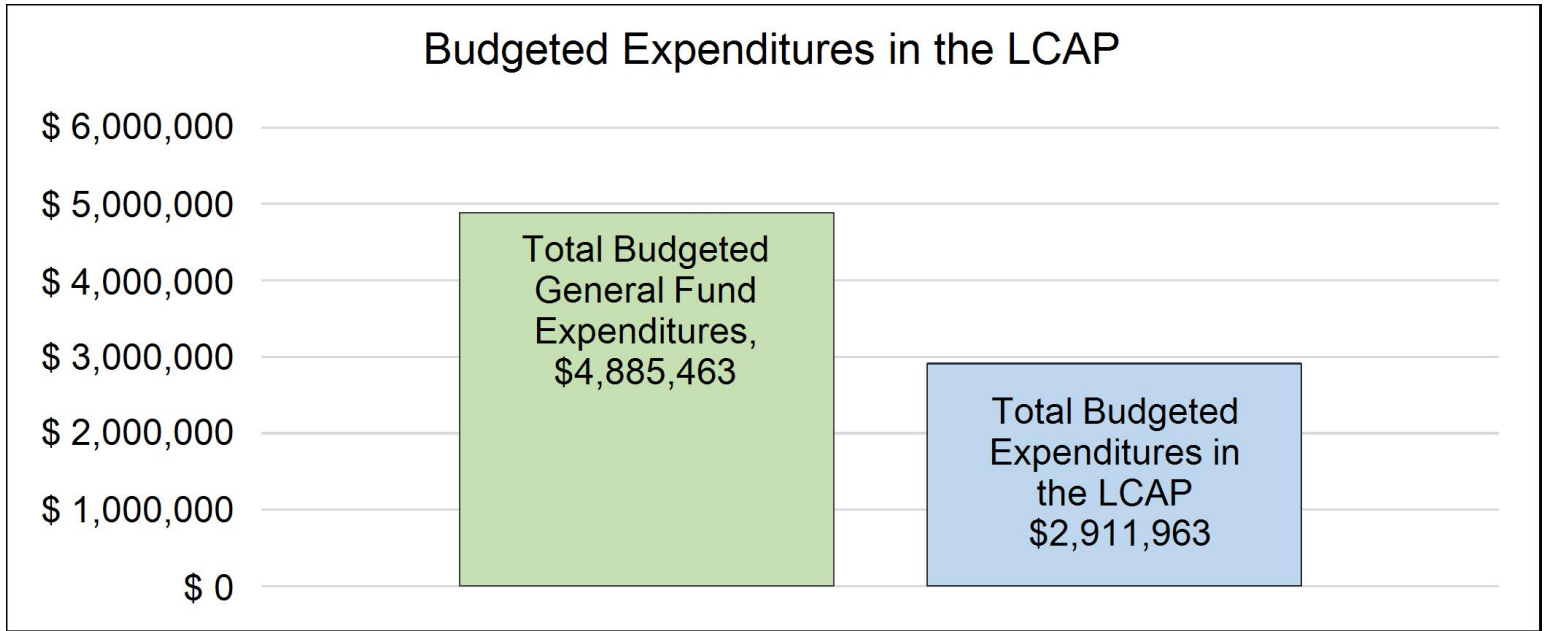


This chart shows the total general purpose revenue Bert Corona Charter High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Bert Corona Charter High School is \$4,941,665, of which \$3,340,677 is Local Control Funding Formula (LCFF), \$788,121 is other state funds, \$246,790 is local funds, and \$566,077 is federal funds. Of the \$3,340,677 in LCFF Funds, \$925,078 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Bert Corona Charter High School plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Bert Corona Charter High School plans to spend \$4,885,463 for the 2023-24 school year. Of that amount, \$2,911,963 is tied to actions/services in the LCAP and \$1,973,500 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

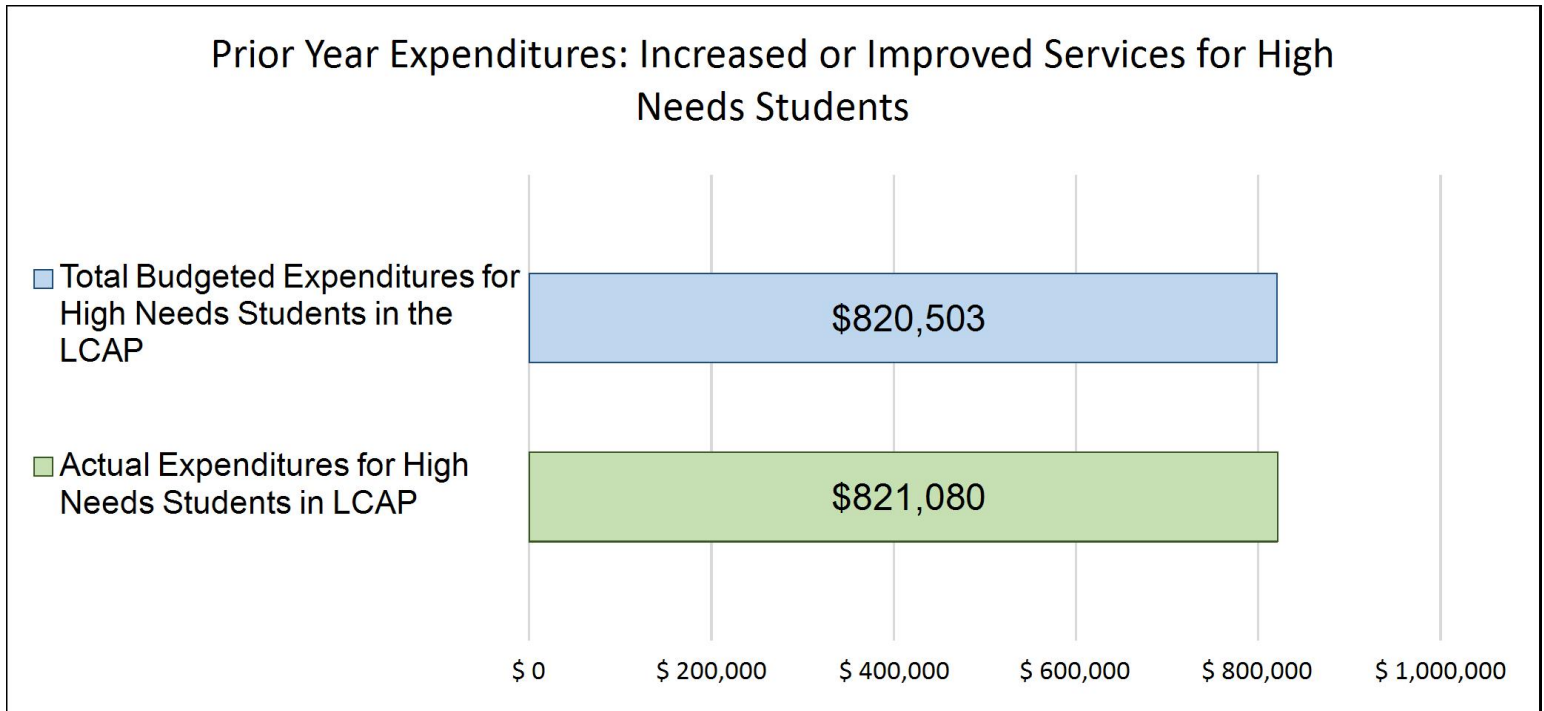
Funds not included in the LCAP consist of Child Nutrition, Special Education, Entitlement/Encroachment, Services & Other Operating Expenses, and Depreciation Expenses.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Bert Corona Charter High School is projecting it will receive \$925,078 based on the enrollment of foster youth, English learner, and low-income students. Bert Corona Charter High School must describe how it intends to increase or improve services for high needs students in the LCAP. Bert Corona Charter High School plans to spend \$1,033,427 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



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

The text description of the above chart is as follows: In 2022-23, Bert Corona Charter High School's LCAP budgeted \$820503 for planned actions to increase or improve services for high needs students. Bert Corona Charter High School actually spent \$821080 for actions to increase or improve services for high needs students in 2022-23.

Local Control and Accountability Plan

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

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

Plan Summary [2023-24]

General Information

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

Bert Corona Charter High School (BCCH and/or BCCHS) a Youth Policy Institute Charter School (YPICS), serves 200 students in the San Fernando Valley area of Los Angeles County. Represented with 96% Latino, 1% African American, 1.5% Filipino, 1.5% White, 0.5% Foster Youth, 21% English Learners, 24% Students with Disabilities, and 93% Socioeconomically Disadvantaged. (Source: CDE DataQuest, Enrollment Report 2022-23)

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

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

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

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

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

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

Reflections: Successes

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

Local Indicators: As reported to the Board of Directors, BCCHS met all five local indicators for 2022.

- Graduation Rate Indicator “Very High” 97.2% graduated
- Suspension Rate Indicator (“Medium” 5.1% suspended at least one day): “High” student groups included English Learners (6.7%) and Students with Disabilities (7.5%). “Medium” student groups were Hispanic (5.2%) and Socioeconomically Disadvantaged (5.7%)

As we opened the 2022-23 academic year, we have conducted PBIS assessment inventories to focus more strategically on needs to improve school culture which impacts student connectedness which in turn decreases suspensions, expulsions, and chronic absenteeism. Based on the most recent available local data, Bert Corona Charter High School had a total of 12 suspensions. In the 22-23 school year, BCCHS has had four suspensions, none of these students were students with disabilities.

BCCHS will/has taken the following steps to decrease the schools suspension rate: Improved MTSS process to provide support and services to students and families with tier II/III needs; increased social emotional and mental health services; and effectively applied the PBIS framework to select programs and strategies to effectively provide alternatives to suspension

As part of our multi tiered system of support, BCCHS has focused on increasing social emotional and mental health services for students and families with Tier II/III needs.

- BCCHS is working with Luminarias Institute Inc. to support students to address social emotional and mental health needs. Luminarias is a community based mental health organization which has special focus on Latino mental health. Luminarias counseling and support services are provided on campus.
- BCCHS has partnered with the Multicultural Learning Center on the Mental Health Service Professional Grant which will be implemented in the 23-34 school year. As a result of this partnership, BCCHS will have a MSW/MFT and MSW/MFT intern based on campus who will provide therapeutic services to our students. Clinical supervision of the staff will be provided by a licensed clinical supervisor who is employed by the Multicultural Learning Center.

Bert Corona Charter High School will continue to use a PBIS framework to develop and select programs and strategies to support students. This year, staff is using Ripple Effects to explicitly teach replacement behaviors to students when they display undesired behaviors. Ripple Effects is a digital suite of programs to personalize social emotional skill building and promote positive behavioral and mental health.

Reflections: Identified Need

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

- English Learner Progress Indicator (“Low” 47.4% making progress towards English language proficiency)

A Reading Specialist has been hired to assist teachers and students in English Language Development. BCCHS has hired this Reading Specialist to support our students who are reading below middle school Lexile norms. She uses data-driven instruction and implements interventions that correlate with the individual student's needs to meet their reading goals. Using Achieve 3000 data as well as data from our MAPs periodic assessments, the most struggling readers in 9th, 10th, and 11th grade have been identified and placed in small groups that are created by their specific targeted intervention. These students are scheduled for intensive reading intervention for a minimum of 80 minutes per week. Our Reading Specialist has determined that some students have significant gaps in their reading skills, but that these gaps are quickly remediated for students who successfully learned how to read in English in earlier grade levels. She identifies the gaps or misconceptions as students read aloud, and in a safe, shame-free environment, where they are corrected and reading is strengthened. For other students, a lack of fluency is almost exclusively the result of insufficient time spent reading and acquiring new vocabulary. The 40 focused minutes for reading and vocabulary acquisition discussions, twice a week, are having an immediate impact on Lexile performance. Our Reading Specialist is helping students become more confident in their reading abilities and allowing them to have a positive experience with reading while getting them excited about it.

- English Language Arts Indicator (“Low” -20 points below standard for the school) We are attempting to resolve the mystery around our SBAC ELA data as 59% of the grade 11 students “met/exceeded” standards (Source: CDE CAASPP 2022).
- Mathematics Indicator (“Very Low” -128.2 points below standard for the school) In 2022, the significant student groups below standard were Socioeconomically Disadvantaged -131.8 DFS; Hispanic -131.4 DFS. This school year at the start of the current semester we set up specific support in the area of math targeting grade levels. 9th Graders engage 80 minutes weekly in Secondary

Foundational Math Skills using Dr. Randy Palisoc's IronBox Core Advantage curriculum during their Algebra 1 blocks. A group of 10th graders was invited to join an after-school math tutoring session to engage in the same curriculum though attendance currently varies meaning we will revisit a plan for the future that includes more of our 10th graders.

LCAP Highlights

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

The prior year's LCAP contained three goals:

Goal 1: Increase Student Achievement

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

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

Based on analysis of the 2022 CA Dashboard and consultation with our educational partners, it was determined that the 2023-24 LCAP should be expanded to five goals:

Goal 1 Conditions of Learning

Maintain high standards for a safe, nurturing, engaging learning environment where ALL students are supported in attaining high levels of achievement through the use of high-quality curricula and exceptional staff.

(State Priorities: 1 Basic Services, 2 Implementation of State Standards, 7 Course Access)

Goal 2 Annual Growth & Achievement in English Language Arts

Increase student achievement in English/Language Arts - Maintain high standards for our community to engage students in high levels of achievement in English/Language Arts through the use of high-quality curricula and local assessments, and ensure the necessary targeted acceleration and supports are delivered in a timely manner to maximize student growth. (State Priorities: 4 Pupil Achievement, 8 Other Pupil Outcomes)

Goal 3 Annual Growth & Achievement in Mathematics & Science

Increase student achievement in Mathematics and Science - Maintain high standards for our community to engage students in high levels of achievement in mathematics through the use of high-quality curricula and local assessments, and ensure the necessary targeted acceleration and supports are delivered in a timely manner to maximize student growth.

(State Priorities: Priority 4 Pupil Achievement, Priority 8 Other Pupil Outcomes)

Goal 4 Growth & Achievement for English Learners and At-Promise Students

Annual growth for English Learners and special student groups - Ensure English learner students are demonstrating annual growth and progress in the mastery of state standards in English, mathematics and science.

(State Priorities: 4 Pupil Achievement, 8 Other Student Outcomes)

Goal 5 School Culture & Climate

Engage students, teachers and parents as partners to strengthen the school climate and increase their understanding of the focus to improve successful secondary outcomes.

(State Priorities: 3 Parental Involvement, 5 Student Engagement, 6 School Climate)

Additionally, to provide increased transparency and alignment to the LCFF State Priorities, several metrics have been added.

Comprehensive Support and Improvement

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

Schools Identified

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

Bert Corona Charter High School was not identified for CSI by the CDE

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

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

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

The staff communicated using Google Meets and Slack. BCCHS regularly holds School Advisory Council meetings, Academic Advisory Committee, and Coffee with the Principal. Elements of the LCAP are discussed often, as well as the use of funds from Title 1, Title II, Title III, and another federal funding budget at our meetings. BCCHS's School Advisory Council and English Learner Advisory Council have been combined to allow for a consistent membership and meeting schedule for this group to focus on the data/progress of our English learners, socioeconomically disadvantaged, and students with disabilities.

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

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

Additionally:

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

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

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

School Accountability Report Cards

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

Course Grades

Attendance Reports

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

The primary parent organization accessible for parent participation in the BCCHS School Advisory Council. This council discusses the school's academic, operational, and cultural initiatives and votes to adopt/approve significant school program changes. In addition, monthly

parent information and dialogue meetings are held on the fourth Tuesday of the Month, all parents are scheduled for conferences with staff each semester, parents coach sports and attend athletic events, and the school's Advisory Program invites parents to bring their expertise and resources to support students in their campus-wide projects.

In 2022 the school was awarded a California Community Schools Partnership Program Planning Grant. Total funding of \$200,000 supported with hiring a Coordinator of Community Schools (CoCS), contract services for data analyses, teachers/staff stipends, parent capacity development, and teacher/staff professional development.

School Community engagement kicked off in August 2022 with an overview of the CA community school framework and the YPICS vision for its community school to teachers and staff during the beginning of the school year professional development days. Followed by parent-teacher conferences, workshops, SAC/ELAC meetings, Café con Los Directors, and community events during the months of September - December 2022. During parent-teacher conferences. CoCS introduced the community school framework and the LCAP to parents and an overview of the assets and needs assessment work ahead. In October and November, families were engaged via annual events like Trunk-or-Treat, Día De Los Muertos, and College & Career Parent workshops.

To understand the needs and gaps the evaluation team conducted sensemaking sessions with the community to better understand the experiences of youth, administrators, teachers, and families. The evaluation team analyzed all the data collected from October 2022 to January 2023 and shared it with the community. The purpose was to ask about their reactions and experiences with the data. In addition, to pose back to the community the needs shared in all the data and have them select their top three interests in school investments. The intended purpose of hosting sensemaking meetings was to share the data collected from the community and collectively analyze it as a team and to inform the LCAP and the implementation plan for the school. Upon completion of all assessment activities, priority topic areas were identified for the school and will be the areas to focus on by aligning resources, strategies, and partnerships.

A summary of the feedback provided by specific educational partners.

To address the needs of our community school, the school undertook a comprehensive community school planning process that included asset mapping (reviewing of the LCAP), a needs assessment and gap analysis, and a heavy emphasis on engagement with and leadership by the school community, including students, families, staff, teachers, administrators, partners, and area residents.

Community School and LCAP needs assessment activities occurred throughout the year. These included YouthTruth Survey and Focus Groups with stakeholders. In-person focus groups were conducted with students, teachers, and families at each school across grade levels and positions (instructional and supportive staff) SAC/ELAC members to gain a more holistic understanding of the strengths and challenges of our school. Key Informational Interviews with staff and teachers and in-person interviews were conducted with school administrators and teachers to assess successes and challenges with the school culture and the range of services offered at the school. Focus groups explored topics like what makes them feel welcome/unwelcome on campus, what makes them feel successful as learners and teachers in their vision for a "community school," if they feel engaged in decision-making, how the school can build more trusting relationships, and what support services are needed.

All assessment activities examine needs and gaps in services and school and community assets and resources that can be integrated as part of our community school. The input of stakeholders has been instrumental in developing our school's LCAP and the Community Schools Implementation Plan.

In April and May the LCAP was drafted and ready for input from University and LAUSD Partners (LMU, UCLA, and Charter Operated Programs Options Staff) LMU reviewed the plan specifically for EL Actions and ensured that the school has a way to manage a comprehensive EL Master plan aligned the CA Roadmap for ELs. UCLA reviewed Social-emotional support for students' counseling services, and Charter Operated Programs reviewed actions for students with disabilities (tiered and tutoring supports).

The YPICS Board held a public hearing/update for input from both the board and the public on June 5, 2023.

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

The following are aspects of the LCAP that stakeholders influenced.

Focus on Essential Standards (Learning Outcomes/Indicators)

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

All feedback collected throughout the above process resulted in the LCAP actions which are aligned with the YPICS vision to improve Cornerstone Commitments of Community Schools: A commitment to assets-driven and strength-based practices for all stakeholders; A commitment to racially just and restorative school climates; A commitment to powerful, culturally proficient, and relevant instruction; and a commitment to shared decision-making and participatory practices to improve student achievement and outcomes.

Goals and Actions

Goal

Goal #	Description
1	<p>Goal 1. Conditions of Learning</p> <p>Maintain high standards for a safe, nurturing, engaging learning environment where ALL students are supported in attaining high levels of achievement through the use of high-quality curricula and exceptional staff.</p> <p>(State Priorities: 1 Basic Services, 2 Implementation of State Standards, 7 Course Access)</p>

An explanation of why the LEA has developed this goal.

While the prior LCAP contained a goal similar to this new goal, it was all encompassing and left members of the community overwhelmed with the combination of academic progress data AND basic conditions of learning. The new goal was created for the 2023-24 LCAP to allow for a separation of these two areas.

As discussed in the Educational Partner Engagement section, the implementation of the community-wide Data Walks, we want to ensure there is a clear understanding of the basic enabling conditions that are necessary to be in place for students to experience not only continued academic growth, but also safety and an environment which nurtures/supports their social emotional needs as well.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All classroom teachers will hold a valid CA Teaching Credential as defined by the CA Commission on Teacher Credentialing and appropriate EL-authorization; all teachers will be appropriately assigned	100% All classroom teachers hold a valid CA Teaching Credential as defined by the CA Commission on Teacher Credentialing and have appropriate EL authorization. All teachers were	83.3% Clear (Source: CDE DataQuest, 2020-21 Teaching Assignment Monitoring Outcomes by Full-Time Equivalent 2020-21) [NOTE: Originally reported as “100% of classroom teachers will hold a valid CA	TBD - 2021-22 Teaching Assignment Monitoring Outcomes		All classroom teachers will hold a valid CA Teaching Credential as defined by the CA Commission on Teacher Credentialing and appropriate EL-authorization; all teachers will be appropriately assigned.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1 Basic Services	appropriately assigned.	Teaching Credential as defined by the CA Commission on Teacher Credentialing and appropriate EL-authorization. All teachers appropriately assigned.”]			
Access to standards-aligned curricular and instructional materials	100% of teachers/students with access to standards-aligned curricula (ELA, 100% of teachers/students with access to standards-aligned curricula (ELA, ELD, math, science, social science, and social science)	100% of teachers/students with access to standards-aligned curricula (ELA, 100% of teachers/students with access to standards-aligned curricula (ELA, ELD, math, science, social science, and social science)	100% of teachers/students with access to standards-aligned curricula (ELA, 100% of teachers/students with access to standards-aligned curricula (ELA, ELD, math, science, social science, and social science)		100% of teachers/students with access to standards-aligned curricula (ELA, 100% of teachers/students with access to standards-aligned curricula (ELA, ELD, math, science, social science, and social science)
Implementation and sustainability of academic content standards, as measured by the Local Indicator Rubric on the California Accountability Dashboard Priority 2 Implementation of	Same as Year 2 Outcome	N/A	Implementation of State Standards 2023 ELA 5 ELD 5 Math 5 NGSS 5 History 5 CTE 5 Health Ed. 5 Phys. Ed. 5		Implementation of State Standards ELA 5 ELD 5 Math 5 NGSS 5 History 5 CTE 5 Health Ed. 5 Phys. Ed. 5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
adopted State Standards			VAPA 5 World Language 5 (Source: As reported in the Local Indicators 2023 Self-Reflection Tool)		VAPA 5 World Language 5
Teachers will participate in ongoing research-based professional development in the areas of English Language Arts, Math, Next Generation Science Standards (NGSS), English Language Development (ELD), Technology, and Differentiated instruction to meet the needs of all students and subgroups. Priority 2 Implementation of adopted State Standards	96% Teachers participated in professional development throughout the physical closure of the Charter School.	96% of teacher participated in professional development during 21-22	100% of teacher participated in professional development as it pertains to their content area/field during 22-23		100% of teachers participating in professional development
Student Access to a Broad Course of Study Priority 7 Course Access	100% of students have access to a broad course of study	100% of students have access to a broad course of study	100% of students have access to a broad course of study		100% of students have access to a broad course of study

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		CA Dashboard Local Indicator “Met” (Source: CDE, CA School Dashboard 2022)	CA Dashboard Local Indicator “Met” (Source: As reported in the Local Indicators 2023 Self-Reflection Tool)		
School facilities are clean and maintained in good repair with daily spot check and Site Inspection Lists with > 90% of items in compliance or good standing. Priority 1 Basic Services	100% The Charter School developed a cleaning regiment based on best practices for reopening schools from the California Department of Public Health (6/5/2020) and the California Department of Education (6/8/2020)	100% of facilities clean and maintained in good repair	Overall Facility Rating as measured by FIT “Good” (Source: As reported in the SARC, February 2023)		School facilities are clean and maintained in good repair with daily spot check and Site Inspection Lists with > 90% of items in compliance or good standing

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Facility, Custodial, Safety & Security	BCCHS operates on a co-located Prop 39 site under an agreement with LAUSD. The costs for this action include the annual cost of operation under the MOU for the use of Maclay facilities and janitorial services. Supervision Aide conducts regular walkthroughs and monitors pupil/staff safety. School facilities are clean and maintained in good repair with daily spot check and Site Inspection Lists with > 90% of items in compliance or good standing.	\$220,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Administration	<p>Costs associated with the salaries and benefits for administrative staff positions include: Executive Administrator, Operations Coordinator, Parent Coordinator, Community Schools Coordinator, and School Climate & Culture Coordinator.</p> <p>The School Climate & Culture Team will continue quality implementation of the PBIS Framework and programs.</p>	\$623,415.00	Yes
1.3	Credentialed Teachers	<p>Costs associated with hiring/maintaining the following highly effective credentialed staff (salaries & benefits):</p> <p>Credentialed Classroom Teachers</p> <p>Lead Teacher stipends</p> <p>Administrators and Teacher leads will conduct regular instructional walkthroughs/observations to align to the expectations for impactful instruction. Observations will be followed by coaching/feedback and mentoring as needed.</p>	\$1,179,673.00	No
1.4	Paraprofessionals	<p>Costs associated with full-time paraprofessionals for Special Education and instructional aides for general education. Behavior Intervention Implementation Assistants assigned to work with special education students 1:1 as required by the IEPs</p>	\$225,329.00	No
1.5	Professional Development	<p>Professional Development for all staff members (Pre-service & On-going) topics include, but are not limited to:</p> <p>RE/LAY Graduate School of Education - Continue training for leaders and teachers to sustain the school vision for high-impact instruction and provide a common framework for coaching, observation and feedback. This allows for a common language and understanding of instructional expectations that are rooted in equity for all students.</p> <p>BTSA Training/ New Teacher Support (Title 2)</p>	\$226,654.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Backwards Design • Standards-Based Grading • Project-Based Learning • Service-Learning <p>Equity-focused Standards-based Instruction</p> <ul style="list-style-type: none"> • Building Positive Relationships (teacher-student; teacher-family; school-home) and sustaining an inclusive culture based on respectful communication • ELD strategies for English Learners to access grade-level core curriculum/impact academic growth • CCSS and core standards in ELA, ELD, mathematics, Next Gen Science Standards (NGSS), and social sciences • Instructional shifts for maintaining rigorous instruction (lesson design, "big ideas", essential questions, academic discourse, close reading, text-dependent questions, etc.) • Curricular-specific trainings (for core and use of iReady, Infinite Campus, Thinking Nation, writing assessments) • Engaging and empowering students through deeper instruction • Use of data warehouse Innovare to integrate multiple data sources to guide teacher/administration student-centered educational decisions <p>Supporting the Growth of English Learners & Dually-Identified Students</p> <ul style="list-style-type: none"> • Quality implementation of the English Learner Master Plan aligned to the CA English Learner Roadmap • Implementation of strategies to support EL acquisition/mastery of the English language (speaking, listening, reading, writing) • Understanding the language needs of ELD in acquisition of academic language • Strategies for supporting Students with Disabilities in the general education classroom • Training and use of Success For All instructional strategies to ensure students receive support in the development of 		

Action #	Title	Description	Total Funds	Contributing
		<p>foundational skills that posed barriers to accessing grade-level standards-based instructional content</p> <p>Multi-tiered System of Support</p> <ul style="list-style-type: none"> • Use of internal data sources to drive decisions/recommendations for academic acceleration and progress monitoring • Positive Behavior and Intensive Support (PBIS) and alternatives to suspension 		
1.6	Core Instructional Materials & Licenses	Costs associated with the on-going use of: iReady ELA and Mathematics textbooks, eTextbooks for NGSS (annual licenses), History Alive (student licenses for eTexts), Thinking Nation platform for access to primary source documents, Google Classroom Suite, NearPod, Explore Learning for Science, iXL for math, visual/media arts Adobe Suite	\$63,872.00	Yes
1.7	Technology	Technology provided to all students. Based on the Technology Plan developed for cycling out/replenishing student devices.	\$88,821.00	Yes
1.8	Local Assessments	Students will be assessed 3xs per year using the state-verified NWEA MAP suite in ELA and math. This data will be used by all teachers to gauge the needed additional supports needed in order to accelerate the acquisition of foundational skills which are necessary for accessing grade-level content.		No
1.10				

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

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

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

As this is a new “targeted” goal starting with the 2023-24 academic year, the analysis will be conducted in Spring 2024 to align with the completion of the LCAP Annual Update process.

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

As this is a new “targeted” goal starting with the 2023-24 academic year, the analysis will be conducted in Spring 2024 to align with the completion of the LCAP Annual Update process.

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

As this is a new “targeted” goal starting with the 2023-24 academic year, the analysis will be conducted in Spring 2024 to align with the completion of the LCAP Annual Update process.

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

As this is a new “targeted” goal starting with the 2023-24 academic year, the analysis will be conducted in Spring 2024 to align with the completion of the LCAP Annual Update process.

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

Goals and Actions

Goal

Goal #	Description
2	<p>Goal 2. Annual Growth & Achievement in English Language Arts</p> <p>Maintain high standards for our community to engage students in high levels of achievement in English/Language Arts through the use of high-quality curricula and local assessments, and ensure the necessary targeted acceleration and supports are delivered in a timely manner to maximize student growth.</p> <p>(State Priorities: 4 Pupil Achievement, 8 Other Pupil Outcomes)</p>

An explanation of why the LEA has developed this goal.

This is a new "targeted" goal starting with the 2023-24 as we seek to surface content-area specific growth data, and better support our students. YPI-BCCHS seeks to strategically use data to drive instructional decisions, and the implementation of Community Data Walks to engage our families and partners in data led to the creation of the ELA-specific goal for increased transparency for all.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Increase student achievement in English/Language Arts as measured by the SBAC</p> <p>[NOTE: The original metric in 22-23 was “English Language Arts – Proficiency”]</p> <p>Priority 4 Pupil Achievement Involvement</p>	<p>SBAC ELA 2019 %Met & Exceeded</p> <p>38% All students 38.7% Latino 41.8% SED</p> <p>(Source: CA School Dashboard 2019)</p>	<p>N/A</p> <p>CA Dashboard 2021 – Not published due to COVID</p>	<p>SBAC ELA 2022 %Met & Exceeded</p> <p>53% All students (-20 DFS) 38.7% Latino (-22.2 DFS) 41.8% SED (-22.6 DFS)</p> <p>(Source: CA School Dashboard 2019)</p>		<p>Annually increase students meeting/exceeding standards</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the percentage of students demonstrating growth on Local ELA Assessment (BOY to EOY) Priority 8 Other Pupil Outcomes	Same as Year 2 Outcome	N/A	NWEA 2022-23 Growth 39% At/Above Grade-level 53% Students demonstrating growth BOY to EOY		Annually increase percentage of students demonstrating growth in NWEA reading as measured by local assessments

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	ELA Interventions	BCCHS Literacy Specialist works with small groups of students who are reading below middle school Lexile norms. On a pullout basis for 80 minutes per week, students who are performing below grade-level average on NWEA MAP and Achieve3000 Lexile levels in order to increase their fluency, vocabulary development, and Lexile level. (NOTE: Costs for materials; costs associated with salary/benefits are captured in Goal 1)	\$106,802.00	Yes
2.2	ELA Instructional Support Courses	Scheduled instructional block where students are programmed for supports and acceleration in ELA. Applying the training that has been provided, classroom teachers will apply SFA instructional strategies to address foundational literacy needs of students. The primary setting for the use of the strategies during the regular instructional day in order to accelerate the closing skill gaps in ELA, while providing grade-level access to content standards.		Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Junior and Senior Seminars (ELA component)	Junior and Senior Seminar instructional block focused on CAASPP/SBAC practice using materials created by the CDE to support ongoing development of skills for students to familiarize themselves with the language and rigor of state English/language assessments including performance tasks.		No

Goal Analysis [2022-23]

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

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

As this is a new “targeted” goal starting with the 2023-24 academic year, the analysis will be conducted in Spring 2024 to align with the completion of the LCAP Annual Update process.

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

As this is a new “targeted” goal starting with the 2023-24 academic year, the analysis will be conducted in Spring 2024 to align with the completion of the LCAP Annual Update process.

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

As this is a new “targeted” goal starting with the 2023-24 academic year, the analysis will be conducted in Spring 2024 to align with the completion of the LCAP Annual Update process.

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

As this is a new “targeted” goal starting with the 2023-24 academic year, the analysis will be conducted in Spring 2024 to align with the completion of the LCAP Annual Update process.

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

Goals and Actions

Goal

Goal #	Description
3	<p>Goal 3. Annual Growth & Achievement in Mathematics and Science</p> <p>Maintain high standards for our community to engage students in high levels of achievement in mathematics and science through the use of high-quality curricula and local assessments, and ensure the necessary targeted acceleration and supports are delivered in a timely manner to maximize student growth.</p> <p>(State Priorities: Priority 4 Pupil Achievement, Priority 8 Other Pupil Outcomes)</p>

An explanation of why the LEA has developed this goal.

This is a new "targeted" goal starting with the 2023-24 as we seek to surface content-area specific growth data, and better support our students. YPI-BCCHS seeks to strategically use data to drive instructional decisions, and the implementation of Community Data Walks to engage our families and partners in data led to the creation of the math/science-specific goal for increased transparency for all. Math is an ongoing area for growth as our students continue to face challenges with foundational skills while simultaneously needing to access/excel in grade-level standards.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Student achievement in Mathematics as measured by the SBAC</p> <p>[NOTE: The original metric in 22-23 was "Mathematics Proficiency"]</p> <p>Priority 4 Pupil Achievement</p>	<p>SBAC Math 2019 %Met/exceeded</p> <p>12.9% All Students 13.1% Latino 13% SED</p> <p>(Source: CA School Dashboard)</p>	<p>N/A</p> <p>CA Dashboard 2021 – Not published due to COVID</p>	<p>SBAC Math 2022 CA Dashboard Indicator "Very Low"</p> <p>%Met/exceeded</p> <p>8% All Students (-128.2 DFS) 6.1% Latino (-131.4 DFS) 8.5% SED (-131.8 DFS)</p>		<p>Annually increase students meeting/exceeding standards</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			(Source: CA School Dashboard)		
Increase the percentage of students demonstrating growth on Local Math Assessment (BOY to EOY) Priority 8 Other Pupil Outcomes	Same as Year 2 Outcome	N/A	NWEA Math Growth 2022-23 28% At/Above Grade-level 53% Students demonstrating growth BOY to EOY		Annually increase percentage of students demonstrating growth in reading as measured by local assessments NOTE: Previously reported as “Use of Verifiable Data i-Ready results: Reading 172% of student typical growth All grades 165% to 200% growth 13% of students at grade to 24% Mathematics 122% of student typical growth All grades 28% of students at grade”
Next Generation (Science) as measured by CAST Priority 4 Pupil Achievement	CAST 2019 %Met/exceeded 17% All Students 15% Latino	N/A	CAST 2022 %Met/exceeded 3.7% All Students 3.7% Latino		Annually decrease %age of "Nearly Met"

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	21% SED %Nearly Met 68% All Students 70% Latino 67% SED (Source: CDE CAASPP 2019)		4% SED %Nearly Met 37% All Students 37% Latino 36% SED (Source: CDE CAASPP 2022)		

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Math Acceleration Courses	Scheduled instructional block where students are programmed for support and acceleration in math. Secondary Foundational Math Skills for 9th Graders (80 minutes/ week) in using Core Advantage curriculum during their Algebra 1 blocks.		No
3.2	Targeted Math Tutoring	Students will be identified based on the NWEA MAP scores and academic course grades to attend tutorial in 10-week blocks for skill improvement. Students may exit when their skills are at grade-level.	\$2,835.00	Yes
3.4	Study Hall/Homework Help	Study Hall: Facilitated by a certificated teacher, study hall is focused on pathway completion and re-do mastery assignments. [NOTE: Costs associated with this action are materials only. Any staffing costs are captured in Goal 1.]		No

Action #	Title	Description	Total Funds	Contributing
3.5	Junior and Senior Seminars (Math component)	Junior and Senior Seminar instructional block focused on CAASPP/SBAC practice using materials created by the CDE to support ongoing development of skills for students to familiarize themselves with the language and rigor of state math assessments including performance tasks.		No

Goal Analysis [2022-23]

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

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

As this is a new “targeted” goal starting with the 2023-24 academic year, the analysis will be conducted in Spring 2024 to align with the completion of the LCAP Annual Update process.

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

As this is a new “targeted” goal starting with the 2023-24 academic year, the analysis will be conducted in Spring 2024 to align with the completion of the LCAP Annual Update process.

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

As this is a new “targeted” goal starting with the 2023-24 academic year, the analysis will be conducted in Spring 2024 to align with the completion of the LCAP Annual Update process.

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

As this is a new “targeted” goal starting with the 2023-24 academic year, the analysis will be conducted in Spring 2024 to align with the completion of the LCAP Annual Update process.

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

Goals and Actions

Goal

Goal #	Description
4	<p>Goal 4. Annual Growth and Achievement for Special Student Populations Annual growth for English Learners & Students with Disabilities Ensure English learners and Students with Disabilities are demonstrating annual growth and progress in the mastery of state standards in English, mathematics and science. (State Priorities: 4 Pupil Achievement, 8 Other Student Outcomes)</p>

An explanation of why the LEA has developed this goal.

This is a new goal for the 23-24 LCAP to focus on the achievement of our special populations, specifically English learners and Students with Disabilities. Since the majority of our SWD student group are also English Learners and/or socioeconomically disadvantaged, this goal was created to focus on the academic needs of our most vulnerable students as they face the most substantial barriers to achieving grade-level standards mastery.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Progress Indicator – ELs making progress towards English language Proficiency (ELPI) Priority 4 Pupil Achievement	28% making progress towards English language proficiency (Source: 2019 CA School Dashboard)	N/A CA Dashboard 2021 – Not published due to COVID	47.4% making progress towards English language proficiency “Low” (Source: 2022 CA School Dashboard)		Annually increase English learner growth in English proficiency as measured by the CA Dashboard English Learner Progress Indicator (ELPI)
English learner proficiency as measured by ELPAC Priority 4 Pupil Achievement	3.2% Proficient 19.4% Level 3 45.2% Level 2 32.4% Level 1	8.3% Proficient 38.9% Level 3 36.1% Level 2 16.7% Level 1	18% Proficient 38.5% Level 3 28.2% Level 2 15.4% Level 1		Continue to increase the number of English Proficiency as measured by ELPAC

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(Source: CDE English Language Proficiency for Summative ELPAC 2018-19)	(Source: CDE English Language Proficiency for Summative ELPAC 2020-21)	(Source: CDE English Language Proficiency for Summative ELPAC 2021-22)		
Reclassification Rate of EL to RFEP Priority 4 Pupil Achievement	23.53% Reclassification Rate (Source: Ed-Data, Redesignated Fluent English Proficient 2019-20)	16.22% Reclassification Rate (Source: Ed-Data, Redesignated Fluent English Proficient 2020-21)	TBD - Reclassification Rate for 2021-22 pending		23.5% Reclassification Rate
SWD & English learner student achievement in English/Language Arts as measured by the SBAC Priority 4 Pupil Achievement	SBAC ELA 2019 SWD (-78.7 DFS) 20% Met/exceeded 26.7% Nearly Met 53.3% Not met EL (-107 DFS) *NOTE* Data suppressed because 10 or fewer students tested, and in order to protect student privacy	N/A CA Dashboard 2021 – Not published due to COVID	SBAC ELA 2022 SWD (-107.4 DFS) 18.2% Met/exceeded 27.3% Nearly met 54.6% Not met EL (-124.8 DFS) *NOTE* Data suppressed because 10 or fewer students tested, and in order to protect student privacy		Annually decreasing the percentage of ELs/SWD “Not Meeting” and increase percentage of “Meeting/Exceeding”
Increase the percentage of SWD &/or English learners demonstrating growth on Local ELA Assessment (BOY to EOY)	Same as Year 2 Outcome	N/A	NWEA Reading & Language Growth 2022-23 At/above grade-level 22% ELs 13% SWD		Annually increase percentage of SWD and English learners demonstrating growth in reading as measured by local assessments

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 8 Other Pupil Outcomes			Students demonstrating growth BOY to EOY 54% ELs 50% SWD		
SWD & English learner student achievement in Math as measured by the SBAC Priority 4 Pupil Achievement	SBAC Math 2019 SWD (-158 DFS) 6.7% Met/exceeded 13.3% Nearly Met 80% Not met EL (-163 DFS) *NOTE* Data suppressed because 10 or fewer students tested, and in order to protect student privacy	N/A CA Dashboard 2021 – Not published due to COVID	SBAC Math 2022 SWD (-170.3 DFS) 0% Met/exceeded 18.2% Nearly met 81.8% Not met EL (-203 DFS) *NOTE* Data suppressed because 10 or fewer students tested, and in order to protect student privacy		Annually decreasing the percentage of ELs/SWD “Not Meeting” and increase percentage of “Meeting/Exceeding”
Increase the percentage of English learners demonstrating growth on Local Math Assessment (BOY to EOY) Priority 8 Other Pupil Outcomes	Same as Year 2 Outcome	N/A	NWEA Math Growth 2022-23 At/above grade-level 10% ELs 2% SWD Students demonstrating growth BOY to EOY 56% ELs 52% SWD		Annually increase percentage of SWD and English learners demonstrating growth in math as measured by local assessments

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	School-wide SFA Tools/Strategies	All BCCHS teachers are trained in SFA instructional strategies to address the literacy needs of English Learners, SWD, and dually identified students (in order to access grade-level standards)		Yes
4.2	Designated ELD - Specialized Reading Support for English Learners/ELD	To address the ongoing literacy needs of our special populations, the Reading Specialist assists teachers and students in English Language Development. Professional development is also provided to teachers on strategies for LTELs. Designated ELD will be provided to ELs in alignment with their level of English development. [NOTE: Costs associated with this action are materials only. Any staffing costs are captured in Goal 1.]		Yes
4.3	Equity for SWD	Students with IEPs receive both push-in (during core) and RSP Lab in order to provide access to the full educational program while meeting the accommodations and services required by the IEP. The RSPs and core teachers regularly collaborate for instructional planning (co-teaching) to ensure SWD are appropriately supported in assessing grade-level content standards.		No

Goal Analysis [2022-23]

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

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

As this is a new “targeted” goal starting with the 2023-24 academic year, the analysis will be conducted in Spring 2024 to align with the completion of the LCAP Annual Update process.

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

As this is a new “targeted” goal starting with the 2023-24 academic year, the analysis will be conducted in Spring 2024 to align with the completion of the LCAP Annual Update process.

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

As this is a new “targeted” goal starting with the 2023-24 academic year, the analysis will be conducted in Spring 2024 to align with the completion of the LCAP Annual Update process.

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

As this is a new “targeted” goal starting with the 2023-24 academic year, the analysis will be conducted in Spring 2024 to align with the completion of the LCAP Annual Update process.

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

Goals and Actions

Goal

Goal #	Description
5	<p>Goal 5. Positive School Climate & Culture</p> <p>Engage students, teachers and parents as partners to strengthen the school climate and increase their understanding of the focus to improve successful secondary outcomes.</p> <p>(State Priorities: 3 Parental Involvement, 5 Student Engagement, 6 School Climate)</p>

An explanation of why the LEA has developed this goal.

This goal has been developed starting with the 2023-24 academic year to have a more holistic approach to student/family engagement and its impact on the indicators of satisfaction and connectedness. Specifically, BCCS has witnessed an increase in chronic absenteeism and suspensions since the pandemic. As a community we seek to meaningfully engage the families to foster a deeper understanding of the importance of regular school attendance and its impact on student achievement. We see our efforts are working in the area of on-site safety and positive climate as our suspensions have declined schoolwide. We believe our engagement of parents and fostering positive school-home relationships to be the key to increasing the number of students we have in regular attendance.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School efforts to increase Parent involvement through input in decision-making via board meetings, SSC, ELAC, and engagement through workshops/trainings Priority 3 Parental Involvement	Same as Year 2 Outcome	N/A	<p>10 Board Meetings held</p> <p>10 SAC (School Advisory Committee) meetings held</p> <p>Monthly Parent Trainings/ Workshops held (promote college awareness/attendance, financial aid, etc.)</p>		<p>Maintain monthly meetings of the Board of Directors and SAC</p> <p>Maintain monthly Monthly Parent Trainings/ Workshops to promote college awareness/attendance, financial aid, etc.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase parent participation rate on parent survey Priority 3 Parental Involvement	Same as Year 2 Outcome	N/A	61% Parent Participation 77% Input in decision-making 86% Satisfaction		Annually increase and ratings of satisfaction by parents
Increase student participation rate on student survey and positive ratings (School Safety & Connectedness) Priority 5 Student Engagement /Priority 6 School Climate	Same as Year 2 Outcome	N/A	75% Student Participation 55% Belonging 42% Relationships		Annually increase and ratings of satisfaction by students
Increase teacher participation rate on school survey Priority 6 School Climate	Same as Year 2 Outcome	N/A	57% Staff Participation 81% Relationships/ School Culture		Annually increase and ratings of satisfaction by teachers
Decrease Chronic Absenteeism rate Priority 5 Student Engagement	2019 Chronic Absenteeism 21.2% All 21.5% SWD 22.2% EL 20.7% Latino 21.5% SED	2021 Chronic Absenteeism 22.1% All 24.5% SWD 18.4% EL 21.5% Latino 22.4% SED	2022 Chronic Absenteeism 43.3% All 49.1% SWD 44.4% EL 43.7% Latino 42.7% SED		The school will annually decrease and maintain a chronic absenteeism rate below 7%.
Suspension Rate Priority 6 School Climate	2019 Suspension Rate Indicator "Green"	Maintained below 1%	2022 Suspension Rate Indicator "Medium"		The school will decrease and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	1.9% All 3% SWD 0% EL 1.9% Latino 1.8% SED		5.1% All 7.5% SWD 6.7% EL 5.2% Latino 5.7% SED		maintain a suspension rate below 6.2%.
Expulsion Rate Priority 6 School Climate	0% Expulsion Rate	Maintained below 1%	0% Expulsion Rate (Source: CDE DataQuest, 2021-22 Expulsion Rate)		The school will continue to maintain an expulsion rate below 1%.
High School Dropout Rates Priority 5 Student Engagement	10.9% Cohort Dropout Rate 2019-20 4.5% Cohort Dropout Rate 2018-19 (Source: Ed-Data, Cohort Dropouts)	5.9% Cohort Dropout Rate 2020-21	0% Cohort Dropout Rate 2021-22 (Source: CDE DataQuest, 2021-22 Four-Year Adjusted Cohort Outcome Report)		Maintain a HS dropout rate <2%
Graduation Rate	96.3% Cohort Graduation Rate 2019-20 93.2% Cohort Graduation Rate 2018-19 (Source: Ed-Data, Cohort Graduates) NOTE: Originally reported as “N/A - No color assigned for the Graduation Rate	68.6% Cohort Graduation Rate 2020-21 (Source: Ed-Data, Cohort Graduates) NOTE: Originally reported as “N/A - No color assigned for the Graduation Rate Indicator on the Dashboard. (93.3%)”	97.2% Graduated (Source: CA School Dashboard 2021-22) 96.3% Cohort Graduation Rate 2021-22 (Source: CDE DataQuest, 2021-22 Four-Year Adjusted Cohort Outcome Report)		N/A - No color assigned for the Graduation Rate Indicator on the Dashboard. (93.3%)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Indicator on the Dashboard. (93.3%)”				
College/Career Readiness	% AP Exams 3 or better (2018-19) 53.7%	53.7% AP Exams 3 or better (2018-19)	65.4% Graduates meeting A-G coursework requirements (Source: CDE DataQuest, 2021-22 Four-Year Adjusted Cohort Graduation Rate Report)		Annually increase % Graduates meeting A-G coursework requirements Increase % Students scoring AP Exams 3 or better
Increase Average Daily Attendance Priority 5 Student Engagement	School will continue to maintain ADA rate at or above 94%	School will continue to maintain ADA rate at or above 94% Met modified-Due to COVID-19 Attendance Committee specific vision and goal(s) for outreach (2021-22) and enrollment in 22-23. The team continues to address the issues and have a detailed action plan and/or a marketing strategy calendar.	89% ADA (P-2 Reporting 22-23)		School will continue to maintain ADA rate at or above 94%

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Advisory with SEL Component	<p>All students are enrolled in “Advisory” which includes modules on college/career exploration aligned to student interest. Additionally, this course has a SEL component embedded addressing mindfulness, distress tolerance, emotional regulation, and interpersonal effectiveness.</p> <p>[NOTE: Costs for this action are for materials only. Staffing costs are captured in Goal 1.]</p>		No
5.2	Student Activities & Sports Program	<p>Student Activities to engage students in learning and enhance feelings of belonging and connectedness. The school leadership will work with teachers/advisory course leaders to develop a range of activities to promote student engagement and incentivize improvement in metrics identified with school culture/climate including attendance, positive behaviors, academic improvement/growth. The work of the School Climate/Culture Team as well as the Parent Coordinator will align to maximize positive climate and engagement. Team building, school trips (e.g. aligned to educational standards and/or college-going) and cultural events (to underscore our commitment to diversity) will support these efforts in establishing/maintaining a positive school climate. For 23-24 it will be the first year of full CIF membership for 7 sports.</p>	\$15,000.00	No
5.3	Culture of College Readiness	<p>The Coordinator of College/Career readiness provides a range of activities for students and families to understand the pathways to college. Monthly workshop topics will include applying to college, financial aid, test prep and admissions. In partnership with GEAR UP, all grade levels will take part in college visits throughout the year, and juniors/seniors will have extended overnight visits to experience the college setting.</p> <p>While we seek to ensure all students are prepared to enter and succeed in college, the economic realities which surfaced during the pandemic, requires BCCHS to redouble its efforts to engage families on the importance of pursuing a college degree, and the necessary</p>	\$133,962.00	Yes

Action #	Title	Description	Total Funds	Contributing
		preparations for college (e.g. coursework, graduation, college testing, financing, etc.)		
5.4	Dual Enrollment	In partnership with Los Angeles Mission College, students are provided with the opportunity to enroll in a college course per semester/earn college credits.		No
5.5	Credit Recovery	BCCHS uses both in-schedule and Edgenuity to provide opportunities to all students to retake courses for academic credit. These courses may be taken during the summer as well as during the academic year. Costs associated with this action include Edgenuity platform.	\$15,600.00	Yes
5.6	Career/Technical Education	Career Technical Education Visual and Media Arts Program includes Arts, Media and Entertainment, Information and Communication Technologies, and Manufacturing and Product Development pathways.. BCCHS will continue to provide industry-standard technologies in order to equip our graduates with job skills for use in online content production, clothing design, entertainment industry editing, or advertisement (e.g., Adobe Creative Suite training and Mac Media Lab machines). Costs associated with this action include technology, equipment, supplies, and media software.	\$8,000.00	No
5.7	Parent/Guardian Engagement	The Coordinator of Operations will assist with planning and implementation of the annual activities for meaningfully engaging parents/guardians to support the success of their child at BCCHS. At minimum, these activities include meetings of the School Advisory Council, English Learner Advisory Committee, back to school night, parent conferences, IEP meetings.	\$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
5.8	Positive Behavioral Interventions & Supports	In the return to in person instruction, and reflecting on data from the 2021-22 academic year, BCCHS has implemented PBIS to assist (and incentivize) students to exhibit behaviors consistent with a positive climate/culture. The school will continue to maintain the student store where “Scholar Dollars” is the currency for purchasing goods such as snacks and school supplies. Additionally, the end-of-year FIRE Awards recognizes students who demonstrate that they are Focused, Intentional, Reflective and Engaged during our monthly assemblies. Costa associated with this actin include materials such as certificates, school swag, etc.	\$1,000.00	No

Goal Analysis [2022-23]

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

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

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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$925,078	\$99,895

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
38.30%	0.00%	\$0.00	38.30%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

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

FY 22-23, The Charter School will implement the following actions which will be principally directed and effective in meeting our English learners' academic and social-emotional needs, socioeconomically disadvantaged, and Foster Youth:

1.2 Administration

1.5 Professional Development

1.6 Core Instructional Materials & Licenses

1.7 Technology

2.1 ELA Interventions

2.2 ELA Instructional Support Courses

3.2 Targeted Math Tutoring

4.1 School-wide SFA Tools/Strategies

5.3 Culture of College Readiness

5.5 Credit Recovery

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

FY 22-23, The Charter School has a detailed plan to increase foster youth, English learners, and low-income student services. The Charter School staff will take on a "triage" approach to screen student need, apply appropriate tiered instruction, monitor student achievement, and revise the application of instructions needed. All students will have access to grade-level instruction and resources (democracy and equity). Based on the analysis of summative and formative assessments, targeted acceleration and intervention will be provided. The focus will be to scale up. Targeted instruction will be provided to students at their level and address student-specific needs, focusing on skills needed to master grade-level content in language arts, mathematics, and English Language Development. (less is more, depth over coverage). This accelerated instruction will occur during the instructional day and enable a wide range of services from general education teachers, special education teachers, support staff, and administration. A strategic instructional program requires a multi-tiered instructional delivery model responding to each student's individual needs (personalization).

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

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

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

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

FY 22-23, The Charter School has a detailed plan to increase foster youth, English learners, and low-income student services. As stated above the Charter School staff will take on a "triage" approach to screen student need, apply appropriate tiered instruction, monitor student achievement, and revise the application of instructions needed. All students will have access to grade-level, UC Doorway approved (WASC) instruction and resources (democracy and equity). Based on the analysis of summative and formative assessments, targeted acceleration and intervention will be provided. The focus will be to scale up. Targeted instruction will be provided to students at their level and address student-specific needs, focusing on skills needed to master grade-level content in language arts, mathematics, and English Language Development. (less is more, depth over coverage). This accelerated instruction will occur during the instructional day and enable a wide range of services from general education teachers, special education teachers, support staff, and administration. A strategic instructional program requires a multi-tiered instructional delivery model responding to each student's individual needs (personalization).

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- Set goals together (student agency)
- Core Priorities of Trauma-Informed Distance Learning
- Predictability
- Flexibility
- Connection
- Empowerment

Engagement of Parents and stakeholders in providing access to their student's academic and social achievements.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1:43
Staff-to-student ratio of certificated staff providing direct services to students		1:13

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,458,100.00	\$359,291.00		\$94,572.00	\$2,911,963.00	\$2,521,531.00	\$390,432.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Facility, Custodial, Safety & Security	All	\$220,000.00				\$220,000.00
1	1.2	Administration	English Learners Foster Youth Low Income	\$537,658.00			\$85,757.00	\$623,415.00
1	1.3	Credentialed Teachers	All	\$1,179,673.00				\$1,179,673.00
1	1.4	Paraprofessionals	Students with Disabilities		\$225,329.00			\$225,329.00
1	1.5	Professional Development	English Learners Foster Youth Low Income	\$217,839.00			\$8,815.00	\$226,654.00
1	1.6	Core Instructional Materials & Licenses	English Learners Foster Youth Low Income	\$63,872.00				\$63,872.00
1	1.7	Technology	English Learners Foster Youth Low Income	\$88,821.00				\$88,821.00
1	1.8	Local Assessments	All					
2	2.1	ELA Interventions	English Learners Foster Youth Low Income	\$106,802.00				\$106,802.00
2	2.2	ELA Instructional Support Courses	English Learners Foster Youth Low Income					

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.3	Junior and Senior Seminars (ELA component)	All					
3	3.1	Math Acceleration Courses	All					
3	3.2	Targeted Math Tutoring	English Learners Foster Youth Low Income	\$2,835.00				\$2,835.00
3	3.4	Study Hall/Homework Help	All					
3	3.5	Junior and Senior Seminars (Math component)	All					
4	4.1	School-wide SFA Tools/Strategies	English Learners Foster Youth Low Income					
4	4.2	Designated ELD - Specialized Reading Support for English Learners/ELD	English Learners					
4	4.3	Equity for SWD	Students with Disabilities					
5	5.1	Advisory with SEL Component	All					
5	5.2	Student Activities & Sports Program	All	\$15,000.00				\$15,000.00
5	5.3	Culture of College Readiness	English Learners Foster Youth Low Income		\$133,962.00			\$133,962.00
5	5.4	Dual Enrollment	All					
5	5.5	Credit Recovery	English Learners Foster Youth Low Income	\$15,600.00				\$15,600.00
5	5.6	Career/Technical Education	All	\$8,000.00				\$8,000.00
5	5.7	Parent/Guardian Engagement	All	\$1,000.00				\$1,000.00
5	5.8	Positive Behavioral Interventions & Supports	All	\$1,000.00				\$1,000.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$2,415,599	\$925,078	38.30%	0.00%	38.30%	\$1,033,427.00	0.00%	42.78 %	Total:	\$1,033,427.00
								LEA-wide Total:	\$537,658.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$495,769.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Administration	Yes	LEA-wide	English Learners Foster Youth Low Income		\$537,658.00	
1	1.3	Credentialed Teachers				Specific Schools: BCCHS	\$1,179,673.00	
1	1.5	Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income		\$217,839.00	
1	1.6	Core Instructional Materials & Licenses	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BCCHS	\$63,872.00	
1	1.7	Technology	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BCCHS	\$88,821.00	
2	2.1	ELA Interventions	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BCCHS	\$106,802.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	ELA Instructional Support Courses	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BCCHS		
3	3.2	Targeted Math Tutoring	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BCCHS	\$2,835.00	
4	4.1	School-wide SFA Tools/Strategies	Yes	Schoolwide	English Learners Foster Youth Low Income			
4	4.2	Designated ELD - Specialized Reading Support for English Learners/ELD	Yes	Limited to Unduplicated Student Group(s)	English Learners			
5	5.3	Culture of College Readiness	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BCCHS		
5	5.5	Credit Recovery	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BCCHS	\$15,600.00	
5	5.6	Career/Technical Education				Specific Schools: BCCHS	\$8,000.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$3,111,247.00	\$2,862,321.02

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Support to increase student academic achievement	Yes	\$302,871.00	210312.79
1	1.2	Teacher Retention: Coaching Support	Yes	\$197,407.00	175446.70
2	2.1	Coordinator of Operations and Operations Team	Yes	\$134,784.00	134880
2	2.2	Assistant Executive Administrator & Academic Counselor (SSC Team)	Yes	\$236,273.00	326973
2	2.3	Student Activities	Yes	\$11,261.00	21576
2	2.4	Enrollment and Outreach- Schola and Increase ADA	Yes	\$18,000.00	45000
3	3.1	Salaries and Benefits	No	\$2,028,544.00	1761328.53
3	3.2	Professional Development	Yes	\$24,037.00	28734
3	3.3	Core Instructional Materials; Technology	No	\$56,650.00	56650
3	3.4	Supervision and Safety	No	\$55,042.00	55042

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.5	Technology Enhancement	No	\$46,378.00	46378

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$788,711	\$820,503.00	\$821,080.00	(\$577.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Support to increase student academic achievement	Yes	\$302,871.00	\$210,313		
1	1.2	Teacher Retention: Coaching Support	Yes	\$197,407.00	\$241,879		
2	2.1	Coordinator of Operations and Operations Team	Yes	\$134,784.00	\$134,880		
2	2.2	Assistant Executive Administrator & Academic Counselor (SSC Team)	Yes	\$146,180.00	\$152,432		
2	2.3	Student Activities	Yes	\$11,261.00	\$21,576		
2	2.4	Enrollment and Outreach-Schola and Increase ADA	Yes	\$18,000.00	\$45,000		
3	3.2	Professional Development	Yes	\$10,000.00	\$15,000		

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$1,672,177	\$788,711	0	47.17%	\$821,080.00	0.00%	49.10%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

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

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

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

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

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

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

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

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

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Monsenor Oscar Romero Charter School

CDS Code: 19647330114959

School Year: 2023-24

LEA contact information:

Yvette King Berg

Executive Director

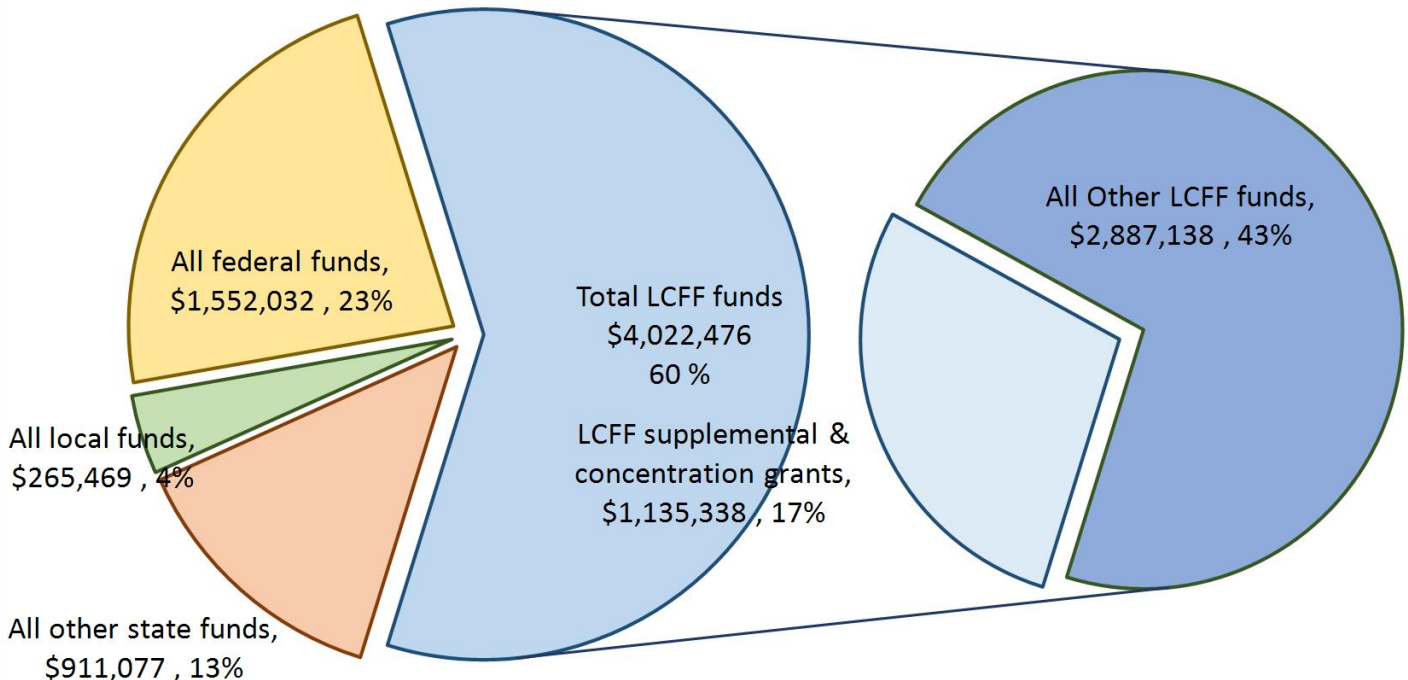
ykingberg@ypics.org

(818) 305-2791

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

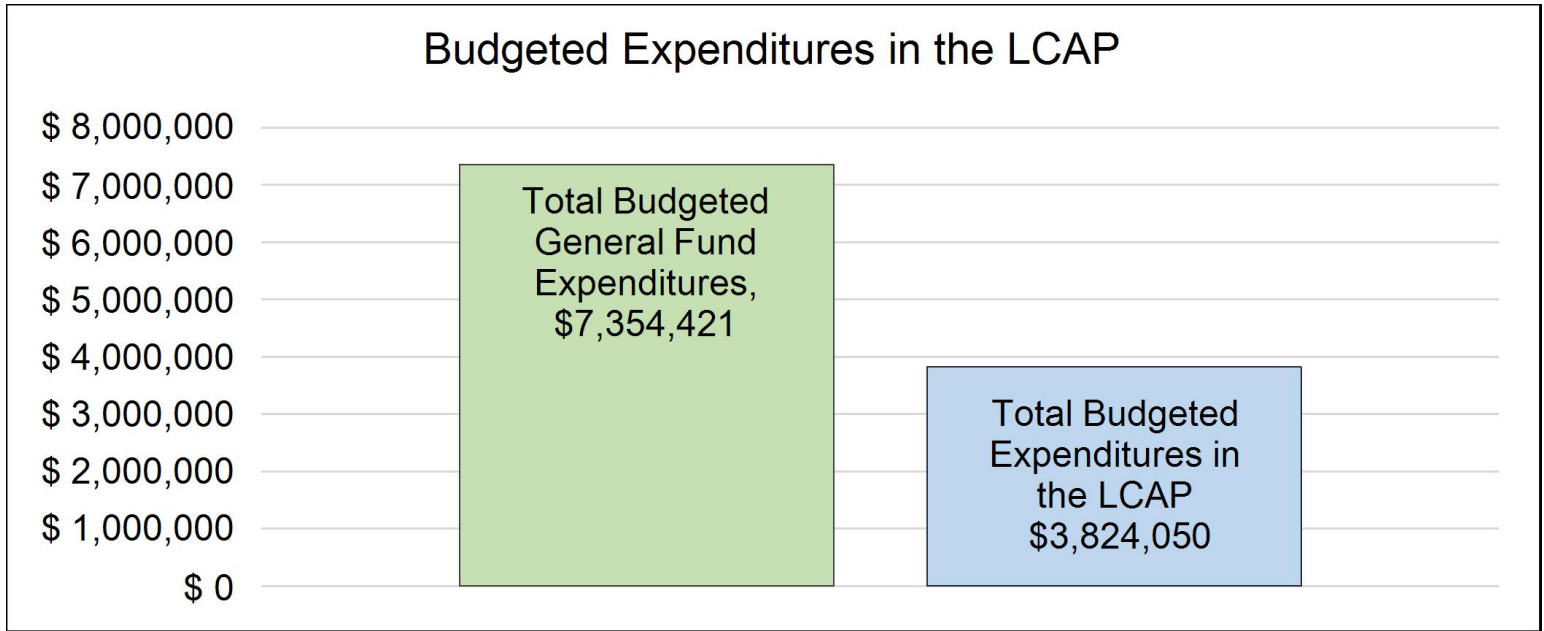


This chart shows the total general purpose revenue Monsenor Oscar Romero Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Monsenor Oscar Romero Charter School is \$6,751,054, of which \$4,022,476 is Local Control Funding Formula (LCFF), \$911,077 is other state funds, \$265,469 is local funds, and \$1,552,032 is federal funds. Of the \$4,022,476 in LCFF Funds, \$1,135,338 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Monsenor Oscar Romero Charter School plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Monsenor Oscar Romero Charter School plans to spend \$7,354,421 for the 2023-24 school year. Of that amount, \$3,824,050 is tied to actions/services in the LCAP and \$3,530,371 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

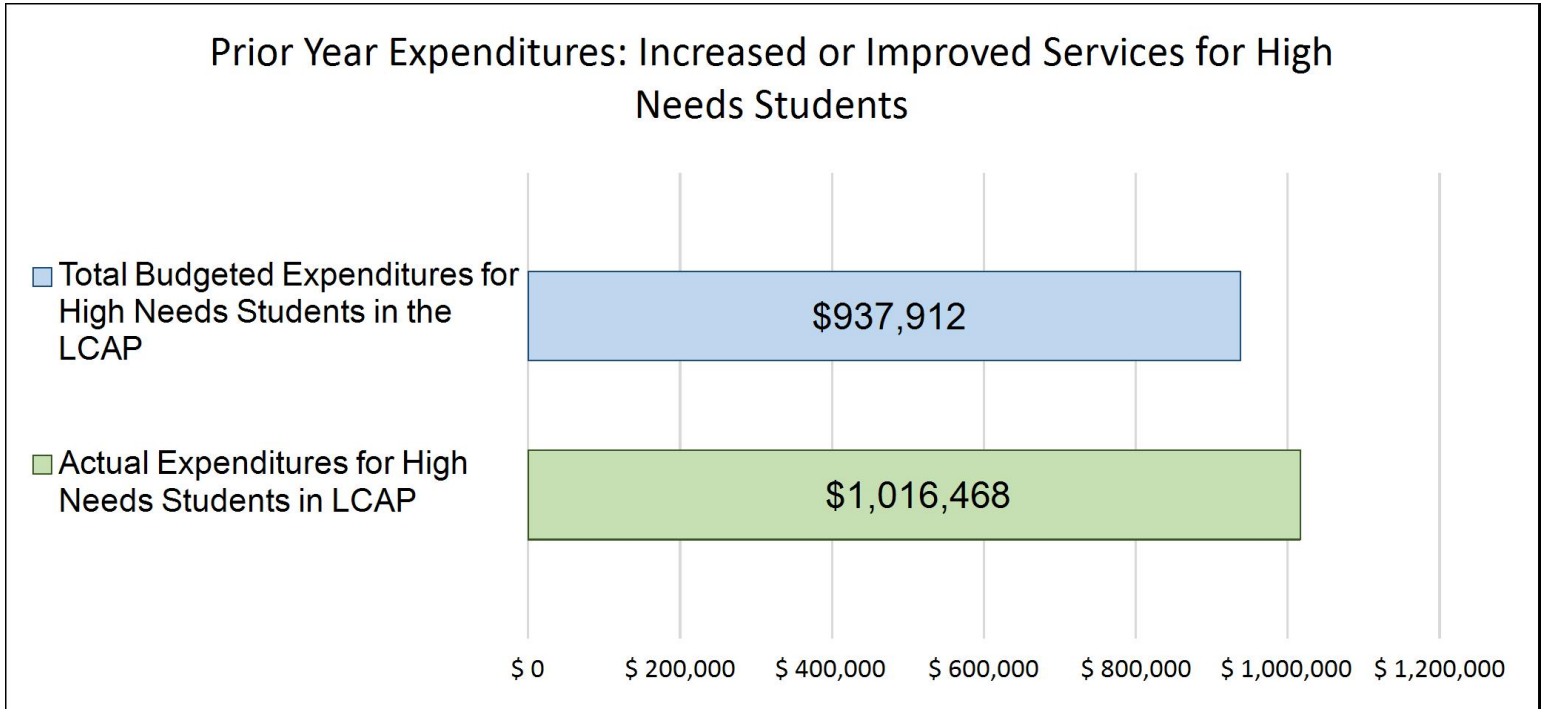
Funds not included in the LCAP consist of Child Nutrition, Special Education, Entitlement/Encroachment, Services & Other Operating Expenses, and Depreciation Expenses.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Monsenor Oscar Romero Charter School is projecting it will receive \$1,135,338 based on the enrollment of foster youth, English learner, and low-income students. Monsenor Oscar Romero Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Monsenor Oscar Romero Charter School plans to spend \$1,135,407 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



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

The text description of the above chart is as follows: In 2022-23, Monsenor Oscar Romero Charter School's LCAP budgeted \$937,912 for planned actions to increase or improve services for high needs students. Monsenor Oscar Romero Charter School actually spent \$1,016,468 for actions to increase or improve services for high needs students in 2022-23.

Local Control and Accountability Plan

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

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

Plan Summary [2023-24]

General Information

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

Monseñor Oscar Romero Charter School (MORCS) a Youth Policy Institute Charter School (YPICS), serves 277 students in the San Fernando Valley area of Los Angeles County. Represented with 97.8% Latino, 1.4% White, 0.4% African American, 39.7% English Learners, 13% Students with Disabilities, and 89.9% Socioeconomically Disadvantaged. (Source: CDE DataQuest, Enrollment 2022-23)

VISION: Our school is named in honor of and inspired by Monseñor Oscar Romero Charter, a prominent Latino community organizer who dedicated his life to lead the struggle of poor immigrant communities in California and across the nation for social and economic justice. Above all, he never failed to give an eloquent and insistent voice to the cardinal importance of education. Monseñor Oscar Romero believed in the Jeffersonian ideal that democracy and its attendant ideals become quite impossible without an intelligent citizenry.

MISSION: The Monseñor Oscar Romero Charter School prepares urban students in grades 6-8 for academic success and active community participation. The school is located in the Pico-Union area of Los Angeles, California, an area fraught with poverty and academically struggling students. The majority of students attending schools in this area come from predominantly Latino immigrant families where Spanish is spoken in the home. Many area public school students are eligible for federal free or reduced meals, indicative of the high poverty levels in the area.

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

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

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

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

Reflections: Successes

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

2021-22 CA School Dashboard

- Suspension Rate Indicator (“Medium” 2.3% suspended at least one day) English learners (2.4%), Socioeconomically Disadvantaged (2.4%), Students with Disabilities (2.7%), Hispanic (2%).
- English Learner Progress Indicator (“High” 61% making progress towards English language proficiency)
- Local Indicators: All local indicators “Met” for 2022

Local Data 2022-23

Performance of EL/SWD and Latino Student Groups

In looking at our subgroups, our Els, Students with Disabilities, Latino, and Socioeconomically Disadvantaged students made significant progress on their iReady diagnostics (verified data) throughout the school year (see table below). This is an indicator that many of the learning gaps are being closed and also serves as evidence that these subgroups are making progress toward reaching grade-level mastery. With the continued focus in their support classes, all students, including those listed under our significant student groups, will continue to improve academically and thus perform better in their CAASPP and iReady Diagnostic tests.

Expanded Learning Opportunities Program

Through ELOP, our teachers have been able to build community with our students and encourage them to engage in activities with their peers. We see this as an important step in helping students realize their full potential and excel in school. All of our clubs and sports teams have been led by our teaching staff and they have all stated that it has helped them build stronger relationships both in and out of the

classroom with their students. The result has led to a strong culture and has built trust among our students and teachers, allowing them to grow as active citizens and lifelong learners as they engage and participate in different clubs and sports teams.

We believe that the combination of academic supports and a strong support system across the school will help to increase our overall scores. We are already seeing great results on our iReady test scores and are confident that our students will continue to excel as scholars with continued engagement in academics and extracurricular activities.

Reflections: Identified Need

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

2021-22 CA School Dashboard

- Chronic Absenteeism Indicator (“Very High” 30% chronically absent) African American (42.9%), American Indian (42.9%), English Learners (33.6%), Foster Youth (42.1%) Hispanic (35.8%), Homeless (45.1%), Socioeconomically Disadvantaged (37.4%), Students with Disabilities (39.6%), White (21%).

Overall, post-pandemic, we have seen an increase in chronic absenteeism which has been concerning. As a school, MORCS has focused on improving attendance rates and has implemented systems to communicate with students and families when they are in danger of falling into the category of Chronically Absent. Our leadership team has brainstormed ideas to improve our attendance rates. Each member of our site leadership team plays an essential role in ensuring that we each contribute and support families when they need assistance to improve their student’s attendance. As a school, we run attendance reports to determine which students are in the chronically absent range. Once we have determined who those students are, we request to meet with the family to discuss why their child has been missing school. We have often found that students struggle with social and emotional needs. In these cases, we connect them to our on-site counselor, and if deemed necessary, we connect them with one of our counseling service providers who can provide more intensive support. This allows students to communicate with adults and discuss their social and emotional needs. Suppose students continue to miss school through unexcused absences. In that case, we conduct home visits by our school community coordinators to have a more in-depth conversation with families about the importance of attendance.

Additionally, the role of the school community coordinator is to identify additional community resources to support parents who are also struggling due to the pandemic. Our first tiers of support are working, and we have not had to resort to home visits lately. However, supports are in place as an option for our extreme cases. In addition to our attendance data review and connection to school resources, we offer incentives like free-dress day passes and donut celebrations for students who exhibit excellent attendance. We have found this to be a good motivator for students who struggle with wanting to come to school.

- English Language Arts Indicator (“Low” -63.1 below standard): “Very Low” student groups were English Learners (-105.1 DFS) and Students with Disabilities (-117.1 DFS); “Low” student groups were Hispanic (-63.5 DFS) and Socioeconomically Disadvantaged (-63.7 DFS)

- Mathematics Indicator (“Very Low” -115.8 points below standard): “Very Low” student groups were English Learners (-153 DFS), Hispanic (-115.8 DFS), Socioeconomically Disadvantaged (-117.8 DFS), Students with Disabilities (-156.2 DFS)

Local Data 2022-23

Support Classes

After reviewing data sets from our authorizer, it was clear that we had to put together an action plan for the 22-23 school year to ensure that we were strategically filling academic gaps throughout the school year. This year, we created support classes where students were grouped based on academic needs. Our teachers had time to review CAASPP and iReady data at the start of the school year and create groups that enabled them to provide academic support in small-group settings. Our support classes are at under 20 students per group, and teachers are strategically using resources from the iReady program to target learning gaps in the classroom. These groups see each other daily for 50 minutes. In December 2022, our team was able to look at the data from their second diagnostic and move students around accordingly so that they were placed in classes that supported their greatest academic needs. Our support classes include Math Support, English Support, History Support, and Science Support.

Additionally, we are using our advisory classes to have social-emotional and academic check-ins with our students—allowing our teachers to conference with our students and ask them about how they feel regarding their academic growth and progress. This check-in during advisory is particularly helpful to our EL students and our students with special needs as they can connect with their teacher in a one-on-one setting. One of the programs that we have been using in advisory this year is Sown to Grow. The program allows us to create check-in questions focused on social-emotional and academic needs. Teachers can see student responses, and our administrative team receives notifications if students indicate that they are struggling social-emotionally, which we forward to our counselor, who then checks in with students to provide the necessary support.

Additionally, we’ve structured our advisory program to serve as a class that allows students to engage in goal setting, community circles, 1-on-1 check-ins, and journaling. The purpose of advisory this year has been to build community with students; to ensure that every student has a staff advisor that will look out for their overall academic and socioemotional needs; to provide students with wraparound supports, guidance, and skills to be successful in school and later in career and life.

LCAP Highlights

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

The prior year’s LCAP contained three goals:

Goal 1: Increase Student Achievement

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

Goal 3: Provide an appropriate Basic Condition for Learning

Based on analysis of the 2022 CA Dashboard and consultation with our educational partners, it was determined that the 2023-24 LCAP should be expanded to five goals:

Goal 1 Conditions of Learning Maintain high standards for a safe, nurturing, engaging learning environment where ALL students are supported in attaining high levels of achievement through the use of high-quality curricula and exceptional staff. (State Priorities: 1 Basic Services, 2 Implementation of State Standards, 7 Course Access)

Goal 2 Annual Growth & Achievement in English Language Arts

Increase student achievement in English/Language Arts - Maintain high standards for our community to engage students in high levels of achievement in English/Language Arts through the use of high-quality curricula and local assessments, and ensure the necessary targeted acceleration and supports are delivered in a timely manner to maximize student growth. (State Priorities: 4 Pupil Achievement, 8 Other Pupil Outcomes)

Goal 3 Annual Growth & Achievement in Mathematics & Science

Increase student achievement in Mathematics and Science - Maintain high standards for our community to engage students in high levels of achievement in mathematics through the use of high-quality curricula and local assessments, and ensure the necessary targeted acceleration and supports are delivered in a timely manner to maximize student growth. (State Priorities: Priority 4 Pupil Achievement, Priority 8 Other Pupil Outcomes)

Goal 4 Growth & Achievement for English Learners and At-Promise Students

Annual growth for English Learners and special student groups - Ensure English learner students are demonstrating annual growth and progress in the mastery of state standards in English, mathematics and science. (State Priorities: 4 Pupil Achievement, 8 Other Student Outcomes)

Goal 5 School Culture & Climate

Engage students, teachers and parents as partners to strengthen the school climate and increase their understanding of the focus to improve successful secondary outcomes. (State Priorities: 3 Parental Involvement, 5 Student Engagement, 6 School Climate)

Additionally, to provide increased transparency and alignment to the LCFF State Priorities, several metrics have been added.

Comprehensive Support and Improvement

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

Schools Identified

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

MORCS was not identified for CSI by the CDE.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

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

YPI-MORCS seeks to provide multiple opportunities to engage its educational partners and sustain their involvement throughout the academic year. Our community partners are integral to ensuring our educational program successfully meets the needs of the students we serve.

Parents: Youth Truth Survey (October), Coffee with the Director (12/7/23, 2/8/23, 4/12/23), Parent Workshops, Community Data Walks (February 2023), School Advisory Council meetings, on-going parent access to student progress/communications via Infinite Campus

Students: Youth Truth Survey (October), advisory class

Administrators, Teachers & Staff: Youth Truth Survey (October), Professional Development, Community Data Walks (February 2023)

In 2022 the school was awarded a California Community Schools Partnership Program Planning Grant. Total funding of \$200,000 supported with hiring a Coordinator of Community Schools (CoCS), contract services for data analyses, teachers/staff stipends, parent capacity development, and teacher/staff professional development.

School Community engagement kicked off in August 2022 with an overview of the CA community school framework and the YPICS vision for its community school to teachers and staff during the beginning of the school year professional development days. Followed by parent-teacher conferences, workshops, SAC/ELAC meetings, Café con Los Directors, and community events during the months of September - December 2022. During parent-teacher conferences, CoCS introduced the community school framework and the LCAP to parents and an overview of the assets and needs assessment work ahead. In October and November, families were engaged via annual events like Trunk-or-Treat, Día De Los Muertos, and College & Career Parent workshops.

To understand the needs and gaps the evaluation team conducted sensemaking sessions with the community to better understand the experiences of youth, administrators, teachers, and families. The evaluation team analyzed all the data collected from October 2022 to January 2023 and shared it with the community. The purpose was to ask about their reactions and experiences with the data. In addition, to pose back to the community the needs shared in all the data and have them select their top three interests in school investments. The intended purpose of hosting sensemaking meetings was to share the data collected from the community and collectively analyze it as a team and to inform the LCAP and the implementation plan for the school. Upon completion of all assessment activities, priority topic areas were identified for the school and will be the areas to focus on by aligning resources, strategies, and partnerships.

A summary of the feedback provided by specific educational partners.

To address the needs of our community school, the school undertook a comprehensive community school planning process that included asset mapping (reviewing of the LCAP), a needs assessment and gap analysis, and a heavy emphasis on engagement with and leadership by the school community, including students, families, staff, teachers, administrators, partners, and area residents.

Community School and LCAP needs assessment activities occurred throughout the year. These included YouthTruth Survey and Focus Groups with stakeholders. In-person focus groups were conducted with students, teachers, and families at each school across grade levels and positions (instructional and supportive staff) SAC/ELAC members to gain a more holistic understanding of the strengths and challenges of our school. Key Informational Interviews with staff and teachers and in-person interviews were conducted with school administrators and teachers to assess successes and challenges with the school culture and the range of services offered at the school. Focus groups explored topics like what makes them feel welcome/unwelcome on campus, what makes them feel successful as learners and teachers in their vision for a "community school," if they feel engaged in decision-making, how the school can build more trusting relationships, and what support services are needed.

All assessment activities examine needs and gaps in services and school and community assets and resources that can be integrated as part of our community school. The input of stakeholders has been instrumental in developing our school's LCAP and the Community Schools Implementation Plan.

In April and May, the LCAP was drafted and ready for input from University and LAUSD Partners (LMU, UCLA, and Charter Operated Programs Options Staff) LMU reviewed the plan specifically for EL Actions and ensured that the school has a way to manage a comprehensive EL Master plan aligned the CA Roadmap for ELs. UCLA reviewed Social-emotional support for counseling services, and Charter Operated Programs reviewed actions for students with disabilities (tiered and tutoring supports).

The YPICS Board held a public hearing/update for input from both the board and the public on June 5, 2023.

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

The following are aspects of the LCAP that stakeholders influenced.

Focus on Essential Standards (Learning Outcomes/Indicators)

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

All feedback collected throughout the above process resulted in the LCAP actions which are aligned with the YPICS vision to improve Cornerstone Commitments of Community Schools: A commitment to assets-driven and strength-based practices for all stakeholders; A commitment to racially just and restorative school climates; A commitment to powerful, culturally proficient, and relevant instruction; and a commitment to shared decision-making and participatory practices to improve student achievement and outcomes.

Goals and Actions

Goal

Goal #	Description
1	<p>Goal 1. Conditions of Learning</p> <p>Maintain high standards for a safe, nurturing, engaging learning environment where ALL students are supported in attaining high levels of achievement through the use of high-quality curricula and exceptional staff.</p> <p>(State Priorities: 1 Basic Services, 2 Implementation of State Standards, 7 Course Access)</p>

An explanation of why the LEA has developed this goal.

While the prior LCAP contained a goal similar to this new goal, it was all encompassing and left members of the community overwhelmed with the combination of academic progress data AND basic conditions of learning. The new goal was created for the 2023-24 LCAP to allow for a separation of these two areas.

As discussed in the Educational Partner Engagement section, the implementation of the community-wide Data Walks, we want to ensure there is a clear understanding of the basic enabling conditions that are necessary to be in place for students to experience not only continued academic growth, but also safety and an environment which nurtures/supports their social emotional needs as well.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All classroom teachers will hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and appropriate EL authorization; all teachers will be	100% All classroom teachers hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and have appropriate EL authorization. All teachers were	40.8% Clear (Source: CDE DataQuest, 2020-21 Teaching Assignment Monitoring Outcomes by Full-Time Equivalent 2020-21)	TBD - 2021-22 Teaching Assignment Monitoring Outcomes		All classroom teachers will hold a valid CA Teaching Credential as defined by the CA Commission on Teacher Credentialing and appropriate EL-authorization; all teachers will be appropriately assigned
		[NOTE: Originally reported as “100% of classroom teachers will hold a valid CA			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
appropriately assigned. Priority 1 Basic Services	appropriately assigned.	Teaching Credential as defined by the CA Commission on Teacher Credentialing and appropriate EL-authorization. All teachers appropriately assigned.”]			
Access to standards-aligned curricular and instructional materials Priority 1 Basic Services	100% of teachers/students with access to standards-aligned curricula (ELA, 100% of teachers/students with access to standards-aligned curricula (ELA, ELD, math, science, social science, and social science)	100% of teachers/students with access to standards-aligned curricula (ELA, 100% of teachers/students with access to standards-aligned curricula (ELA, ELD, math, science, social science, and social science)	100% teachers/ students with access to standards- aligned curricula (ELA, 100% teachers/ students with access to standards- aligned curricula (ELA, ELD, math, science, social science, and social science) (Source: As reported in the 2023 Local Indicators Self Reflection Tool, May 2023)		100% of teachers/students with access to standards-aligned curricula (ELA, 100% of teachers/students with access to standards-aligned curricula (ELA, ELD, math, science, social science, and social science)
Implementation and sustainability of academic content standards, as measured by the Local Indicator Rubric on the California	Same as Year 2 Outcome	N/A	Implementation of State Standards 2023 ELA 5 ELD 5 Math 5 NGSS 5 History 5		Implementation of State Standards ELA 5 ELD 5 Math 5 NGSS 5 History 5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Accountability Dashboard Priority 2 Implementation of adopted State Standards			CTE 5 Health 5 Phys. Ed 5		CTE 5 Health 5 Phys. Ed. 5
Teachers will participate in ongoing research-based professional development in the areas of English Language Arts, Math, Next Generation Science Standards (NGSS), English Language Development (ELD), Technology, and Differentiated instruction to meet the needs of all students and subgroups. Priority 2 Implementation of adopted State Standards	100% Teachers participated in professional development throughout the physical closure of the Charter School.	~90% of teachers participated in professional development 21-22	100% of teachers participated in professional development for 22-23		100% Teachers participating in professional development
Student Access to a Broad Course of Study Priority 7 Course Access	100% of students have access to a broad course of study	100% of students have access to a broad course of study	100% of students have access to a broad course of study		100% of students have access to a broad course of study

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		CA Dashboard Local Indicator “Met” (Source: CDE, CA School Dashboard 2022)	CA Dashboard Local Indicator “Met” (Source: As reported in the Local Indicators 2023 Self-Reflection Tool)		
School facilities are clean and maintained in good repair with daily spot check and Site Inspection Lists	100% The Charter School developed a cleaning regiment based on best practices for reopening schools	100% of facilities clean and maintained in good repair	Overall Facility Rating as measured by FIT “Exemplary” (Source: As reported in the SARC, February 2023)		School facilities are clean and maintained in good repair with daily spot check and Site Inspection Lists

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Facility, Maintenance, Custodial & Security	Costs associated with facility/maintenance and security. Custodial staff will ensure facilities are clean and maintained in good repair through daily checks and Site Inspection Lists with >90% of items meeting the "good" standard or better.	\$234,291.00	No
1.2	Administration	Costs associated with the salaries and benefits for administrative staff positions include: Executive Administrator, Operations Coordinator, Parent Coordinator, Community Schools Coordinator, and School Climate & Culture Coordinator. The School Climate & Culture Team will continue quality implementation of the PBIS Framework and programs.	\$918,439.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Credentialed Classroom Teachers	Costs associated with the salaries and benefits for certificated staff to provide standards-based instruction to all students in grades 6-8.	\$1,491,751.00	No
1.4	Paraprofessionals	Costs associated with full-time paraprofessionals for Special Education and instructional aides for general education	\$180,699.00	Yes
1.5	Professional Development	<p>Professional Development for all staff members (Pre-service & On-going) topics include, but are not limited to:</p> <p>RE/LAY Graduate School of Education - Continue training for leaders and teachers to sustain the school vision for high-impact instruction and provide a common framework for coaching, observation and feedback. This allows for a common language and understanding of instructional expectations that are rooted in equity for all students. (School share of cost \$10,000 = 1/3)</p> <p>Critical Friends Group Training to establish and sustain a foundation focused on continuous improvement. The National School Reform Faculty program will be the professional partner for schoolwide training. (School share of cost \$18,317 = 1/3)</p> <p>Universal Design for Learning (UDL) training for administration and staff to create flexible learning environments and learning spaces that can accommodate individual learning differences.</p> <p>Backwards Design training prioritizing the intended learning outcomes instead of topics to be covered, and most importantly facilitating student learning.</p> <p>BTSA Training/ New Teacher Support (Title 2)</p> <ul style="list-style-type: none"> • Standards-Based Grading • Project-Based Learning • Service-Learning 	\$344,090.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Equity-focused Standards-based Instruction</p> <ul style="list-style-type: none"> • Building Positive Relationships (teacher-student; teacher-family; school-home) and sustaining an inclusive culture based on respectful communication • ELD strategies for English Learners to access grade-level core curriculum/impact academic growth • CCSS and core standards in ELA, ELD, mathematics, Next Gen Science Standards (NGSS), and social sciences <p>Supporting the Growth of English Learners & Dually-Identified Students</p> <ul style="list-style-type: none"> • Quality implementation of the English Learner Master Plan aligned to the CA English Learner Roadmap • Implementation of strategies to support EL acquisition/mastery of the English language (speaking, listening, reading, writing) • Understanding the language needs of ELD in acquisition of academic language • Strategies for supporting Students with Disabilities in the general education classroom • Training and use of Success For All instructional strategies to ensure students receive support in the development of foundational skills that posed barriers to accessing grade-level standards-based instructional content <p>Standards-based Instruction</p> <ul style="list-style-type: none"> • ELD strategies for English Learners to access grade-level core curriculum/impact academic growth • CCSS and core standards in ELA, ELD, mathematics, Next Gen Science Standards (NGSS), and social sciences • Instructional shifts for maintaining rigorous instruction (lesson design, "big ideas", essential questions, academic discourse, close reading, text-dependent questions, etc.) • Curricular-specific trainings (for core and use of iReady, Infinite Campus, Thinking Nation, writing assessments) 		

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Engaging and empowering students through deeper instruction <p>Multi-tiered System of Support</p> <ul style="list-style-type: none"> • Use of internal data sources to drive decisions/recommendations for academic acceleration and progress monitoring • Positive Behavior and Intensive Support (PBIS) and alternatives to suspension <p>Building Positive Relationships (teacher-student; teacher-family; school-home) and sustaining an inclusive culture based on respectful communication</p>		
1.6	Core Instructional Materials & Licenses	Costs associated with the on-going use of: iReady ELA and Mathematics textbooks, eTextbooks for NGSS (annual licenses), History Alive (student licenses for eTexts), Thinking Nation platform for access to primary source documents, Google Classroom Suite	\$72,825.00	Yes
1.7	Technology	Technology provided to all students. Based on the Technology Plan developed for cycling out/replenishing student devices.	\$238,638.00	Yes
1.8	Local Assessments	Students will be assessed 3xs per year using the state-verified iReady assessment suite in ELA and math. This data will be used by all teachers to gauge the needed additional supports needed in order to accelerate the acquisition of foundational skills which are necessary for accessing grade-level content.		Yes

Goal Analysis [2022-23]

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

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

As this is a new “targeted” goal starting with the 2023-24 academic year, the analysis will be conducted in Spring 2024 to align with the completion of the LCAP Annual Update process.

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

As this is a new “targeted” goal starting with the 2023-24 academic year, the analysis will be conducted in Spring 2024 to align with the completion of the LCAP Annual Update process.

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

As this is a new “targeted” goal starting with the 2023-24 academic year, the analysis will be conducted in Spring 2024 to align with the completion of the LCAP Annual Update process.

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

As this is a new “targeted” goal starting with the 2023-24 academic year, the analysis will be conducted in Spring 2024 to align with the completion of the LCAP Annual Update process.

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

Goals and Actions

Goal

Goal #	Description
2	<p>Goal 2. Annual Growth & Achievement in English Language Arts</p> <p>Increase student achievement in English/Language Arts</p> <p>Maintain high standards for our community to engage students in high levels of achievement in English/Language Arts through the use of high-quality curricula and local assessments, and ensure the necessary targeted acceleration and supports are delivered in a timely manner to maximize student growth.</p> <p>(State Priorities: 4 Pupil Achievement, 8 Other Pupil Outcomes)</p>

An explanation of why the LEA has developed this goal.

This is a new "targeted" goal starting with the 2023-24 as we seek to surface content-area specific growth data, and better support our students. YPI-MORCS seeks to strategically use data to drive instructional decisions, and the implementation of Community Data Walks to engage our families and partners in data led to the creation of the ELA-specific goal for increased transparency for all.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase student achievement in English/Language Arts as measured by the SBAC Priority 4 Pupil Achievement	<p>SBAC ELA 2019 Met/Exceeded</p> <p>22.2% All (-73.7 DFS)</p> <p>22.2% Latino (-73.9 DFS)</p> <p>21.8% SED (-74.1 DFS)</p>	<p>N/A</p> <p>CA Dashboard 2021 – Not published due to COVID</p>	<p>SBAC ELA 2022 Met/Exceeded</p> <p>23.8% All (-63.1 DFS)</p> <p>23.3% Latino (-63.5 DFS)</p> <p>23.7% SED (-63.7 DFS)</p>		<p>Annually decrease the negative DFS and improve the percentage of students demonstrating growth on SBAC ELA standards</p>
Increase the percentage of students demonstrating growth on Local ELA	Same as Year 2 Outcome	N/A	<p>iReady Reading Growth 2022-23</p> <p>Grade 6</p> <p>57% Annual Typical</p>		<p>Increase students demonstrating growth and improving level placement on local iReady assessment</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Assessment (BOY to EOY) Priority 8 Other Pupil Outcomes			22% Annual Stretch 59% Improved Placement Grade 7 50% Annual Typical 21% Annual Stretch 46% Improved Placement Grade 8 63% Annual Typical 27% Annual Stretch 65% Improved Placement		

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	SFA Instructional Strategies for Skill Acceleration	Applying the training that has been provided, classroom teachers will apply SFA instructional strategies to address foundational literacy needs of students. The primary setting for the use of the strategies during the regular instructional day in order to accelerate the closing skill gaps in ELA, while providing grade-level access to content standards.	\$3,700.00	Yes

Goal Analysis [2022-23]

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

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

As this is a new “targeted” goal starting with the 2023-24 academic year, the analysis will be conducted in Spring 2024 to align with the completion of the LCAP Annual Update process.

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

As this is a new “targeted” goal starting with the 2023-24 academic year, the analysis will be conducted in Spring 2024 to align with the completion of the LCAP Annual Update process.

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

As this is a new “targeted” goal starting with the 2023-24 academic year, the analysis will be conducted in Spring 2024 to align with the completion of the LCAP Annual Update process.

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

As this is a new “targeted” goal starting with the 2023-24 academic year, the analysis will be conducted in Spring 2024 to align with the completion of the LCAP Annual Update process.

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

Goals and Actions

Goal

Goal #	Description
3	<p>Goal 3. Annual Growth and Achievement in Mathematics & Science Increase student achievement in Mathematics and Science Maintain high standards for our community to engage students in high levels of achievement in mathematics through the use of high-quality curricula and local assessments, and ensure the necessary targeted acceleration and supports are delivered in a timely manner to maximize student growth. (State Priorities: Priority 4 Pupil Achievement, Priority 8 Other Pupil Outcomes)</p>

An explanation of why the LEA has developed this goal.

This is a new "targeted" goal starting with the 2023-24 as we seek to surface content-area specific growth data, and better support our students. YPI-MORCS seeks to strategically use data to drive instructional decisions, and the implementation of Community Data Walks to engage our families and partners in data led to the creation of the math/science-specific goal for increased transparency for all. Math is an ongoing area for growth as our students continue to face challenges with foundational skills while simultaneously needing to access/excel in grade-level standards.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student achievement in Mathematics as measured by the SBAC Priority 4 Pupil Achievement	SBAC Math 2019 % Met/exceeded 10.98% All Students (-119.8 DFS) 10.84% Latino (-120.3 DFS) 10.94% SED (-120.3) (Source: CA School Dashboard)	N/A CA Dashboard 2021 – Not published due to COVID	SBAC Math 2022 % Met/exceeded 10.25% All Students (-115.8 DFS) 9.97% Latino (-115.8 DFS) 10.08% SED (-117.8) (Source: CA School Dashboard)		Annually decrease the negative DFS and improve the percentage of students demonstrating growth on SBAC Math standards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the percentage of students demonstrating growth on Local Math Assessment (BOY to EOY) Priority 8 Other Pupil Outcomes	Same as Year 2 Outcome	N/A	iReady Math Growth 2022-23 Grade 6 64% Annual Typical 22% Annual Stretch 62% Improved Placement Grade 7 57% Annual Typical 13% Annual Stretch 58% Improved Placement Grade 8 58% Annual Typical 27% Annual Stretch 59% Improved Placement		Increase students demonstrating growth and improving level placement on local iReady assessment
Next Generation (Science) as measured by CAST Priority 4 Pupil Achievement	CAST 2019 Met/exceeded 7.77% All 7.77% Latino 8.25% SED Nearly Met 60.2% All 60.2% Latino 59.8% SED	N/A	CAST 2022 Met/exceeded 9.73% All 8.93% Latino 10.5% SED Nearly Met 61.1% All 61.6% Latino 59.1% SED		Annually decrease %age of "Nearly Met"

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Acceleration & Study Hall	<p>Acceleration: Credentialed teachers provide academic support and lessons either before or after school targeted for students performing 1-2 grade levels below on their diagnostic assessments. The lessons specifically targeted at learning gaps identified in their classroom assessments and by the iReady diagnostic (math and reading).</p> <p>Study Hall: Facilitated by a certificated teacher, study hall is focused on iReady pathway completion and re-do mastery assignments. [NOTE: Costs associated with this action are materials only. Any staffing costs are captured in Goal 1.]</p>		No
3.2	Supplemental Curricula	Use of IronBox to address students' math fluency needs which are a barrier to access of grade-level content. Costs associated with this action include materials and math teacher training.	\$10,000.00	Yes

Goal Analysis [2022-23]

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

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

As this is a new “targeted” goal starting with the 2023-24 academic year, the analysis will be conducted in Spring 2024 to align with the completion of the LCAP Annual Update process.

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

As this is a new “targeted” goal starting with the 2023-24 academic year, the analysis will be conducted in Spring 2024 to align with the completion of the LCAP Annual Update process.

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

As this is a new “targeted” goal starting with the 2023-24 academic year, the analysis will be conducted in Spring 2024 to align with the completion of the LCAP Annual Update process.

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

As this is a new “targeted” goal starting with the 2023-24 academic year, the analysis will be conducted in Spring 2024 to align with the completion of the LCAP Annual Update process.

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

Goals and Actions

Goal

Goal #	Description
4	Goal 4. Growth and Achievement for Special Student Populations Ensure Socioeconomically Disadvantaged, English learners and Students with Disabilities are demonstrating annual growth and progress in the mastery of state standards in English, mathematics and science. (State Priorities: 4 Pupil Achievement, 8 Other Student Outcomes)

An explanation of why the LEA has developed this goal.

This is a new goal for the 23-24 LCAP to focus on the achievement of our special populations.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Progress Indicator – ELs making progress towards English language Proficiency (ELPI) Priority 4 Pupil Achievement	52.8% making progress towards English language proficiency (Source: 2019 CA School Dashboard)	N/A CA Dashboard 2021 – Not published due to COVID	61% making progress towards English language proficiency (Source: 2022 CA School Dashboard)		Annually increase English learner growth in English proficiency as measured by the CA Dashboard English Learner Progress Indicator (ELPI)
English learner proficiency as measured by ELPAC Priority 4 Pupil Achievement	11.96% Proficient 38.04% Level 3 34.78% Level 2 15.22% Level 1 (Source: English Language Proficiency)	11.58% Proficient 32.63% Level 3 34.74% Level 2 21.05% Level 1 (Source: English Language Proficiency)	18.42% Proficient 42.98% Level 3 20.18% Level 2 18.42% Level 1 (Source: English Language Proficiency)		Continue to increase the number of English Proficiency as measured by ELPAC

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	for Summative ELPAC 2018-19)	for Summative ELPAC 2020-21)	for Summative ELPAC 2021-22)		
Reclassification Rate of EL to RFEP Priority 4 Pupil Achievement	16.7% Reclassification Rate (Source: DataQuest CDE 2018-19)	4.4% Reclassification Rate (Source: DataQuest CDE 2019-20)	TBD - Reclassification Rate for 2021-22 pending		Annually increase reclassification of English learners
SWD/SED/ELs student achievement in English/Language Arts as measured by the SBAC Priority 4 Pupil Achievement	SBAC ELA 2019 SWD (-133 DFS) 2.56% Met/exceeded 17.95% Nearly Met 79.49% Not met EL (-100.7 DFS) 0% Met/exceeded 16.85% Nearly Met 83.15% Not met	N/A CA Dashboard 2021 – Not published due to COVID	SBAC ELA 2022 SWD (-117.1 DFS) 9.38% Met/exceeded 28.13% Nearly Met 62.5% Not met SED (-63.7 DFS) 23.68% Met/exceeded 34.96% Nearly Met 41.35% Not met EL (-105.1 DFS) 5.41% Met/exceeded 26.13% Nearly Met 68.47% Not met		Annually decreasing the percentage of ELs/SWD “Not Meeting” and increase percentage of “Meeting/Exceeding”
Increase the percentage of SWD/SED/ELs demonstrating growth on Local ELA Assessment (BOY to EOY) Priority 8 Other Pupil Outcomes	Same as Year 2 Outcome	N/A	iReady Reading Growth 2022-23 ELs 53% Annual Typical Growth xx% Annual Stretch Growth		Annually increase percentage of SWD, SED, and English learners demonstrating growth in reading as measured by local assessments in ELA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			xx% with Improved Placement SED xx% Annual Typical Growth xx% Annual Stretch Growth xx% with Improved Placement SWD 68% Annual Typical Growth xx% Annual Stretch Growth xx% with Improved Placement		
SWD/SED/ELs student achievement in Math as measured by the SBAC Priority 4 Pupil Achievement	SBAC Math 2019 SWD (-197.1 DFS) 2.56% Met/exceeded 7.69% Nearly Met 89.74% Not met EL (-147.7 DFS) 0% Met/exceeded 4.6% Nearly Met 95.4% Not met	N/A	SBAC Math 2022 SWD (-156.2 DFS) 9.38% Met/exceeded 12.5% Nearly Met 78.13% Not met SED (-117.8 DFS) 10.08% Met/exceeded 25.37% Nearly Met 64.55% Not Met EL (-153 DFS) 0.89% Met/exceeded 14.29% Nearly Met 84.82% Not met		Annually decreasing the percentage of ELs/SWD “Not Meeting” and increase percentage of “Meeting/Exceeding”

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the percentage of SWD/SED/ELs demonstrating growth on Local Math Assessment (BOY to EOY) Priority 8 Other Pupil Outcomes	Same as Year 2 Outcome	N/A	iReady Math Growth 2022-23 ELs 55% Annual Typical Growth xx% Annual Stretch Growth xx% with Improved Placement SED xx% Annual Typical Growth xx% Annual Stretch Growth xx% with Improved Placement SWD 52% Annual Typical Growth xx% Annual Stretch Growth xx% with Improved Placement		Annually increase percentage of SWD and English learners demonstrating growth in math as measured by local assessments
Next Generation (Science) as measured by CAST for SWD/SED/ELs Priority 4 Pupil Achievement	CAST 2019 SWD 5.88% Met/exceeded 29.41% Nearly Met 64.71% Not met		CAST 2022 SWD 0% Met/exceeded 46.15% Nearly Met 53.85% Not met		Annually decreasing the percentage of ELs/SWD “Not Meeting” and increase percentage of “Meeting/Exceeding”

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>SED 8.25% Met/exceeded 59.79% Nearly Met 31.96% Not met</p> <p>EL 0% Met/exceeded 38.24% Nearly Met 61.76% Not met</p>		<p>SED 10.47% Met/exceeded 59.05% Nearly Met 30.48% Not met</p> <p>EL 0% Met/exceeded 42.11% Nearly Met 57.89% Not met</p>		

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Integrated and Designated ELD	<p>Designated ELD will be provided to ELs in alignment with their level of English development. Students will also be provided support during core instruction using push-in and through pull-out time for ELs. Moreover, the EL teacher provides instruction in the resource classrooms and our resource teachers co-teach with her once or twice a week. This provides much more time for support for our ELs and students who are both EL and SPED.</p> <p>[NOTE: Costs associated with this action are materials and the purchase of the Ellevation platform to manage EL instruction, progress and program compliance. Any staffing costs are captured in Goal 1.]</p>	\$77,512.00	Yes
4.2	Acceleration & Study Hall	<p>Acceleration: Credentialed teachers provide academic support and lessons either before or after school targeted for students performing 1-2 grade levels below on their diagnostic assessments. The lessons specifically targeted at learning gaps identified in their classroom assessments and by the iReady diagnostic (math and reading).</p>		Yes

Action #	Title	Description	Total Funds	Contributing
		Study Hall: Facilitated by a certificated teacher, study hall is focused on iReady Pathway completion and re-do mastery assignments. [NOTE: Costs associated with this action are materials only. Any staffing costs are captured in Goal 1.]		
4.3	Expanded Learning Opportunities Summer Learning & Enrichment	Scholars identified from the targeted LCFF student groups will be granted priority enrollment. This extended instructional time will occur during the summer to address learning loss and address the academic barriers to grade-level standards. The costs associated with this action include supplies, materials, summer stipends for teachers and school tutors.	\$153,405.00	Yes

Goal Analysis [2022-23]

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

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

As this is a new “targeted” goal starting with the 2023-24 academic year, the analysis will be conducted in Spring 2024 to align with the completion of the LCAP Annual Update process.

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

As this is a new “targeted” goal starting with the 2023-24 academic year, the analysis will be conducted in Spring 2024 to align with the completion of the LCAP Annual Update process.

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

As this is a new “targeted” goal starting with the 2023-24 academic year, the analysis will be conducted in Spring 2024 to align with the completion of the LCAP Annual Update process.

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

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

Goals and Actions

Goal

Goal #	Description
5	<p>Goal 5. Positive School Climate & Culture</p> <p>Engage students, teachers and parents as partners to strengthen the school climate and increase their understanding of the focus to improve successful secondary outcomes.</p> <p>(State Priorities: 3 Parental Involvement, 5 Student Engagement, 6 School Climate)</p>

An explanation of why the LEA has developed this goal.

This goal has been developed starting with the 2023-24 academic year to have a more holistic approach to student/family engagement and its impact on the indicators of satisfaction and connectedness. Specifically, MORCS has witnessed an increase in chronic absenteeism since the pandemic and as a community we seek to meaningfully engage the families to foster a deeper understanding of the importance of regular school attendance and its impact on student achievement. We see our efforts are working in the area of on-site safety and positive climate as our suspensions have declined schoolwide. We believe our engagement of parents and fostering positive school-home relationships to be the key to increasing the number of students we have in regular attendance.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School efforts to increase Parent involvement through input in decision-making via board meetings, SAC/ELAC, and engagement through workshops/trainings Priority 3 Parental Involvement	Same as Year 2 Outcome	N/A	10 Board Meetings held 10 SAC/ELAC meetings held		<p>Maintain monthly meetings of the Board of Directors and SAC/ELA</p> <p>Maintain monthly Monthly Parent Trainings/ Workshops to promote college awareness/attendance</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase parent participation rate on parent survey Priority 3 Parental Involvement	Same as Year 2 Outcome	N/A	50% Parent Participation 92% Input in decision-making 84% Satisfaction		Annually improve parent survey participation rate and ratings of satisfaction
Increase student participation rate on student survey and positive ratings (School Safety & Connectedness) Priority 5 Student Engagement /Priority 6 School Climate	Same as Year 2 Outcome	N/A	77% Student Participation 64% Belonging 92% Relationships		Annually improve student survey participation rate and ratings by students
Increase teacher participation rate on school survey Priority 6 School Climate	Same as Year 2 Outcome	N/A	35% Staff Participation 100% Relationships/ School Culture		Annually improve teacher survey participation rate and ratings of satisfaction
Decrease Chronic Absenteeism rate Priority 5 Student Engagement	2019 Chronic Absenteeism 6.8% All 12.2% SWD 10.6% EL 6.9% Latino 6.9% SED	(ADA and enrollment dropped due to COVID-19 absences and due to operating in the hardest-hit county, city, and community with the highest cases, highest hospitalizations, and highest death rates in the community).	2022 Chronic Absenteeism Indicator "Very High" 20.1% All 18.9% SWD 21.3% EL 20.3% Latino 19.9% SED		The school will annually decrease and maintain a chronic absenteeism rate below 6.8%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate Priority 6 School Climate	2019 Suspension Rate 12% All 14.6% SWD 13.8% EL 6.9% Latino 12.7% SED	<1% suspension and expulsion rate Due to COVID-19 Attendance Committee specific vision and goal(s) for outreach (2021-22). and enrollment in 22- 23. The team continues to address the issues and have a detailed action plan and/or a marketing strategy calendar which includes quarterly check-ins to ensure that the implementation is successful	2022 Suspension Rate Indicator "Medium" 2.3% All 2.7% SWD 2.4% EL 2% Latino 2.4% SED		The school will decrease and maintain a suspension rate below 0.5%.
Expulsion Rate Priority 6 School Climate	0% Expulsion Rate	0% Expulsion Rate	0% Expulsion Rate (Source: Ed-Data, 2022)		The school will continue to maintain an expulsion rate below 1%.
Dropout Rate Priority 5 Student Engagement	Same as Year 2 Outcome	N/A	0% MS Dropout Rate		Maintain a middle school dropout rate <1%
Increase Average Daily Attendance Priority 5 Student Engagement	School will continue to maintain ADA rate at or above 97.4%	Use a (2019-20), to 318 strategic planning process to identify a (2020-21), to 295 specific vision and goal(s) for outreach (2021-22), and enrollment in 22-23.	92% (P-2 Attendance 2022-23)		School will continue to maintain ADA rate at or above 97.4%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>The team continues to address the issues and have determined a detailed action plan and/or a marketing strategy calendar which includes quarterly check-ins to ensure that the implementation is successful.</p> <p>The school is on target to increasing ADA and enrollment is up by 60 students, more than 20 students above at the same time last year. (ADA and enrollment have dropped due to COVID-19 absences and due to operating in the hardest-hit county, city, and community with the highest cases, highest hospitalizations, and highest death rates in the community).</p>			

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Student Activities & Incentives	The school leadership will work with teachers/advisory course leaders to develop system of activities to promote student engagement and incentivize improvement in metrics identified with school culture/climate including attendance, positive behaviors, academic improvement/growth. The work of the School Climate/Culture Team as well as the Parent Coordinator will align to maximize positive climate and engagement. Team building, school trips (e.g. aligned to educational standards and/or college-going) and cultural events (to underscore our commitment to diversity) will support these efforts in establishing/maintaining a positive school climate.	\$48,200.00	Yes
5.2	Enrollment and Outreach- Schola	Ensure that all parents have on-boarding support from first point of LEA interest and contact through training to use all communications and technology systems to support their child's education at the charter school.	\$50,000.00	No
5.3	Parent/ Guardian Engagement	The Coordinator of Operations will assist with planning and implementation of the annual activities for meaningfully engaging parents/guardians to support the success of their child at MORCS. At minimum, these activities include meetings of the School Advisory Council, English Learner Advisory Committee, back to school night, parent conferences, IEP meetings	\$500.00	No
5.4	Home/School Communications & Feedback	Use of Infinite Campus to provide cohesive system of schoolwide communications in various languages. Costs associated with the following: <ul style="list-style-type: none"> • School communication platform • Survey platform for parents, teachers, and students 		No

Goal Analysis [2022-23]

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

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

As this is a new “targeted” goal starting with the 2023-24 academic year, the analysis will be conducted in Spring 2024 to align with the completion of the LCAP Annual Update process.

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

As this is a new “targeted” goal starting with the 2023-24 academic year, the analysis will be conducted in Spring 2024 to align with the completion of the LCAP Annual Update process.

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

As this is a new “targeted” goal starting with the 2023-24 academic year, the analysis will be conducted in Spring 2024 to align with the completion of the LCAP Annual Update process.

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

As this is a new “targeted” goal starting with the 2023-24 academic year, the analysis will be conducted in Spring 2024 to align with the completion of the LCAP Annual Update process.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$1,135,338	\$110,809

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
39.32%	0.00%	\$0.00	39.32%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

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

For FY 2023-24, YPI-MORCS will implement the following actions on a "schoolwide" basis while ensure these actions are principally directed to and effective for the targeted students groups under the Local Control Funding Formula:

- 1.2 Administration
- 1.5 Professional Development
- 1.6 Core Instructional Materials & Licenses
- 1.8 Local Assessments
- 4.2 Acceleration & Study Hall
- 5.1 Student Activities & Incentives

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

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

We continue to ensure that all English Learners, foster youth, and low-income with grade-appropriate technology to access online curricular resources. Building upon the lessons learned during the instructional disruption caused by the pandemic, teachers have incorporated Universal Design for Learning (UDL) into their instruction and provide small group support when needed. Our English learner student group has access to daily Designated ELD and integration of SFA for integrated ELD. All certificated and classified worked collectively to meet the needs of English learners, foster youth, and low-income students.

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

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

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

All students enrolled at MORCS are identified as being at least one of the identified targeted LCFF student groups. As such, we will use the additional 15% add-on to sustain the focus on equity and inclusion for our students with disabilities, socioeconomically disadvantaged, English learner and foster youth.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1:25
Staff-to-student ratio of certificated staff providing direct services to students		1:13

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,911,949.00	\$348,473.00		\$563,628.00	\$3,824,050.00	\$3,255,989.00	\$568,061.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Facility, Maintenance, Custodial & Security	All	\$234,291.00				\$234,291.00
1	1.2	Administration	English Learners Foster Youth Low Income	\$612,453.00	\$146,868.00		\$159,118.00	\$918,439.00
1	1.3	Credentialed Classroom Teachers	All	\$1,491,751.00				\$1,491,751.00
1	1.4	Paraprofessionals	English Learners Low Income				\$180,699.00	\$180,699.00
1	1.5	Professional Development	English Learners Foster Youth Low Income	\$314,791.00			\$29,299.00	\$344,090.00
1	1.6	Core Instructional Materials & Licenses	English Learners Foster Youth Low Income	\$72,825.00				\$72,825.00
1	1.7	Technology	English Learners Foster Youth Low Income	\$121,638.00			\$117,000.00	\$238,638.00
1	1.8	Local Assessments	English Learners Foster Youth Low Income					
2	2.1	SFA Instructional Strategies for Skill Acceleration	English Learners Foster Youth Low Income	\$3,700.00				\$3,700.00
3	3.1	Acceleration & Study Hall	All					

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.2	Supplemental Curricula	English Learners Foster Youth Low Income	\$10,000.00				\$10,000.00
4	4.1	Integrated and Designated ELD	English Learners				\$77,512.00	\$77,512.00
4	4.2	Acceleration & Study Hall	English Learners Foster Youth Low Income					
4	4.3	Expanded Learning Opportunities Summer Learning & Enrichment	English Learners Foster Youth Low Income		\$153,405.00			\$153,405.00
5	5.1	Student Activities & Incentives	English Learners Foster Youth Low Income		\$48,200.00			\$48,200.00
5	5.2	Enrollment and Outreach- Schola	All	\$50,000.00				\$50,000.00
5	5.3	Parent/ Guardian Engagement	All	\$500.00				\$500.00
5	5.4	Home/School Communications & Feedback	All					

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$2,887,138	\$1,135,338	39.32%	0.00%	39.32%	\$1,135,407.00	0.00%	39.33 %	Total:	\$1,135,407.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$135,338.00
								Schoolwide Total:	\$1,000,069.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Administration	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: MORCS	\$612,453.00	
1	1.4	Paraprofessionals	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	Specific Schools: MORCS		
1	1.5	Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: MORCS	\$314,791.00	
1	1.6	Core Instructional Materials & Licenses	Yes	Schoolwide	English Learners Foster Youth Low Income		\$72,825.00	
1	1.7	Technology	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		\$121,638.00	
1	1.8	Local Assessments	Yes	Schoolwide	English Learners Foster Youth Low Income			

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	SFA Instructional Strategies for Skill Acceleration	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		\$3,700.00	
3	3.2	Supplemental Curricula	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		\$10,000.00	
4	4.1	Integrated and Designated ELD	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Monseñor Oscar Romero Charter		
4	4.2	Acceleration & Study Hall	Yes	Schoolwide	English Learners Foster Youth Low Income			
4	4.3	Expanded Learning Opportunities Summer Learning & Enrichment	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income			
5	5.1	Student Activities & Incentives	Yes	Schoolwide	English Learners Foster Youth Low Income			
5	5.3	Parent/ Guardian Engagement				Specific Schools: MORCS	\$500.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$4,291,174.00	\$3,872,943.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Support to increase student academic achievement	Yes	\$446,008.00	\$462,276
1	1.2	Teacher Retention: Coaching Support	Yes	\$200,747.00	\$132,067
2	2.1	Parent Coordinator	Yes	\$71,387.00	\$71,387
2	2.2	Program Coordinator & School Culture Climate Team	Yes	\$342,301.00	\$441,656
2	2.3	Student Activities	Yes	\$25,000.00	\$48,200
2	2.4	Enrollment and Outreach- Schola	No	\$18,000.00	\$18,000
3	3.1	Salaries and Benefits	No	\$2,376,241.00	\$1,904,590
3	3.2	Professional Development	Yes	\$51,160.00	\$50,214
3	3.3	Core Instructional Materials; Technology & iReady assessments	No	\$258,672.00	\$258,672.00
3	3.4	Maintenance/Custodial/Security	No	\$421,719.00	\$429,088

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.5	Technology Enhancement	No	\$79,939.00	\$56,793
4	4.2	ELO Summer Learning or Summer Enrichment			

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$941,457	\$937,912.00	\$1,016,468.00	(\$78,556.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Support to increase student academic achievement	Yes	\$446,008.00	\$462,276		
1	1.2	Teacher Retention: Coaching Support	Yes	\$200,747.00	\$132,067		
2	2.1	Parent Coordinator	Yes	\$71,387.00	\$71,387.00		
2	2.2	Program Coordinator & School Culture Climate Team	Yes	\$174,770.00	\$282,538		
2	2.3	Student Activities	Yes	\$25,000.00	\$48,200		
3	3.2	Professional Development	Yes	\$20,000.00	\$20,000		

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$2,299,190	\$941,457	0	40.95%	\$1,016,468.00	0.00%	44.21%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

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

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

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

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

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

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

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

LCFF Budget Overview for Parents

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

CDS Code: CA

School Year: 2023-24

LEA contact information:

Yvette King Berg

Executive Director

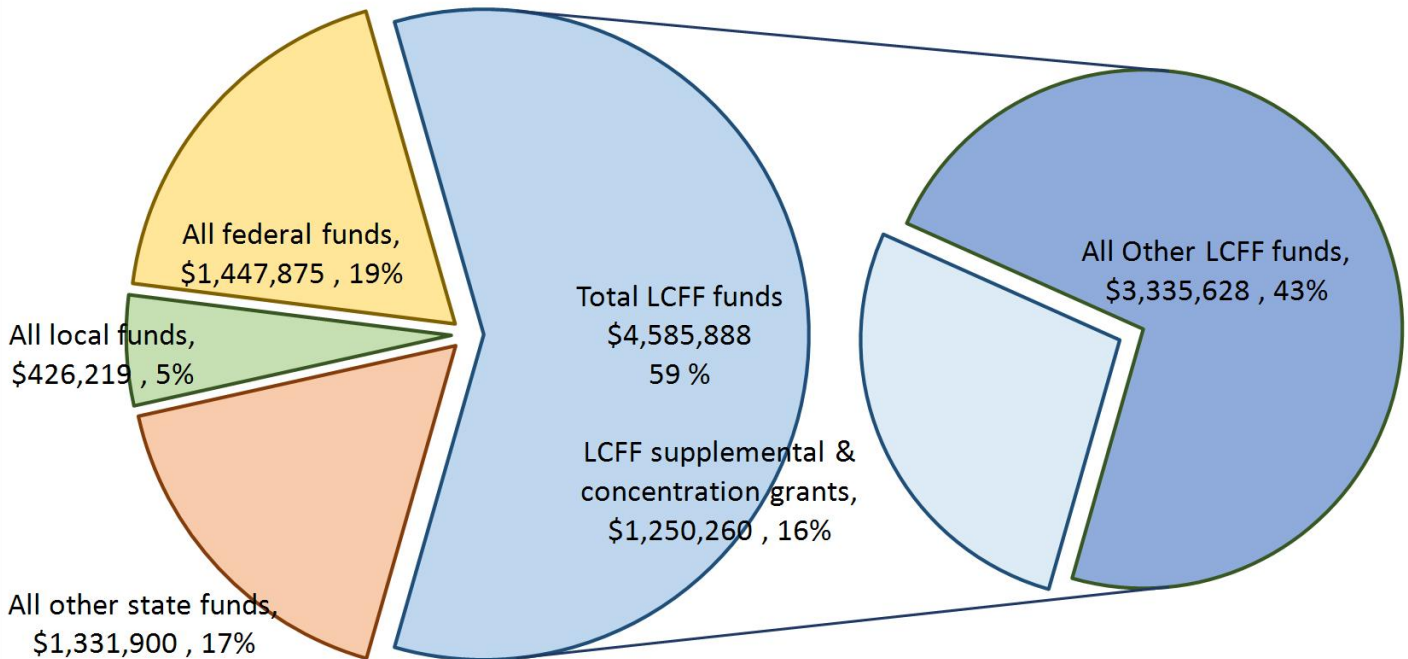
ykingberg@ypics.org

(818) 305-2791

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

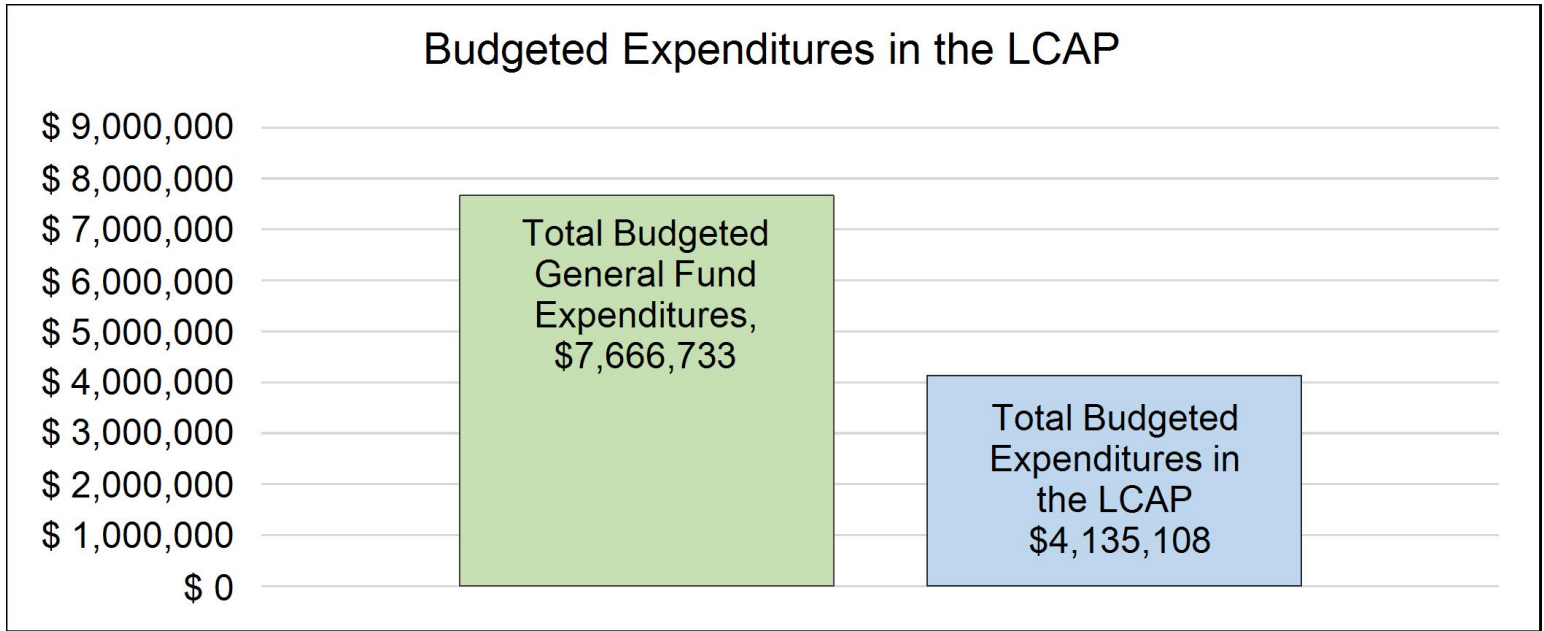


This chart shows the total general purpose revenue Bert Corona Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Bert Corona Charter School is \$7,791,882, of which \$4,585,888 is Local Control Funding Formula (LCFF), \$1,331,900 is other state funds, \$426,219 is local funds, and \$1,447,875 is federal funds. Of the \$4,585,888 in LCFF Funds, \$1,250,260 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Bert Corona Charter School plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Bert Corona Charter School plans to spend \$7,666,733 for the 2023-24 school year. Of that amount, \$4,135,108 is tied to actions/services in the LCAP and \$3,531,625 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

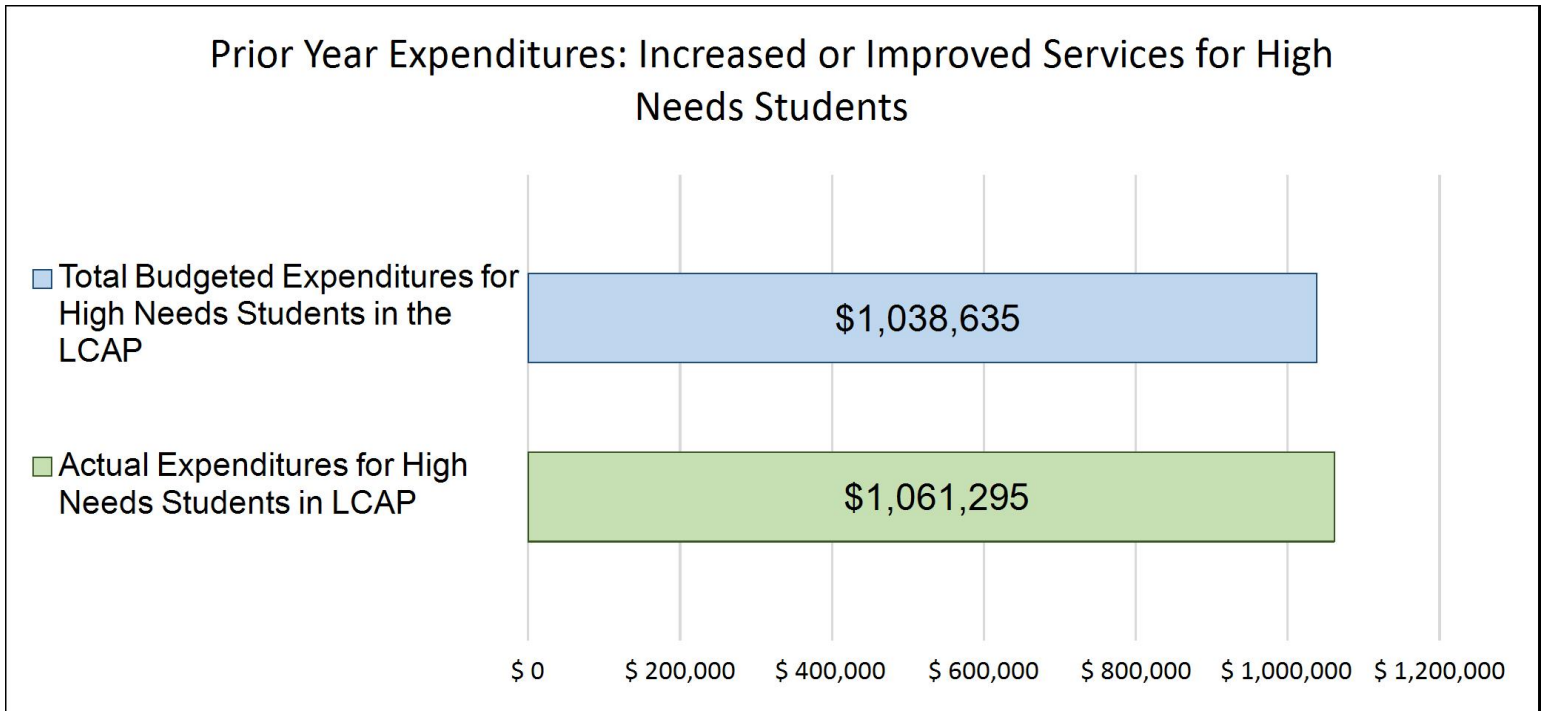
Funds not included in the LCAP consist of Child Nutrition, Special Education, Entitlement/Encroachment, Services & Other Operating Expenses, and Depreciation Expenses.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Bert Corona Charter School is projecting it will receive \$1,250,260 based on the enrollment of foster youth, English learner, and low-income students. Bert Corona Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Bert Corona Charter School plans to spend \$1,496,408 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



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

The text description of the above chart is as follows: In 2022-23, Bert Corona Charter School's LCAP budgeted \$1,038,635 for planned actions to increase or improve services for high needs students. Bert Corona Charter School actually spent \$1,061,295 for actions to increase or improve services for high needs students in 2022-23.

Local Control and Accountability Plan

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

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

Plan Summary [2023-24]

General Information

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

Bert Corona Charter School (BCCS), a Youth Policy Institute Charter School (YPICS), serves 337 students in the San Fernando Valley area of Los Angeles County. Student groups represented include 0.9% African American, 95.5% Latino, 3.3% White, 32.3% English Learners, 1.2% Foster Youth, 1.8% Homeless, 22.3% Students with Disabilities, and 86.4% Socioeconomically Disadvantaged. (Source: CDE DataQuest, Enrollment Report 2022-23)

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

MISSION: The Bert Corona Charter School prepares urban students in grades 5-8 for academic success and active community participation. The school is located in the San Fernando Valley of Los Angeles, California, an area fraught with poverty and academically struggling students. The majority of students attending schools in this area come from predominantly Latino immigrant families where Spanish is spoken in the home. Many area public school students are eligible for federal free or reduced meals, indicative of the high poverty levels in the area. Bert Corona Charter School seeks to close the achievement gap for these students by providing clear and high expectations for all students to achieve a personalized and supportive learning environment that recognizes students' accomplishments, family-school-community partnerships and service, and integrated technology in the classroom.

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

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

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

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

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

Reflections: Successes

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

CA School Dashboard 2021-22

- Local Indicators: As reported to the Board of Directors, BCMS met all five local indicators for 2022.
- English Learner Progress Indicator (“Medium” 45.2% making progress towards English language proficiency)
- Suspension Rate Indicator (“Medium” 2.8% suspended at least one day)

Local Data 2022-23:

Reflections: Identified Need

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

BCCS has been identified for Additional Targeted Support & Improvement (ATSI) based on the performance of its Hispanic (HI), socioeconomically disadvantaged (SED) and students with disabilities (SWD) student groups. It is important to recognize the overlap in the student groups for which the school was identified for ATSI. As the dually identified students and students with IEPs in BCCS face the most difficulty in meeting standards, we have reorganized our SpEd program to have a dedicated RSPs for each grade level. This also allows for the general education teacher to be supported in the implementation of students' IEPs and "push-in" for students. Additionally, BCCMS has implemented acceleration and study hall before, during and after the instructional day as an added level of intervention for students in need.

CA School Dashboard 2021-22

- Chronic Absenteeism ("Very High" 27.2% chronically absent): All of the statistically significant student groups (English learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities) identified as "Low".
- English Language Arts ("Very Low" -73.6 points below standard for the school) In 2022, the significant student groups below standard were English learners at -124.1 DFS ; Students with Disabilities -156.8 DFS; Hispanic -74.2 DFS; Socioeconomically Disadvantaged -75.5 DFS.
- Mathematics ("Very Low" -120.7 points below standard for the school) In 2022, the significant student groups below standard were English learners -165.2 DFS; Students with Disabilities -182.7 DFS; Socioeconomically Disadvantaged -122.4 DFS; Hispanic -121 DFS.

Local Data 2022-23:

1) Focus on full implementation of MTSS and Tiered supports schoolwide. We have been focused on developing our processes and systems for Tier II and III supports this year, and we have taken some steps to develop a stronger Tier 1 (universal program). Next year, the goal is to have all areas working together to ensure positive student behavior and growth across the board. We will be working on this schoolwide, so teachers will be using PBIS tools to reflect on their program implementation and they will be coached to have all elements of a strong classroom framework in place. We will be revamping our advisory curriculum over the summer to ensure that advisory class next year is focused on teaching and reinforcing expectations and that we have targeted areas of focus like inclusion, ethical behavior, goal setting, and anti-bullying. We will also continue to implement our Tier II and III support through our MTSS meeting and review process. Students will be discussed during a weekly MTSS meeting and we will determine how to best support and assess our students; when needed, we will engage in the SSPT process for our students so wrap-around services can be in place.

2) Focus on EL performance and growth- building on our successes from the 22-23 school year, we will continue to push growth for our ELs. This year, our focus more on out-of-classroom support with some coaching and support for our teachers. In 23-24, our plan is to be very intentional about our implementation of key strategies and programs in every classroom to ensure optimal success for our ELs. The out-of-classroom and supplementary support will continue, but we will also work with our teachers to provide quality first-time academic experiences for our ELs in their content area classes. We will also use our ELlevation program to help our math teachers improve instruction for ELs, particularly in the area of the development of the language of math.

3) Finally, we will focus on chronic absenteeism. In the classroom, we will work with teachers to design engaging lessons and projects that will help raise student desire to come to campus. We will have fun games and activities on campus for students to help them feel connected outside of the classroom. We are developing a home visit policy and practice so we can regularly meet families in their place of need and go to them to identify supports they need to help their child succeed. Finally, we will ensure we are on top of attendance from the start of the year so we know our families are receiving regular support and reminders to keep them accountable about attendance.

LCAP Highlights

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

The prior year's LCAP contained three goals:

Goal 1: Increase Student Achievement

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

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

Based on analysis of the 2022 CA Dashboard and consultation with our educational partners, it was determined that the 2023-24 LCAP should be expanded to five goals:

- Goal 1 Conditions of Learning

Maintain high standards for a safe, nurturing, engaging learning environment where ALL students are supported in attaining high levels of achievement through the use of high-quality curricula and exceptional staff.

(State Priorities: 1 Basic Services, 2 Implementation of State Standards, 7 Course Access)

- Goal 2 Annual Growth & Achievement in English Language Arts

Increase student achievement in English/Language Arts - Maintain high standards for our community to engage students in high levels of achievement in English/Language Arts through the use of high-quality curricula and local assessments, and ensure the necessary targeted acceleration and supports are delivered in a timely manner to maximize student growth. (State Priorities: 4 Pupil Achievement, 8 Other Pupil Outcomes)

- Goal 3 Annual Growth & Achievement in Mathematics & Science

Increase student achievement in Mathematics and Science - Maintain high standards for our community to engage students in high levels of achievement in mathematics through the use of high-quality curricula and local assessments, and ensure the necessary targeted acceleration and academic supports are delivered in a timely manner to maximize student growth.

(State Priorities: Priority 4 Pupil Achievement, Priority 8 Other Pupil Outcomes)

- Goal 4 Growth & Achievement for English Learners and At-Promise Students

Annual growth for English Learners and special student groups - Ensure English learner students are demonstrating annual growth and progress in the mastery of state standards in English, mathematics and science.

(State Priorities: 4 Pupil Achievement, 8 Other Student Outcomes)

- Goal 5 School Culture & Climate

Engage students, teachers and parents as partners to strengthen the school climate and increase their understanding of the focus to improve successful secondary outcomes.

(State Priorities: 3 Parental Involvement, 5 Student Engagement, 6 School Climate)

Additionally, to provide increased transparency for educational partners and alignment to the LCFF State Priorities, several metrics have been added as we seek to improve student outcomes in order to exit the CDE identification of the school for Additional Targeted Support & Improvement (ATSI).

Comprehensive Support and Improvement

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

Schools Identified

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

Bert Corona Charter Middle School was not identified for CSI by the CDE .

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

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

YPI Charter Schools (YPICS) developed a Task Force that began during the 2021-22 academic year, and its focus led to the focused educational partner engagement process used for the 2022-23 academic year.

While the school-based decision-making bodies (e.g., School Advisory Council/English Learner Advisory Council) regularly met to examine the growth and needs of our low-income and English learner students, the organization-wide implementation of the Youth Truth Surveys and Community Data Walk practices has been most impactful for continuous progress monitoring of multiple data points.

For the revision of the LCAP for 2023-24, was based on the following inputs from our educational partners:

- Youth Truth Survey & Community Data Walks (October 2022) for students, parents, staff, administrators/teachers
- Quarterly "Coffees with the Director" (September, December, February, and April)
- Parent/ Family Workshops held throughout the academic year where the topics of programming were guided by the needs expressed by parents (e.g., drug-use, vaping, etc.)
- Student Advisory Courses: Students were engaged by their respective Advisory teachers on facets of the LCAP around climate/culture and instructional supports.
- On-going professional development: Throughout the academic year, the instructional leadership team and teachers regularly engaged in progress monitoring of data and reflected on needs and how to best approach changes necessary to positively impact student achievement.

Members of the BCCS community were invited to participate in the Board Public Hearing set to review this plan prior to its approval in June 2023.

In 2022 the school was awarded a California Community Schools Partnership Program Planning Grant. Total funding of \$200,000 supported with hiring a Coordinator of Community Schools (CoCS), contract services for data analyses, teachers/staff stipends, parent capacity development, and teacher/staff professional development.

School Community engagement kicked off in August 2022 with an overview of the CA community school framework and the YPICS vision for its community school to teachers and staff during the beginning of the school year professional development days. Followed by parent-teacher conferences, workshops, SAC/ELAC meetings, Café con Los Directors, and community events during the months of September - December 2022. During parent-teacher conferences. CoCS introduced the community school framework and the LCAP to parents and an overview of the assets and needs assessment work ahead. In October and November, families were engaged via annual events like Trunk-or-Treat, Día De Los Muertos, and College & Career Parent workshops.

To understand the needs and gaps the evaluation team conducted sensemaking sessions with the community to better understand the experiences of youth, administrators, teachers, and families. The evaluation team analyzed all the data collected from October 2022 to

January 2023 and shared it with the community. The purpose was to ask about their reactions and experiences with the data. In addition, to pose back to the community the needs shared in all the data and have them select their top three interests in school investments. The intended purpose of hosting sensemaking meetings was to share the data collected from the community and collectively analyze it as a team and to inform the LCAP and the implementation plan for the school. Upon completion of all assessment activities, priority topic areas were identified for the school and will be the areas to focus on by aligning resources, strategies, and partnerships.

A summary of the feedback provided by specific educational partners.

To address the needs of our community school, the school undertook a comprehensive community school planning process that included asset mapping (reviewing of the LCAP), a needs assessment and gap analysis, and a heavy emphasis on engagement with and leadership by the school community, including students, families, staff, teachers, administrators, partners, and area residents.

Community School and LCAP needs assessment activities occurred throughout the year. These included YouthTruth Survey and Focus Groups with stakeholders. In-person focus groups were conducted with students, teachers, and families at each school across grade levels and positions (instructional and supportive staff) SAC/ELAC members to gain a more holistic understanding of the strengths and challenges of our school. Key Informational Interviews with staff and teachers and in-person interviews were conducted with school administrators and teachers to assess successes and challenges with the school culture and the range of services offered at the school. Focus groups explored topics like what makes them feel welcome/unwelcome on campus, what makes them feel successful as learners and teachers in their vision for a "community school," if they feel engaged in decision-making, how the school can build more trusting relationships, and what support services are needed.

All assessment activities examine needs and gaps in services and school and community assets and resources that can be integrated as part of our community school. The input of stakeholders has been instrumental in developing our school's LCAP and the Community Schools Implementation Plan.

In April and May, the LCAP was drafted and ready for input from University and LAUSD Partners (LMU, UCLA, and Charter Operated Programs Options Staff) LMU reviewed the plan specifically for EL Actions and ensured that the school has a way to manage a comprehensive EL Master plan aligned the CA Roadmap for ELs. UCLA reviewed Social-emotional support for counseling services, and Charter Operated Programs reviewed actions for students with disabilities (tiered and tutoring supports).

The YPICS Board held a public hearing/update for input from both the board and the public on June 5, 2023.

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

The following are aspects of the LCAP that stakeholders influenced.

Focus on Essential Standards (Learning Outcomes/Indicators)

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

All feedback collected throughout the above process resulted in the LCAP actions, which are aligned with the YPICS vision to improve Cornerstone Commitments of Community Schools: A commitment to assets-driven and strength-based practices for all stakeholders; A commitment to racially just and restorative school climates; A commitment to powerful, culturally proficient, and relevant instruction; and a commitment to shared decision-making and participatory practices to improve student achievement and outcomes.

Goals and Actions

Goal

Goal #	Description
1	<p>Goal 1. Conditions of Learning</p> <p>Maintain high standards for a safe, nurturing, engaging learning environment where ALL students are supported in attaining high levels of achievement through the use of high-quality curricula and exceptional staff.</p> <p>(State Priorities: 1 Basic Services, 2 Implementation of State Standards, 7 Course Access)</p>

An explanation of why the LEA has developed this goal.

While the prior LCAP contained a goal similar to this new goal, it was all encompassing and left members of the community overwhelmed with the combination of academic progress data AND basic conditions of learning. The new goal was created for the 2023-24 LCAP to allow for a separation of these two areas.

As discussed in the Educational Partner Engagement section, the implementation of the community-wide Data Walks, we want to ensure there is a clear understanding of the basic enabling conditions that are necessary to be in place for students to experience not only continued academic growth, but also safety and an environment which nurtures/supports their social emotional needs as well.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All classroom teachers will hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and appropriate EL authorization; all teachers will be	100% All classroom teachers hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and have appropriate EL authorization. All teachers were	63.2% Clear (Source: CDE DataQuest, 2020-21 Teaching Assignment Monitoring Outcomes by Full-Time Equivalent 2020-21)	TBD - 2021-22 Teaching Assignment Monitoring Outcomes		All classroom teachers will hold a valid CA Teaching Credential as defined by the CA Commission on Teacher Credentialing and appropriate EL-authorization; all teachers will be appropriately assigned
		[NOTE: Originally reported as “100% of classroom teachers will hold a valid CA			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
appropriately assigned. Priority 1 Basic Services	appropriately assigned.	Teaching Credential as defined by the CA Commission on Teacher Credentialing and appropriate EL-authorization. All teachers appropriately assigned.”]			
Access to standards-aligned curricular and instructional materials Priority 1 Basic Services	100% of teachers/students with access to standards-aligned curricula (ELA, 100% of teachers/students with access to standards-aligned curricula (ELA, ELD, math, science, social science, and social science)	100% of teachers/students with access to standards-aligned curricula (ELA, 100% of teachers/students with access to standards-aligned curricula (ELA, ELD, math, science, social science, and social science)	100% teachers/ students with access to standards- aligned curricula (ELA, 100% teachers/ students with access to standards- aligned curricula (ELA, ELD, math, science, social science, and social science) (Source: As reported in the 2023 Local Indicators Self Reflection Tool, May 2023)		100% of teachers/students with access to standards-aligned curricula (ELA, 100% of teachers/students with access to standards aligned curricula (ELA, ELD, math, science, social science, and social science)
Implementation and sustainability of academic content standards, as measured by the Local Indicator Rubric on the California	Same as Year 2 Outcome	N/A	Implementation of State Standards 2023 ELA 5 ELD 5 Math 5 NGSS 5 History 5		Implementation of State Standards ELA 5 ELD 5 Math 5 NGSS 5 History 5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Accountability Dashboard Priority 2 Implementation of adopted State Standards			CTE 5 Health 5 Phys. Ed 5		CTE 5 Health 5 Phys. Ed. 5
Teachers will participate in ongoing research-based professional development in the areas of English Language Arts, Math, Next Generation Science Standards (NGSS), English Language Development (ELD), Technology, and Differentiated instruction to meet the needs of all students and subgroups. Priority 2 Implementation of adopted State Standards	100% Teachers participated in professional development throughout the physical closure of the Charter School.	100% of teachers participated in professional development for 21-22	100% of teachers participated in professional development for 22-23		100% Teachers participating in professional development
Student Access to a Broad Course of Study Priority 7 Course Access	100% of students have access to a broad course of study	100% of students have access to a broad course of study	100% of students have access to a broad course of study		100% of students have access to a broad course of study

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		CA Dashboard Local Indicator “Met” (Source: CDE, CA School Dashboard 2022)	CA Dashboard Local Indicator “Met” (Source: As reported in the Local Indicators 2023 Self-Reflection Tool)		
School facilities are clean and maintained in good repair with daily spot check and Site Inspection Lists with > 90% of items in compliance or good standing. Priority 1 Basic Services	100% The Charter School developed a cleaning regiment based on best practices for reopening schools from the California Department of Public Health (6/5/2020) and the California Department of Education (6/8/2020)	100% of facilities clean and maintained in good repair	Overall Facility Rating as measured by FIT “Exemplary” (Source: As reported in the SARC, February 2023)		School facilities are clean and maintained in good repair with daily spot check and Site Inspection Lists with > 90% of items in compliance or good standing

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Facility, Maintenance, Custodial & Security	Costs associated with facility/maintenance/security including annual rent for the property. Custodial staff will ensure facilities are clean and maintained in good repair through daily checks and Site Inspection Lists with >90% of items meeting the "good" standard or better.	\$253,638.00	No
1.2	Administration	Costs associated with the salaries and benefits for administrative staff positions include: Executive Administrator, Operations Coordinator, Parent Coordinator, Community Schools Coordinator, and School Climate & Culture Coordinator.	\$916,645.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The School Climate & Culture Team will continue quality implementation of the PBIS Framework and programs.		
1.3	Credentialed Classroom Teachers	Costs associated with the salaries and benefits for certificated staff to provide standards-based instruction to all students in grades 5-8.	\$1,594,460.00	No
1.4	Paraprofessionals	Costs associated with full-time paraprofessionals for Special Education and instructional aides for general education	\$314,218.00	Yes
1.5	Professional Development	<p>Professional Development for all staff members (Pre-service & On-going) topics include, but are not limited to:</p> <p>RE/LAY Graduate School of Education - Continue training for leaders and teachers to sustain the school vision for high-impact instruction and provide a common framework for coaching, observation and feedback. This allows for a common language and understanding of instructional expectations that are rooted in equity for all students.</p> <p>Critical Friends Group Training to establish and sustain a foundation focused on continuous improvement. The National School Reform Faculty program will be the professional partner for schoolwide training. (School share of cost \$18,317 = 1/3)</p> <p>Universal Design for Learning (UDL) training for administration and staff to create flexible learning environments and learning spaces that can accommodate individual learning differences.</p> <p>Backwards Design training prioritizing the intended learning outcomes instead of topics to be covered, and most importantly facilitating student learning.</p> <p>BTSA Training/ New Teacher Support (Title 2)</p> <ul style="list-style-type: none"> • Backwards Design • Standards-Based Grading 	\$304,241.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Project-Based Learning • Service-Learning <p>Equity-focused Standards-based Instruction</p> <ul style="list-style-type: none"> • Building Positive Relationships (teacher-student; teacher-family; school-home) and sustaining an inclusive culture based on respectful communication • ELD strategies for English Learners to access grade-level core curriculum/impact academic growth • CCSS and core standards in ELA, ELD, mathematics, Next Gen Science Standards (NGSS), and social sciences • Instructional shifts for maintaining rigorous instruction (lesson design, "big ideas", essential questions, academic discourse, close reading, text-dependent questions, etc.) • Curricular-specific trainings (for core and use of iReady, Infinite Campus, Thinking Nation, writing assessments) • Engaging and empowering students through deeper instruction • Use of data warehouse Innovare to integrate multiple data sources to guide teacher/administration student-centered educational decisions <p>Supporting the Growth of English Learners & Dually-Identified Students</p> <ul style="list-style-type: none"> • Quality implementation of the English Learner Master Plan aligned to the CA English Learner Roadmap • Implementation of strategies to support EL acquisition/mastery of the English language (speaking, listening, reading, writing) • Understanding the language needs of ELD in acquisition of academic language • Strategies for supporting Students with Disabilities in the general education classroom • Training and use of Success For All instructional strategies to ensure students receive support in the development of foundational skills that posed barriers to accessing grade-level standards-based instructional content 		

Action #	Title	Description	Total Funds	Contributing
		<p>Standards-based Instruction</p> <ul style="list-style-type: none"> • ELD strategies for English Learners to access grade-level core curriculum/impact academic growth • CCSS and core standards in ELA, ELD, mathematics, Next Gen Science Standards (NGSS), and social sciences • Instructional shifts for maintaining rigorous instruction (lesson design, "big ideas", essential questions, academic discourse, close reading, text-dependent questions, etc.) • Curricular-specific trainings (for core and use of iReady, Infinite Campus, Thinking Nation, writing assessments) • Engaging and empowering students through deeper instruction <p>Multi-tiered System of Support</p> <ul style="list-style-type: none"> • Use of internal data sources to drive decisions/recommendations for academic acceleration and progress monitoring • Positive Behavior and Intensive Support (PBIS) and alternatives to suspension 		
1.6	Core Instructional Materials & Licenses	Costs associated with the on-going use of: iReady ELA and Mathematics textbooks, eTextbooks for NGSS (annual licenses), History Alive (student licenses for eTexts), Thinking Nation platform for access to primary source documents, Google Classroom Suite	\$87,356.00	Yes
1.7	Technology	Technology provided to all students. Based on the Technology Plan developed for cycling out/replenishing student devices.	\$189,425.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	Local Assessments	Students will be assessed 3xs per year using the state-verified iReady assessment suite in ELA and math. This data will be used by all teachers to gauge the needed additional supports needed in order to accelerate the acquisition of foundational skills which are necessary for accessing grade-level content.		Yes

Goal Analysis [2022-23]

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

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

As this is a new “targeted” goal starting with the 2023-24 academic year, the analysis will be conducted in Spring 2024 to align with the completion of the LCAP Annual Update process.

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

As this is a new “targeted” goal starting with the 2023-24 academic year, the analysis will be conducted in Spring 2024 to align with the completion of the LCAP Annual Update process.

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

As this is a new “targeted” goal starting with the 2023-24 academic year, the analysis will be conducted in Spring 2024 to align with the completion of the LCAP Annual Update process.

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

As this is a new “targeted” goal starting with the 2023-24 academic year, the analysis will be conducted in Spring 2024 to align with the completion of the LCAP Annual Update process.

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

Goals and Actions

Goal

Goal #	Description
2	<p>Goal 2. Annual Growth & Achievement in English Language Arts</p> <p>Increase student achievement in English/Language Arts</p> <p>Maintain high standards for our community to engage students in high levels of achievement in English/Language Arts through the use of high-quality curricula and local assessments, and ensure the necessary targeted acceleration and supports are delivered in a timely manner to maximize student growth.</p> <p>(State Priorities: 4 Pupil Achievement, 8 Other Pupil Outcomes)</p>

An explanation of why the LEA has developed this goal.

This is a new "targeted" goal starting with the 2023-24 as we seek to surface content-area specific growth data, and better support our students. YPI-BCCS seeks to strategically use data to drive instructional decisions, and the implementation of Community Data Walks to engage our families and partners in data led to the creation of the ELA-specific goal for increased transparency for all. Since BCCS has been identified for ATSI for the performance of the Latino student group, this goal seeks to maintain a focus on the performance of our largest student group under ATSI which is Latino/Hispanic.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase student achievement in English/Language Arts as measured by the SBAC [NOTE: The original metric in 22-23 was "English Language Arts – Proficiency"] Priority 4 Pupil Achievement	<p>SBAC ELA 2019 Met/Exceeded</p> <p>16.76% All (-78.2 DFS)</p> <p>16.98% Latino (-78.9 DFS)</p>	<p>N/A</p> <p>CA Dashboard 2021 – Not published due to COVID</p>	<p>SBAC ELA 2022 Met/Exceeded</p> <p>24.47% All (-73.6 DFS)</p> <p>24.69% Latino (-74.2 DFS)</p>		<p>Annually decrease the negative DFS and improve the percentage of students demonstrating growth on SBAC ELA standards</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the percentage of students demonstrating growth on Local ELA Assessment (BOY to EOY) Priority 8 Other Pupil Outcomes	Same as Year 2 Outcome	N/A	iReady Reading Growth 2022-23 Grade 5 82% Annual Typical 4% Annual Stretch 82% Improved Placement Grade 6 72% Annual Typical 9% Annual Stretch 66% Improved Placement Grade 7 63% Annual Typical 28% Annual Stretch 55% Improved Placement Grade 8 66% Annual Typical 31% Annual Stretch 63% Improved Placement		Increase students demonstrating growth and improving level placement on local iReady assessment

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	SFA Instructional Strategies for Skill Acceleration	Applying the training that has been provided, classroom teachers will apply SFA instructional strategies to address foundational literacy needs of students. The primary setting for the use of the strategies during the regular instructional day in order to accelerate the closing	\$3,676.00	Yes

Action #	Title	Description	Total Funds	Contributing
		skill gaps in ELA, while providing grade-level access to content standards.		

Goal Analysis [2022-23]

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

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

As this is a new “targeted” goal starting with the 2023-24 academic year, the analysis will be conducted in Spring 2024 to align with the completion of the LCAP Annual Update process.

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

As this is a new “targeted” goal starting with the 2023-24 academic year, the analysis will be conducted in Spring 2024 to align with the completion of the LCAP Annual Update process.

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

As this is a new “targeted” goal starting with the 2023-24 academic year, the analysis will be conducted in Spring 2024 to align with the completion of the LCAP Annual Update process.

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

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

Goals and Actions

Goal

Goal #	Description
3	<p>Goal 3. Annual Growth and Achievement in Mathematics & Science Increase student achievement in Mathematics and Science Maintain high standards for our community to engage students in high levels of achievement in mathematics through the use of high-quality curricula and local assessments, and ensure the necessary targeted acceleration and supports are delivered in a timely manner to maximize student growth. (State Priorities: Priority 4 Pupil Achievement, Priority 8 Other Pupil Outcomes)</p>

An explanation of why the LEA has developed this goal.

This is a new "targeted" goal starting with the 2023-24 as we seek to surface content-area specific growth data, and better support our students. YPI-BCCS seeks to strategically use data to drive instructional decisions, and the implementation of Community Data Walks to engage our families and partners in data led to the creation of the math/science-specific goal for increased transparency for all. Math is an ongoing area for growth as our students continue to face challenges with foundational skills while simultaneously needing to access/excel in grade-level standards.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student achievement in Mathematics as measured by the SBAC [NOTE: The original metric in 22-23 was "Mathematics Proficiency"] Priority 4 Pupil Achievement	SBAC Math 2019 Met/exceeded 11.44% All Students (-109.5 DFS) 11.23% Latino (-110.8 DFS) (Source: CA School Dashboard)	N/A CA Dashboard 2021 – Not published due to COVID	SBAC Math 2022 Met/exceeded 12.46% All Students (-120.7 DFS) 12.27% Latino (-121 DFS) (Source: CA School Dashboard)		Annually decrease the negative DFS and improve the percentage of students demonstrating growth on SBAC Math standards
Increase the percentage of	Same as Year 2 Outcome	N/A	iReady Math Growth 2022-23		Increase students demonstrating growth

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
students demonstrating growth on Local Math Assessment (BOY to EOY) Priority 8 Other Pupil Outcomes			<p>Grade 5 31% Annual Typical 0% Annual Stretch 46% Improved Placement</p> <p>Grade 6 45% Annual Typical 8% Annual Stretch 52% Improved Placement</p> <p>Grade 7 39% Annual Typical 10% Annual Stretch 46% Improved Placement</p> <p>Grade 8 62% Annual Typical 25% Annual Stretch 59% Improved Placement</p>		and improving level placement on local iReady assessment
Next Generation (Science) as measured by CAST Priority 4 Pupil Achievement	<p>CAST 2019 Met/exceeded 5.68% All 5.92% Latino</p> <p>Nearly Met 65.25% All 65.19% Latino</p>	N/A	<p>CAST 2022 Met/exceeded 7.09% All 7.2% Latino</p> <p>Nearly Met 66.93% All 67.2% Latino</p>		Annually decrease %age of "Nearly Met"

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Acceleration & Study Hall	<p>Acceleration: Credentialed teachers provide academic support and lessons either before or after school targeted for students performing 1-2 grade levels below on their diagnostic assessments. The lessons specifically targeted at learning gaps identified in their classroom assessments and by the iReady diagnostic (math and reading).</p> <p>Study Hall: Facilitated by a certificated teacher, study hall is focused on iReady pathway completion and re-do mastery assignments. [NOTE: Costs associated with this action are materials only. Any staffing costs are captured in Goal 1.]</p>		No
3.2	Supplemental Curricula	Use of IronBox to address students' math fluency needs which are a barrier to access of grade-level content. Costs associated with this action include materials and math teacher training.		Yes

Goal Analysis [2022-23]

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

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

As this is a new “targeted” goal starting with the 2023-24 academic year, the analysis will be conducted in Spring 2024 to align with the completion of the LCAP Annual Update process.

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

As this is a new “targeted” goal starting with the 2023-24 academic year, the analysis will be conducted in Spring 2024 to align with the completion of the LCAP Annual Update process.

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

As this is a new “targeted” goal starting with the 2023-24 academic year, the analysis will be conducted in Spring 2024 to align with the completion of the LCAP Annual Update process.

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Goals and Actions

Goal

Goal #	Description
4	<p>Goal 4. Growth and Achievement for Special Student Populations Annual growth for Socioeconomically Disadvantaged, English Learners & Students with Disabilities Ensure English learners and Students with Disabilities are demonstrating annual growth and progress in the mastery of state standards in English, mathematics and science. (State Priorities: 4 Pupil Achievement, 8 Other Student Outcomes)</p>

An explanation of why the LEA has developed this goal.

BCCS has been identified for ATSI for certain student groups including our Students with Disabilities. Since the majority of our SWD student group are also English Learners and/or socioeconomically disadvantaged, this goal was created to focus on the academic needs of our most vulnerable students as they face the most substantial barriers to achieving grade-level standards mastery.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Progress Indicator – ELs making progress towards English language Proficiency (ELPI) Priority 4 Pupil Achievement	37.2% making progress towards English language proficiency "Low" (Source: 2019 CA School Dashboard)	N/A CA Dashboard 2021 – Not published due to COVID	45.2% making progress towards English language proficiency "Medium" (Source: 2022 CA School Dashboard)		Annually increase English learner growth in English proficiency as measured by the CA Dashboard English Learner Progress Indicator (ELPI)
English learner proficiency as measured by ELPAC Priority 4 Pupil Achievement	10.23% Proficient 27.27% Level 3 45.45% Level 2 17.05% Level 1 (Source: English Language Proficiency)	12.26% Proficient 25.47% Level 3 42.45% Level 2 19.81% Level 1 (Source: English Language Proficiency)	11.11% Proficient 34.26% Level 3 36.11% Level 2 18.52% Level 1 (Source: English Language Proficiency)		Continue to increase the number of English Proficiency as measured by ELPAC

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	or Summative ELPAC 2018-19)	or Summative ELPAC 2020-21)	or Summative ELPAC 2021-22)		
Reclassification Rate of EL to RFEP Priority 4 Pupil Achievement	27.1% Reclassification Rate (Source: DataQuest CDE 2018-19)	0% Reclassification Rate (Source: DataQuest CDE 2020-21)	TBD - Reclassification Rate for 2021-22 pending		Annually increase reclassification of English learners
SWD/SED/ELs student achievement in English/Language Arts as measured by the SBAC Priority 4 Pupil Achievement	SBAC ELA 2019 SWD (-137 DFS) 2.6% Met/exceeded 22.08% Nearly Met 75.32% Not Met SED (-78.2 DFS) 16.72% Met/exceeded 30.55% Nearly Met 52.73% Not Met EL (-107.2 DFS) 0% Met/exceeded 14.77% Nearly Met 85.23% Not Met	N/A CA Dashboard 2021 – Not published due to COVID	SBAC ELA 2022 SWD (-156.8 DFS) 4.76% Met/exceeded 12.7% Nearly Met 82.54% Not met SED (-75.5 DFS) 11.03% Met/exceeded 23.79% Nearly Met 65.17% Not Met EL (-124.1 DFS) 3.7% Met/exceeded 19.44% Nearly Met 76.85% Not met		Annually decreasing the percentage of SWD/SED/ELs “Not Meeting” and increase percentage of “Meeting/Exceeding”
Increase the percentage of SWD/SED/ELs demonstrating growth on Local ELA Assessment (BOY to EOY) Priority 8 Other Pupil Outcomes	Same as Year 2 Outcome	N/A	iReady Reading Growth 2022-23 SWD xx% Annual Typical Growth xx% Annual Stretch Growth		Annually increase percentage of SWD/SED/ELs demonstrating growth in reading as measured by local assessments in ELA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			xx% with Improved Placement SED xx% Annual Typical Growth xx% Annual Stretch Growth xx% with Improved Placement ELs xx% Annual Typical Growth xx% Annual Stretch Growth xx% with Improved Placement		
SWD/SED/ELs student achievement in Math as measured by the SBAC Priority 4 Pupil Achievement	SBAC Math 2019 SWD (-176.7 DFS) 1.3% Met/exceeded 9.09% Nearly Met 89.61% Not met SED (-109.9 DFS) 11.9% Met/exceeded 22.51% Nearly Met 65.59% Not Met EL (-138.8 DFS) 0% Met/exceeded 9.09% Nearly Met 90.91% Not met	N/A CA Dashboard 2021 – Not published due to COVID	SBAC Math 2022 SWD (-182.7 DFS) 1.56% Met/exceeded 14.06% Nearly Met 84.38% Not met SED (-122.4 DFS) 11.03% Met/exceeded 23.79% Nearly Met 65.17% Not Met EL (-165.2 DFS) 1.85% Met/exceeded 12.96% Nearly Met 85.19% Not met		Annually decrease the percentage of SWD/SED/ELs “Not Meeting” and increase percentage of “Meeting/Exceeding”

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the percentage of SWD/SED/ELs demonstrating growth on Local Math Assessment (BOY to EOY) Priority 8 Other Pupil Outcomes	Same as Year 2 Outcome	N/A	iReady Math Growth 2022-23 SWD xx% Annual Typical Growth xx% Annual Stretch Growth xx% with Improved Placement SED xx% Annual Typical Growth xx% Annual Stretch Growth xx% with Improved Placement ELs xx% Annual Typical Growth xx% Annual Stretch Growth xx% with Improved Placement		Annually increase percentage of SWD/SED/ELs demonstrating growth in math as measured by local assessments
Next Generation (Science) as measured by CAST for SWD/SED/ELs Priority 4 Pupil Achievement	CAST 2019 SWD 0% Met/exceeded 41.67% Nearly Met 58.33% Not met	N/A	CAST 2022 SWD 0% Met/exceeded 50% Nearly Met 50% Not met		Annually decrease the percentage of SWD/SED/ELs “Not Meeting” and increase percentage of “Meeting/Exceeding”

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>SED 5.22% Met/exceeded 64.35 Nearly Met 30.43% Not Met</p> <p>EL 0% Met/exceeded 58.33% Nearly Met 41.67% Not met</p>		<p>SED 8.34% Met/exceeded 65.74% Nearly Met 25.93% Not Met</p> <p>EL 0% Met/exceeded 56.1% Nearly Met 43.9% Not met</p>		

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Integrated and Designated ELD	<p>Designated ELD will be provided to ELs in alignment with their level of English development. Students will also be provided support during core instruction using push-in and through pull-out time for ELs. Moreover, the EL teacher provides instruction in the resource classrooms and our resource teachers co-teach with her once or twice a week. This provides much more time for support for our ELs and students who are both EL and SPED.</p> <p>[NOTE: Costs associated with this action are materials only. Any staffing costs are captured in Goal 1.]</p>	\$100,563.00	Yes
4.2	Acceleration & Study Hall	<p>Acceleration: Credentialed teachers provide academic support and lessons either before or after school targeted for students performing 1-2 grade levels below on their diagnostic assessments. The lessons specifically targeted at learning gaps identified in their classroom assessments and by the iReady diagnostic (math and reading).</p>		Yes

Action #	Title	Description	Total Funds	Contributing
		Study Hall: Facilitated by a certificated teacher, study hall is focused on iReady pathway completion and re-do mastery assignments. [NOTE: Costs associated with this action are materials only. Any staffing costs are captured in Goal 1.]		
4.3	Expanded Learning Opportunities Summer Learning & Enrichment	Scholars identified from the targeted LCFF student groups will be granted priority enrollment. This extended instructional time will occur during the summer to address learning loss and address the academic barriers to grade-level standards. The costs associated with this action include supplies, materials, summer stipends for teachers and school tutors.	\$205,980.00	Yes

Goal Analysis [2022-23]

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

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

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

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Goals and Actions

Goal

Goal #	Description
5	<p>Goal 5. Positive School Climate & Culture</p> <p>Engage students, teachers and parents as partners to strengthen the school climate and increase their understanding of the focus to improve successful secondary outcomes.</p> <p>(State Priorities: 3 Parental Involvement, 5 Student Engagement, 6 School Climate)</p>

An explanation of why the LEA has developed this goal.

This goal has been developed starting with the 2023-24 academic year to have a more holistic approach to student/family engagement and its impact on the indicators of satisfaction and connectedness. Specifically, BCCS has witnessed an increase in chronic absenteeism since the pandemic and as a community we seek to meaningfully engage the families to foster a deeper understanding of the importance of regular school attendance and its impact on student achievement. We see our efforts are working in the area of on-site safety and positive climate as our suspensions have declined schoolwide. We believe our engagement of parents and fostering positive school-home relationships to be the key to increasing the number of students we have in regular attendance.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School efforts to increase Parent involvement through input in decision-making via board meetings, SSC, ELAC, and engagement through workshops/trainings Priority 3 Parental Involvement	Same as Year 2 Outcome	N/A	10 Board Meetings held 10 SAC/ELAC meetings held		Maintain monthly meetings of the Board of Directors and SAC Maintain monthly Monthly Parent Trainings/ Workshops to promote college awareness/attendance
Increase parent participation rate on	Same as Year 2 Outcome	N/A	31% Parent Participation		Annual improvement in parent survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
parent survey Priority 3 Parental Involvement			89% Input in decision-making 92% Satisfaction		participation rate and ratings of satisfaction
Increase student participation rate on student survey and positive ratings (School Safety & Connectedness) Priority 5 Student Engagement /Priority 6 School Climate	Same as Year 2 Outcome	N/A	88% Student Participation 52% Belonging 62% Relationships		Annual improvement in student survey participation rate and ratings by students
Increase teacher participation rate on school survey Priority 6 School Climate	Same as Year 2 Outcome	N/A	77% Teacher Participation 75% Relationships/ School Culture		Annual improvement in teacher survey participation rate and ratings of satisfaction
Decrease Chronic Absenteeism rate Priority 5 Student Engagement	2019 Chronic Absenteeism 7% All 7.7% SWD 5.6% EL 6.7% Latino 6.9% SED	(ADA and enrollment dropped due to COVID-19 absences and due to operating in the hardest-hit county, city, and community with the highest cases, highest, hospitalizations, and highest death rates in the community).	2022 Chronic Absenteeism Indicator "Very High" 27.2% All 27.3% SWD 26.6% EL 26.3% Latino 27.5% SED		The school will annually decrease and maintain a chronic absenteeism rate below 7%.
Suspension Rate Priority 6 School Climate	2019 Suspension Rate	Maintained below 1%	2022 Suspension Rate Indicator "Medium"		The school will decrease and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	6.2% All 5.1% SWD 3.3% EL 6.1% Latino 6.6% SED		2.8% All 3% SWD 4.6% EL 3% Latino 3.3% SED		maintain a suspension rate below 6.2%.
Expulsion Rate Priority 6 School Climate	0% Expulsion Rate	Maintained below 1%	0% Expulsions		The school will continue to maintain an expulsion rate below 1%.
Middle School Dropout Rates Priority 5 Student Engagement	Same as Year 2 Outcome	N/A	0% MS Dropout rate		Dropout rate < 1%
Increase Average Daily Attendance Priority 5 Student Engagement	School will continue to maintain ADA rate at or above 96%	Met modified metric [NOTE: 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	92% ADA (P-2 reporting 22-23)		94% [NOTE: Modified]

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		implementation is successful.]			

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Student Activities & Incentives	The school leadership will work with teachers/advisory course leaders to develop system of activities to promote student engagement and incentivize improvement in metrics identified with school culture/climate including attendance, positive behaviors, academic improvement/growth. The work of the School Climate/Culture Team as well as the Parent Coordinator will align to maximize positive climate and engagement. Team building, school trips (e.g. aligned to educational standards and/or college-going) and cultural events (to underscore our commitment to diversity) will support these efforts in establishing/maintaining a positive school climate.	\$124,906.00	Yes
5.2	Enrollment and Outreach- Schola	Ensure that all parents have on-boarding support from first point of LEA interest and contact through training to use all communications and technology systems to support their child's education at the charter school.	\$40,000.00	No
5.3	Parent/ Guardian Engagement	The Coordinator of Operations will assist with planning and implementation of the annual activities for meaningfully engaging parents/guardians to support the success of their child at BCCS. At minimum, these activities include meetings of the School Advisory Council, English Learner Advisory Committee, back to school night, parent conferences, IEP meetings.		No

Action #	Title	Description	Total Funds	Contributing
5.4	Home/School Communications & Feedback	Use of Infinite Campus to provide cohesive system of schoolwide communications in various languages. Costs associated with the following: <ul style="list-style-type: none"> • School communication platform • Survey platform for parents, teachers, and students 		No

Goal Analysis [2022-23]

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

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

As this is a new “targeted” goal starting with the 2023-24 academic year, the analysis will be conducted in Spring 2024 to align with the completion of the LCAP Annual Update process.

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

As this is a new “targeted” goal starting with the 2023-24 academic year, the analysis will be conducted in Spring 2024 to align with the completion of the LCAP Annual Update process.

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

As this is a new “targeted” goal starting with the 2023-24 academic year, the analysis will be conducted in Spring 2024 to align with the completion of the LCAP Annual Update process.

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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$1,250,260	\$127,908

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
37.48%	0.97%	\$25,141.00	38.45%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

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

For FY 2023-24, YPI-BCCS will implement the following actions on a "schoolwide" basis while ensure these actions are principally directed to and effective for the targeted students groups under the Local Control Funding Formula:

1.2 Administration

1.5 Professional Development

1.6 Core Instructional Materials & Licenses

1.8 Local Assessments

4.2 Acceleration & Study Hall

5.1 Student Activities & Incentives

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

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

We continue to ensure that all English Learners, foster youth, and low-income with grade-appropriate technology to access online curricular resources. Building upon the lessons learned during the instructional disruption caused by the pandemic, teachers have incorporated Universal Design for Learning (UDL) into their instruction and provide small group support when needed. Our English learner student group has access to daily Designated ELD and integration of SFA for integrated ELD. All certificated and classified worked collectively to meet the needs of English learners, foster youth, and low-income students.

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

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

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

All students enrolled at BCCS are identified as being at least one of the identified targeted LCFF student groups. As such, we will use the additional 15% add-on to sustain the focus on equity and inclusion for our students with disabilities, socioeconomically disadvantaged, English learner and foster youth.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1:29
Staff-to-student ratio of certificated staff providing direct services to students		1:16

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,384,506.00	\$393,361.00		\$357,241.00	\$4,135,108.00	\$3,605,776.00	\$529,332.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Facility, Maintenance, Custodial & Security	All	\$253,638.00				\$253,638.00
1	1.2	Administration	English Learners Foster Youth Low Income	\$633,198.00	\$142,275.00		\$141,172.00	\$916,645.00
1	1.3	Credentialed Classroom Teachers	All	\$1,594,460.00				\$1,594,460.00
1	1.4	Paraprofessionals	English Learners Low Income	\$228,083.00			\$86,135.00	\$314,218.00
1	1.5	Professional Development	English Learners Foster Youth Low Income	\$274,870.00			\$29,371.00	\$304,241.00
1	1.6	Core Instructional Materials & Licenses	English Learners Foster Youth Low Income	\$87,356.00				\$87,356.00
1	1.7	Technology	English Learners Foster Youth Low Income	\$189,425.00				\$189,425.00
1	1.8	Local Assessments	English Learners Foster Youth Low Income					
2	2.1	SFA Instructional Strategies for Skill Acceleration	English Learners Foster Youth Low Income	\$3,676.00				\$3,676.00
3	3.1	Acceleration & Study Hall	All					

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.2	Supplemental Curricula	English Learners Foster Youth Low Income					
4	4.1	Integrated and Designated ELD	English Learners				\$100,563.00	\$100,563.00
4	4.2	Acceleration & Study Hall	English Learners Foster Youth Low Income					
4	4.3	Expanded Learning Opportunities Summer Learning & Enrichment	English Learners Foster Youth Low Income		\$205,980.00			\$205,980.00
5	5.1	Student Activities & Incentives	English Learners Foster Youth Low Income	\$79,800.00	\$45,106.00			\$124,906.00
5	5.2	Enrollment and Outreach- Schola	All	\$40,000.00				\$40,000.00
5	5.3	Parent/ Guardian Engagement	All					
5	5.4	Home/School Communications & Feedback	All					

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$3,335,628	\$1,250,260	37.48%	0.97%	38.45%	\$1,496,408.00	0.00%	44.86 %	Total:	\$1,496,408.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$421,184.00
								Schoolwide Total:	\$1,075,224.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Administration	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BCCS	\$633,198.00	
1	1.4	Paraprofessionals	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	Specific Schools: BCCS	\$228,083.00	
1	1.5	Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BCCS	\$274,870.00	
1	1.6	Core Instructional Materials & Licenses	Yes	Schoolwide	English Learners Foster Youth Low Income		\$87,356.00	
1	1.7	Technology	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		\$189,425.00	
1	1.8	Local Assessments	Yes	Schoolwide	English Learners Foster Youth Low Income			

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	SFA Instructional Strategies for Skill Acceleration	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		\$3,676.00	
3	3.2	Supplemental Curricula	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income			
4	4.1	Integrated and Designated ELD	Yes	Limited to Unduplicated Student Group(s)	English Learners			
4	4.2	Acceleration & Study Hall	Yes	Schoolwide	English Learners Foster Youth Low Income			
4	4.3	Expanded Learning Opportunities Summer Learning & Enrichment	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income			
5	5.1	Student Activities & Incentives	Yes	Schoolwide	English Learners Foster Youth Low Income		\$79,800.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$4,576,696.00	\$4,560,837.78

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Support to increase student academic achievement	Yes	\$517,243.00	\$547,683
1	1.2	Teacher Retention: Coaching Support	Yes	\$206,404.00	\$178,651
2	2.1	Parent Coordinator	Yes	\$67,454.00	\$67,454.00
2	2.2	Program Coordinator/Operations Team & School Culture Climate Team	Yes	\$338,181.00	\$379,812
2	2.3	Student Activities	Yes	\$51,300.00	\$51,300.00
2	2.4	Enrollment and Outreach- "SCHOLA Services " and Increase ADA	Yes	\$18,000.00	\$18,000.00
3	3.1	Salaries and Benefits	No	\$2,787,441.00	\$2,654,925.58
3	3.2	Professional Development	Yes	\$48,573.00	\$48,573.00
3	3.3	Core Instructional Materials; Technology	No	\$144,926.00	\$144,926.00
3	3.4	Maintenance/Custodial/Security (2201)	No	\$317,516.00	\$360,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.5	Technology Enhancement	No	\$79,658.00	\$109,513.20

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$1,086,436	\$1,038,635.00	\$1,061,295.00	(\$22,660.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Support to increase student academic achievement	Yes	\$487,243.00	\$547,683		
1	1.2	Teacher Retention: Coaching Support	Yes	\$206,404.00	\$238,640		
2	2.1	Parent Coordinator	Yes	\$67,454.00	\$67,454.00		
2	2.2	Program Coordinator/Operations Team & School Culture Climate Team	Yes	\$188,234.00	\$118,218.00		
2	2.3	Student Activities	Yes	\$51,300.00	\$51,300.00		
2	2.4	Enrollment and Outreach- "SCHOLA Services " and Increase ADA	Yes	\$18,000.00	\$18,000.00		
3	3.2	Professional Development	Yes	\$20,000.00	\$20,000.00		

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$2,590,033	\$1,086,436	0	41.95%	\$1,061,295.00	0.00%	40.98%	\$25,141.00	0.97%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

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

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

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

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

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

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

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

Coversheet

Consent Items

Section: V. Consent Agenda Items
Item: B. Consent Items
Purpose: Vote
Submitted by:
Related Material: YPICS Employee Handbook 23-24 update 7_17_23.pdf



YPI CHARTER SCHOOLS EMPLOYEE HANDBOOK

AUGUST 2023



ACKNOWLEDGMENT OF RECEIPT OF CHARTER SCHOOL EMPLOYEE HANDBOOK

By signing this Acknowledgement of Receipt, I acknowledge that I have received a copy of the Employee Handbook of Bert Corona Charter School, Monseñor Oscar Romero Charter School, and Bert Corona Charter High School and read the handbook in its entirety. I understand that I am responsible for knowing and adhering to the policies set forth in the handbook during my employment. I understand that I am employed by either Bert Corona Charter School, Monseñor Oscar Romero Charter School, or Bert Corona Charter High School and this acknowledgment will use the term "Charter School" to refer to the school for which I work.

I understand that the policies contained in the handbook are not intended to create any contractual rights or obligations, express or implied. I further understand that, with the exception of the Charter School's at-will employment policies, the Charter School reserves the right to amend, interpret, modify, or withdraw any portion of this handbook at any time.

I further understand and agree that, unless I have entered into a valid written employment agreement providing otherwise, my relationship with the Charter School is at-will, which means that my employment is for no definite time period and may be terminated by me or by the Charter School at any time, with or without advance notice and with or without cause. I also understand that the Charter School may demote or discipline me or alter the terms of my employment at any time, with or without advance notice and with or without cause, in its sole discretion. I understand that in the absence of a writing signed by me and by the Executive Director (as an agent for the Board of Directors) which expressly alters the at-will nature of my employment, no policy, practice, procedure, statement, or action of the Charter School or any individual at the Charter School may alter, modify, or waive the at-will nature of employment with the Charter School in any way or at any time.

I further acknowledge that this handbook supersedes all previous handbooks, policies or guidelines issued. However, I understand and agree that if the terms of this Acknowledgement are inconsistent with any Charter School guideline, practice, manuals or rules, the terms of this Acknowledgement shall control. I understand that if I have any questions about a Charter School policy, I should contact the Charter School's Director, the Executive Director or the Human Resources contact.

Finally, I acknowledge that no one has made any promises or commitments to me contrary to the foregoing. I agree that this Acknowledgment supersedes all previous agreements, whether written or oral, express or implied, relating to the subjects covered in the Acknowledgment.

Employee name (print): _____

Employee signature): _____

Today's date): _____

Please sign/date, tear out, and return to the School, and retain this Handbook for your reference.

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INTRODUCTION TO HANDBOOK

Welcome!

This Employee Handbook has been written to provide you with an overview of YPI Charter Schools Bert Corona Charter School (BCCS), Monseñor Oscar Romero Charter School (MORCS), and Bert Corona Charter High School (BCCHS), their personnel policies and procedures, and your benefits as an employee. All individuals are employed either by BCCS, MORCS, or by BCCHS, and this handbook will use the term “Charter School” to refer to the school for which you work.

This handbook is intended to explain in general terms those matters that most often apply to your day-to-day work activities. This handbook cannot anticipate every situation or answer every question about employment, and is not an employment contract. In order to retain necessary flexibility in the administration of its policies, procedures and benefits, the Charter School reserves the right to change, deviate from, eliminate, or revise them without notice, except for the at-will policy, whenever the Charter School determines that such action is warranted. For these reasons, we urge you to check with Human Resources to obtain current information regarding the status of any particular policy, procedure or practice. These guidelines supersede and replace all previous personnel policies, practices and procedures.

Employees are expected to read this handbook thoroughly upon receipt and to know and abide by the policies outlined herein, as revised over time, throughout their employment.

Information about your employment also can be found in your school’s charter petition/charter. Where there is conflicting language between the charter petition/charter and this handbook, the handbook shall control. If you have any questions about this handbook or any other policy or procedure, please contact your Lead-Site Administrator, the Chief Operations Officer, or the Human Resources contact. Your current Human Resources contacts are **Executive Administrators with the support of the Senior Director of Programs and Human Resources, Diana Gamez. The Coordinator of Human Resources provides administrative support to this team.** Because the Human Resources contact is subject to change, please ask the Charter School’s Director or the Executive Director for updated information, if necessary.

CONDITIONS OF EMPLOYMENT

Equal Employment Opportunity Is Our Policy

The Charter School is an equal opportunity employer. It is the policy of the School to afford equal employment and advancement opportunity to all qualified individuals without regard to:

- Race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists);
- Color;
- Gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned);
- Sex (including reproductive health decision-making, pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act ("FMLA"), Pregnancy Disability Leave ("PDL") law, Americans with Disabilities Act ("ADA"), California Family Rights Act ("CFRA"), the Fair Employment and Housing Act "FEHA"), or laws related to domestic violence, sexual assault and stalking;
- Genetic information;
- Sexual orientation;
- Military and veteran status; or
- Any other consideration made unlawful by federal, state, or local laws.

This policy extends to all job applicants and employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, discipline, termination, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a School representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job, or if unknown, what job duties the disability impairs. The Charter School will then conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform the job. The Charter School will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, the School will make the accommodation.

Employment At-Will

Except if stated expressly otherwise by employment contract, it is the policy of the School that all employees are considered "at-will" employees of the School. Accordingly, either the School or the employee can terminate this relationship at any time, for any reason, with or without cause, and with or without advance notice.

Nothing contained in this Handbook, employment applications, School memoranda or other materials provided to employees in connection with their employment shall require the School to have "cause" to terminate an employee or otherwise restrict the School's right to release an employee from their at-will employment with the School. Statements of specific grounds for termination set forth in this Handbook or elsewhere are not all-inclusive and are not intended to restrict the School's right to terminate at-will. No School representative, other than the Board of Directors or its designee, is authorized to modify this policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with the School that are not consistent

with the School's policy regarding "at-will" employment.

This policy shall not be modified by any statements contained in this Handbook or employee applications, School memoranda, or any other materials provided to employees in connection with their employment. Further, none of those documents whether singly or combined, or any employment practices, shall create an express or implied contract of employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.

Employment Agreements

Some employees may have entered into an employment agreement with the Charter School. Their employment with the Charter School is governed by both their employment agreement and this handbook. To the extent that any term of an employee's employment agreement is inconsistent with a provision in this handbook, the employment agreement controls.

Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

The Charter School will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars (\$1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

By acknowledging receipt of this Handbook, employees acknowledge they are child care custodians and are certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions.

Criminal Background Checks

As required by law, all individuals working or volunteering at the School will be required to submit to a criminal background investigation. No condition or activity will be permitted that may compromise the School's commitment to the safety and the well-being of students taking precedence over all other considerations. Conditions that preclude working at the School include conviction of a controlled substance or sex offense, or a serious or violent felony. Additionally, should an employee be arrested for, charged with, or convicted of any offense during his/her employment with the School, the employee must immediately report as much to the Executive Administrator.

Tuberculosis Testing

All employees of the School must submit written proof from a health care provider of a risk assessment examination for tuberculosis (TB) within the last sixty (60) days. If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary. The TB risk assessment and, if indicated, the examination is a condition of initial employment with the School and the cost of the exam will be borne by the applicant.

Food handlers may be required to have annual TB exams. Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to the School will be contractually required to ensure that all contract workers have had

TB testing that shows them to be free of active TB prior to conducting work with School students.

Immigration Compliance

The Charter School will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of his or her identity and legal authority to work in the United States. However, the Charter School will not check the employment authorization status of current employees or applicants who were not offered positions with the School unless required to do so by law.

The Charter School shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (*e.g.*, threatening to report the suspected citizenship or immigration status of an employee or a member of the employee’s family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law. Further, the School shall not discriminate against any individual because he or she holds or presents a driver’s license issued per Vehicle Code § 12801.9 to persons who have not established their federally-authorized presence in the United States. Finally, in compliance with the Immigrant Worker Protection Act, the School shall not allow a federal immigration enforcement agent to enter any nonpublic areas of the School without a judicial warrant, or voluntarily give consent to an agent to access, review or obtain employee records without a subpoena or judicial warrant. If a search of employee records is authorized by a valid subpoena or judicial warrant, the School will give employees notice of the inspection both before and after it has occurred as required by law.

Professional Boundaries: Staff/Student Interaction Policy

The Charter School recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

- A. Examples of PERMITTED actions (NOT corporal punishment)
 - 1. Stopping a student from fighting with another student;
 - 2. Preventing a pupil from committing an act of vandalism;
 - 3. Defending yourself from physical injury or assault by a student;
 - 4. Forcing a pupil to give up a weapon or dangerous object;
 - 5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
 - 6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

- B. Examples of PROHIBITED actions (corporal punishment)
 - 1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
 - 2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
 - 3. Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between

students and staff.

Although this policy gives specific, clear direction, it is each staff member’s obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, “Would I be engaged in this conduct if my family or colleagues were standing next to me?”

For the purposes of this policy, the term “boundaries” is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member’s perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors:

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

- (a) Giving gifts to an individual student that are of a personal and/or intimate nature.
- (b) Kissing of any kind.
- (c) Any type of unnecessary physical contact with a student in a private situation.
- (d) Intentionally being alone with a student away from the school.
- (e) Making or participating in sexually inappropriate comments.
- (f) Sexual jokes.
- (g) Seeking emotional involvement with a student for your benefit.
- (h) Listening to or telling stories that are sexually oriented.
- (i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

- (a) Giving students a ride to/from school or school activities.
- (b) Being alone in a room with a student at school with the door closed.
- (c) Allowing students in your home.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the

circumstance and occurrence prior to or immediately after the occurrence)

- (a) Remarks about the physical attributes or development of anyone.
- (b) Excessive attention toward a particular student.
- (c) Sending emails, text messages or letters to students if the content is not about school activities

Acceptable and Recommended Staff/Student Behaviors

- (a) Getting parents’ written consent for any after-school activity.
- (b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
- (c) Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
- (d) Keeping the door open when alone with a student.
- (e) Keeping reasonable space between you and your students.
- (f) Stopping and correcting students if they cross your own personal boundaries.
- (g) Keeping parents informed when a significant issue develops about a student.
- (h) Keeping after-class discussions with a student professional and brief.
- (i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- (j) Involving your supervisor if conflict arises with the student.
- (k) Informing the Executive Administrator about situations that have the potential to become more severe.
- (l) Making detailed notes about an incident that could evolve into a more serious situation later.
- (m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- (n) Asking another staff member to be present if you will be alone with any type of special needs student.
- (o) Asking another staff member to be present when you must be alone with a student after regular school hours.
- (p) Giving students praise and recognition without touching them.
- (q) Pats on the back, high fives and handshakes are acceptable.
- (r) Keeping your professional conduct a high priority.
- (s) Asking yourself if your actions are worth your job and career.

Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation

The Charter School is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. The Charter School’s policy prohibits unlawful harassment, discrimination, and retaliation based upon: race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists); color; gender (including gender identity, gender expression and transgender identity, whether or not the employee is transitioning or has transitioned); sex (including reproductive health decision-making, pregnancy, childbirth, breastfeeding, and related medical conditions); sex stereotype (including an assumption about a person’s appearance or behavior, gender roles, gender expression, or gender identity, or about an individual’s ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual’s sex); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken and possession of a driver’s license issued to persons unable to prove their presence in the U.S. is authorized by federal law); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed, or discriminated or retaliated against, based upon the characteristics noted above.

The Charter School does not condone and will not tolerate unlawful harassment, discrimination, or retaliation on the part of any employee (including supervisors and managers) or third party (including independent contractors or other person with which the School does business). Supervisors and managers are to report any complaints of unlawful harassment to the Executive Director or designee.

When the Charter School receives allegations of unlawful harassment, discrimination, or retaliation, the Board (if a

complaint is about the Executive Director) or the Executive Director or designee will conduct a fair, timely and thorough investigation that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. The Charter School is committed to remediating any instances where investigation findings demonstrate unlawful harassment, discrimination, or retaliation has occurred.

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Disparate treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

The Charter School is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; and/or (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive two (2) hours of sexual harassment prevention training within six (6) months of hire or their assumption of a supervisory position and every two (2) years thereafter. All other employees will receive one (1) hour of sexual harassment prevention training within six (6) months of hire and every two (2) years thereafter. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment prevention training as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Executive Director. See **Appendix A** for the "Harassment/Discrimination/Retaliation Complaint Form." See **Appendix B** for the general "Internal Complaint Form."

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.

- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work;
 - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
 - Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate Charter School policy.

Consensual Relationships

Consensual relationships in the workplace are discouraged. Consensual relationships between supervisors and employees and between staff and parents or students are potentially exploitative and must be avoided. They raise serious concerns about the validity of the consent, conflicts of interest, and unfair treatment of others. Moreover, consensual relationships in the workplace can lead to problems with morale, decreased productivity and increased liability. The Charter School has a strong policy against sexual harassment and is concerned that consensual relationships might potentially violate the policy. The School aims to prevent sexual harassment from occurring in the workplace. To help prevent sexual harassment, employees who enter into consensual relationships must each notify administration regarding the relationship, review the sexual harassment policy, and execute a consensual relationship agreement. Moreover, employees must abide by the sexual harassment policy and consensual relationship agreement, behave professionally at work, and not let the relationship affect their work or the workplace.

Employees involved in consensual relationships in the School's workplace are prohibited from evaluating the work performance of others with whom they have a relationship, or from making hiring, salary or similar decisions which may impact some persons.

Violations of this policy may result in disciplinary action up to and including release from at-will employment.

Policy Concerning Violence in the Workplace

The Charter School recognizes that violence in schools is a growing nationwide problem necessitating a firm and considered response. The costs of such violence are great, both in human and financial terms. The safety and security of Charter School employees and students is paramount. The Charter School has adopted this policy regarding workplace violence to help maintain a secure workplace.

The Charter School is committed to providing a safe, violence-free workplace and school and strictly prohibits employees, consultants, students, parents, contractors, visitors, or anyone else on Charter School premises or engaging in a Charter School-related activity from behaving in a violent or threatening manner.

The Charter School seeks to prevent workplace violence before it begins, and reserves the right to deal with employee behavior that suggests a propensity towards violence even prior to any violent behavior occurring. The Charter School believes that prevention of workplace violence begins with recognition and awareness of potential early warning signs, and has established procedures for responding to any situation that presents the possibility of violence.

Workplace Violence Defined

Workplace violence includes threats of any kind; threatening, physically aggressive, or violent behavior, such as intimidation, or attempts to instill fear in others; other behavior that suggests a propensity toward violence, including belligerent speech, excessive arguing or swearing, sabotage, threats of sabotage of Charter School property; defacing Charter School property or causing physical damage to the facilities; and, with the exception of security personnel, bringing weapons or firearms of any kind on Charter School premises or while conducting Charter School business.

Complaint Procedure

If any employee observes or becomes aware of any of the above-listed actions or behavior by an employee, consultant, student, parent, contractor, visitor, or anyone else, he or she must immediately notify the Charter School's Executive Administrator, the Executive Director, or the Human Resources contact. Employees should also notify the Executive Administrator, the Executive Director, or the Human Resources contact if any restraining order is in effect, or if a potentially violent non-work-related situation exists that could result in violence in the workplace.

All reports of workplace violence will be taken seriously and will be investigated promptly and thoroughly. In appropriate circumstances, the Charter School will inform the reporting individual of the results of the investigation. To the extent feasible, the Charter School will maintain the confidentiality of the reporting employee. However, the Charter School may need to disclose information in appropriate circumstances (for example, in order to protect individual safety). The Charter School will not tolerate retaliation against any employee who reports workplace violence.

If the Charter School determines that workplace violence has occurred or has been threatened, the Charter School will take appropriate corrective action and may impose discipline on offending employees, up to and including termination.

Ensuring A Secure Workplace

As part of its Policy Concerning Violence in The Workplace, the Charter School has developed guidelines to help maintain a secure school and workplace. The security of facilities, as well as the welfare of Charter School students and employees, depend upon the alertness and sensitivity of every individual to potential security risks.

- Employees should ensure that all visitors have signed the visitor log and are wearing appropriate visitor badges.
- Employees should report any suspicious persons or activities to security personnel.
- Employees should secure their desk or office at the end of the day.
- When called away from their work area for an extended length of time, employees should not leave valuables and/or personal articles in or around their workstation that may be accessible to others.
- Employees should notify the Executive Administrator or the Director/Coordinator of Operations immediately when keys, security passes, or identification badges are missing.
- Employees should be aware of persons loitering for no apparent reason in parking areas, walkways, entrances and exits, and report them to security personnel if appropriate.

Whistleblower Policy

The Charter School requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within the School. As representatives of the School, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that the School has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of the School to raise serious concerns about the occurrence of illegal or unethical actions within the School before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of the School have a responsibility to report any action or suspected action taken within the School that is illegal, unethical or violates any adopted policy of the School, or local rule or regulation. Anyone reporting a violation must act in good faith, without malice to the School or any individual at the School and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action. Further, no one who in good faith discloses, who may disclose, or who the School believes disclosed or may disclose, information regarding alleged violations to a person with authority over the employee or another employee who had responsibility for investigating, discovering or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action.

Drug and Alcohol Free Workplace Policy

To further its interest in avoiding accidents, to promote and maintain safe and efficient working conditions for its employees, to promote and maintain a safe environment for its students, to protect the school, school grounds, equipment, and operations, and in compliance with certain requirements, the Charter School has established this policy concerning the use of drugs. As a condition of continued employment with the Charter School, each employee must abide by this policy.

This policy applies whenever the interests of the Charter School may be adversely affected, including any time that an employee is on Charter School premises, conducting or performing activities on behalf of the Charter School (regardless of location), or responsible for the safety of others in connection with, or while performing, Charter School-related business.

Employees who suspect they may have alcohol or drug problems, even in the early stages, are encouraged to voluntarily seek diagnosis and follow through with any treatment as prescribed by qualified professionals. Employees who wish to voluntarily enter and participate in an approved alcohol or drug rehabilitation program are encouraged to contact the Human Resources contact, who will determine whether the Charter School can accommodate the employee by providing unpaid leave for the time necessary to complete participation in the program. Employees should be aware that participation in a rehabilitation program will not necessarily shield them from disciplinary action for a violation of this policy.

Illegal Drugs and Controlled Substances

An "illegal drug or controlled substance" is any drug or substance that is not legally obtainable, is legally obtainable but has not been legally obtained, or has been legally obtained but is being sold or distributed unlawfully. The unlawful manufacture, distribution, dispensing, transporting, possession, purchasing, sale or use of any illegal drug or controlled substance is prohibited in the workplace. Any employee who unlawfully uses, possesses, purchases, sells, manufactures, distributes, transports, or dispenses any illegal drug or controlled substance will be subject to discipline up to and including termination. "Possesses" means that the employee has the substance on his or her person or otherwise under his or her control. Any employee who is under the influence of any illegal drug or controlled substance will be subject to discipline up to and including termination.

Legal Drugs

A "legal drug" is any drug, including any prescription drug or over-the-counter drug, that has been legally obtained and that is not unlawfully sold or distributed. Any employee who abuses a legal drug will be subject to discipline up to and including termination. "Abuse of a legal drug" means the use of any legal drug for any purpose other than the purpose for which it was prescribed or manufactured, or in a quantity, frequency, or manner that is contrary to the instructions or recommendations of the prescribing physician or manufacturer. Any employee who purchases, sells, manufactures, distributes, transports, possesses or dispenses any legal prescription drug in a manner inconsistent

with the law will be subject to discipline up to and including termination. Any employee who works while impaired by the use of a legal drug will be subject to discipline up to and including termination whenever such impairment might (1) endanger the safety of the employee, students or some other person; (2) pose a risk of significant damage to Charter School property or equipment; or (3) substantially interfere with the employee's job performance or the efficient operation of the school or Charter School equipment.

The Charter School recognizes that employees may be prescribed legal drugs that, when taken as prescribed or according to the manufacturer's instructions, may result in their impairment. Employees may not work while impaired by the use of legal drugs if the impairment might endanger the employee, students or someone else, pose a risk of significant damage to Charter School property, or substantially interfere with the employee's job performance. If an employee is so impaired by the appropriate use of legal drugs, he or she may not report to work.

Nothing in this policy is intended to prohibit the customary and ordinary purchase, sale, use, possession, or dispensation of over-the-counter drugs, so long as that activity does not violate any law or result in an employee being impaired by the use of such drugs in violation of this policy. Furthermore, nothing in this policy is intended to diminish the Charter School's commitment to employ and reasonably accommodate qualified disabled individuals. The Charter School will reasonably accommodate qualified disabled employees who must take legal drugs because of their disability.

Alcohol

Any employee who is under the influence of alcohol during work hours will be subject to discipline up to and including termination. Similarly, employees are prohibited from engaging in the unauthorized use, possession, purchase, sale, manufacture, distribution, transportation or dispensation of alcohol during work hours or while attending work-related events. Nothing in this policy prohibits an employee from consuming alcohol at a Charter School-sponsored event or while attending a work-related function where alcohol is served and students are not present, provided that the employee exercises good judgment to avoid becoming inebriated.

Disciplinary Action

A first violation of this policy will result in immediate termination whenever the prohibited conduct caused injury to the employee, a student, or any other person, or endangered the safety of the employee, students, or any other person.

In circumstances other than those described in the above paragraph, the Charter School will exercise its discretion to determine whether to terminate an employee for a first violation of this policy. In addition to termination, disciplinary action for a violation of this policy can include, but is not limited to, suspension, demotion and/or counseling.

Criminal Convictions

An employee who is convicted under a criminal drug statute for a violation occurring in the workplace or during any Charter School-related activity or event will be deemed to have violated this policy. Employees must notify the Charter School in writing of any conviction under a criminal drug statute for any violation occurring in the workplace or off-duty within five (5) days after any such conviction. The Charter School will notify any agency it is required to notify by law of any employee who has been convicted under a criminal drug statute.

Off-the-Job Conduct

This policy is not intended to regulate off-the-job conduct, so long as the employee's off-the-job drug use does not result in the employee being under the influence of or impaired by the use of drugs in violation of this policy, and otherwise does not have a negative impact on the Charter School's reputation, environment or ability to educate its students.

Confidentiality of Drug Use Disclosures

Disclosures made by employees to the Human Resources contact concerning their use of legal drugs will be treated with due regard to confidentiality and will ordinarily not be revealed to others unless there is a work-related or school-related reason for doing so. Disclosures made by employees to the Human Resources contact concerning their participation in any drug or alcohol rehabilitation program will be treated confidentially to the extent legally permitted.

Drug-Free Awareness Program

The Charter School has established a Drug-Free Awareness Program. Employees with questions about the Program are encouraged to contact the Human Resources contact.

Confidentiality of Information

During employment, employees may have access to and/or become aware of information of a confidential, proprietary, or private nature ("Confidential Information"). For purposes of this policy, "Confidential Information" includes but is not limited to: information and data relating to Charter School students; non-public Charter School budget or financial information; and payroll and personnel information relating to current or former employees.

At all times during and after employment with the Charter School, employees are required to hold all Confidential Information in trust and keep Confidential Information confidential.

During employment with the Charter School, employees may use Confidential Information or disclose Confidential Information to a third party only: (1) as reasonably required in the course of employment with the Charter School; (2) as permitted with the prior written consent of the Charter School; or (3) as may otherwise be required by law.

If the employee is in doubt about whether information should be disclosed or used, the employee should discuss the situation with the Executive Administrator before disclosing or using the information.

Employees' obligations under this Confidentiality of Information policy remain in effect even after their employment relationship with the Charter School ends. After separation of employment, an employee may not use or disclose Confidential Information to any third party unless required to do so by law. Upon separation of employment, employees must immediately return to the Charter School any and all documents, computer or electronic files, print-outs, copies, or other information containing Confidential Information in their possession, custody or control. If the employee is requested to disclose Confidential Information to a third party in a subpoena or similar type of request, the employee shall give written notice to the Charter School's Director of such request as soon as is reasonably possible and at least five business days prior to Employee making any such disclosures.

Additionally, under this Confidentiality of Information policy, employees must comply with all confidentiality-related obligations imposed by the Family Educational Rights and Privacy Act (FERPA).

Conflict of Interest

All employees must avoid situations involving actual or potential conflict of interest. An employee involved in any relationships or situations which may constitute a conflict of interest should immediately and fully disclose the relevant circumstances to the Executive Administrator, or the Board of Directors, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, the School may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action.

Smoke-Free Campus

The Charter School facilities, including but not limited to parking lots, athletic fields, and any other spaces accessible to employees, students, and/or parents, are all smoke-free.

THE WORKPLACE

Employee Classifications

Each Charter School employee is either “exempt” or “nonexempt.” An employee’s duties, responsibilities, and salary determine whether his or her position is exempt or nonexempt. Employees classified as nonexempt are eligible for overtime pay according to applicable state and federal guidelines. Employees in exempt positions are not eligible for overtime pay.

In addition, employees will fall within one (1) of the following categories:

- **Regular Full-Time Employees:** Regular full-time employees are regularly scheduled to work forty (40) or more hours per week during weeks they are scheduled to work. Generally, they are eligible for the employment benefit and leave programs provided by the Charter School, subject to the terms, conditions and limitations of each benefit program, as described later in this handbook.
- **Regular Part-Time Employees:** Regular part-time employees are regularly scheduled to work fewer than forty (40) hours per week during weeks they are scheduled to work. Employees who are not scheduled to work but who work on an as-needed basis, and who regularly work less than forty (40) hours per week, are also considered part-time employees. As described later in this handbook, part-time employees receive all legally-mandated benefits and leaves, but they generally are ineligible for all of the Charter School’s other employment benefit and leave programs. Regular part-time employees may be required to work forty (40) or more hours during a particular week as needed by the Charter School’s work requirements, but such short-term increases in the hours worked will not change the individual’s status as a regular part-time employee except as otherwise required by applicable law. A change from part-time to full-time status will be effective only if the employee has been advised in writing of the status change by the Human Resources contact.
- **Temporary Employees:** Temporary employees are those employed for short-term assignments or in connection with a specific project or event. Temporary employees are not eligible for employee benefits, except those mandated by applicable law.

Each Charter School employee also falls into one (1) of the following four (4) categories: “Teacher,” “Administrative Employee,” “Administrative Support Staff,” or “Staff Employee.” Some of the policies and benefits described herein depend on whether the employee is a Teacher, Administrative Employee, Administrative Support Staff or Staff Employee. Those categories are defined as follows:

- Teachers are those employees hired by the Charter School for the primary purpose of instructing Charter School students. This category does not include substitute teachers.
- Administrative Employees are those employees working in the positions of Executive Director, Executive Administrator, Director of, and Coordinator of.
- Administrative Support Staff are those employees working in the positions of Program Coordinator, Parent Coordinator, and SCC Managers.
- Staff Employees are those employees who work in any of the following positions: Office staff, Custodial staff, Tutor, and Behavior Intervention Implementation Assistant, and supervision aides. This category also includes any other employees of the Charter School who do not fall into the categories listed above.

Work Schedule

The Charter School’s hours of school operation during the academic year are generally 7:30 a.m. to 6:00 p.m., Monday through Friday. The regular workday schedule for nonexempt full-time employees is eight (8) hours; the regular workweek schedule is forty (40) hours. Exempt employees are also generally expected to be present during business hours and to commit whatever additional time is necessary to satisfactorily complete all job requirements with a minimum onsite obligation of 8 hours.

Scheduling

All employees will be assigned a work schedule suitable for their position and will be expected to begin and end work according to their schedules. Please note that schedules may vary depending on (1) whether school is currently in session; and (2) whether employees work on an academic year basis or on a twelve-month basis; and (3) whether there is a special event requiring a modified schedule.

All work schedules are subject to change. If an employee needs to temporarily modify their schedule, they must obtain approval from their immediate supervisor. Permanent or extended work schedule modifications must be approved by the Executive Administrator, or Executive Director.

Meal and Rest Periods

The Charter School provides employees with meal and rest breaks according to applicable laws. All employees are encouraged to take appropriate meal and rest breaks.

Nonexempt employees working at least five (5) hours are provided with a thirty (30) minute meal period, to be taken approximately in the middle of the workday, but by no later than the end of the 5th hour of work. An employee may waive this meal period if the day's work will be completed in no more than six (6) hours, provided the employee and the Charter School mutually consent to the waiver in writing.

Nonexempt employees are also provided with a ten (10) minute rest period for every four (4) hours worked which should be scheduled towards the middle of the four (4) hour work period as practicable. Employees are prohibited from combining meal and rest period time.

An employee's supervisor must be aware of and approve scheduled meal and rest periods. Employees must immediately inform their supervisor if they are prevented from taking their meal and/or rest periods. Employees are expected to observe assigned working hours and the time allowed for meal and rest periods.

Lactation Accommodation

Charter School accommodates lactating employees by providing a reasonable amount of break time to any employee who desires to express breast milk for an infant child. The break time shall, if possible, run concurrently with any break time already provided to the employee. Any break time provided to express breast milk that does not run concurrently with break time already provided to the nonexempt employee shall be unpaid.

Charter School will make reasonable efforts to provide employees who need a lactation accommodation with the use of a room or other private location that is located close to the employee's work area. Such room/location shall not be a bathroom, and shall have electricity. Employees shall also be given access to a sink with running water and a refrigerator. Employees with private offices will be required to use their offices to express breast milk. Employees who desire lactation accommodations should contact their supervisor to request accommodations.

Attendance and Tardiness

All employees, whether exempt or nonexempt, are expected to arrive at work consistently and on time. Absenteeism and tardiness negatively affects the School's ability to implement its educational program and disrupts consistency in students' learning.

If it is necessary to be absent or late, employees are expected to telephone the Executive Administrator as soon as possible (preferably by 2:30 p.m. of the previous day) but no later than one-half (1/2) hour before the start of the workday. If an employee is absent from work longer than one (1) day, he or she is expected to keep the Executive Administrator sufficiently informed of the situation.

As noted in the section of this Handbook concerning prohibited conduct, excessive or unexcused absences or tardiness may result in disciplinary action up to and including release from at-will employment with the School. Absence for more than three (3) consecutive days without notifying the Executive Administrator will be considered a voluntary resignation from employment.

Timecards/Records

By law, Charter School is obligated to keep accurate records of the time worked by all employees. Such employees shall be required to utilize the School's timecard system (YPICS Paycom System).

Nonexempt employees must accurately clock in and out of their shifts utilizing Paycom as this is the only way the payroll department knows how many hours each employee has worked and how much each employee is owed. The timecard indicates when the employee arrived and when the employee departed. All nonexempt employees must clock in and out of YPICS for arrival and departure, along with lunch and for absences like doctor or dentist appointments. All employees are required to keep the office advised of their departures from and returns to the school premises during the workday.

All employees are solely responsible for ensuring accurate information on their timecards and remembering to record time worked. If an employee forgets to mark their timecard or makes an error on the timecard, the employee must leave a comment on their timesheet to make the correction and such correction will be reviewed by the Executive Administrator/Supervisor.

Nonexempt employees are prohibited from performing off-the-clock work, including but not limited to checking emails before/after work hours, performing work in the morning before logging in, and running School errands after logging out.

No one may record hours worked on another's worksheet. Any employee who violates any aspect of this policy may be subject to disciplinary action, up to and including release from at-will employment with the School.

Use of Charter School Technology and Other School Property

School Property

All desks, workstations, computers, and equipment are Charter School property. Depending on the employee's job duties, the Charter School may issue an employee property to assist in his or her work, and the employee is fully responsible for any Charter School property issued. It must be stressed that employees do not have a reasonable expectation of privacy with respect to use of Charter School technology and other School property discussed herein.

Use of Technology Resources

The Charter School utilizes various forms of technology resources in conducting its business. "Technology resources" refers to all electronic devices and systems, software, and means of electronic communication including, but not limited to, the following: personal computers and workstations; laptop computers; mini and mainframe computers; computer hardware such as disk drives; peripheral equipment such as printers, modems, scanners, fax machines, and copiers; computer software applications and associated files and data, including software that grants access to external services, such as the Internet; telephones; voicemail systems; electronic-mail systems; portable computer devices; cellular telephones; pagers; personal digital assistant devices (sometimes referred to as PDA's); personal organizers and other electronic wireless communication devices; digital cameras; and video recorders. The Charter School's technology resources are Charter School's property, and there are special rules that apply to the technology resources as set forth below.

Depending on the employee's job duties, the Charter School may provide an employee with access to some or all of its technology resources or issue an employee a technology resource to use for business purposes. Only employees whose job performance will benefit from the use of the Charter School's technology resources will be given access to or issued technology resources.

Employees who use the Charter School's technology resources must do so responsibly, and are required to comply with all state and federal laws, the policies of the Charter School, and with normal standards of professional and personal courtesy and conduct. Racist, sexist, harassing or threatening language is strictly prohibited. For example, there is to be no viewing, transmitting, downloading, sharing, use or printing of sexually-explicit images, messages, or cartoons; or any viewing, transmitting, downloading, sharing, use or printing of materials that contain ethnic slurs, racial epithets, derogatory, defamatory, obscene or offensive statements or images; or anything that may be construed as harassment or disparagement of others based on their race, national origin, ancestry, sex, gender identity, pregnancy, sexual orientation, marital status, age, physical or mental disability, genetic information, medical condition, religious beliefs, family care or medical leave status, veteran status or any other characteristic protected by federal, state or local laws.

In addition, employees also are prohibited from using the Charter School's technology resources for gambling. Employees must not use the technology resources to copy, retrieve, forward or send copyrighted materials unless

the employee has the author's permission or is accessing a single copy only for the employee's reference.

Personal Use of School Property and Technology Resources

The Charter School's property and technology resources are to be used by employees for the purpose of Charter School business. This policy does not prohibit limited use of a personal or social nature on the employee's non-work time, providing such use does not violate any of the Charter School's policies or detract from the employee's performance of his or her job duties. The Charter School reserves the right to determine when personal use of technology resources or property is excessive or improper, and may require reimbursement from an employee and/or discipline the employee when the employee has used the resources or property excessively or improperly.

The Charter School's Right to Access and Inspect School Property and Technology Resources

The Charter School reserves the right to inspect all Charter School property, including but not limited to desks, workstations, cabinets, drawers, and closets, as well as any contents, effects, or articles in Charter School property. Such inspection can occur at any time, with or without advance notice or consent.

In addition, the Charter School specifically reserves the right to access, monitor and inspect the contents of, and data stored in, all of its technology resources at any time for any reason, in its sole discretion. Employees should understand that they have no right of privacy with respect to any messages or information created, maintained, received or stored on Charter School's technology resources, even if those devices require a personal password to use or access or if the information has been deleted. All email, text and voicemail messages sent and received, including personal messages, all Internet sites visited, and all data and information stored on Charter School's technology resources may be accessed, monitored and inspected by the Charter School and are Charter School property, regardless of content. Any employee who chooses to use a Charter School technology resource for personal use does so with the express notice that the Charter School has the right to access, monitor and inspect all information on the device, including but not limited to reviewing any personal voicemails, email messages, text messages, images, video or other personal information stored on the device. The Charter School may conduct this inspection by reviewing the contents of the technology resources or by obtaining and reviewing records maintained by a third-party that supplies services to the Charter School pertaining to the technology resources.

The Charter School reserves the right to advise appropriate legal authorities of any incident where it reasonably believes an employee violated the law.

Cellular Phone Use and Electronic Wireless Communication Policy

Because of their job responsibilities, some Charter School employees may be assigned cellular phones or electronic wireless communication devices ("ECDs") by the Charter School. Charter School cellular phones and ECDs are Charter School property and are to be used by employees for the purpose of Charter School business. Employees should not use personal devices or email accounts for School-related communications. Such communications should only take place using School-issued devices and via the employee's email account. This policy does not prohibit limited use of the cellular phones or ECDs for personal use during the employee's non-work time, provided such use does not violate any Charter School guidelines and practices or detract from the employee's performance of his or her job duties. Frequent use of Charter School cellular phone or ECDs for personal calls during work time or during non-work time is a violation of this policy. The Charter School reserves the right to determine when personal use of the cellular phone or ECDs is excessive or improper, and may require reimbursement from an employee and/or discipline the employee when the employee has used his or her Charter School cellular phone and/or ECDs excessively or improperly.

As set forth in more detail above, the Charter School has the right to inspect information and data stored on Charter School-issued cellular phone and ECDs, such as incoming and outgoing call history records, text messages, voicemail messages, images and videos. To the extent allowed by law, the Charter School also reserves the right to inspect other information about an employee's use of a Charter School-issued cellular telephone and/or ECDs that is available through the network provider's records. The Charter School reserves the right to rescind cellular phone or ECDs privileges at any time and for any reason.

In addition, the Charter School requires employees to safely use cellular phones while driving during work hours, regardless of whether they are personal or Charter School-issued cellular phones. Employees who use handheld cellular phones must refrain from making or receiving business calls while driving. If an employee needs to make or receive a business phone call using a handheld device while driving, the employee must stop and park his or her vehicle in a proper parking area for the call. Employees who use hands-free cellular phones must keep business

conversations brief while driving, and must stop the vehicle and park in a proper parking area if the conversation becomes involved, traffic is heavy, or road conditions are poor. In an emergency situation only, such as a traffic accident or car trouble, the Charter School recognizes that employees may find it necessary to make a cellular phone call using a hand-held device while driving.

The Charter School also prohibits employees from writing, sending or reading a text-based communication on an ECDs while driving during work hours, regardless of whether the employee is using his own or a Charter School-issued ECDs. For example, employees may not drive during work hours and engage in text messaging, instant messaging, or send or read electronic mail.

Employees who violate this policy are subject to disciplinary action up to and including termination from employment. Please notify the Human Resources contact if you have any questions about cellular phone or ECD use.

Return of School Property and Technology Resources

An employee who is issued Charter School property or technology resources must return the items when requested by the Charter School or upon voluntary or involuntary termination of employment. All technology resources (i.e. computers, tablets, cords, chargers, cameras, and microphones) must be returned to the Learning and Support Center or the Director of Technology Integration. All other YPICS property must be returned to the site Executive Administrator or designee. If equipment is left at any other location, the employee will be responsible for any resulting damages to, or misuse of, the property or technology resources.

An employee may face disciplinary actions, up to and including termination, if any Charter School property or technology resources issued to him or her is lost, lost due to late return, damaged, misused or not returned to the Charter School. The Charter School reserves its right to recover the value of the property or technology resources from an employee to the full extent authorized by law. Loss of property is to be replaced within the school year. Employees may choose to replace the item at the same value determined by the Charter School, or repay the Charter School through payroll deduction for the replacement cost of the lost or damaged property.

Personal Business

The Charter School's facilities for handling mail and telephone calls are designed to accommodate School business. Employees should have personal mail directed to their home address and limit personal telephone calls to an absolute minimum. Personal calls should not be made outside the immediate dialing area. Do not use School material, time or equipment for personal projects.

Social Media

If an employee decides to post information on the Internet (i.e., personal blog, Facebook, Instagram, Twitter, etc.) that discusses any aspect of his/her workplace activities, the following restrictions apply:

- School equipment, including School computers and electronics systems, may not be used for these purposes;
- Student and employee confidentiality policies must be strictly followed;
- Employees must make clear that the views expressed in their blogs are their own and not those of the School;
- Employees may not use the School's logos, trademarks and/or copyrighted material and are not authorized to speak on the School's behalf;
- Employees are not authorized to publish any confidential or proprietary information maintained by the School;
- Employees are prohibited from making discriminatory, defamatory, libelous or slanderous comments when discussing the School, the employee's supervisors, co-workers and competitors;
- Employees must comply with all School policies, including, but not limited to, rules against unlawful harassment and retaliation.

The Charter School reserves the right to take disciplinary action against any employee whose social media postings violate this or other School policies.

Dress Code

Business casual attire is required of all Charter School employees. All employees must exercise good judgment in their choice of professional appearance for work and work-related activities by always appearing in a way that is appropriate to the situation, and that will:

- invoke a positive professional impression from the community,
- provide appropriate role modeling for students,
- promote a working and learning environment that is free from unnecessary disruption and distractions, and be conducive to high student and staff performance.

During the workday and anytime employees attend work related activities or functions, including activities or functions to which school personnel or students are invited or in which the school personnel or students participate (for example, parent advisory meetings, meetings or conferences with parents, school performances, student competitions, educational or other professional conferences, etc.), employees shall appear in a professionally appropriate manner. Examples of business casual attire include, but are not limited to:

- dress slacks, chinos, and dressy jeans
- dress coordinates
- suits, sports coats, Blazers
- sweater (i.e., cardigan)
- collared shirts or blouse
- non collared shirts paired with/ under a sweater or blazer
- professional dresses
- ties
- casual dress and dress shoes (no athletic shoes except for PE, supervision, and maintenance staff)
- clothing with the officially sanctioned school logo

Staff is not permitted to wear any clothing, paraphernalia, grooming, jewelry, accessories, or body adornments that are disruptive or potentially disruptive to the educational environment as determined by the Executive Director. Examples of clothing, accessories, or body adornments that are not acceptable:

- body piercings (must be modest in size and covered when possible)
- body art (must be covered)
- athletic shoes except for PE, supervision, and maintenance staff
- open toed shoes or sandals including Croc style footwear
 - for safety purposes
 - open heel shoes require a strap
- jeans with tears, holes, or frayed
- graphic or screen t-shirts and non-collared shirts (except for PE teachers and maintenance staff)
- leggings when children are on campus
- headwear inside a building (headwear worn inside a building is permitted if it is of a professional nature, or for health or religious reasons)
- sunglasses inside a building
- Athletic wear including sweatshirts, sweatpants, sweat suits, yoga pants (except for PE teachers, maintenance staff)
- Any clothing that:
 - is an inappropriate length or size.
 - contains language or images that are vulgar, discriminatory, or obscene.
 - promotes illegal or violent conduct, such as the unlawful use of weapons, drugs, alcohol, tobacco, or drug paraphernalia, gang symbols or gang attire.
 - exposes cleavage, private parts, the midriff, or undergarments or that is otherwise sexually provocative.
 - items that are considered sleepwear.

Executive Administrators or designees are delegated the authority and bear the responsibility for ensuring compliance with this policy and are expected to counsel and/or discipline employees who they supervise on professional appearance in conformance with this policy. Executive Administrators or designee will be given the authority to establish stricter appearance requirements than are required by this policy on a temporary or permanent basis as necessitated by the health, safety, discipline, "esprit de corp," educational, public relations, or other needs of that Division/school/work site. In addition, an Executive Administrator or designee may deviate from this policy temporarily to meet the needs of specific division/school/work sites for an appropriately specified purpose. These include:

- spirit events (i.e., College Mondays, Pop-Day, or School Logo Fridays)
- service days
- professional development days (students are not present)
- rainy days
- schoolwide testing days

An Executive Administrators or designee must approve temporary deviations. The Executive Director must approve long term or non-temporary deviations.

Employees who report to work wearing inappropriate attire will be sent home and asked to return to work in proper clothing. Unless otherwise required by law, such employees will not be compensated for the time away from work. Employees also may be subject to discipline if they appear at work inappropriately dressed. If an employee has any questions about the dress code, the employee should contact Human Resources.

Telework Policy

Purpose

YPICS recognizes approved teleworking as a necessary work arrangement as a result of the ongoing impacts of the coronavirus ("COVID-19") pandemic. This policy details conditions and requirements which apply to all temporary telework assignments due to the impacts of COVID-19.

Definition

Teleworking allows employees to work at home or in an approved remote location for all or part of their regular workweek. Teleworking is not an entitlement, nor is it a school-wide benefit. This temporary arrangement in no way alters or changes the terms and conditions of employment with the School, and the promulgation of this Policy creates no employee rights in relation to teleworking. Furthermore, the School has the right to refuse to make telework available to an employee and to terminate a telework assignment without cause at any time in its sole and unreviewable discretion.

General Requirements

Employees shall not telework unless they receive advance written approval from the School. Employees shall make arrangements with their supervisor and co-workers to address on-site job demands that arise, including returning to the work site to perform certain job duties as needed or as directed by their supervisor. Employees shall be responsible for following all School policies and procedures when teleworking. Employees shall also be solely responsible for the performance of their telework duties; assistance from third parties is strictly prohibited.

Nonexempt employees will be required to (1) record all hours worked as assigned by the School and (2) take and document applicable meal/rest periods. Nonexempt employees must also receive written approval from a supervisor prior to working additional hours or overtime. Failure to comply with timekeeping and work hours requirements may result in disciplinary action, up to and including termination from employment.

Eligibility Considerations

Consideration will be given to employees who work in positions adaptable for telework assignments, particularly those who have demonstrated work habits and performance well-suited to successful teleworking. In the sole discretion of the School and its management, the following eligibility factors will be considered:

- The employee has a position where effective communication can be accommodated electronically;
- The employee's telework assignment will not be detrimental to the productivity or work quality of other employees or the effective operation of the School;
- The employee must be able to perform work from home or an approved remote location without distractions or unnecessary risk to the security of School data, records, networks, or confidentiality generally;
- The employee's equipment and software must meet the School's guidelines/standards, and the employee's needs for Information Technology ("IT") support must be minimal;
- Telework sites must be in California;
- The employee must be effective at working independently for extended periods of time;
- The employee has demonstrated or can demonstrate effective time-management skills by completing tasks efficiently and within any required deadlines;
- The employee must maintain connections with work groups or teams from their remote work location; and
- The employee has no recent or pending corrective or disciplinary actions.

Supervisor Responsibilities

Supervisors managing employees who have been permitted to telework must effectively:

- Implement the telework policy/guidelines;
- Conduct remote supervision;
- Understand the technology and tools necessary for successful remote supervision; and
- Establish communication protocols with telework employees, including making continued efforts to involve teleworking employees in office/department events, messages, etc. as applicable to preserve teamwork.

Supervisors will assess each employee's progress on a telework assignment periodically to ensure the employee's compliance with telework requirements, and address any work-related issues, including completing evaluations and other performance management as appropriate.

Communication and Accessibility

Employees and supervisors must determine how communication between the teleworking employee, the worksite, and/or other employees also teleworking will be handled. Employees shall keep their supervisor, and as needed, their co-workers or other School stakeholders (e.g., students and/or parents), informed of their availability so these individuals know how and when to reach the employee during the employee's telework assignment. Employees must be accessible by phone and email at all times to their supervisor, co-workers, School stakeholders, and the School generally during assigned work hours. Employees must notify their supervisors if they leave their telework site during agreed upon hours, aside from applicable meal and rest periods. Employees must post their telework schedule on their calendar, including applicable meal and rest periods. Employees must also remain flexible in their scheduling, and shall be available to attend staff meetings and other meetings as required by their supervisor.

Safety

The telework space is considered an extension of the School's worksite. Employees will have the same responsibility for safe practices, accident prevention, and accident/injury reporting as in the regular worksite. In case of injury, accident, theft, loss, or tort liability related to telework, the employee must immediately report the event to their supervisor and allow the School or its authorized agent to investigate and/or inspect the telework site as needed.

Employees are responsible for establishing and maintaining a designated, adequate workspace at their telework location. When the telework location is the employee's home, the employee is responsible for ensuring the location is safe (free from hazards and other dangers to the employee or equipment), clean, professional, and free of distractions (e.g., children, pets, electronic devices, etc.).

Supplies, Equipment, and Furniture

The School will determine, with information supplied by the employee and the supervisor, the appropriate equipment needs (including hardware, software, modems, phone and data lines, facsimile equipment or software,

and photocopiers) for each telework assignment on a case-by-case basis. The School will not provide office furniture for the workspace at home.

All necessary technology equipment will be supplied and maintained by the School, subject to availability. Equipment supplied by the School is to be used for work purposes only. Employees must sign an inventory of all School property and agree to protect the items from damage or theft. Employees shall not be entitled to reimbursement for their use of School property. Employees shall be held liable to the School whenever their wrongful or negligent act or omission causes loss, theft, disappearance, damage to, or destruction of School property. Upon cessation of a telework assignment, all School property must be returned to the School.

Reimbursement

The School shall reimburse employees for actual and necessary expenses incurred in the employee carrying out School business when such expenses are expressly authorized and preapproved by the School.

INTERNET REIMBURSEMENT: The School shall reimburse an employee's costs for internet at \$25.00 per pay period flat-rate, based upon a reasonable percentage of work-related use.

CELL PHONE REIMBURSEMENT: The School will not reimburse an employee's cell phone bill. Employees are provided a school provided work phone and or access to Google voice, which allows employees to use the school provided computer to make work related phone calls when necessary.

Employees who believe their expenses exceed the reimbursement the School provides shall be required to submit copies of their internet. Such bills may be redacted as needed to remove any private/confidential information.

Information Security and Confidentiality

Employees must never provide any third parties access to the School network or share network access passwords, and must comply with all policies and procedures related to information security and network access.

Consistent with the School's expectations of information security for employees working at the office, teleworking employees must ensure that their telework location is secure and communications provided or sensitive work performed from the telework location remain confidential, away from the presence of family members or guests. Any School materials taken home, such as confidential personnel or pupil records, must be kept in a secure space within the telework location and not be made accessible to any third parties, including the employee's family members or guests. Steps which employees may take to increase security of School materials/information include use of locked file cabinets and desks, regular password maintenance, shielding computer monitors, and any other actions appropriate for the position and the telework location.

Performance Standards

Employees must maintain the same or an improved level of productivity and work quality while teleworking. If productivity and/or work quality begin to decline, the telework assignment will be reevaluated to determine if changes can be made or termination of the telework assignment is warranted. Telework allows a high amount of flexibility for an employee to complete their work in a timely and proper manner, and it is expected that employees will not abuse this opportunity by allowing their productivity or work quality to decline.

Professional Boundaries

Employees must maintain appropriate levels of professionalism when interacting remotely with students and/or student's family members in full compliance with the School's "Professional Boundaries: Staff/Student Interaction" policy and as summarized below:

- Limit communications with students to issues involving School activities or classes only;
- Ensure professional communications with students by avoiding conversations of an overly personal, inappropriate, sexual, offensive, or indecent nature;
- Respect the privacy rights of students by ensuring communications and/or documents involving confidential pupil information are safeguarded appropriately;
- Maintain the same degree of formality as would be appropriate when working on-site, including in manner of speech, tone, method of communication, and appearance and dress, particularly when the employee may be communicating with students via video chat; and

- Continue to comply with any and all School policies, including enforcing appropriate student behavior and student discipline, child abuse and neglect reporting protocols, and prohibitions on harassment or other inappropriate conduct.

Employees who fail to demonstrate acceptable professional boundaries during a telework assignment may be subject to disciplinary action, up to and including termination from employment.

Evaluation and Duration

Evaluation of employee performance during the teleworking assignment may include daily interaction by video, phone and/or email between the employee and the supervisor, and weekly face-to-face and/or video meetings whenever possible to discuss work progress and problems, as needed.

The School may modify or terminate telework assignments at any time, with or without cause or advance notice. Although not required, the School shall endeavor to provide seven (7) days' notice of the modification or termination of any telework assignment whenever possible.

Health and Safety Policy

The Charter School is committed to providing and maintaining a healthy and safe work environment for all employees.

Employees are required to know and comply with the School's General Safety Rules and to follow safe and healthy work practices at all times. Employees are required to report immediately to the Executive Administrator any potential health or safety hazards, and all injuries or accidents.

In compliance with Proposition 65, the School will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

COVID-19 Mandatory Vaccination Policy

Purpose

Consistent with YPICS's legal duty to maintain a safe and healthy workplace and to limit the spread of COVID-19, the School shall enforce this COVID-19 Employee Vaccination Policy ("Policy"). The purpose of this Policy is to protect the health, safety, and well-being of all School employees, students, families, and stakeholders to the maximum extent possible, and to facilitate a safe and meaningful return to in-person instruction. At the time of adoption of this Policy, the COVID-19 vaccination is not available for most students (based upon student age). This Policy shall be implemented in a manner that is consistent with current federal, state, and local law, as well as applicable public health guidance, including that from the Centers for Disease Control and Prevention ("CDC") and the California Department of Public Health ("CDPH").

Scope

This Policy applies to all School employees who enter campus for any period, or have contact with any employees, students, or other School stakeholders, however brief. All employees are expected to perform part of their work duties on campus when requested. Requests during Distance Learning for these purposes will be made in advance, but all employees need to be prepared to respond to such requests. This Policy applies to COVID-19 vaccines that are currently available to School employees under Food and Drug Administration ("FDA") Emergency Use Authorization, as well as those that may later become available under FDA Emergency Use Authorization. Should any COVID-19 vaccine receive FDA non-emergency use authorization, this Policy will apply to such vaccines as well. Additionally, should any COVID-19 vaccine require two (2) doses for complete inoculation, compliance with this Policy requires both doses.

Policy

It is the policy of the School to mandate that all employees receive the COVID-19 vaccine. Employees who refuse to comply with this Policy **and who are not otherwise eligible for an accommodation consistent with applicable legal requirements as further detailed below** will be placed on unpaid/inactive status until they comply. Employees who refuse to vaccinate for COVID-19 and who are not otherwise entitled to an accommodation will be excluded from campus/the workplace pending compliance with this Policy. Continued absences from work as a

result of noncompliance with this Policy may be deemed unexcused, and result in disciplinary action, up to and including termination from employment.

Consistent with applicable law, the School will pay all nonexempt employees for time spent receiving the COVID-19 vaccine, assuming the vaccine cannot be obtained during working hours. The School will also reimburse all employees for the cost of the vaccine (if any), as well as reasonable and necessary mileage (if applicable). All reimbursements require appropriate supporting documentation.

Proof of Vaccination

Once School employees receive the COVID-19 vaccine, either when directed to do so or when available, they must provide the School with written proof of COVID-19 vaccination. Written proof of COVID-19 vaccination currently means a vaccination card disbursed to COVID-19 recipients, post inoculation. Failure to provide the School with written proof of COVID-19 vaccination upon request by the School constitutes noncompliance with this Policy. The School further reserves the right to request proof of both the first and second vaccination doses for COVID-19, if applicable.

When providing proof of vaccination, employees must not provide any medical or genetic information to the School. It is an employee's responsibility to ensure their proof of vaccination is free from medical and genetic information.

The School shall strictly maintain confidentiality of all employee COVID-19 vaccination data and related medical information, other than reporting the results to federal, state, and local health departments or agencies, only where required by law. The School will store all medical information about any employee separately from the employee's personnel file in order to limit access to this confidential information. The School will have a separate confidential medical file for each employee where the School stores employee medical information. Medical information includes COVID-19 vaccination data. Please provide HR with an updated copy of your Vaccine Card. Ms. Zubia, YPICS HR Coordinator, will communicate how to upload the requested documentation in PAYCOM.

Continued Health and Safety Protocol

Consistent with the School's health and safety protocol, including its COVID-19 Health and Safety Policy and COVID-19 Injury and Illness Prevention Plan Addendum, and until guidance from federal, state, and local public health agencies is revised, all employees must continue to abide by all COVID-19 health and safety protocols, regardless of vaccination status. This includes but is not limited to continued use of facial coverings, frequent hand washing, and social distancing practices.

Requests for Accommodations

Employees who are unable to comply with this Policy due to a qualifying disability or sincerely held religious belief, practice, or observance as defined by applicable law may be entitled to an accommodation from the School's COVID-19 vaccination requirement. Once the School is on notice that an employee may be unable to comply with the Policy due to a qualifying disability or sincerely held religious belief, practice, or observance, the School will engage in an interactive process with the employee, and work to identify any possible accommodations. As part of the interactive process, the School reserves the right to request supporting documentation or a medical certification which documents the basis for the requested accommodation. The School may not be required to provide employees with an accommodation should the accommodation result in a direct threat to health and safety at the School or to the employee, or if the accommodation will cause an undue hardship for the School. Employees who believe they may be entitled to a legally valid accommodation consistent with this Policy should contact Human Resources.

Additionally, any YPICS employee under an approved COVID-19 medical or religious exemption may not enter a YPICS campus collocated on a LAUSD property per LAUSD policy.

Non-Discrimination

The School will not discriminate, harass, or retaliate against any employee for receiving the COVID-19 vaccine, refusing to receive the COVID-19 vaccine, or for requesting a lawfully- recognized accommodation from the COVID-19 vaccination Policy.

Disclaimer

As public health and legal guidance regarding COVID-19 vaccinations evolves, the School reserves the right to revise this Policy. Upon any revision to this Policy, the School will provide immediate notice in writing to all employees.

Should you have any questions regarding this Policy, you may contact Executive Director Yvette King-Berg at ykingberg@ypics.org. No Executive Administrator can change this policy.

Security Protocols

The Charter School has developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in parking areas, walkways, entrances and exits and service areas. Report any suspicious persons or activities to the Executive Administrator. Employee desk or office should be secured at the end of the day. When an employee is called away from his or her work area for an extended length of time, valuable or personal articles should not be left around a work station that may be accessible. The security of facilities as well as the welfare of employees depends upon the alertness and sensitivity of every individual to potential security risks. Employees should immediately notify the Executive Administrator when keys are missing or if security access codes or passes have been breached.

Occupational Safety

The Charter School is committed to the safety of its employees, vendors, contractors and the public and to providing a clear safety goal for management.

The prevention of accidents is the responsibility of every School supervisor. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt how to perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately.

It is the policy of the School that accident prevention shall be considered of primary importance in all phases of operation and administration. The Charter School's management is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

Failure to comply with or enforce School safety and health rules, practices and procedures could result in disciplinary action up to and including possible termination.

Accident/Incident Reporting

It is the duty of every employee to immediately or as soon as is practical report any accident or injury occurring during work or on School premises so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes.

Reporting Fires and Emergencies

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency by calling management. In addition, all employees should know the local emergency numbers such as 911.

EMPLOYEE WAGES AND HEALTH BENEFITS

Payroll Withholdings

As required by law, the School shall withhold Federal Income Tax, State Income Tax, Social Security (FICA) and State Disability Insurance from each employee's pay as follows:

1. Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.
2. State Income Tax Withholding: The same factors which apply to federal withholdings apply to state withholdings.
3. Social Security (FICA): The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School.
4. State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.

Employees may also have deductions made to their paychecks when a wage overpayment occurs. The School may require the employee to reimburse an overpayment through a mutually agreeable method, including through cash repayment or a deduction of the employee's payroll check, among other options. An employee who is separated from employment before full repayment of the overpayment amount shall have any remaining amounts withheld from their final check. The School also reserves the right to exercise any and all other legal means to recover any additional amounts owed. The School shall provide employees with advance written notice of the deduction prior to the pay period where it will go into effect.

Every deduction from an employee's paycheck is explained on the check voucher. If an employee does not understand the deductions, he or she should ask the Executive Administrator to explain them.

Employees may change the number of withholding allowances claimed for Federal Income Tax purposes at any time by filling out a new W-4 form via Paycom.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 form. The W-4 form should be completed upon hire and it is the employee's responsibility to report any changes in filing status to the Executive Administrator and to fill out a new W-4 form.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

Overtime Pay

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis and will be indicated in the employee's job description. Generally, teachers and administrators are exempt. Nonexempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime for nonexempt employees. The Charter School will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work must be previously authorized by the Executive Administrator. The Charter School provides compensation for all overtime hours worked by nonexempt employees in accordance with state and federal law as follows:

For employees subject to overtime, all hours worked in excess of eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. Compensation for hours in excess of forty (40) for the workweek or in excess of eight (8) and not more than twelve (12) for the workday, and for the first eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee's regular rate of pay. Compensation for hours in excess of twelve (12) in one workday and an excess of eight (8) on the seventh consecutive workday of the workweek shall be paid at double the regular rate of pay.

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to these exempt employees.

Makeup Time

On occasion, employees may need to take time off during working hours to tend to personal obligations. For nonexempt employees, this would normally mean relinquishing any pay for those lost hours or else using vacation time. Pursuant to this policy, however, nonexempt employees who have obtained prior written approval may take time off and then make up the time later in the same workweek, or may work extra hours earlier in the workweek to make up for time that will be taken off later in the workweek.

The makeup work must be performed in the same week that the work time was lost. The Charter School's seven (7) day work week starts Monday at 12:00 a.m. and ends Sunday at 11:59 p.m.

Makeup time worked will not be paid at an overtime rate. Employees may not work more than eleven (11) hours in a day or forty (40) hours in a workweek as a result of making up time that was or would be lost due to a personal obligation. Paycom should clearly reflect when the time was missed and when the time was made up.

A makeup time request must be approved in writing before an employee takes requested time off or works makeup time, whichever is first. Employees must adhere to the following procedure to request makeup time:

- Makeup time requests must be submitted to your Director on the form provided by the Charter School. Makeup time request forms can be obtained from the front office.
- If an employee requests time off that the employee will make up later in the week, the employee must submit a request before the desired time off. If an employee wants to work makeup time first and to take time off later in the week, the employee must submit a request before working the makeup time.
- A separate written request is required for each occasion the employee requests makeup time.
- Requests will be considered for approval based on the Charter School's legitimate business needs at the time the request is submitted.

If an employee takes time off and is unable to work the scheduled makeup time for any reason, the hours missed normally will be unpaid. However, the employee's supervisor may arrange with the employee another day within the same workweek to make up the time if possible, based on scheduling needs. If an employee works makeup time before the employee plans to take off, the employee must take that time off, even if he or she no longer needs the time off for any reason.

An employee's use of makeup time is completely voluntary. The Charter School does not encourage, discourage, or solicit the use of makeup time.

Paydays

Employees are paid on the fifteenth day and the last day of every month. If a payday falls on a holiday or weekend, payday will be on the preceding workday.

Wage Attachments and Garnishments

Under normal circumstances, the School will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as garnishments, levies or judgments that require the School, by law, to withhold part of an employee's earnings in their favor.

Employees are strongly encouraged to avoid such wage attachments and garnishments. If the School is presented a second garnishment request concerning an employee, the Principal will discuss the situation with the employee.

Health Care Benefits

Eligibility

An employee is eligible for medical coverage if he or she is a regular employee working for the School at least thirty (30) hours per week.

Employees who go from part-time to full-time employment become eligible for full benefits on the first day of the month following the effective date of the change.

Regular part-time employees may be eligible to purchase health care benefits through the Charter School, provided that they otherwise meet the requirements of the health care plan(s). These employees will pay the entire cost of the health care benefits (the Charter School will not pay any portion of the costs of the health care benefits for these employees).

When Coverage Starts

Employee coverage will begin on the first day of the next month of employment. An enrollment form must be submitted to the Principal as soon as possible. This form serves as a request for coverage, and authorizes any payroll deductions necessary to pay for coverage.

Retirement Benefits

Eligible employees performing creditable service participate in the State Teachers Retirement System (STRS). Other full-time employees may participate in the Charter School's 403(b) retirement plan.

For more information about the Charter School's retirement benefits, please contact the Human Resources contact. Employees may also contact STRS directly.

Life Insurance

Life insurance is available to eligible regular full-time employees. For more information about life insurance, please contact the Human Resources contact.

COBRA Benefits

When coverage under the School's medical and/or dental plans ends, employees or their dependents can continue coverage for eighteen (18) or thirty-six (36) months, depending upon the reason benefits ended. To continue coverage, an employee must pay the full cost of coverage – the employee contribution and the School's previous contribution plus a possible administrative charge. Charter Life manages all of YPICS COBRA benefits.

Medical coverage for an employee, his/her spouse, and eligible dependent children can continue for up to eighteen (18) months if coverage ends because:

- Employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or
- Hours of employment are reduced below the amount required to be considered a full-time employee or part-time, making an employee ineligible for the plan.

This eighteen (18) month period may be extended an additional eleven (11) months in cases of disability subject to certain requirements. This eighteen (18) month period may also be extended an additional eighteen (18) months if other events (such as a divorce or death) occur subject to certain requirements.

An employee's spouse and eligible dependents can continue their health coverage for up to thirty-six (36) months if coverage ends because:

- The employee dies while covered by the plan;
- The employee and his/her spouse become divorced or legally separated;
- The employee becomes eligible for Medicare coverage, but his/her spouse has not yet reached age sixty-five (65); or
- The employee's dependent child reaches an age which makes him or her ineligible for coverage under the

plan.

Rights similar to those described above may apply to retirees, spouses and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage.

The Charter School will notify employees or their dependents if coverage ends due to termination or a reduction in work hours. If an employee becomes eligible for Medicare, divorced or legally separated, dies, or when a dependent child no longer meets the eligibility requirements, the employee or a family member are responsible for notifying the School within thirty (30) days of the event. The Charter School will then notify the employee or his/her dependents of the employee's rights.

Health coverage continuation must be elected within sixty (60) days after receiving notice of the end of coverage, or within sixty (60) days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:

- Premiums for continued coverage are not paid within thirty (30) days of the due date;
- The employee (or his/her spouse or child) become covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing condition the employee (or the employee's spouse or child, as applicable) may have;
- The Charter School stops providing group health benefits;
- The employee (or the employee's spouse or child) become entitled to Medicare; or
- The employee extended coverage for up to twenty-nine (29)-months due to disability and there has been a final determination that the employee is no longer disabled.

PERSONNEL EVALUATION AND RECORD KEEPING

Performance Evaluations

The Charter School performance evaluation process is intended to make an employee aware of his or her progress, areas in which improvement is needed, and objectives or goals for future work performance. The performance evaluation process provides both the employee and the employee's supervisor with the opportunity to discuss the employee's job, tasks, identify and correct weaknesses in performance, encourage and recognize strengths, and discuss methods for improving the employee's performance.

Favorable performance evaluations do not guarantee increase in salary, promotions, or continued employment.

Administrative Staff, Administrative Support Staff, and Staff Employees will receive performance evaluations at least once per year. Teachers are observed and evaluated formally and informally throughout the academic year.

Personnel Files and Record Keeping Protocols

At the time of employment, a personnel file is established for each employee. It is each employee's responsibility to keep the Executive Administrator advised of changes that should be reflected in their personnel file. Such changes include: change in address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the School to contact an employee should the change affect their other records.

Employees have the right to inspect documents in their personnel file, as provided by law, in the presence of a School representative, at a mutually convenient time. Employees also have the right to obtain a copy of their personnel file as provided by law. Employees may add comments to any disputed item in the file. The Charter School will restrict disclosure of personnel files to authorized individuals within the School. A request for information contained in the personnel file must be directed to the Executive Administrator. Only the Executive Administrator or designee is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, the School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

Credible complaints of substantiated investigations into or discipline for egregious misconduct will not be expunged from an employee's personnel file unless the complaint is heard by an arbitrator, administrative law judge, or the Board and the complaint is deemed to be false, not credible, unsubstantiated or a determination was made that discipline was not warranted.

HOLIDAYS, VACATIONS AND LEAVES

Holidays

Regular full-time employees who work twelve (12) months will receive time off with pay at their normal base rate for each of the twenty (22) Charter School-observed holidays listed below provided that they are employed by the Charter School at the time of the holiday. If the holiday falls on a Saturday, the Charter School will designate the Friday prior as the paid day off. If the holiday falls on a Sunday, then the Charter School will designate the Monday adjacent to the weekend as a paid day off.

- New Year's Day
- Martin Luther King, Jr.'s Birthday
- Presidents' Day
- Cesar Chavez day
- Easter Monday (at the Charter School's designation)
- Juneteenth
- Memorial Day
- Independence Day
- Labor Day
- Veteran's Day
- Thanksgiving Day
- Day after Thanksgiving
- Christmas Eve Day
- Christmas Day
- New Year's Eve day
- YPICS's Winter Holiday – shutdown week, 3 days (at the Charter School's designation)
- YPICS's Summer Holiday – shutdown week, 4 days (at the Charter School's designation)

Due to the nature of their job positions, Administrative Employees and Staff Employees do not receive any holidays (other than those days specifically listed above) during Winter Break, Spring Break or Summer Break, but they may choose to request vacation time during those breaks, subject to the approval of the employee's supervisor.

Employees on an unpaid leave of absence will not receive holiday pay. Exempt employees may be required to work during Charter School holidays, as dictated by the Charter School's business needs, but they will not receive any additional compensation for that time. Nonexempt employees should not perform any work during Charter School holidays unless specifically requested by their Director or Executive Director, in which case the nonexempt employee will receive his or her regular rate of pay for the hours worked in addition to the holiday pay.

Vacation

Eligibility and Accrual

12 Month Employees

Regular full-time employees who are employed on a twelve-month basis may accrue and take paid vacation time. Eligible employees accrue thirteen (13) days of paid vacation per year. Vacation is accrued on a monthly basis (i.e., an employee accrues 1.09 vacation days per month).

All Other Employees

No other employees are eligible to earn vacation benefits, including teachers, regular part-time employees and temporary employees.

Vacation days do not accrue during any unpaid leave of absence.

Vacation Cap

Eligible employees may only accrue a maximum of 1 1/2 times their annual vacation accrual amount. Regular full-time employees who are employed on a twelve-month basis may not accrue more than twenty (20) days of unused vacation time.

If the employee reaches the vacation cap, the employee shall not accrue additional vacation time unless and until he or she uses vacation time such as to reduce the amount of accrued unused vacation time below the maximum accrual cap. At this point, the employee will resume earning vacation time, prospectively, until he or she again reaches the vacation cap.

Compensation for Vacation

Vacation can be taken in half-day or full-day increments. Employees will receive pay at their normal base rate for vacation days taken. Eligible nonexempt employees will be paid for vacation based on an eight (8) hour workday. Eligible employees who have accrued vacation days may not receive pay in lieu of vacation except upon termination, at which point any accrued but unused vacation time will be paid.

Sixteen (16) hours of vacation can be used in one (1) hour increments for reasons such as accidents involving the employee, the employee's immediate family, or property; and for other reasons which may result from an uncontrollable event, expected or not, and which must be attended to during duty hours. If an employee needs to use fifteen (15) minutes or more, one (1) hour of vacation time will be utilized.

Vacation Approval and Scheduling

Requests for vacation time must be approved in advance. In order to request vacation time, employees must submit a time off request in Paycom and notify their supervisor of their submitted request at least two weeks prior to the requested vacation time, absent extraordinary circumstances that the Charter School determines, in its sole discretion, warrant less notice.

Requests for vacation must be approved in advance by your Supervisor, Executive Administrator, or the Executive Director.. The Charter School's Executive Administrator and the Executive Director retain ultimate discretion to approve or deny a request for vacation. Depending on an employee's position and due to the special nature of running a school, the Charter School's Executive Administrator and/or the Executive Director may determine that an employee is not allowed to take vacation during certain periods of the school year. In an emergency, the Charter School retains the right to require an employee to cancel a previously-approved vacation when necessary to meet the Charter School's business needs. **The Charter School strongly discourages employees from requesting vacation time the day before or after a long weekend or break during the academic school year.** *The Charter School provides 22 paid holidays to ensure ample time for employees to refresh and recharge. The organization can not afford for individuals to attempt to make mini-3 and four-day vacations out of holiday weekends. When this happens it negatively impacts instruction and operations. It takes the entire staff to safely operate schools.*

An employee may only use accrued vacation time, and the Charter School generally will not advance or allow employees to borrow vacation time that will be accrued in the future. In limited circumstances, the Charter School may make exceptions to this policy in its sole discretion on a case-by-case basis.

If an exempt employee has no vacation accrued, or has exhausted all available vacation, they shall be subject to a deduction from their salary for any full day absence.

In the event that two (2) or more employees have requested vacation time covering the same period and may not be absent simultaneously, preference shall ordinarily be given to the employee with the greater length of service.

In accordance with applicable law, the Charter School requires employees eligible to accrue and take paid vacation to take up to two (2) weeks of earned by unused vacation leave prior to the employee's receipt of Paid Family Leave benefits.

Unpaid Leave of Absence

The Charter School recognizes that special situations may arise where an employee must leave his or her job temporarily. At its discretion, the School may grant employees leaves of absence. Any unpaid leave of absence must be approved in advance by the School.

The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

During a Family and Medical Leave Act, California Family Rights Act leave and /or Pregnancy Disability Leave, the employee's medical and dental benefits will remain in force provided the employee pays the appropriate premiums. Otherwise, benefits are terminated the month any other type of leave begins. If an employee fails to return from a leave and is subsequently terminated, the employee is entitled to all earned but unused vacation pay, provided that the vacation pay was earned prior to the commencement of leave. No vacation time is accrued during any type of unpaid leave of absence.

Sick Leave

Eligibility and Accrual

Paid sick leave is available to all Charter School employees who work at least two (2) hours per week for at least thirty (30) days within the span of a single calendar year from the commencement of employment. All eligible teachers shall be credited with eighty (80) hours of sick leave on August 1. All eligible full-time administrators working on a twelve (12) month basis shall be credited with one hundred and twelve (112) hours of sick leave on July 1. All eligible full-time Administrative Staff (excluding Administrators) or Administrative Support Staff (other than Administrator) classified working on a twelve (12) month basis shall be credited with ninety-six (96) hours of sick leave on July 1. All eligible full-time Staff Employees working on a twelve (12) month basis shall be credited with eighty (80) hours. For all other employees, they shall accrue one (1) hour of sick leave for every thirty (30) hours worked.

For those eligible employees noted above, accrued sick leave may carry over from year to year up to a cap of seventy-two (72) hours. The Charter School does not pay employees in lieu of unused sick leave.

Use

To help prevent loss of earnings that may be caused by accident or illness, or by other emergencies, the School offers paid sick leave to its employees. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Employees may also use sick leave to assist a family member (i.e., children, parents, spouses/domestic partners, grandparents, grandchildren, or sibling, or a designated person (i.e., one who is related to the employee by blood or whose association with the employee is the equivalent of a family relationship) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Employees are limited to one (1) designated person per twelve (12) month period. Employees may also take paid sick leave to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking.

Employees cannot use paid sick leave until the ninetieth (90th) calendar day following the employee's start date. Sick leave must be taken by eligible employees in increments of one (1) hour. Accrued sick leave does not carry over from year to year and the School does not pay employees in lieu of unused sick leave.

If an exempt employee has exhausted all available sick leave, they shall be subject to a deduction from their salary for any full day absence.

If an employee is absent longer than three (3) days due to illness, medical evidence of their illness and/or medical certification of their fitness to return to work satisfactory to the School may be required. The School will not tolerate abuse or misuse of the sick leave privilege. If the School suspects abuse of sick leave, the School may require a medical certification from an employee verifying the employee's absence.

Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave depending upon the facts and circumstances of the employee's basis for leave beyond accrued sick leave.

Requesting Sick Leave

Eligible employees should call their direct supervisor. Directors need to call the Executive Director or the Human Resources contact as soon as they are aware that they are unable to report to work. If an Administrative Employee is absent from school due to illness, he or she must notify the school by 2:30 p.m. whether he or she will be absent the next school day. If the employee believes he or she can report to work the next day but subsequently becomes more ill, he or she should notify their director supervisor as soon as possible of the changed circumstances. If medical circumstances allow, employees should add in a time-off request in Paycom before taking sick leave.

Requests for sick leave pertaining to preventive care, to diagnose, treat, or care for an existing health condition, to assist a family member who must receive preventative care or a diagnosis, treatment, or care for an existing health condition must be approved in advance. In order to request sick leave, employees must submit a time off request in Paycom and notify their supervisor of their submitted request at least two (2) weeks prior to the requested sick leave, absent extraordinary circumstances that the Charter School determines, in its sole discretion, warrant less notice.

Coordination of Sick Leave Benefits With Other Benefits

The Charter School will pay sick leave benefits (to the extent they have been accrued) to an eligible employee during the normal waiting period, if applicable, before the employee is paid workers' compensation benefits pursuant to the applicable law governing industrial injury or illness. Similarly, the Charter School will pay sick leave benefits during the normal waiting period, if applicable, before the eligible employee is paid benefits from state disability or other disability plan.

Personal Necessity Leave

Teachers may use up to twenty-four (24) hours of their sick leave for personal necessity leave per year. Uses of personal necessity leave may include, but are not limited to, death or serious illness of a member of the teacher's immediate family (this is in addition to Bereavement Leave), an accident involving the teacher's person or property or the person or property of an immediate family member, adoption of a child, the birth of child making it necessary for a teacher who is the parent of the child to be absent from their position during work hours, personal legal matters, religious observances, and business matters that cannot be conducted outside of the workday. Teachers must request personal necessity leave at least one (1) week in advance unless an emergency situation occurs. Personal necessity leave is not vacation, does not accrue, cannot be carried over into the following year, and is not eligible to be paid out upon separation from employment.

Family Care and Medical Leave

This policy explains how the School complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require the School to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA/CFRA leave in any twelve (12) month period for the purposes enumerated below.

Employee Eligibility Criteria

To be eligible for FMLA/CFRA leave, the employee must have been employed by the School for a total of at least twelve (12) months, worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the leave, and work at a location where the School has at least fifty (50) employees within seventy-five (75) miles, (except for purposes of CFRA where the School must only have at least five (5) employees).

Events That May Entitle an Employee to FMLA/CFRA Leave

The twelve (12) week (or twenty-six (26) workweeks where indicated) FMLA/CFRA allowance includes any time taken (with or without pay) for any of the following reasons:

1. To care for the employee's newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by the School, they each will be entitled to a separate twelve (12) weeks of leave for this purpose, which cannot be loaned or otherwise assigned from one employee to the other.
2. Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the School's separate pregnancy disability policy).
 - a. A "serious health condition" is an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent,

- or spouse of the employee that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.
- b. "Inpatient care" means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an "inpatient" when a health care facility formally admits him/her to the facility with the expectation that he/she will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.
 - c. "Incapacity" means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.
 - d. "Continuing treatment" means ongoing medical treatment or supervision by a health care provider.
3. To care for a spouse, domestic partner, child, or parent with a serious health condition. A qualifying family member may also include a parent-in-law, grandparent, grandchild, sibling, or designated person for CFRA purposes. "Designated person" refers to any individual related by blood or whose association with the employee is the equivalent to a family relationship.
 4. When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces service member with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of additional FMLA leave in a single twelve (12) -month period to provide said care. CFRA does not provide leave specific to caring for a service member.
 5. For any "qualifying exigency" because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces. For CFRA purposes, this may also include a domestic partner.

Amount of FMLA/CFRA Leave Which May Be Taken

1. FMLA/CFRA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12) month period, as described below, for any one, or combination of the above-described situations. "Twelve workweeks" means the equivalent of twelve (12) of the employee's normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, "twelve workweeks" means sixty (60) working and/or paid eight (8) hour days.
2. In addition to the twelve (12) workweeks of FMLA/CFRA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces service member may also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the servicemember.
3. The "twelve month period" in which twelve (12) weeks of FMLA and CFRA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA/CFRA leave.
4. If a holiday falls within a week taken as FMLA/CFRA leave, the week is nevertheless counted as a week of FMLA/CFRA leave. If, however, the School's business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the School's activities have ceased do not count against the employee's FMLA or CFRA leave entitlement. Similarly, if an employee uses FMLA/CFRA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee's leave entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

Pay during FMLA/CFRA Leave

1. An employee on FMLA/CFRA leave because of his/her own serious health condition must use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA/CFRA leave, the School and the employee may agree to have School-provided paid leave, such as vacation or sick time, supplement the partial wage replacement benefit unless otherwise prohibited by law.
2. An employee on FMLA/CFRA leave for baby-bonding or to care for a qualifying family member with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave.
3. If an employee has exhausted his/her sick leave, leave taken under FMLA/CFRA shall be unpaid leave.
4. The receipt of sick leave pay or State Disability Insurance benefits will not extend the length of the FMLA or CFRA leave. Sick pay accrues during any period of unpaid FMLA or CFRA leave only until the end of the month in which unpaid leave began.

Health Benefits

The provisions of the School's various employee benefit plans govern continuing eligibility during FMLA/CFRA leave, and these provisions may change from time to time. The health benefits of employees on FMLA/CFRA leave will be paid by the School during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA/CFRA leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If an employee is required to pay premiums for any part of his/her group health coverage, the School will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

The Charter School may recover the health benefit costs paid on behalf of an employee during his/her FMLA/CFRA leave if:

1. The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have "failed to return from leave" if he/she works less than thirty (30) days after returning from FMLA/CFRA leave; and
2. The employee's failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA/CFRA leave, or other circumstances beyond the control of the employee.

Seniority

An employee on FMLA/CFRA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA/CFRA leave will return with the same seniority he/she had when the leave commenced.

Medical Certifications

1. An employee requesting FMLA/CFRA leave because of his/her own or a relative's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by the School. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of the School's request for certification) may result in denial of the leave request until such certification is provided.
2. The School will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. The School may contact the employee's health care provider to authenticate a certification as needed.

3. If the School has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, the School may request a second opinion by a health care provider of its choice (paid for by the School). If the second opinion differs from the first one, the School will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.
4. Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.

Procedures for Requesting and Scheduling FMLA/CFRA Leave

1. An employee should request FMLA/CFRA leave by completing a Request for Leave form and submitting it to the Executive Administrator. An employee asking for a Request for Leave form will be given a copy of the School's then-current FMLA/CFRA leave policy.
2. Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her qualifying family member. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA/CFRA leave was an emergency or was otherwise unforeseeable.
3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
4. If FMLA/CFRA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's qualifying family member, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.
5. If FMLA/CFRA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that the School will grant a request for FMLA/CFRA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.
6. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.
7. The School will respond to an FMLA/CFRA leave request no later than five (5) business days of receiving the request. If an FMLA/CFRA leave request is granted, the School will notify the employee in writing that the leave will be counted against the employee's FMLA/CFRA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Return to Work

1. Upon timely return at the expiration of the FMLA/CFRA leave period, an employee is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA/CFRA leave.
2. When a request for FMLA/CFRA leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).
3. Before an employee will be permitted to return from FMLA/CFRA leave taken because of his/her own serious health condition, the employee must obtain a certification from his/her health care provider that he/she is able to resume work.

4. If an employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

Employment during Leave

No employee, including employees on FMLA/CFRA leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without the School's written permission will be deemed to have resigned from employment at the School.

Pregnancy Disability Leave

This policy explains how the School complies with the California Pregnancy Disability Act, which requires the School to give each female employee an unpaid leave of absence of up to four (4) months, per pregnancy, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

Employee Eligibility Criteria

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

Events That May Entitle an Employee to Pregnancy Disability Leave

The four (4) -month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or
2. The employee needs to take time off for prenatal care.

Duration of Pregnancy Disability Leave

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. "Four months" means the number of days the employee would normally work within four months. For a full-time employee who works five (5) eight (8) hour days per week, four (4) months means 693 hours of leave (40 hours per week times 17 1/3 weeks).

For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro rata or proportional basis. For example, for an employee who works twenty (20) hours per week, "four months" means 346.5 hours of leave entitlement (20 hours per week times 17 1/3 weeks). For an employee who normally works forty-eight (48) hours per week, "four months" means 832 hours of leave entitlement (48 hours per week times 17 1/3 weeks).

At the end or depletion of an employee's pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for the School. The School is not required to provide an indefinite leave of absence as a reasonable accommodation.

Pay during Pregnancy Disability Leave

1. An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period.
2. The receipt of vacation pay, sick leave pay, or state disability insurance benefits, will not extend the

length of pregnancy disability leave.

3. Vacation and sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

Health Benefits

The Charter School shall provide continued health insurance coverage while an employee is on pregnancy disability leave consistent with applicable law. The continuation of health benefits is for a maximum of four (4) months in a twelve (12) -month period. The Charter School can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:

1. The employee fails to return from leave after the designated leave period expires.
2. The employee's failure to return from leave is for a reason other than the following:
 - The employee is taking leave under the California Family Rights Act.
 - There is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave.
 - There is a non-pregnancy related medical condition requiring further leave.
 - Any other circumstance beyond the control of the employee.

Seniority

An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, she will return with the same seniority she had when the leave commenced.

Medical Certifications

1. An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.
2. Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.

Requesting and Scheduling Pregnancy Disability Leave

1. An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to the Executive Administrator. An employee asking for a Request for Leave form will be referred to the School's then current pregnancy disability leave policy.
2. Employee should provide not less than thirty (30) days' notice or as soon as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.
3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
4. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.

5. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.
6. The School will respond to a pregnancy disability leave request within (10) days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Return to Work

1. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position at the time reinstatement is requested. If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless one of the following is applicable:
 - a. The employer would not have offered a comparable position to the employee if she would have been continuously at work during the pregnancy disability leave.
 - b. There is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within sixty (60) calendar days thereafter. The School will take reasonable steps to provide notice to the employee if and when comparable positions become available during the sixty (60) day period.

A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.

2. When a request for pregnancy disability leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).
3. In accordance with Charter School policy, before an employee will be permitted to return from a pregnancy disability leave of three (3) days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.
4. If the employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

Employment during Leave

No employee, including employees on pregnancy disability leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without written permission will be deemed to have resigned from employment.

Industrial Injury Leave (Workers' Compensation)

The Charter School, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure employees receive any worker's compensation benefits to which they may be entitled, employees will need to:

- Immediately report any work-related injury to the Executive Administrator;
- Seek medical treatment and follow-up care if required;
- Complete a written Employee's Claim Form (DWC Form 1) and return it to the Executive Administrator; and
- Provide the School with a certification from a health care provider regarding the need for workers' compensation disability leave as well as the employee's eventual ability to return to work from the leave.

It is the School's policy that when there is a job-related injury, the first priority is to ensure that the injured employee receives appropriate medical attention. The Charter School, with the help of its insurance carrier has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to the School's operation.

- If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems ("EMS") such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.
- All accidents and injuries must be reported to the Executive Administrator and to the individual responsible for reporting to the School's insurance carrier. Failure by an employee to report a work-related injury by the end of his/her shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by his/her personal physician at his/her own expense, but he/she is still required to go to the School's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.
- When there is a job-related injury that results in lost time, the employee must have a medical release from the School's approved medical facility before returning to work.
- Any time there is a job-related injury, the School's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

Military and Military Spousal Leave of Absence

The Charter School shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Re-Employment Rights Act of 1994 ("USERRA"). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, the School shall continue the employee's health benefits. For service of more than thirty (30) days, employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued vacation or paid time off as wage replacement during time served, provided such vacation/paid time off accrued prior to the leave.

Except for employees serving in the National Guard, the Charter School will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law.

For those employees serving in the National Guard, if he or she left a full-time position, the employee must apply for reemployment within forty (40) days of being released from active duty, and if he or she left part-time employment, the employee must apply for reemployment within five (5) days of being released from active duty.

An employee who was absent from work while fulfilling his or her covered service obligation under the USERRA or California law shall be credited, upon his or her return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service.

Exceptions to this policy will occur wherever necessary to comply with applicable laws.

The Charter School shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide the School with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

Bereavement Leave

All employees who have worked for the School for at least thirty (30) days shall be eligible to take up to five (5) days of paid bereavement leave per rolling 12-month period due to the death of a covered family member (spouse/domestic partner, child/stepchild, parent, sibling, grandparent, grandchild, parent-in-law, or parent or child of a domestic partner).

Bereavement leave must be utilized within three (3) months of the covered family member's date of death. Bereavement pay will not be used in computing overtime pay. Any scheduled days off (including weekends, holidays and vacations) falling during the absence will be counted as both bereavement leave and scheduled days off. Exempt employees who work any portion of a workweek in which they also take unpaid bereavement leave will receive their full salary for that work week. Employees eligible to accrue and take vacation under the Charter School's Vacation policy may elect to substitute accrued vacation days during any unpaid bereavement leave.

The Charter School retains the right to request verification from a funeral home or equivalent entity for any absences taken under the Charter School's Bereavement policy.

Jury Duty or Witness Leave

All regular full-time employees will be granted paid time off for jury duty for up to five (5) working days per rolling twelve (12) month period, regardless of whether they work on a ten (10) month, eleven (11) month or twelve (12) month basis.

All other employees will receive time off without pay for the entire duration of the jury duty. Likewise, any time beyond five (5) working days necessary to complete jury duty will be without pay for those employees receiving paid jury duty for the first five (5) days. Exempt employees who work any portion of a workweek in which they also take unpaid jury duty leave will receive their full salary for that workweek. Employees eligible to accrue and take vacation under the Charter School's Vacation policy may elect to substitute accrued vacation days during any unpaid leave due to jury duty.

An employee receiving pay while on jury duty (whether Jury Duty pay or Vacation pay) will be paid at his or her regular rate of pay for the hours the employee is regularly scheduled to work, regardless of the time actually spent at jury duty.

If it is possible to do so, Teachers are requested to complete jury duty during a time period when school is not in session.

Teachers, Administrative, Administrative Support, and Staff Employees must inform their supervisor and Administrators need to inform the Executive Director of the need for jury duty as soon as they receive the summons or subpoena to appear. To request time off (whether paid or unpaid), employees must submit a copy of the court summons to the Human Resources contact. If a Teacher is excused from court, he or she need not report to work during that same workday. Any other employee should return to work if he or she will be able to work at least two (2) hours during the normal workday after being excused from court. Once jury duty is completed, the employee must submit to the Human Resource contact a receipt from the court verifying the time spent in court. If the employee receives per diem pay from the court for a day that the Charter School provided the employee with paid jury duty leave, the employee should return that per diem pay to the Charter School. Employees may keep any travel allowance they received from the court.

Voting Time Off

If an employee does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the employee may take off enough working time to vote. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two (2) hours combined. Under these circumstances,

an employee will be allowed a maximum of two (2) hours of time off during an election day without loss of pay. When possible, an employee requesting time off to vote shall give the Executive Administrator at least two (2) days' notice.

School Appearance and Activities Leave

As required by law, the Charter School will permit an employee who is a parent or guardian (including a stepparent, foster parent, or grandparent) of school children, from kindergarten through grade twelve (12), or a child enrolled with a licensed child care provider, up to forty (40) hours of unpaid time off per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child's school or child care. If more than one (1) parent or guardian is an employee of the Charter School, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advanced notice of the planned absence. The employee must use accrued but unused paid leave (e.g., vacation or sick leave) to be paid during the absence.

When requesting time off for school activities, the employee must provide verification of participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

Bone Marrow and Organ Donor Leave

As required by law, eligible employees who require time off to donate bone marrow to another person may receive up to five (5) workdays off in a twelve (12) month period. Eligible employees who require time off to donate an organ to another person may receive up to sixty (60) workdays off in a twelve (12)-month period.

To be eligible for bone marrow or organ donation leave ("Donor Leave"), the employee must have been employed by the School for at least ninety (90) days immediately preceding the Donor Leave.

An employee requesting Donor Leave must provide written verification to the School that he or she is a donor and that there is a medical necessity for the donation of the organ or bone marrow.

Up to five (5) days of leave for bone marrow donation, and up to thirty (30) days of leave for organ donation, may be paid provided the employee uses five (5) days of accrued paid leave for bone marrow donation and two (2) weeks of accrued paid leave for organ donation. If the employee has an insufficient number of paid leave days available, the leave will otherwise be paid.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay and other terms and conditions of employment. The School may refuse to reinstate an employee if the reason is unrelated to taking a Donor Leave. A Donor Leave is not permitted to be taken concurrently with an FMLA/CFRA Leave.

Victims of Abuse Leave

Charter School provides reasonable and necessary unpaid leave and other reasonable accommodations to employees who are victims of domestic violence, sexual assault, stalking or other crimes. Such leave may be taken to attend legal proceedings or to obtain or attempt to obtain any relief necessary, including a restraining order, to ensure the employee's own health, safety or welfare, that of the employee's child or children or when a person whose immediate family member is deceased as the direct result of a crime. A crime includes a crime or public offense that would constitute a misdemeanor or felony if the crime had been committed in California by a competent adult, an act of terrorism against a resident of California (whether or not such act occurs within the state), and regardless of whether any person is arrested for, prosecuted for, or convicted of, committing the crime. Employees may also request unpaid leave for the following purposes:

- Seek medical attention for injuries caused by domestic violence, sexual assault, or stalking.
- Obtain services from a domestic violence shelter, program, or rape crisis center.
- Obtain psychological counseling for the domestic violence, sexual assault, or stalking.
- Participate in safety planning, such as relocation, to protect against future domestic violence, sexual assault, or stalking.

To request leave under this policy, an employee should provide Charter School with as much advance notice as practicable under the circumstances. If advance notice is not possible, the employee requesting leave under this policy should provide Charter School one (1) of the following certifications upon returning back to work:

1. A police report indicating that the employee was a victim of domestic violence, sexual assault, or stalking.
2. A court order protecting the employee from the perpetrator or other evidence from the court or prosecuting attorney that the employee appeared in court.
3. Documentation from a licensed medical professional, domestic violence or sexual assault counselor, licensed health care provider, or counselor showing that the employee's absence was due to treatment for injuries or abuse from domestic violence, sexual assault, or stalking.
4. Any other form of documentation that reasonably verifies that the crime or abuse occurred, including but not limited to, a written statement signed by the employee, or an individual acting on the employee's behalf, certifying that the absence is for a purpose authorized under the law.

Employees requesting leave under this policy may choose to use accrued paid leave. In addition, Charter School will provide reasonable accommodations to employees who are victims of domestic violence, sexual assault or stalking for the employees' safety while at work. To request an accommodation under this policy, an employee should contact the Executive Administrator.

Returning from Leave of Absence

Employees cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization.

When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee should give the Executive Administrator thirty (30) days' notice before returning from leave. Whenever the School is notified of an employee's intent to return from a leave, the School will attempt to place the employee in his former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, re-employment cannot always be guaranteed. If employees need further information regarding Leaves of Absence, they should be sure to consult the Executive Administrator.

DISCIPLINE AND TERMINATION OF EMPLOYMENT

Rules of Conduct

The following conduct is prohibited and will not be tolerated by the School. This list of prohibited conduct is illustrative only and applies to all employees of the School; other types of conduct that threaten security, personal safety, employee welfare and the School's operations also may be prohibited. Further, the specification of this list of conduct in no way alters the at-will employment relationship as to at-will employees of the School. If an employee is working under a contract with the School which grants procedural rights prior to termination, the procedural terms in the contract shall apply.

1. Insubordination - refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee's manager or proper authority.
2. Unprofessional/uncivil conduct.
3. Inefficiency - including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties or responsibilities.
4. Unsatisfactory performance/failure to meet performance standards.
5. Lack of fitness for service, including the inability or failure to appropriately instruct or associate with students.
6. Failing to actively participate in any Charter School committee to which the individual has been assigned by the Charter School's Director or Executive Director.
7. Failing to attend mandatory staff meetings or professional development meetings.
8. Making false statements regarding any Charter School employee, supervisor, student, student's family members or visitor, or making threats of using abusive or otherwise inappropriate language toward Charter School employees, supervisors, students, students; family members or visitors.
9. Engaging in any inappropriate verbal, visual or physical conduct in the presence of a Charter School student or students' family members, or in the presence of any child on the Charter School campus or during a Charter School-sponsored event.
10. Use of profane, abusive or threatening language in conversations with other employees and/or intimidating or interfering with other employees.
11. Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of School property.
12. Unauthorized use, possession, alteration or transfer of Charter School supplies, technology resources or other Charter School property; or removing Charter School technology resources, records, documents or other Charter School property from the workplace without authorization from the employee's supervisor or the Charter School Director.
13. Refusing/failing to comply with any Charter School rule, policy or procedure, including but not limited to safety, health, and security policies and rules, the Charter School policy against harassment, the Charter School policy concerning violence in the workplace and the Charter School drug-free workplace policy.
14. Refusing or failing to keep parents informed of issues involving their child, refusing to respond to parents' concerns/communications in an appropriate manner, or failing to notify the Charter School's Director of any actual or potential issues involving the employee and the parent's relationship.
15. Failing to report any known or suspected physical or emotional abuse of a child as required by the Child Abuse and Neglect Reporting Act.
16. Photographing Charter School employees, students, students' families or visitors without adult

authorization.

17. Fighting or instigating a fight on School premises.
18. Using or possessing firearms, weapons or explosives of any kind on School premises.
19. Gambling on School premises.
20. Tampering with or falsifying any report or record including, but not limited to, personnel, absentee, sickness or production reports or records, specifically including applications for employment and time cards.
21. Recording the clock card, when applicable, of another employee or permitting or arranging for another employee to record your clock card.
22. Conducting personal business during business hours and/or unauthorized use of telephone lines for personal calls.
23. Excessive absenteeism or tardiness excused or unexcused (failure to work schedule given)
24. Failing to promptly inform the Charter School Director or the front office when unable to report for work or when leaving work early.
25. Misrepresentation of information in connection with any leave of absence from work or application for or use of any Charter School benefit.
26. Posting any notices on School premises without prior written approval of management, unless posting is on a School bulletin board designated for employee postings.
27. Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter is strictly prohibited on School property by non-employees and by employees. This rule does not cover periods of time when employees are off their jobs, such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks.
28. Immoral or indecent conduct.
29. Conviction of a criminal act.
30. Engaging in sabotage or espionage (industrial or otherwise)
31. Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures or treatment.
32. Sleeping during work hours.
33. Release of confidential information without authorization.
34. Any other conduct detrimental to other employees or the School's interests or its efficient operations.
35. Engaging in any conduct that has a negative impact on the Charter School's overall school climate, the ability of faculty to work together as a team, the Charter School's ability to provide a positive environment for its students or the Charter School's ability to educate its students.
36. Any act or acts which cause the Charter School to be unable to invest the amount of trust or confidence required to continue employment.
37. Refusal to speak to supervisors or other employees.
38. Dishonesty.
39. Failure to possess or maintain the credential/certificate required of the position.

For employees who possess an employment contract which provides for other than at-will employment, the procedures and process for termination during the contract shall be specified in the contract.

Nothing in this Termination, Discipline, and Rules of Conduct policy (or in any other policy in this handbook) is intended to alter the employee's at-will status of employment with the Charter School. In addition, no disciplinary procedure or progressive disciplinary process implemented by the Charter School at any time is intended to alter the at-will status of employment with the Charter School. Please refer to the At-Will Employment Policy for more information.

Off-Duty Conduct

While the School does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the School legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect the School or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects the School's legitimate business interests or the employee's ability to perform his or her work will not be tolerated.

While employed by the School, employees are expected to devote their energies to their jobs with the School. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at our School.
- Additional employment that creates a conflict of interest or is incompatible with the employee's position with our School.
- Additional employment that impairs or has a detrimental effect on the employee's work performance with our School.
- Additional employment that requires the employee to conduct work or related activities on the School's property during the employer's working hours or using our School's facilities and/or equipment; and
- Additional employment that directly or indirectly competes with the business or the interests of our School.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to the School explaining the details of the additional employment. If the additional employment is authorized, the School assumes no responsibility for it. The Charter School shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

Termination of Employment

Should it become necessary for an employee to terminate their at-will employment with the School, employees should notify the Executive Administrator regarding their intention as far in advance as possible. At least two (2) weeks' notice is expected whenever possible.

When you terminate your at-will employment, you will be entitled to all earned but unused vacation pay. If you are participating in the medical and/or dental plan, you will be provided information on your rights under COBRA.

Reductions In Force/Layoffs

A reduction in force is the separation of an employee for lack of work or funds, or programmatic change, as determined by YPICS, without fault or delinquency on the employee's part.

A. Employees to be laid off shall be notified as soon as possible after the decision for reduction in force has been made. In no event shall YPICS give an employee less than thirty (30) calendar days written notice.

Employees shall be laid off in accordance with the following criteria:

- a. Programmatic need

- b. Employee credentials and qualifications
- c. Performance evaluations
- d. Expertise/relevant experience

In the absence of substantial distinguishing differences in the above criteria, length of service at YPICS shall be the determining factor.

Verification and Reference Policy

All requests for employment verification, references or personal information verification or disclosures must be directed to the Human Resources contact. No one other than the Human Resources contact and the Executive Director is authorized to provide verifications or references, or disclose personal information, pertaining to current or former employees. With respect to verification requests, the Charter School will disclose only the employee's dates of employment and the title of the last position held. The Charter School will verify or disclose additional information about the employee only if the employee provides written authorization for the Charter School to provide the information. However, the Charter School will provide information about current or former employees as required by law or court order. The Charter School will not provide any letters of reference for current or former employees. Please refer all questions about this policy to the Human Resources contact. Nothing in this policy shall prohibit employees from writing letters of reference in their personal capacity; such letters may not be on the Charter School's letterhead.

INTERNAL COMPLAINT REVIEW

Open Door Policy

Employees who have job-related concerns or complaints are encouraged to discuss them with your Executive Administrator, the Chief Operations Officer, or Executive Director, or any other management representative with whom they feel comfortable. The Charter School believes that employee concerns are best addressed through this type of informal and open communication. Employees are encouraged to raise their work-related concerns with your Executive Administrator, the Chief Operations Officer, or Executive Director or other management representative as soon as possible after the events that cause the concern.

The purpose of the “Internal Complaint Review Policy” is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the Executive Administrator, the Chief Operations Officer, Executive Director, or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment, discrimination, and retaliation are addressed under the School’s “Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation.”

Internal Complaints

(Complaints by Employees Against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Executive Administrator or designee:

1. The complainant will bring the matter to the attention of the Executive Administrator as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Executive Administrator or designee will then investigate the facts and provide a solution or explanation;
3. If the complaint is about the Executive Administrator, the complainant may file his or her complaint to the Senior Director of Programs and HR. The Senior Director of Programs and HR will then investigate the facts and provide a solution or explanation;
4. If the complaint is about the Executive Director, the complainant may file his or her complaint in a signed writing to the President of the School’s Board of Directors, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee’s satisfaction. However, the School values each employee’s ability to express concerns and the need for resolution without fear of adverse consequence to employment.

Policy for Complaints Against Employees

(Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Executive Director or Board President (if the complaint concerns the Executive Administrator) as soon as possible after the events that give rise to the complainant’s concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, the Executive Director (or designee) shall abide by the following process:

1. The Executive Director or designee shall use his or her best efforts to talk with the parties identified in the

complaint and to ascertain the facts relating to the complaint.

2. In the event that the Executive Director (or designee) finds that a complaint against an employee is valid, the Executive Director (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Executive Administrator (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
3. The Executive Director's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors. The decision of the Board shall be final.

General Requirements

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
3. Resolution: The Board (if a complaint is about the Executive Administrator) or the Executive Administrator or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

AMENDMENT TO EMPLOYEE HANDBOOK

This Employee Handbook contains the employment policies and practices of the School in effect at the time of publication.

The Charter School reserves the right to amend, delete or otherwise modify this Handbook at any time provided that such modifications are in writing and duly approved by the employer.

Any written changes to the Handbook will be distributed to all employees. No oral statements can in any way alter the provisions of this Handbook.

APPENDIX A

HARASSMENT/DISCRIMINATION/RETALIATION COMPLAINT FORM

It is the policy of the School that all of its employees be free from harassment, discrimination, and retaliation. This form is provided for you to report what you believe to be harassment, discrimination, or retaliation so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment, discrimination, or retaliation.

If you are an employee of the School, you may file this form with the Executive Administrator or Board President.

Please review the School's policies concerning harassment, discrimination, and retaliation for a definition of such unlawful conduct and a description of the types of conduct that are considered to be unlawful.

The Charter School will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged offender.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

Charges of harassment, discrimination, and retaliation are taken very seriously by the School both because of the harm caused by such unlawful conduct, and because of the potential sanctions that may be taken against the offender. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you believe harassed, or discriminated or retaliated against you or someone else: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Print Name: _____ Date: _____

Received by: _____ Date: _____

APPENDIX B

INTERNAL COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant

Date: _____

Print Name

To be completed by School:

Received by: _____

Date: _____

Coversheet

Recommendation to approve 23-24 Independent Study Policy

Section: VI. Items Scheduled For Action
Item: A. Recommendation to approve 23-24 Independent Study Policy
Purpose: Vote
Submitted by:
Related Material: Recommendation to approve Independent Study Agreement for 23-24 School Year Final.pdf



YPI CHARTER SCHOOLS

July 17, 2023

TO: YPI Charter Schools
Board of Directors

FROM: Yvette King-Berg
Executive Director

SUBJECT: Recommendation to approve Independent Study Agreement for 2023-2024 school year

BACKGROUND

The legislation authorizing independent study was enacted in 1976, and originally was designed to serve child actors, aspiring Olympic athletes, and other students whose schedules precluded regular classroom attendance. Over the years, independent study has evolved to serve a wide range of students.

Independent study (California *Education Code [EC]* sections 51745–51749.3) is provided as an alternative instructional strategy, not an alternative curriculum. Independent study students work independently, according to a written agreement and under the general supervision of a credentialed teacher or teachers.

Independent study can be used on a short-term or long-term basis.

ANALYSIS

Currently, there are no changes in the education omnibus budget trailer bill from FY2023 in regard to the implementation of Independent Studies. Under the guidelines of AB 181 (2022), YPI Charter Schools can provide a child with an Independent Study and claim ADA for the day if we receive notification from the parent prior to 9:30 a.m. This is a dramatic change in that previous years we were required to obtain parent notification by midnight the night before the absence. For the 2023-2024 school year, we can offer an Independent Study and claim ADA for the day as long as we are notified by 9:30 a.m. the same day for students that will be on an Independent Study for 14 Days or less.

Independent Study 14 Days or Less

Parent/Guardian can sign a written agreement within 10 days of program commencement. However, the parent/guardian must notify the school prior to 9:30 a.m. the day of the absence to complete an Independent Study and claim ADA for the day of the absence.

Independent Study 15 Days or More

Parent/Guardian must sign the written agreement prior to commencement for students that will be out 15 days or more consecutive days.

These changes were made by the state of California to enable students that were previously unable to receive an Independent Study during previous years because the school was notified the same day of the absence. This change in procedure is expected to increase the number of students eligible to participate in an Independent Study.

ADA Target Rate

The ADA Target of 95% may need to be adjusted to ensure student performance on student-level measures of student achievement and student engagement is not hindered by an Independent Study. The ED, COO, EAs, and Coordinators of Operations will work with staff and families across the YPI Charter schools to monitor progress toward the successful completion of an independent study. Our goal is to increase in-seat attendance over the completion of Independent Studies.

RECOMMENDATION

It is recommended that the Board of Trustees approve the Independent Study Agreement for 2023-2024.

Attachment: Sample Independent Study Agreement
Notice of Public Hearing (posted on July 1, 2023)

Coversheet

Recommendation to Review and Certify Receipt of the LAUSD Oversight Reports

Section: VI. Items Scheduled For Action
Item: B. Recommendation to Review and Certify Receipt of the LAUSD Oversight Reports
Purpose: Vote
Submitted by:
Related Material:
YPIBERT 8054 - Annual Performance-Based Oversight Visit Report 2022-2023 (1).pdf
YPIOSCAR 8196 - Annual Performance-Based Oversight Visit Report 2022-2023 (3).pdf
YPIVALLEY-HS 7598 - Annual Performance-Based Oversight Visit Report 2022-2023 (1).pdf



LOS ANGELES UNIFIED SCHOOL DISTRICT

CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT*

2022-2023 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 continues to respond 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 CSD Administrator will provide any updated information reach out with more details, as needed.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter School

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/18/2023

Charter School Name: Bert Corona Charter School (BCCS)		Location Code: 8054	
Current Address: 9400 Remick Avenue		City: Pacoima	ZIP Code: 91331
Current Term of Charter¹: July 1, 2019 to June 30, 2026		LAUSD Board District: 6	LAUSD Region: North
Number of Students Currently Enrolled: 334	Enrollment Capacity Per Charter: 375	Number Above/Below Enrollment Capacity (day of visit): (41)	
Grades Currently Served: 5-8	Grades To Be Served Per Charter: 5-8	Percent Above/Below Enrollment Capacity (day of visit): -10.9%	
Norm Enrollment Number: 280			
Total Number of Staff Members: 41	Certificated: 22	Classified: 19	
Charter School's Leadership Team Members:	Dr. Kevin Myers, Executive Administrator; Yvette King-Berg, Executive Director; Mariana C. Myers, Coordinator of Instruction; Jennifer Geissler, SFAF Coach, Daniel Rios, Director of Operations; Joseph Arreola, Coordinator of School Culture; Leticia Sepulveda, Coordinator of Community Schools; Ruben Dueñas, COO		
Charter School's Contact for Special Education:	Vashon Nutt, Director of Special Education	SELPA & Option:	LAUSD Option 3
CSD Assigned Administrator:	Dr. B. Monaster	CSD Fiscal Services Manager:	Cindy Delos Santos-Iya
Other School/CSD Team Members:	Michael Maar		
Oversight Visit Date(s):	April 18, 2023	Fiscal Review Date (if different):	Not Applicable
Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):	No	LAUSD Co-Location Campus(es) (if applicable):	Not Applicable
Certificate of Occupancy (COO) or Temporary Certificate of Occupancy Type: (if a TCO, please note expiration date)	COO	COO/TCO Approved Grade Levels and Occupancy Loads:	Not indicated on COOs

SUMMARY OF RATINGS

(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory

Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
4, Accomplished	2, Developing	3, Proficient	3, Proficient

¹ AB 130 added Section 47607.4 to the California Education Code (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: Bert Corona Charter School

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/18/2023

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 2022-2023*. 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-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.



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GOVERNANCE	RATING*
Summary of School Performance	4, Accomplished
<p>G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S) - The Governing Board has fully implemented the organizational structure set forth in approved charter, including evidence of seeking input from all committees/councils, and a well-developed system for the evaluation of the school’s executive level leadership, as evidenced by:</p> <ul style="list-style-type: none"> • A system of evaluation for executive level leadership including positions reporting to the Governing Board, such as Chief Operations Officer and Executive Director. • Board agenda dated 4/25/2023, included School Committee/Council Reports. • Board agenda dated 6/13/2022, included LCAP Hearing: Local Control and Accountability Plan recommendations from parents, community members and staff. <p>G2: BROWN ACT - The Governing Board complies with all material provisions of the Brown Act, as evidenced by:</p> <ul style="list-style-type: none"> • A posted calendar of the 2022-2023 Board Meeting Dates. • On Track includes agendas, minutes, and attachment documents from the board meeting. • Board agenda dated 10/31/2022, included an action item on Teleconferencing Meetings During State of Emergency. • Board minutes dated 2/6/2023, reflected Brown Act Training. <p>G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - The Governing Board considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria), as evidenced by:</p> <ul style="list-style-type: none"> • Agendas, minutes, and meeting materials demonstrate how the Governing Board reviews and analyzes school data and stakeholder input to inform and support sound decision making, as follows: <ul style="list-style-type: none"> ○ Board minutes dated 10/31/2022 included: <ul style="list-style-type: none"> ▪ Approval of EL Plan for Bert Corona Middle. ▪ YPICS Total Professional Development Days ▪ Bert Corona Middle - Data (Houghton Mifflin Reading Inventory) • Board minutes dated 12/5/2022 included: <ul style="list-style-type: none"> ○ Board’s retreat with a three-year draft of a strategic plan. ○ Bert Corona Middle - MTSS process to support all students, Youth Truth survey responses revealed: <ul style="list-style-type: none"> ▪ Teachers feeling confident about teaching the curriculum ▪ Student and staff safety ranked higher than the prior year ▪ Students feel challenged by the learning. • Board minutes dated 2/6/2023 included: <ul style="list-style-type: none"> ○ Instructional update data chat on Middle School’s Mid-Year Growth Reports with 51% of students making progress towards typical growth. • Board minutes dated 3/27/2023 included: 	



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Bert Corona Middle - Enrollment, Attendance and Homeless Youth data, Acceleration Class/Study Hall

- See *Notes* section below.

Areas Noted for Further Growth and/or Improvement

See *Notes* below.

Corrective Action Required

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

Notes:

The CSD observed a pattern of YPICS’s noncompliance with Education Code section 47604.3 as well as the Federal, State, and District Required Language (FSDRL), which expressly requires all charter schools to “promptly respond to all inquiries” from the District.

****NOTE: A charter school may receive a rating of 1 in this category for the following: (1) Evidence of conflict (s) of interest within the organization (i.e. Governing Board, staff, contracted external parties, etc.), (2) School is in breach of the operative charter, including Federal, State, and District Required Language, (3) School is “Not in Good Standing”, and/or (4) If there are serious concerns related to fiscal matters (e.g., negative financial condition, fiscal mismanagement, and/or significant audit findings, etc.).***



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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 as set forth in the approved charter
- 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., School Site Council and English Learner Advisory Committee)
- Evaluation of school’s executive level leadership (including, but not limited to, those positions reporting to the Governing Board, as indicated in Element 4 of the approved charter, such as Executive Director, Area Superintendent, Principal, etc.)

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in approved charter, including evidence of seeking input from all committees/councils, and a well-developed system for the evaluation of the school’s executive level leadership <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 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"/> Board meeting agendas (B1.4) <input checked="" type="checkbox"/> Board meeting calendar (B1.5) <input checked="" type="checkbox"/> Brown Act training documentation (B1.8a) <input checked="" type="checkbox"/> Compliance with E.C. 47604.1 (B1.8b) <input checked="" type="checkbox"/> Documentation of the school’s agenda posting procedures (B1.9) <input checked="" type="checkbox"/> School website <input type="checkbox"/> Observation of Governing Board meeting(s) <input checked="" type="checkbox"/> Discussion with school 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 Ralph M. Brown Act (“Brown Act”) (Gov. Code, §§54950, et seq.)
- Governing Board holds its meetings at a location(s) and in a manner that complies with applicable Brown Act requirements and Ed. Code, §47604.1, including but not limited to teleconferencing, closed session, public comment, and Reasonable Accommodations.
- The public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as required by applicable Brown Act provisions, Ed. Code, § 47604.1(c)(1)(A) and as described in the approved charter.
- Governing Board meeting agendas contain adequate item descriptions and are posted on the school’s website and on campus in accordance with the requirements of the Brown Act.
- Governing Board meetings are held in accordance with the Brown Act including the requirements set forth in Ed. Code § 47604.1.

	Rubric	Sources of Evidence
Performance	<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 (B1.4) <input checked="" type="checkbox"/> Board meeting calendar (B1.5) <input checked="" type="checkbox"/> Brown Act training documentation (B1.8a) <input checked="" type="checkbox"/> Compliance with E.C. 47604.1 (B1.8b) <input checked="" type="checkbox"/> Documentation of the school’s agenda posting procedures (B1.9) <input checked="" type="checkbox"/> School website <input type="checkbox"/> Observation of Governing Board meeting(s) <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 school policy, to honor and protect the rights of students, employees, parents, and the public in the following areas:

- Student discipline
- Employee grievances and discipline
- Stakeholder complaint resolution pursuant to the Uniform Complaint Procedures (UCP)
- Parent/stakeholder complaint resolution for complaints outside regulatory scope of UCP

Rubric		Sources of Evidence
Performance	<input 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 checked="" type="checkbox"/> The Governing Board has 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 (B1.4) <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10a) <input checked="" type="checkbox"/> Employee Handbook(s) (B1.10b) <input checked="" type="checkbox"/> Uniform Complaint Procedures policy and form(s) (B1.11) <input checked="" type="checkbox"/> Stakeholder complaint procedures and form(s) (B1.12) <input checked="" type="checkbox"/> Human Resources (HR) policies and procedures (B1.13) <input type="checkbox"/> Observation of Governing Board meeting(s) <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

<p><i>The Governing Board has systems in place to ensure ongoing:</i></p> <ul style="list-style-type: none"> • Review and use of academic performance data (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 Local Control and Accountability Plan (LCAP) and additional school plans, (e.g., Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), School Plan for Student Achievement (SPSA), and action plans for making progress toward LCAP goals) • Transparent governance and accountability to stakeholders, including consideration of input from the school’s committees/councils and stakeholders • Monitoring of staffing needs and the school’s compliance with all applicable credentialing, clearance, and training requirements 	
Rubric	Sources of Evidence



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Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The Governing Board regularly considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria) <input checked="" type="checkbox"/> The Governing Board considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board inconsistently considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board seldom considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board meeting agendas, minutes, and meeting materials for meetings at which the Board reviewed: (B1.14a) <ul style="list-style-type: none"> <input checked="" type="checkbox"/> CA School Dashboard Academic Performance Indicators (ELA, MATH, ELPI, CCI) <input checked="" type="checkbox"/> CA School Dashboard Academic Engagement Indicators (Chronic Absenteeism, Graduation Rate) <input checked="" type="checkbox"/> CA School Dashboard Conditions and Climate Indicator (Suspension Rate) <input checked="" type="checkbox"/> Attendance rate <input checked="" type="checkbox"/> Internal assessment data <input checked="" type="checkbox"/> Enrollment data <input checked="" type="checkbox"/> Staffing data (retention, turnover, certification, etc.) <input checked="" type="checkbox"/> Board meeting calendar (B1.5) <input checked="" type="checkbox"/> Human Resources (HR) policies and procedures (B1.13) <input checked="" type="checkbox"/> Other evidence of a system for Board review and analysis of internal school data to inform decision-making (B1.14b) <input checked="" type="checkbox"/> Documentation of Board member and/or executive leadership training on topics that support responsive and accountable governance (e.g., data-driven decision making, Board roles and responsibilities, etc.) (B1.14c) <input type="checkbox"/> Observation of Governing Board meeting(s) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)
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G5: FISCAL CONDITION - GOVERNANCE 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	<ul style="list-style-type: none"> <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) <input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current independent audit report* <input type="checkbox"/> The school is fiscally weak or unstable**, net assets are negative in the most current independent audit report, or the school does not have an independent audit report on file with the Charter Schools Division* <input type="checkbox"/> The school is consistently fiscally weak, net assets are negative in the prior two independent audit reports, or the school does not have an independent audit report on file with the Charter Schools Division* <p>*Additional considerations that could influence the rating may include: inadequate cash flow; financial condition and/or enrollment reflecting a downward trend and/or beginning to show signs of 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.); or that the school may not be able to carry out quality educational programs when the student enrollment drops to a certain level.</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>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input checked="" type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1.15) <input checked="" 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 financial information submitted by the school <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)



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G6: FISCAL MANAGEMENT AND ACCOUNTABILITY - GOVERNANCE 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
Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The school consistently adheres 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 generally adheres 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 not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, or 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 continuously not adhering to the Governing Board approved fiscal policies and procedures, or has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, etc.) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input checked="" type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1.15) <input checked="" 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):

Not Applicable



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STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	1, Unsatisfactory
2020 California Department of Education’s (CDE) Charter School’s Performance Category	Low Performing
<p>Does the charter school qualify for technical assistance? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>If yes, what is the school’s identification? (See additional information within “Notes” section below)</p> <p><input type="checkbox"/> Comprehensive Support and Improvement (CSI)</p> <p><input checked="" type="checkbox"/> Additional Targeted Support and Improvement (ATSI)</p>	
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR - The schoolwide Dashboard Suspension Rate Indicator Status is “Medium” with 2.8 percent of students suspended at least once, which is lower than the state at 3.1 percent.</p> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>A1: DASHBOARD SCHOOLWIDE ELA INDICATOR - The schoolwide Dashboard ELA Indicator Status is “Very Low” with a DFS of -73.6. The school leader reports the following steps to improve academic performance:</p> <ul style="list-style-type: none"> • The school added a Coordinator of Instruction (COI) to support staff with the following duties: <ul style="list-style-type: none"> ○ Meet with teachers weekly, bi-monthly, or monthly depending of need. ○ Identify students for acceleration courses and for study hall before and after school to provide additional support. ○ Ensure supports certificated staff is providing academic support and lessons either before or after school. Five credential staff members also facilitate study hall after school. • A focus on iReady during study hall provides opportunities for pathway completion and re-do mastery assignments. <p>A2: DASHBOARD SCHOOLWIDE MATH INDICATOR - The schoolwide Dashboard Math Indicator Status is “Very Low” with a DFS of -120.7. The school leader reports the following steps to improve performance in Math: See <i>A1: Dashboard Schoolwide ELA Indicator</i> for strategies.</p> <p>A3: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS INDICATOR (ELPI) – The schoolwide Dashboard ELPI Status is “Medium,” “Medium,” which is similar the state’s Status level. The report shows that 45.2 percent of students are making progress towards English language proficiency which is below the state at 50.3 percent. The school leader reports the following steps to improve performance and supports for English Language Learners:</p> <ul style="list-style-type: none"> • An addition of an English Language Development (ELD) teacher and tutor for the 2022-2023 school year, the tutor provides additional support through push-in and pull-out time. 	



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- For the second semester of the 2022-2023 school year, and due to the success observed from the data in ELA and Math, the Bert Corona Charter School Team changed the schedule to allow English Language Learners to have a regular, core ELA course, and ELD designated time for grouped language development instruction.
- The ELD teacher provides instruction in the resource classrooms and co-teaches with the resource teacher once or twice a week.
- The ELD teacher provides professional development for the staff and works with teachers one-on-one to help plan instruction.

A5: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM INDICATOR - (GRADES K-8) - The schoolwide Dashboard Chronic Absenteeism Indicator Status is “Very High” for All Students, which is similar to the state’s Status level. The report shows that 27.2 percent of students are absent 10 percent or more of the instructional days they were enrolled which is lower than the state at 30.0% percent. The school leader reports the following steps to improve the schoolwide chronic absenteeism:

- Early notifications to families about absenteeism data.
- After nine absences for the year, parents are contacted (via meeting, phone calls or home visits) by school to delineate to address absences.
- In collaboration with the community schools’ team, the school has identified resources and community partners to help with a variety of needs for families.

A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR - Bert Corona Charter Middle’s 2022 California Dashboard report on the school’s performance on the **Suspension Rate Indicator** show that English Learner’s percentage of students suspended at least once is 4.6% which is higher than the state at 3.2%. The school leader reports the following steps to improve the schoolwide suspension rate:

- Tier I Implementation, MTSS, and School Culture which includes ensuring that wrap-around supports and services are provided.
- The staff was trained on how to do referrals and the school expanded their partnership in the community for be able to provide targeted supports for students and families.
- More events, activities, and celebrations for students, which includes clubs, fieldtrips, college trips and visits, dances, and afterschool activities.
- The school has re-built the MTSS system of supports for Tier II and Tier III needs, which includes:
 - Regular meetings.
 - An improved the student recommendation process.
 - A process for tracking services to be able to actively work with parents, students, and staff through the SSPT process.
- Provided targeted lessons for advisory classes to address concerns at the school.
- Students with struggling behaviors are assigned a specific mentor for the check-in/check-out program.
- The school uses the PBIS rewards system which provides accountability and an ability to keep students on track throughout the day.
- Professional development using Teach Like a Champion, to discuss and mentor specific areas of need with the COI and mentor teachers lead observations and feedback to the teachers to help improve their overall classroom management, routines, and engagement practices.

A8: DASHBOARD STUDENT GROUP ELA - None of the school’s numerically significant student groups (English Learner “Very Low”/-124.1, Latino “Very Low”/-74.2, Socioeconomically Disadvantaged “Very Low”/-75.5, and Students with Disabilities “Very Low”/-156.8) have “Status/DFS” scores above the statewide DFS.



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A9: DASHBOARD STUDENT GROUP MATH - - None of the school's numerically significant student groups (English Learner "Very Low"/-165.2, Latino "Very Low"/-121.0, Socioeconomically Disadvantaged "Very Low"/-122.4, and Students with Disabilities "Very Low"/-182.7) have "Status/DFS" scores above the statewide DFS.

See *A1: Dashboard Schoolwide ELA Indicator* for strategies.

Corrective Action Required

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

Notes:

Due to the COVID-19 pandemic, state law suspended the reporting of state measures on the 2021 California School Dashboard. The color-coded performance level or Change level will not be issued due to the suspension of state measures on the 2021 Dashboard and not having two consecutive years of reported data. Accordingly, indicators in the Student Achievement and Educational Performance category for the 2022-2023 Annual Performance-Based Oversight Report are scored based on 2022 Status level data except for the College/Career Indicator (CCI), as CAASPP testing was optional for the 2020-2021 school year. CCI will resume with "Status Only" reporting on the 2023 Dashboard.

A11: As of the time of the issuance of this Annual Performance-Based Oversight Visit Report, the state has not published the "Annual Reclassification (RFEP) Counts and Rates" for the 2021-2022 academic year. Considering this fact, the 2022- 2023 Annual Performance-Based Oversight Visit Report does not rate the Student Achievement and Educational Performance indicator "A11: English Learner Reclassification." Please note that, depending on the release date of the 2021-2022 RFEP counts and rates, the District may elect to update and reissue a revised 2022-2023 Annual Performance-Based Oversight Visit Report with indicator A11 rated and calculated into the final overall Student Achievement and Educational Performance category rating.

ATSI

Bert Corona Middle was identified as a 2022 Additional Targeted Support and Improvement (ATSI) school. Per CDE requirements, it is the expectation that ATSI plans be fully developed and approved at the local level (school and LEA) no later than the first day of the 2023–24 school year. In partnership with educational partners, the school shall develop and implement a school-level targeted support and improvement plan to improve student outcomes based on the indicators in the statewide accountability system for **Latino, Socioeconomically Disadvantaged, and Students with Disabilities** that was the subject of the notification. This will ensure that students and the school receive a full year of intervention and support consistent with the ATSI plan.

The school employs the following English Learner (EL) Reclassification Criteria:

- Rate of "**At Risk**" ELs is Lower in comparison to the state average
- Rate of "**LTEs**" is Higher in comparison to the state average

***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. (Not applicable for the 2022-2023 school year due to the absence of updated performance classification. Will resume with updated performance classification published by the state.)**



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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"> California School Dashboard Schoolwide ELA data (CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard ELA Indicator Status is Very High <input type="checkbox"/> The schoolwide Dashboard ELA Indicator Status is High; or Medium and at/above statewide Distance From Standard (“DFS”) <input type="checkbox"/> The schoolwide Dashboard ELA Indicator Status is Medium and below statewide DFS; or Low <input checked="" type="checkbox"/> The schoolwide Dashboard ELA Indicator Status is Very Low <input type="checkbox"/> Not Available - No Status assigned for the ELA Indicator on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set (B2.1) <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"> California School Dashboard Schoolwide Math data (CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Math Indicator Status is Very High <input type="checkbox"/> The schoolwide Dashboard Math Indicator Status is High; or Medium and at/above statewide DFS <input type="checkbox"/> The schoolwide Dashboard Math Indicator Status is Medium and below statewide DFS; or Low <input checked="" type="checkbox"/> The schoolwide Dashboard Math Indicator Status is Very Low <input type="checkbox"/> Not Available - No Status assigned for the Math Indicator on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set (B2.1) <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"> California School Dashboard Schoolwide ELPI data (CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard ELPI Status is Very High <input type="checkbox"/> The schoolwide Dashboard ELPI Status is High; or Medium and at/above statewide percentage <input checked="" type="checkbox"/> The schoolwide Dashboard ELPI Status is Medium and below statewide percentage; or Low <input type="checkbox"/> The schoolwide Dashboard ELPI Status is Very Low <input type="checkbox"/> Not Available - No Status assigned for the ELPI on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <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"> California School Dashboard Schoolwide CCI data (CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> Not Available - No Status assigned for the CCI on the 2022 Dashboard <input checked="" 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 (B2.1) <input type="checkbox"/> Other: (Specify)



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

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

- California School Dashboard Schoolwide Chronic Absenteeism Indicator data (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator Status is Very Low <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator Status is Low; or Medium and at/below statewide percentage <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator Status is Medium and above statewide percentage; or High <input checked="" type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator Status is Very High <input type="checkbox"/> Not Available - No Status 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 checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



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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"> California School Dashboard Schoolwide Suspension Rate Indicator data (CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator Status is Very Low <input checked="" type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator Status is Low; or Medium and at/below statewide percentage <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator Status is Medium and above statewide percentage; or High <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator Status is Very High <input type="checkbox"/> Not Available - No Status assigned for the Suspension Rate Indicator on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

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"> California School Dashboard Schoolwide Graduation Rate Indicator data (CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator Status is Very High <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator Status is High; or Medium and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator Status is Medium and below statewide percentage; or Low <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator Status is Very Low <input type="checkbox"/> Not Available - No Status assigned for the Graduation Rate Indicator on the Dashboard <input checked="" type="checkbox"/> Not Applicable - The 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 (B2.1) <input type="checkbox"/> Parent-Student Handbook or other documentation of school's graduation requirements (B2.5) <input type="checkbox"/> Other: (Specify)



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A8: DASHBOARD STUDENT GROUP 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"> Performance of all numerically significant student groups (30 or more students) on the California School Dashboard ELA (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> All numerically significant student groups have “Status/Distance From Standard (DFS)” scores above the statewide DFS <input type="checkbox"/> The majority of numerically significant student groups have “Status/DFS” scores above the statewide DFS <input type="checkbox"/> Less than a majority of the numerically significant student groups have “Status/DFS” scores above the statewide DFS <input checked="" type="checkbox"/> None of the school’s numerically significant student groups have “Status/DFS” scores above the statewide DFS <input type="checkbox"/> Not Available - No assessment of performance for this indicator	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A9: DASHBOARD STUDENT GROUP 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"> Performance of all numerically significant student groups (30 or more students) on the California School Dashboard Math (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> All numerically significant student groups have “Status/DFS” scores above the statewide DFS <input type="checkbox"/> The majority of numerically significant student groups have “Status/DFS” scores above the statewide DFS <input type="checkbox"/> Less than a majority of the numerically significant student groups have “Status/DFS” scores above the statewide DFS <input checked="" type="checkbox"/> None of the school’s numerically significant student groups have “Status/DFS” scores above the statewide DFS <input type="checkbox"/> Not Available - No assessment of performance for this indicator	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



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

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

- Performance of all numerically significant student groups (30 or more students) on the California School Dashboard CCI (Students with Disabilities, English Learners, and Socioeconomically Disadvantaged, etc.) (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> Not Available - No Status assigned for the CCI on the 2022 Dashboard <input checked="" 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 (B2.1) <input type="checkbox"/> Other: (Specify)

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 2021-2022 (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school reclassified English Learners at a rate higher than the state average <input type="checkbox"/> The school reclassified English Learners at a rate similar to the state average <input type="checkbox"/> The school reclassified English Learners at a rate lower than the state average <input type="checkbox"/> The school did not reclassify any of its English Learners <input type="checkbox"/> Not Applicable - The school did not have any English Learners <input checked="" type="checkbox"/> No Reclassification data for the 2021-2022 school year published by the state at the time of the issuance of this report. Please see "Notes" section above.	<input type="checkbox"/> Reclassification report (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Summative ELPAC report (CDE) (B2.3) <input type="checkbox"/> Master Plan for English Learners adopted by school's Governing Board (B3.2i)



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A12: INTERNAL ASSESSMENT – VERIFIED DATA IMPLEMENTATION – QUALITY INDICATOR #12

The information provided in this report on internal assessments is to determine the charter school’s verified data implementation, as applicable. As part of renewal (once and as applicable) for charter schools that are identified by the California Department of Education (CDE) as Middle or Low Performing, the LAUSD Board shall consider schoolwide performance and performance of all student groups on the California School Dashboard and shall also consider clear and convincing evidence, demonstrated by verified data, showing either a) the school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each in school or b) strong postsecondary outcomes equal to similar peers.

The LAUSD Board shall only consider verified data adopted by the State Board of Education pursuant to Education Code section 47607.2(c) (Approved List). In addition, staff’s review of the charter school’s submitted materials will be based on the verified data sources and related information adopted by the State Board of Education (Ed. Code, § 47607.2(c)(3).) Charter schools submitting verified data for this purpose must adhere to the state-approved criteria.

The information below is based on charter school’s self-reported data and will not be scored.

Academic Progress Indicator(s) for the 2021-2022 School Year:

Academic Progress Indicator: iReady by Curriculum Associates Reading	Grade Levels: 5-8	Assessment Administration: Beginning Year/End of Year	95% Participation Met*: <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
Academic Progress Indicator: iReady by Curriculum Associates (Math)	Grade Levels: 5-8	Assessment Administration: Beginning Year/End of Year	95% Participation Met*: <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
Academic Progress Indicator: Choose an item.	Grade Levels: Click or tap here to enter text.	Assessment Administration: Choose an item.	95% Participation Met*: <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met

*If the charter school did not meet the 95% participation, the charter school’s plan to address the participation is included in the Notes below.

1. The charter school disaggregated student performance data for the following student groups: Click or tap here to enter text.
 The charter school did not disaggregate student performance data by student groups.
2. The charter school affirmed that the assessments were administrated as intended, consistent with the test publishers’ administration and test security procedures.
3. The charter school Choose an item. the test publisher’s definition of one year’s progress, per publisher’s source document.

Notes:
None

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

ACADEMIC BENCHMARKS -update for 2022-2023

The school shall provide a written status report to the Charter Schools Division (CSD) no later than December 1 of each year of the charter term demonstrating its progress related to the following:

1. The Charter School shall demonstrate an ongoing increase in reclassification of its English Learners to meet or exceed the Resident School’s Median and the District reclassification rate.



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UPDATE: No update as the CDE has not released reclassification rates for the 2021-2022 school year.

2. Evidence to demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for the English Learner and Students with Disabilities subgroups in English Language Arts as measured by CAASPP (SBAC) Assessment at a rate level equal to or greater than the Resident and Similar Schools Medians, with the goal of achieving and maintaining the “Green” performance level or higher by the end of the charter term.

UPDATE: No update due to lack of data from the California School Dashboard as performance colors have not been assigned for the Student Group ELA Indicator. CSD will continue to monitor targeted benchmark area as part of oversight.
3. Evidence to demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for the English Learner and Students with Disabilities subgroups in Mathematics as measured by CAASPP (SBAC) Assessment at a rate level equal to or greater than the Resident and Similar Schools Medians, with the goal of achieving and maintaining the “Green” performance level or higher by the end of the charter term.

UPDATE: No update due to lack of data from the California School Dashboard as performance colors have not been assigned for the Student Group Math Indicator. CSD will continue to monitor targeted benchmark area as part of oversight.



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LOCAL CONTROL ACCOUNTABILITY PLAN 2022-2023 (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"> <input checked="" type="checkbox"/> LCFF Budget Overview for Parents <input checked="" type="checkbox"/> Supplement to the Annual Update to the 2021-2022 LCAP <input checked="" type="checkbox"/> 2022-2023 Plan Summary <input checked="" type="checkbox"/> Engaging Educational Partners <input checked="" type="checkbox"/> Goals and Actions <input checked="" type="checkbox"/> Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students <input checked="" type="checkbox"/> Action Tables 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Local Control Accountability Plan (B2.7) <input checked="" type="checkbox"/> Board Agenda and Minutes (B2.7)

Notes:

None



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ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	3, Proficient
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>O1: SCHOOL HEALTH AND SAFETY PLANS AND PROCEDURES: The school has a 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, as evidenced by:</p> <ul style="list-style-type: none"> • School Safety Plan: <ul style="list-style-type: none"> ○ Emergency Procedures table with specific guidelines for signaling, procedures and ended by for fire, earthquake, response lockdown, and no response lockdown. ○ Drill Status Report form. ○ Parent Notification Letter of Emergency Response Training for Students. ○ Evacuation Announcements. ○ Map of the school delineating evacuation areas. ○ PowerPoints: <ul style="list-style-type: none"> ▪ Emergency Procedures and Drills (fire and earthquake – student presentation) ▪ Supervision team norms and agreements. • Student Immunization and Health Screening: <ul style="list-style-type: none"> ○ Notice of out of Compliance Immunization Letter to parents. ○ A form template for individualized school immunization records. ○ TDAP flier in preparation for 7th grade. ○ PRN Nursing Consultants Services provided 329 student screenings for vision, scoliosis, and audio February 9 and 10, 2023. • YPI Charter Schools, Inc. Suicide Prevention Policy which was revised 12/7/2020. <p>O5: SPECIAL EDUCATION - The school has a system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, as evidenced by:</p> <ul style="list-style-type: none"> • 300 report – 10 services in tier 4 and one in tier 6. The school provided an explanation for services not rendered that included: “Provider catching up on service tracking,” “Welligent issue. Provider notes not saving.” • 200 report - two overdue IEP’s. The school provided an explanation, such as “Parent did not return notification. Rescheduled...” • Professional Development included: <ul style="list-style-type: none"> ○ Summer for New Teachers (Special Education 101). ○ Using Intervention models to support students with high needs dated 8/7/2020. ○ YPICS Verbal Interventions to Alleviate Behavior Escalation dated 10/28/2021. ○ Accommodations vs. Modifications. ○ The ABCs of Behavior. ○ MTSS Overview. 	



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- Behavior de-escalation strategies.

O7: PROFESSIONAL DEVELOPMENT - The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter, as evidenced by:

- Conference Best Practices
- Parent Committee Letter
- Team Building, Go Guardian, iReady
- SFA Math Support
- Interim Assessments
- Classroom Routines and Procedures
- Culture in the Classroom
- Lesson Plan Feedback

Areas Noted for Further Growth and/or Improvement

O2: HEALTH AND SAFETY TRAINING AND PREPARATION - 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, as evidenced by:

Emergency Drills Calendar- a total of twelve drills: eight lockdown, two earthquake, and two fire drills. California law requires public and private schools to conduct a minimum number of emergency-drills every school year, the school did not conduct sufficient drills per CA Ed. Code 32001.

O4: MEETING THE NEEDS OF ALL STUDENTS; STUDENT GROUP DATA ANALYSIS - The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and partially modifies instruction based on data analysis, as evidenced by:

- A list labeled Parent Engagement.
- Parent Portal
- Study Hall flyer Tuesday and Wednesday in Math, Science and English from 3:30-4:30 p.m.
- Weekly Extra Curricular Schedule (Volleyball, Anime, Art, Esports, Study Hall, Robotics, Bookmaking, Chess Club, and Tutoring)

Corrective Action Required

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

Notes:

None



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- *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 2022-2023) prior to employment; and/or failed to obtain DOJ clearance certification, as appropriate, from a vendor; and/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.*
- *A charter school may receive a rating of 1 in this category if the school is in breach of the operative charter, including Federal, State, and District Required Language related to this section.*



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O1: SCHOOL HEALTH AND SAFETY PLANS AND PROCEDURES - QUALITY INDICATOR #1

The school has implemented school health and safety plans and procedures that ensure:

- A current site-specific Certificate(s) of Occupancy or equivalent that authorizes the current use of the site
- A current, comprehensive, site-specific comprehensive Health, Safety, and Emergency School Safety Plan per requirements of Ed. Code, §§ 47605(c)(5)(F), 32282(a)(2)(A) -(J), and 35179.4, as applicable.
(Note: For schools co-located with a District school, the charter school participates in and complies with the District school’s Integrated Safe School Plan)
- Posting of the school’s Visitor Policy in a visible location in or outside the school’s main office and in the Parent-Student Handbook
- Monitoring and documentation of compliance with student immunization requirements
- Completion and documentation of health screenings (e.g., vision, hearing, and scoliosis) per current applicable law and terms of the charter
- A Board adopted Pupil Suicide Prevention Policy (grades 1-6 and/or grades 7-12, as applicable), requirements of Ed. Code § 215
- Provision of at least one nutritionally adequate free or reduced priced meal each school day for all needy students, per Ed. Code § 47613.5
- For schools serving grades 7-12, inclusion of the phone number for the National Suicide Prevention Lifeline on at least one side of Student ID cards, as outlined in Ed. Code § 215.5

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The school has a well-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 <input checked="" type="checkbox"/> The school has a 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 <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 <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 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10a) <input checked="" type="checkbox"/> Visitor’s Policy (B3.1a) <input checked="" type="checkbox"/> Certificate(s) of Occupancy or equivalent (B3.1b) <input checked="" type="checkbox"/> Student immunization (B3.1h) <input checked="" type="checkbox"/> Health screening (B3.1h) <input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan (B3.1c) <input checked="" type="checkbox"/> Evacuation route maps (B3.1c) <input type="checkbox"/> Student ID card printed with the National Suicide Prevention Lifeline phone number (B3.1k) <input checked="" type="checkbox"/> Board adopted policy on pupil suicide prevention (grades K-6) (B3.1f) <input checked="" type="checkbox"/> Board adopted policy on pupil suicide prevention (grades 7-12) (B3.1f) <input checked="" type="checkbox"/> Site/classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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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, per Ed. Code § 49414
- 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 § 35179.6
- Staff receive annual training in Pupil Suicide Prevention and Awareness (as applicable) pursuant to Ed. Code §215.
- Staff receive training in bloodborne pathogens, per 8 California Code of Regulations (“CCR”), § 5193

	Rubric	Sources of Evidence
Performance	<input 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 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 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 (B3.1g) <input checked="" type="checkbox"/> Provision and location of onsite emergency supplies (B3.1c) <input checked="" type="checkbox"/> Child abuse mandated reporter training documentation (B3.1d and B3A.5) <input checked="" type="checkbox"/> Bloodborne pathogens training documentation (B3.1e and B3A.5) <input checked="" type="checkbox"/> Pupil Suicide Prevention and Awareness Training (B3.1f and B3A.5) <input checked="" type="checkbox"/> Epi-pen and training (B3.1i) <input type="checkbox"/> AED (schools with an interscholastic athletic program) (B3.1j) <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2022-2023 (“ESSA Grid”)</i> (B3A.1) <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 and analyzing school and student progress towards annual goals (schoolwide and for all student groups that the school serves) that are consistent with the educational performance measured by the California School Dashboard and state assessments
- 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
Performance	<ul style="list-style-type: none"> <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. This includes full implementation of all key features, regularly reviewing and analyzing school and student progress towards annual goals and/or monitoring student progress toward completion of graduation and A-G requirements and providing ongoing professional development specific to student outcomes and key features as outlined in the charter. <input type="checkbox"/> The school has 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 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 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Implementation of an educational program serving all grade levels approved to be served per charter (B3.2i, B3.2j, B3.2k) <input checked="" type="checkbox"/> Standards-based instructional program (evidence of grade level and/or content lesson plans, unit plans) (B3.2a) <input checked="" type="checkbox"/> LCAP (B3.2b) <input type="checkbox"/> Technology readiness to administer CAASPP assessments (B3.2c) (new schools only) <input type="checkbox"/> WASC accreditation (B3.2d) <input type="checkbox"/> UC Doorways course approval documentation (B3.2e) <input checked="" type="checkbox"/> Professional development documentation (B3.3c) <input type="checkbox"/> Evidence of system for monitoring student progress toward and completion of graduation and A-G requirements (B3.2g) <input type="checkbox"/> Mathematics Placement Assessment (school serving 9th graders) (B3.2m) <input checked="" type="checkbox"/> Classroom/site 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; STUDENT GROUP DATA ANALYSIS - QUALITY INDICATOR #4

The school has a system in place to ensure:

- Implementation of differentiated instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all numerically significant student groups identified in the school’s LCAP and by the CDE
- Implementation of internal student assessments aligned with instructional outcomes to determine student mastery of California State Content Standards
- Disaggregation and analysis of data on a regular basis to address individual student needs and guide instructional planning and use of interventions
- 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)

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The school has a well-developed system and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and modifies instruction based on data analysis <input type="checkbox"/> The school has implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and generally modifies instruction based on data analysis <input checked="" type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and partially modifies instruction based on data analysis <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 student groups, and does not consistently modify instruction based on data analysis 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Standards-based instructional program (evidence of grade level and/or content lesson plans, unit plans) (B3.2a) <input checked="" type="checkbox"/> LCAP (B3.2b) <input type="checkbox"/> Professional development documentation (B3.3c) <input type="checkbox"/> Documentation of intervention and support for all students (B3.2j) <input checked="" type="checkbox"/> Master Plan for English Learners (B3.2i) <input checked="" type="checkbox"/> Documentation of implementation of the school’s Master Plan for English Learners (B3.2j) <input checked="" type="checkbox"/> Implementation of a data analysis system (B3.2k) <input checked="" type="checkbox"/> Classroom/site observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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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 well-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 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 type="checkbox"/> Charter school does not participate in LAUSD's SELPA	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10a) <input checked="" type="checkbox"/> District Validation Review (DVR) (B3.3a) <input checked="" type="checkbox"/> Self-Review Checklist (B3.3a) <input checked="" type="checkbox"/> Welligent reports and/or other documentation, including from the Division of Special Education (B3.3a) <input checked="" type="checkbox"/> Professional development documentation (B3.3a and B3.3c) <input checked="" type="checkbox"/> Intervention and support for students with disabilities (B3.2j) <input type="checkbox"/> Consultation with Charter Operated Programs office <input checked="" type="checkbox"/> Other special education documentation (B3.3a) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <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 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 groups
- Minimize chronic absenteeism for all students and student groups
- 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
Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input checked="" type="checkbox"/> The school has a 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 <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 <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 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10a) <input checked="" type="checkbox"/> LCAP (B3.2b) <input checked="" type="checkbox"/> Professional development documentation (B3.3c) <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 (B3.3b) <input checked="" type="checkbox"/> Implementation of tiered behavior intervention (e.g., SSPT) (B3.3b) <input checked="" type="checkbox"/> Implementation of alternatives to suspension (B3.3b) <input checked="" type="checkbox"/> Implementation of schoolwide positive behavior support system (B3.3b) <input checked="" type="checkbox"/> Implementation of procedures for preventing acts of bullying, including cyberbullying (B3.3b) <input checked="" type="checkbox"/> Data monitoring (B3.3b) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Sets for suspension, expulsion, disproportionality, and chronic absenteeism (B2.1) <input checked="" type="checkbox"/> Classroom/site observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



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O7: PROFESSIONAL DEVELOPMENT - QUALITY INDICATOR #7

<p><i>The school:</i></p> <ul style="list-style-type: none"> • 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 • Provides faculty and other instructional staff with professional development opportunities to improve instructional practice • Provides opportunities for teachers to collaborate regularly for the purpose of planning and improving curriculum and instruction 		
	Rubric	Sources of Evidence
Performance	<p><input type="checkbox"/> The school has a well-developed 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</p> <p><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</p> <p><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</p> <p><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</p>	<p><input checked="" type="checkbox"/> LCAP (B3.2b)</p> <p><input checked="" type="checkbox"/> Professional development documentation (e.g. professional development year-long plan agendas, and sign-ins) (B3.3c)</p> <p><input checked="" type="checkbox"/> Professional development training materials (B3.3c)</p> <p><input checked="" type="checkbox"/> System to assess professional development needs (B3.3c)</p> <p><input checked="" type="checkbox"/> Classroom/site observation</p> <p><input checked="" type="checkbox"/> Discussion with school leadership</p> <p><input type="checkbox"/> Stakeholder focus group</p> <p><input type="checkbox"/> Other: (Specify)</p>



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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
- The liaison for students experiencing homelessness has identified this population through outreach and coordination activities with other organizations, and provided related referral of services to families, children, and youth experiencing homelessness.

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The school has a well-developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns <input checked="" type="checkbox"/> The school has a 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 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Parent-Student Handbook (B1.10a) <input checked="" type="checkbox"/> LCAP (B3.2b) <input checked="" type="checkbox"/> Documentation of SSC and ELAC meetings (e.g., calendars, agendas, minutes, roster, and sign-in) (B3.3d) <input checked="" type="checkbox"/> Stakeholder consultation (B3.3d) <input checked="" type="checkbox"/> Parent/stakeholder involvement and engagement (B3.3d) <input checked="" type="checkbox"/> Foster youth/students experiencing homelessness liaison (B3.3d) <input checked="" type="checkbox"/> School website (B3.3e) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



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O9: TRANSPARENCY FOR STAKEHOLDERS- QUALITY INDICATOR #9

<p><i>The school has a system in place to ensure that it operates in a transparent manner and keeps stakeholders informed, including:</i></p> <ul style="list-style-type: none"> • Information is easily accessible to the public and school stakeholders, including but not limited to applicable categories described in Charter School Transparency Resolution • UCP and all complaint procedures • Title IX information is available in applicable languages as required by law • Per Ed. Code § 234.6 and District policy, specified information relating to suicide, bullying, discrimination and harassment prevention, among other things, are readily accessible in a prominent location on the school website in a manner that is easily accessible to parents/guardians and students • Provides all stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance • 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 • 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, in accordance with Ed. Code, § 47605 (high schools only) 	
Rubric	Sources of Evidence



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Performance

- | | |
|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> The school has a well-developed system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website <input checked="" type="checkbox"/> The school has a system to share information with stakeholders via its documents available both manually, electronically and on its website <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 <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 | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> UCP Procedure and Forms (B1.11) <input checked="" type="checkbox"/> Complaint Procedure and Forms (B1.12) <input checked="" type="checkbox"/> Review of the following information posted to the school’s website (B3.3e): <ul style="list-style-type: none"> <input checked="" type="checkbox"/> LCAP, per Ed. Code § 47606.5(h) <input checked="" type="checkbox"/> Current Board agenda in compliance with Brown Act, per Gov. Code, §54954.2(a)(1) <input checked="" type="checkbox"/> Website posting required per Ed. Code § 234.6 (B3.3e): <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Policy on Pupil Suicide Prevention <input checked="" type="checkbox"/> Title IX information, including a link to CDE’s Title IX website <input checked="" type="checkbox"/> Policies on anti-discrimination, anti-harassment, anti-intimidation, anti-bullying, and sexual harassment policies, including: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Anti-cyberbullying procedures <input checked="" type="checkbox"/> Social media anti-bullying procedures <input checked="" type="checkbox"/> Link to statewide resources including community-based organizations compiled by CDE <input checked="" type="checkbox"/> Sharing accessible and relevant information about individual student, student group, and schoolwide academic progress and performance with all stakeholders as appropriate (B3.3e) <input checked="" type="checkbox"/> Access to approved charter (B3.3e) <input checked="" type="checkbox"/> Compliance with the LAUSD BOE’s Charter School Transparency Resolution, including (B3.3e): <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Financial Audit <input checked="" type="checkbox"/> Student Demographics <input type="checkbox"/> Documentation of informing parents/guardians about transferability of courses/course credit and eligibility to meet A-G requirements (high schools only) (B3.3e) <input checked="" type="checkbox"/> Informing parents/guardians of human trafficking prevention resources (grades 6-12) (B3.3e) <input checked="" type="checkbox"/> Notification of access to available mental health services (B3.3e) <input checked="" type="checkbox"/> School website (B3.3e) |
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	<input type="checkbox"/> Other: (Specify)
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O10: EVALUATION OF SCHOOL STAFF - QUALITY INDICATOR #10

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:

- Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff
- Evaluation tool(s) for all school-based staff, including but not limited to administrators, certificated staff, and classified staff

	Rubric	Sources of Evidence
Performance	<input 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 <input checked="" type="checkbox"/> 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 <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 <input type="checkbox"/> The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	<input checked="" type="checkbox"/> Evaluation procedures with clear performance standards for all school-based staff (B3.3f) <input checked="" type="checkbox"/> Evaluation tool(s) for all school-based staff (B3.3f) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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O11: CLEARANCES AND CREDENTIALING COMPLIANCE - QUALITY INDICATOR #11

The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:

- All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- Individuals who have been continuously employed in a teaching position since 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).)
- The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current
- The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform 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
Performance	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with all applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times <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 <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 <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 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2022-2023</i> form (“ESSA Grid”) (B3A.1a) <input checked="" type="checkbox"/> Human Resources (HR) policies and procedures regarding clearances and ESSA qualifications and credentialing requirements (B1.13) <input checked="" type="checkbox"/> Staff roster (B3A.1b) <input checked="" type="checkbox"/> School master schedule (B3A.1c) <input checked="" type="checkbox"/> Custodian(s) of Records documentation (B3A.1d) <input checked="" type="checkbox"/> Criminal Background Clearance Certifications (B3A.2a, B3A.3, and B3A.4) <input checked="" type="checkbox"/> Teaching credential/authorization documentation (B3A.2b) <input checked="" type="checkbox"/> Vendor clearances and credentialing certifications (B3A.6) <input checked="" type="checkbox"/> Volunteer (TB) risk assessment/clearance certification (B3A.7) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

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

None



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8054	2019-2020					2020-2021					2021-2022				
	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
Bert Corona Charter															
Cash and Cash Equivalents		1,623,307	1,667,001	1,326,467	1,326,467		735,434	525,861	1,729,523	1,729,523		2,993,759	2,864,234	2,555,367	2,555,368
Current Assets		2,912,271	2,888,102	3,094,328	3,098,537		3,348,185	3,441,237	4,018,442	4,015,953		4,306,885	4,078,512	5,045,831	5,236,917
Fixed and Other Assets		453,438	466,081	467,551	468,401		230,848	306,056	304,398	305,248		203,257	203,301	250,630	251,530
Total Assets		3,365,709	3,354,183	3,561,879	3,566,938		3,579,033	3,747,293	4,322,840	4,321,201		4,510,142	4,281,813	5,296,461	5,488,447
Deferred Outflows of Resources		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		170,422	184,333	752,804	777,713		585,599	838,129	1,434,628	1,526,564		1,447,590	1,339,436	2,233,214	2,245,984
Other Long Term Liabilities		19,833	19,833	19,850	0		19,849	19,849	32,455	0		32,455	32,455	12,769	0
Unfunded OPEB Liabilities		0	0	0	0		0	0	0	0		0	0	0	0
Total Liabilities		190,255	204,165	772,654	777,713		605,448	857,978	1,467,083	1,526,564		1,480,045	1,371,891	2,245,983	2,245,984
Deferred Inflows of Resources		0	0	0	0		0	0	0	0		0	0	0	0
Net Assets		3,175,454	3,150,018	2,789,225	2,789,225		2,973,585	2,889,315	2,855,757	2,794,637		3,030,097	2,909,922	3,050,478	3,242,463
Total Revenues	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	7,338,972	8,017,633	7,932,709	7,347,080	7,539,063
Total Expenditures	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	7,289,735	7,782,171	7,817,422	7,091,237	7,091,237
Net Income / (Loss)	4,319	40,361	14,846	(345,948)	(345,947)	22,115	184,360	100,090	66,532	5,412	49,237	235,462	115,287	255,843	447,826
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
Inc / (Dec) in Net Assets	4,319	40,361	14,846	(345,948)	(345,947)	22,115	184,360	100,090	66,532	5,412	49,237	235,462	115,287	255,843	447,826
Net Assets, Beginning	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	2,889,315	2,855,757	2,855,757	2,855,757	2,794,637
Adj. for restatement / Prior Yr Adj	(38,341)	0	0	80	0	0	0	0	0	0	28,945	(61,122)	(61,122)	(61,122)	0
Net Assets, Beginning, Adjusted	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	2,918,260	2,794,635	2,794,635	2,794,635	2,794,637
Net Assets, End	3,072,565	3,175,454	3,150,018	2,789,225	2,789,225	3,172,133	2,973,585	2,889,315	2,855,757	2,794,637	2,967,497	3,030,097	2,909,922	3,050,478	3,242,463
Unrestricted Net Assets		2,722,016	2,683,937	2,321,674	2,789,225		2,742,737	2,583,259	2,855,757	2,794,637		2,943,587	2,846,501	2,942,539	3,134,524
Restricted Net Assets		453,438	466,081	467,551	0		230,848	306,056	0	0		86,510	63,421	107,939	107,939

8054	Audited Financials					2022-2023				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Bert Corona Charter										
Cash and Cash Equivalents	1,417,585	1,326,467	1,729,523	2,555,368	0		2,663,979	2,660,163	0	0
Current Assets	2,924,749	3,098,537	4,015,953	5,236,917	0		3,599,449	4,227,696	0	0
Fixed and Other Assets	799,166	468,401	305,248	251,530	0		240,073	239,860	0	0
Total Assets	3,723,915	3,566,938	4,321,201	5,488,447	0		3,839,522	4,467,556	0	0
Deferred Outflows of Resources	0	0	0	0	0		0	0	0	0
Current Liabilities	588,743	777,713	1,526,564	2,245,984	0		475,757	988,107	0	0
Other Long Term Liabilities	0	0	0	0	0		12,769	12,769	0	0
Unfunded OPEB Liabilities	0	0	0	0	0		0	0	0	0
Total Liabilities	588,743	777,713	1,526,564	2,245,984	0		488,526	1,000,876	0	0
Deferred Inflows of Resources	0	0	0	0	0		0	0	0	0
Net Assets	3,135,172	2,789,225	2,794,637	3,242,463	0		3,350,996	3,466,680	0	0
Total Revenues	8,104,419	6,121,712	6,763,428	7,539,063	0	6,777,167	6,997,923	7,110,876	0	0
Total Expenditures	7,956,353	6,467,659	6,758,016	7,091,237	0	6,671,235	6,889,387	6,886,659	0	0
Net Income / (Loss)	148,066	(345,947)	5,412	447,826	0	105,932	108,536	224,217	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
Inc / (Dec) in Net Assets	148,066	(345,947)	5,412	447,826	0	105,932	108,536	224,217	0	0
Net Assets, Beginning	2,987,106	3,135,172	2,789,225	2,794,637	0	2,909,922	3,050,478	3,050,478	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	224,851	191,983	191,985	0	0
Net Assets, Beginning, Adjusted	2,987,106	3,135,172	2,789,225	2,794,637	0	3,134,773	3,242,461	3,242,463	0	0
Net Assets, End	3,135,172	2,789,225	2,794,637	3,242,463	0	3,240,705	3,350,996	3,466,680	0	0
Unrestricted Net Assets	3,135,172	2,789,225	2,794,637	3,134,524	0		2,963,515	3,382,152	0	0
Restricted Net Assets	0	0	0	107,939	0		387,481	84,528	0	0



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FISCAL OPERATIONS

You have been assessed by the Fiscal Oversight team and you are receiving the rating of **3, Proficient**

Other circumstances and information could influence the rating and are noted in this evaluation.

Bert Corona Charter’s fiscal condition has been positive and upward trending since the 2019-2020 fiscal year. According to the 2021-2022 independent audit report, the school had positive net assets of \$3,242,463 and net income of \$447,826. The 2022-2023 Second Interim projected positive net assets of \$3,466,680 and net income of \$224,217.

According to YPI Charter Schools, Inc.’s (YPICS) independent audit report dated June 30, 2022, Bert Corona Charter is one of the three schools operated by YPICS, all of which are currently authorized by the Los Angeles Unified School District (LAUSD). YPICS and its charter schools reported positive net assets of \$26,009,324 and a net income of \$97,382. YPICS, without its charter schools, reported net assets of \$0 and net income of \$16,373. According to YPICS, there are no management fees charged to either Bert Corona Charter or to the other charter schools that it operates. Instead, each school pays a portion of the actual expenses for administrative support, 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).

Financial Highlights

	FINANCIAL HIGHLIGHTS				
	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Second Interim)
Bert Corona Charter					
Net Assets	\$3,135,172	\$2,789,225	\$2,794,637	\$3,242,463	\$3,466,680
Net Income / (Loss)	\$148,066	(\$345,947)*	\$5,412	\$447,826	\$224,217
Transfers In / Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Cash and Cash Equivalents	\$1,417,585	\$1,326,467	\$1,729,523	\$2,555,368	\$2,660,163
Unrestricted Net Assets	\$3,135,172	\$2,789,225	\$2,794,637	\$3,134,524	\$3,466,680
Norm Enrollment Reported by the School	383	371	348	341	340



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	FINANCIAL RATIO ANALYSIS				
Cash Reserve Level (Cash Balance/Total Expenditures) <i>5% and greater is recommended</i>	17.82%	20.51%	25.59%	36.04%	38.63%
Fund Reserve (Reserve for Economic Uncertainty) (Unrestricted Net Assets /Total Expenditures) <i>3% - 5% and greater is recommended (depending on the school's ADA)</i>	39.40%	43.13%	41.35%	44.20%	49.11%
Current Ratio (Working Capital Ratio) (Current Assets/Current Liabilities) <i>At least 1.2 or 120% is recommended</i>	496.78%	398.42%	263.07%	233.17%	427.86%
Debt Ratio (Total Liabilities/Total Assets) <i>Lower than 1.0 or 100% is recommended</i>	15.81%	21.80%	35.33%	40.92%	22.40%

*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 of Demonstrated Strength and/or Progress:

The school's fiscal condition is positive. Please refer to the Financial Highlights table 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):



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Based on the CSD’s review and analysis of a sample of the school’s Bank Reconciliation Reports for the period from May 2022 through October 2022, the CSD noted five (5) checks that, as of October 31, 2022, had been outstanding for 60 days or more. Details regarding these checks are provided below. This is a recurring issue cited at least in the school’s 2020-2021 and 2021-2022 Annual Performance-Based Oversight Reports.

Item #	Acct. # Ending in	Check #	Check Issuance Date	Payee	Check Amount	Number of Days Check Outstanding (As of 10/31/2022)	Transaction Description
1	X6905	310732	6/07/2022	School Employee	\$136.41	146	Lowe’s-plant supplies for class
2	X6905	310754	6/28/2022	School Employee	\$134.54	125	Reimbursement for TB test and Livescan for intern
3	X6905	310779	7/15/2022	School Employee	\$303.21	108	Amazon Prime-various movies rental for film class
4	x6905	310817	8/19/2022	Home Depot	\$673.38	73	Awesome, Febreze Air Freshener, Sniffer wet jet refill
5	x6905	310830	8/31/2022	School Employee	\$103.50	61	09/06 - 09/08 Meal per diem for Casa Instructor Training
Total:					\$1,351.04		

Page 13 under of YPICS’s Fiscal Policies and Procedures (Approved 10/31/2022) 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. 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.”

When the CSD inquired to YPICS regarding the first two checks (Items 1 and 2) in the table above, YPICS responded that such policy does not apply as the outstanding checks have not been processed via Nvoicepay. It also added that, “These (two) checks were issued by ExED directly and are reimbursement checks for the school employees. When the checks were stale for 90 days, ExED team contacted the school and asked school staff to contact employees to confirm the checks were lost and needed to be re-issued. To avoid bank charges for stop payments, the school opts out to get confirmation from the employees that the checks are lost before re-issuing replacement checks. Sometimes that process takes a little bit of time. But as soon as verification is received, the checks are re-issued. Therefore, both outstanding checks have been voided and re-issued to the employees.” The CSD did not receive a response regarding the three remaining checks noted above.



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The CSD recommends that the charter operator revise its fiscal policies and procedures to include specific handling practices for outstanding/stale checks that were not issued via NVoicepay, and provide continuing guidance and establish expectations for its staff regarding the research, investigation, write-off, and reissuance of all checks that have been outstanding for specified periods of time. The CSD further recommends that the charter operator and its back office provider adhere to its fiscal policies and procedures, including any revisions made thereafter.

2. Consistent Delays in Responding to CSD Inquiries/Document Requests:

The CSD observed a pattern of YPICS’s noncompliance with Education Code section 47604.3 as well as the Federal, State, and District Required Language (FSDRL), which expressly requires all charter schools to “promptly respond to all inquiries” from the District. The CSD observed YPICS’s consistently delaying responses and submissions of documentation and/or information requested by the CSD, which in turn, negatively impacts the CSD’s ability to conduct appropriate fiscal oversight. A partial listing of this history is summarized below (relating to CSD’s request for Fiscal Preparation Guide items, including Item # 23 - Student Body Financial Records, and related documents, for which the CSD’s communications spanned from October 2022 through April 2023).

Date	Email or Phone Correspondence (sent by the CSD staff)	Email Recipients	Email Copied to	CSD's Comments
10/17/22	Emailed 2022-2023 Oversight Fiscal Preparation Guide (FPG) document request, with a deadline of 11/09/2022	YPICS ED (Executive Director)	ExED SVP (Senior Vice-President)	On 11/16/2022, Executive Director requested additional time. New deadline of 12/02/2022 given by the CSD. ExED SVP provided documents for 11 of 29 requested items on 11/30/2022.
12/07/22	Follow-up email sent on the missing FPG documents.	YPICS ED, ExED SVP		The CSD sent a reminder for documentation not provided, originally due on 11/30/22.
01/17/23	Follow-up email sent on the missing FPG documents.	YPICS ED, ExED SVP		On 1/17/2023, ExED SVP, provided other documents requested but that item #23 (Student Body Financial Records) will be provided later.
01/20/23	Follow-up email sent on the missing FPG documents.	YPICS ED, ExED SVP		CSD gave extension deadline of 1/26/2023.
01/27/23	Follow-up email sent on the missing FPG documents.	YPICS ED	ExED SVP	CSD gave extension deadline of 1/26/2023.
02/06/23	Follow-up email sent on the missing FPG documents.	YPICS ED	ExED SVP	
02/14/23	Reminder sent on this item (included on sample documents request email), due by 2/17/23.	YPICS ED, ExED SVP		



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03/02/23	Sent follow-up email regarding missing Fiscal Preparation Guide documents and other related items.	YPICS ED, ExED SVP		The CSD mentioned to the YPICS ED and ExED SVP that further delays may affect the fiscal operations rating. Later on 3/02/2023, ExED SVP sent to the CSD the prior year 2021-2022 Student Body Financial Records (ledgers).
03/03/23	CSD informed YPICS that such records are from prior year 2021-2022 and reiterated the request for the updated 2022-2023 records.	YPICS ED	ExED SVP, YPICS COO (Chief Operating Officer)	
03/07/23	CSD followed up regarding the updated Student Body Financial Records and other related items.	YPICS ED	ExED SVP	
03/13/23	CSD followed up regarding the updated Student Body Financial Records and other related items.	YPICS ED	ExED SVP	Follow-up email (along with other requests/inquiries) included reminder on non-receipt of missing student body records that may be noted in the oversight report.
03/23/23	CSD followed up regarding the updated Student Body Financial Records and other related items.	YPICS ED	ExED SVP	
04/13/23	CSD followed up with ExED VP during oversight visit and via e-mail regarding the updated Student Body Financial Records and other related items.	ExED SVP	YPICS ED, YPICS COO	On 4/20/23, the ExED SVP provided the requested updated Student Body Financial Records to the CSD.

The CSD recommends that the school’s leadership team and ExED, its back office services provider, endeavor to improve timeliness in responding to the CSD’s requests. Failure to timely respond to the CSD’s requests and/or inquiries constitutes a violation of the terms of the charter with LAUSD, as well as the applicable provisions under Ed. Code § 47604.3, which may affect the school’s ratings in its oversight reports (as indicated in the Fiscal Operations Rubrics) and will be considered in the charter renewal assessment of the school.

The governing board and leadership team of the charter school are responsible for managing the operations of the school. The CSD recommends that the Annual Performance-Based Oversight Visit Report, including the above-noted fiscal findings and observations, be discussed at YPICS’ next governing board meeting, highly preferably no later than 90 days following the school’s receipt of this report, so that the charter school and its governing board may address any issues early enough to implement changes in order to see results in its next fiscal year. It is the school’s responsibility to provide the CSD its action plans/steps, proof of implementation



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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 have been addressed in the charter school's Fiscal Policies and Procedures, are recommended for improvement to align with optimal business practices).

1. Late Submission of 2021-2022 Independent Audit Report:

State of California Education Code § 47605(m) requires each charter school to transmit a copy of its annual independent financial audit report for the preceding year by December 15 of each year. Consistent with guidance provided by the Los Angeles County Office of Education (LACOE), LAUSD granted an extension based on YPICS' request through February 15, 2023, and its extraordinary reasons provided to the CSD. YPICS cited challenging situations for the delay, which included staffing shortages at the audit firm and additional federal and state compliance requirements. This extension does not waive the legal deadline specifically set forth in applicable state law, but rather permits the filing of the report after the deadline. YPICS' annual independent audit report was received on February 6, 2023.

The Charter Schools Division will review the issue above by 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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1. Reviewed independent audit report for the Fiscal Year ended June 30, 2022, and noted the following:
 - a. Audit opinion: Unmodified/Unqualified.
 - b. Material weaknesses: None Reported.
 - c. Deficiencies/Findings: None Reported.
 - d. Lack of a Going Concern: None Reported.
2. The 2021-2022 audited and unaudited actuals nearly mirror each other.
3. The school's reported Norm Enrollment was 383, 371, 348, 341, and 340 students for Fiscal Years 2018-2019, 2019-2020, 2020-2021, 2021-2022, and 2022-2023 respectively, representing an accumulated decrease in enrollment of 43 students (11.2%) since Fiscal Year 2018-2019. The school's reported Norm Enrollment for Fiscal Year 2022-2023 is 340 students, which is 155 students (or approximately 31.3%) below its projected student enrollment for Fiscal Year 2022-2023 (i.e., 495 students) per the school's petition enrollment roll-out plan in its current charter. According to YPICS, several factors such as declines in birth rates, pandemic effects, job losses, labor shortages, unaffordable housing, and reverse migration patterns are negatively impacting its schools' enrollment. Additionally, YPICS mentioned that it plans to improve enrollment by building relationships with local schools by inviting them to its health fairs, school events, and book fairs; improving its social media presence by revamping its web sites and partnering with recent college graduates and vendors such as Schola and Niche to help support its enrollment campaigns; and continuous work on improving its academic programs and community involvement. As noted above, the school has maintained a positive net asset balance for Fiscal Year 2021-2022 and projects a positive net asset balance for Fiscal Year 2022-2023, per its 2022-2023 Second Interim Financials. The CSD will continue to monitor the school's student enrollment through oversight.
4. A Segregation of Duties (SOD) review was conducted on-site at Monseñor Oscar Romero Charter Middle. No discrepancies were noted.
5. Reviewed 33 checks and 6 electronic debit/credit transactions. No discrepancies were noted.
6. Reviewed bank statements and bank reconciliations from May 2022 through October 2022. Selected the month of October 2022 for sample testing. Discrepancies were noted under Areas Noted for Further Growth and/or Improvement above.
7. Reviewed 16 credit card statements from May 2022 through October 2022. Selected the months of August 2022, September 2022, and October 2022 for sample testing. No discrepancies were noted.

II. Review of 2022-2023 Fiscal Preparation Guide

1. Most current fiscal reports presented to the charter school's governing board: a) Balance Sheet; b) Income Statement (Statement of Activities), and c) Cash Flow Statement were provided.
2. Minutes of the meeting when the above fiscal reports (i.e., Items 1a., 1b., and 1c.) were presented to and approved by the charter school's governing board were provided.
3. Audit/fiscal reports issued by any public agency or third-party organizations, and the school's governing board minutes of all meetings reflecting the discussion of any of the fiscal reports and applicable audit findings resolution/corrective action were not provided as the charter school has indicated not applicable.
4. Minutes of the meeting when the 2022-2023 budget was adopted were provided.
5. Evidence of the charter school is offering STRS, PERS, Social Security, and/or any other benefits to its employees, and that this is done in a manner that is consistent with the charter terms and the Charter Schools Act (Education Code 47611) was provided.
6. Minutes of the meeting reflecting the selection of the independent auditor were provided.



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7. Minutes of the meeting reflecting the discussion of the most current independent audit report were provided.
8. Minutes of the meeting reflecting the receipt, review, and discussion of the most current four interim financial reports (i.e., preliminary budget, first interim and second interim financial reports, and unaudited actuals) submitted to LAUSD were provided.
9. Minutes of the meeting reflecting the discussion and resolution of complaints received from staff or vendors were not provided as the charter school has indicated not applicable.
10. Minutes of the meeting reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report (this does not apply to charter schools that were not in operation for the 2021-2022 school year) were provided.
11. A copy of the most current fiscal policies and procedures was provided.
12. Minutes of the meeting reflecting approval of the current fiscal policies and procedures and, if applicable, minutes of the meeting reflecting the approval of the current procurement policies and procedures were provided.
13. A copy of the charter school's organizational chart that depicts the current reporting structure of the charter school, including but not limited to, any board members, charter management organization (CMO) employees (when applicable), and/or school employees, who handle day-to-day finances and/or have responsibilities outlined within the charter school's fiscal policies and procedures was provided.
14. An itemized accounting regarding the total compensation paid in Fiscal Year 2021-2022 to all executives, school leaders, administrators, directors, and non-certificated staff, who may have decision-making authority over the charter school, either employed directly by the charter school or the entity managing the charter school was provided.
15. A description of the relationship (legal, business or otherwise) the charter school maintains with any related party as defined in the CSD's 2022-2023 Fiscal Preparation Guide Item 14 was not provided as the charter school has indicated not applicable.
16. Copies of any and all of the most current signed and executed agreements/contracts within the last year (i.e., 2021-2022) or since the last update, whichever is later (including attachments and exhibits that accompany the agreements/contracts) with the administrative services provider and/or the back office services provider, or the charter school's operator and/or charter school's home office (e.g., management contracts, service agreements, license agreements, affiliation agreements, etc.) were provided.
17. Minutes of the meeting reflecting approval of the management fees, licensing fees, or any other fees were provided.
18. A copy of the sole statutory member's by-laws, and a copy of the sole statutory member's articles of incorporation were not provided as the charter school has indicated not applicable.
19. The most current accounts payable aging report, listing the balances owed, vendor names, invoice numbers, invoice dates, number of days outstanding, and, if applicable, explanations for 90+ days outstanding invoice(s) or in accordance with the charter school's fiscal policies and procedures was provided.
20. Check registers, or a list of all check/cash disbursements (when the school's payments are outsourced to a third-party provider), documenting all checks and electronic debit transactions for the prior 12 months (spanning from November 2021 to November 2022) were provided. No discrepancies were noted.
21. a) A list of all active credit card account(s), b) (If applicable) A list of all closed credit card account(s) within the last year, and c) All credit card statements for the most current six months (spanning May 2022 to October 2022) were provided. No discrepancies were noted.
22. a) A list of all active school bank account(s), b) (If applicable) A list of all closed school bank account(s) within the last year, c) Monthly bank statements and reconciliation reports for the most current six months (spanning from May 2022 to October 2022), and d) (If applicable) A list of all debit cards were provided. The CSD's observations were noted under the Areas Noted for Further Growth and/or Improvement above.
23. Student body financial records (including ASB policies and procedures, budgets, cash flow statements and projections, bank statements with reconciliations, audit reports, and other fiscal reports, if applicable) were provided. No discrepancies were noted.
24. The most current inventory listing for both capitalized and non-capitalized equipment, in Microsoft Excel format, including equipment description/type, brand/model, tag number, acquisition date, purchasing price, book value, asset life, and location of use was provided.



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- 25. A link to the charter school’s website where the Education Protection Account (EPA) revenue and expenditures report pertaining to the prior fiscal year (i.e., 2021-2022) is posted (as required by Article XIII, Section 36, Subdivision (e), Paragraph (6) of the California Constitution) was provided.
- 26. Links to the charter school’s website where the current (1) Audited Financial Statements, and (2) Local Control and Accountability Plan (LCAP) are posted (or the school’s assertion that its Audited Financial Statements are made available to members of the public) in accordance with Education Code section 47606.5(h) and/or LAUSD’s Charter School Transparency Resolution were provided.
- 27. Documents pertaining to the charter operator’s/school’s financing or borrowing activities were provided. YPICS has an open Line of Credit of \$500,000 with Pacific Western Bank, at a variable rate set at 4% annually and with no outstanding balance as of April 2023.
- 28. The charter school’s plan(s) for the purchase/new lease, relocation/expansion to new school site(s), facilities-related expansions, and/or major improvements to the existing and/or new school site(s) and pertinent documents with the following information, as appropriate were not provided as the charter school has indicated not applicable.
- 29. Disclosure of legal issues was not provided as the charter school has indicated not applicable.

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 was/is in operation/active in the preceding school year(s) and the current school year. Existing schools may receive a rating of 1, 2, 3, or 4.

New School – a charter school that is in its first year of operation in the current school year and does not have an independent audit report for its first operative year on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools may receive a rating of 1 or 2.

<p><i>An existing school that, at a minimum, meets all of the Required Criteria and at least four of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Accomplished [Rating of 4].</u></i></p>	<p><i>An existing school that, at a minimum, meets all of the Required Criteria and at least three of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Proficient [Rating of 3].</u></i></p>
<p><u>Existing Schools (based on the most current annual audit):</u></p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net assets are positive in the prior two audits; 2. The cash balance at the beginning of the school year is positive; 3. The two most current annual independent audits show no material weaknesses, deficiencies, and/or findings; 4. If applicable, federal, state, and other public agency audits/reviews (e.g., California State Teachers’ Retirement System (CalSTRS), California Public Employees’ Retirement System (CalPERS), Fiscal Crisis & Management Assistance Team (FCMAT), United States Department of Education (USDE), California Department of Education (CDE), etc.), at the time of the oversight visit, show no outstanding material weaknesses, deficiencies, and/or findings; 5. Vendors and staff are consistently paid in a timely manner; 6. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term; 7. Charter school consistently adheres to the governing board-approved Fiscal Policies and Procedures; 8. Governing board adopts the annual budget; 9. Governing board reviews and/or discusses reports (e.g., first interim, second interim, unaudited actuals, audited financial statements, etc.) submitted to LAUSD; 10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 11. There is no apparent conflict of interest; 12. The Education Protection Account allocation and expenditures, audited financial statements, and the most current governing board-approved 	<p><u>Existing Schools (based on the most current annual audit):</u></p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net assets are positive in the most current audit; 2. The cash balance at the beginning of the school year is positive; 3. The most current annual independent audit shows no material weaknesses, deficiencies and/or findings; 4. If applicable, federal, state, and other public agency audits/reviews (e.g., CalSTRS, CalPERS, FCMAT, USDE, CDE, etc.), at the time of the oversight visit, show outstanding findings, and the school is able to demonstrate evidence of remedies in addressing these findings; 5. Vendors and staff are generally paid in a timely manner; 6. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term; 7. Charter school generally adheres to the governing board-approved Fiscal Policies and Procedures; 8. Governing board adopts the annual budget; 9. Governing board reviews and/or discusses reports (e.g., first interim, second interim, unaudited actuals, audited financial statements, etc.) submitted to LAUSD; 10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 11. There is no apparent conflict of interest; 12. The Education Protection Account allocation and expenditures, audited financial statements, and the most current governing board-approved LCAP are posted on the charter school’s website; 13. The LCAP is submitted to the appropriate agencies;



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter School

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DATE OF VISIT: 4/18/2023

<p><i>An existing school that, at a minimum, meets all of the Required Criteria and at least four of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Accomplished [Rating of 4].</u></i></p>	<p><i>An existing school that, at a minimum, meets all of the Required Criteria and at least three of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Proficient [Rating of 3].</u></i></p>
<p>LCAP submitted to the appropriate agencies, are posted on the charter school’s website;</p> <ol style="list-style-type: none"> 13. The LCAP is submitted to the appropriate agencies; 14. Reasonable requests for information made by the Charter Schools Division and LAUSD are consistently processed or submitted by the charter school in a timely manner; 15. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement; 16. If applicable (when audited and unaudited actuals do not mirror each other), adequate explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements; 17. Proper segregation of duties is consistently in place; 18. If applicable, there are no outstanding fiscal-related tiered intervention notices issued to the school; or the school has no tiered intervention notices as of the oversight report issuance date; and 19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are fully met by the required deadline(s); or the school has no fiscal benchmarks in its current charter term. 	<ol style="list-style-type: none"> 14. Reasonable requests for information made by the Charter Schools Division and LAUSD are generally processed or submitted by the charter school in a timely manner; 15. There are no significant recurring issues cited in the Areas Noted for Further Growth and/or Improvement; 16. If applicable (when audited and unaudited actuals do not mirror each other), at least partial explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements; 17. Proper segregation of duties is generally in place; 18. If applicable, the charter school is in the process of resolving outstanding fiscal issues cited in a Notice issued by the CSD as part of its tiered intervention process; and 19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are partially met by the required deadline(s).
<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;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 (https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450) per the most current audit (i.e., unrestricted fund balance divided by total expenditures); 2. The cash balance at the beginning of the school year is at least 5% of the prior year’s expenses; 	<p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 (https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450) per the most current audit (i.e., unrestricted fund balance divided by total expenditures); 2. The cash balance at the beginning of the school year is at least 5% of the prior year’s expenses; 3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);



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<p><i>An existing school that, at a minimum, meets all of the Required Criteria and at least four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished [Rating of 4].</i></p>	<p><i>An existing school that, at a minimum, meets all of the Required Criteria and at least three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient [Rating of 3].</i></p>
<ol style="list-style-type: none"> 3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); 4. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%); 5. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%); and 6. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings. 	<ol style="list-style-type: none"> 4. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%); 5. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%); and 6. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings.

<p><i>An existing school that, at a minimum, meets all of the Required Criteria, and at least two of the Supplemental Criteria listed below would be assessed eligible to be considered as Developing [Rating of 2].</i></p>	<p><i>An existing school would be assessed as Unsatisfactory [Rating of 1] based on the statements below:</i></p>
<p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the most current audit; net assets are negative with strong trend towards becoming positive (be positive at the end of the third year per the applicable interim financials); or 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; 2. The cash balance at the beginning of the school year is positive; and 3. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term. <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;"><u>SUPPLEMENTAL CRITERIA</u></p>	<p><i>An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:</i></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> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>



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<p><i>An existing school that, at a minimum, meets all of the Required Criteria, and at least two of the Supplemental Criteria listed below would be assessed eligible to be considered as Developing [Rating of 2].</i></p>	<p><i>An existing school would be assessed as Unsatisfactory [Rating of 1] based on the statements below:</i></p>
<ol style="list-style-type: none"> 1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 (https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450) per the most current audit (i.e., unrestricted fund balance divided by total expenditures); 2. The cash balance at the beginning of the school year is at least 5% of the prior year’s expenses; 3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); 4. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%); 5. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%); and 6. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings. 	

<p><i>A new school that, at a minimum, meets all of the Required Criteria listed below would be assessed eligible to be considered as Developing [Rating of 2].</i></p>	<p><i>A new school would be assessed as Unsatisfactory [Rating of 1] based on the statements below:</i></p>
<p><u>New Schools:</u></p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Interim reports and/or unaudited actuals project positive net assets; 2. 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; 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 viable three-year budget and three-year cash flow projections; 	<p><u>New Schools:</u></p> <p><i>An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:</i></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for <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>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter School

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<p><i>A new school that, at a minimum, meets all of the Required Criteria listed below would be assessed eligible to be considered as Developing [Rating of 2].</i></p>	<p><i>A new school would be assessed as Unsatisfactory [Rating of 1] based on the statements below:</i></p>
<ol style="list-style-type: none"> 4. Governing Board adopts the annual budget; 5. The governing board reviews and discusses the charter school’s financial reports as evidenced by the governing board meeting minutes; 6. Reasonable requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner; 7. The most current governing board-approved LCAP is posted on the charter school’s website; and 8. The LCAP is submitted to the appropriate agencies. <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</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> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>



LOS ANGELES UNIFIED SCHOOL DISTRICT

CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT*

2022-2023 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 continues to respond 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 CSD Administrator will provide any updated information reach out with more details, as needed.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero Middle

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/13/2023

Charter School Name:	Monseñor Oscar Romero			Location Code:	8196
Current Address:	City:	ZIP Code:	Phone:	Fax:	
2670 W. 11th Street	Los Angeles	90006	213-413-9600		
Current Term of Charter¹:	LAUSD Board District:		LAUSD Region:		
July 1, 2017 to June 30, 2024	5		West		
Number of Students Currently Enrolled:	Enrollment Capacity Per Charter:	Number Above/Below Enrollment Capacity (day of visit):		(95)	
280	375				
Grades Currently Served:	Grades To Be Served Per Charter:	Percent Above/Below Enrollment Capacity (day of visit):		-25.33%	
6-8	6-8				
Norm Enrollment Number:	280				
Total Number of Staff Members:	36	Certificated:	18	Classified:	18
Charter School's Leadership Team Members:	Freddy Zepeda, Interim-Executive Administrator; Yvette King-Berg, Executive Director; Jennifer Geissler, SFAF Coach; Lilia Limón, SFAF Director, Mary G. Keipp, Board Chair; Edwin Cruz, Coordinator of School and Climate				
Charter School's Contact for Special Education:	Vashon Nutt, Director of Special Education	SELPA & Option:		Option 3	
CSD Assigned Administrator:	Dr. B. A. Monaster	CSD Fiscal Services Manager:	Cindy Delos Santos-Iya		
Other School/CSD Team Members:	Christian Mendez, Coordinator CSD				
Oversight Visit Date(s):	April 13, 2023		Fiscal Review Date (if different):	Not Applicable	
Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):	Yes, Long-Term Lease		LAUSD Co-Location Campus(es) (if applicable):	Berendo Middle School	
Certificate of Occupancy (COO) or Temporary Certificate of Occupancy Type: (if a TCO, please note expiration date)	Not Applicable		COO/TCO Approved Grade Levels and Occupancy Loads:	Not Applicable	

SUMMARY OF RATINGS			
<i>(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory</i>			
Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
4, Accomplished	2, Developing	3, Proficient	3, Proficient

¹ AB 130 added Section 47607.4 to the California Education Code (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 Middle

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DATE OF VISIT: 4/13/2023

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 2022-2023*. 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-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.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero Middle

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DATE OF VISIT: 4/13/2023

GOVERNANCE	RATING*
Summary of School Performance	4, Accomplished
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S) - The Governing Board has fully implemented the organizational structure set forth in approved charter, including evidence of seeking input from all committees/councils, and a well-developed system for the evaluation of the school’s executive level leadership, as evidenced by:</p> <ul style="list-style-type: none"> • A system of evaluation for executive level leadership including positions reporting to the Governing Board, such as Chief Operations Officer and Executive Director. • Board agenda dated 4/25/2023, included School Committee/Council Reports. • Board agenda dated 6/13/2022, included LCAP Hearing: Local Control and Accountability Plan recommendations from parents, community members and staff. <p>G2: BROWN ACT - The Governing Board complies with all material provisions of the Brown Act, as evidenced by:</p> <ul style="list-style-type: none"> • A posted calendar of the 2022-2023 Board Meeting Dates. • On Track includes agendas, minutes, and attachment documents from the board meeting. • Board agenda dated 10/31/2022, included an action item on Teleconferencing Meetings During State of Emergency. • Board minutes dated 2/6/2023, reflected Brown Act Training. <p>G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - The Governing Board considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria), as evidenced by:</p> <ul style="list-style-type: none"> • Agendas, minutes, and meeting materials demonstrate how the Governing Board reviews and analyzes school data and stakeholder input to inform and support sound decision making, as follows: <ul style="list-style-type: none"> ○ Board minutes dated 10/31/2022 included: <ul style="list-style-type: none"> ▪ Approval of EL Plan for Monseñor Oscar Romero. ▪ Monseñor Oscar Romero - Benchmark Data from iReady Diagnostic ▪ YPICS Total Professional Development Days • Board minutes dated 12/5/2022 included: <ul style="list-style-type: none"> ○ Board’s retreat with a three year draft of a strategic plan. ○ Monseñor Oscar Romero – data chat regarding diagnostic tests, such as iReady. ○ Youth Truth survey responses revealed: <ul style="list-style-type: none"> ▪ Teachers feeling confident about teaching the curriculum ▪ Student and staff safety ranked higher than the prior year ▪ Students feel challenged by the learning. • Board minutes dated 2/6/2023 included: 	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero Middle

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DATE OF VISIT: 4/13/2023

Instructional update data chat on Middle School’s Mid-Year Growth Reports with 51% of students making progress towards typical growth.

- Board minutes dated 3/27/2023 included:
 Monseñor Oscar Romero – data chat on academic focus with student typical growth goals.
- See *Notes* section below.

Areas Noted for Further Growth and/or Improvement

See *Notes* below.

Corrective Action Required

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

Notes:

The CSD observed a pattern of YPICS’s noncompliance with Education Code section 47604.3 as well as the Federal, State, and District Required Language (FSDRL), which expressly requires all charter schools to “promptly respond to all inquiries” from the District.

****NOTE: A charter school may receive a rating of 1 in this category for the following: (1) Evidence of conflict (s) of interest within the organization (i.e. Governing Board, staff, contracted external parties, etc.), (2) School is in breach of the operative charter, including Federal, State, and District Required Language, (3) School is “Not in Good Standing”, and/or (4) If there are serious concerns related to fiscal matters (e.g., negative financial condition, fiscal mismanagement, and/or significant audit findings, etc.).***



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero Middle

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DATE OF VISIT: 4/13/2023

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 as set forth in the approved charter
- 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., School Site Council and English Learner Advisory Committee)
- Evaluation of school’s executive level leadership (including, but not limited to, those positions reporting to the Governing Board, as indicated in Element 4 of the approved charter, such as Executive Director, Area Superintendent, Principal, etc.)

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in approved charter, including evidence of seeking input from all committees/councils, and a well-developed system for the evaluation of the school’s executive level leadership <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 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"/> Current organizational chart (B1.1a) <input checked="" type="checkbox"/> Organizational chart in Board approved charter (B1.1b) <input checked="" type="checkbox"/> Bylaws (B1.2) <input checked="" type="checkbox"/> Board member roster (B1.3) <input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input checked="" type="checkbox"/> Observation of Governing Board meeting(s) <input checked="" type="checkbox"/> Committee/council calendars, agendas, roster(s), and sign-ins (B1.6) <input checked="" type="checkbox"/> Documentation related to system for evaluation of executive level leadership. (B1.7) <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)



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SCHOOL NAME: Monseñor Oscar Romero Middle

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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 Ralph M. Brown Act (“Brown Act”) (Gov. Code, §§54950, et seq.)
- Governing Board holds its meetings at a location(s) and in a manner that complies with applicable Brown Act requirements and Ed. Code, §47604.1, including but not limited to teleconferencing, closed session, public comment, and Reasonable Accommodations.
- The public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as required by applicable Brown Act provisions, Ed. Code, § 47604.1(c)(1)(A) and as described in the approved charter.
- Governing Board meeting agendas contain adequate item descriptions and are posted on the school’s website and on campus in accordance with the requirements of the Brown Act.
- Governing Board meetings are held in accordance with the Brown Act including the requirements set forth in Ed. Code § 47604.1.

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <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 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board meeting agendas (B1.4) <input checked="" type="checkbox"/> Board meeting calendar (B1.5) <input checked="" type="checkbox"/> Brown Act training documentation (B1.8a) <input checked="" type="checkbox"/> Compliance with E.C. 47604.1 (B1.8b) <input checked="" type="checkbox"/> Documentation of the school’s agenda posting procedures (B1.9) <input checked="" type="checkbox"/> School website <input type="checkbox"/> Observation of Governing Board meeting(s) <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 school policy, to honor and protect the rights of students, employees, parents, and the public in the following areas:

- Student discipline
- Employee grievances and discipline
- Stakeholder complaint resolution pursuant to the Uniform Complaint Procedures (UCP)
- Parent/stakeholder complaint resolution for complaints outside regulatory scope of UCP

Rubric		Sources of Evidence
Performance	<input 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 checked="" type="checkbox"/> The Governing Board has 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 (B1.4) <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10a) <input checked="" type="checkbox"/> Employee Handbook(s) (B1.10b) <input checked="" type="checkbox"/> Uniform Complaint Procedures policy and form(s) (B1.11) <input checked="" type="checkbox"/> Stakeholder complaint procedures and form(s) (B1.12) <input checked="" type="checkbox"/> Human Resources (HR) policies and procedures (B1.13) <input type="checkbox"/> Observation of Governing Board meeting(s) <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

<p><i>The Governing Board has systems in place to ensure ongoing:</i></p> <ul style="list-style-type: none"> • Review and use of academic performance data (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 Local Control and Accountability Plan (LCAP) and additional school plans, (e.g., Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), School Plan for Student Achievement (SPSA), and action plans for making progress toward LCAP goals) • Transparent governance and accountability to stakeholders, including consideration of input from the school’s committees/councils and stakeholders • Monitoring of staffing needs and the school’s compliance with all applicable credentialing, clearance, and training requirements 	
Rubric	Sources of Evidence



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Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The Governing Board regularly considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria) <input checked="" type="checkbox"/> The Governing Board considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board inconsistently considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board seldom considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board meeting agendas, minutes, and meeting materials for meetings at which the Board reviewed: (B1.14a) <ul style="list-style-type: none"> <input checked="" type="checkbox"/> CA School Dashboard Academic Performance Indicators (ELA, MATH, ELPI, CCI) <input checked="" type="checkbox"/> CA School Dashboard Academic Engagement Indicators (Chronic Absenteeism, Graduation Rate) <input checked="" type="checkbox"/> CA School Dashboard Conditions and Climate Indicator (Suspension Rate) <input checked="" type="checkbox"/> Attendance rate <input checked="" type="checkbox"/> Internal assessment data <input checked="" type="checkbox"/> Enrollment data <input checked="" type="checkbox"/> Staffing data (retention, turnover, certification, etc.) <input checked="" type="checkbox"/> Board meeting calendar (B1.5) <input checked="" type="checkbox"/> Human Resources (HR) policies and procedures (B1.13) <input checked="" type="checkbox"/> Other evidence of a system for Board review and analysis of internal school data to inform decision-making (B1.14b) <input checked="" type="checkbox"/> Documentation of Board member and/or executive leadership training on topics that support responsive and accountable governance (e.g., data-driven decision making, Board roles and responsibilities, etc.) (B1.14c) <input type="checkbox"/> Observation of Governing Board meeting(s) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)
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G5: FISCAL CONDITION - GOVERNANCE 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, or 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, or 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 and/or beginning to show signs of 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.); or that the school may not be able to carry out quality educational programs when the student enrollment drops to a certain level.</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 (B1.4)</p> <p><input checked="" type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1.15)</p> <p><input checked="" 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 - GOVERNANCE 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
Performance	<input type="checkbox"/> The school consistently adheres 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 generally adheres 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 not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, or 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 continuously not adhering to the Governing Board approved fiscal policies and procedures, or 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 (B1.4) <input checked="" type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1.15) <input checked="" 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):

None



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STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	2, Developing
2020 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>A3: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS INDICATOR (ELPI) - The schoolwide Dashboard ELPI Status is “High” with 61.0% of English Learners making progress towards English proficiency, which is above the statewide percentage of 50.3%.</p> <p>A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR - The schoolwide Dashboard Suspension Rate Indicator Status is “Medium” with 2.3% of students suspended at least once, and below the statewide percentage of 3.1%.</p> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>A1: DASHBOARD SCHOOLWIDE ELA INDICATOR - The schoolwide Dashboard ELA Indicator Status is “Low” with a DFS of -63.1 and below statewide DFS of -12.2. The school leadership provided the following steps to support students academically:</p> <ul style="list-style-type: none"> • Created support classes where students are grouped based on academic needs. Support classes provide time for teachers to review CAASPP and iReady data at the start of the school year, and to provide targeted academic support in small-group settings. The support classes include: <ul style="list-style-type: none"> ○ Enrollment of 20 students per group ○ Teachers use resources from the iReady program to target learning gaps in the classroom ○ Groups meet daily for 50 minutes. ○ In December 2022, the team was able to look at the data from the second diagnostic and move students around accordingly based on students’ greatest academic need. ○ Support classes include Math, English, History, and Science. • Advisory classes provide social-emotional and academic check-ins with students. The advisory has been structured to serve as a class that allows students to engage in goal setting, community circles, 1-on-1 check-ins, and journaling. English Language Learners and Special Education students use the advisory as an opportunity to connect with a teacher in a one-on-one setting. 	



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A2: DASHBOARD SCHOOLWIDE MATH INDICATOR - The schoolwide Dashboard Math Indicator Status is “Very Low” with a DFS of -115.8 and below statewide DFS of -51.7.

See *A1: Dashboard Schoolwide ELA Indicator* for strategies.

A5: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM INDICATOR - (GRADES K-8) - The schoolwide Dashboard Chronic Absenteeism Indicator Status is “Very High,” with 20.1% of the school’s chronic absenteeism percentage, which is lower than the state at 30.0%. The school leadership has implemented systems to communicate and support students and families to address chronically absentee students, as follows:

- Reports determine students that are considered chronically absent.
- Meetings with the families are scheduled to discuss issues and concerns.
- Student with social emotional needs are connected with the school’s on-site counselor and also to outside counseling services if its deemed necessary.
- Home visits by the School Community Coordinator to have an in-depth conversation with families.
- Identify additional community resources to support parents that are struggling due to the pandemic.

A8: DASHBOARD STUDENT GROUP ELA - None of the school’s numerically significant student groups (English Learner “Very Low”/-105.1, Latino “Low”/-63.5, Socioeconomically Disadvantaged “Low”/-63.7, and Students with Disabilities “Very Low”/-117.1) have “Status/DFS” scores above the statewide DFS.

See *A1: Dashboard Schoolwide ELA Indicator* for strategies.

A9: DASHBOARD STUDENT GROUP MATH - None of the school’s numerically significant student groups (English Learner “Very Low”/-153.0, Latino “Very Low”/-115.8, Socioeconomically Disadvantaged “Very Low”/-117.8, and Students with Disabilities “Very Low”/-156.2) have “Status/DFS” scores above the statewide DFS.

See *A1: Dashboard Schoolwide ELA Indicator* for strategies.

Corrective Action Required

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

Notes:

Due to the COVID-19 pandemic, state law suspended the reporting of state measures on the 2021 California School Dashboard. The color-coded performance level or Change level will not be issued due to the suspension of state measures on the 2021 Dashboard and not having two consecutive years of reported data. Accordingly, indicators in the Student Achievement and Educational Performance category for the 2022-2023 Annual Performance-Based Oversight Report are scored based on 2022 Status level data except for the College/Career Indicator (CCI), as CAASPP testing was optional for the 2020-2021 school year. CCI will resume with “Status Only” reporting on the 2023 Dashboard.

A11: As of the time of the issuance of this Annual Performance-Based Oversight Visit Report, the state has not published the “Annual Reclassification (RFEP) Counts and Rates” for the 2021-2022 academic year. Considering this fact, the 2022- 2023 Annual Performance-Based Oversight Visit Report does not rate the



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Student Achievement and Educational Performance indicator “A11: English Learner Reclassification.” Please note that, depending on the release date of the 2021-2022 RFEP counts and rates, the District may elect to update and reissue a revised 2022-2023 Annual Performance-Based Oversight Visit Report with indicator A11 rated and calculated into the final overall Student Achievement and Educational Performance category rating.

The school employs the following English Learner (EL) Reclassification Criteria:

Reclassification

The California State Board of Education's Reclassification Guidelines for English Learners

1. Comparison of performance in basic skills – earning C grades on core subject of English at grade level.
2. Assessment of English Proficiency- ELPAC Results, NWEA Maps
3. Teacher evaluation of student academic performance
4. Parent opinion and consultation

Grade Level	Performance in Basic Skills	Formative Assessment	Classroom Performance	Teacher Evaluation
6-8	<ul style="list-style-type: none"> • ELPAC Results (4 or 5 Score) • Smarter Balanced (Standard Met or Standard Exceeded) 	<ul style="list-style-type: none"> • SBAC Interim Assessments • NWEA • Achieve3000 • Other to be adopted 	<ul style="list-style-type: none"> • Grade in English Language Arts Course (C or better) 	<ul style="list-style-type: none"> • Teacher Observation Rubrics • Teacher Judgment that is students is sufficiently prepared to perform in core curriculum at a level equal to Native English speakers

Rate of “At Risk” ELs is Lower in comparison to the state average

Rate of “LTELs” is Higher in comparison to the state average

***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. (Not applicable for the 2022-2023 school year due to the absence of updated performance classification. Will resume with updated performance classification published by the state.)**

A1: DASHBOARD SCHOOLWIDE ELA INDICATOR - QUALITY INDICATOR #1



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

- California School Dashboard Schoolwide ELA data (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard ELA Indicator Status is Very High <input type="checkbox"/> The schoolwide Dashboard ELA Indicator Status is High; or Medium and at/above statewide Distance From Standard (“DFS”) <input checked="" type="checkbox"/> The schoolwide Dashboard ELA Indicator Status is Medium and below statewide DFS; or Low <input type="checkbox"/> The schoolwide Dashboard ELA Indicator Status is Very Low <input type="checkbox"/> Not Available - No Status assigned for the ELA Indicator on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A2: DASHBOARD SCHOOLWIDE MATH INDICATOR - QUALITY INDICATOR #2

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

- California School Dashboard Schoolwide Math data (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Math Indicator Status is Very High <input type="checkbox"/> The schoolwide Dashboard Math Indicator Status is High; or Medium and at/above statewide DFS <input type="checkbox"/> The schoolwide Dashboard Math Indicator Status is Medium and below statewide DFS; or Low <input checked="" type="checkbox"/> The schoolwide Dashboard Math Indicator Status is Very Low <input type="checkbox"/> Not Available - No Status assigned for the Math Indicator on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set (B2.1) <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"> California School Dashboard Schoolwide ELPI data (CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard ELPI Status is Very High <input checked="" type="checkbox"/> The schoolwide Dashboard ELPI Status is High; or Medium and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard ELPI Status is Medium and below statewide percentage; or Low <input type="checkbox"/> The schoolwide Dashboard ELPI Status is Very Low <input type="checkbox"/> Not Available - No Status assigned for the ELPI on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <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"> California School Dashboard Schoolwide CCI data (CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> Not Available - No Status assigned for the CCI on the 2022 Dashboard <input checked="" 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 (B2.1) <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"> California School Dashboard Schoolwide Chronic Absenteeism Indicator data (CDE) 		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator Status is Very Low <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator Status is Low; or Medium and at/below statewide percentage <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator Status is Medium and above statewide percentage; or High <input checked="" type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator Status is Very High <input type="checkbox"/> Not Available - No Status 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 checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <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"> California School Dashboard Schoolwide Suspension Rate Indicator data (CDE) 		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator Status is Very Low <input checked="" type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator Status is Low; or Medium and at/below statewide percentage <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator Status is Medium and above statewide percentage; or High <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator Status is Very High <input type="checkbox"/> Not Available - No Status assigned for the Suspension Rate Indicator on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <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"> California School Dashboard Schoolwide Graduation Rate Indicator data (CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator Status is Very High <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator Status is High; or Medium and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator Status is Medium and below statewide percentage; or Low <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator Status is Very Low <input type="checkbox"/> Not Available - No Status assigned for the Graduation Rate Indicator on the Dashboard <input checked="" type="checkbox"/> Not Applicable - The 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 (B2.1) <input type="checkbox"/> Parent-Student Handbook or other documentation of school’s graduation requirements (B2.5) <input type="checkbox"/> Other: (Specify)

A8: DASHBOARD STUDENT GROUP 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"> Performance of all numerically significant student groups (30 or more students) on the California School Dashboard ELA (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> All numerically significant student groups have “Status/Distance From Standard (DFS)” scores above the statewide DFS <input type="checkbox"/> The majority of numerically significant student groups have “Status/DFS” scores above the statewide DFS <input type="checkbox"/> Less than a majority of the numerically significant student groups have “Status/DFS” scores above the statewide DFS <input checked="" type="checkbox"/> None of the school’s numerically significant student groups have “Status/DFS” scores above the statewide DFS <input type="checkbox"/> Not Available - No assessment of performance for this indicator	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



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A9: DASHBOARD STUDENT GROUP 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"> Performance of all numerically significant student groups (30 or more students) on the California School Dashboard Math (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> All numerically significant student groups have “Status/DFS” scores above the statewide DFS <input type="checkbox"/> The majority of numerically significant student groups have “Status/DFS” scores above the statewide DFS <input type="checkbox"/> Less than a majority of the numerically significant student groups have “Status/DFS” scores above the statewide DFS <input checked="" type="checkbox"/> None of the school’s numerically significant student groups have “Status/DFS” scores above the statewide DFS <input type="checkbox"/> Not Available - No assessment of performance for this indicator	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A10: DASHBOARD STUDENT GROUP 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"> Performance of all numerically significant student groups (30 or more students) on the California School Dashboard CCI (Students with Disabilities, English Learners, and Socioeconomically Disadvantaged, etc.)(CDE) 		
Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> Not Available - No Status assigned for the CCI on the 2022 Dashboard <input type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



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A11: ENGLISH LEARNER RECLASSIFICATION - QUALITY INDICATOR #11

<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"> English Learner reclassification rate for 2021-2022 (CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school reclassified English Learners at a rate higher than the state average <input type="checkbox"/> The school reclassified English Learners at a rate similar to the state average <input type="checkbox"/> The school reclassified English Learners at a rate lower than the state average <input type="checkbox"/> The school did not reclassify any of its English Learners <input type="checkbox"/> Not Applicable - The school did not have any English Learners <input checked="" type="checkbox"/> No Reclassification data for the 2021-2022 school year published by the state at the time of the issuance of this report. Please see “Notes” section above.	<input type="checkbox"/> Reclassification report (CDE) <input type="checkbox"/> Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Summative ELPAC report (CDE) (B2.3) <input type="checkbox"/> Master Plan for English Learners adopted by school’s Governing Board (B3.2i)



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A12: INTERNAL ASSESSMENT – VERIFIED DATA IMPLEMENTATION – QUALITY INDICATOR #12

The information provided in this report on internal assessments is to determine the charter school’s verified data implementation, as applicable. As part of renewal (once and as applicable) for charter schools that are identified by the California Department of Education (CDE) as Middle or Low Performing, the LAUSD Board shall consider schoolwide performance and performance of all student groups on the California School Dashboard and shall also consider clear and convincing evidence, demonstrated by verified data, showing either a) the school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each in school or b) strong postsecondary outcomes equal to similar peers.

The LAUSD Board shall only consider verified data adopted by the State Board of Education pursuant to Education Code section 47607.2(c) (Approved List). In addition, staff’s review of the charter school’s submitted materials will be based on the verified data sources and related information adopted by the State Board of Education (Ed. Code, § 47607.2(c)(3).) Charter schools submitting verified data for this purpose must adhere to the state-approved criteria.

The information below is based on charter school’s self-reported data and will not be scored.

Academic Progress Indicator(s) for the 2021-2022 School Year:

Academic Progress Indicator: iReady by Curriculum Associates Reading	Grade Levels: 6-8	Assessment Administration: Fall/Spring	95% Participation Met*: <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
Academic Progress Indicator: iReady by Curriculum Associates (Math)	Grade Levels: 6-8	Assessment Administration: Fall/Spring	95% Participation Met*: <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
Academic Progress Indicator: Choose an item.	Grade Levels: Click or tap here to enter text.	Assessment Administration: Choose an item.	95% Participation Met*: <input type="checkbox"/> Met <input type="checkbox"/> Not Met

*If the charter school did not meet the 95% participation, the charter school’s plan to address the participation is included in the Notes below.

1. The charter school disaggregated student performance data for the following student groups: Click or tap here to enter text.
 The charter school did not disaggregate student performance data by student groups.
2. The charter school affirmed that the assessments were administrated as intended, consistent with the test publishers’ administration and test security procedures.
3. The charter school Choose an item. the test publisher’s definition of one year’s progress, per publisher’s source document.

Notes:

None

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

Not Applicable

LOCAL CONTROL ACCOUNTABILITY PLAN 2022-2023 (For Informational Purposes Only)



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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"> <input checked="" type="checkbox"/> LCFF Budget Overview for Parents <input checked="" type="checkbox"/> Supplement to the Annual Update to the 2021-2022 LCAP <input checked="" type="checkbox"/> 2022-2023 Plan Summary <input checked="" type="checkbox"/> Engaging Educational Partners <input checked="" type="checkbox"/> Goals and Actions <input checked="" type="checkbox"/> Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students <input checked="" type="checkbox"/> Action Tables 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Local Control Accountability Plan (B2.7) <input checked="" type="checkbox"/> Board Agenda and Minutes (B2.7)

Notes:

None



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ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	Choose a rating
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>O1: SCHOOL HEALTH AND SAFETY PLANS AND PROCEDURES - The school has a well-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, as evidenced by:</p> <ul style="list-style-type: none"> • School Safety Plan: <ul style="list-style-type: none"> ○ Emergency Procedures table with specific guidelines and procedures for fire, earthquake, response lockdown, and no response lockdown. ○ Drill Status Report form. ○ Parent Notification Letter of Emergency Response Training for Students. ○ Evacuation Announcements. ○ Map of the school delineating evacuation areas. ○ PowerPoint: <ul style="list-style-type: none"> ▪ Emergency Procedures and Drills (fire and earthquake – student presentation) ▪ Supervision team norms and agreements. • Student Immunization and Health Screening: <ul style="list-style-type: none"> ○ Notice of out of Compliance Immunization Letter to parents. ○ A form template for individualized school immunization records. ○ TDAP flier in preparation for 7th grade. ○ PRN Nursing Consultants Services provided which included 329 student that were screened for vision, scoliosis, and audio on 2/ 9 and 2/10, 2023. • YPI Charter Schools, Inc. Suicide Prevention Policy which was revised 12/7/2020. <p>O2: HEALTH AND SAFETY TRAINING AND PREPARATION - see Areas Noted for Further Growth and/or Improvement below, for <i>O2: Health and Safety Training and Preparation</i>. In addition, evidence included:</p> <ul style="list-style-type: none"> • Epi-Pen: <ul style="list-style-type: none"> ○ Pictures with expiration dates of March 2023 (with PRN Nursing Consultants certification that the March 2023 “Remains effective for one year after the expiration date”) and December 2023 (Junior EpiPen). ○ 15 staff members were Epi-Pen Trained per log from PRN Nursing Consultants on 3/20/2023. • Suicide Prevention Training: <ul style="list-style-type: none"> ○ Student self-injury reporting, assessment, and support procedures. ○ Suicide Risk Assessment Tool. <p>O5: SPECIAL EDUCATION - The school has a system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, as evidenced by:</p>	



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- 300 report – one service in tier 4 and four in tier 6. The school provided an explanation for services not rendered that included: “Unfilled position. Will provide compensatory time to make up missed service.”
- 200 report - 13 overdue IEP’s. The school provided an explanation, which included parents not attending the scheduled meeting and a rescheduling date for all overdue IEPs.
- DVR conducted 10/30/2019 with a Corrective Action Plan due 12/14/2018.
- Professional Development included:
 - Summer for New Teachers (Special Education 101).
 - Using Intervention models to support students with high needs dated 8/7/2020.
 - YPICS Verbal Interventions to Alleviate Behavior Escalation dated 10/28/2021.
 - Accommodations vs. Modifications.
 - The ABCs of Behavior.
 - MTSS Overview.
 - Behavior de-escalation strategies.

O6: SCHOOL CLIMATE AND STUDENT DISCIPLINE - The school has a school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as evidenced by:

- Behavior Expectations Chart.
- Behavior Reflection form for students to complete.
- Bullying Prevention Month- Beverly Hills dated 10/9/2022.
- Self-Harm Presentation Assembly 2022-2023.
- Gang Reduction Youth Development PowerPoint and GRYD Referral Document.
- Access to Mental Health (Luminarias)
- Behavior contract.
- Scholar Athlete Contract.
- Positive Behavioral Interventions and Supports Power Point.
- Tier intervention supports behavioral and academic issues.
- Student Assembly Power Point 2022-2023.
- 2022-2023 ODR Report
- MORCS Tiered Fidelity Inventory dated 1/9/2023 with a score of 57%.
- School-wide PBIS Tiered Fidelity Inventory Walkthrough Tool dated 2/3/2023.
- Ripple Effects Data and Information.
- During the classroom observation it was noted an evident change in the school’s culture and climate as opposed to prior years. Students were engaged in classroom, there was qualitative evidence that the students at MORCS have a welcome, supportive, and inclusive environment.

Areas Noted for Further Growth and/or Improvement



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O2: HEALTH AND SAFETY TRAINING AND PREPARATION - 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, as evidenced by :

- Emergency Drills Calendar- a total of five drills with three lockdown drills, one earthquake, and one evacuation. California law requires public and private schools to conduct a minimum number of emergency-drills every school year, the school did not conduct sufficient drills per CA Ed. Code 32001.
- A Drill/Emergency Status Report dated 12/12/2022.

O3: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM - 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, as evidenced by:

- A list labeled Parent Engagement.
- Parent Portal.
- Study Hall flyer Tuesday and Wednesday for Math, Science, and English from 3:30-4:30 p.m.
- Weekly Extra Curricular Schedule (Volleyball, Anime, Art, Esports, Study Hall, Robotics, Bookmaking, Chess Club, and Tutoring).
- One PowerPoint titled Standards-Based Grading for Mastery- Planning and Practice Overview.
- The school's leadership noted the following strategies:
 - Use of sentence starters for English Learners on bulletin.
 - Observed in one classroom an "exemplar" display.
 - Differentiation of instruction (student grouping with support).
 - Consistent use of word walls, graphic organizers, posted work with rubrics with meaningful feedback related to the academic work.
 - Calm learning environments and classrooms with interesting content for learning.
 - Board and individual whiteboards in use.

Areas for growth:

- Continue to develop student voices, collaborative, and engaged conversations.
- Continue to develop strategies to address missed opportunities for academic monitoring (ELD)
- Continue to develop the RACE strategy across all classrooms.
- Continue to develop strategies to ensure students are using each other as a resource.

Corrective Action Required

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

Notes:

None



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- *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 2022-2023) prior to employment; and/or failed to obtain DOJ clearance certification, as appropriate, from a vendor; and/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.*
- *A charter school may receive a rating of 1 in this category if the school is in breach of the operative charter, including Federal, State, and District Required Language related to this section.*



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O1: SCHOOL HEALTH AND SAFETY PLANS AND PROCEDURES - QUALITY INDICATOR #1

The school has implemented school health and safety plans and procedures that ensure:

- A current site-specific Certificate(s) of Occupancy or equivalent that authorizes the current use of the site
- A current, comprehensive, site-specific comprehensive Health, Safety, and Emergency School Safety Plan per requirements of Ed. Code, §§ 47605(c)(5)(F), 32282(a)(2)(A)-(J), and 35179.4, as applicable.
(**Note:** For schools co-located with a District school, the charter school participates in and complies with the District school’s Integrated Safe School Plan)
- Posting of the school’s Visitor Policy in a visible location in or outside the school’s main office and in the Parent-Student Handbook
- Monitoring and documentation of compliance with student immunization requirements
- Completion and documentation of health screenings (e.g., vision, hearing, and scoliosis) per current applicable law and terms of the charter
- A Board adopted Pupil Suicide Prevention Policy (grades 1-6 and/or grades 7-12, as applicable), requirements of Ed. Code § 215
- Provision of at least one nutritionally adequate free or reduced priced meal each school day for all needy students, per Ed. Code § 47613.5
- For schools serving grades 7-12, inclusion of the phone number for the National Suicide Prevention Lifeline on at least one side of Student ID cards, as outlined in Ed. Code § 215.5

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school has a well-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 <input type="checkbox"/> The school has a 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 <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 <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 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10a) <input checked="" type="checkbox"/> Visitor’s Policy (B3.1a) <input checked="" type="checkbox"/> Certificate(s) of Occupancy or equivalent (B3.1b) <input checked="" type="checkbox"/> Student immunization (B3.1h) <input checked="" type="checkbox"/> Health screening (B3.1h) <input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan (B3.1c) <input checked="" type="checkbox"/> Evacuation route maps (B3.1c) <input checked="" type="checkbox"/> Student ID card printed with the National Suicide Prevention Lifeline phone number (B3.1k) <input checked="" type="checkbox"/> Board adopted policy on pupil suicide prevention (grades K-6) (B3.1f) <input checked="" type="checkbox"/> Board adopted policy on pupil suicide prevention (grades 7-12) (B3.1f) <input checked="" type="checkbox"/> Site/classroom observation <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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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, per Ed. Code § 49414
- 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 § 35179.6
- Staff receive annual training in Pupil Suicide Prevention and Awareness (as applicable) pursuant to Ed. Code §215.
- Staff receive training in bloodborne pathogens, per 8 California Code of Regulations (“CCR”), § 5193

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input 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 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 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 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Documentation of emergency drills and training (B3.1g) <input checked="" type="checkbox"/> Provision and location of onsite emergency supplies (B3.1c) <input checked="" type="checkbox"/> Child abuse mandated reporter training documentation (B3.1d and B3A.5) <input checked="" type="checkbox"/> Bloodborne pathogens training documentation (B3.1e and B3A.5) <input checked="" type="checkbox"/> Pupil Suicide Prevention and Awareness Training (B3.1f and B3A.5) <input checked="" type="checkbox"/> Epi-pen and training (B3.1i) <input type="checkbox"/> AED (schools with an interscholastic athletic program) (B3.1j) <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2022-2023 (“ESSA Grid”)</i> (B3A.1) <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 and analyzing school and student progress towards annual goals (schoolwide and for all student groups that the school serves) that are consistent with the educational performance measured by the California School Dashboard and state assessments
- 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
Performance	<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. This includes full implementation of all key features, regularly reviewing and analyzing school and student progress towards annual goals and/or monitoring student progress toward completion of graduation and A-G requirements and providing ongoing professional development specific to student outcomes and key features as outlined in the charter. <input type="checkbox"/> The school has 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 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 (B3.2i, B3.2j, B3.2k) <input checked="" type="checkbox"/> Standards-based instructional program (evidence of grade level and/or content lesson plans, unit plans) (B3.2a) <input checked="" type="checkbox"/> LCAP (B3.2b) <input type="checkbox"/> Technology readiness to administer CAASPP assessments (B3.2c) (new schools only) <input type="checkbox"/> WASC accreditation (B3.2d) <input type="checkbox"/> UC Doorways course approval documentation (B3.2e) <input checked="" type="checkbox"/> Professional development documentation (B3.3c) <input checked="" type="checkbox"/> Evidence of system for monitoring student progress toward and completion of graduation and A-G requirements (B3.2g) <input type="checkbox"/> Mathematics Placement Assessment (school serving 9 th graders) (B3.2m) <input checked="" type="checkbox"/> Classroom/site 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; STUDENT GROUP DATA ANALYSIS - QUALITY INDICATOR #4

The school has a system in place to ensure:

- Implementation of differentiated instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all numerically significant student groups identified in the school’s LCAP and by the CDE
- Implementation of internal student assessments aligned with instructional outcomes to determine student mastery of California State Content Standards
- Disaggregation and analysis of data on a regular basis to address individual student needs and guide instructional planning and use of interventions
- 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)

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has a well-developed system and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and modifies instruction based on data analysis <input checked="" type="checkbox"/> The school has implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and generally modifies instruction based on data analysis <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 student groups, and partially modifies instruction based on data analysis <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 student groups, and does not consistently modify instruction based on data analysis	<input checked="" type="checkbox"/> Standards-based instructional program (evidence of grade level and/or content lesson plans, unit plans) (B3.2a) <input checked="" type="checkbox"/> LCAP (B3.2b) <input checked="" type="checkbox"/> Professional development documentation (B3.3c) <input checked="" type="checkbox"/> Documentation of intervention and support for all students (B3.2j) <input checked="" type="checkbox"/> Master Plan for English Learners (B3.2i) <input checked="" type="checkbox"/> Documentation of implementation of the school’s Master Plan for English Learners (B3.2j) <input checked="" type="checkbox"/> Implementation of a data analysis system (B3.2k) <input checked="" type="checkbox"/> Classroom/site observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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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 well-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 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 type="checkbox"/> Charter school does not participate in LAUSD's SELPA	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10a) <input checked="" type="checkbox"/> District Validation Review (DVR) (B3.3a) <input checked="" type="checkbox"/> Self-Review Checklist (B3.3a) <input checked="" type="checkbox"/> Welligent reports and/or other documentation, including from the Division of Special Education (B3.3a) <input checked="" type="checkbox"/> Professional development documentation (B3.3a and B3.3c) <input checked="" type="checkbox"/> Intervention and support for students with disabilities (B3.2j) <input checked="" type="checkbox"/> Consultation with Charter Operated Programs office <input checked="" type="checkbox"/> Other special education documentation (B3.3a) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <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 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 groups
- Minimize chronic absenteeism for all students and student groups
- 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
Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input checked="" type="checkbox"/> The school has a 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 <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 <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 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10a) <input checked="" type="checkbox"/> LCAP (B3.2b) <input checked="" type="checkbox"/> Professional development documentation (B3.3c) <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 (B3.3b) <input checked="" type="checkbox"/> Implementation of tiered behavior intervention (e.g. SSPT) (B3.3b) <input checked="" type="checkbox"/> Implementation of alternatives to suspension (B3.3b) <input checked="" type="checkbox"/> Implementation of schoolwide positive behavior support system (B3.3b) <input checked="" type="checkbox"/> Implementation of procedures for preventing acts of bullying, including cyberbullying (B3.3b) <input checked="" type="checkbox"/> Data monitoring (B3.3b) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Sets for suspension, expulsion, disproportionality, and chronic absenteeism (B2.1) <input checked="" type="checkbox"/> Classroom/site observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



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O7: PROFESSIONAL DEVELOPMENT - QUALITY INDICATOR #7

<p><i>The school:</i></p> <ul style="list-style-type: none"> • 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 • Provides faculty and other instructional staff with professional development opportunities to improve instructional practice • Provides opportunities for teachers to collaborate regularly for the purpose of planning and improving curriculum and instruction 		
	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The school has a well-developed 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 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> LCAP (B3.2b) <input checked="" type="checkbox"/> Professional development documentation (e.g. professional development year-long plan agendas, and sign-ins) (B3.3c) <input checked="" type="checkbox"/> Professional development training materials (B3.3c) <input checked="" type="checkbox"/> System to assess professional development needs (B3.3c) <input checked="" type="checkbox"/> Classroom/site observation <input checked="" type="checkbox"/> Discussion with school leadership <input checked="" type="checkbox"/> Stakeholder focus group <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
- The liaison for students experiencing homelessness has identified this population through outreach and coordination activities with other organizations, and provided related referral of services to families, children, and youth experiencing homelessness.

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The school has a well-developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns <input checked="" type="checkbox"/> The school has a 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 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Parent-Student Handbook (B1.10a) <input checked="" type="checkbox"/> LCAP (B3.2b) <input checked="" type="checkbox"/> Documentation of SSC and ELAC meetings (e.g., calendars, agendas, minutes, roster, and sign-in) (B3.3d) <input checked="" type="checkbox"/> Stakeholder consultation (B3.3d) <input checked="" type="checkbox"/> Parent/stakeholder involvement and engagement (B3.3d) <input checked="" type="checkbox"/> Foster youth/students experiencing homelessness liaison (B3.3d) <input checked="" type="checkbox"/> School website (B3.3e) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



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O9: TRANSPARENCY FOR STAKEHOLDERS- QUALITY INDICATOR #9

<p><i>The school has a system in place to ensure that it operates in a transparent manner and keeps stakeholders informed, including:</i></p> <ul style="list-style-type: none"> • Information is easily accessible to the public and school stakeholders, including but not limited to applicable categories described in Charter School Transparency Resolution • UCP and all complaint procedures • Title IX information is available in applicable languages as required by law • Per Ed. Code § 234.6 and District policy, specified information relating to suicide, bullying, discrimination and harassment prevention, among other things, are readily accessible in a prominent location on the school website in a manner that is easily accessible to parents/guardians and students • Provides all stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance • 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 • 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, in accordance with Ed. Code, § 47605 (high schools only) 	
Rubric	Sources of Evidence



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Performance

- | | |
|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> The school has a well-developed system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website <input checked="" type="checkbox"/> The school has a system to share information with stakeholders via its documents available both manually, electronically and on its website <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 <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 | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> UCP Procedure and Forms (B1.11) <input checked="" type="checkbox"/> Complaint Procedure and Forms (B1.12) <input checked="" type="checkbox"/> Review of the following information posted to the school’s website (B3.3e): <ul style="list-style-type: none"> <input checked="" type="checkbox"/> LCAP, per Ed. Code § 47606.5(h) <input checked="" type="checkbox"/> Current Board agenda in compliance with Brown Act, per Gov. Code, §54954.2(a)(1) <input checked="" type="checkbox"/> Website posting required per Ed. Code § 234.6 (B3.3e): <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Policy on Pupil Suicide Prevention <input checked="" type="checkbox"/> Title IX information, including a link to CDE’s Title IX website <input checked="" type="checkbox"/> Policies on anti-discrimination, anti-harassment, anti-intimidation, anti-bullying, and sexual harassment policies, including: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Anti-cyberbullying procedures <input checked="" type="checkbox"/> Social media anti-bullying procedures <input checked="" type="checkbox"/> Link to statewide resources including community based organizations compiled by CDE <input checked="" type="checkbox"/> Sharing accessible and relevant information about individual student, student group, and schoolwide academic progress and performance with all stakeholders as appropriate (B3.3e) <input checked="" type="checkbox"/> Access to approved charter (B3.3e) <input checked="" type="checkbox"/> Compliance with the LAUSD BOE’s Charter School Transparency Resolution, including (B3.3e): <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Financial Audit <input checked="" type="checkbox"/> Student Demographics <input type="checkbox"/> Documentation of informing parents/guardians about transferability of courses/course credit and eligibility to meet A-G requirements (high schools only) (B3.3e) <input checked="" type="checkbox"/> Informing parents/guardians of human trafficking prevention resources (grades 6-12) (B3.3e) <input checked="" type="checkbox"/> Notification of access to available mental health services (B3.3e) <input checked="" type="checkbox"/> School website (B3.3e) |
|--|---|



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	<input type="checkbox"/> Other: (Specify)
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O10: EVALUATION OF SCHOOL STAFF - QUALITY INDICATOR #10

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:

- Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff
- Evaluation tool(s) for all school-based staff, including but not limited to administrators, certificated staff, and classified staff

	Rubric	Sources of Evidence
Performance	<input 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 <input checked="" type="checkbox"/> 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 <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 <input type="checkbox"/> The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	<input checked="" type="checkbox"/> Evaluation procedures with clear performance standards for all school-based staff (B3.3f) <input checked="" type="checkbox"/> Evaluation tool(s) for all school-based staff (B3.3f) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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O11: CLEARANCES AND CREDENTIALING COMPLIANCE - QUALITY INDICATOR #11

The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:

- All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- Individuals who have been continuously employed in a teaching position since 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).)
- The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current
- The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform 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
Performance	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with all applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times <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 <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 <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 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2022-2023</i> form (“ESSA Grid”) (B3A.1a) <input checked="" type="checkbox"/> Human Resources (HR) policies and procedures regarding clearances and ESSA qualifications and credentialing requirements (B1.13) <input checked="" type="checkbox"/> Staff roster (B3A.1b) <input checked="" type="checkbox"/> School master schedule (B3A.1c) <input checked="" type="checkbox"/> Custodian(s) of Records documentation (B3A.1d) <input checked="" type="checkbox"/> Criminal Background Clearance Certifications (B3A.2a, B3A.3, and B3A.4) <input checked="" type="checkbox"/> Teaching credential/authorization documentation (B3A.2b) <input checked="" type="checkbox"/> Vendor clearances and credentialing certifications (B3A.6) <input checked="" type="checkbox"/> Volunteer (TB) risk assessment/clearance certification (B3A.7) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

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

None



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8196	2019-2020					2020-2021					2021-2022				
	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
Monseñor Oscar Romero Charter Middle															
Cash and Cash Equivalents		2,463,044	2,403,782	2,889,742	2,889,828		1,442,763	1,471,791	3,117,069	3,116,608		3,396,741	3,301,528	4,446,002	4,446,001
Current Assets		3,050,966	3,036,562	3,605,738	3,605,823		3,293,151	3,291,693	4,387,659	4,347,764		3,991,193	4,047,784	5,221,307	5,358,157
Fixed and Other Assets		28,318,362	28,316,644	28,243,018	28,243,018		27,430,967	27,473,415	27,474,708	27,474,708		26,669,528	26,669,001	26,668,250	26,668,249
Total Assets		31,369,328	31,353,206	31,848,756	31,848,841		30,724,118	30,765,108	31,862,367	31,822,472		30,660,721	30,716,785	31,889,557	32,026,406
Deferred Outflows of Resources		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		986,426	919,670	1,301,700	1,465,918		925,284	941,197	1,832,597	1,877,666		1,175,004	1,282,274	2,694,414	2,742,187
Other Long Term Liabilities		7,672,652	7,672,652	7,691,150	7,527,017		7,495,024	7,495,023	7,361,973	7,321,254		7,165,847	7,165,846	7,138,722	7,115,270
Unfunded OPEB Liabilities		0	0	0	0		0	0	0	0		0	0	0	0
Total Liabilities		8,659,077	8,592,322	8,992,850	8,992,935		8,420,308	8,436,220	9,194,570	9,198,920		8,340,851	8,448,120	9,833,136	9,857,457
Deferred Inflows of Resources		0	0	0	0		0	0	0	0		0	0	0	0
Net Assets		22,710,251	22,760,884	22,855,906	22,855,906		22,303,810	22,328,888	22,667,797	22,623,552		22,319,870	22,268,665	22,056,421	22,168,949
Total Revenues	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	4,613,811	5,234,964	5,467,836	5,262,873	5,399,725
Total Expenditures	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	5,395,994	5,578,167	5,822,723	5,830,004	5,854,328
Net Income / (Loss)	(643,826)	(572,453)	(521,733)	(426,711)	(426,711)	(709,734)	(552,096)	(527,018)	(188,109)	(232,354)	(782,183)	(343,203)	(354,887)	(567,131)	(454,603)
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
Inc / (Dec) in Net Assets	(643,826)	(572,453)	(521,733)	(426,711)	(426,711)	(709,734)	(552,096)	(527,018)	(188,109)	(232,354)	(782,183)	(343,203)	(354,887)	(567,131)	(454,603)
Net Assets, Beginning	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	22,328,888	22,667,797	22,667,797	22,667,797	22,623,552
Adj. for restatement / Prior Yr Adj	(498,852)	0	(87)	(87)	(87)	0	0	0	0	0	34,356	0	(4,245)	(4,245)	0
Net Assets, Beginning, Adjusted	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	22,363,244	22,663,073	22,623,552	22,623,552	22,623,552
Net Assets, End	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	21,581,061	22,319,870	22,268,665	22,056,421	22,168,949
Unrestricted Net Assets	1,937,815	1,937,815	1,990,167	2,341,739	2,341,739	2,445,760	2,428,390	2,428,390	2,266,797	2,262,352	2,240,777	2,240,777	2,213,790	2,194,469	2,205,897
Restricted Net Assets	20,772,436	20,772,436	20,770,717	20,514,167	20,514,167	0	19,858,050	19,900,498	0	0	0	79,093	54,875	109,952	109,952

8196	Audited Financials					2022-2023				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Monseñor Oscar Romero Charter Middle										
Cash and Cash Equivalents	2,788,433	2,889,828	3,116,608	4,446,001	0		2,892,508	3,001,526	0	0
Current Assets	3,350,158	3,605,823	4,347,764	5,358,157	0		4,050,648	4,351,226	0	0
Fixed and Other Assets	28,913,251	28,243,018	27,474,708	26,668,249	0		25,868,024	25,867,573	0	0
Total Assets	32,263,409	31,848,841	31,822,472	32,026,406	0		29,918,673	30,218,799	0	0
Deferred Outflows of Resources	0	0	0	0	0		0	0	0	0
Current Liabilities	1,159,164	1,465,918	1,877,666	2,742,187	0		1,168,275	1,307,290	0	0
Other Long Term Liabilities	7,821,628	7,527,017	7,321,254	7,115,270	0		6,954,656	6,954,656	0	0
Unfunded OPEB Liabilities	0	0	0	0	0		0	0	0	0
Total Liabilities	8,980,792	8,992,935	9,198,920	9,857,457	0		8,122,931	8,261,946	0	0
Deferred Inflows of Resources	0	0	0	0	0		0	0	0	0
Net Assets	23,282,617	22,855,906	22,623,552	22,168,949	0		21,795,742	21,956,853	0	0
Total Revenues	11,223,654	4,702,563	4,899,448	5,399,725	0	6,003,783	6,455,197	6,674,752	0	0
Total Expenditures	5,291,723	5,129,274	5,131,802	5,854,328	0	6,742,108	6,828,321	6,886,848	0	0
Net Income / (Loss)	5,931,931	(426,711)	(232,354)	(454,603)	0	(738,325)	(373,124)	(212,096)	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
Inc / (Dec) in Net Assets	5,931,931	(426,711)	(232,354)	(454,603)	0	(738,325)	(373,124)	(212,096)	0	0
Net Assets, Beginning	17,350,686	23,282,617	22,855,906	22,623,552	0	22,268,665	22,056,421	22,056,421	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	487,815	112,444	112,528	0	0
Net Assets, Beginning, Adjusted	17,350,686	23,282,617	22,855,906	22,623,552	0	22,756,480	22,168,866	22,168,949	0	0
Net Assets, End	23,282,617	22,855,906	22,623,552	22,168,949	0	22,018,150	21,795,742	21,956,853	0	0
Unrestricted Net Assets	23,282,617	22,855,906	22,623,552	22,058,997	0		2,981,893	21,914,694	0	0
Restricted Net Assets	0	0	0	109,952	0		18,813,849	42,159	0	0



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FISCAL OPERATIONS

You have been assessed by the Fiscal Oversight team and you are receiving the rating of **3, Proficient**

Other circumstances and information could influence the rating and are noted in this evaluation.

Monseñor Oscar Romero Charter Middle’s fiscal condition has been positive since the 2018-2019 fiscal year. According to the 2021-2022 independent audit report, the school had positive net assets of \$22,168,949 and a net loss of **(\$454,603)**. The 2022-2023 Second Interim projected positive net assets of \$21,956,853 and a net loss of **(\$212,096)**.

According to YPI Charter Schools, Inc.’s (YPICS) independent audit report dated June 30, 2022, Monseñor Oscar Romero Charter Middle is one of the three schools operated by YPICS, all of which are currently authorized by the Los Angeles Unified School District (LAUSD). YPICS and its charter schools reported positive net assets of \$26,009,324 and a net income of \$97,382. YPICS, without its charter schools, reported net assets of \$0 and net income of \$16,373. According to YPICS, there are no management fees charged to either Monseñor Oscar Romero Charter Middle or to the other charter schools that it operates. Instead, each school pays a portion of the actual expenses for administrative support, 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).

Financial Highlights

	FINANCIAL HIGHLIGHTS				
	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Second Interim)
Monseñor Oscar Romero Charter Middle					
Net Assets	\$23,282,617	\$22,855,906	\$22,623,552	\$22,168,949	\$21,956,853
Net Income / (Loss)	\$5,931,931	(\$426,711)¹	(\$232,354)¹	(\$454,603)¹	(\$212,096)²
Transfers In / Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Cash and Cash Equivalents	\$2,788,433	\$2,889,828	\$3,116,608	\$4,446,001	\$3,001,526
Unrestricted Net Assets	\$23,282,617	\$22,855,906	\$22,623,552	\$22,058,997	\$21,914,694
Norm Enrollment Reported by the School	342	357	318	295	280



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	FINANCIAL RATIO ANALYSIS				
Cash Reserve Level (Cash Balance/Total Expenditures) <i>5% and greater is recommended</i>	52.69%	56.34%	60.73%	75.94%	43.58%
Fund Reserve (Reserve for Economic Uncertainty) (Unrestricted Net Assets /Total Expenditures) <i>3% - 5% and greater is recommended (depending on the school's ADA)</i>	439.98%	445.60%	440.85%	376.80%	318.21%
Current Ratio (Working Capital Ratio) (Current Assets/Current Liabilities) <i>At least 1.2 or 120% is recommended</i>	289.02%	245.98%	231.55%	195.40%	332.84%
Debt Ratio (Total Liabilities/Total Assets) <i>Lower than 1.0 or 100% is recommended</i>	27.84%	28.24%	28.91%	30.78%	27.34%

¹The operating losses reported for Fiscal Years 2019-2020, 2020-2021 and 2020-2022 were primarily due to \$819,474, \$819,732, and \$820,844 depreciation expenses (non-cash in nature) for the respective years, recognized in the school's Proposition 1D property. When excluding these depreciation expenses, the school would have resulted in net operating income for the corresponding years.

²The projected net loss for Fiscal Year 2022-2023 is primarily due to depreciation expenses, similar to the explanation provided above.

Areas of Demonstrated Strength and/or Progress:

The school's fiscal condition is positive. Please refer to the Financial Highlights table 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):



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Based on the CSD’s review and analysis of a sample of the school’s Bank Reconciliation Reports for the period from May 2022 through October 2022, the CSD noted five (5) checks that, as of October 31, 2022, had been outstanding for 60 days or more. Details regarding these checks are provided below. This is a recurring issue cited at least in the school’s 2020-2021 and 2021-2022 Annual Performance-Based Oversight Reports.

Item #	Acct. # Ending in	Check #	Check Issuance Date	Payee	Check Amount	Number of Days Check Outstanding (As of 10/31/2022)	Transaction Description
1	X6905	310732	6/07/2022	School Employee	\$136.41	146	Lowe’s-plant supplies for class
2	X6905	310754	6/28/2022	School Employee	\$134.54	125	Reimbursement for TB test and Livescan for intern
3	X6905	310779	7/15/2022	School Employee	\$303.21	108	Amazon Prime-various movies rental for film class
4	x6905	310817	8/19/2022	Home Depot	\$673.38	73	Awesome, Febreze Air Freshener, Sniffer wet jet refill
5	x6905	310830	8/31/2022	School Employee	\$103.50	61	09/06 - 09/08 Meal per diem for Casa Instructor Training
Total:					\$1,351.04		

Page 13 under of YPICS’s Fiscal Policies and Procedures (Approved 10/31/2022) 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. 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.”

When the CSD inquired to YPICS regarding the first two checks (Items 1 and 2) in the table above, YPICS responded that such policy does not apply as the outstanding checks have not been processed via Nvoicepay. It also added that, “These (two) checks were issued by ExED directly and are reimbursement checks for the school employees. When the checks were stale for 90 days, ExED team contacted the school and asked school staff to contact employees to confirm the checks were lost and needed to be re-issued. To avoid bank charges for stop payments, the school opts out to get confirmation from the employees that the checks are lost before re-issuing replacement checks. Sometimes that process takes a little bit of time. But as soon as verification is received, the checks are re-issued. Therefore, both outstanding checks have been voided and re-issued to the employees.” The CSD did not receive a response regarding the three remaining checks noted above.



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The CSD recommends that the charter operator revise its fiscal policies and procedures to include specific handling practices for outstanding/stale checks that were not issued via NVoicepay, and provide continuing guidance and establish expectations for its staff regarding the research, investigation, write-off, and reissuance of all checks that have been outstanding for specified periods of time. The CSD further recommends that the charter operator and its back office provider adhere to its fiscal policies and procedures, including any revisions made thereafter.

2. Consistent Delays in Responding to CSD Inquiries/Document Requests:

The CSD observed a pattern of YPICS’s noncompliance with Education Code section 47604.3 as well as the Federal, State, and District Required Language (FSDRL), which expressly requires all charter schools to “promptly respond to all inquiries” from the District. The CSD observed YPICS’s consistently delaying responses and submissions of documentation and/or information requested by the CSD, which in turn, negatively impacts the CSD’s ability to conduct appropriate fiscal oversight. A partial listing of this history is summarized below (relating to CSD’s request for Fiscal Preparation Guide items, including Item # 23 - Student Body Financial Records, and related documents, for which the CSD’s communications spanned from October 2022 through April 2023).

Date	Email or Phone Correspondence (sent by the CSD staff)	Email Recipients	Email Copied to	CSD's Comments
10/17/22	Emailed 2022-2023 Oversight Fiscal Preparation Guide (FPG) document request, with a deadline of 11/09/2022	YPICS ED (Executive Director)	ExED SVP (Senior Vice-President)	On 11/16/2022, Executive Director requested additional time. New deadline of 12/02/2022 given by the CSD. ExED SVP provided documents for 11 of 29 requested items on 11/30/2022.
12/07/22	Follow-up email sent on the missing FPG documents.	YPICS ED, ExED SVP		The CSD sent a reminder for documentation not provided, originally due on 11/30/22.
01/17/23	Follow-up email sent on the missing FPG documents.	YPICS ED, ExED SVP		On 1/17/2023, ExED SVP, provided other documents requested but that item #23 (Student Body Financial Records) will be provided later.
01/20/23	Follow-up email sent on the missing FPG documents.	YPICS ED, ExED SVP		CSD gave extension deadline of 1/26/2023.
01/27/23	Follow-up email sent on the missing FPG documents.	YPICS ED	ExED SVP	CSD gave extension deadline of 1/26/2023.
02/06/23	Follow-up email sent on the missing FPG documents.	YPICS ED	ExED SVP	
02/14/23	Reminder sent on this item (included on sample documents request email), due by 2/17/23.	YPICS ED, ExED SVP		



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03/02/23	Sent follow-up email regarding missing Fiscal Preparation Guide documents and other related items.	YPICS ED, ExED SVP		The CSD mentioned to the YPICS ED and ExED SVP that further delays may affect the fiscal operations rating. Later on 3/02/2023, ExED SVP sent to the CSD the prior year 2021-2022 Student Body Financial Records (ledgers).
03/03/23	CSD informed YPICS that such records are from prior year 2021-2022 and reiterated the request for the updated 2022-2023 records.	YPICS ED	ExED SVP, YPICS COO (Chief Operating Officer)	
03/07/23	CSD followed up regarding the updated Student Body Financial Records and other related items.	YPICS ED	ExED SVP	
03/13/23	CSD followed up regarding the updated Student Body Financial Records and other related items.	YPICS ED	ExED SVP	Follow-up email (along with other requests/inquiries) included reminder on non-receipt of missing student body records that may be noted in the oversight report.
03/23/23	CSD followed up regarding the updated Student Body Financial Records and other related items.	YPICS ED	ExED SVP	
04/13/23	CSD followed up with ExED VP during oversight visit and via e-mail regarding the updated Student Body Financial Records and other related items.	ExED SVP	YPICS ED, YPICS COO	On 4/20/23, the ExED SVP provided the requested updated Student Body Financial Records to the CSD.

The CSD recommends that the school’s leadership team and ExED, its back office services provider, endeavor to improve timeliness in responding to the CSD’s requests. Failure to timely respond to the CSD’s requests and/or inquiries constitutes a violation of the terms of the charter with LAUSD, as well as the applicable provisions under Ed. Code § 47604.3, which may affect the school’s ratings in its oversight reports (as indicated in the Fiscal Operations Rubrics) and will be considered in the charter renewal assessment of the school.

The governing board and leadership team of the charter school are responsible for managing the operations of the school. The CSD recommends that the Annual Performance-Based Oversight Visit Report, including the above-noted fiscal findings and observations, be discussed at YPICS’ next governing board meeting, highly preferably no later than 90 days following the school’s receipt of this report, so that the charter school and its governing board may address any issues early enough to implement changes in order to see results in its next fiscal year. It is the school’s responsibility to provide the CSD its action plans/steps, proof of implementation



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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 have been addressed in the charter school's Fiscal Policies and Procedures, are recommended for improvement to align with optimal business practices).

1. Late Submission of 2021-2022 Independent Audit Report:

State of California Education Code § 47605(m) requires each charter school to transmit a copy of its annual independent financial audit report for the preceding year by December 15 of each year. Consistent with guidance provided by the Los Angeles County Office of Education (LACOE), LAUSD granted an extension based on YPICS' request through February 15, 2023, and its extraordinary reasons provided to the CSD. YPICS cited challenging situations for the delay, which included staffing shortages at the audit firm and additional federal and state compliance requirements. This extension does not waive the legal deadline specifically set forth in applicable state law, but rather permits the filing of the report after the deadline. YPICS' annual independent audit report was received on February 6, 2023.

The Charter Schools Division will review the issue above by 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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1. Reviewed independent audit report for the Fiscal Year ended June 30, 2022, and noted the following:
 - a. Audit opinion: Unmodified/Unqualified.
 - b. Material weaknesses: None Reported.
 - c. Deficiencies/Findings: None Reported.
 - d. Lack of a Going Concern: None Reported.
2. The 2021-2022 audited and unaudited actuals nearly mirror each other.
3. The school's reported Norm Enrollment was 342, 357, 318, 295, and 280 students for Fiscal Years 2018-2019, 2019-2020, 2020-2021, 2021-2022, and 2022-2023 respectively, representing an accumulated decrease in enrollment of 62 students (18.1%) since Fiscal Year 2018-2019. The school's reported Norm Enrollment for Fiscal Year 2022-2023 is 280 students, which is 95 students (or approximately 25.3%) below its projected student enrollment for Fiscal Year 2022-2023 (i.e., 375 students) per the school's petition enrollment roll-out plan in its current charter. As noted above, the school has maintained a positive net asset balance for Fiscal Year 2021-2022 and projects a positive net asset balance for Fiscal Year 2022-2023, per its 2022-2023 Second Interim Financials. According to YPICS, several factors such as declines in birth rates, pandemic effects, job losses, labor shortages, unaffordable housing, and reverse migration patterns are negatively impacting its schools' enrollment. Additionally, YPICS mentioned that it plans to improve enrollment by building relationships with local schools by inviting them to its health fairs, school events, and book fairs; improving its social media presence by revamping its web sites and partnering with recent college graduates and vendors such as Schola and Niche to help support its enrollment campaigns; and continuous work on improving its academic programs and community involvement. The CSD will continue to monitor the school's student enrollment through oversight.
4. A Segregation of Duties (SOD) review was conducted on-site at Monseñor Oscar Romero Charter Middle. No discrepancies were noted.
5. Reviewed 33 checks and 6 electronic debit/credit transactions. No discrepancies were noted.
6. Reviewed bank statements and bank reconciliations from May 2022 through October 2022. Selected the month of October 2022 for sample testing. Discrepancies were noted under Areas Noted for Further Growth and/or Improvement above.
7. Reviewed 16 credit card statements from May 2022 through October 2022. Selected the months of August 2022, September 2022, and October 2022 for sample testing. No discrepancies were noted.

II. Review of 2022-2023 Fiscal Preparation Guide

1. Most current fiscal reports presented to the charter school's governing board: a) Balance Sheet; b) Income Statement (Statement of Activities), and c) Cash Flow Statement were provided.
2. Minutes of the meeting when the above fiscal reports (i.e., Items 1a., 1b., and 1c.) were presented to and approved by the charter school's governing board were provided.
3. Audit/fiscal reports issued by any public agency or third-party organizations, and the school's governing board minutes of all meetings reflecting the discussion of any of the fiscal reports and applicable audit findings resolution/corrective action were not provided as the charter school has indicated not applicable.
4. Minutes of the meeting when the 2022-2023 budget was adopted were provided.
5. Evidence of the charter school is offering STRS, PERS, Social Security, and/or any other benefits to its employees, and that this is done in a manner that is consistent with the charter terms and the Charter Schools Act (Education Code 47611) was provided.
6. Minutes of the meeting reflecting the selection of the independent auditor were provided.



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7. Minutes of the meeting reflecting the discussion of the most current independent audit report were provided.
8. Minutes of the meeting reflecting the receipt, review, and discussion of the most current four interim financial reports (i.e., preliminary budget, first interim and second interim financial reports, and unaudited actuals) submitted to LAUSD were provided.
9. Minutes of the meeting reflecting the discussion and resolution of complaints received from staff or vendors were not provided as the charter school has indicated not applicable.
10. Minutes of the meeting reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report (this does not apply to charter schools that were not in operation for the 2021-2022 school year) were provided.
11. A copy of the most current fiscal policies and procedures was provided.
12. Minutes of the meeting reflecting approval of the current fiscal policies and procedures and, if applicable, minutes of the meeting reflecting the approval of the current procurement policies and procedures were provided.
13. A copy of the charter school's organizational chart that depicts the current reporting structure of the charter school, including but not limited to, any board members, charter management organization (CMO) employees (when applicable), and/or school employees, who handle day-to-day finances and/or have responsibilities outlined within the charter school's fiscal policies and procedures was provided.
14. An itemized accounting regarding the total compensation paid in Fiscal Year 2021-2022 to all executives, school leaders, administrators, directors, and non-certificated staff, who may have decision-making authority over the charter school, either employed directly by the charter school or the entity managing the charter school was provided.
15. A description of the relationship (legal, business or otherwise) the charter school maintains with any related party as defined in the CSD's 2022-2023 Fiscal Preparation Guide Item 14 was not provided as the charter school has indicated not applicable.
16. Copies of any and all of the most current signed and executed agreements/contracts within the last year (i.e., 2021-2022) or since the last update, whichever is later (including attachments and exhibits that accompany the agreements/contracts) with the administrative services provider and/or the back office services provider, or the charter school's operator and/or charter school's home office (e.g., management contracts, service agreements, license agreements, affiliation agreements, etc.) were provided.
17. Minutes of the meeting reflecting approval of the management fees, licensing fees, or any other fees were provided.
18. A copy of the sole statutory member's by-laws, and a copy of the sole statutory member's articles of incorporation were not provided as the charter school has indicated not applicable.
19. The most current accounts payable aging report, listing the balances owed, vendor names, invoice numbers, invoice dates, number of days outstanding, and, if applicable, explanations for 90+ days outstanding invoice(s) or in accordance with the charter school's fiscal policies and procedures was provided.
20. Check registers, or a list of all check/cash disbursements (when the school's payments are outsourced to a third-party provider), documenting all checks and electronic debit transactions for the prior 12 months (spanning from November 2021 to November 2022) were provided. No discrepancies were noted.
21. a) A list of all active credit card account(s), b) (If applicable) A list of all closed credit card account(s) within the last year, and c) All credit card statements for the most current six months (spanning May 2022 to October 2022) were provided. No discrepancies were noted.
22. a) A list of all active school bank account(s), b) (If applicable) A list of all closed school bank account(s) within the last year, c) Monthly bank statements and reconciliation reports for the most current six months (spanning from May 2022 to October 2022), and d) (If applicable) A list of all debit cards were provided. The CSD's observations were noted under the Areas Noted for Further Growth and/or Improvement above.
23. Student body financial records (including ASB policies and procedures, budgets, cash flow statements and projections, bank statements with reconciliations, audit reports, and other fiscal reports, if applicable) were provided. No discrepancies were noted.
24. The most current inventory listing for both capitalized and non-capitalized equipment, in Microsoft Excel format, including equipment description/type, brand/model, tag number, acquisition date, purchasing price, book value, asset life, and location of use was provided.



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25. A link to the charter school’s website where the Education Protection Account (EPA) revenue and expenditures report pertaining to the prior fiscal year (i.e., 2021-2022) is posted (as required by Article XIII, Section 36, Subdivision (e), Paragraph (6) of the California Constitution) was provided.
26. Links to the charter school’s website where the current (1) Audited Financial Statements, and (2) Local Control and Accountability Plan (LCAP) are posted (or the school’s assertion that its Audited Financial Statements are made available to members of the public) in accordance with Education Code section 47606.5(h) and/or LAUSD’s Charter School Transparency Resolution were provided.
27. Documents pertaining to the charter operator’s/school’s financing or borrowing activities were provided. Per the 2021-2022 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. Per YPICS, as of April 2023, the outstanding balance on this loan is \$7,115,269. 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 has an open Line of Credit of \$500,000 with Pacific Western Bank, at a variable rate set at 4% annually and with no outstanding balance as of April 2023.
28. The charter school’s plan(s) for the purchase/new lease, relocation/expansion to new school site(s), facilities-related expansions, and/or major improvements to the existing and/or new school site(s) and pertinent documents with the following information, as appropriate were not provided as the charter school has indicated not applicable.
29. Disclosure of legal issues was not provided as the charter school has indicated not applicable.

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 was/is in operation/active in the preceding school year(s) and the current school year. Existing schools may receive a rating of 1, 2, 3, or 4.

New School – a charter school that is in its first year of operation in the current school year and does not have an independent audit report for its first operative year on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools may receive a rating of 1 or 2.

<p><i>An existing school that, at a minimum, meets all of the Required Criteria and at least four of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Accomplished [Rating of 4].</u></i></p>	<p><i>An existing school that, at a minimum, meets all of the Required Criteria and at least three of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Proficient [Rating of 3].</u></i></p>
<p><u>Existing Schools (based on the most current annual audit):</u></p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net assets are positive in the prior two audits; 2. The cash balance at the beginning of the school year is positive; 3. The two most current annual independent audits show no material weaknesses, deficiencies, and/or findings; 4. If applicable, federal, state, and other public agency audits/reviews (e.g., California State Teachers’ Retirement System (CalSTRS), California Public Employees’ Retirement System (CalPERS), Fiscal Crisis & Management Assistance Team (FCMAT), United States Department of Education (USDE), California Department of Education (CDE), etc.), at the time of the oversight visit, show no outstanding material weaknesses, deficiencies, and/or findings; 5. Vendors and staff are consistently paid in a timely manner; 6. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term; 7. Charter school consistently adheres to the governing board-approved Fiscal Policies and Procedures; 8. Governing board adopts the annual budget; 9. Governing board reviews and/or discusses reports (e.g., first interim, second interim, unaudited actuals, audited financial statements, etc.) submitted to LAUSD; 10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 11. There is no apparent conflict of interest; 12. The Education Protection Account allocation and expenditures, audited financial statements, and the most current governing board-approved 	<p><u>Existing Schools (based on the most current annual audit):</u></p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net assets are positive in the most current audit; 2. The cash balance at the beginning of the school year is positive; 3. The most current annual independent audit shows no material weaknesses, deficiencies and/or findings; 4. If applicable, federal, state, and other public agency audits/reviews (e.g., CalSTRS, CalPERS, FCMAT, USDE, CDE, etc.), at the time of the oversight visit, show outstanding findings, and the school is able to demonstrate evidence of remedies in addressing these findings; 5. Vendors and staff are generally paid in a timely manner; 6. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term; 7. Charter school generally adheres to the governing board-approved Fiscal Policies and Procedures; 8. Governing board adopts the annual budget; 9. Governing board reviews and/or discusses reports (e.g., first interim, second interim, unaudited actuals, audited financial statements, etc.) submitted to LAUSD; 10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 11. There is no apparent conflict of interest; 12. The Education Protection Account allocation and expenditures, audited financial statements, and the most current governing board-approved LCAP are posted on the charter school’s website; 13. The LCAP is submitted to the appropriate agencies;



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<p><i>An existing school that, at a minimum, meets all of the Required Criteria and at least four of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Accomplished</u> [Rating of 4].</i></p>	<p><i>An existing school that, at a minimum, meets all of the Required Criteria and at least three of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Proficient</u> [Rating of 3].</i></p>
<p>LCAP submitted to the appropriate agencies, are posted on the charter school’s website;</p> <ol style="list-style-type: none"> 13. The LCAP is submitted to the appropriate agencies; 14. Reasonable requests for information made by the Charter Schools Division and LAUSD are consistently processed or submitted by the charter school in a timely manner; 15. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement; 16. If applicable (when audited and unaudited actuals do not mirror each other), adequate explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements; 17. Proper segregation of duties is consistently in place; 18. If applicable, there are no outstanding fiscal-related tiered intervention notices issued to the school; or the school has no tiered intervention notices as of the oversight report issuance date; and 19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are fully met by the required deadline(s); or the school has no fiscal benchmarks in its current charter term. 	<ol style="list-style-type: none"> 14. Reasonable requests for information made by the Charter Schools Division and LAUSD are generally processed or submitted by the charter school in a timely manner; 15. There are no significant recurring issues cited in the Areas Noted for Further Growth and/or Improvement; 16. If applicable (when audited and unaudited actuals do not mirror each other), at least partial explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements; 17. Proper segregation of duties is generally in place; 18. If applicable, the charter school is in the process of resolving outstanding fiscal issues cited in a Notice issued by the CSD as part of its tiered intervention process; and 19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are partially met by the required deadline(s).
<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;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 (https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450) per the most current audit (i.e., unrestricted fund balance divided by total expenditures); 2. The cash balance at the beginning of the school year is at least 5% of the prior year’s expenses; 	<p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 (https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450) per the most current audit (i.e., unrestricted fund balance divided by total expenditures); 2. The cash balance at the beginning of the school year is at least 5% of the prior year’s expenses; 3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);



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DATE OF VISIT: 4/13/2023

<p><i>An existing school that, at a minimum, meets all of the Required Criteria and at least four of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Accomplished</u> [Rating of 4].</i></p>	<p><i>An existing school that, at a minimum, meets all of the Required Criteria and at least three of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Proficient</u> [Rating of 3].</i></p>
<ol style="list-style-type: none"> 3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); 4. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%); 5. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%); and 6. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings. 	<ol style="list-style-type: none"> 4. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%); 5. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%); and 6. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings.

<p><i>An existing school that, at a minimum, meets all of the Required Criteria, and at least two of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></p>	<p><i>An existing school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></p>
<p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the most current audit; net assets are negative with strong trend towards becoming positive (be positive at the end of the third year per the applicable interim financials); or 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; 2. The cash balance at the beginning of the school year is positive; and 3. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term. <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;"><u>SUPPLEMENTAL CRITERIA</u></p>	<p><i>An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:</i></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> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero Middle

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/13/2023

<p><i>An existing school that, at a minimum, meets all of the Required Criteria, and at least two of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></p>	<p><i>An existing school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></p>
<ol style="list-style-type: none"> 1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 (https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450) per the most current audit (i.e., unrestricted fund balance divided by total expenditures); 2. The cash balance at the beginning of the school year is at least 5% of the prior year’s expenses; 3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); 4. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%); 5. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%); and 6. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings. 	

<p><i>A new school that, at a minimum, meets all of the Required Criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></p>	<p><i>A new school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></p>
<p><u>New Schools:</u></p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Interim reports and/or unaudited actuals project positive net assets; 2. 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; 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 viable three-year budget and three-year cash flow projections; 	<p><u>New Schools:</u></p> <p><i>An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:</i></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for <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>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Monseñor Oscar Romero Middle

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/13/2023

<p><i>A new school that, at a minimum, meets all of the Required Criteria listed below would be assessed eligible to be considered as Developing [Rating of 2].</i></p>	<p><i>A new school would be assessed as Unsatisfactory [Rating of 1] based on the statements below:</i></p>
<ol style="list-style-type: none"> 4. Governing Board adopts the annual budget; 5. The governing board reviews and discusses the charter school’s financial reports as evidenced by the governing board meeting minutes; 6. Reasonable requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner; 7. The most current governing board-approved LCAP is posted on the charter school’s website; and 8. The LCAP is submitted to the appropriate agencies. <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</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> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>



LOS ANGELES UNIFIED SCHOOL DISTRICT

CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT*

2022-2023 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 continues to respond 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 CSD Administrator will provide any updated information reach out with more details, as needed.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/28/2023

Charter School Name:	Bert Corona Charter High (BCCH)			Location Code:	7598
Current Address:	City:	ZIP Code:	Phone:	Fax:	
12513 Gain Street	Pacoima	91331	818-480-6810		
Current Term of Charter¹:	LAUSD Board District:		LAUSD Region:		
July 1, 2019 to June 30, 2026	6		North		
Number of Students Currently Enrolled:	Enrollment Capacity Per Charter:	Number Above/Below Enrollment Capacity (day of visit):		(290)	
210	500				
Grades Currently Served:	Grades To Be Served Per Charter:	Percent Above/Below Enrollment Capacity (day of visit):		-58%	
9-12	9-12				
Norm Enrollment Number:	199				
Total Number of Staff Members:	28	Certificated:	16	Classified:	12
Charter School's Leadership Team Members:	Ruben Dueñas, Chief Operations Officer; Nestor Garcia, Coordinator of Instruction; Isis Peña, Coordinator of Operations; Michael Green, Board Member; Silverio Pelayo, Coordinator of Community School; Yolanda Fuentes, Assistant Executive Administrator; Yvette King-Berg, Executive Director; Mark Rothenay, Lead Teacher; Max Garcia, Director, College and Career Advisory				
Charter School's Contact for Special Education:	Vashon Nutt, Director of Special Education	SELPA & Option:		LAUSD Option 3	
CSD Assigned Administrator:	Dr. B. A. Monaster	CSD Fiscal Services Manager:		Cindy Delos Santos-Iya	
Other School/CSD Team Members:	None				
Oversight Visit Date(s):	April 28, 2023		Fiscal Review Date (if different):	Not Applicable	
Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):	Yes, Prop 39		LAUSD Co-Location Campus(es) (if applicable):	Maclay Middle School	
Certificate of Occupancy (COO) or Temporary Certificate of Occupancy Type: (if a TCO, please note expiration date)	Not Applicable		COO/TCO Approved Grade Levels and Occupancy Loads:	Not Applicable	

SUMMARY OF RATINGS

(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory

Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
4, Accomplished	3, Proficient	3, Proficient	3, Proficient

¹ AB 130 added Section 47607.4 to the California Education Code (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: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/28/2023

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 2022-2023*. 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-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.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/28/2023

GOVERNANCE	RATING*
Summary of School Performance	4, Accomplished
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S) - The Governing Board has fully implemented the organizational structure set forth in approved charter, including evidence of seeking input from all committees/councils, and a well-developed system for the evaluation of the school’s executive level leadership, as evidenced by:</p> <ul style="list-style-type: none"> • A system of evaluation for executive level leadership including positions reporting to the Governing Board, such as Chief Operations Officer and Executive Director. • Board agenda dated 4/25/2023, included School Committee/Council Reports. • Board agenda dated 6/13/2022, included LCAP Hearing: Local Control and Accountability Plan recommendations from parents, community members and staff. <p>G2: BROWN ACT - The Governing Board complies with all material provisions of the Brown Act, as evidenced by:</p> <ul style="list-style-type: none"> • A posted calendar of the 2022-2023 Board Meeting Dates. • On Track includes agendas, minutes, and attachment documents from the board meeting. • Board agenda dated 10/31/2022, included an action item on Teleconferencing Meetings During State of Emergency. • Board minutes dated 2/6/2023, reflected Brown Act Training. <p>G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - The Governing Board considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria), as evidenced by:</p> <ul style="list-style-type: none"> • Agendas, minutes, and meeting materials demonstrate how the Governing Board reviews and analyzes school data and stakeholder input to inform and support sound decision making, as follows: <ul style="list-style-type: none"> ○ Board minutes dated 10/31/2022 included: <ul style="list-style-type: none"> ▪ Approval of EL Plan for Monseñor Oscar Romero. ▪ YPICS Total Professional Development Days • Board minutes dated 12/5/2022 included: <ul style="list-style-type: none"> ○ Board’s retreat with a three year draft of a strategic plan. ○ Bert Corona High – data chat regarding diagnostic tests. ○ Youth Truth survey responses revealed: <ul style="list-style-type: none"> ▪ Teachers feeling confident about teaching the curriculum ▪ Student and staff safety ranked higher than the prior year ▪ Students feel challenged by the learning. • Board minutes dated 2/6/2023 included: <ul style="list-style-type: none"> ○ Instructional update data chat on Middle School’s Mid-Year Growth Reports with 51% of students making progress towards typical growth. 	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/28/2023

- Board minutes dated 3/27/2023 included:
Bert Corona High – data chat on academic focus with student typical growth goals.
- See *Notes* section below.

Areas Noted for Further Growth and/or Improvement

See *Notes* below.

Corrective Action Required

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

Notes:

The CSD observed a pattern of YPICS’s noncompliance with Education Code section 47604.3 as well as the Federal, State, and District Required Language (FSDRL), which expressly requires all charter schools to “promptly respond to all inquiries” from the District.

****NOTE: A charter school may receive a rating of 1 in this category for the following: (1) Evidence of conflict (s) of interest within the organization (i.e. Governing Board, staff, contracted external parties, etc.), (2) School is in breach of the operative charter, including Federal, State, and District Required Language, (3) School is “Not in Good Standing”, and/or (4) If there are serious concerns related to fiscal matters (e.g., negative financial condition, fiscal mismanagement, and/or significant audit findings, etc.).***



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

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DATE OF VISIT: 4/28/2023

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 as set forth in the approved charter
- 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., School Site Council and English Learner Advisory Committee)
- Evaluation of school’s executive level leadership (including, but not limited to, those positions reporting to the Governing Board, as indicated in Element 4 of the approved charter, such as Executive Director, Area Superintendent, Principal, etc.)

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in approved charter, including evidence of seeking input from all committees/councils, and a well-developed system for the evaluation of the school’s executive level leadership <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 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"/> Current organizational chart (B1.1a) <input checked="" type="checkbox"/> Organizational chart in Board approved charter (B1.1b) <input checked="" type="checkbox"/> Bylaws (B1.2) <input checked="" type="checkbox"/> Board member roster (B1.3) <input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input checked="" type="checkbox"/> Observation of Governing Board meeting(s) <input checked="" type="checkbox"/> Committee/council calendars, agendas, roster(s), and sign-ins (B1.6) <input checked="" type="checkbox"/> Documentation related to system for evaluation of executive level leadership. (B1.7) <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

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DATE OF VISIT: 4/28/2023

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 Ralph M. Brown Act (“Brown Act”) (Gov. Code, §§54950, et seq.)
- Governing Board holds its meetings at a location(s) and in a manner that complies with applicable Brown Act requirements and Ed. Code, §47604.1, including but not limited to teleconferencing, closed session, public comment, and Reasonable Accommodations.
- The public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as required by applicable Brown Act provisions, Ed. Code, § 47604.1(c)(1)(A) and as described in the approved charter.
- Governing Board meeting agendas contain adequate item descriptions and are posted on the school’s website and on campus in accordance with the requirements of the Brown Act.
- Governing Board meetings are held in accordance with the Brown Act including the requirements set forth in Ed. Code § 47604.1.

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

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DATE OF VISIT: 4/28/2023

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 school policy, to honor and protect the rights of students, employees, parents, and the public in the following areas:

- Student discipline
- Employee grievances and discipline
- Stakeholder complaint resolution pursuant to the Uniform Complaint Procedures (UCP)
- Parent/stakeholder complaint resolution for complaints outside regulatory scope of UCP

Rubric		Sources of Evidence
Performance	<input 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 checked="" type="checkbox"/> The Governing Board has 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 (B1.4) <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10a) <input checked="" type="checkbox"/> Employee Handbook(s) (B1.10b) <input checked="" type="checkbox"/> Uniform Complaint Procedures policy and form(s) (B1.11) <input checked="" type="checkbox"/> Stakeholder complaint procedures and form(s) (B1.12) <input checked="" type="checkbox"/> Human Resources (HR) policies and procedures (B1.13) <input type="checkbox"/> Observation of Governing Board meeting(s) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

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DATE OF VISIT: 4/28/2023

G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - QUALITY INDICATOR #4

<p><i>The Governing Board has systems in place to ensure ongoing:</i></p> <ul style="list-style-type: none"> • Review and use of academic performance data (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 Local Control and Accountability Plan (LCAP) and additional school plans, (e.g., Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), School Plan for Student Achievement (SPSA), and action plans for making progress toward LCAP goals) • Transparent governance and accountability to stakeholders, including consideration of input from the school’s committees/councils and stakeholders • Monitoring of staffing needs and the school’s compliance with all applicable credentialing, clearance, and training requirements 	
Rubric	Sources of Evidence



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 4/28/2023

Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The Governing Board regularly considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria) <input checked="" type="checkbox"/> The Governing Board considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board inconsistently considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board seldom considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board meeting agendas, minutes, and meeting materials for meetings at which the Board reviewed: (B1.14a) <ul style="list-style-type: none"> <input checked="" type="checkbox"/> CA School Dashboard Academic Performance Indicators (ELA, MATH, ELPI, CCI) <input checked="" type="checkbox"/> CA School Dashboard Academic Engagement Indicators (Chronic Absenteeism, Graduation Rate) <input checked="" type="checkbox"/> CA School Dashboard Conditions and Climate Indicator (Suspension Rate) <input checked="" type="checkbox"/> Attendance rate <input checked="" type="checkbox"/> Internal assessment data <input checked="" type="checkbox"/> Enrollment data <input checked="" type="checkbox"/> Staffing data (retention, turnover, certification, etc.) <input checked="" type="checkbox"/> Board meeting calendar (B1.5) <input checked="" type="checkbox"/> Human Resources (HR) policies and procedures (B1.13) <input checked="" type="checkbox"/> Other evidence of a system for Board review and analysis of internal school data to inform decision-making (B1.14b) <input checked="" type="checkbox"/> Documentation of Board member and/or executive leadership training on topics that support responsive and accountable governance (e.g., data-driven decision making, Board roles and responsibilities, etc.) (B1.14c) <input checked="" type="checkbox"/> Observation of Governing Board meeting(s) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)
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LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Bert Corona Charter High

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G5: FISCAL CONDITION - GOVERNANCE 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	<ul style="list-style-type: none"> <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) <input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current independent audit report* <input type="checkbox"/> The school is fiscally weak or unstable**, net assets are negative in the most current independent audit report, or the school does not have an independent audit report on file with the Charter Schools Division* <input type="checkbox"/> The school is consistently fiscally weak, net assets are negative in the prior two independent audit reports, or the school does not have an independent audit report on file with the Charter Schools Division* <p>*Additional considerations that could influence the rating may include: inadequate cash flow; financial condition and/or enrollment reflecting a downward trend and/or beginning to show signs of 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.); or that the school may not be able to carry out quality educational programs when the student enrollment drops to a certain level.</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>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input checked="" type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1.15) <input checked="" 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 financial information submitted by the school <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)



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G6: FISCAL MANAGEMENT AND ACCOUNTABILITY - GOVERNANCE 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
Performance	<input type="checkbox"/> The school consistently adheres 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 generally adheres 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 not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, or 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 continuously not adhering to the Governing Board approved fiscal policies and procedures, or 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 (B1.4) <input checked="" type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1.15) <input checked="" 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):

None



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STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	2, Developing
2020 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 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 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>A8: DASHBOARD STUDENT GROUP ELA - All numerically significant student groups (Latino “Low”/-22.2 and Socioeconomically Disadvantaged “Low”/-22.6) have “Status/Distance From Standard (DFS)” scores above the statewide DFS.</p> <p>A7: DASHBOARD SCHOOLWIDE GRADUATION RATE INDICATOR - (GRADES 9-12) - The schoolwide Dashboard Graduation Rate Indicator Status is “Very High” with 97.2 percent of graduated students, which is higher than the state at 87.4 percent.</p> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>A1: DASHBOARD SCHOOLWIDE ELA INDICATOR - The schoolwide Dashboard ELA Indicator Status is “Low” with a DFS of -20.0, which is below statewide DFS of -12.2. The school leader reports the following steps to improve performance:</p> <ul style="list-style-type: none"> • A Reading Specialist has been hired to assist teacher and students in English Language, who is: <ul style="list-style-type: none"> ○ Supporting students reading below middle school Lexile norms. ○ Uses data -driven instruction and implements interventions that correlate with student’s individual needs. ○ Uses Achieve 3000 data from MAPs assessments to support the most struggling readers. • Grade Distribution — Teachers have spent professional development time analyzing the grade distribution of each course including English and Math courses at the end of each grading period and then dive deeper into specific trends in the mastery of the course learning outcomes. After analyzing the data, teachers plan the necessary steps to address gaps in learning and other student needs. • All teachers have gone through training in the use of SFA strategies (Clarifying, Questioning, Predicting, Summarizing, Collaborative Group Roles, and Think-Pair-Share) to support their lessons. <p>A2: DASHBOARD SCHOOLWIDE MATH INDICATOR - The schoolwide Dashboard Math Indicator Status is “Very Low” with a DFS of -128.2, which is below statewide DFS of -51.7. The school leader reports the following steps to improve performance in Math:</p> <ul style="list-style-type: none"> • This school year at the start of the current semester we set up specific support in the area of math targeting grade levels. 9th Graders engage 80 minutes weekly. 	



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- Foundational Math Skills using Dr. Randy Palisoc’s Core Advantage curriculum during their Algebra 1 blocks. A group of 10th graders is assigned to the after-school math tutoring session to engage in the same curriculum though attendance currently varies meaning we will revisit a plan that includes more of our 10th graders.

A3: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS INDICATOR (ELPI) - The schoolwide Dashboard ELPI Status is “Low” with 47.4 percent of English Learners making progress towards English proficiency and below statewide percentage of “Medium” with 50.3 percent of English Learners making progress towards English proficiency. The school leader reports the following steps to improve the percent of English Learners making progress towards English proficiency:

- Professional Development time engaging in reading and conversations surrounding English Language Development (ELD) discussion strategies including Think-Pair-Share, Think-Write-Pair-Share, Quick Write/Quick Draw + Discussion and other Academic Discourse Strategies.
- The Staff discusses district and state testing score trends and methods of meeting the student learning needs and developing best practices. One specific focus is EL strategies to serve the 23% EL population.
- Some of the EL students are scheduled with the Reading Specialist who has been hired to assist teachers and students in English Language development as already described in further detail above.
- The majority of the EL students are scheduled in an English course with the 9th/10th grade English teacher who is bilingual and consistently supports students with ELD strategies, small group instruction, clear communication of directions and expectations, verbal and written translations to Spanish as needed, frequent and detailed feedback, and course texts in mp3 format or video format with closed captioning.

A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR - The schoolwide Dashboard Suspension Rate Indicator Status is “Medium” with 5.1 percent of students suspended at least once, which is higher than the statewide percentage at 3.1 percent. The school leader reports the following steps to improve the percent of students suspended at least once:

- In the 2022-2023 school year, BCCHS has had 4 suspensions. Each student was suspended for 1 day and none of the students had learning disabilities.
- BCCHS will/has taken the following steps to decrease the school’s suspension rate:
 - Improved MTSS process to provide support and services to students and families with tier II/III needs.
 - Increased social emotional and mental health services.
- Utilize a PBIS framework to select programs and strategies to effectively provide alternatives to suspension.
- BCCHS is working with Luminarias Institute Inc. to support students to address social emotional and mental health needs. Luminarias counseling and support services are provided on campus.
- BCCHS has partnered with the Multicultural Learning Center on the Mental Health Service Professional Grant. As a result of this partnership, BCCHS will have a MSW/MFT and MSW/MFT intern based on campus who will provide therapeutic services to our students. Clinical supervision of the staff will be provided by a licensed clinical supervisor who is employed by the Multicultural Learning Center.



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A9: DASHBOARD STUDENT GROUP MATH - None of the school's numerically significant student groups (Latino "Very Low"/-131.4 and Socioeconomically Disadvantaged "Very Low"/-131.8) have "Status/DFS" scores above the statewide DFS. The school leader reports the following steps to improve performance in Math:

See *A1: Dashboard Schoolwide ELA Indicator* for strategies.

Corrective Action Required

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

Notes:

Due to the COVID-19 pandemic, state law suspended the reporting of state measures on the 2021 California School Dashboard. The color-coded performance level or Change level will not be issued due to the suspension of state measures on the 2021 Dashboard and not having two consecutive years of reported data. Accordingly, indicators in the Student Achievement and Educational Performance category for the 2022-2023 Annual Performance-Based Oversight Report are scored based on 2022 Status level data except for the College/Career Indicator (CCI), as CAASPP testing was optional for the 2020-2021 school year. CCI will resume with "Status Only" reporting on the 2023 Dashboard.

A11: As of the time of the issuance of this Annual Performance-Based Oversight Visit Report, the state has not published the "Annual Reclassification (RFEP) Counts and Rates" for the 2021-2022 academic year. Considering this fact, the 2022- 2023 Annual Performance-Based Oversight Visit Report does not rate the Student Achievement and Educational Performance indicator "A11: English Learner Reclassification." Please note that, depending on the release date of the 2021-2022 RFEP counts and rates, the District may elect to update and reissue a revised 2022-2023 Annual Performance-Based Oversight Visit Report with indicator A11 rated and calculated into the final overall Student Achievement and Educational Performance category rating.

The school employs the following English Learner (EL) Reclassification Criteria:



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Reclassification

The California State Board of Education's Reclassification Guidelines for English Learners

1. Comparison of performance in basic skills – earning C grades on core subject of English at grade level.
2. Assessment of English Proficiency- ELPAC Results, NWEA Maps
3. Teacher evaluation of student academic performance
4. Parent opinion and consultation

Grade Level	Performance in Basic Skills	Formative Assessment	Classroom Performance	Teacher Evaluation
6-8	<ul style="list-style-type: none"> • ELPAC Results (4 or 5 Score) • Smarter Balanced (Standard Met or Standard Exceeded) 	<ul style="list-style-type: none"> • SBAC Interim Assessments • NWEA • Achieve3000 • Other to be adopted 	<ul style="list-style-type: none"> • Grade in English Language Arts Course (C or better) 	<ul style="list-style-type: none"> • Teacher Observation Rubrics • Teacher Judgment that is students is sufficiently prepared to perform in core curriculum at a level equal to Native English speakers

Rate of “**At Risk**” ELs is Lower in comparison to the state average

Rate of “**LTEs**” is Higher in comparison to the state average

Graduation Criteria (high schools only):

****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. (Not applicable for the 2022-2023 school year due to the absence of updated performance classification. Will resume with updated performance classification published by the state.)***



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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"> California School Dashboard Schoolwide ELA data (CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard ELA Indicator Status is Very High <input type="checkbox"/> The schoolwide Dashboard ELA Indicator Status is High; or Medium and at/above statewide Distance From Standard (“DFS”) <input checked="" type="checkbox"/> The schoolwide Dashboard ELA Indicator Status is Medium and below statewide DFS; or Low <input type="checkbox"/> The schoolwide Dashboard ELA Indicator Status is Very Low <input type="checkbox"/> Not Available - No Status assigned for the ELA Indicator on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set (B2.1) <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"> California School Dashboard Schoolwide Math data (CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Math Indicator Status is Very High <input type="checkbox"/> The schoolwide Dashboard Math Indicator Status is High; or Medium and at/above statewide DFS <input type="checkbox"/> The schoolwide Dashboard Math Indicator Status is Medium and below statewide DFS; or Low <input checked="" type="checkbox"/> The schoolwide Dashboard Math Indicator Status is Very Low <input type="checkbox"/> Not Available - No Status assigned for the Math Indicator on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set (B2.1) <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"> California School Dashboard Schoolwide ELPI data (CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard ELPI Status is Very High <input type="checkbox"/> The schoolwide Dashboard ELPI Status is High; or Medium and at/above statewide percentage <input checked="" type="checkbox"/> The schoolwide Dashboard ELPI Status is Medium and below statewide percentage; or Low <input type="checkbox"/> The schoolwide Dashboard ELPI Status is Very Low <input type="checkbox"/> Not Available - No Status assigned for the ELPI on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <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"> California School Dashboard Schoolwide CCI data (CDE) 		
Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> Not Available - No Status assigned for the CCI on the 2022 Dashboard <input type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <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"> California School Dashboard Schoolwide Chronic Absenteeism Indicator data (CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator Status is Very Low <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator Status is Low; or Medium and at/below statewide percentage <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator Status is Medium and above statewide percentage; or High <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator Status is Very High <input type="checkbox"/> Not Available - No Status assigned for the Chronic Absenteeism Indicator on the Dashboard <input checked="" 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 (B2.1) <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"> California School Dashboard Schoolwide Suspension Rate Indicator data (CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator Status is Very Low <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator Status is Low; or Medium and at/below statewide percentage <input checked="" type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator Status is Medium and above statewide percentage; or High <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator Status is Very High <input type="checkbox"/> Not Available - No Status assigned for the Suspension Rate Indicator on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



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

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

- California School Dashboard Schoolwide Graduation Rate Indicator data (CDE)

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator Status is Very High <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator Status is High; or Medium and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator Status is Medium and below statewide percentage; or Low <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator Status is Very Low <input type="checkbox"/> Not Available - No Status assigned for the Graduation Rate Indicator on the Dashboard <input type="checkbox"/> Not Applicable - The Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input checked="" type="checkbox"/> Parent-Student Handbook or other documentation of school's graduation requirements (B2.5) <input type="checkbox"/> Other: (Specify)



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A8: DASHBOARD STUDENT GROUP 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"> Performance of all numerically significant student groups (30 or more students) on the California School Dashboard ELA (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE) 		
	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> All numerically significant student groups have “Status/Distance From Standard (DFS)” scores above the statewide DFS <input type="checkbox"/> The majority of numerically significant student groups have “Status/DFS” scores above the statewide DFS <input type="checkbox"/> Less than a majority of the numerically significant student groups have “Status/DFS” scores above the statewide DFS <input type="checkbox"/> None of the school’s numerically significant student groups have “Status/DFS” scores above the statewide DFS <input type="checkbox"/> Not Available - No assessment of performance for this indicator	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A9: DASHBOARD STUDENT GROUP 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"> Performance of all numerically significant student groups (30 or more students) on the California School Dashboard Math (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE) 		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> All numerically significant student groups have “Status/DFS” scores above the statewide DFS <input type="checkbox"/> The majority of numerically significant student groups have “Status/DFS” scores above the statewide DFS <input type="checkbox"/> Less than a majority of the numerically significant student groups have “Status/DFS” scores above the statewide DFS <input checked="" type="checkbox"/> None of the school’s numerically significant student groups have “Status/DFS” scores above the statewide DFS <input type="checkbox"/> Not Available - No assessment of performance for this indicator	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



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A10: DASHBOARD STUDENT GROUP 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"> Performance of all numerically significant student groups (30 or more students) on the California School Dashboard CCI (Students with Disabilities, English Learners, and Socioeconomically Disadvantaged, etc.)(CDE) 		
Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> Not Available - No Status assigned for the CCI on the 2022 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"/> Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A11: ENGLISH LEARNER RECLASSIFICATION - QUALITY INDICATOR #11

<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"> English Learner reclassification rate for 2021-2022 (CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school reclassified English Learners at a rate higher than the state average <input type="checkbox"/> The school reclassified English Learners at a rate similar to the state average <input type="checkbox"/> The school reclassified English Learners at a rate lower than the state average <input type="checkbox"/> The school did not reclassify any of its English Learners <input type="checkbox"/> Not Applicable - The school did not have any English Learners <input checked="" type="checkbox"/> No Reclassification data for the 2021-2022 school year published by the state at the time of the issuance of this report. Please see “Notes” section above.	<input type="checkbox"/> Reclassification report (CDE) <input type="checkbox"/> Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Summative ELPAC report (CDE) (B2.3) <input type="checkbox"/> Master Plan for English Learners adopted by school’s Governing Board (B3.2i)



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A12: INTERNAL ASSESSMENT – VERIFIED DATA IMPLEMENTATION – QUALITY INDICATOR #12

The information provided in this report on internal assessments is to determine the charter school’s verified data implementation, as applicable. As part of renewal (once and as applicable) for charter schools that are identified by the California Department of Education (CDE) as Middle or Low Performing, the LAUSD Board shall consider schoolwide performance and performance of all student groups on the California School Dashboard and shall also consider clear and convincing evidence, demonstrated by verified data, showing either a) the school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each in school or b) strong postsecondary outcomes equal to similar peers.

The LAUSD Board shall only consider verified data adopted by the State Board of Education pursuant to Education Code section 47607.2(c) (Approved List). In addition, staff’s review of the charter school’s submitted materials will be based on the verified data sources and related information adopted by the State Board of Education (Ed. Code, § 47607.2(c)(3).) Charter schools submitting verified data for this purpose must adhere to the state-approved criteria.

The information below is based on charter school’s self-reported data and will not be scored.

Academic Progress Indicator(s) for the 2021-2022 School Year:

Academic Progress Indicator: MAP by NWEA ELA	Grade Levels: 9-12	Assessment Administration: Fall/Spring	95% Participation Met*: <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
Academic Progress Indicator: MAP by NWEA Math	Grade Levels: 9-12	Assessment Administration: Fall/Spring	95% Participation Met*: <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
Academic Progress Indicator: Choose an item.	Grade Levels: Click or tap here to enter text.	Assessment Administration: Choose an item.	95% Participation Met*: <input type="checkbox"/> Met <input type="checkbox"/> Not Met

*If the charter school did not meet the 95% participation, the charter school’s plan to address the participation is included in the Notes below.

1. The charter school disaggregated student performance data for the following student groups: Click or tap here to enter text.
 The charter school did not disaggregate student performance data by student groups.
2. The charter school affirmed that the assessments were administrated as intended, consistent with the test publishers’ administration and test security procedures.
3. The charter school provided the test publisher’s definition of one year’s progress, per publisher’s source document.

Postsecondary Outcomes (high school only):

1. The charter school uses the Choose an item. data source and included the results of at least 95% of eligible students. If the charter school did not meet the 95% participation, the charter school’s plan to address the participation is included in the Notes below.
2. The charter school included the number of eligible students and missing or non-participating students.
3. The charter school provided evidence of comparing the data to similar peers (which may include, but not limited to, similar demographics, pupil student groups, first-time college attendance, or other similar circumstances and if not available, comparison to statewide data).

Notes:

None



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

Not Applicable



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LOCAL CONTROL ACCOUNTABILITY PLAN 2022-2023 (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"> <input checked="" type="checkbox"/> LCFF Budget Overview for Parents <input checked="" type="checkbox"/> Supplement to the Annual Update to the 2021-2022 LCAP <input checked="" type="checkbox"/> 2022-2023 Plan Summary <input checked="" type="checkbox"/> Engaging Educational Partners <input checked="" type="checkbox"/> Goals and Actions <input checked="" type="checkbox"/> Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students <input checked="" type="checkbox"/> Action Tables 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Local Control Accountability Plan (B2.7) <input checked="" type="checkbox"/> Board Agenda and Minutes (B2.7)
Notes:	
None	



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ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	3, Proficient
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>O1: SCHOOL HEALTH AND SAFETY PLANS AND PROCEDURES - The school has a 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.</p> <ul style="list-style-type: none"> • The school is co-located with Maclay Middle School and provided the Integrated Safe School Plan 2022-2023. • PRN Nursing Consultants Services scheduled for 56 student screenings for vision and audio for 10th grade February 6, 2023. • YPI Charter Schools, Inc. Suicide Prevention Policy which was revised 12/7/2020. <p>O2: HEALTH AND SAFETY TRAINING AND PREPARATION - 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:</p> <ul style="list-style-type: none"> • Emergency Drills and training: <ul style="list-style-type: none"> ○ Calendar with training- a total of 14 drills with two lockdown drills, two earthquake, and five fire/emergency evacuation. ○ A completed Drill/Emergency Status Report dated 12/12/2022 which includes fire, earthquake, and lockdown, with a total of fourteen drills. • Epi-Pen: <ul style="list-style-type: none"> ○ Pictures with expiration dates of March 2023 (with PRN Nursing Consultants certification that the March 2023 “Remains effective for one year after the expiration date”) and December 2023 (Junior EpiPen). ○ 15 staff members Epi-Pen Trained per log from PRN Nursing Consultants dated 3/20/2023. • Suicide Prevention Training: <ul style="list-style-type: none"> ○ Student Self-Injury Reporting, assessment, and Support Procedure. <p>O7: PROFESSIONAL DEVELOPMENT - The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter, as evidenced by the following topics:</p> <ul style="list-style-type: none"> • Professional Development Topics Included: • Rigor, Unit Plans, Student Work, and Data Meetings • Total Professional Development • Critical Friends Group: Student Work • PBL and Advisory Planning • EL Strategies, PBL, and Technology Integration • Ripple Effects Training and Advisory Planning and Implementation • 2019 WASC Visiting committee Final Presentation Review and discussion • English Language Development-Listening, Speaking, Reading, and Writing • PBL Planning 	



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- Special Education Analysis and integration
- SBG for IC Gradebook
- PBL Intro and Training

Areas Noted for Further Growth and/or Improvement

O3: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM - 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, as evidenced by:

- Biology Sequence Plan example
- Various Scope and Sequence Plans which include:
 - Unit Tile
 - Learning Outcomes-aligned to standards
 - Number of Weeks
- Physical Education Multi-rubric
- School Instructional Program – High School
- WASC Six Year Accreditation Status with a Mid-cycle two-day visit through June 2026.
- The school's leadership noted the following strategies observed in the five classrooms:
 - Objectives posted, restated by teacher, student or mentioned (referred to by the teacher).
 - Reference in the use of rubrics across all classrooms and student self-identification and the opportunities for students to assess each other.
 - Consistent partner engagement in terms of the collaboration, in some cases group collaborations.
 - All classrooms had some element of tech use in three spaces and students were directed to the technology task.

Areas for growth:

- Continue to develop strategies for student-to-student interaction.
- Continue to develop strategies for opportunities for students to think on their own, share with the partner and then reflect on their own.
- Continue to develop strategies for students to analyze their own learning.

O4: MEETING THE NEEDS OF ALL STUDENTS; STUDENT GROUP DATA ANALYSIS - The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and partially modifies instruction based on data analysis, as there was limited evidence:

- After-school Tutoring and Classes roster.
- 2022-2023 BCCS Reclassification Readiness Presentation (PowerPoint)

O5: SPECIAL EDUCATION - 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, as evidenced by:

- 300 report – 14 services in tier 4, 14 in tier 5, and 3 in tier 6.
- 200 report - 13 overdue IEP's.
- Professional Development included:



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- Summer for New Teachers (Special Education 101).
- Using Intervention models to support students with high needs dated 8/7/2020.
- YPICS Verbal Interventions to Alleviate Behavior Escalation dated 10/28/2021.
- Accommodations vs. Modifications.
- The ABCs of Behavior.
- MTSS Overview.
- Behavior de-escalation strategies.

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 2022-2023) prior to employment; and/or failed to obtain DOJ clearance certification, as appropriate, from a vendor; and/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.***
- ***A charter school may receive a rating of 1 in this category if the school is in breach of the operative charter, including Federal, State, and District Required Language related to this section.***



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O1: SCHOOL HEALTH AND SAFETY PLANS AND PROCEDURES - QUALITY INDICATOR #1

The school has implemented school health and safety plans and procedures that ensure:

- A current site-specific Certificate(s) of Occupancy or equivalent that authorizes the current use of the site
- A current, comprehensive, site-specific comprehensive Health, Safety, and Emergency School Safety Plan per requirements of Ed. Code, §§ 47605(c)(5)(F), 32282(a)(2)(A)-(J), and 35179.4, as applicable.
(Note: For schools co-located with a District school, the charter school participates in and complies with the District school’s Integrated Safe School Plan)
- Posting of the school’s Visitor Policy in a visible location in or outside the school’s main office and in the Parent-Student Handbook
- Monitoring and documentation of compliance with student immunization requirements
- Completion and documentation of health screenings (e.g., vision, hearing, and scoliosis) per current applicable law and terms of the charter
- A Board adopted Pupil Suicide Prevention Policy (grades 1-6 and/or grades 7-12, as applicable), requirements of Ed. Code § 215
- Provision of at least one nutritionally adequate free or reduced priced meal each school day for all needy students, per Ed. Code § 47613.5
- For schools serving grades 7-12, inclusion of the phone number for the National Suicide Prevention Lifeline on at least one side of Student ID cards, as outlined in Ed. Code § 215.5

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The school has a well-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 <input checked="" type="checkbox"/> The school has a 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 <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 <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 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10a) <input checked="" type="checkbox"/> Visitor’s Policy (B3.1a) <input checked="" type="checkbox"/> Certificate(s) of Occupancy or equivalent (B3.1b) <input checked="" type="checkbox"/> Student immunization (B3.1h) <input type="checkbox"/> Health screening (B3.1h) <input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan (B3.1c) <input checked="" type="checkbox"/> Evacuation route maps (B3.1c) <input checked="" type="checkbox"/> Student ID card printed with the National Suicide Prevention Lifeline phone number (B3.1k) <input checked="" type="checkbox"/> Board adopted policy on pupil suicide prevention (grades K-6) (B3.1f) <input checked="" type="checkbox"/> Board adopted policy on pupil suicide prevention (grades 7-12) (B3.1f) <input checked="" type="checkbox"/> Site/classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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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, per Ed. Code § 49414
- 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 § 35179.6
- Staff receive annual training in Pupil Suicide Prevention and Awareness (as applicable) pursuant to Ed. Code §215.
- Staff receive training in bloodborne pathogens, per 8 California Code of Regulations (“CCR”), § 5193

	Rubric	Sources of Evidence
Performance	<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 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 (B3.1g) <input checked="" type="checkbox"/> Provision and location of onsite emergency supplies (B3.1c) <input checked="" type="checkbox"/> Child abuse mandated reporter training documentation (B3.1d and B3A.5) <input checked="" type="checkbox"/> Bloodborne pathogens training documentation (B3.1e and B3A.5) <input checked="" type="checkbox"/> Pupil Suicide Prevention and Awareness Training (B3.1f and B3A.5) <input checked="" type="checkbox"/> Epi-pen and training (B3.1i) <input type="checkbox"/> AED (schools with an interscholastic athletic program) (B3.1j) <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2022-2023 (“ESSA Grid”)</i> (B3A.1) <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 and analyzing school and student progress towards annual goals (schoolwide and for all student groups that the school serves) that are consistent with the educational performance measured by the California School Dashboard and state assessments
- 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
Performance	<ul style="list-style-type: none"> <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. This includes full implementation of all key features, regularly reviewing and analyzing school and student progress towards annual goals and/or monitoring student progress toward completion of graduation and A-G requirements and providing ongoing professional development specific to student outcomes and key features as outlined in the charter. <input type="checkbox"/> The school has 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 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 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Implementation of an educational program serving all grade levels approved to be served per charter (B3.2i, B3.2j, B3.2k) <input checked="" type="checkbox"/> Standards-based instructional program (evidence of grade level and/or content lesson plans, unit plans) (B3.2a) <input checked="" type="checkbox"/> LCAP (B3.2b) <input type="checkbox"/> Technology readiness to administer CAASPP assessments (B3.2c) (new schools only) <input checked="" type="checkbox"/> WASC accreditation (B3.2d) <input checked="" type="checkbox"/> UC Doorways course approval documentation (B3.2e) <input checked="" type="checkbox"/> Professional development documentation (B3.3c) <input checked="" type="checkbox"/> Evidence of system for monitoring student progress toward and completion of graduation and A-G requirements (B3.2g) <input checked="" type="checkbox"/> Mathematics Placement Assessment (school serving 9th graders) (B3.2m) <input checked="" type="checkbox"/> Classroom/site 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; STUDENT GROUP DATA ANALYSIS - QUALITY INDICATOR #4

The school has a system in place to ensure:

- Implementation of differentiated instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all numerically significant student groups identified in the school’s LCAP and by the CDE
- Implementation of internal student assessments aligned with instructional outcomes to determine student mastery of California State Content Standards
- Disaggregation and analysis of data on a regular basis to address individual student needs and guide instructional planning and use of interventions
- 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)

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has a well-developed system and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and modifies instruction based on data analysis <input type="checkbox"/> The school has implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and generally modifies instruction based on data analysis <input checked="" type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and partially modifies instruction based on data analysis <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 student groups, and does not consistently modify instruction based on data analysis	<input checked="" type="checkbox"/> Standards-based instructional program (evidence of grade level and/or content lesson plans, unit plans) (B3.2a) <input checked="" type="checkbox"/> LCAP (B3.2b) <input checked="" type="checkbox"/> Professional development documentation (B3.3c) <input checked="" type="checkbox"/> Documentation of intervention and support for all students (B3.2j) <input checked="" type="checkbox"/> Master Plan for English Learners (B3.2i) <input checked="" type="checkbox"/> Documentation of implementation of the school’s Master Plan for English Learners (B3.2j) <input checked="" type="checkbox"/> Implementation of a data analysis system (B3.2k) <input checked="" type="checkbox"/> Classroom/site observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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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 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 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 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 type="checkbox"/> Charter school does not participate in LAUSD's SELPA	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10a) <input checked="" type="checkbox"/> District Validation Review (DVR) (B3.3a) <input checked="" type="checkbox"/> Self-Review Checklist (B3.3a) <input checked="" type="checkbox"/> Welligent reports and/or other documentation, including from the Division of Special Education (B3.3a) <input type="checkbox"/> Professional development documentation (B3.3a and B3.3c) <input checked="" type="checkbox"/> Intervention and support for students with disabilities (B3.2j) <input checked="" type="checkbox"/> Consultation with Charter Operated Programs office <input checked="" type="checkbox"/> Other special education documentation (B3.3a) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <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 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 groups
- Minimize chronic absenteeism for all students and student groups
- 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
Performance	<input type="checkbox"/> The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input checked="" type="checkbox"/> The school has a 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 <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 <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	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10a) <input checked="" type="checkbox"/> LCAP (B3.2b) <input checked="" type="checkbox"/> Professional development documentation (B3.3c) <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 (B3.3b) <input checked="" type="checkbox"/> Implementation of tiered behavior intervention (e.g. SSPT) (B3.3b) <input checked="" type="checkbox"/> Implementation of alternatives to suspension (B3.3b) <input checked="" type="checkbox"/> Implementation of schoolwide positive behavior support system (B3.3b) <input checked="" type="checkbox"/> Implementation of procedures for preventing acts of bullying, including cyberbullying (B3.3b) <input checked="" type="checkbox"/> Data monitoring (B3.3b) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Sets for suspension, expulsion, disproportionality, and chronic absenteeism (B2.1) <input checked="" type="checkbox"/> Classroom/site observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



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O7: PROFESSIONAL DEVELOPMENT - QUALITY INDICATOR #7

<p><i>The school:</i></p> <ul style="list-style-type: none"> • 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 • Provides faculty and other instructional staff with professional development opportunities to improve instructional practice • Provides opportunities for teachers to collaborate regularly for the purpose of planning and improving curriculum and instruction 		
	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The school has a well-developed 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 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> LCAP (B3.2b) <input checked="" type="checkbox"/> Professional development documentation (e.g. professional development year-long plan agendas, and sign-ins) (B3.3c) <input checked="" type="checkbox"/> Professional development training materials (B3.3c) <input checked="" type="checkbox"/> System to assess professional development needs (B3.3c) <input checked="" type="checkbox"/> Classroom/site observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <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
- The liaison for students experiencing homelessness has identified this population through outreach and coordination activities with other organizations, and provided related referral of services to families, children, and youth experiencing homelessness.

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The school has a well-developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns <input checked="" type="checkbox"/> The school has a 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 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Parent-Student Handbook (B1.10a) <input checked="" type="checkbox"/> LCAP (B3.2b) <input checked="" type="checkbox"/> Documentation of SSC and ELAC meetings (e.g., calendars, agendas, minutes, roster, and sign-in) (B3.3d) <input checked="" type="checkbox"/> Stakeholder consultation (B3.3d) <input checked="" type="checkbox"/> Parent/stakeholder involvement and engagement (B3.3d) <input checked="" type="checkbox"/> Foster youth/students experiencing homelessness liaison (B3.3d) <input checked="" type="checkbox"/> School website (B3.3e) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



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O9: TRANSPARENCY FOR STAKEHOLDERS- QUALITY INDICATOR #9

<p><i>The school has a system in place to ensure that it operates in a transparent manner and keeps stakeholders informed, including:</i></p> <ul style="list-style-type: none"> • Information is easily accessible to the public and school stakeholders, including but not limited to applicable categories described in Charter School Transparency Resolution • UCP and all complaint procedures • Title IX information is available in applicable languages as required by law • Per Ed. Code § 234.6 and District policy, specified information relating to suicide, bullying, discrimination and harassment prevention, among other things, are readily accessible in a prominent location on the school website in a manner that is easily accessible to parents/guardians and students • Provides all stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance • 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 • 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, in accordance with Ed. Code, § 47605 (high schools only) 	
Rubric	Sources of Evidence



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Performance

- | | |
|--|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> The school has a well-developed system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website <input checked="" type="checkbox"/> The school has a system to share information with stakeholders via its documents available both manually, electronically and on its website <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 <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 | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> UCP Procedure and Forms (B1.11) <input checked="" type="checkbox"/> Complaint Procedure and Forms (B1.12) <input checked="" type="checkbox"/> Review of the following information posted to the school’s website (B3.3e): <ul style="list-style-type: none"> <input checked="" type="checkbox"/> LCAP, per Ed. Code § 47606.5(h) <input checked="" type="checkbox"/> Current Board agenda in compliance with Brown Act, per Gov. Code, §54954.2(a)(1) <input checked="" type="checkbox"/> Website posting required per Ed. Code § 234.6 (B3.3e): <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Policy on Pupil Suicide Prevention <input checked="" type="checkbox"/> Title IX information, including a link to CDE’s Title IX website <input checked="" type="checkbox"/> Policies on anti-discrimination, anti-harassment, anti-intimidation, anti-bullying, and sexual harassment policies, including: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Anti-cyberbullying procedures <input checked="" type="checkbox"/> Social media anti-bullying procedures <input checked="" type="checkbox"/> Link to statewide resources including community based organizations compiled by CDE <input checked="" type="checkbox"/> Sharing accessible and relevant information about individual student, student group, and schoolwide academic progress and performance with all stakeholders as appropriate (B3.3e) <input checked="" type="checkbox"/> Access to approved charter (B3.3e) <input checked="" type="checkbox"/> Compliance with the LAUSD BOE’s Charter School Transparency Resolution, including (B3.3e): <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Financial Audit <input checked="" type="checkbox"/> Student Demographics <input checked="" type="checkbox"/> Documentation of informing parents/guardians about transferability of courses/course credit and eligibility to meet A-G requirements (high schools only) (B3.3e) <input checked="" type="checkbox"/> Informing parents/guardians of human trafficking prevention resources (grades 6-12) (B3.3e) <input checked="" type="checkbox"/> Notification of access to available mental health services (B3.3e) <input checked="" type="checkbox"/> School website (B3.3e) |
|--|--|



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	<input type="checkbox"/> Other: (Specify)
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O10: EVALUATION OF SCHOOL STAFF - QUALITY INDICATOR #10

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:

- Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff
- Evaluation tool(s) for all school-based staff, including but not limited to administrators, certificated staff, and classified staff

	Rubric	Sources of Evidence
Performance	<input 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 <input checked="" type="checkbox"/> 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 <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 <input type="checkbox"/> The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	<input checked="" type="checkbox"/> Evaluation procedures with clear performance standards for all school-based staff (B3.3f) <input checked="" type="checkbox"/> Evaluation tool(s) for all school-based staff (B3.3f) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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O11: CLEARANCES AND CREDENTIALING COMPLIANCE - QUALITY INDICATOR #11

The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:

- All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- Individuals who have been continuously employed in a teaching position since 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).)
- The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current
- The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform 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
Performance	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with all applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times <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 <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 <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 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2022-2023</i> form (“ESSA Grid”) (B3A.1a) <input checked="" type="checkbox"/> Human Resources (HR) policies and procedures regarding clearances and ESSA qualifications and credentialing requirements (B1.13) <input checked="" type="checkbox"/> Staff roster (B3A.1b) <input checked="" type="checkbox"/> School master schedule (B3A.1c) <input checked="" type="checkbox"/> Custodian(s) of Records documentation (B3A.1d) <input checked="" type="checkbox"/> Criminal Background Clearance Certifications (B3A.2a, B3A.3, and B3A.4) <input checked="" type="checkbox"/> Teaching credential/authorization documentation (B3A.2b) <input checked="" type="checkbox"/> Vendor clearances and credentialing certifications (B3A.6) <input checked="" type="checkbox"/> Volunteer (TB) risk assessment/clearance certification (B3A.7) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

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

Not Applicable



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7598	2019-2020					2020-2021					2021-2022				
	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
Bert Corona Charter High															
Cash and Cash Equivalents		181,593	159,592	139,782	139,783		139,831	165,271	150,118	150,118		451,359	452,881	703,818	760,340
Current Assets		482,200	429,694	324,467	319,308		1,009,566	973,479	897,017	897,018		839,187	929,780	907,700	1,235,553
Fixed and Other Assets		161,824	161,824	162,800	162,799		113,464	127,706	129,744	129,744		87,340	87,357	87,408	87,407
Total Assets		644,024	591,518	487,267	482,107		1,123,030	1,101,185	1,026,761	1,026,762		926,527	1,017,137	995,108	1,322,960
Deferred Outflows of Resources		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		137,799	110,273	50,801	85,641		618,968	648,992	449,680	516,636		340,056	339,324	622,883	725,048
Other Long Term Liabilities		55,351	55,351	40,000	0		40,000	40,000	61,887	0		61,888	36,413	32,920	0
Unfunded OPEB Liabilities		0	0	0	0		0	0	0	0		0	0	0	0
Total Liabilities		193,150	165,624	90,801	85,641		658,968	688,992	511,567	516,636		401,944	375,737	655,803	725,048
Deferred Inflows of Resources		0	0	0	0		0	0	0	0		0	0	0	0
Net Assets		450,874	425,893	396,466	396,466		464,062	412,193	515,194	510,126		524,583	641,400	339,305	597,912
Total Revenues	3,219,097	2,768,201	2,764,220	2,708,735	2,708,734	2,580,725	3,057,301	3,060,249	2,995,476	2,995,475	3,366,560	3,571,687	3,644,860	3,319,662	3,578,271
Total Expenditures	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	3,364,824	3,557,228	3,513,586	3,490,483	3,490,485
Net Income / (Loss)	12,162	18,479	13,299	(16,128)	(16,128)	27,576	67,596	15,727	118,728	113,660	1,736	14,459	131,274	(170,821)	87,786
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
Inc / (Dec) in Net Assets	12,162	18,479	13,299	(16,128)	(16,128)	27,576	67,596	15,727	118,728	113,660	1,736	14,459	131,274	(170,821)	87,786
Net Assets, Beginning	348,291	432,394	432,394	432,394	412,594	425,893	396,466	396,466	396,466	396,466	412,193	515,194	515,194	515,194	510,126
Adj. for restatement / Prior Yr Adj	(1,276)	0	(19,800)	(19,800)	0	0	0	0	0	0	3,337	(5,070)	(5,068)	(5,068)	0
Net Assets, Beginning, Adjusted	347,015	432,394	412,594	412,594	412,594	425,893	396,466	396,466	396,466	396,466	415,530	510,124	510,126	510,126	510,126
Net Assets, End	359,177	450,874	425,893	396,466	396,466	453,469	464,062	412,193	515,194	510,126	417,266	524,583	641,400	339,305	597,912
Unrestricted Net Assets		289,050	264,070	233,667	396,466		350,598	284,487	515,194	510,126		518,646	637,999	339,305	597,912
Restricted Net Assets		161,824	161,824	162,799	0		113,464	127,706	0	0		5,937	3,401	0	0

7598	Audited Financials					2022-2023				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Bert Corona Charter High										
Cash and Cash Equivalents	201,140	139,783	150,118	760,340	0		739,295	768,061	0	0
Current Assets	639,558	319,308	897,018	1,235,553	0		1,219,368	1,520,673	0	0
Fixed and Other Assets	221,535	162,799	129,744	87,407	0		43,681	43,698	0	0
Total Assets	861,093	482,107	1,026,762	1,322,960	0		1,263,050	1,564,371	0	0
Deferred Outflows of Resources	0	0	0	0	0		0	0	0	0
Current Liabilities	448,499	85,641	516,636	725,048	0		618,170	906,634	0	0
Other Long Term Liabilities	0	0	0	0	0		32,920	32,920	0	0
Unfunded OPEB Liabilities	0	0	0	0	0		0	0	0	0
Total Liabilities	448,499	85,641	516,636	725,048	0		651,090	939,554	0	0
Deferred Inflows of Resources	0	0	0	0	0		0	0	0	0
Net Assets	412,594	396,466	510,126	597,912	0		611,960	624,818	0	0
Total Revenues	3,495,368	2,708,734	2,995,475	3,578,271	0	4,277,352	4,390,485	4,306,873	0	0
Total Expenditures	3,428,847	2,724,862	2,881,815	3,490,485	0	4,272,861	4,376,436	4,279,967	0	0
Net Income / (Loss)	66,521	(16,128)	113,660	87,786	0	4,491	14,048	26,907	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
Inc / (Dec) in Net Assets	66,521	(16,128)	113,660	87,786	0	4,491	14,048	26,907	0	0
Net Assets, Beginning	346,073	412,594	396,466	510,126	0	641,400	339,305	339,305	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	(126,925)	258,606	258,606	0	0
Net Assets, Beginning, Adjusted	346,073	412,594	396,466	510,126	0	514,475	597,911	597,911	0	0
Net Assets, End	412,594	396,466	510,126	597,912	0	518,966	611,960	624,818	0	0
Unrestricted Net Assets	412,594	396,466	510,126	597,912	0		530,332	586,224	0	0
Restricted Net Assets	0	0	0	0	0		81,628	38,594	0	0



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FISCAL OPERATIONS

You have been assessed by the Fiscal Oversight team and you are receiving the rating of **3, Proficient**

Other circumstances and information could influence the rating and are noted in this evaluation.

Bert Corona Charter High’s fiscal condition has been positive and upward trending since the 2019-2020 fiscal year. According to the 2021-2022 independent audit report, the school had positive net assets of \$597,912 and net income of \$87,786. The 2022-2023 Second Interim projected positive net assets of \$624,819 and net income of \$26,907.

According to YPI Charter Schools, Inc.’s (YPICS) independent audit report dated June 30, 2022, Bert Corona Charter High is one of the three schools operated by YPICS, all of which are currently authorized by the Los Angeles Unified School District (LAUSD). YPICS and its charter schools reported positive net assets of \$26,009,324 and a net income of \$97,382. YPICS, without its charter schools, reported net assets of \$0 and net income of \$16,373. According to YPICS, there are no management fees charged to either Bert Corona Charter High or to the other charter schools that it operates. Instead, each school pays a portion of the actual expenses for administrative support, 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).

Financial Highlights

	FINANCIAL HIGHLIGHTS				
	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Second Interim)
Bert Corona Charter High					
Net Assets	\$412,594	\$396,466	\$510,126	\$597,912	\$624,819
Net Income / (Loss)	\$66,521	(\$16,128)*	\$113,660	\$87,786	\$26,907
Transfers In / Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Cash and Cash Equivalents	\$201,140	\$139,783	\$150,118	\$760,340	\$624,819
Unrestricted Net Assets	\$412,594	\$396,466	\$510,126	\$597,912	\$586,224
Norm Enrollment Reported by the School	245	191	191	191	199



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	FINANCIAL RATIO ANALYSIS				
Cash Reserve Level (Cash Balance/Total Expenditures) <i>5% and greater is recommended</i>	5.87%	5.13%	5.21%	21.78%	17.95%
Fund Reserve (Reserve for Economic Uncertainty) (Unrestricted Net Assets /Total Expenditures) <i>3% - 5% and greater is recommended (depending on the school's ADA)</i>	12.03%	14.55%	17.70%	17.13%	13.70%
Current Ratio (Working Capital Ratio) (Current Assets/Current Liabilities) <i>At least 1.2 or 120% is recommended</i>	142.60%	372.84%	173.63%	170.41%	167.73%
Debt Ratio (Total Liabilities/Total Assets) <i>Lower than 1.0 or 100% is recommended</i>	52.08%	17.76%	50.32%	54.80%	60.06%

*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 of Demonstrated Strength and/or Progress:

The school's fiscal condition is positive. Please refer to the Financial Highlights table 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):



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Based on the CSD’s review and analysis of a sample of the school’s Bank Reconciliation Reports for the period from May 2022 through October 2022, the CSD noted five (5) checks that, as of October 31, 2022, had been outstanding for 60 days or more. Details regarding these checks are provided below. This is a recurring issue cited at least in the school’s 2020-2021 and 2021-2022 Annual Performance-Based Oversight Reports.

Item #	Acct. # Ending in	Check #	Check Issuance Date	Payee	Check Amount	Number of Days Check Outstanding (As of 10/31/2022)	Transaction Description
1	X6905	310732	6/07/2022	School Employee	\$136.41	146	Lowe’s-plant supplies for class
2	X6905	310754	6/28/2022	School Employee	\$134.54	125	Reimbursement for TB test and Livescan for intern
3	X6905	310779	7/15/2022	School Employee	\$303.21	108	Amazon Prime-various movies rental for film class
4	x6905	310817	8/19/2022	Home Depot	\$673.38	73	Awesome, Febreze Air Freshener, Sniffer wet jet refill
5	x6905	310830	8/31/2022	School Employee	\$103.50	61	09/06 - 09/08 Meal per diem for Casa Instructor Training
Total:					\$1,351.04		

Page 13 under of YPICS’s Fiscal Policies and Procedures (Approved 10/31/2022) 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. 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.”

When the CSD inquired to YPICS regarding the first two checks (Items 1 and 2) in the table above, YPICS responded that such policy does not apply as the outstanding checks have not been processed via Nvoicepay. It also added that, “These (two) checks were issued by ExED directly and are reimbursement checks for the school employees. When the checks were stale for 90 days, ExED team contacted the school and asked school staff to contact employees to confirm the checks were lost and needed to be re-issued. To avoid bank charges for stop payments, the school opts out to get confirmation from the employees that the checks are lost before re-issuing replacement checks. Sometimes that process takes a little bit of time. But as soon as verification is received, the checks are re-issued. Therefore, both outstanding checks have been voided and re-issued to the employees.” The CSD did not receive a response regarding the three remaining checks noted above.



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The CSD recommends that the charter operator revise its fiscal policies and procedures to include specific handling practices for outstanding/stale checks that were not issued via NVoicepay, and provide continuing guidance and establish expectations for its staff regarding the research, investigation, write-off, and reissuance of all checks that have been outstanding for specified periods of time. The CSD further recommends that the charter operator and its back office provider adhere to its fiscal policies and procedures, including any revisions made thereafter.

2. Consistent Delays in Responding to CSD Inquiries/Document Requests:

The CSD observed a pattern of YPICS’s noncompliance with Education Code section 47604.3 as well as the Federal, State, and District Required Language (FSDRL), which expressly requires all charter schools to “promptly respond to all inquiries” from the District. The CSD observed YPICS’s consistently delaying responses and submissions of documentation and/or information requested by the CSD, which in turn, negatively impacts the CSD’s ability to conduct appropriate fiscal oversight. A partial listing of this history is summarized below (relating to CSD’s request for Fiscal Preparation Guide items, including Item # 23 - Student Body Financial Records, and related documents, for which the CSD’s communications spanned from October 2022 through April 2023).

Date	Email or Phone Correspondence (sent by the CSD staff)	Email Recipients	Email Copied to	CSD's Comments
10/17/22	Emailed 2022-2023 Oversight Fiscal Preparation Guide (FPG) document request, with a deadline of 11/09/2022	YPICS ED (Executive Director)	ExED SVP (Senior Vice-President)	On 11/16/2022, Executive Director requested additional time. New deadline of 12/02/2022 given by the CSD. ExED SVP provided documents for 11 of 29 requested items on 11/30/2022.
12/07/22	Follow-up email sent on the missing FPG documents.	YPICS ED, ExED SVP		The CSD sent a reminder for documentation not provided, originally due on 11/30/22.
01/17/23	Follow-up email sent on the missing FPG documents.	YPICS ED, ExED SVP		On 1/17/2023, ExED SVP, provided other documents requested but that item #23 (Student Body Financial Records) will be provided later.
01/20/23	Follow-up email sent on the missing FPG documents.	YPICS ED, ExED SVP		CSD gave extension deadline of 1/26/2023.
01/27/23	Follow-up email sent on the missing FPG documents.	YPICS ED	ExED SVP	CSD gave extension deadline of 1/26/2023.
02/06/23	Follow-up email sent on the missing FPG documents.	YPICS ED	ExED SVP	
02/14/23	Reminder sent on this item (included on sample documents request email), due by 2/17/23.	YPICS ED, ExED SVP		



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03/02/23	Sent follow-up email regarding missing Fiscal Preparation Guide documents and other related items.	YPICS ED, ExED SVP		The CSD mentioned to the YPICS ED and ExED SVP that further delays may affect the fiscal operations rating. Later on 3/02/2023, ExED SVP sent to the CSD the prior year 2021-2022 Student Body Financial Records (ledgers).
03/03/23	CSD informed YPICS that such records are from prior year 2021-2022 and reiterated the request for the updated 2022-2023 records.	YPICS ED	ExED SVP, YPICS COO (Chief Operating Officer)	
03/07/23	CSD followed up regarding the updated Student Body Financial Records and other related items.	YPICS ED	ExED SVP	
03/13/23	CSD followed up regarding the updated Student Body Financial Records and other related items.	YPICS ED	ExED SVP	Follow-up email (along with other requests/inquiries) included reminder on non-receipt of missing student body records that may be noted in the oversight report.
03/23/23	CSD followed up regarding the updated Student Body Financial Records and other related items.	YPICS ED	ExED SVP	
04/13/23	CSD followed up with ExED VP during oversight visit and via e-mail regarding the updated Student Body Financial Records and other related items.	ExED SVP	YPICS ED, YPICS COO	On 4/20/23, the ExED SVP provided the requested updated Student Body Financial Records to the CSD.

The CSD recommends that the school’s leadership team and ExED, its back office services provider, endeavor to improve timeliness in responding to the CSD’s requests. Failure to timely respond to the CSD’s requests and/or inquiries constitutes a violation of the terms of the charter with LAUSD, as well as the applicable provisions under Ed. Code § 47604.3, which may affect the school’s ratings in its oversight reports (as indicated in the Fiscal Operations Rubrics) and will be considered in the charter renewal assessment of the school.

The governing board and leadership team of the charter school are responsible for managing the operations of the school. The CSD recommends that the Annual Performance-Based Oversight Visit Report, including the above-noted fiscal findings and observations, be discussed at YPICS’ next governing board meeting, highly preferably no later than 90 days following the school’s receipt of this report, so that the charter school and its governing board may address any issues early enough to implement changes in order to see results in its next fiscal year. It is the school’s responsibility to provide the CSD its action plans/steps, proof of implementation



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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 have been addressed in the charter school's Fiscal Policies and Procedures, are recommended for improvement to align with optimal business practices).

1. Late Submission of 2021-2022 Independent Audit Report:

State of California Education Code § 47605(m) requires each charter school to transmit a copy of its annual independent financial audit report for the preceding year by December 15 of each year. Consistent with guidance provided by the Los Angeles County Office of Education (LACOE), LAUSD granted an extension based on YPICS' request through February 15, 2023, and its extraordinary reasons provided to the CSD. YPICS cited challenging situations for the delay, which included staffing shortages at the audit firm and additional federal and state compliance requirements. This extension does not waive the legal deadline specifically set forth in applicable state law, but rather permits the filing of the report after the deadline. YPICS' annual independent audit report was received on February 6, 2023.

The Charter Schools Division will review the issue above by 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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1. Reviewed independent audit report for the Fiscal Year ended June 30, 2022, and noted the following:
 - a. Audit opinion: Unmodified/Unqualified.
 - b. Material weaknesses: None Reported.
 - c. Deficiencies/Findings: None Reported.
 - d. Lack of a Going Concern: None Reported.
2. The 2021-2022 audited and unaudited actuals do not mirror each other. According to ExED, YPICS's back office provider, the variance of \$327K in Current Assets and the variance of \$258,609 in Total Revenues are primarily related to adjustments on the school's Hold Harmless Section 39 and ESSER II accruals. These adjustments were made based on the auditor's recommendation in September 2022 after the Unaudited Actuals Report was submitted.
3. The school's reported Norm Enrollment was 245, 191, 191, 191, and 199 students for Fiscal Years 2018-2019, 2019-2020, 2020-2021, 2021-2022, and 2022-2023 respectively, representing an accumulated decrease in enrollment of 46 students (18.8%) since Fiscal Year 2018-2019. The school's reported Norm Enrollment for Fiscal Year 2022-2023 is 199 students, which is 211 students (or approximately 51.5%) below its projected student enrollment for Fiscal Year 2022-2023 (i.e., 410 students) per the school's petition enrollment roll-out plan in its current charter. According to YPICS, several factors such as declines in birth rates, pandemic effects, job losses, labor shortages, unaffordable housing, and reverse migration patterns are negatively impacting its schools' enrollment. Additionally, YPICS mentioned that it plans to improve enrollment by building relationships with local schools by inviting them to its health fairs, school events, and book fairs; improving its social media presence by revamping its web sites and partnering with recent college graduates and vendors such as Schola and Niche to help support its enrollment campaigns; and continuous work on improving its academic programs and community involvement. As noted above, the school has maintained a positive net asset balance for Fiscal Year 2021-2022 and projects a positive net asset balance for Fiscal Year 2022-2023, per its 2022-2023 Second Interim Financials. The CSD will continue to monitor the school's student enrollment through oversight.
4. A Segregation of Duties (SOD) review was conducted on-site at Monseñor Oscar Romero Charter Middle. No discrepancies were noted.
5. Reviewed 33 checks and 6 electronic debit/credit transactions. No discrepancies were noted.
6. Reviewed bank statements and bank reconciliations from May 2022 through October 2022. Selected the month of October 2022 for sample testing. Discrepancies were noted under Areas Noted for Further Growth and/or Improvement above.
7. Reviewed 16 credit card statements from May 2022 through October 2022. Selected the months of August 2022, September 2022, and October 2022 for sample testing. No discrepancies were noted.
8. Pursuant to the "Proposition 39 Request for Facilities Alternative Agreement" executed between LAUSD and Bert Corona Charter High 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. Per the LAUSD Charter Schools Accounting Unit's record, as of March 31, 2023, Bert Corona Charter High owed \$99,180 in Proposition 39 over-allocated space reimbursement fees to LAUSD. LAUSD will continue to monitor this matter through oversight.

II. Review of 2022-2023 Fiscal Preparation Guide

1. Most current fiscal reports presented to the charter school's governing board: a) Balance Sheet; b) Income Statement (Statement of Activities), and c) Cash Flow Statement were provided.
2. Minutes of the meeting when the above fiscal reports (i.e., Items 1a., 1b., and 1c.) were presented to and approved by the charter school's governing board were provided.



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3. Audit/fiscal reports issued by any public agency or third-party organizations, and the school's governing board minutes of all meetings reflecting the discussion of any of the fiscal reports and applicable audit findings resolution/corrective action were not provided as the charter school has indicated not applicable.
4. Minutes of the meeting when the 2022-2023 budget was adopted were provided.
5. Evidence of the charter school is offering STRS, PERS, Social Security, and/or any other benefits to its employees, and that this is done in a manner that is consistent with the charter terms and the Charter Schools Act (Education Code 47611) was provided.
6. Minutes of the meeting reflecting the selection of the independent auditor were provided.
7. Minutes of the meeting reflecting the discussion of the most current independent audit report were provided.
8. Minutes of the meeting reflecting the receipt, review, and discussion of the most current four interim financial reports (i.e., preliminary budget, first interim and second interim financial reports, and unaudited actuals) submitted to LAUSD were provided.
9. Minutes of the meeting reflecting the discussion and resolution of complaints received from staff or vendors were not provided as the charter school has indicated not applicable.
10. Minutes of the meeting reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report (this does not apply to charter schools that were not in operation for the 2021-2022 school year) were provided.
11. A copy of the most current fiscal policies and procedures was provided.
12. Minutes of the meeting reflecting approval of the current fiscal policies and procedures and, if applicable, minutes of the meeting reflecting the approval of the current procurement policies and procedures were provided.
13. A copy of the charter school's organizational chart that depicts the current reporting structure of the charter school, including but not limited to, any board members, charter management organization (CMO) employees (when applicable), and/or school employees, who handle day-to-day finances and/or have responsibilities outlined within the charter school's fiscal policies and procedures was provided.
14. An itemized accounting regarding the total compensation paid in Fiscal Year 2021-2022 to all executives, school leaders, administrators, directors, and non-certificated staff, who may have decision-making authority over the charter school, either employed directly by the charter school or the entity managing the charter school was provided.
15. A description of the relationship (legal, business or otherwise) the charter school maintains with any related party as defined in the CSD's 2022-2023 Fiscal Preparation Guide Item 14 was not provided as the charter school has indicated not applicable.
16. Copies of any and all of the most current signed and executed agreements/contracts within the last year (i.e., 2021-2022) or since the last update, whichever is later (including attachments and exhibits that accompany the agreements/contracts) with the administrative services provider and/or the back office services provider, or the charter school's operator and/or charter school's home office (e.g., management contracts, service agreements, license agreements, affiliation agreements, etc.) were provided.
17. Minutes of the meeting reflecting approval of the management fees, licensing fees, or any other fees were provided.
18. A copy of the sole statutory member's by-laws, and a copy of the sole statutory member's articles of incorporation were not provided as the charter school has indicated not applicable.
19. The most current accounts payable aging report, listing the balances owed, vendor names, invoice numbers, invoice dates, number of days outstanding, and, if applicable, explanations for 90+ days outstanding invoice(s) or in accordance with the charter school's fiscal policies and procedures was provided.
20. Check registers, or a list of all check/cash disbursements (when the school's payments are outsourced to a third-party provider), documenting all checks and electronic debit transactions for the prior 12 months (spanning from November 2021 to November 2022) were provided. No discrepancies were noted.
21. a) A list of all active credit card account(s), b) (If applicable) A list of all closed credit card account(s) within the last year, and c) All credit card statements for the most current six months (spanning May 2022 to October 2022) were provided. No discrepancies were noted.



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22. a) A list of all active school bank account(s), b) (If applicable) A list of all closed school bank account(s) within the last year, c) Monthly bank statements and reconciliation reports for the most current six months (spanning from May 2022 to October 2022), and d) (If applicable) A list of all debit cards were provided. The CSD's observations were noted under the Areas Noted for Further Growth and/or Improvement above.
23. Student body financial records (including ASB policies and procedures, budgets, cash flow statements and projections, bank statements with reconciliations, audit reports, and other fiscal reports, if applicable) were provided. No discrepancies were noted.
24. The most current inventory listing for both capitalized and non-capitalized equipment, in Microsoft Excel format, including equipment description/type, brand/model, tag number, acquisition date, purchasing price, book value, asset life, and location of use was provided.
25. A link to the charter school's website where the Education Protection Account (EPA) revenue and expenditures report pertaining to the prior fiscal year (i.e., 2021-2022) is posted (as required by Article XIII, Section 36, Subdivision (e), Paragraph (6) of the California Constitution) was provided.
26. Links to the charter school's website where the current (1) Audited Financial Statements, and (2) Local Control and Accountability Plan (LCAP) are posted (or the school's assertion that its Audited Financial Statements are made available to members of the public) in accordance with Education Code section 47606.5(h) and/or LAUSD's Charter School Transparency Resolution were provided.
27. Documents pertaining to the charter operator's/school's financing or borrowing activities were provided. YPICS has an open Line of Credit of \$500,000 with Pacific Western Bank, at a variable rate set at 4% annually and with no outstanding balance as of April 2023.
28. The charter school's plan(s) for the purchase/new lease, relocation/expansion to new school site(s), facilities-related expansions, and/or major improvements to the existing and/or new school site(s) and pertinent documents with the following information, as appropriate were not provided as the charter school has indicated not applicable.
29. Disclosure of legal issues was not provided as the charter school has indicated not applicable.

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 was/is in operation/active in the preceding school year(s) and the current school year. Existing schools may receive a rating of 1, 2, 3, or 4.

New School – a charter school that is in its first year of operation in the current school year and does not have an independent audit report for its first operative year on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools may receive a rating of 1 or 2.

<p><i>An existing school that, at a minimum, meets all of the Required Criteria and at least four of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Accomplished [Rating of 4].</u></i></p>	<p><i>An existing school that, at a minimum, meets all of the Required Criteria and at least three of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Proficient [Rating of 3].</u></i></p>
<p><u>Existing Schools (based on the most current annual audit):</u></p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net assets are positive in the prior two audits; 2. The cash balance at the beginning of the school year is positive; 3. The two most current annual independent audits show no material weaknesses, deficiencies, and/or findings; 4. If applicable, federal, state, and other public agency audits/reviews (e.g., California State Teachers’ Retirement System (CalSTRS), California Public Employees’ Retirement System (CalPERS), Fiscal Crisis & Management Assistance Team (FCMAT), United States Department of Education (USDE), California Department of Education (CDE), etc.), at the time of the oversight visit, show no outstanding material weaknesses, deficiencies, and/or findings; 5. Vendors and staff are consistently paid in a timely manner; 6. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term; 7. Charter school consistently adheres to the governing board-approved Fiscal Policies and Procedures; 8. Governing board adopts the annual budget; 9. Governing board reviews and/or discusses reports (e.g., first interim, second interim, unaudited actuals, audited financial statements, etc.) submitted to LAUSD; 10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 11. There is no apparent conflict of interest; 12. The Education Protection Account allocation and expenditures, audited financial statements, and the most current governing board-approved 	<p><u>Existing Schools (based on the most current annual audit):</u></p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net assets are positive in the most current audit; 2. The cash balance at the beginning of the school year is positive; 3. The most current annual independent audit shows no material weaknesses, deficiencies and/or findings; 4. If applicable, federal, state, and other public agency audits/reviews (e.g., CalSTRS, CalPERS, FCMAT, USDE, CDE, etc.), at the time of the oversight visit, show outstanding findings, and the school is able to demonstrate evidence of remedies in addressing these findings; 5. Vendors and staff are generally paid in a timely manner; 6. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term; 7. Charter school generally adheres to the governing board-approved Fiscal Policies and Procedures; 8. Governing board adopts the annual budget; 9. Governing board reviews and/or discusses reports (e.g., first interim, second interim, unaudited actuals, audited financial statements, etc.) submitted to LAUSD; 10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 11. There is no apparent conflict of interest; 12. The Education Protection Account allocation and expenditures, audited financial statements, and the most current governing board-approved LCAP are posted on the charter school’s website; 13. The LCAP is submitted to the appropriate agencies;



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<p>LCAP submitted to the appropriate agencies, are posted on the charter school’s website;</p> <ol style="list-style-type: none"> 13. The LCAP is submitted to the appropriate agencies; 14. Reasonable requests for information made by the Charter Schools Division and LAUSD are consistently processed or submitted by the charter school in a timely manner; 15. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement; 16. If applicable (when audited and unaudited actuals do not mirror each other), adequate explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements; 17. Proper segregation of duties is consistently in place; 18. If applicable, there are no outstanding fiscal-related tiered intervention notices issued to the school; or the school has no tiered intervention notices as of the oversight report issuance date; and 19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are fully met by the required deadline(s); or the school has no fiscal benchmarks in its current charter term. 	<ol style="list-style-type: none"> 14. Reasonable requests for information made by the Charter Schools Division and LAUSD are generally processed or submitted by the charter school in a timely manner; 15. There are no significant recurring issues cited in the Areas Noted for Further Growth and/or Improvement; 16. If applicable (when audited and unaudited actuals do not mirror each other), at least partial explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements; 17. Proper segregation of duties is generally in place; 18. If applicable, the charter school is in the process of resolving outstanding fiscal issues cited in a Notice issued by the CSD as part of its tiered intervention process; and 19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are partially met by the required deadline(s).
<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;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 (https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450) per the most current audit (i.e., unrestricted fund balance divided by total expenditures); 2. The cash balance at the beginning of the school year is at least 5% of the prior year’s expenses; 	<p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 (https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450) per the most current audit (i.e., unrestricted fund balance divided by total expenditures); 2. The cash balance at the beginning of the school year is at least 5% of the prior year’s expenses; 3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);



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<p><i>An existing school that, at a minimum, meets all of the Required Criteria and at least four of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Accomplished</u> [Rating of 4].</i></p>	<p><i>An existing school that, at a minimum, meets all of the Required Criteria and at least three of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Proficient</u> [Rating of 3].</i></p>
<ol style="list-style-type: none"> 3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); 4. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%); 5. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%); and 6. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings. 	<ol style="list-style-type: none"> 4. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%); 5. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%); and 6. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings.

<p><i>An existing school that, at a minimum, meets all of the Required Criteria, and at least two of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></p>	<p><i>An existing school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></p>
<p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the most current audit; net assets are negative with strong trend towards becoming positive (be positive at the end of the third year per the applicable interim financials); or 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; 2. The cash balance at the beginning of the school year is positive; and 3. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term. <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;"><u>SUPPLEMENTAL CRITERIA</u></p>	<p><i>An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:</i></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> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>



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An existing school that, at a minimum, meets all of the Required Criteria, and at least 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:

1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 (<https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450>) per the most current audit (i.e., unrestricted fund balance divided by total expenditures);
2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses;
3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);
4. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%);
5. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%); and
6. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings.

A new school that, at a minimum, 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:

New Schools:

New Schools:

REQUIRED CRITERIA

1. Interim reports and/or unaudited actuals project positive net assets;
2. 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;
3. If enrollment is significantly below the enrollment per the school's *Pupil Estimates for New or Significantly Expanding Charters* 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 viable three-year budget and three-year cash flow projections;

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 *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.*



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<p><i>A new school that, at a minimum, meets all of the Required Criteria listed below would be assessed eligible to be considered as Developing [Rating of 2].</i></p>	<p><i>A new school would be assessed as Unsatisfactory [Rating of 1] based on the statements below:</i></p>
<ol style="list-style-type: none"> 4. Governing Board adopts the annual budget; 5. The governing board reviews and discusses the charter school’s financial reports as evidenced by the governing board meeting minutes; 6. Reasonable requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner; 7. The most current governing board-approved LCAP is posted on the charter school’s website; and 8. The LCAP is submitted to the appropriate agencies. <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</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> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>