

Youth Policy Institute Charter Schools (YPICS)

YPICS Regular Board Meeting

Date and Time

Monday February 5, 2024 at 6:00 PM PST

Location

10660 White Oak Avenue, Suite B101
Granada Hills, CA 91344

The meeting will be held at YPI Charter Schools Learning and Support Center.

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/84197301782>

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

YPI Charter Schools

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

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

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
D. Revised June 26, 2023 Board Minutes	Vote	Yvette King-Berg	2 m
This is a recommendation to approve the revised minutes from June 26, 2023.			
E. Approval of December 11, 2023 Regular Board Meeting Minutes	Approve Minutes	Mary Keipp	1 m
II. Communications			6:04 PM

- A. Presentations from the Public** FYI Mary Keipp
- END OF STATE OF EMERGENCY AND NEW REMOTE PARTICIPATION RULES - Assembly Bill 2449**

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.

Instructions for Presentations to the Board by Parents and Citizens

YPICS (or the "Charter Schools") welcome your participation at the Charter Schools' Board meetings. The purpose of a public meeting of the Board of Directors ("Board") is to conduct the affairs of the Charter Schools in public. Your participation assures us

	Purpose	Presenter	Time
<p>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.

III.	Items Scheduled for Information		6:04 PM
A.	Board Committee Reports	FYI	4 m
1.	Board Academic Committee update presented by Committee Chair Cesar Lopez		
2.	Board Finance Committee update presented by Committee Chair, Michael Green		
3.	Board Technology Committee update presented by Committee Chair, Dean Cho.		
B.	School Committee/ Council Reports	FYI	3 m
C.	Bert Corona Executive Administrator's Report	FYI	2 m
		Kevin Myers	

	Purpose	Presenter	Time
D. Monseñor Oscar Romero Charter School Executive Administrator's Report	FYI	Freddy Zepeda	2 m
E. Bert Corona Charter High School/ YPICS COO's Report	FYI	Ruben Duenas	2 m
F. YPICS Director of Special Education's Report	FYI	Vashon Nutt	2 m
G. YPICS Senior Director of Community Schools Partnerships' ELOP Report	FYI	Karina Favela-Barreras	5 m
H. YPICS Chief Accountability Officer's Report	FYI	Ena Lavan	2 m
I. YPICS Executive Director's Report	FYI	Yvette King-Berg	2 m
J. Form 700 Filers	FYI	Yvette King-Berg/ Elida Gachuzo	5 m
K. Annual Brown Act Training Presentation (6:45 P.M.)	FYI	Janelle Ruley, YMC Esq.	15 m
Annually Young, Minney, & Corr provide the YPICS Board of Trustees and other participants with Brown Act Training.			
L. Mid Year LCAP Review	FYI	Ena Lavan	5 m
M. Williams Settlement Quarterly Report on Uniform Complaints covering Quarter 2 [October 1, 2023 through December 31, 2023	FYI	Ena Lavan	2 m
N. 2023 SARC Final Reports for BCCS, BCCHS, and MORCS	FYI	Ena Lavan	2 m
<i>I. Includes State Data missing from 12/11/23 meeting.</i>			
O. Tentative FY24-25 Dates Board Meetings	Discuss	Yvette King-Berg	5 m

IV. Consent Agenda Items

7:02 PM

A. Background

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.

	Purpose	Presenter	Time
B. Consent Items	Vote	Mary Keipp	1 m

1. YPICS 2024-25 Instructional Calendar

V. Items Scheduled For Action 7:03 PM

A. Updated Academic Excellence Plans for BCCS, BCCHS, and MORCS	Vote	Yvette King-Berg	5 m
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This is a recommendation to approve:

B. FY22-23 YPICS December Financials and Check Registers	Vote	Irina Castillo	5 m
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This is a recommendation to approve the December 2023 financials and check registers for Bert Corona Charter School, Bert Corona Charter High School, and Monseñor Oscar Romero Charter School.

C. Receive and File June 30, 2023 Audit	Vote	Irina Castillo	5 m
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This is a recommendation to receive and file the YPICS audit year ending June 30, 2023

D. Arts, Music and Instructional Materials Block Grant Plan	Vote	Irina Castillo	5 m
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This is a recommendation to approve the Arts, Music and Instructional Materials Block Grant Plan.

E. Updated Bert Corona Charter School Safety Plan	Vote	Ena Lavan	2 m
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This is recommendation to approve the updated BCCS School Safety Plan.

VI. Announcements 7:25 PM

A. Closing Announcements	FYI	Yvette King-Berg	2 m
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The next board meeting will be held on Monday, March 11, 2024 at the Learning and Support Center.

VII. Closing Items 7:27 PM

A. Adjourn Meeting	Vote	Mary Keipp	
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Coversheet

Revised June 26, 2023 Board Minutes

Section: I. Opening Items
Item: D. Revised June 26, 2023 Board Minutes
Purpose: Vote
Submitted by:
Related Material: 2023_06_26_board_meeting_minutes (6).pdf

APPROVED

Youth Policy Institute Charter Schools (YPICS)

Minutes

YPICS Regular Board Meeting

Date and Time

Monday June 26, 2023 at 6:00 PM

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

Trustees Present

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

Trustees Absent

None

Trustees who arrived after the meeting opened

S. Mendoza

Guests Present

CSD, Blanca Alves-Monaster (remote), F. Zepeda (remote), I. Castillo, K. Myers (remote), R. Bradford, R. Duenas (remote), Y. King-Berg, Y. Zubia (remote)

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

M. Keipp called a meeting of the board of trustees of Youth Policy Institute Charter Schools (YPICS) to order on Monday Jun 26, 2023 at 6:16 PM.

C. Additions/Corrections to Agenda

There were no additions or corrections to the agenda.

D. Approval of March 27, 2023 Regular Board Meeting Minutes

M. Green made a motion to approve the minutes from YPICS Regular Board Meeting on 03-27-23.

C. Lopez seconded the motion.

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

E. Approval of April 24, 2023 Regular Board Meeting Minutes

C. Lopez made a motion to approve the minutes from YPICS Regular Board Meeting on 04-24-23.

W. Njboke seconded the motion.

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

F. Approval of May 8, 2023 Regular Board Meeting Minutes

C. Lopez made a motion to approve the minutes from YPICS Regular Board Meeting on 05-08-23.

M. Green seconded the motion.

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

G.

Approval of June 5, 2023 Regular Board Meeting Minutes

M. Green made a motion to approve the minutes from YPICS Regular Board Meeting on 06-05-23.

D. Cho seconded the motion.

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

II. Communications

A. Presentations from the Public

There were no presentations from the Public.

III. Items Scheduled for Information

A. Board Committee Reports

Academic committee chair, Cesar Lopez reported the next meeting will be held in early August. The schools will have the time and space to look at the entire year and have a better picture of what the focus will be moving forward.

Finance committee chair, Michael Green reported the committee reviewed the 23-24 fiscal budgets and they would be presented for approval on this agenda.

Tech committee chair, Dean Cho reported they looked into a new phone system and have brought it forth on the agenda for approval.

B. School Committee/ Council Reports

Minutes of all meetings held by any committee and/or council were sent to the Board Members prior to this meeting.

C. Bert Corona Executive Administrator's Report

iReady, CAASPP, and ELPAC We just completed our CAASPP testing for the school year and have already finished our ELPAC testing. Twenty students have completed and passed the ELPAC, met the standardized testing requirements, and have the grades they need to reclassify this school year. This equates to 18%, an increase from last school year, and is higher than the state reclassification rates. The most recent state reclassification rates provided to us during our LAUSD oversight visit were 13.8% in 2019-2020 and 6.9% in 2020-2021.

For CAASPP testing, we focused on student participation and focused on providing an incentive for the test. Students received up to 3 points daily for being on time for testing, focusing the entire time (trying their best), and maintaining a safe and respectful learning

environment. If students earned at least 10/12 points by the end of the week, they earned Smash Burgers and Free games during our Pop Day event on June 5th. The kids are excited and keep asking about getting their bracelets and tickets for their rewards on Pop Day! We plan to celebrate returning students who grow and hit grade level after we receive their scores in the fall/late summer.

This year on iReady in reading, we hit our targets schoolwide. We hit 128% of our expected growth, and 58% of our students hit their expected growth (iReady reports that more than 50% of students hitting their growth indicates success as a school).

-See data chart in BCCS EA Report

Math: We did not perform quite well: we achieved 92% of our typical growth, and only 48% of our students hit their growth targets.

In conducting a deeper analysis, our 7th-grade scores are the ones that brought down our averages schoolwide. We have two 7th-grade teachers we have asked not to return next year, and we have two returning teachers with whom we will work to implement all of our key features and foundational strategies (group learning, projects, and cyclical instruction) to ensure these teachers achieve higher results next year. Other than these teachers, all others hit their growth targets in math and ELA.

-See data charts in BCCS EA Report

D. Monseñor Oscar Romero Charter School Interim Executive Administrator's Report

As our school year ends, we can now see the outcome of the hard work that our students and teachers have put in throughout the school year. In this board report, you'll find the following updates:

- iReady Diagnostic Growth Report - Subgroup Breakdown

Economically Disadvantaged 24% of our Economically Disadvantaged Students scored at grade level in Reading, while 17% scored at grade level in Math. 55% of students in this subcategory met their typical growth goal in Reading and Math, with the median typical growth in Reading being 125% and 117% in Math. Overall, this subgroup exceeded our goal of 51% meeting their typical growth goal. See the reports below for further information regarding the performance of our Economically Disadvantaged Students.

English Learners 11% of our English Learner Students scored at grade level in Reading, while 5% scored at grade level in Math. 60% of students in this subcategory met their typical growth goal in Reading, while 49% met it in Math, with the median typical growth in Reading being 141% and 97% in Math. Overall, this subgroup exceeded our goal of 51% meeting their typical growth goal in Reading and fell just 2% shy in Math. See the

reports below for further information regarding the performance of our English Learner Students.

Latino Students 24% of our Latino Students scored at grade level in Reading, while 16% scored at grade level in Math. 55% of students in this subcategory met their typical growth goal in Reading, while 53% met it in Math, with the median typical growth in Reading being 129% and 108% in Math. This subgroup exceeded our goal of 51% meeting their typical growth goal in Reading and Math. See the reports below for further information regarding the performance of our Latino Students.

Special Education 21% of our Special Education Students scored at grade level in Reading, while 15% scored at grade level in Math. 38% of students in this subcategory met their typical growth goal in Reading, while 61% met it in Math, with the median typical growth in Reading being 53% and 150% in Math. Overall, this subgroup exceeded our goal of 51% meeting their typical growth goal in Math but did not meet it in Reading. See the reports below for further information regarding the performance of our Special Education Students.

Reading Schoolwide and Grade-Level Typical Growth

Our school saw 56% of our students meet their annual typical growth goal. This indicator is promising as it indicates that 56% of our students made positive progress toward grade-level mastery. With a continued focus on academic support and instruction tailored to meet the needs of our students, we are confident that these students will continue to make necessary gains to get them closer to grade level performance in Reading next school year. See the table below for a detailed breakdown of the progress toward annual typical growth goals determined by the iReady Reading diagnostic. Additionally, you'll find a table that breaks down the performance data by grade level. Our 6th and 8th-grade students were able to meet their target goal of 51% meeting or exceeding their annual typical growth goal, but our 7th-graders fell short of meeting their goal, with only 42% meeting their annual typical growth goal. This indicates that we will need to refocus our approach and target our 7th-grade students strategically to ensure they receive the necessary instruction to help increase their gains next school year.

Math Schoolwide and Grade-Level Typical Growth

54% of our students could meet their annual typical growth goal. This indicates that more than half of our students made positive gains and are en route to grade-level mastery if they demonstrate similar growth in the coming year or two. In looking at the grade level achievements, our 8th-grade group saw the highest increase, with 64% of our 8th-grade students meeting their annual typical growth goal. 7th grade was 1% shy of their target, with 50% of 7th-grade students meeting their annual typical growth goal. 6th grade was just 2% shy of meeting their target, with 49% of our 6th graders meeting their typical growth goal. This data gives us hope that we will be able to continue to work with our 6th and 7th graders to achieve even higher numbers in the coming year or two, as we will be able to target students and place them in support classes strategically to ensure that

they're receiving the necessary supports to meet their growth goals. For your reference, the attached tables provide specific details for our school and the individual grade levels.

All Charts can be viewed directly in the MORCS Interim Executive Director Board Report.

E. Bert Corona Charter High School/ COO's Report

NWEA Final Spring Assessment

Based on benchmark assessments, our students continue to perform better in English Language Arts than in Math. However, our students continue to meet or exceed growth goals in both Math (56%) and English Language Arts (53%)

Summer Program

Students are being offered the opportunity to participate in a summer program for the first time. Although we still have not received confirmation from the CDE about a \$30,000 summer program grant, the staff is moving forward with supporting students. Students focus on 1) credit recovery with support from math and resource teachers, 2) College preparation for rising seniors with support from our college advising staff, and 3) Enrichment, including media arts and art instruction. Think Together and school staff are providing support for students.

Outreach and Recruitment

Enrollment

Enrollment for the 23-24 school year is currently expected to be higher by eight students than the 22-23 school year.

Culture and Climate

Graduation

Our graduation ceremony was beautiful. We had a whole house of parents and loved ones in attendance. Bert Corona's wife, Angelina Corona, and youngest son, Ernesto Corona, were present. Ernesto spoke to the graduates and audience about his father's legacy and encouraged them to continue pursuing their education. Staff also awarded a first-time Spirit of Bert Corona Award and Scholarship to a student who represents the BCCHS outcomes of being a college Ready, an active citizen, and life long learner.

Sports

California Interscholastic Federation

On Monday, June 5, 2023, Bert Corona Charter High School was accepted to CIF as a full member. BCCHS will be participating in the North Valley League Division 5. The league is made up of mostly charter schools.

F. YPICS Executive Director's Report

State:

Recession or No Recession; Flip a Coin

From School Services of California

Posted June 9, 2023

For its third Anderson Forecast (Forecast) in a row, the UCLA Anderson School of Management has the outlook of the U.S. economy on the flip of a coin—with both a mild recession and a slowly growing economy having nearly equal likelihood of occurring in the third quarter of this year.

One of the biggest determining factors is likely consumer confidence and spending. UCLA's economists noted that Americans still have somewhere between \$800 billion and \$1.2 trillion in excess savings from the pandemic. Under UCLA's recession scenario, the deficit in gross domestic product (GDP) would be \$384 billion less than a steady growth scenario—meaning Americans' consumption of goods and services could make the difference between a mild recession and a continued growing economy. Americans' spending patterns would also affect business investment, and whether companies believe they need to continue to grow to keep up with demand or hit the brakes. Another major sector of GDP, government spending, is likely to remain flat and therefore not be a significant factor in the recession equation.

If a recession does take place, it would likely be experienced by Americans the same way the first half of 2022 felt, with negative GDP annual growth rates but declining inflation and unemployment rates. In the U.S. recession scenario, GDP would be negative for three quarters, returning to positive growth in mid-2024; unemployment would peak at 4.5% in the second quarter of 2024; and inflation would stay higher initially, but ease down more quickly in 2024 and 2025.

Turning to California, UCLA's economists once again focused on the solid footing that the state finds itself in if a recession is on the horizon. Forecast Director Jerry Nickelsburg noted that the current-day State Budget negotiations taking place between the Legislature and Newsom Administration revolve around whether it is sufficiently a "rainy day" situation to warrant tapping into the state's reserves or whether those funds should be retained for more severe economic conditions.

California has regained and surpassed its pre-pandemic number of nonfarm payroll jobs by 2.1% in April 2023, but Nickelsburg stated that job recovery has been uneven by sector and by region of the state, with job growth higher than the nation in every region except the Inland Empire and the State of Jefferson area. Regarding technology layoffs, he notes that those jobs leaving large tech firms are being quickly absorbed by small tech firms and start-ups, fueled by venture capital and high-tech production growth.

Regarding housing, the median price has dropped 8.4% from its peak in California, although this drop only brings the rate back to mid-2021 levels. Nickelsburg stated that

Californians moving out of the state during the pandemic did a great job of exporting housing unaffordability with them, driving prices up elsewhere and removing the price advantage that Californians migrating out of state experienced previously.

In summation, if the nation goes into a recession, California will experience basically flat job growth in 2024, and a slightly higher unemployment rate in 2023 and the following two years than in the absence of a recession. UCLA's economists expect the outlook to be clearer by its next Forecast in early October 2023, and hope to drop the dueling scenario projections. Until then, we'll wait to see if Americans spend their savings like the fate of the national economy depends on it.

INSTRUCTION-Data Analysis

Provided Middle School Year End Data Analysis (see full ED report for charts & LCAP update discussion).

INSTRUCTION – Expanded Learning

The Expanded Learning Opportunities Program (ELO-P) provides funding for after-school and summer school enrichment programs for transitional kindergarten (TK) through sixth grade. "Expanded learning" means before-school, after-school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. Expanded learning programs are pupil-centered; results-driven; include community partners; and complement, but do not replicate, learning activities in the regular school day and school year. The ELOP Budget update will be provided as part of the YPICS Fiscal update. Next year, schools will receive an audit finding if the ELO-P is not implemented and if funds are not spent. The proposed legislation contains dozens of other changes. Most are technical in nature, but some more substantive ones of interest to charter schools include the following: • Clarifies penalties for not offering Expanded Learning under the state's new Expanded Learning Opportunities Program (ELOP). • It would clarify the interaction of penalties for (1) failing to serve eligible students and (2) penalties for failing to operate the program for all the required hours or days.

G. YPICS Board of Director's Meeting

IV. Consent Agenda Items

A. Background

All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board member for further discussion or removed from the

agenda, there will be no discussion of these items prior to the Board's vote on them. The Executive Director recommends approval of all consent agenda items.

B. Consent Items

M. Green made a motion to approve the consent agenda items.

W. Njboke seconded the motion.

1. Recommendation to approve 23-24 Homeless Education Policies for BCCS, BCCHS, and MORCS.
2. Recommendation to renew accounting services with ExED.
3. Recommendation to continue membership in CharterSAFE for Workers' Compensation, Employer's Liability Coverage, and Property & Liability Insurance.
4. Recommendation to approve E-Rate Consulting Renewal Proposal for Fiscal Year 2023-2034 for Learningtech.org.
5. Recommendation to approve continued membership in California Charter School Association.
6. Recommendation to approve revised YPICS Employee Handbook.
7. Recommendation to approve Board of Directors for 2023-2024.
8. Recommendation to approve continued membership in Charter Schools Development Center.
9. Recommendation to approve continuing use of existing Fiscal Policies and Procedures.
10. Recommendation to approve YPICS EI Master Plan for Monseñor Oscar Romero Charter School.
11. Recommendation to approve the 23-24 agreements.

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

V. Items Scheduled For Action

A. Recommendation to approve the Employer Retention Tax Credit Retainer Agreement

C. Lopez made a motion to approve the Employer Retention Tax Credit Retainer agreement at a 8% contingency fee with CFOMW Tax, LLC.

M. Green seconded the motion.

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

B. Recommendation to approve Expenditures Above the Executive Director's Spending Authority

C. Lopez made a motion to approve the Greenworks agreement for storage bin removal services totaling \$56,520 for Bert Corona Charter School.

M. Green seconded the motion.

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

C. Recommendation to approve the 2023-2024 Local Control and Accountability Plans for BCCS, MORCS, and BCCHS

M. Green made a motion to approve the Local Control Accountability Plans for Bert Corona Charter School, Monseñor Oscar Romero Charter School, and Bert Corona Charter High School.

C. Lopez seconded the motion.

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

D. Recommendation to approve the Local Indicators for California School Dashboard for BCCS, MORCS, and BCCHS

C. Lopez made a motion to approve the Local Indicators for the California Dashboard for Bert Corona Charter School, Monseñor Oscar Romero Charter School, and Bert Corona Charter High School.

W. Njboke seconded the motion.

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

E. Recommendation to Ratify the Preliminary 2023-2024 Budgets

S. Mendoza arrived.

M. Green made a motion to ratify the Preliminary 2023-2024 budgets for Bert Corona Charter School, Monseñor Oscar Romero Charter School and Bert Corona Charter High School.

W. Njboke seconded the motion.

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

Roll Call

D. Cho Aye

M. Green Aye

S. Mendoza Aye

W. Njboke Aye

C. Lopez Aye

M. Keipp Aye

F. Recommendation to approve the YPICS Budgets for 2023-2024

C. Lopez made a motion to approve the FY23-24 YPICS budgets for Bert Corona Charter School, Monseñor Oscar Romero Charter School, Bert Corona Charter High School.

W. Njboke seconded the motion.

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

Roll Call

C. Lopez Aye

M. Green Aye

D. Cho Aye

S. Mendoza Aye

Roll Call

W. Njboke Aye

M. Keipp Aye

G. Recommendation to approve the Education Protection Act Spending Resolutions for 2023-2024

C. Lopez made a motion to approve the Education Protection Act Spending Resolutions for 2023-2024.

M. Green seconded the motion.

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

Roll Call

D. Cho Aye

S. Mendoza Aye

M. Keipp Aye

M. Green Aye

C. Lopez Aye

W. Njboke Aye

H. Recommendation to approve services with Ring Central

D. Cho made a motion to approve a 5-year agreement for VOIP services with Ring Central.

S. Mendoza seconded the motion.

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

Roll Call

M. Keipp Aye

S. Mendoza Aye

W. Njboke Aye

M. Green Aye

C. Lopez Aye

D. Cho Aye

I. Recommendation to Approve Hourly Staff Pay Schedule and Administrative Team Salary Table

M. Green made a motion to approve the hourly staff pay schedule and the administrative team table.

W. Njboke seconded the motion.

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

Roll Call

M. Keipp Aye

W. Njboke Aye

S. Mendoza Aye

C. Lopez Aye

M. Green Aye

Roll Call

D. Cho Aye

J. Recommendation to Approve Board Resolution to Renew MORCS

M. Green made a motion to approve the Board Resolution Number 2023-0626-01 recommendation to renew Monseñor Oscar Romero Charter School.

W. Njboke seconded the motion.

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

K. Recommendation to Return 6M to PWB, Place 3M into Sweep Account and 3M into a 13-month CD

C. Lopez made a motion to return 6 million in California Credit Union to Pacific Western Bank, place 4 million into a 13-month Pacific Western Bank certificate of deposit earning 5.5% interest. Leave 2 million in the operating account.

M. Green seconded the motion.

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

Roll Call

W. Njboke Aye

S. Mendoza Aye

C. Lopez Aye

D. Cho Aye

M. Keipp Aye

M. Green Aye

After discussion, the recommendation was amended and voted upon as stated in the motion.

L. Recommendation to approve the 23-24 Declaration of Need for Bert Corona Charter School

C. Lopez made a motion to approve the 23-24 Declaration of Need for Bert Corona Charter School.

W. Njboke seconded the motion.

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

Roll Call

C. Lopez Aye

S. Mendoza Aye

M. Keipp Aye

M. Green Aye

W. Njboke Aye

D. Cho Aye

M. Recommendation to approve the 23-24 Declaration of Need for Monseñor Oscar Romero Charter School

C. Lopez made a motion to approve the 23-24 Declaration of Need for Monseñor Oscar Romero Charter School.

W. Njboke seconded the motion.

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

Roll Call

D. Cho Aye

M. Green Aye

M. Keipp Aye

S. Mendoza Aye

C. Lopez Aye

W. Njboke Aye

N. Recommendation to approve the 23-24 Declaration of Need for Bert Corona Charter High School

M. Green made a motion to approve the 23-24 Declaration of Need for Bert Corona Charter High School.

W. Njboke seconded the motion.

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

Roll Call

S. Mendoza Aye

W. Njboke Aye

C. Lopez Aye

M. Keipp Aye

D. Cho Aye

M. Green Aye

O. Recommendation to Approve Local Assignment Option EC 44256 (b) for Christina Luc

M. Green made a motion to approve a Local Assignment Option for Christina Luc, SEID 7698313090, a clear multiple subject holder to teach math at Bert Corona Charter School for the 2023-2024 school year per the California EC 44256 (b).

W. Njboke seconded the motion.

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

Roll Call

C. Lopez Aye

W. Njboke Aye

S. Mendoza Aye

M. Keipp Aye

M. Green Aye

D. Cho Aye

VI. Announcements

A.

Closing Announcements

The next board meeting will be held Monday, July 17, 2023 at the Learning and Support Center.

VII. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:56 PM.

Respectfully Submitted,
Y. Zubia

Documents used during the meeting

- 22-23 BCCS EA Board Report (June #2).docx.pdf
- MORCS EA Board Report 06_26_2023 (1).pdf
- ED Report June 2023 .pdf
- 1a. Board Brief Recommendation to approve 2023-2024 Homeless Education Policies for BCCS, BCCHS, and MORCS .pdf
- 1b. bccs Homeless Education Policy June 26 2023 Final.pdf
- 1c. MORCS Homeless Education Policy 06 26 2023.pdf
- 1d. BCCHS Homeless Education Policy June 2023.pdf
- 2a. Recommendation to Renew Accounting Services with ExED Supplement Terms for CAL PADS Support Services for the 2023-2024 fiscal year accounting services with ExED, Inc..pdf
- 2b. Letter from Anita Landecker Regarding ExED's 2023-24 Fee Increase (1).pdf
- 2c. YPI CS - ExED Notice of Terms Supplement 2023-24 (1).pdf
- 3a. Recommendation to approve Continued Membership in CharterSafe for All Mandated liability Coverages June 2023 (2).pdf
- 3b. MemberContrib.YPI Charter Schools Inc..10097 (1).pdf
- 4a. Recommendation to approve E-Rate Consulting Renewal Proposal for Fiscal Year 2023-2024 from Learningtech.org.pdf
- 4b. ypi_2023_2024_ff_renewal_20230528.pdf
- 4c. scope_of_work_erate_20230528.pdf
- 5a. Recommendation to approve continued membership in California Charter Schools Association .pdf
- 5b. CCSA CMO Invoice - Youth Policy Institute Charter Schools (6).pdf

- 6a. Recommendation to approve revised YPICS Employee Handbook .pdf
- 6b. YPICS Employee Handbook 23-24 (redline) (4870-8290-0073.v4) copy.pdf
- 7a. Recommendation to approve Board of Trustees for 2023-2024 .pdf
- 8a. Recommendation to approve continued membership in the Charter Schools Development Center).pdf
- 8b. Invoice 23427 (1).pdf
- 9. YPICS Fiscal Policies and Procedures (approved 10-31-2022) copy.pdf
- 10a. YKB Update MORCS ENGLISH LEARNER PLAN YKB 2022-20123 (2).pdf
- 11a. Draft Fixed Term Employment Agreement (Exempt) (4888-4154-8649.v2).pdf
- 11b. Draft Fixed Term Employment Agreement (Nonexempt) (4866-5094-2057.v2).pdf
- 1. Recommendation to approve the Employer Retention Tax Credit retainer agreement at 8% contingency fee with CFOMW Tax, LLC..pdf
- 2. Recommendation to approve items that exceed the Spending Levels of ED (2).pdf
- 3a. Recommendation to approve 2023-2024 Local Control and Accountability Plans (LCAPs) for Bert Corona Charter School, Monseñor Oscar Romero Charter School, and Bert Corona Charter High School .pdf
- 3b.
2023_Local_Control_and_Accountability_Plan_Bert_Corona_Charter_School_20230623.pdf
- 3c.
2023_Local_Control_and_Accountability_Plan_Monsenor_Oscar_Romero_Charter_Middle_School_20230623.pdf
- 3d.
2023_Local_Control_and_Accountability_Plan_Bert_Corona_Charter_High_School_20230623.pdf
- 4c. 22-23 BCCHS 2023_LCAP_Local_Performance_Indicator_Self-Reflection_Bert_Corona_Charter_High_School_20230623.pdf
- 4b. 22-23 BCCS 2023_LCAP_Local_Performance_Indicator_Self-Reflection_Bert_Corona_Charter_School_20230623.pdf
- 4d. 22-23 MORCS 2023_LCAP_Local_Performance_Indicator_Self-Reflection_Monsenor_Oscar_Romero_Charter_Middle_School_20230623 (1).pdf
- 4a. Recommendation to approve the Local Indicators for the California School Dashboard BCCS BCCHS AND MORCS.pdf
- 19-64733-0106872 BCCS Budget.pdf
- 19-64733-0132126 BCHS Budget.pdf
- 19-64733-0114959 MORCS Budget.pdf
- FY23-24 Budget YPICS.pdf
- FY23-24 Budget Detail BCCS.pdf
- FY23-24 Budget Detail MORCS.pdf
- FY23-24 Budget Detail BCCHS.pdf

- 6. Recommendation to approve 2023-2024 budgets for Bert Corona Charter School, Bert Corona Charter High School, and Monseñor Oscar Romero Charter School..pdf
- MORCS EPA FY23-24 Spending Plan.pdf
- BCCS EPA FY23-24 Spending Plan.pdf
- BCCHS EPA FY23-24 Spending Plan.pdf
- 8a. 22-23 Recommendation to approve VOIP phone contract.pdf
- 8b. YPI Charter Schools_RingCentral Quote - Sheet1 (1).pdf
- 9a. Hourly Staff Pay Schedule.pdf
- 9b. Administrative Team Salary Table.pdf
- 10. Board Resolution Number 2023-0626-01 Monsenor Charter Renewal Submission.doc.pdf
- 11a. Recommendation to approve Returning to PWB.pdf
- 11b. latesLAS (1).pdf
- 11c. PacWest 10-Q 1st Quarter 2023 -5-10-23 (1).pdf
- 11d. ICS - Description (1).pdf
- 23-24 BCCS Declaration of Need (cl500).pdf
- 23-24 MORCS Declaration of Need (cl500) .pdf
- 23-24 BCCHS Declaration of Need (cl500).pdf
- 18. LAO Christina LUC 2023-2024 docx.... (1).pdf

Coversheet

Approval of December 11, 2023 Regular Board Meeting Minutes

Section: I. Opening Items
Item: E. Approval of December 11, 2023 Regular Board Meeting Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for YPICS Regular Board Meeting on December 11, 2023

APPROVED

Youth Policy Institute Charter Schools (YPICS)

Minutes

YPICS Regular Board Meeting

Date and Time

Monday December 11, 2023 at 6:00 PM

Location

10660 White Oak Avenue, Suite B101
Granada Hills, CA 91344

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/89317621990>

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

YPI Charter Schools

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

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

10660 White Oak Avenue, Suite B101
Granada Hills, CA 91344

Trustees Present

C. Lopez, M. Green, M. Keipp, W. Njboke

Trustees Absent

D. Cho, S. Mendoza

Guests Present

E. Lavan (remote), F. Zepeda, I. Castillo, J. Osorio, K. Myers, R. Bradford, R. Duenas, Y. King-Berg, Y. Zubia (remote)

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

Y. Zubia called a meeting of the board of trustees of Youth Policy Institute Charter Schools (YPICS) to order on Monday Dec 11, 2023 at 6:09 PM.

C. Additions/Corrections to Agenda

M. Green made a motion to remove Section IV. Item D. - Audit from the agenda.

W. Njboke seconded the motion.

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

D. Approval of October 30, 2023 Regular Board Meeting Minutes

C. Lopez made a motion to approve the minutes from YPICS Regular Board Meeting on 10-30-23.

W. Njboke seconded the motion.

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

II. Communications

A. Presentations from the Public

There were no presentations from the Public.

III. Items Scheduled for Information

A. Williams Update

All three YPICS schools were selected for the Williams audit in the sufficiency of instructional materials and a facilities audit. All three schools are in good standing for the sufficiency of instructional materials and reasonable facilities. The high school had a few items that needed to be addressed. LAUSD was present during the walk-through and is

working on following up with the items identified by LACOE staff as needing attention. Overall, both visits to each school went well.

B. 1st Quarter Report on Uniform Complaint 203-24

There were no complaints about title programs per quarter. Reported to LACOE, no complaints have been filed.

C. Board Committee Reports

Boaar Academic Chair Lopez reported that the Academic Committee met during the Board Retreat in September. Plans were reviewed and critiqued and will continue to be updated as new data is available. A community Data Wallk for All school leaders is scheduled for January 5, 2024. The following Academic meeting is scheduled for 2/5/24. We will review an updated plan based on the second interim assessment.

Board Treasurer Green reported that the fiscal committee is pleased that all transfers of deposits are back with PWB. They reviewed the first interim reports and recommended to the entire board that the Executive Director open a CD for up to \$300,000.

Technology Committee Chairman Cho reported that the implementation of the second authentication measure and the Ring Central Program for YPICS are going well.

D. School Committee/ Council Reports

E. Bert Corona Executive Administrator's Report

The Bert Corona Executive Administrator Provided a full academic report, which included a status report on items such as suspension, attendance, SBAC Data, iReady baseline data, and the action plan for improvement.

F. Monseñor Oscar Romero Charter School Executive Administrator's Report

Monsenor Oscar Romero, Executive Administrator, Provided a full academic report, which included a status report on items such as suspension, attendance, SBAC Data, iReady baseline data, and the action plan for improvement.

G. Bert Corona Charter High School/ COO's Report

The Bert Corona Charter High Executive Administrator/COO Provided a full academic report, which included a status report on items such as suspension, attendance, SBAC Data, iReady baseline data, and the action plan for improvement.

H. YPICS Senior Director of Community Schools' Report

Integrated Student Supports

- Each school site has or will hire a Youth Mentor to support a caseload of 15-20 students chronically absent. Providing 1:1 mentoring and support sessions for students as well as group enrichment activities. ○ Youth Mentors have started working at BCCS and BCCHS ○ We have identified a candidate for MORCS and will be making an offer ○ Currently working on the Youth Mentor Service Plan - to support clarity on role and task
- Developing and expanding college going cultures ○ College & Career Director implementing workshops for parents ○ High School - College Visits
- Improving MTSS ○ Implementing MTSS meetings at each campus ○ Defining team roles ○ Gearing up to utilize Panorama data system
- Counseling supports: ○ Luminarias counseling services ○ Interns across all schools

Schools submitted applications for the REACH funding opportunity:

I. YPICS Chief Accountability Officer's Report

The CA School Dashboard Preview The 2023 Dashboard will be publicly released on Friday, December 15, 2023. We have been in “private preview” since November 14, 2023. As part of the embargo, we may only present the data for the three LEAs until the public release. Local Indicators: All schools are showing “standard met” for the following indicators

- Basics: Teachers, Instructional Materials & Facilities (LCFF Priority 1)
- Implementation of Academic Standards (LCFF Priority 2)
- Parent and Family Engagement (LCFF Priorities 3 & 5)
- Local Climate Survey (LCFF Priority 6)
- Access to a Broad Course of Study (LCFF Priority 7)

Local Control & Accountability Plan (LCAP) Updates The State Board of Education approved a new template in November to be used for the LCAP beginning this spring. There have been several changes to avoid redundancies contained in the previous template. Substantive changes have been made in the guidance for LEAs in the development of the new plan for 2024:

- Plan is to be developed as a three-year strategic plan
- Goals and actions are to remain unchanged for the duration (2024-2027)
- Student group(s) identified on the 2023 Dashboard are to be addressed in the 24-25 plan, and will remain unchanged for the duration of the plan

We also expect the CDE to release the list of LEAs identified for Differentiated Assistance (DA) when the Dashboard goes public next week. This will also be a crucial factor in development of the schools’ coming LCAPs

J. YPICS Executive Director's Report

YPICS has been focused on working with the audit firm to complete the audit on time. Please be aware that some additional testing for leases (new legislation is extending the audit process this year.

All schools are working on implementing their academic action plans and completing SARC reports to be ready for posting by the legislative deadline 2/1/2024.

IV. Items Scheduled For Action

A. LAUSD Certification of Board Compliance Review

M. Green made a motion to approve the LAUSD Certifications of Board Compliance for Bert Corona Charter School, Monsenor Oscar Romero Charter School, and Bert Corona Charter High School.

C. Lopez seconded the motion.

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

B. School Accountability Report Cards (SARC)

C. Lopez made a motion to approve the School Accountability Report Cards for Bert Corona Charter School, Monsenor Oscar Romero Charter School, and Bert Corona Charter High School.

W. Njboke seconded the motion.

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

C. FY23-24 YPICS October Financials and Check Registers

C. Lopez made a motion to approve the FY23-24 YPICS October financials and check registers as submitted.

W. Njboke seconded the motion.

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

D. FY22-23 Audit

This item will be returned to the YPICS Board at the next meeting.

E. FY23-24 1st Interim Reports

M. Green made a motion to approve the FY23-24 1st Interim Reports.

C. Lopez seconded the motion.

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

F. Ratify Vendor Schedule of Agreements

M. Green made a motion to ratify the vendor schedule of payments for the last six months.

C. Lopez seconded the motion.

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

G. Opening Certificate of Deposit Up to \$300,000.00

C. Lopez made a motion to approving opening a Certificate of Deposit in the amount of \$300,000.

W. Njboke seconded the motion.

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

H. Narcon Policy Addition to the Safety Plan

C. Lopez made a motion to approve adding the Narcon policy to the School Safety Plan.

M. Green seconded the motion.

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

I. Handwriting Policy for 6th Grade Instruction

C. Lopez made a motion to approve the Handwriting Policy for 6th grade instruction.

W. Njboke seconded the motion.

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

V. Closed Session

A. Government Code: Public Employee Discipline/Dismissal Release

The Board of Trustees moved into Closed Session at 7:16 PM.

VI. Open Session

A. Action Taken in Closed Session

The Board of Trustees reconvened Open Session at 7:22 PM.

Board Chair, Mary Keipp reported out no action was taken during closed session.

VII. Announcements

A. Closing Announcements

The next regular board meeting will be held on Monday, February 5, 2023.

VIII. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:22 PM.

Respectfully Submitted,
Y. Zubia

Documents used during the meeting

None

Coversheet

Bert Corona Executive Administrator's Report

Section: III. Items Scheduled for Information
Item: C. Bert Corona Executive Administrator's Report
Purpose: FYI
Submitted by:
Related Material:
(Feb 2024 Update) 2023-24 BCCS Annual Plan to Improve Student Achievement.docx.pdf

Bert Corona Charter School 2023-24 Annual Plan to Improve Student Achievement

Executive Administrator	Site Leadership Team
Dr. Kevin Myers	Mr. Arreola (CoSCC), Mrs. Myers (Col), Mr. Rios (CoO), Ms. Sepulveda (CoCS)

Historical Data	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Cumulative Enrollment (Source: Ed-Data)	375	388	389	354	351	337
Unduplicated Pupil Count (Source: Ed-Data)	319	308	301	309	290	296
Free/Reduced (Source: Ed-Data)	310	293	286	295	274	281
English Learners (Source: Ed-Data)	85	87	92	103	108	109
Chronic Absenteeism (Source: Ed-Data)	6.7%	7%	n/a	35.4%	27.2%	30.3%
Suspensions (Source: Ed-Data)	6.7%	6.2%	4.4%	0%	2.8%	3.3%
Expulsions (Source: Ed-Data)	0%	0%	0%	0%	0%	0.3%
ELPAC Proficiency	26.51%	10.23%	n/a	12.26%	11.11%	18.58%
Redesignated Fluent English Proficient (Source: Ed-Data)	11.9%	27.06%	14.94%	3.26%	0%	3.5%
English/Language Arts	23.1%	16.76%	n/a	n/a	24.47%	17.02%
Mathematics	12.5%	11.44%	n/a	n/a	12.46%	10.74%
Science	n/a	5.68%	n/a	n/a	7.09%	12.28%

NOTE: Data fields for 2022-23 have been updated to reflect CDE information.

Overview Statement/Description of School Performance Trend

In the last two years, BCCS has become much more data-driven and strategic in our planning. The goal since we came back from the pandemic has been to have a well-developed plan based on our student needs, our LCAP, and based on YPICS board and LAUSD areas of focus and required benchmarks. Last year was a challenging year, but our team definitely came out of it with a lot of refined skills and a clear vision for the 23-24 school year. This year we are focusing on consistent implementation of academic strategies and are research proven and that help meet the academic needs of all students. We are focused on three major areas and we have identified goals and expectations for all staff members to help meet those goals. Consistent with our LCAP and district benchmarks, we have set our goals to be an increase in academic performance for our subgroup populations, a decrease in absenteeism, and a strong implementation of our PBIS framework, specifically for Tier I.

One of the challenges we have identified is an increase of students in various populations that come with specific and special needs that need to be addressed. In the 22-23 school year, we initiated a partnership with Hope Gardens, a local homeless shelter for women and children who are fleeing domestic abuse. With that partnership, our foster and youth population has increased to 4-5%. Additionally, we have an influx of English learners and newcomers, making up 27% and 3% of our population, respectively. Finally, our special needs population has increased to 23% of our overall student population. As a community school, our effort is to embrace and welcome any student and family who chooses to enroll in our school, but it is important to note and to be aware of the needs and challenges the percentage of high-needs students brings to our campus. Through our strong Tier I school culture, schoolwide expectations, multi-tiered approach to challenges, consistent practice in strategies, and ongoing support for our teachers and staff we will see growth for all of our students this year. Our leadership meetings are data-driven, and we are consistently monitoring our progress towards our goals and the needs of our students.

I. English/Language Arts

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal <i>(based on Data Analysis)</i>	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline
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Overall percentage of students performing at or exceeding standard.

2022-23		
	Met/exceed	DFS
School	17.02%	-84.9
SWD	2.54%	-143.1
SED	16.37%	-87.4
EL	0.92%	-133.7
Hispanic	17.31%	-83.7

(Source: CDE CAASPP Website)

By the end of the school year, 30% of students will perform at or above the standard on the CAASPP assessment.

By the end of the school year, we will decrease the number of students performing at the "Not Met" level by 15%.

- Consistent use of Success for All (SFA) practices across all classrooms and content areas.
- Weekly monitoring of SFA classes by Coordinator of Instruction and SFA Facilitator.
- Classroom walkthroughs to take regular snapshots about what is going on in each room.
- Instructional rounds, or walkthroughs with teachers, to help spark ideas for partnership and growth/improvement between staff members.
- Bi-monthly site visits from SFA program coach.
- Increased opportunities for students to work in groups and to interact intentionally.
- Universal implementation of BCCS "Must Do" strategies: Academic Engagement (Think-Pair-Share [TPS], random selection, collaborative groups); Cycle of Effective Instruction; Collaborative Lesson Planning; Collaborative Group Work; Academic Monitoring.
- Creation of student "Hotlists": targeted students for tutoring, support, and analysis based on our iReady and CAASPP data.
- Parent data and goal-setting meetings with parents of targeted students.
- Regular professional development, coaching, and feedback- all align and are based on the goals and action steps listed here.

Mariana Myers: Coordinator of Instruction

Brett Walter: ELA Department Lead

Nallely Bravo: SFA Facilitator

Sarai Kashani: Parent Coordinator

iReady Diagnostic
5 week progress reports

Semester Report Cards

Mastery Assignment Assessment

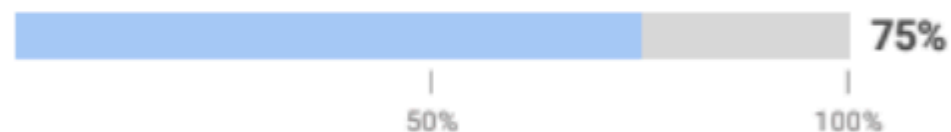
By the end of the year (CAASPP in May)

Update: Work in this area is going well. We have been pushing our SFA and key “Must Do” strategies to a higher level of fidelity and are providing teachers with regular feedback. The missing piece of our plan that we need to implement is our work with parents to set goals for targeted students. We have shared data across the board, but we are just starting work with our academic parent committee and need to schedule a goal-setting night with our families.

iReady: Reading

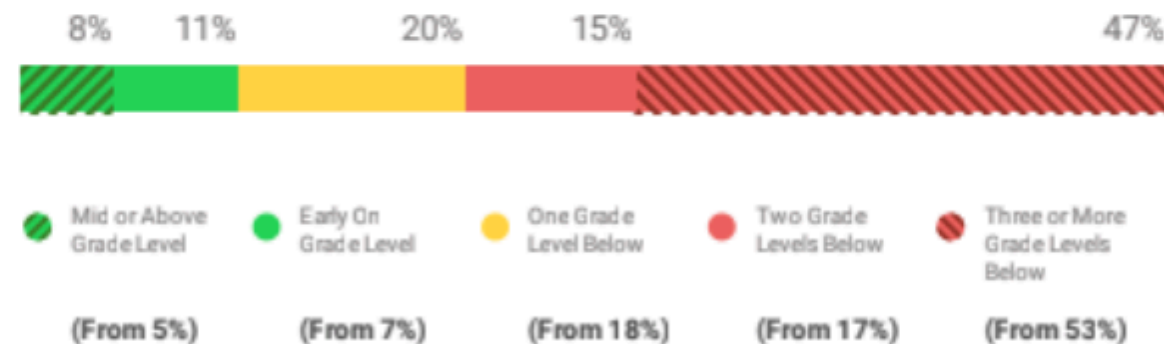
Students Assessed/Total: 333/344

Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 75%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.


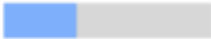
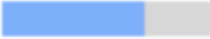

Current Placement Distribution



Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal <i>(based on Data Analysis)</i>	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline
Decrease the percentage of students with disabilities (SWD) student group in the "Not Met" performance banks in CAASPP English Language Arts.	By the end of the school year, we will decrease the number of students with disabilities at the "Not Met" level by 20%.	All Strategies above, PLUS <ul style="list-style-type: none"> ● Implementation of SFA to fidelity ● Targeted support in and SFA classes. ● Use of strategies to engage all learners. ● Extended Learning Opportunities (ELO) for SWD ● Training for all teachers through Ellevation platform. ● Regular data analysis protocols and planning meetings for subgroup populations. 	Mariana Myers: Coordinator of Instruction Brett Walter: ELA Department Lead Kim Pistilli: ELD Teacher Resource Teachers	iReady Diagnostic 5 week progress reports Semester Report Cards Mastery Assignment Assessment. 200 and 300 reports (tracked on SPED dashboard)	By the end of the year (CAASPP in May)
Decreasing DFS schoolwide in English Language Arts.	By the end of the school year, we will decrease the overall DFS in ELA performance.	<ul style="list-style-type: none"> ● All Strategies above, PLUS ● Ensuring access to ELOs ● Regular meetings with resource team to track data. 	Leticia Sepulveda: Community Schools Coordinator Kim Pistilli: ELD Teacher Resource Teachers	iReady Diagnostic 5 week progress reports Semester Report Cards Mastery Assignment Assessment. 200 and 300 reports (tracked on SPED dashboard)	By the end of the year (CAASPP in May)
UPDATE (FEB 5, 2024)					
This plan is progressing forward as outlined (see data below)					

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal <i>(based on Data Analysis)</i>	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline
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iReady: Reading

All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Yes - Special Education	 100%	53%	 35%	15%	55%	47/47
No - Special Education	 69%	45%	 27%	16%	44%	286/297

II. English Language Development

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal <i>(based on Data Analysis)</i>	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline
Decrease the percentage of EL students in the "Not Met" performance banks in CAASPP English Language Arts. 2022-23	By the end of the school year, we will decrease the number of students with disabilities at the "Not Met" level by 20%.	<ul style="list-style-type: none"> ● Designated EL class and support time. ● Using the Ellevation platform to specifically track EL-student progress. <ul style="list-style-type: none"> ○ Based on student performance, the platform provides recommended resources for 	Kim Pistilli Mariana Myers	HMI iReady Student grades (5-, 10-, 15-week progress reports)	Data will be tracked regularly, but the goal will be met by the end of the year when the CAASPP

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal (based on Data Analysis)	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline			
<div data-bbox="129 297 344 370" style="background-color: #0056b3; color: white; padding: 5px; text-align: center;">56.9% (+11.7%)</div> <p data-bbox="94 378 483 430">(Source: CA Dashboard English Learner Progress Indicator)</p> <table border="1" data-bbox="120 467 354 581" style="width: 100%; text-align: center;"> <tr><td>2022-23</td></tr> <tr><td>3.5%</td></tr> <tr><td>4 of 113</td></tr> </table> <p data-bbox="94 589 483 641">(Source: Local Reclassification Data/ CA Dashboard Enrollment)</p>	2022-23	3.5%	4 of 113		<p data-bbox="1134 300 1462 370">the teachers to use for instruction.</p> <ul style="list-style-type: none"> <li data-bbox="1088 378 1588 524">○ Teachers have access in the platform to training modules to learn best practices for working with English Learners. <li data-bbox="997 532 1588 597">● Regular push-in/pull-out support from resource and EL team. <li data-bbox="997 605 1561 716">● Continued development of community partnerships to meet the unique needs of our families. <li data-bbox="997 724 1569 756">● Targeted support in and SFA classes. <li data-bbox="997 764 1481 829">● Use of strategies to engage all learners. <li data-bbox="997 837 1526 902">● Extended Learning Opportunities (ELO) for ELs <li data-bbox="997 911 1553 1024">● Regular data analysis protocols and planning meetings for subgroup populations. <li data-bbox="997 1032 1561 1138">● Increased opportunities for students to work in groups and to interact intentionally. <li data-bbox="997 1146 1588 1438">● Universal implementation of BCCS “Must Do” strategies: Academic Engagement (Think-Pair-Share [TPS], random selection, collaborative groups); Cycle of Effective Instruction; Collaborative Lesson Planning; Collaborative Group Work; Academic Monitoring. <li data-bbox="997 1446 1481 1511">● Creation of student “Hotlists”: targeted students for tutoring, 		<p data-bbox="1964 337 2287 370">Final Semester Grades</p>	<p data-bbox="2325 300 2521 370">assessment is given in May.</p>
2022-23								
3.5%								
4 of 113								

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal (based on Data Analysis)	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline
		support, and analysis based on our iReady and CAASPP data. <ul style="list-style-type: none"> • Parent data and goal-setting meetings with parents of targeted students. • Regular professional development, coaching, and feedback- all align and are based on the goals and action steps listed here. 			

UPDATE (FEB 5, 2024)

Plan is progressing as outlined. Need to schedule data meetings with parents.

iReady: Reading

All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Yes - English Learner	93%	49%	34%	17%	52%	111/115
No - English Learner	67%	45%	25%	15%	43%	222/229

III. Mathematics

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal <i>(based on Data Analysis)</i>	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline																					
<p>11% "Met/Exceeded" on CAASPP schoolwide</p> <table border="1" data-bbox="115 423 537 683"> <thead> <tr> <th colspan="3" style="text-align: center;">2022-23</th> </tr> <tr> <th></th> <th>Met/exceed</th> <th>DFS</th> </tr> </thead> <tbody> <tr> <td>School</td> <td>10.74%</td> <td>-134.8</td> </tr> <tr> <td>SWD</td> <td>2.74%</td> <td>-182.4</td> </tr> <tr> <td>SED</td> <td>10.56%</td> <td>-136.4</td> </tr> <tr> <td>EL</td> <td>0%</td> <td>-182.8</td> </tr> <tr> <td>Hispanic</td> <td>10.8%</td> <td>-134.6</td> </tr> </tbody> </table> <p>(Source: CA Dashboard; CDE CAASPP Website)</p>	2022-23				Met/exceed	DFS	School	10.74%	-134.8	SWD	2.74%	-182.4	SED	10.56%	-136.4	EL	0%	-182.8	Hispanic	10.8%	-134.6	<p>By the end of the school year, 20% of students will perform at or above the standard on the CAASPP assessment.</p> <p>By the end of the school year, we will decrease the number of students performing at the "Not Met" level by 15%.</p>	<ul style="list-style-type: none"> • Use of Ironbox program for development of language in mathematics in math support classes and tutoring sessions. • Increased opportunities for students to work in groups and to interact intentionally. • Classroom walkthroughs to take regular snapshots about what is going on in each room. • Instructional rounds, or walkthroughs with teachers, to help spark ideas for partnership and growth/improvement between staff members. • Universal implementation of BCCS "Must Do" strategies: Academic Engagement (TPS, random selection, collaborative groups); Cycle of Effective Instruction; Collaborative Lesson Planning; Collaborative Group Work; Academic Monitoring. • Creation of student "Hotlists": targeted students for tutoring, support, and analysis based on our iReady and CAASPP data. • Parent data and goal-setting meetings with parents of targeted students. 	<p>Mariana Myers</p> <p>Christina Luc</p> <p>Sarai Kashani</p>	<p>iReady Diagnostic</p> <p>Progress Reports (5-, 10-, 15-weeks)</p> <p>Semester Report Cards</p> <p>Mastery Assignment Assessment.</p>	<p>By the end of the year (CAASPP in May)</p>
2022-23																										
	Met/exceed	DFS																								
School	10.74%	-134.8																								
SWD	2.74%	-182.4																								
SED	10.56%	-136.4																								
EL	0%	-182.8																								
Hispanic	10.8%	-134.6																								
<p>95% of ELs "Not Met" on CAASPP; 92% of SWD "Not Met" on CAASPP</p>	<p>By the end of the school year, we will decrease the number of students with disabilities and ELs</p>	<p>In addition to strategies listed above, we will:</p> <ul style="list-style-type: none"> • Use of strategies to engage all learners. • ELO for SWD and ELs 	<p>Mariana Myers</p> <p>Brett Walter</p>	<p>iReady Diagnostic</p>	<p>By the end of the year (CAASPP in May)</p>																					

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal <i>(based on Data Analysis)</i>	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline
	performing at the "Not Met" level by 20%.	<ul style="list-style-type: none"> • Training for math teachers on math resources through Ellevation platform. • Training for math teachers on Ironbox math and the language of mathematics. • Regular data analysis protocols and planning meetings for subgroup populations. 	Kim Pistilli Resource Teachers	5 week progress reports (5-, 10-, 15-weeks) Semester Report Cards Mastery Assignment Assessment. 200 and 300 reports (tracked on SPED dashboard)	
10% disparity in "Not Met" for SED population.	By the end of the year, "Not Met" for the SED population will match the general population of students at 60% (75% in 2023).	<ul style="list-style-type: none"> • Ensuring access to ELOs • Regular meetings with resource team to track data. • Regular push-in/pull-out support from resource and EL team. • Continued development of community partnerships to meet the unique needs of our families. 	Leticia Sepulveda Kim Pistilli Resource Teachers	iReady Diagnostic (5-, 10-, 15-weeks) Semester Report Cards Mastery Assignment Assessment.	By the end of the year (CAASPP in May)
UPDATE (FEB 5, 2024)					
Plan progressing as outlined; based on mid-year data for special populations, we will be using Ironbox math with students with special needs.					

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal (based on Data Analysis)	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline
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iReady: Math

School	Bert Corona Charter Middle School
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Most Recent

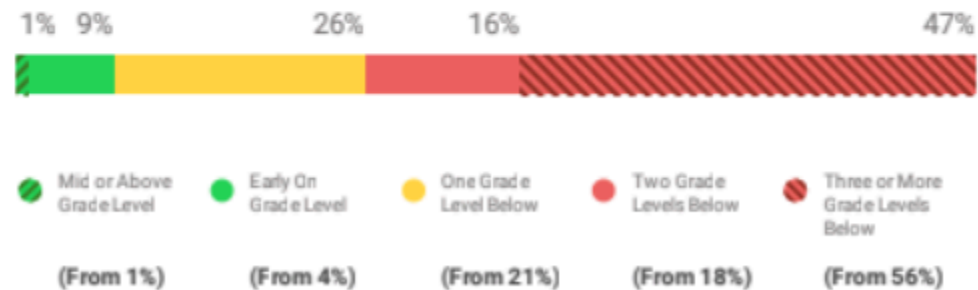
Students Assessed/Total: 334/344

Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 70%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal (based on Data Analysis)	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline
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All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Yes - English Learner	75%	38%	32%	14%	44%	111/115
No - English Learner	67%	39%	30%	6%	44%	223/229

All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Yes - Special Education	25%	28%	10%	13%	30%	47/47
No - Special Education	75%	40%	33%	8%	46%	287/297

IV. Science

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal <i>(based on Data Analysis)</i>	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline																					
<p>Left-skewed bell curve for results on CAST with a high percentage of students performing in the “Nearly Met” category.</p> <table border="1" data-bbox="123 505 521 761"> <thead> <tr> <th colspan="3">2022-23</th> </tr> <tr> <th></th> <th>Met/exceed</th> <th>Nearly met</th> </tr> </thead> <tbody> <tr> <td>School</td> <td>12.28%</td> <td>59.65%</td> </tr> <tr> <td>SWD</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>SED</td> <td>9.28%</td> <td>62.89%</td> </tr> <tr> <td>EL</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Hispanic</td> <td>13.08%</td> <td>59.81%</td> </tr> </tbody> </table> <p>(Source: CDE CAASPP Website)</p>	2022-23				Met/exceed	Nearly met	School	12.28%	59.65%	SWD	0%	0%	SED	9.28%	62.89%	EL	0%	0%	Hispanic	13.08%	59.81%	<p>By the end of the year, we will decrease the number of students in the “Not Met” level by 10%.</p> <p>By the end of the school year, we will move 15% of students from the “Nearly Met” level into the “Met” or “Exceeded” levels.</p>	<ul style="list-style-type: none"> ● Realign for cyclical addressing of standards in 5th through 8th grade (in alignment with NGSS integrated science pathway). ● Ensure consistent use of Stile curriculum and resources, including Stile X for access to text-based science reading material. ● Increase use of projects and labs to reinforce key content concepts. ● Host science nights for parents to engage families with projects and STREAM concepts. ● Weekly teacher observations and feedback 	<p>Mariana Myers: Christina Mousavi Sarai Kashani</p>	<p>Classroom assessments and project outcomes regularly analyzed and discussed.</p>	<p>By the end of the year (CAST in May)</p>
2022-23																										
	Met/exceed	Nearly met																								
School	12.28%	59.65%																								
SWD	0%	0%																								
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UPDATE (FEB 5, 2024)

This plan is partially implemented. Online curricular resources are being used consistently and teachers are using text-based resources more frequently. Alignment was discussed, but there is still a gap in NGSS understanding. Sending teachers to training in March.

V. School Culture & Climate

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal <i>(based on Data Analysis)</i>	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline
<p>Need to improve fidelity of PBIS framework implementation.</p>	<p>By the end of the school year, our school will score above 80% on the Tiered Fidelity Inventory (TFI)-- currently at 33% fidelity.</p> <p>By the end of each</p>	<ul style="list-style-type: none"> ● Develop a tier one team. Ensure the team has a uniformed agenda and consistent meeting dates. ● Train all students and staff on Schoolwide expectations and BETM ● Clearly defined classroom expectations ● Teacher vs. Office handled- train on 	<p>Joseph Arreola Leticia Sepulveda Valinda Meneses Josue Villanueva</p>	<p>TFI assessed quarterly ODR data from Infinite Campus Survey feedback from staff</p>	<p>60% implementation by December 2023 80% by May 2024</p>

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal <i>(based on Data Analysis)</i>	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline												
	<p>semester, we will see a downward trend in behaviors as measured by ODRs.</p> <p>As a school, we will have at least six culture-building activities per month (Villanueva 4, Valinda 1, leadership 1).</p> <p>Each semester, BCCS staff members will support/attend at least 3 cultural events.</p>	<p>the behavior growth path, reflections, ODRs, and incident reports.</p> <ul style="list-style-type: none"> • Train/inform staff on decision-making process or discipline procedures • Formal system on feedback and acknowledgement for schoolwide expectations (SchoolMint Grow) • Share schoolwide behavior data regularly (data walk)- Quarterly • Collect feedback and discuss with students (survey students) • Implement restorative practices • Push into classes and observe, track for potential classroom culture issues in the first two weeks. 		YouthTruth Data													
<p>Decrease number of suspensions</p> <table border="1" data-bbox="120 987 354 1219"> <thead> <tr> <th></th> <th>2022-23</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>3.3%</td> </tr> <tr> <td>Hispanic</td> <td>3.2%</td> </tr> <tr> <td>SED</td> <td>3.2%</td> </tr> <tr> <td>EL</td> <td>5%</td> </tr> <tr> <td>SWD</td> <td>2.4%</td> </tr> </tbody> </table> <p>(Source: CA Dashboard; DataQuest)</p>		2022-23	All	3.3%	Hispanic	3.2%	SED	3.2%	EL	5%	SWD	2.4%	<p>Each month, we will have 2% or less suspension rate, resulting in 2% or less suspensions for the school year.</p>	<ul style="list-style-type: none"> • Proactive, tier I approach to avoid issues before they start. • Strengthen relationships with Luminarious and Strength United (partners who provide counseling services). • Plan trips and events for team building and soft-skills building. • Implement alternatives to suspension (detention, make-up time, campus service, Saturday school, counseling, group support, Check In/Check Out 	<p>Joseph Arreola</p> <p>Jose Sepulveda</p>	<p>Suspension Data</p> <p>ODR data</p> <p>Counseling/Services data</p> <p>Saturday school attendance data</p>	<p>Track monthly, decreased amount by end of year.</p>
	2022-23																
All	3.3%																
Hispanic	3.2%																
SED	3.2%																
EL	5%																
SWD	2.4%																

UPDATE (FEB 5, 2024)

This work is going very well and the climate on our campus is getting more and more positive and more focused on growth and outcomes. At our last TFI review, we were at 63% fidelity, up from 33% at the start of the year!

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal (based on Data Analysis)	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline
<div data-bbox="698 422 1397 941"> <p>TFI Rating: August 2023 33% PBIS Tier I Fidelity</p> <p>TFI Rating: January 2024 63%</p> </div> <div data-bbox="1559 422 2042 909"> <p>June 2024 Goal: 80%</p> </div>					

VI. Community Engagement

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal (based on Data Analysis)	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline
Increase parent participation in regular events and meetings and increase parent volunteerism.	Parent meetings and workshops will have at least 25-30 participants per event.	<ul style="list-style-type: none"> Design ongoing college and high school preparedness workshops in collaboration with BCCHS. Advertise well in advance of the event- utilize various forms of outreach and communication. 	Parent Coordinator Daniel Rios Eileen Castillo	Tracking attendance for each event/meeting	Data will be tracked and reviewed monthly.

		<ul style="list-style-type: none"> ● Fall Semester: encourage parents to participate; advertise that we will be asking parents to complete 15 hours of involvement in the spring semester. ● Spring Semester: ask for 15 hours of involvement; track participation. ● Hold a celebration for parents who meet 15 hours by the end of the year. ● 24-25 school year: require 30 hours of participation from parents. ● Host regular meetings with teachers and staff to keep parents involved. ● As Tier II strategy, hold required meetings to address issues students are having at school (e.g., Social Media and Digital Citizenship for students and parents when kids are involved with bullying online). 			
<p>Increase parent participation in large-scale events: Parent Conferences and Back to School Night</p>	<p>For Back to School Night, we will have 50% of our families attend and participate. Actual: 46% attendance</p> <p>For fall and spring parent conferences, we will achieve 95% attendance schoolwide. Actual for Fall 2023: 86%</p>	<ul style="list-style-type: none"> ● Back to School Night will be a less formal, fair-style event where families can meet community partners, visit classrooms, and participate and games/food purchases. ● Offer student incentives to generate buy in from the families ● Hold a raffle for parents who attend and visit all necessary areas of the school. ● Communicate and invite families well in advance. ● PCs: Schedule each family for a specific time slot. ● Adjust 5th, 6th, and 7th grade schedule so parents have more time with each teacher to discuss progress more deeply. 	<p>Daniel Rios Eileen Castillo Mariana Myers Parent Coordinator</p>	<p>Data will be collected and recorded following each event.</p>	<p>BTSN: August 31, 2023</p> <p>Parent Conferences: October 9-13 March 11-15.</p>

		<ul style="list-style-type: none"> • Include food and parent celebrations at PCs. • Prepare students to conduct student-led conferences 			
Increase visibility of community partners, including their participation in school-based decision-making.	By the end of the year, we will have 24 well-developed community partnerships.	<ul style="list-style-type: none"> • Invite community partners to big events like Back to School Night, Parent Conferences, or student presentation nights so they can interact with staff and families. • Invite community members to be regular participants in SAC and ELAC meetings, as well as data walks and goal setting meetings. 	Leticia Sepulveda Parent Coordinator	Participation of partners in various events and meetings.	Throughout the year.

UPDATE (FEB 5, 2024)

Parent and community engagement is increasing, but it is a slow process. In December, we sent home a letter about our required parent hours and how parents could get more engaged. This is helped and we had significantly more parents at our January SAC/EL-PAC meeting and at our coffee with the directors meeting. We also had an increase in the number of parents participating in our monthly college workshops! We just started holding our parent committees and we will be working with those groups to continue to grow our engagement.

VII. Attendance

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal <i>(based on Data Analysis)</i>	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline												
Increase attendance for all students <table border="1" style="margin-left: 20px;"> <tr> <td></td> <td style="text-align: center;">2022-23</td> </tr> <tr> <td>All</td> <td style="text-align: center;">30.3%</td> </tr> <tr> <td>Hispanic</td> <td style="text-align: center;">28.8%</td> </tr> <tr> <td>SED</td> <td style="text-align: center;">30%</td> </tr> <tr> <td>EL</td> <td style="text-align: center;">26.7%</td> </tr> <tr> <td>SWD</td> <td style="text-align: center;">31%</td> </tr> </table> (Source: CA Dashboard; DataQuest)		2022-23	All	30.3%	Hispanic	28.8%	SED	30%	EL	26.7%	SWD	31%	Throughout the school year, we will report and average of 95% attendance.	<ul style="list-style-type: none"> • Identify and capture daily attendance reports. • Regular incentives for attendance. • Communicate with families and students expectations, goals, and incentives • Meet with families to escalate supports for students not meeting expectation 	Daniel Rios Leticia Sepulveda	Weekly, monthly, quarterly data reports.	Data is tracked and shared weekly, but 95% attendance needs to be for each school year. At P1, P2, and P3 we will average 95% attendance.
	2022-23																
All	30.3%																
Hispanic	28.8%																
SED	30%																
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Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal <i>(based on Data Analysis)</i>	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline
		<ul style="list-style-type: none"> Schedule home visits with teachers for families of students who are chronically absent. Secure data per homeroom on attendance rates and tardy rates per class. 			
Decrease the number of tardies in the morning.	95% of our students who are present each day will be on time for the first period.	<ul style="list-style-type: none"> Pushed back start time for the first period by 15 minutes. Staff welcoming, greeting students at both gates. Raffles for students who arrive at school on time. More supervision in the 3 grade level areas of the school to ensure kids get to class quickly when they arrive on campus. 	Daniel Rios Joseph Arreola	Weekly, monthly tardy reports	Tardies are run weekly and discussed at leadership meetings. We will check in with our stakeholders quarterly about our progress.

UPDATE (FEB 5, 2024)

Attendance reports indicate that we are maintaining about 94% attendance for the year, slightly below our goal set in August. Our tardies have decreased significantly and adjusted systems for restrooms and breaks have minimized students missing class time. Our later start has been very helpful and we have significantly less students arriving after first period has begun. In total, 25% of our students are chronically absent; this is a drop from a little over 30% last year, but we are still working to shrink this number over the course of the second semester.

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal (based on Data Analysis)	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline
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23-24 Bert Corona Charter School 9400 Remick Avenue, Pacoima 91331 Generated on 01/24/2024 09:07:44 AM Page 1 of 1	Attendance/Membership Summary Report Start/End Date: 08/09/2023 - 01/19/2024 School(s): 1 Calendar(s): 1 Grade: 05, 06, 07, 08
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School: Bert Corona Charter School Calendar: 23-24 BCCS

	Student Membership		Absent Days	Present Days	ADM	ADA	Unexcused Absences		Percent In Attendance	
	Grade	Count					Days	Days		Avg. Daily
05	8	720	84.13	635.87	8.00	7.07	44.74	0.50	88.32%	
06	124	10638	523.60	10114.40	118.20	112.38	214.81	2.40	95.08%	
07	116	9992	712.62	9279.38	111.02	103.06	323.60	3.61	92.87%	
08	112	9902	674.00	9228.00	110.02	102.52	283.37	3.17	93.19%	
Total	4	360	31252	1994.35	29257.65	347.24	325.03	866.52	9.68	93.62%

VIII. Conditions of Learning

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal (based on Data Analysis)	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline
Improve student responsibility for school-provided devices and therefore access to quality instructional materials.	We will see a decrease in the number of student devices submitted for repair and replacement (measure	<ul style="list-style-type: none"> Daily device checks during homeroom. Immediate phone calls home when teachers find student devices are damaged. 	Joseph Arreola Kevin Lopez Homeroom Teachers	Daily checks	Although it is checked daily, we will assess progress quarterly.

	by tracking repairs and help desk tickets on Slack).	<ul style="list-style-type: none"> • Check-out process for other classroom devices (e.g. Macbooks). • Lessons on digital citizenship and tech responsibility. 			
Ensure students care for their environment and take responsibility for the whole school's cleanliness and upkeep.	We will see increased care for the campus and for the classroom environment as measured in a decrease in facilities help tickets (on Slack).	<ul style="list-style-type: none"> • Creation of murals with positive messages. • Collaboration with students and families to create murals for the school. • School beautification days • Service to the school as an alternative to suspension. 	Daniel Rios Josue Villanueva	Ongoing	Throughout the year, but we will check in quarterly about progress.
We have continued to work on our facilities and everything is very well-maintained.					

Coversheet

Monseñor Oscar Romero Charter School Executive Administrator's Report

Section: III. Items Scheduled for Information
Item: D. Monseñor Oscar Romero Charter School Executive Administrator's Report
Purpose: FYI
Submitted by:
Related Material:
(Feb 2024 Update) 2023-24 MORCS Annual Plan to Improve Student Achievement.pdf

Monseñor Oscar Romero Charter School 2023–24 Annual Plan to Improve Student Achievement

Executive Administrator	Site Leadership Team					
Mr. Freddy Zepeda	Mrs. Brown (CoSCC), Mr Cruz (CoSCC), Mr. Duran (Col), Mrs. Gamez (CoO), Ms. Vargas (CoCS)					
Historical Data	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Cumulative Enrollment (Source: Ed-Data)	367	358	373	328	308	277
Unduplicated Pupil Count (Source: Ed-Data)	325	322	341	301	284	265
Free/Reduced (Source: Ed-Data)	322	318	335	297	274	247
English Learners (Source: Ed-Data)	96	91	104	106	118	110 (CDE)
Chronic Absenteeism (Source: Ed-Data)	7.6%	6.8%	n/a	52.9%	20.1%	24.8%
Suspensions (Source: Ed-Data)	15%	12%	1.6%	0%	2.3%	0.7%
Expulsions (Source: Ed-Data)	0.3%	0%	0%	0%	0%	0%
ELPAC Proficiency	19.79%	11.96%	n/a	11.58%	18.42%	14.55%
Redesignated Fluent English Proficient (Source: Ed-Data)	11.3%	16.67%	4.4%	3.85%	0%	7.5%
English/Language Arts	20.96%	22.19%	n/a	n/a	23.84%	19.79%
Mathematics	13.34%	10.98%	n/a	n/a	10.25%	8.28%
Science		7.77%	n/a	n/a	9.73%	12.94%

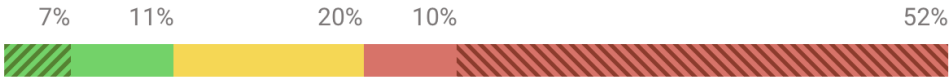
NOTE: Data fields for 2022-23 have been updated to reflect CDE information.

Overview Statement/Description of School Performance Trend

The historical data for MORCS highlights many of the challenges that we've been faced with in the last 5-6 years. Our cumulative enrollment was increasing steadily until 2020-2021, which was our first full school year during the pandemic. The years that followed have seen a decline in our enrollment. Our Chronic Absenteeism rate was declining until our first full school year during the pandemic, and we were able to improve for the 2021-22 school year. Additionally, our suspensions and expulsions have seen a decrease, with our rate dropping more than 12% since the 2017-2018 school year. In regards to our scores in ELA, Math, and Science, we've been able to maintain our ELA scores above the 20% range, increase our Science scores, but have seen a decline in Math. Our English Learner population has also increased significantly, with our ELL population hovering around the 35-40% range in the last few years. The data that is presented in the table above is all indicative that we have been experiencing challenges, but have been able to historically hold steady. As we move forward during the 2023-2024 school year, our team is committed to putting systems in place to improve our outcomes. As a team, we have looked at our present levels of performance, attendance data, and culture and climate, to help us brainstorm approaches that will fit the needs of our school. The following tables will further outline the analysis and improvement actions that our team will be implementing to help empower our teachers to support our students in meeting their goals and targets.

I. English/Language Arts

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal <i>(based on Data Analysis)</i>	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline																					
<p>Increase number/percentage of students meeting standards in ELA through consistently impactful grade-level instruction</p> <table border="1" data-bbox="94 974 532 1247"> <thead> <tr> <th></th> <th></th> <th>2022-23</th> </tr> <tr> <th></th> <th>Met/exceed</th> <th>DFS</th> </tr> </thead> <tbody> <tr> <td>School</td> <td>19.79%</td> <td>-81.1</td> </tr> <tr> <td>SWD</td> <td>2.7%</td> <td>-139</td> </tr> <tr> <td>SED</td> <td>20.85%</td> <td>-78.9</td> </tr> <tr> <td>EL</td> <td>0%</td> <td>-119.2</td> </tr> <tr> <td>Hispanic</td> <td>19.92%</td> <td>-81.4</td> </tr> </tbody> </table> <p>(Source: CA Dashboard; CDE CAASPP Website)</p>			2022-23		Met/exceed	DFS	School	19.79%	-81.1	SWD	2.7%	-139	SED	20.85%	-78.9	EL	0%	-119.2	Hispanic	19.92%	-81.4	<p>By June 2024, 25% of students will meet GL proficiency as measured by CAASPP ELA.</p>	<ul style="list-style-type: none"> Strategic placement in ELA support classes. Students who are not performing at grade level will be considered for placement in ELA support classes where they will focus on developing core skills in ELA. Grade Level action plans and commitments - GLs reviewed performance data of current students and created plans so that GL teachers of all contents can contribute to supporting students as they develop their skills in ELA. ELA team is receiving Relay strategy PDs throughout the school year to support instruction. Throughout the year, teachers will receive coaching and will engage in 	<p>ELA Teachers</p>	<p>CAASPP ELA</p>	<p>June 2024</p>
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		observation/feedback to support with rigor.																		
Update: February 2024	<p>Per our iReady Diagnostic reports, we currently have 18% of students who are performing at the early on grade level to mid or above grade level range. This is showing us positive progress towards our goal of 25% of students performing at grade level on the CAASPP. We have increased our efforts to improve in the area of writing and use resources like NoRedInk and iReady My Path to continue promoting positive growth in the area of English Language Arts.</p> <div data-bbox="567 496 1588 873" style="border: 1px solid #ccc; padding: 10px; margin: 10px 0;"> <p>Current Placement Distribution</p>  <table border="0" style="width: 100%; text-align: center;"> <tr> <td>7%</td> <td>11%</td> <td>20%</td> <td>10%</td> <td>52%</td> </tr> <tr> <td>■ Mid or Above Grade Level</td> <td>■ Early On Grade Level</td> <td>■ One Grade Level Below</td> <td>■ Two Grade Levels Below</td> <td>■ Three or More Grade Levels Below</td> </tr> <tr> <td>(From 3%)</td> <td>(From 6%)</td> <td>(From 13%)</td> <td>(From 10%)</td> <td>(From 67%)</td> </tr> </table> </div>					7%	11%	20%	10%	52%	■ Mid or Above Grade Level	■ Early On Grade Level	■ One Grade Level Below	■ Two Grade Levels Below	■ Three or More Grade Levels Below	(From 3%)	(From 6%)	(From 13%)	(From 10%)	(From 67%)
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(From 3%)	(From 6%)	(From 13%)	(From 10%)	(From 67%)																
Increase number of students meeting iReady Typical Growth Goal	By June 2024, 55% of students will meet their typical growth goal as measured by iReady diagnostic.	<ul style="list-style-type: none"> • iReady Goal Setting and progress monitoring - teachers conference with students monthly to discuss their progress in iReady and monitor progress towards meeting typical growth goals. • Strategic placement in ELA support classes. Students who are not performing at grade level will be considered for placement in ELA support classes where they will focus on developing core skills in ELA. • GL action plans and commitments - GLs reviewed performance data of current students and created plans so that GL teachers of all contents can contribute to 	ELA Teachers	iReady Diagnostic	June 2024															

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		supporting students as they develop their skills in ELA.													
Update: February 2024	<p>Schoolwide, we have exceeded this goal for as of December 2023. Currently, 57% of our students have met their typical growth goal as measured by the iReady diagnostic. We will be adjusting this goal to 65% and will continue our efforts by providing explicit instruction in target areas as identified by the iReady diagnostic. As grade levels, 6th grade is currently at 51% of students meeting their typical growth goal, 7th grade is at 54%, and 8th grade is at 65%. Our grade level teams met to discuss their current performance levels in January 2024 and will continue working towards their goals, while our 8th grade team (the only group who exceed their goal) will strive for a new target of 75%. Overall, we are excited that the growth in reading is positive at this time in the school year and will hope to continue seeing further growth in the coming months.</p> <div data-bbox="569 626 1964 951"> <p>Distribution of Progress to Annual Typical Growth</p> <table border="1"> <thead> <tr> <th colspan="2">Annual Typical Growth ⓘ</th> </tr> <tr> <th>Grade</th> <th>% Met</th> </tr> </thead> <tbody> <tr> <td>Grade 6</td> <td>51%</td> </tr> <tr> <td>Grade 7</td> <td>54%</td> </tr> <tr> <td>Grade 8</td> <td>65%</td> </tr> </tbody> </table> <p>The bar chart shows the percentage of students meeting their typical growth goal across different progress ranges. The 100+ Met category is highlighted with a 57% value.</p> </div>					Annual Typical Growth ⓘ		Grade	% Met	Grade 6	51%	Grade 7	54%	Grade 8	65%
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II. English Language Development

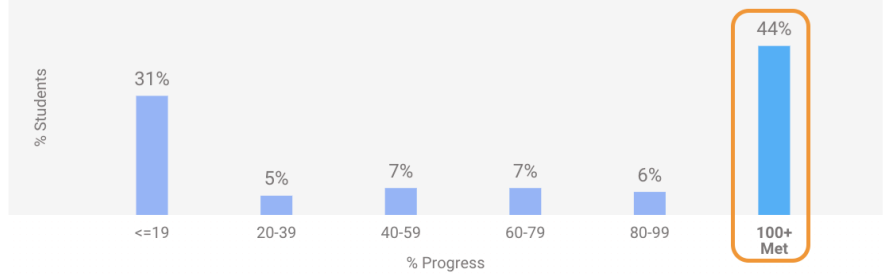
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Improve the number/percentage of English Learners demonstrating growth in English language acquisition and redesignation rates <div data-bbox="150 1442 338 1518"> <table border="1"> <tr><td>2022-23</td></tr> <tr><td>45.1%</td></tr> </table> </div>	2022-23	45.1%	By June 2024, 20% of EL students will meet reclassification criteria and be eligible to designate as RFEP.	<ul style="list-style-type: none"> • ELD lessons focused on Reading, Writing, Speaking and Listening to prepare students for ELPAC. • Pull out supports during PE class (once per week) for students who are high-need ELs (by ELD specialist) 	ELD teacher, ELA teachers	ELPAC, Reading Inventory iReady Diagnostic ELA Grades	June 2024
2022-23							
45.1%							

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(Source: CA Dashboard English Learner Progress Indicator) <table border="1" data-bbox="123 326 333 440"> <tr><td>2022-23</td></tr> <tr><td>7.5%</td></tr> <tr><td>9 of 119</td></tr> </table> (Source: Local Reclassification Data/ CA Dashboard Enrollment)	2022-23	7.5%	9 of 119		<ul style="list-style-type: none"> Practice ELPAC questions administered in ELD class throughout the school year to expose students to rigor of ELPAC test. 									
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% of students meeting iReady Typical Growth Goal	By June 2024, 55% of EL students will meet their typical growth goal as measured by iReady diagnostic.	<ul style="list-style-type: none"> iReady Goal Setting and progress monitoring - teachers conference with students monthly to discuss their progress in iReady and monitor progress towards meeting typical growth goals. 	ELA Teachers	iReady Diagnostic	June 2024									
Update: February 2024 As of December 2023, 56% of our ELs have met their typical growth goal. Our team has adjusted our goal and will strive to have 65% of our ELs meet their typical growth goal by April 2024. <div data-bbox="567 776 1701 1040" style="border: 1px solid #ccc; padding: 5px; margin-top: 10px;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3" style="text-align: center;">Annual Typical Growth ⓘ</th> </tr> <tr> <td style="width: 30%;">All</td> <td style="width: 35%;">Progress (Median) ⌵</td> <td style="width: 35%;">% Met ⌵</td> </tr> </thead> <tbody> <tr> <td style="background-color: #e0f2f1;">Yes - English Learner</td> <td style="text-align: center;"> <div style="width: 100%; height: 10px; background: linear-gradient(to right, #00bcd4, #ccc); position: relative;"> ✓ </div> 124% </td> <td style="text-align: center;">56%</td> </tr> </tbody> </table> </div>						Annual Typical Growth ⓘ			All	Progress (Median) ⌵	% Met ⌵	Yes - English Learner	<div style="width: 100%; height: 10px; background: linear-gradient(to right, #00bcd4, #ccc); position: relative;"> ✓ </div> 124%	56%
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III. Mathematics

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal (based on Data Analysis)	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline			
Increase number/percentage of students meeting standards in mathematics through consistently impactful grade-level instruction <table border="1" data-bbox="96 1455 545 1482"> <tr> <td style="width: 30%;"></td> <td style="width: 30%;"></td> <td style="width: 40%; text-align: center;">2022-23</td> </tr> </table>			2022-23	By June 2024, 20% of students will meet GL proficiency as measured by CAASPP Math.	<ul style="list-style-type: none"> Strategic placement in Math support classes. Students who are not performing at grade level will be considered for placement in Math support classes where they will focus on developing core skills in Math. 	Math Teachers	CAASPP Math	June 2024
		2022-23						

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<p>Update: February 2024</p>	<p>At the start of the school year, only 6% of students were performing at the early on grade level or mid or above grade level range in their iReady diagnostic. As of December 2023, this number has increased to 11%. Our team has continued their efforts to provide additional support to students in their Math Support classes so that they are able to fill gaps in learning. In addition, our team has started to use the Ironbox Math program to help students develop their general understanding of foundational math skills in an effort to help them increase their level of mastery of grade level math.</p> <div data-bbox="569 950 1499 1193"> <p>Overall Placement Students Assessed/Total: 279/279</p> <table border="1"> <thead> <tr> <th>Placement Category</th> <th>Percentage</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr> <td>Mid or Above Grade Level</td> <td>2%</td> <td>5</td> </tr> <tr> <td>Early On Grade Level</td> <td>9%</td> <td>26</td> </tr> <tr> <td>One Grade Level Below</td> <td>28%</td> <td>78</td> </tr> <tr> <td>Two Grade Levels Below</td> <td>15%</td> <td>43</td> </tr> <tr> <td>Three or More Grade Levels Below</td> <td>46%</td> <td>127</td> </tr> </tbody> </table> </div>					Placement Category	Percentage	Number of Students	Mid or Above Grade Level	2%	5	Early On Grade Level	9%	26	One Grade Level Below	28%	78	Two Grade Levels Below	15%	43	Three or More Grade Levels Below	46%	127
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Update: February 2024		As of December 2023, our schoolwide progress of students meeting their typical growth goals in Mathematics is at 44%. Our goal in this area is progressing as outlined, and we hope to be able to achieve our goal of 55% of students meeting their typical growth goal by April 2024. Our team will continue to provide supports in Math Support classes, grade level Math classes, and we are also using our advisory block once per week to provide students with additional time to work on their iReady path to help us close any gaps. <div data-bbox="575 760 1467 1174" style="text-align: center;"> <p>Distribution of Progress to Annual Typical Growth</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Distribution of Progress to Annual Typical Growth</caption> <thead> <tr> <th>% Progress</th> <th>% Students</th> </tr> </thead> <tbody> <tr> <td><=19</td> <td>31%</td> </tr> <tr> <td>20-39</td> <td>5%</td> </tr> <tr> <td>40-59</td> <td>7%</td> </tr> <tr> <td>60-79</td> <td>7%</td> </tr> <tr> <td>80-99</td> <td>6%</td> </tr> <tr> <td>100+ Met</td> <td>44%</td> </tr> </tbody> </table> </div>				% Progress	% Students	<=19	31%	20-39	5%	40-59	7%	60-79	7%	80-99	6%	100+ Met	44%
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IV. Science

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal (based on Data Analysis)	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline
Continue to build on the prior year's increase in grade 8 science instruction	By June 2024, 15%% of students will meet GL	<ul style="list-style-type: none"> continued implementation of high rigor lessons and activities using curriculum (Mosa Mack and STILE Science) 	Science Teachers	CAST	June 2024

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal <i>(based on Data Analysis)</i>	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline																					
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	2022-23																									
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Update: February 2024		This plan is partially implemented. We will be exploring CAST release questions and practice tests in the month of March.																								

V. School Culture & Climate

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal <i>(based on Data Analysis)</i>	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline												
<p>Decrease student suspensions by improving culture/climate</p> <table border="1"> <tr> <td></td> <td>2022-23</td> </tr> <tr> <td>All</td> <td>0.7%</td> </tr> <tr> <td>Hispanic</td> <td>0.7%</td> </tr> <tr> <td>SED</td> <td>0.7%</td> </tr> <tr> <td>EL</td> <td>1.7%</td> </tr> <tr> <td>SWD</td> <td>0%</td> </tr> </table> <p>(Source: CA Dashboard; DataQuest)</p>		2022-23	All	0.7%	Hispanic	0.7%	SED	0.7%	EL	1.7%	SWD	0%	By June 2024, MORCS will maintain a suspension rate of 0%.	<ul style="list-style-type: none"> Continued implementation of PBIS tiered support system Continued implementation of restorative practices 	SCC, Administrative team	Suspensions	June 2024
	2022-23																
All	0.7%																
Hispanic	0.7%																
SED	0.7%																
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SWD	0%																
Update: February 2024		We recently had our first suspension of the school year. We were unable to maintain our suspension rate at 0%. We have continued strong implementation of PBIS tiered systems of support and have consistently implemented restorative practices throughout the school year. We will continue our implementation of PBIS tiered systems of support to ensure that the needs of our students are being met.															

VI. Chronic Absenteeism:

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<p>% of students at chronic absentee range</p> <table border="1" data-bbox="94 329 327 557"> <thead> <tr> <th></th> <th>2022-23</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>24.8%</td> </tr> <tr> <td>Hispanic</td> <td>24.7%</td> </tr> <tr> <td>SED</td> <td>25.1%</td> </tr> <tr> <td>EL</td> <td>24.6%</td> </tr> <tr> <td>SWD</td> <td>28.9%</td> </tr> </tbody> </table> <p>(Source: CA Dashboard; DataQuest)</p>		2022-23	All	24.8%	Hispanic	24.7%	SED	25.1%	EL	24.6%	SWD	28.9%	<p>By June 2024, MORCS will maintain a chronic absentee rate of <8%</p>	<ul style="list-style-type: none"> monthly review of chronic absenteeism report support plans for students who fall under chronic absenteeism (meet with families, establish attendance goals, monitor attendance, home visits) 	<p>Operations</p>	<p>Chronic Absentee report</p>	<p>2024</p>
	2022-23																
All	24.8%																
Hispanic	24.7%																
SED	25.1%																
EL	24.6%																
SWD	28.9%																
<p>Update: February 2024</p>	<p>This goal is in progress. We have continued to have meetings with families of students who are currently falling in the chronic absenteeism range. We have also started to utilize our Youth Mentor to support with students who are at the chronic absenteeism range to help them develop positive relationships and communicate the importance of attendance.</p> <p>Currently, our chronic absenteeism rate is at 27.3%. We hope to be able to decrease this percentage with improved attendance in the coming months.</p>																

Coversheet

Bert Corona Charter High School/ YPICS COO's Report

Section: III. Items Scheduled for Information
Item: E. Bert Corona Charter High School/ YPICS COO's Report
Purpose: FYI
Submitted by:
Related Material: 2023-24 BCCHS Annual Plan to Improve Student Achievement.pdf

Bert Corona Charter High School 2023-24 Annual Plan to Improve Student Achievement

Executive Administrator	Site Leadership Team					
Mr. Dueñas	Mrs. Fuentes (CoSCC), Mr. M. Garcia (DoCCR), Mr. N. Garcia (Col), Mr. Pelayo (CoCS), Mrs. Pena (CoO)					
Historical Data	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Cumulative Enrollment (Source: Ed-data)	225	266	216	197	214	221
Unduplicated Pupil Count (Source: Ed-data)	171	204	179	177	178	184
Free/Reduced (Source: Ed-data)	164	197	175	163	173	183
English Learners (Source: Ed-data)	30	34	37	38	43	42
Chronic Absenteeism (Source: Ed-data)	19.1%	21.2%	n/a	22.1%	43.3%	36.3%
Suspensions (Source: Ed-data)	6.7%	1.9%	3.2%	0%	5.1%	1.8%
Expulsions (Source: Ed-data)	0%	0%	0%	0%	0%	0%
ELPAC Proficiency	(Suppressed)	3.23%	n/a	8.33%	17.95%	4.55%
Redesignated Fluent English Proficient	40%	20%	23.53%	16.22%	0%	3.5%
English/Language Arts	45.45%	38.09%	n/a	n/a	53.06%	33.3%
Mathematics	15.55%	12.90%	n/a	n/a	8.00%	4.16%
Science		17.07%	n/a	n/a	3.70%	20%
Cohort Graduates (Source: Ed-data)	91.7%	93.2%	84.4%	68.6%	96.3%	92.5%
Cohort Dropouts (Source: Ed-data)	0%	4.5%	10.9%	5.9%	0%	7.5%
Cohort Graduates Meeting UC/CSU Requirements (Source: Ed-data)	100%	100%	100%	57.1%	65.4%	0%

NOTE: Data fields for 2022-23 have been updated to reflect CDE information.

Overview Statement/Description of School Performance Trend

In high school, only 11th grade students take the state CAASPP assessment each year. As a result, analyzing the CAASPP data does not provide accurate trend or growth data. However, the data does allow for our students to be compared to other 11th graders at the state and district level. Our students have historically scored higher in English Language Arts than in Math. In 21-22, our students had the highest ELA proficiency rate in the school's history with 53.06% of the students meeting or exceeding the standard. In 22-23, the students had the lowest proficiency in the last 6 years with 34% of the students meeting or exceeding the standard. Math proficiency has declined since even before the pandemic, dropping from 15.5% to 4% students meeting or exceeding the standard. Perhaps the most important factor impacting these numbers is the overall increase in chronic absenteeism from a low of 19.1% in the 2017-18 SY to a high of 43.3% in the 21-22 SY. We are projecting a 39% Chronic Absenteeism rate for the 22-23 SY. If students are not in school they can not master the standards or do well on state or benchmark assessments. We must increase student engagement so that students are in school learning so the academic achievement/performance will improve/increase.

BCCHS staff will focus on consistent implementation of research based instructional strategies that increase student engagement inside and outside the classroom. Staff will use strategies including 1) using data to drive instruction and decision making; 2) using strategies to build engagement and academic language; 3) using a multi-tiered system of support built on strong PBIS practices, advisory program, and social emotional supports; 4) using targeted tutoring in math and ELA; and 5) strengthening our student clubs, sports, and after school program.

I. Building a Responsive Data Culture

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal <i>(based on Data Analysis)</i>	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline
Increase certificated staff understanding of local NWEA MAP data as it impacts reading, writing, and math skills/performance	Instructional support and professional development strand in weekly PD that focuses on content assessment results (grades, formative assessments-EXIT Tickets, etc.) and NWEA growth	<ul style="list-style-type: none"> All teachers receive documented weekly observation and feedback. Identified teachers will receive documented bi-weekly coaching/planning/support. All teachers administer daily Exit Tickets to have an understanding of what students know/understand Teachers receives coaching/planning support from assigned administrator/coach With coach, teachers will regularly examine formative assessments in their content areas to gauge 	Ruben Duenas, Executive Administrator Nestor Garcia, Coordinator of Instruction	SchoolMint Grow Professional Development Plan (and revisions) NWEA Diagnostic Data	On-going

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal <i>(based on Data Analysis)</i>	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline
		(mis)understanding, and plan for effective reteaching <ul style="list-style-type: none"> Incorporate reading and writing throughout the content areas using SFA strategies 			

II. English–Language Arts & English Language Development

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal <i>(based on Data Analysis)</i>	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline																					
Increase ELA student performance on SBAC <table border="1" data-bbox="94 706 397 987"> <thead> <tr> <th colspan="3" data-bbox="94 706 397 738">2022-23</th> </tr> <tr> <th data-bbox="94 738 190 800"></th> <th data-bbox="190 738 298 800">% Met/exceed</th> <th data-bbox="298 738 397 800">DFS</th> </tr> </thead> <tbody> <tr> <td data-bbox="94 800 190 833">School</td> <td data-bbox="190 800 298 833">33.3%</td> <td data-bbox="298 800 397 833">-62.5</td> </tr> <tr> <td data-bbox="94 833 190 865">Latino</td> <td data-bbox="190 833 298 865">33.3%</td> <td data-bbox="298 833 397 865">-59.6</td> </tr> <tr> <td data-bbox="94 865 190 898">SED</td> <td data-bbox="190 865 298 898">34.9%</td> <td data-bbox="298 865 397 898">-59.2</td> </tr> <tr> <td data-bbox="94 898 190 930">SWD</td> <td data-bbox="190 898 298 930">18.18%</td> <td data-bbox="298 898 397 930">-178.7</td> </tr> <tr> <td data-bbox="94 930 190 963">EL</td> <td data-bbox="190 930 298 963">n/a</td> <td data-bbox="298 930 397 963">-155.6</td> </tr> </tbody> </table> (Source: CDE CAASPP Website: CA Dashboard)	2022-23				% Met/exceed	DFS	School	33.3%	-62.5	Latino	33.3%	-59.6	SED	34.9%	-59.2	SWD	18.18%	-178.7	EL	n/a	-155.6	Overall percentage of students performing at or exceeding standard; decreasing the number of students performing at the “Not Met” level by 15%	<ul style="list-style-type: none"> Development of Annual Student Profile using NWEA data to guide efforts for improvement in reading/writing in grade 11 Interim Assessment will be administered. Data will be analyzed to find gaps in learning and to develop a plan to adjust instruction for the remainder of the school year. 	Ruben Duenas, Executive Administrator Nestor Garcia, Coordinator of Instruction	NWEA Diagnostic Data Progress Report Cards Semester Report Cards Mastery Assignment Assessment CAASPP/SBAC Interim Assessment Data	June 2024
2022-23																										
	% Met/exceed	DFS																								
School	33.3%	-62.5																								
Latino	33.3%	-59.6																								
SED	34.9%	-59.2																								
SWD	18.18%	-178.7																								
EL	n/a	-155.6																								
Increase student RIT and Lexile level scores.	By the end of the school year, over 50% of students will meet their Lexile growth goal as measured by NWEA.	<ul style="list-style-type: none"> Conduct Student Level Lexile Analysis to determine support for targeted tutoring in reading ELA and Advisory teachers conference with students before and after each diagnostic assessment to discuss their progress in NWEA and monitor progress towards meeting typical growth goals. Data and goal-setting meetings with parents of targeted students. 	Nestor Garcia, Coordinator of Instruction Shana Chilton, Reading Specialist ELA and Advisory Teachers	NWEA Diagnostic Data Achieve3000	3 times a year																					

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal <i>(based on Data Analysis)</i>	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline
Strengthen EL Professional Development	By the end of the school year, 20% of EL students will meet reclassification criteria and be eligible to designate as RFEP.	<ul style="list-style-type: none"> Lessons with ELD strategies focused on Reading, Writing, Speaking and Listening to prepare students for ELPAC. ELPAC type questions administered in classes throughout the school year to expose students to the rigor of the ELPAC assessment. Provide targeted ELD instruction to increase the number/percentage of English Learners demonstrating growth in English language acquisition and redesignation rates. 	Nestor Garcia, Coordinator of Instruction All Teachers	NWEA Diagnostic Reading Inventory ELA Grades	Ongoing

III. Mathematics

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal <i>(based on Data Analysis)</i>	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline
Increase student RIT and Quantile level scores.	By the end of the school year, over 50% of students will meet their Quantile growth goal as measured by NWEA.	<ul style="list-style-type: none"> Teachers receive documented weekly observation and feedback. Identified teachers will receive documented bi-weekly coaching/planning/support. Conduct Student Level Quantile Analysis to determine support for targeted tutoring in math. Math and Advisory teachers conference with students before and after each diagnostic assessment to discuss their progress in NWEA and 	Nestor Garcia, Coordinator of Instruction Oscar Campos, Math Instructor Stephan Ngatho, Math Instructor	NWEA Diagnostic data	3 times a year

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal <i>(based on Data Analysis)</i>	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline																					
		monitor progress towards meeting typical growth goals. <ul style="list-style-type: none"> Students scheduled to an Academic Lab block who are not performing at grade level in math will focus on developing core skills in Math. 																								
Overall percentage of students performing at or exceeding standard in CAASPP / SBAC. <table border="1" data-bbox="94 625 381 911"> <thead> <tr> <th colspan="3" data-bbox="94 625 381 667"><u>2022-23</u></th> </tr> <tr> <th data-bbox="94 667 182 725"></th> <th data-bbox="182 667 279 725">% Met/ exceed</th> <th data-bbox="279 667 381 725">DFS</th> </tr> </thead> <tbody> <tr> <td data-bbox="94 725 182 761">School</td> <td data-bbox="182 725 279 761">4.16%</td> <td data-bbox="279 725 381 761">-153.5</td> </tr> <tr> <td data-bbox="94 761 182 797">Latino</td> <td data-bbox="182 761 279 797">4.44%</td> <td data-bbox="279 761 381 797">-156.7</td> </tr> <tr> <td data-bbox="94 797 182 833">SED</td> <td data-bbox="182 797 279 833">4.66%</td> <td data-bbox="279 797 381 833">-154.6</td> </tr> <tr> <td data-bbox="94 833 182 868">SWD</td> <td data-bbox="182 833 279 868">0%</td> <td data-bbox="279 833 381 868">-205.3</td> </tr> <tr> <td data-bbox="94 868 182 911">EL</td> <td data-bbox="182 868 279 911">n/a</td> <td data-bbox="279 868 381 911">-193.6</td> </tr> </tbody> </table> (Source: CDE CAASPP Website)	<u>2022-23</u>				% Met/ exceed	DFS	School	4.16%	-153.5	Latino	4.44%	-156.7	SED	4.66%	-154.6	SWD	0%	-205.3	EL	n/a	-193.6	By the end of the school year, 15% of students will perform at or above the standard on the CAASPP Math assessment. By the end of the school year, we will decrease the number of students performing at the "Not Met" level by 15%.	<ul style="list-style-type: none"> Classroom walkthroughs to take regular snapshots about what is going on in each room. Instructional rounds, or walkthroughs with teachers, to help spark ideas for partnership and growth/improvement between staff members. Increased opportunities for students to work in groups and to interact intentionally. Creation of student "Hotlists": targeted students for tutoring, support, and analysis based on our NWEA and CAASPP data. Data and goal-setting meetings with parents of targeted students. Regular professional development, coaching, and feedback- all align and are based on the goals and action steps listed here. Interim Assessment will be administered. Data will be analyzed to find gaps in learning and to develop a plan to adjust instruction for the remainder of the school year. 	Ruben Duenas, Executive Administrator Nestor Garcia, Coordinator of Instruction Ena LaVan, Chief Accountability Officer	NWEA Diagnostic Progress Report Cards Semester Report Cards Mastery Assignment Assessment CAASPP/SBAC Interim Assessment Data	By the end of the year (CAASPP in May)
<u>2022-23</u>																										
	% Met/ exceed	DFS																								
School	4.16%	-153.5																								
Latino	4.44%	-156.7																								
SED	4.66%	-154.6																								
SWD	0%	-205.3																								
EL	n/a	-193.6																								

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal <i>(based on Data Analysis)</i>	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline
Supporting SWD/ELs in core mathematics	Increase the level of implementation of accommodations provided to students based on their IEP and ensure the use of SDAIE strategies to support special populations.	<ul style="list-style-type: none"> Professional development, coaching, and feedback aligned with the focus on using real-world problems to demonstrate abstract concepts. Monitor accommodations provided to students based on their IEP to track the level of access to content based on students' needs. Lessons with ELD strategies focused on Reading, Writing, Speaking and Listening in a math context to prepare students for ELPAC. 	Nestor Garcia, Coordinator of Instruction Oscar Campos, Math Instructor Stephan Ngatho, Math Instructor Janette Perez & Juan Matias Lopez, Resource Specialist Teachers	Coaching/Planning/Observation/Feedback Documentation	Ongoing

IV. Science

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal <i>(based on Data Analysis)</i>	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline															
Overall percentage of students performing at or exceeding standard. <table border="1" data-bbox="94 1084 400 1305"> <thead> <tr> <th colspan="3" data-bbox="94 1084 400 1133">2022-23</th> </tr> <tr> <th data-bbox="94 1133 190 1192"></th> <th data-bbox="190 1133 298 1192">% Met/exceed</th> <th data-bbox="298 1133 400 1192">Nearly</th> </tr> </thead> <tbody> <tr> <td data-bbox="94 1192 190 1230">School</td> <td data-bbox="190 1192 298 1230">20%</td> <td data-bbox="298 1192 400 1230">66%</td> </tr> <tr> <td data-bbox="94 1230 190 1269">Latino</td> <td data-bbox="190 1230 298 1269">18.37%</td> <td data-bbox="298 1230 400 1269">67.35%</td> </tr> <tr> <td data-bbox="94 1269 190 1308">SED</td> <td data-bbox="190 1269 298 1308">22.22%</td> <td data-bbox="298 1269 400 1308">68.89%</td> </tr> </tbody> </table> (Source: CDE CAASPP Website)	2022-23				% Met/exceed	Nearly	School	20%	66%	Latino	18.37%	67.35%	SED	22.22%	68.89%	By the end of the school year, 30% of students will perform at or above the standard on the CAST assessment. By the end of the school year, we will decrease the number of students performing at the "Not Met" level by 15%.	<ul style="list-style-type: none"> Classroom walkthroughs to take regular snapshots about what is going on in each room. Instructional rounds, or walkthroughs with teachers, to help spark ideas for partnership and growth/improvement between staff members. Increased opportunities for students to work in groups and to interact intentionally. Interim Assessment will be administered. Data will be analyzed to find gaps in learning and to develop a 	Nestor Garcia, Coordinator of Instruction Mark Rothenay, Master Teacher / Science Instructor	CAST Interim Assessment Data	Ongoing
2022-23																				
	% Met/exceed	Nearly																		
School	20%	66%																		
Latino	18.37%	67.35%																		
SED	22.22%	68.89%																		

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal <i>(based on Data Analysis)</i>	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline
		plan to adjust instruction for the remainder of the school year.			

V. School Culture & Climate

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal <i>(based on Data Analysis)</i>	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline										
Decrease Suspension rate <table border="1" data-bbox="102 548 344 738"> <thead> <tr> <th colspan="2">2022-23</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>1.8%</td> </tr> <tr> <td>SWD</td> <td>0%</td> </tr> <tr> <td>EL</td> <td>0%</td> </tr> <tr> <td>SED</td> <td>2%</td> </tr> </tbody> </table> (Source: CA School Dashboard)	2022-23		All	1.8%	SWD	0%	EL	0%	SED	2%	3%	<ul style="list-style-type: none"> - Full implementation of PBIS Tier I Program - Use PBIS TFI to measure Tier I implementation - Change behavior expectations to Safe, Respectful, Responsible and weave College ready, active citizen, and life long learner into school culture 	Yolanda Fuentes Assistant Executive Administrator Liz Gonzalez, Coordinator of School Culture and Climate	<ul style="list-style-type: none"> - 60% TFI Fidelity Rating - 70% TFI Fidelity Rating - 80% TFI Fidelity Rating 	<ul style="list-style-type: none"> - January 2024 - June 2024 - June 2025
2022-23															
All	1.8%														
SWD	0%														
EL	0%														
SED	2%														
Maintain 0% expulsion rate 2022-23 Expulsion Rate: 0% (Source: DataQuest 2022-2023 Expulsion Report)	0%	<ul style="list-style-type: none"> - Implement Multi-Tiered System of Support program to support students with Tier II, III needs - Implement Mental Health Services Professional (MHSP) Demonstration Grant with the Multicultural Learning Center to increase social skill training for students 	Silverio Pelayo, Coordinator of Community Schools	<ul style="list-style-type: none"> - 60% TFI Fidelity Rating - 70% TFI Fidelity Rating - 80% TFI Fidelity Rating 	<ul style="list-style-type: none"> - June 2024 - June 2025 - June 2026 										

VI. Community Engagement

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal <i>(based on Data Analysis)</i>	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline
Increase parent participation in meetings and workshops	Parent meetings and workshops will have at least 20-25 participants per event.	<ul style="list-style-type: none"> - hold monthly college workshops for parents - Hold Cafe con Los Directores meetings monthly 	Max Garica, Director of College and Career Advising Lis Peña	Attendance Sheets for each meeting	-Year round

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal <i>(based on Data Analysis)</i>	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline
		<ul style="list-style-type: none"> - Hold Cara y Corazon workshops monthly 	Coordinator of Operations Silverio Pelayo, Coordinator of Community Schools		
Increase parent participation in large-scale events: Parent Conferences and Back to School Night, Spring Open House including a Student Art Show	-50% B2SK Attendance -90% Parent Conference Attendance -50% Spring Open House Attendance	<ul style="list-style-type: none"> - Change B2SK to A community Fair model - Change student led parent conferences to parent conferences - Implement Spring Open House including a Student Art Show 	Isis Peña Coordinator of Operations Operations Staff	B2SK, Parent Conference, Open House Attendance attendance tracker	-September 2024 -October 2023 -April 2024
Increase visibility of community partners, including their participation in school-based decision-making.	15 community partners	<ul style="list-style-type: none"> - Invite community partners to B2SK, Parent Conferences, Fall Open House including a Student Art Show - Invite community members to be regular participants in SAC and ELAC meetings, as well as data walks and goal setting meetings. 	Silverio Pelayo, Coordinator of Community Schools	Attendance sheet from community events	June 2024

VII. Attendance

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal <i>(based on Data Analysis)</i>	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline
Decrease unexcused tardies between classes	reduce by 25% from month to month until below 5 per day	<ul style="list-style-type: none"> - Reduce passing period from 10 minutes to 5 minutes - Collect, present and share tardy data with staff - Modify supervision plan to increase staff presence during passing periods 	Isis Peña Coordinator of Operations Yolanda Fuentes Assistant Executive Administrator	Bell schedule	-August 2023 -Monthly at Admin and Staff Meetings

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal <i>(based on Data Analysis)</i>	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline												
<p>Decrease Chronic Absenteeism by 20%</p> <table border="1" data-bbox="110 475 333 699"> <thead> <tr> <th colspan="2">2022-23</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>36.3%</td> </tr> <tr> <td>SWD</td> <td>40%</td> </tr> <tr> <td>EL</td> <td>37.5%</td> </tr> <tr> <td>Latino</td> <td>36.7%</td> </tr> <tr> <td>SED</td> <td>36.7%</td> </tr> </tbody> </table> <p>(Source: CDE DataQuest)</p>	2022-23		All	36.3%	SWD	40%	EL	37.5%	Latino	36.7%	SED	36.7%	<p>19% or lower</p>	<ul style="list-style-type: none"> - Provide professional development regarding Chronic Absenteeism for staff - Collect, present and share chronic absentee tardy data with parents students and staff - Increase communication with parents and students with attendance letters, parent calls, individual meeting, and home visits 	<p>Liz Gonzalez, Coordinator of School Culture and Climate</p> <p>Isis Peña Coordinator of Operations</p> <p>Silverio Pelayo, Coordinator of Community Schools</p>	<p>-Professional development agendas -Parent meeting logs -Home visit logs</p>	<p>-Year round -Monthly at Admin, Staff Meetings, and individual meetings with parents and students</p>
2022-23																	
All	36.3%																
SWD	40%																
EL	37.5%																
Latino	36.7%																
SED	36.7%																
	<ul style="list-style-type: none"> -Develop 10 internship placements for students -Print all YPICS uniforms 	<ul style="list-style-type: none"> - Develop and implement student intern program - Develop screen printing micro-business 	<p>Silverio Pelayo, Coordinator of Community Schools</p> <p>Richard Benavides, Media Arts Teacher</p>	<p>-Placement of students -Annual sales/piece production</p>	<p>-Each semester -End of year</p>												

Coversheet

YPICS Director of Special Education's Report

Section: III. Items Scheduled for Information
Item: F. YPICS Director of Special Education's Report
Purpose: FYI
Submitted by:
Related Material: 24-02-05 YPICS BoD SPED Director Report.pdf



**YPI CHARTER SCHOOLS (YPICS)
DIRECTOR OF SPECIAL EDUCATION**

Submitted by: Vashon Nutt

February 5, 2024

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 serve their community, take responsibility for their own learning, and develop the habits of mind and body that will empower them to succeed in high school and beyond.

This report contains information related to Compliance, Professional Development and Research and Knowledge

COMPLIANCE

Enrollment of students with disabilities. The following displays the enrollment of students with an Individualized Education Program (IEP) as of February 5, 2024.

# of Students with Disabilities Enrolled		
January 2024		
School	Count	% of total Student Population
BCCS	73	21%
BCCHS	55	25%
MORCS	33	12%
Total SPED Enrollment	161	19%

The following is the percentage of students identified as having a Low-Incidence disability. Low-incidence disabilities include Autism, Deaf or Hard of Hearing, Deaf-Blindness, Intellectual Disability, Multiple Disabilities, Visual Impairment, Traumatic Brain Injury, and Orthopedic Impairment.

# of Students with Low Incidence Eligibility			
January 2024			
School	Count	% of total SPED Population	% of total Student Population
BCCS	7	10%	2%
BCCHS	12	22%	5%
MORCS	5	15%	2%
Total SPED Enrollment	24	15%	3%

The following is the percentage of students identified as having a high-incidence disability. High Incidence Eligibilities include Specific Learning Disabilities, Other Health Impairment (ADD/ADHD), Speech/Language Impairment, and Emotional Disturbance.

# of Students with Low Incidence Eligibility			
January 2024			
School	Count	% of total SPED Population	% of total Student Population
BCCS	66	90%	19%
BCCHS	43	78%	19%
MORCS	28	85%	10%
Total SPED Enrollment	137	85%	16%

The chart below reveals the number of students with an Individualized Education Plan (IEP) by eligibility status.

January 2024									
School	#AUT	#ED	#HOH	# MD	# OHI	#SLD	#SLI	#VI	# ID
BCCS	4	1	1	0	10	52	3	0	2
BCCHS	8	0	1	0	7	36	0	0	3
MORCS	4	0	1	0	4	21	3	0	0
Total	12	1	3	0	21	109	6	0	5

AUT - Autism

DEA - Deafness

DBL - Deaf-Blindness

ED - Emotional Disturbance

HOH - Hard of Hearing

ID - Intellectual Disability

MD - Multiple Disabilities

OI - Orthopedic Impairment

OHI - Other Health Impairment

SLD - Specific Learning Disability

SLI - Speech or Language Impairment

TBI - Traumatic Brain Injury

VI - Visual Impairment

EMD - Established Medical Disability

(ages 3-5 only)

OUTSIDE VENDORS

The following is information on services provided to YPICS schools by outside vendors.

Vendor	Services
Cross Country Education	Educational Services (APE, HOH, OT, LAS, Counseling)

BEHAVIOR SERVICES-OUTSIDE VENDORS

Vendor	Services
Cross Country Education	Behavioral Services (BID-Behavior Intervention Development services)
Scout (sub-services)	Providing adult assistants to work with students with significant behaviors (as needed)

The following are the number of staff for BII, BID and adult assistants.

School	Cross Country	Internal Hire
BCCS	1 BID	3 BII
BCCHS	1 BID	5 BII
MORCS	1 BID	1 BII (2 open positions)

COMPLIANCE MONITORING

Neither of the three YPICS schools with participate in District Validation Review this school year. I anticipate at least one school will be selected next year. Compliance monitoring is conducted by the Director of Special Education and school site leads.

PROFESSIONAL DEVELOPMENT

[My Professional Learning Network](#)

My Professional Learning Network (MyPLN) is developed to offer district and charter school employees access to a myriad of training opportunities on various topics. The sessions include in-person, virtual, and blended learning professional development. All special education staff are encouraged to browse the site regularly for upcoming professional development opportunities. Welligent login credentials are required to access the platform.

[Charter Operated Programs - Training Hub](#)

The Charter Operated Programs (COP) offers various training opportunities throughout the school year. Training options include:

- Woodcock-Johnson IV Assessment Tools
- Psych Case Review
- Behavior Management Strategies
- Oral Interpretation at IEPs
- Welligent 101
- Psychological First Aid
- Attendance Best Practices
- Expulsion Basics
- Supporting students experiencing loss and grief

RESEARCH AND KNOWLEDGE

[Increased Funding for IDEA](#): President Biden's proposed 2024 budget prioritizes special education, proposing an additional \$2.1 billion over the fiscal year 2023 enacted levels for Individuals with Disabilities Education Act (IDEA) Part B grants to states and preschool programs. This brings the total request to \$16.8 billion, supporting special education and related services.

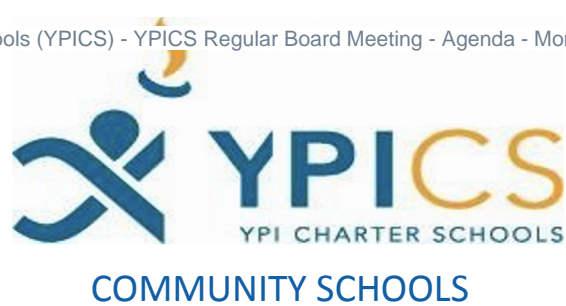
[4 Tips to Keep Students' Misbehavior From Sapping Up Class Time](#)

1. ***Make sure everyone is on the same page and knows what's expected.*** When people don't know what to do or what's expected, they often fall back on what they know, which is often not the best practice.
2. ***Prioritize social-emotional learning, but be clear it's not a quick fix.*** students are developmentally behind in terms of social-emotional regulation and their ability to build relationships, compared with students at the same age prior to the pandemic. But [it's not a silver bullet](#). Students will take time to learn the skills, and adults need to be consistent in reinforcing the skills they're trying to teach.
3. ***Increase training in SEL and classroom management.*** Teachers can't prioritize SEL if they don't know how to teach it and can't effectively manage their classrooms if they aren't taught how, Court said, so providing engaging and relevant training on the topics is paramount.
4. ***Maximize assistance from support staff.*** District leaders should take the time to build and maintain relationships with other organizations that can bring more support staff into their buildings, at a time when sufficient staffing is cited by superintendents as the biggest barrier to successful behavior management.

Coversheet

YPICS Senior Director of Community Schools Partnerships' ELOP Report

Section: III. Items Scheduled for Information
Item: G. YPICS Senior Director of Community Schools Partnerships' ELOP Report
Purpose: FYI
Submitted by:
Related Material: 2.5.24 Community Schools Board Report.docx.pdf



Board Report
 Karina Favela-Barreras, Sr. Director of Community School Partnerships
 February 5, 2024

Youth Policy Institute Charter Schools (YPICS) is a network of three school sites; Bert Corona Charter School (BCCS), Monsenor Oscar Romero Charter School (MORCS), and Bert Corona Charter High School (BCHS). The network is committed to a Community Schools implementation process centered on the four Pillars of Community Schools: Integrated Student Supports; Family and Community Engagement; Collaborative Leadership and Practices for Educators and Administrators; and Extended Learning Time and Opportunities. We also commit to the Cornerstone Commitments of Community Schools: A commitment to assets-driven and strength-based practice; 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.

YPICS vision is that students are college ready, active citizens, and lifelong learners, accomplished through a whole-child approach with an integrated focus on academic, health and social services, youth development, and community engagement. Our community school will value mutual respect, dignity, and personal accountability, while supporting families to help their children succeed in life by ensuring access to high quality rigorous instruction, a positive school culture and climate, and comprehensive multi-tiered systems of support.

Integrated Student Supports

- Each school has hired a Youth Mentor to support a caseload of 15-20 students chronically absent. Providing 1:1 mentoring and support sessions for students as well as group enrichment activities.
 - Youth Mentors have started working at BCCS and BCHS
 - We have identified a candidate for MORCS and will be making an offer
 - Currently working on the [Youth Mentor Service Plan](#) - to support clarity on role and task
- Developing and expanding college going cultures
 - College & Career Director implementing workshops for parents
 - High School - College Visits
- Improving MTSS
 - Implementing MTSS meetings at each campus
 - Defining team roles
 - We will kick-off Panorama system training with MTSS team members
- Counseling supports:
 - Luminarias counseling services
 - Interns across all schools

Family and Community Engagement

- Coordinators of Community Schools will work closely with the Operations team to review current parent workshops/services calendar and identify ways to increase resources.
- Planning to share back YouthTruth and academic data during data walk meetings.
- Continue improving cross collaboration to address family and community needs.

Collaborative Leadership and Practices for Educators and Administrators

- Conducted data walk session with YPICS Leadership Team members - reviewed YouthTruth data, developed action plans for data findings.
- Conducted collaborative planning meeting between Ops and Community School team
- Working closely with COA to improve SAC structures



COMMUNITY SCHOOLS

- The Community Schools Team has drafted a ELOP STAT and Community Schools STAT. Both STAT’s will be finalized by mid January and shared with YPICS Executive Team for feedback. Upon approval the Community School STAT will be shared with other team members and will receive a training on the tool.
- The team continues to collaborate at all levels to assure that the Plan, Do, Study, Act (PDSA) cycle is taking place across all spaces. Identify current tools used and areas for improvement.
- Implementing MTSS meetings, conducting SSPT mock meetings.

Expanded Learning Time and Opportunities

- Expanded Learning Programs:
 - Winter Programs was offered at BCCS
 - All school sites continue to implement after school programs.
- ELO-P programs continue to be offered at both middle school sites; We have opened the application for any new submissions for next semester.
- Sites have started planning for Spring Break and Summer Programs.

23/24 Services/Resources

- **New partnership (December/January):** GRYD, Vision to learn, Serra Medical, Wolf Camp, San Fernando Valley Partnership
- **Current and previous partnerships:** Wolf Connection, Vision to Learn, Luminarias Counseling, Cal Arts, UCLA School of Dentistry, Dignity Health, Heroes of Life, Think Together, El Nido, Strength United, MEND, LA County Mental Health, Catalysts SGV, St. John’s Community Center, Parent Education Bridge for Student Achievement Foundation, Hope Gardens, Big Smile, Central City Neighborhood Partners (VITA)

Participants served:

School Site	Students	Parents
BCCS	345	56
MORCS	28	9
HS	222	4

Grant Management

- Think Together - Not in Good Standing List - supporting with following up and coordination with CDE and next steps.
- Attending LACOE Monthly Grantee Meetings
- Grant Goals and Outcomes
 - [ELOP DRAFT STAT](#)
 - [Community Schools Draft STAT](#)



COMMUNITY SCHOOLS

- ELOP Grant Management:
 - Updating current tools: Attendance trackers, inventory logs
 - Creating training with overview on Federal Program Monitoring Audit (FPM) training for all YPICS staff managing and supervising Expanded Learning Programs - kicking off internal training session in January

[Implementation Plans](#)

[BCCS Community Schools Implementation Plan](#)

[MORCS Community Schools Implementation Plan](#)

[BCHS Community Schools Implementation Plan](#)

Coversheet

YPICS Chief Accountability Officer's Report

Section: III. Items Scheduled for Information
Item: H. YPICS Chief Accountability Officer's Report
Purpose: FYI
Submitted by:
Related Material: 24-02-05 CAO BoD Report_rev.pdf

Ena LaVan, Chief Accountability Officer
February 5, 2024

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.

2023 California School Dashboard

	<u>MORCS</u>	<u>BCCS</u>	<u>BCCHS</u>
Chronic Absenteeism	24.8%	30.3%	n/a
Suspension Rate	0.7%	3.3%	1.8%
English Learner Progress	45.1%	56.9%	23.4%
English /Language Arts	- 81.1 DFS	- 84.9 DFS	- 62.5 DFS
Mathematics	-126 DFS	-134.8 DFS	-153.5 DFS
Graduation	n/a	n/a	92.5%
College/Career Readiness	n/a	n/a	7.5% Prepared "Very Low"
Basics	"Standard Met"	"Standard Met"	"Standard Met"
Implementation of Standards	"Standard Met"	"Standard Met"	"Standard Met"
Parent & Family Engagement	"Standard Met"	"Standard Met"	"Standard Met"
Local Climate Survey	"Standard Met"	"Standard Met"	"Standard Met"
Access Broad Course of Study	"Standard Met"	"Standard Met"	"Standard Met"

Source: CDE 2023 CA Dashboard Private Preview website accessed January 25, 2024.

State Accountability: System of Support "Differentiated Assistance"

California’s accountability and continuous improvement system is based on a 3-tiered system of eligibility for assistance. It is intended to support school districts in building their capacity to improve student outcomes through the LCAP process, which includes deciding how resources provided are applied to meet the needs of student groups.

- Level 1 "All Schools"
- Level 2 "Differentiated Assistance" supported by COEs and the California Collaborative for Educational Excellence (CCEE)
- Level 3 "Intensive Intervention" for persistent performance issues

Charter school criteria for 2023 is having two years of one of the following:

- Student group performance in two or more LCFF priority areas, or
- Performance on local indicators in two or more priority areas, or
- Combination of student group performance in one state priority area and local indicator performance in a different priority area.

The YPICS middle schools were notified prior to the Winter Break of their identification for "Differentiated Assistance". As described above, the schools’ eligibility for DA was based on the 2023 Dashboard for the following student groups: Hispanic or Latino, Socioeconomically Disadvantaged, English Learners and Students with Disabilities.

The middle schools as part of the State Accountability (DA), will have support from Los Angeles County Office of Education to delve into a root cause analysis on the data outcomes focused on the identified student groups. The collaboration with the COE will also come with access to LACOE resources (professional development, planning) to increase the schools’ capacity to raise student achievement. The first engagement with LACOE will occur on Tuesday, February 6th for the LACOE Differentiated Assistance Symposium.

Federal Accountability: Every Student Succeeds Act (ESSA) Assistance

Following the State Accountability Model, the CDE is required to identify schools for ESSA Assistance. Based on the 2022 and the 2023 Dashboards, schools may be identified for one of two levels of federal improvement assistance: CSI or ATSI.

Comprehensive Support and Improvement (CSI): Eligibility and exit are determined for the following categories:

- Low graduation rate
- Not less than the lowest-performing 5% of Title I-funded schools

Additional Targeted Support and Improvement (ATSI) applies to Title I and non-Title I schools. Schools are eligible if for two years they have one or more student groups that meet the “Low Performing” criteria (described in CSI) based on the CA School Dashboard. Student groups used for ATSI:

- Race/ethnicity
- Homeless
- English Learners
- Foster Youth
- Students with Disabilities
- Socioeconomically Disadvantaged

Based on 2023 Dashboard data, Bert Corona has exited ATSI to CSI Low Performing; Bert Corona High School and Monseñor Oscar Romero have entered CSI Low Performing.

2023–24 Number of Charter Schools Eligible for Differentiated Assistance and ESSA Assistance

Assistance Type	Number of Charter Schools Eligible for ESSA Assistance	Number of Charter Schools Eligible for Differentiated Assistance and ESSA Assistance	Percent of Schools in Charter School Eligible for Differentiated Assistance and ESSA Assistance
CSI – Low Graduation Rate	98	50	51.0%
CSI – Low Performing	51	26	51.0%
ATSI	187	68	36.4%

Source: CDE State Board of Education February Information Memorandum, “Update on the Implementation of the Integrated Local, State, and Federal Accountability System: Schools Eligible for Support Under the Every Student Succeeds Act,” February 1, 2024..

WHAT DOES THIS MEAN?

The LCAPs must identify specific actions target to improving the performance of the “low performing” student groups for 2025-27. All schools will be required to develop their respective LCAPs to align with the following federal planning requirements:

- **Work with educational partners in the development of the plan**
[“Educational Partner Engagement” section of the LCAP template]
- **School-level Needs Assessment**
[Using state & local data with input from educational partners, identify successes and areas of need. [Identified needs in “Plan Summary” and in explanation of goal development, and “Increased/Improved Services”]
- **Be informed by all State indicators**
[Identify which “State Priorities Addressed” in the template, and metrics for measuring progress “Measuring and Reporting Results”]

- **Evidence-based interventions**
[Identify SPECIFIC actions]
- **Identification of Resource Inequities**
[Identify the areas of identified need in the “Reflections: Annual Performance” section of the “Plan Summary” of the LCAP]

The use of the additional federal funding that comes with CSI must be accounted for in the 24-25 LCAP.

Coversheet

YPICS Executive Director's Report

Section: III. Items Scheduled for Information
Item: I. YPICS Executive Director's Report
Purpose: FYI
Submitted by:
Related Material: 24-02-05 ED BoD Report February 2024.pdf



EXECUTIVE DIRECTOR'S REPORT

February 05, 2024

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

State

**Excerpt from Overview of the Governor's Proposal
for the 2024-25 State Budget and K-12 Education;
*From School Services of California
Posted January 10, 2024***

When you expect a budget gap of \$68 billion, a budget gap of \$37.9 billion feels like a good day. While there is no debating the magnitude of unrealized revenues from 2022, Governor Gavin Newsom today framed the current budget situation as the state returning to a more normal economic environment from recent years of explosive growth. This is a key difference from the expectations set last fall by the Legislative Analyst's Office (LAO) Fiscal Outlook and the tone set today by Governor Newsom.

The good news for education is that there are no mid-year cuts, deferrals, or program rollbacks. The bad news for education is a shrinking Local Control Funding Formula (LCFF) due to heavy declining enrollment and a meager cost-of-living adjustment (COLA).

California is better prepared to weather the proverbial storm due to the significant rainy day deposits made during the good years that allow the state to address this budget gap. In addition to reserve withdrawals (including the Proposition 98 Rainy Day Fund), the Governor proposes reductions, internal borrowing, funding delays, funding shifts, and non-Proposition 98 deferrals. It remains to be seen whether one-time funds successfully create a bridge to increased future revenues, or if they eventually run dry and are merely delaying cuts to align actual spending to revenues.

The Economy and Revenues

Governor Newsom assumes a continued slow-growth economy for 2024-25 and notes a possible resurgence of higher inflation and continued elevated interest rates as the biggest near-term threats to the economy. Additional risks include, but aren't limited to, geopolitical tensions, climate change impacts, and the high cost of living in California. Importantly, no recession is forecasted. The Governor's Budget assumes Gross Domestic Product growth to slow to 1.6% in 2024 and 1.2% in 2025, and California unemployment is projected to increase to 5.1% and 5.2% in 2024 and 2025, respectively. Headline inflation is projected to drop to 2.6% in 2024 and 2% in 2025. As he did last year, the Governor began his press conference standing beside a chart showing fluctuations in capital gains revenues as a percentage of personal income, which he again likened to an electrocardiogram, or EKG. The Governor described the economic situation as a story of correction and normalization following a period of distortion, highlighting the unprecedented surpluses in revenue a couple of years ago followed by the deficits experienced in the current year and projected for the 2024-25 budget year.

The largest source of state General Fund revenues is derived from taxes on personal income, including capital gains, and relies heavily on high-income taxpayers. Personal income tax makes up 65% of pre-transfer General Fund revenue for 2022-23 and is projected to account for 74% of pre-transfer General Fund revenue in 2024-25. One percent of the state's highest income earners paid 50% of all personal income taxes in 2021, a slight increase from the prior year. According to the Governor's Budget summary, "[t]hese two related phenomena—significant reliance of the General Fund on capital gains and stock-based compensation, and on taxes paid by a small portion of the population—underscore the difficulty in forecasting personal income tax revenue" and, by extension, General Fund revenues.

Capital gains revenue as a percentage of annual General Fund revenues are projected to stabilize and make up 8.4%, 8.3%, and 8.7% of total annual General Fund revenues for 2022, 2023, and 2024, respectively. The Newsom Administration assumes a stock market that is largely consistent with Wall Street's mid-November 2023 levels.

The Governor's Budget recognizes a budget shortfall of \$44 billion over the three-year budget window (2022-23, 2023-24, and 2024-25). The Governor's Budget draws primarily on the following measures to balance against the shortfall:

- \$13.1 billion in drawdown of reserves
- \$8.5 billion in funding reductions without cuts to Proposition 98 programs
- \$5.7 billion in borrowing
- \$5.1 billion in funding delays over three years
- \$3.4 billion in funding shifts from the General Fund to other funds
- \$2.1 billion in deferrals to payroll and University of California/California State University
- \$5.7 billion in withdrawals from the Public School System Stabilization Account (PSSSA)
- \$402 million in tax revenue proposals

The Governor’s Budget makes significant reductions to the “Big Three” tax revenues relative to the 2023-24 Enacted Budget across the three-year budget window, for a total downward adjustment of \$42.9 billion.

Big Three Tax Revenues (In millions)						
	2022-23		2023-24		2024-25	
	2023-24 Enacted Budget	Governor’s Budget	2023-24 Enacted Budget	Governor’s Budget	2023-24 Enacted Budget	Governor’s Budget
Personal Income Tax	\$122,769	\$101,749	\$118,161	\$113,768	\$118,903	\$114,730
Corporation Tax	\$42,091	\$37,140	\$42,081	\$36,913	\$43,369	\$38,055
Sales and Use Tax	\$33,072	\$33,186	\$33,366	\$34,643	\$34,383	\$35,123

Again, the Governor’s Budget revenue estimates do not forecast a recession—even a mild one. Risks to the projected continuing slow-growth economy are noted and could lead to a recession in which case a mild recession could lead to General Fund revenue losses between \$20 billion to \$30 billion over the budget window.

Proposition 98 Minimum Guarantee, Rainy Day Fund, and Local Reserve Requirements
 Proposition 98 Minimum Guarantee Based on the Governor’s revenue estimates, which account for lower-than-expected 2022 tax collections, the Proposition 98 minimum guarantee for 2022-23 and 2023-24 are reduced by \$9.1 billion and \$2.7 billion from the 2023-24 Enacted Budget levels, respectively. Further, the Governor expects state revenues to rebound from current levels, which will result in an increase in funding for K-12 and community college agencies in 2024-25, bringing the minimum guarantee to \$109.1 billion by the end of the budget window. Proposition 98 in 2024-25 includes additional funding to cover the increased LCFE costs resulting from Transitional Kindergarten (TK) expansion and the required set-aside to support arts and music programs in public schools. Under the Governor’s estimates, Test 1 is operative across the budget window, which means that K-14 education receives nearly 40 cents of every state General Fund dollar.

Proposition 98 Minimum Guarantee, Prior and Current Year (In billions)			
	2023-24 Enacted Budget	2024-25 Governor's Budget Adjustments	Minimum Guarantee
2022-23	\$107.4	-\$9.1	\$98.3
2023-24	\$108.3	-\$2.7	\$105.6

Proposition 98 Rainy Day Fund and Local Reserve Requirements

Changes in state General Fund revenues have similar impacts on the state’s requirement to make deposits into and withdrawals from the Proposition 98 Rainy Day Fund (or the PSSSA). The Governor’s Budget proposes the following activity in the reserve account.

Proposition 98 Rainy Day Fund (In billions)				
	2021-22	2022-23	2023-24	2024-25
Deposits		\$0.3	\$0.3	\$0.8
Withdrawals			-\$3.0	-\$2.7
Fund Balance	\$8.1	\$8.4	\$5.7	\$3.8

For 2024-25, the Proposition 98 Rainy Day Fund balance of \$5.7 billion in fiscal year 2023-24 requires non-basic aid districts with average daily attendance (ADA) greater than 2,500 to maintain a local reserve balance of 10%.

LCFF Entitlements for School Districts and Charter Schools

Recall that the 2023-24 Enacted Budget utilized \$1.6 billion in one-time Proposition 98 General Fund monies to fully fund the 8.22% COLA. Based on the Administration’s current projections, there is insufficient new revenue to fill the gap left by the use of those one-time funds in 2023-24 and ongoing obligations.

To address the shortfall, Governor Newsom’s State Budget once again utilizes one-time funds. Of the proposed \$5.7 billion PSSSA withdrawals across the current and budget year, the Administration is proposing to allocate \$5.0 billion for purposes of supporting the LCFF—approximately \$2.8 billion for 2023-24 and another \$2.2 billion for 2024-25. Further, the Governor’s Budget notes that an additional \$38.6 million in available reappropriation and reversion funding will also be utilized to support ongoing LCFF costs in 2024-25.

With this funding, the base grants by grade span for 2024-25 are increased over 2023-24 by the estimated statutory COLA of 0.76%.

Grade Span	2023-24 Base Grant Per ADA	0.76% COLA	2024-25 Base Grant Per ADA
TK-3	\$9,919	\$75	\$9,994
4-6	\$10,069	\$77	\$10,146
7-8	\$10,367	\$79	\$10,446
9-12	\$12,015	\$91	\$12,106

The TK-3 base grant increase for the class-size reduction (CSR) grade span adjustment is \$1,039 per ADA in 2024-25 and the grade 9-12 base grant per ADA is increased by \$315 in recognition of the need for Career Technical Education (CTE) courses provided to students in the secondary grades.

School districts and charter schools are entitled to supplemental grant increases equal to 20% of the adjusted base grant (including CSR and CTE funding) for the percentage of enrolled students who are English learners, eligible for the free or reduced-price meals program, or in foster care. An additional 65% per-pupil increase is provided as a concentration grant for each percentage of eligible students enrolled beyond 55% of total enrollment, with 15% of the concentration grant to be used to increase the number of adults providing direct services (nurses, teachers, counselors, paraprofessionals, and others) to students.

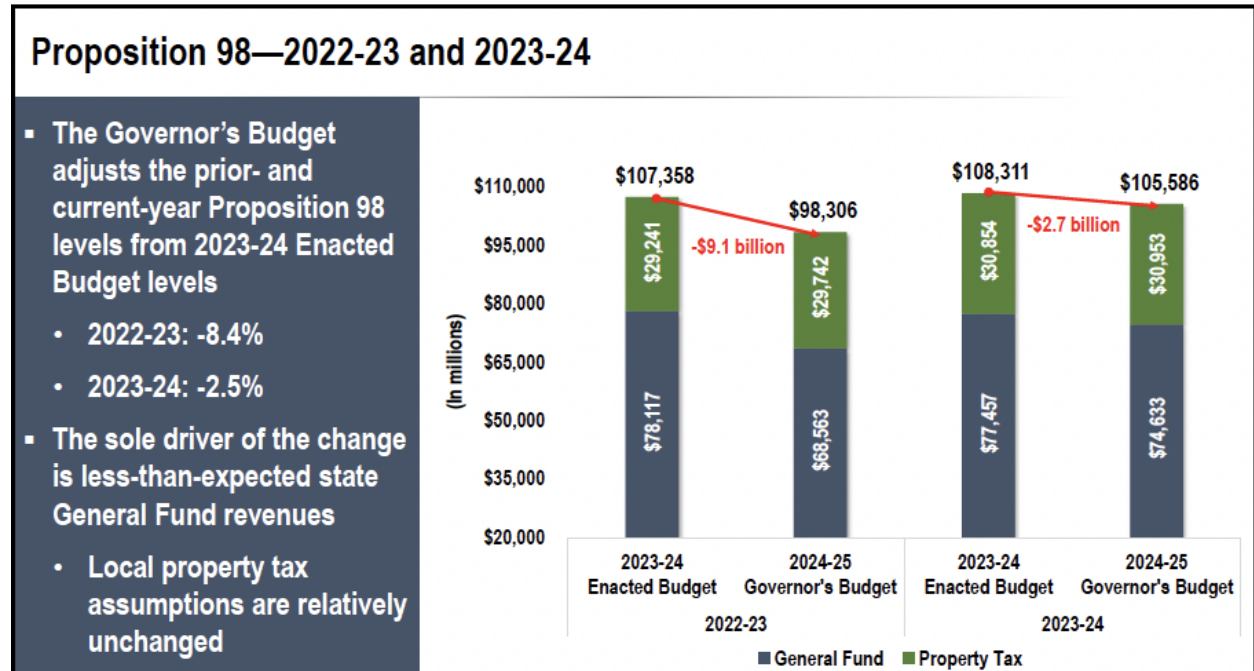
Cost-of-Living Adjustment

The Governor’s Budget estimates, and fully funds, a statutory COLA of 0.76% for the LCFF, which is lower than the LAO estimated in its November Fiscal Outlook report (1.26%). Both are significantly lower than the estimate of 3.94% from the 2023-24 Enacted Budget. While there are still two data points outstanding in order to calculate the final statutory COLA—one anticipated in a matter of weeks and the other at the end of April—time will tell whether the Administration

or the LAO have a clearer crystal ball, it is very apparent that the statutory COLA will be closer to 1% than 4%.

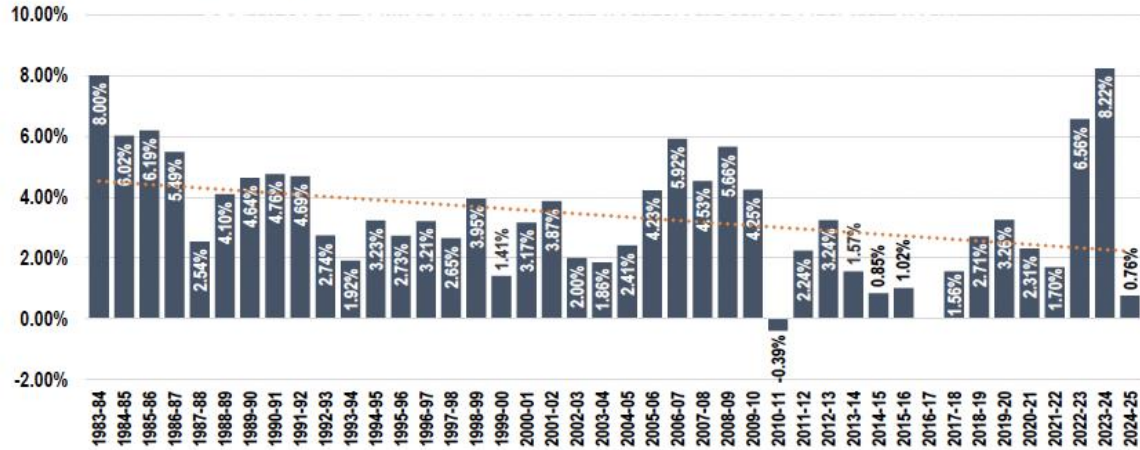
The Governor’s estimated COLA would also be applied to other education programs funded outside of the LCFF, including the LCFF Equity Multiplier, Special Education, Child Nutrition, Sate Preschool, Foster Youth, Mandate Block Grant, Adults in Correctional Facilities Program, Charter School Facility Grant Program, American Indian Education Centers, and the American Indian Early Childhood Education Program—as well as county offices of education and community colleges.

Relevant Charts:



Historical Statutory COLAs

- The statutory COLA for 2024-25 feels anomalous relative to the last two years, but when looking back, COLA is beginning to normalize to historical trends—COLAs above 6% are the anomalies



2024-25 LCFF Funding Factors

Grade Span	TK-3	4-6	7-8	9-12
2023-24 Base Grant per ADA ¹	\$9,919	\$10,069	\$10,367	\$12,015
0.76% COLA	\$75	\$77	\$79	\$91
2024-25 Base Grant per ADA	\$9,994	\$10,146	\$10,446	\$12,106
GSA	\$1,039	-	-	\$315
2024-25 Adjusted Base Grant per ADA	\$11,033	\$10,146	\$10,446	\$12,421
20% Supplemental Grant per ADA ²	\$2,207	\$2,029	\$2,089	\$2,484
65% Concentration Grant per ADA ³	\$4,965	\$4,566	\$4,701	\$5,589
TK Add-On (inclusive of COLA)	\$3,067	-	-	-

¹Average daily attendance

²Maximum amount per ADA—to arrive at LEA's grant amount, multiply adjusted base grant per ADA by 20% and UPP

³Maximum amount per ADA—to arrive at LEA's grant amount, multiply adjusted base grant per ADA by 65% and UPP above 55%

Coversheet

Form 700 Filers

Section: III. Items Scheduled for Information
Item: J. Form 700 Filers
Purpose: FYI
Submitted by:
Related Material: YPICS Form 700 February 2024.pdf



**YPI CHARTER SCHOOLS
Inter-Office Correspondence**

TO: Form 700 Filers **DATE:** February 05, 2024

FROM: Yvette King-Berg
Executive Director

SUBJECT: 2021 Form 700 Filing Requirements

BACKGROUND

Every elected official and public employee who makes or influences governmental decisions is required to submit a Statement of Economic Interest, also known as the Form 700. The Form 700 provides transparency and ensures accountability in two ways:

1. It provides necessary information to the public about an official’s personal financial interests to ensure that officials are making decisions in the best interest of the public and not enhancing their personal finances.
2. It serves as a reminder to the public official of potential conflicts of interest so the official can abstain from making or participating in governmental decisions that are deemed conflicts of interest.

ANALYSIS

To fulfill the LAUSD Form 700 requirements, all YPICS Board of Trustees, Executive Director, Administrators, Directors, and selected Coordinators are part of the decision-making group identified by YPICS as required filers. The conflict of interest code generated by the Los Angeles County Board of Supervisors (LACBOS) identifies designated positions needed to file a statement of economic interest and adhere to the disclosure requirements specified in the LACBOS-assigned categories.

The Form 700 (SEI) Electronic Filing & COI Roster System has made it possible to e-file via the portal. Only YPICS board members are included in the e-file roster in the electronic filing system. All other designated positions must file a Form 700 through either original blue ink signatures or an approved electronic signatures system, such as DocuSign. YPI Charter Schools will employ the latter method whenever possible for greater efficiency.

The following procedure will again be observed to send and receive the Form 700s this year:

- After receipt of the Form 700 roster from LAUSD (expected after February 1st), Form 700 documents will be prepared for all filers (YPICS Board of Trustees, Executive Director, Administrators, Directors and selected Coordinators).
- Filers that are part of the Form 700 (SEI) Electronic Filing roster are required to log into the portal to complete the Form 700.
- All other filers will receive an email from Docusign, which will allow them to complete the Form 700 electronically. Email addresses must be a part of the agency domain (i.e. name@ypics.org, name@coronacharter.org, or name@romerocharter.org) to participate in this method.
- **The forms are due to LACBOS and LAUSD by March 19th and it would be appreciated if forms are signed and returned by March 1st.**
- Documents for all YPICS filers will be submitted with the third quarterly report to LAUSD through Dropbox.

SB 126 places the responsibility for oversight of the proper implementation of the YPICS Conflict of Interest Policy in the hands of the Los Angeles County Board of Supervisors (LACBOS), and e-filing of the Form 700 documents is now conducted via the LACBOS system. Only the “top tier” of decision makers must file through the LACBOS, and the FCPS Board of Directors and Chief Executive Officer are the only filers filing with the County. The extensive list of filers for LAUSD is related to our inclusive governance system that places a level of decision-making in the hands of administrators and selected managers and the desire of YPICS to be transparent in all matters related to the organization's management.

RECOMMENDATION

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

Coversheet

Annual Brown Act Training Presentation (6:45 P.M.)

Section: III. Items Scheduled for Information
Item: K. Annual Brown Act Training Presentation (6:45 P.M.)
Purpose: FYI
Submitted by:
Related Material: 23-02-05 Brown Act Training Board Brief.pdf
Youth Policy Institute Brown Act Training 2024 4882-5738-8450 v.1.pdf



**YPI CHARTER SCHOOLS
Inter-Office Correspondence**

TO: YPI Charter Schools
Board of Trustees
FROM: Yvette King-Berg
Executive Director
DATE: February 05, 2024

SUBJECT: Brown Act Training Presentation - Janelle Ruley, Young, Minney & Corr, LLP

BACKGROUND

The Ralph M. Brown Act is an act of the [California State Legislature](#), authored by Assemblymember [Ralph M. Brown](#) and passed in 1953, that guarantees the public’s right to attend and participate in meetings of local legislative bodies.

The Brown Act was enacted in response to public concerns over informal, undisclosed meetings held by local elected officials. The Brown Act solely applies to California city and county government agencies, boards, and councils. The comparable [Bagley-Keene Act](#) mandates open meetings for State government agencies.

ANALYSIS

As a charter public school board, the Fenton Charter Public Schools Board of Directors is required to follow the provisions of the Brown Act. Janelle Ruley, attorney with Young, Minney and Corr LLP, will present the provisions of the act, and updates related to the impact of COVID-19 and the re-opening of schools and the workplace, to ensure continued compliance with all aspects of the law.

RECOMMENDATION

This is an information item only, with a formal presentation by Ms. Ruley, and no action is required.

Attachment: YMC Brown Act Training Presentation

YOUTH POLICY INSTITUTE CHARTER SCHOOLS BROWN ACT TRAINING





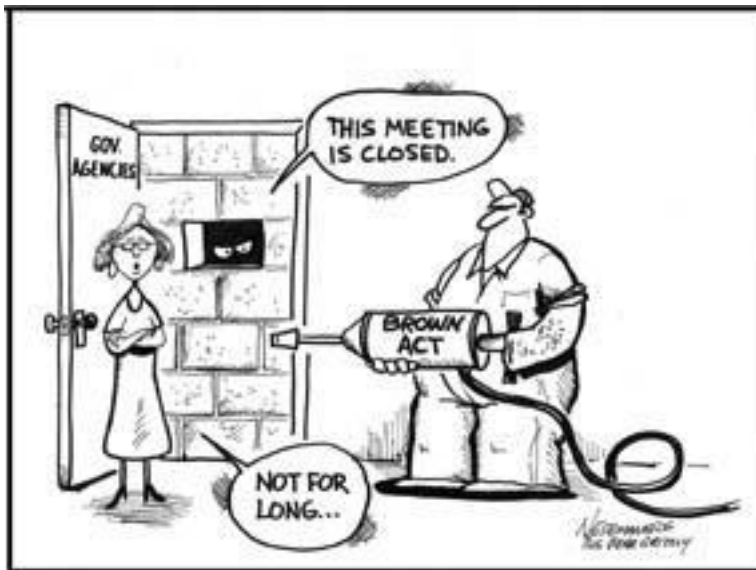
UNDERSTANDING THE BROWN ACT

ROADMAP: 6 QUESTIONS

1. What is the purpose of the Brown Act?
2. What is a meeting?
3. What are the notice and agenda requirements?
4. What are the public's rights?
5. What are the permissible closed session topics?
6. What are the penalties and remedies for violating the Act?

1. WHAT IS THE PURPOSE OF THE ACT?

A. To Foster Broad Public Access



“... The people of this State do not yield their sovereignty to the agencies which serve them. The people, in delegating authority, do not give their public servants the right to decide what is good for the people to know and what is not good for them to know. The people insist on remaining informed so that they may retain control over the instruments they have created.”

1. WHAT IS THE PURPOSE OF THE ACT?

How Does the Brown Act Accomplish Its Purpose?

- Public is given notice of meetings
 - Agenda posting requirements
- Meetings must be open to the public
 - Confidentiality is limited
 - Closed sessions must be statutorily authorized
- Transparency does not mean chaos
 - Meetings are held in public, not controlled by the public.
- Charter School can set more stringent requirements that foster greater access and participation (e.g., longer posting periods), but Charter School cannot do less than the law requires. Check charter, Bylaws and MOUs to see if your requirements are more stringent.

2. WHAT IS A MEETING?

A. Basic Definition:

When any congregation of a majority of the members of the Board meet to hear, discuss, deliberate, or take action on any item of Charter School business.

2. WHAT IS A MEETING?

B. Exceptions to definition of meeting:

- Attendance of majority at public conferences of general interest
- Attendance of majority at another body's public meeting
- Attendance of majority at purely social or ceremonial gatherings

SO LONG AS SCHOOL BUSINESS
IS NOT DISCUSSED!

2. WHAT IS A MEETING?

C. Brown Act Committees

As a general rule, all committees must follow the Brown Act
Committees

- Permanent or temporary
- Decision-making or advisory
- Created by charter, ordinance, resolution, or a Board's formal action

A standing committee must comply with the Brown Act even if it is an advisory committee composed solely of the members of the Board who are less than a quorum.

Standing Committees

- A committee is a standing committee if it:
 - Has continuing subject matter jurisdiction; or
 - Has a meeting schedule fixed by charter, ordinance, resolution, or a Board's formal action
- Brown Act applies regardless of whether the standing committee is:
 - Composed solely of Board members or not
 - Less than a quorum of Board members or not
- Examples: Budget Committee; Facilities Committee; etc.

Non- Brown Act Committees

There is one exception for certain advisory committees that are not subject to the Brown Act. The advisory committee must be composed solely of the members of the Board that are less than a quorum, and must not be a standing committee.

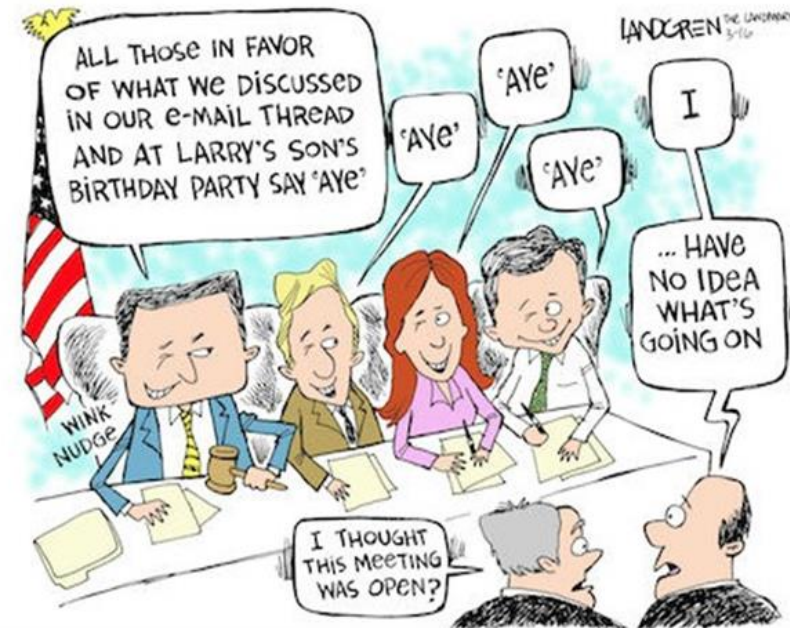
Certain Advisory Committees

- Must be advisory, not decision-making
- Must be composed solely of the members of the Board
- Must be less than a quorum of the Board
- Must not be a standing committee

2. WHAT IS A MEETING?

D. Serial Meetings Are Prohibited

- A majority of the members
- Outside a meeting
- Use a series of communications of any kind, directly or through intermediaries
- To discuss, deliberate, or take action on
- Any item of Charter School business that is within the subject matter jurisdiction of the Board.



2. WHAT IS A MEETING?

E. Limit On Unilateral Communications

While an employee or official may engage in separate conversations or communications outside of a meeting with other members of the Board in order to answer questions or provide information regarding a matter of Charter School business, that person may not communicate to members of the Board the comments or position of any other member or members of the Board.

2. WHAT IS A MEETING?

F. Remote Participation in Meetings by Board Members



2. WHAT IS A MEETING?

F. Basic Requirements if Any Board Member Participates by Telephone

1. All votes taken shall be by roll call.
2. Agenda must be posted at all teleconference locations.
3. Each teleconference location shall be identified in the notice and agenda of the meeting.
4. Each teleconference location shall be accessible to the public.
5. Members of the public shall have the right to address the board directly at each teleconference location.
6. A quorum of the Board must participate from within the School's "jurisdiction."

2. WHAT IS A MEETING?

Teleconference rules for Youth Policy Institute Charter Schools (SB 126 (2019); Education Code Section 47604.1(c)(3)):

- (A) For a governing body of an entity managing one or more charter schools located within the same county, the governing body of the entity managing a charter school shall meet within the physical boundaries of the county in which that charter school or schools are located.
- (B) A two-way teleconference location shall be established at each schoolsite and each resource center.

2. WHAT IS A MEETING?

New Law! AB 2449 (effective 1/1/23)

- Amends the Brown Act teleconferencing rules to allow relaxed videoconferencing requirements for members' personal **emergencies** and for **just cause**
- Allows videoconferencing without any obligation to
 - Identify the teleconferencing location on the agenda
 - Allow public access to the teleconferencing location
- Member must participate through both audio and visual technology

2. WHAT IS A MEETING?

“**Emergency circumstances**” means a physical or family medical emergency that prevents a member from attending in person.

“**Just cause**” means any of the following:

- A childcare or caregiving need of a child, parent, grandparent, grandchild, sibling, spouse, or domestic partner that requires them to participate remotely.
- A contagious illness that prevents a member from attending in person.
- A need related to a physical or mental disability as defined in law and not otherwise accommodated
- Travel while on official business of the governing board or another state or local agency.

2. WHAT IS A MEETING?

Teleconferencing based on an **emergency** requires that:

- The member shall make a request to participate remotely as soon as possible.
- The member must make a separate request for each meeting in which they seek to participate remotely.
- If the request does not allow sufficient time to place proposed action on such a request on the posted agenda for the meeting for which the request is made, the Board may take action at the beginning of the meeting.

2. WHAT IS A MEETING?

- Just cause limited to twice per calendar year
- Member must request emergency circumstances and Board must vote to approve (limited agenda description)
- Under no circumstances can a member participate in meetings solely by videoconference from a remote location for a period of more than:
 - three consecutive months;
 - 20 percent of the regular meetings within a calendar year; or
 - more than two meetings if the Board regularly meets fewer than 10 times per calendar year.

2. WHAT IS A MEETING?

Other requirements:

- At least a quorum of members must participate in person from a singular physical location clearly identified on the agenda and which is open to the public and situated within the agency's jurisdiction.
- Members of the public must be provided a means to “remotely hear and visually observe the meeting, and remotely address” the governing board, ” i.e., a two-way audiovisual platform or a two-way telephonic service and a live webcasting of the meeting.
- Meet virtual meeting requirements: agenda provides notice for how the public can participate; comments cannot be required in advance; technical disruption must be fixed before Board can take action
- The member shall publicly disclose before any action is taken, if any individuals 18 years of age or older are present in the room at the remote location, and the general nature of the member’s relationship with any such individuals.

3. WHAT ARE THE NOTICE & AGENDA REQUIREMENTS?

A. General Rule:

The agenda shall be posted properly in advance of a meeting and must include a brief description of items to be transacted or discussed. With a few exceptions, if an item is not on the agenda, the Board cannot discuss it.

3. WHAT ARE THE NOTICE & AGENDA REQUIREMENTS?

B. Exceptions to the Rule:

1. Upon a determination by a majority vote of the Board that an “emergency” or “dire emergency” exists (54956.5) – EXTREMELY RARE
2. Upon a determination by a 2/3 vote of the members of the Board or unanimous vote of those present if less than 2/3 of the members are present that:
 - a) That there is a need to take immediate action; and
 - b) The need for action came to the attention of the Board after the agenda was posted.

3. WHAT ARE THE NOTICE & AGENDA REQUIREMENTS?

3. The agenda item was posted for a prior meeting of the Board that:
 - a) Occurred not more than 5 calendar days prior to the date action was taken on the item; and
 - b) At the prior meeting the item was continued to the meeting at which action is taken.
4. Direction to staff
5. Brief responses, clarifying questions and announcements
6. Identification of future agenda items

3. WHAT ARE THE NOTICE & AGENDA REQUIREMENTS?

C. Types of Meetings:

1. Regular meetings – Agenda posted 72 hours in advance
2. Special meetings – Agenda posted 24 hours in advance
3. Emergency Meetings – Agenda posted at least 1 hour in advance

3. WHAT ARE THE NOTICE & AGENDA REQUIREMENTS?

D. Location of Posting

1. Posted in publicly accessible location for entire posting period within jurisdiction.
2. If Charter School maintains a website, agenda must be posted on website.
3. On website through “prominent, direct link” on front page; current agenda appears at top; agenda must be downloadable and searchable; free access

E. Content of Agendas – Brief description of 20 words or less and public testimony time.

F. Closed Session Agendas

1. Use safe harbor language
2. Provide verbal notice in advance of closed session
3. Make public report of action taken in closed session and roll call vote or abstention of every member, if any

3. WHAT ARE THE NOTICE & AGENDA REQUIREMENTS?

- G. Executive Compensation:** the Charter School cannot approve educational executive contract at special meeting and must orally report salary, salary schedule, and benefits in open session.

- H. Votes are Public:** the votes of individual Board members must be publicly reported, during meeting and in minutes.

- I. Board Minutes:** Include all material motions and votes.

4. WHAT ARE THE PUBLIC'S RIGHTS?

- A. Public testimony
 - Addressing disruptive speakers?
- B. Taping or broadcasting
- C. No conditions of attendance
- D. Non-discriminatory facilities
- E. Copies of agendas and other public writings
- F. Must provide double the time for public testimony to persons utilizing an interpreter to ensure equal opportunity

4. WHAT ARE THE PUBLIC'S RIGHTS?

New law! SB 1100 (effective 1/1/23)

- Authorizes Board Chair or designee to **remove, or cause the removal of, an individual for disrupting the meeting.**
- “Disrupting” means engaging in behavior during a Board meeting that actually disrupts, disturbs, impedes, or renders infeasible the orderly conduct of the meeting and **includes, but is not limited to**, one of the following:
 - (A) A failure to comply with reasonable and lawful regulations or policies adopted by the Board related to public comment, or any other law.
 - (B) Engaging in behavior that constitutes use of force or a true threat of force.

4. WHAT ARE THE PUBLIC'S RIGHTS?

- Before removing an individual, the presiding member or designee **must warn the individual** that their behavior is
 1. disrupting the meeting and
 2. that their failure to cease their behavior may result in their removal
- The presiding member or designee may then remove the individual if they do not promptly cease their disruptive behavior
- The warning requirement does not apply to behavior constituting a “**true threat of force**”
- A “**true threat of force**” means “a threat that has sufficient indicia of intent and seriousness, that a reasonable observer would perceive it to be an actual threat to use force by the person making the threat”

5. WHAT ARE THE PERMISSIBLE CLOSED SESSION TOPICS?

A. Confidentiality requirement

No Board member, staff member or invitee may disclose information from closed session without the authorization of the Board.

5. WHAT ARE THE PERMISSIBLE CLOSED SESSION TOPICS

B. Authorized Closed Sessions

1. Personnel
 - Caveat - 24 hour written notice to employee if complaints and/or charges will be heard.
2. Real estate negotiations
3. Labor negotiations
4. Public security exception
5. Conference with legal counsel
6. Pupil discipline

6. WHAT ARE THE PENALTIES & REMEDIES FOR VIOLATING THE ACT?

- Civil remedies
 - Board action may be declared null and void
 - Injunctive relief may be obtained
 - Prevailing plaintiff awarded attorneys' fees
- Criminal penalties apply if one or more Board members intend to deprive the public of information to which the member knows or has reason to know the public is entitled.
- Potential charter revocation

6. WHAT ARE THE PENALTIES & REMEDIES FOR VIOLATING THE ACT?

Complaints and Challenges

- Notice and Demand for Cure or Cease and Desist
 - Can be brought by District Attorney or member of the public
 - Board must cure/respond within 30 days
 - Seek advice from legal counsel on response



QUESTIONS?

THANK YOU

Coversheet

Mid Year LCAP Review

Section: III. Items Scheduled for Information

Item: L. Mid Year LCAP Review

Purpose: FYI

Submitted by:

Related Material:

24-02-05 LCAP Mid Year Update.pdf

2024_LCAP_Mid-Year_Monitoring_Report_for_the_2023-24_LCAP_Bert_Corona_Charter_School_20240202.pdf

2024_LCAP_Mid-Year_Monitoring_Report_for_the_2023-24_LCAP_Monsenor_Oscar_Romero_Charter_Middle_School_20240202.pdf

2024_LCAP_Mid-Year_Monitoring_Report_for_the_2023-24_LCAP_Bert_Corona_Charter_High_School_20240202.pdf



**YPI CHARTER SCHOOLS
Inter-Office Correspondence**

February 5, 2024

TO: YPI Charter Schools
Board of Trustees

FROM: Ena Lavan
Chief Accountability Officer

SUBJECT: Mid-Year LCAP Report

BACKGROUND

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

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

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

The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for LEAs (county office of education [COE], school districts and charter schools) to share their stories of how, what, and why programs and services are selected to meet their local needs.

The components of the LCAP for the 2023–2024 LCAP year must be posted as one document assembled in the following order:

- LCFF Budget Overview for Parents
- Plan Summary
- Engaging Educational Partners
- Goals and Actions
- Increased or Improved Services for Foster Youth, English Learners, and Low-income students
- Action Tables
- Instructions

The Mid-Year LCAP Update

Senate Bill 114 (2023) added Education Code 52062 (a)(6) requiring the district to present a report on the annual update to the Local Control and Accountability Plan (LCAP) and the local control funding formula Budget Overview for Parents (BOP) on or before February 28 each at a regularly scheduled meeting of the governing board or body of the LEA.

The report includes both of the following:

- all available mid-year outcome data related to metrics identified in the current year's LCAP, and
- all available mid-year expenditure and implementation data on all actions identified in the current year's LCAP. (EC sections 47606.5, 52062, and 52068)

ANALYSIS

Although there is no "official" template from CDE, YPICS uses software from Document Tracking Services (DTS) to create our LCAP documents. The attached templates are based on work that DTS has done with San Diego COE to prepare a 2024 Mid-Year Review for the 2023 LCAP template that meets the new requirements, pre-populates content from the 2023 LCAP where appropriate, and streamlines the process of providing a thorough mid-year LCAP review.

The following is a detailed analysis of LCAP assessment data through a variety of lenses as reported for FY2023.

RECOMMENDATION: No action is needed; informational item only

Attachments: 2023-24 Mid-Year LCAP Documents for BCCS, BCCHS, and MORCS

Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year’s local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year’s local control and accountability plan.

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

Goal 1

Goal Description
<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>

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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	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	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	2021-22 TAMO 59.9% Teachers "Clear"	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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
will be appropriately assigned. Priority 1 Basic Services	were appropriately assigned.	[NOTE: Originally reported as “100% of classroom teachers will hold a valid CA Teaching Credential as defined by the CA Commission on Teacher Credentialing and appropriate EL-authorization. All teachers appropriately assigned.”]			will be 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, ELD, math, science, social science, and social science)	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, 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, ELD, math, science, social science, and social science) (Source: 2023 Williams Instructional Materials Review)	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 adopted State Standards	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 5 Phys. Ed 5	Implementation of State Standards ELA 5 ELD 5 Math 5 NGSS 5 History 5 CTE 5 Health 5 Phys. Ed. 5 (Current local reporting)	Implementation of State Standards ELA 5 ELD 5 Math 5 NGSS 5 History 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	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 for 23-24 (Current local reporting)	100% Teachers participating in professional development

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
(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					
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 CA Dashboard Local Indicator "Met" (Source: CDE, CA School Dashboard 2022)	100% of students have access to a broad course of study CA Dashboard Local Indicator "Met" (Source: As reported in the Local Indicators 2023 Self-Reflection Tool)	100% of students have access to a broad course of study (Current local reporting)	100% of students have access to a broad course of study
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)	Overall Facility Rating as measured by FIT "Good" (Source: 2023 Williams Facility Review by LACOE in November 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 & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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	No	Fully Implemented			\$253,638.00	\$241,544

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	and Site Inspection Lists with >90% of items meeting the "good" standard or better.						
1.2	<p>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.</p>	Yes	Fully Implemented			\$916,645.00	\$393,281
1.3	<p>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.</p>	No	Partially Implemented			\$1,594,460.00	\$812,811
1.4	<p>Paraprofessionals Costs associated with full-time paraprofessionals for Special Education and instructional aides for general education</p>	Yes	Fully Implemented			\$314,218.00	\$134,689

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.5	<p>Professional Development 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 	Yes	Partially Implemented			\$304,241.00	\$41,985

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<ul style="list-style-type: none"> • 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 						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>through deeper instruction</p> <ul style="list-style-type: none"> 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 						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<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 						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.6	<p>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</p>	Yes	Fully Implemented			\$87,356.00	\$112,124
1.7	<p>Technology Technology provided to all students. Based on the Technology Plan developed for cycling out/replenishing student devices.</p>	Yes	Fully Implemented			\$189,425.00	\$92,107
1.8	<p>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.</p>	Yes	Fully Implemented				

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Goal 2

Goal Description

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)

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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	SBAC ELA 2019 Met/Exceeded 16.76% All (-78.2 DFS) 16.98% Latino (-78.9 DFS)	N/A CA Dashboard 2021 – Not published due to COVID	SBAC ELA 2022 Met/Exceeded 24.47% All (-73.6 DFS) 24.69% Latino (-74.2 DFS)	CA Dashboard 2023/ SBAC ELA 2023 Met/Exceeded 17.02% All (-84.9 DFS "Red") 17.31% Latino (-83.7 DFS "Red")	Annually decrease the negative DFS and improve the percentage of students demonstrating growth on SBAC ELA standards
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	BOY to MOY Improved Placement: 5th- 38% 6th- 47% 7th- 42% 8th- 50%	Increase students demonstrating growth and improving level placement on local iReady assessment

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			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		

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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.	Yes	Partially Implemented			\$3,676.00	\$0

Goal 3

<p>Goal Description</p> <p>Goal 3. Annual Growth and Achievement in Mathematics & Science</p> <p>Increase student achievement in Mathematics and Science</p> <p>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.</p>

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

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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)	CA Dashboard 2023/ SBAC Math 2023 Met/Exceeded 10.74% All (-134.8 DFS "Red") 10.8% Latino (-134.6 DFS "Red")	Annually decrease the negative DFS and improve the percentage of students demonstrating growth on SBAC Math standards
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 5 31% Annual Typical 0% Annual Stretch 46% Improved Placement Grade 6 45% Annual Typical 8% Annual Stretch 52% Improved Placement Grade 7 39% Annual Typical 10% Annual Stretch 46% Improved Placement Grade 8 62% Annual Typical 25% Annual Stretch 59% Improved Placement	BOY to MOY Improved Placement: 5th- 38% 6th- 55% 7th- 37% 8th- 39%	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 5.68% All 5.92% Latino	N/A	CAST 2022 Met/exceeded 7.09% All 7.2% Latino	CAST 2023 Met/exceeded 12.28% All 13.08% Latino	Annually decrease %age of "Nearly Met"

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	Nearly Met 65.25% All 65.19% Latino		Nearly Met 66.93% All 67.2% Latino	Nearly Met 59.65% All 59.81% Latino	

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	<p>Acceleration & Study Hall 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	Fully Implemented				
3.2	<p>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.</p>	Yes	Partially Implemented				\$26,657

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Goal 4

Goal Description

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)

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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)	56.9% making progress towards English language proficiency "Blue" (Source: 2023 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 or Summative ELPAC 2018-19)	12.26% Proficient 25.47% Level 3 42.45% Level 2 19.81% Level 1 (Source: English Language Proficiency or Summative ELPAC 2020-21)	11.11% Proficient 34.26% Level 3 36.11% Level 2 18.52% Level 1 (Source: English Language Proficiency or Summative ELPAC 2021-22)	18.58% Proficient 35.4% Level 3 31.86% Level 2 14.16% Level 1 (Source: English Language Proficiency or Summative ELPAC 2022-23)	Continue to increase the number of English Proficiency as measured by ELPAC

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
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	Reclassification Rates 4.42% for 2021-22 and 3.5% for 2022-23	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	CA Dashboard 2023/ SBAC ELA 2023 Met/Exceeded SWD (-143.1 DFS "Orange") 2.74% Met/exceeded 9.59% Nearly met 87.67% Not met SED (-87.4 DFS "Red") 16.37% Met/exceeded 28.47% Nearly met 55.16% Not met EL (-133.7 DFS "Red") 0.92% Met/exceeded 17.43% Nearly met 81.65% 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 xx% with Improved Placement SED xx% Annual Typical Growth xx% Annual Stretch Growth xx% with Improved Placement	Improved placement BOY to MOY EL- 52% SWD- 55%	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	Mid-Year Outcome Data	Desired Outcome for 2023-24
			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	CA Dashboard 2023/ SBAC Math 2023 Met/Exceeded SWD (-182.8 DFS "Red") 2.74% Met/exceeded 5.48% Nearly met 91.78% Not met SED (-136.4 DFS "Red") 10.56% Met/exceeded 13.38% Nearly met 76.06% Not met EL (-182.8 DFS "Red") 0% Met/exceeded 5.41% Nearly met 94.59% Not met	Annually decrease 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 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	Improved placement BOY to MOY EL- 44% SWD- 30%	Annually increase percentage of SWD/SED/ELs demonstrating growth in math as measured by local assessments

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			xx% with Improved Placement ELs xx% Annual Typical Growth xx% Annual Stretch Growth xx% with Improved Placement		
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 SED 5.22% Met/exceeded 64.35 Nearly Met 30.43% Not Met EL 0% Met/exceeded 58.33% Nearly Met 41.67% Not met	N/A	CAST 2022 SWD 0% Met/exceeded 50% Nearly Met 50% Not met SED 8.34% Met/exceeded 65.74% Nearly Met 25.93% Not Met EL 0% Met/exceeded 56.1% Nearly Met 43.9% Not met	CAST 2023 SWD 0% Met/exceeded 45.83% Nearly Met 54.17% Not met SED 9.28% Met/exceeded 62.89% Nearly Met 27.84% Not Met EL 0% Met/exceeded 43.59% Nearly Met 56.41% Not met	Annually decrease the percentage of SWD/SED/ELs “Not Meeting” and increase percentage of “Meeting/Exceeding”

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	Integrated and Designated ELD 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	Yes	Fully Implemented			\$100,563.00	\$44,910

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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>						
4.2	<p>Acceleration & Study Hall</p> <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.</p> <p>[NOTE: Costs associated with this action are materials only. Any staffing costs are captured in Goal 1.]</p>	Yes	Fully Implemented				

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.3	<p>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.</p>	Yes	Planned			\$205,980.00	\$133,827

Goal 5

Goal Description

Goal 5. Positive School Climate & Culture

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)

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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	Monthly EL-PAC and SAC meetings being implemented (missed November)	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 parent survey Priority 3 Parental Involvement	Same as Year 2 Outcome	N/A	31% Parent Participation 89% Input in decision-making 92% Satisfaction	37% participation	Annual improvement in 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	88% Student Participation 52% Belonging 62% Relationships	pending	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	pending	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	(ADA and enrollment dropped due to COVID-19 absences and due to operating in the hardest-hit	2022 Chronic Absenteeism Indicator "Very High" 27.2% All	2023 Chronic Absenteeism Indicator "Red" 30.3% All "Red"	The school will annually decrease and maintain a chronic absenteeism rate below 7%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	5.6% EL 6.7% Latino 6.9% SED	county, city, and community with the highest cases, highest, hospitalizations, and highest death rates in the community).	27.3% SWD 26.6% EL 26.3% Latino 27.5% SED	31% SWD "Red" 26.7% EL "Red" 28.8% Latino "Red" 30% SED "Red"	
Suspension Rate Priority 6 School Climate	2019 Suspension Rate 6.2% All 5.1% SWD 3.3% EL 6.1% Latino 6.6% SED	Maintained below 1%	2022 Suspension Rate Indicator "Medium" 2.8% All 3% SWD 4.6% EL 3% Latino 3.3% SED	2023 Suspension Rate Indicator "Orange" 3.3% All 2.4% SWD "Green" 5% EL "Orange" 3.2% Latino "Yellow" 3.2% SED "Yellow"	The school will decrease and maintain a suspension rate below 6.2%.
Expulsion Rate Priority 6 School Climate	0% Expulsion Rate	Maintained below 1%	0% Expulsions	0% Expulsions Locally tracked data	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	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 implementation is successful.]	92% ADA (P-2 reporting 22-23)	93.62%	94% [NOTE: Modified]

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
5.1	<p>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.</p>	Yes	Partially Implemented			\$124,906.00	\$27,666
5.2	<p>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.</p>	No	Partially Implemented			\$40,000.00	\$29,361
5.3	<p>Parent/ Guardian Engagement The Coordinator of Operations will assist with planning and implementation of the annual</p>	No	Partially Implemented				\$2,357

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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.						
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	Fully Implemented				

Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year’s local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year’s local control and accountability plan.

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

Goal 1

Goal Description
<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>

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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	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	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	2021-22 TAMO 62.2% Teachers "Clear"	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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
will be appropriately assigned. Priority 1 Basic Services	were appropriately assigned.	[NOTE: Originally reported as “100% of classroom teachers will hold a valid CA Teaching Credential as defined by the CA Commission on Teacher Credentialing and appropriate EL-authorization. All teachers appropriately assigned.”]			will be 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, ELD, math, science, social science, and social science)	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, 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, ELD, math, science, social science, and social science) (Source: 2023 Williams Instructional Materials Review by LACOE August 2023)	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 adopted State Standards	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 5 Phys. Ed 5	Implementation of State Standards ELA 5 ELD 5 Math 5 NGSS 5 History 5 CTE 5 Health 5 Phys. Ed. 5 (Local info to be reported in LCAP)	Implementation of State Standards ELA 5 ELD 5 Math 5 NGSS 5 History 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	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% of teachers participated in professional development for 23-24 to-date	100% Teachers participating in professional development

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
(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					
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 CA Dashboard Local Indicator "Met" (Source: CDE, CA School Dashboard 2022)	100% of students have access to a broad course of study CA Dashboard Local Indicator "Met" (Source: As reported in the Local Indicators 2023 Self-Reflection Tool)	100% of students have access to a broad course of study Locally tracked data	100% of students have access to a broad course of study
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)	Overall Facility Rating as measured by FIT "Exemplary" (Source: Williams Facility Review December 2023)	School facilities are clean and maintained in good repair with daily spot check and Site Inspection Lists

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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.	No	Partially Implemented			\$234,291.00	\$92,053

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.2	<p>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.</p>	Yes	Fully Implemented			\$918,439.00	\$385,304
1.3	<p>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.</p>	No	Partially Implemented			\$1,491,751.00	\$618,324
1.4	<p>Paraprofessionals Costs associated with full-time paraprofessionals for Special Education and instructional aides for general education</p>	Yes	Partially Implemented			\$180,699.00	\$93,039

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.5	<p>Professional Development 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>	Yes	Partially Implemented			\$344,090.00	\$76,479

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<ul style="list-style-type: none"> • 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 <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 						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<ul style="list-style-type: none"> • 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) 						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<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	<p>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</p>	Yes	Fully Implemented			\$72,825.00	\$98,607

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.7	Technology Technology provided to all students. Based on the Technology Plan developed for cycling out/replenishing student devices.	Yes	Fully Implemented			\$238,638.00	\$77,093
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	Partially Implemented				

Goal 2

Goal Description

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)

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Increase student achievement in English/Language Arts as measured by the SBAC Priority 4 Pupil Achievement	SBAC ELA 2019 Met/Exceeded 22.2% All (-73.7 DFS) 22.2% Latino (-73.9 DFS) 21.8% SED (-74.1 DFS)	N/A CA Dashboard 2021 – Not published due to COVID	SBAC ELA 2022 Met/Exceeded 23.8% All (-63.1 DFS) 23.3% Latino (-63.5 DFS) 23.7% SED (-63.7 DFS)	2023 Dashboard & SBAC ELA Met/Exceeded 19.79% All students (-81.1 DFS "Red") 19.92% Latino (-81.4 DFS "Red") 20.65% SED (-78.9 DFS "Red")	Annually decrease the negative DFS and improve the percentage of students demonstrating growth on SBAC ELA standards
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 6 57% Annual Typical 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	BOY to MOY 56% improved placement 58% met typical growth	Increase students demonstrating growth and improving level placement on local iReady assessment

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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	Yes	Partially Implemented			\$3,700.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	regular instructional day in order to accelerate the closing skill gaps in ELA, while providing grade-level access to content standards.						

Goal 3

Goal Description
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)

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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) (Source: CA School Dashboard)	CA Dashboard /SBAC Math 2023 % Met/exceeded "Red" 8.28% All Students (-126 DFS "Red") 9.97% Latino (-125.2 DFS "Red") (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 students demonstrating	Same as Year 2 Outcome	N/A	iReady Math Growth 2022-23	BOY to MOY 48% improved placement 43% met typical growth	Increase students demonstrating growth and improving level placement

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
growth on Local Math Assessment (BOY to EOY) Priority 8 Other Pupil Outcomes			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		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	CAST 2023 Met/exceeded 12.94% All 13.09% Latino 14.86% SED Nearly Met 60% All 59.52% Latino 59.46% SED	Annually decrease %age of "Nearly Met"

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	Acceleration & Study Hall 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	No	Partially Implemented				

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	classroom assessments and by the iReady diagnostic (math and reading). 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.]						
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	Partially Implemented			\$10,000.00	\$20,030

Goal 4

Goal Description
<p>Goal 4. Growth and Achievement for Special Student Populations</p> <p>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.</p> <p>(State Priorities: 4 Pupil Achievement, 8 Other Student Outcomes)</p>

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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)	45.1% making progress towards English language proficiency "Orange" (Source: 2023 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 for Summative ELPAC 2018-19)	11.58% Proficient 32.63% Level 3 34.74% Level 2 21.05% Level 1 (Source: English Language Proficiency for Summative ELPAC 2020-21)	18.42% Proficient 42.98% Level 3 20.18% Level 2 18.42% Level 1 (Source: English Language Proficiency for Summative ELPAC 2021-22)	14.55% Proficient 33.64% Level 3 28.18% Level 2 23.64% Level 1 (Source: English Language Proficiency for Summative ELPAC 2022-23)	Continue to increase the number of English Proficiency as measured by ELPAC
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	Reclassification Rates 2021-22 was 3.2% and 2022-23 was 7.5%	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	2023 Dashboard & SBAC ELA 2.7% SWD (-139 DFS "Red") 18.92% Nearly Met 78.38% Not met 20.65% SED (-78.9 DFS "Red") 25.51% Nearly Met 53.58% Not met 0% EL (-119.2 DFS "Red") 15.32% Nearly Met 84.68% 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	Same as Year 2 Outcome	N/A	iReady Reading Growth 2022-23	BOY to MOY Improved placement: 53% SWD	Annually increase percentage of SWD, SED, and English learners

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Local ELA Assessment (BOY to EOY) Priority 8 Other Pupil Outcomes			ELs 53% 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 68% Annual Typical Growth xx% Annual Stretch Growth xx% with Improved Placement	57% SED 56% EL BOY to MOY Typical growth: 63% SWD 58% SED 56% EL	demonstrating growth in reading as measured by local assessments in ELA
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	CA Dashboard /SBAC Math 2023 SWD (-171.3 DFS "Red") 5.41% Met/exceeded 5.41% Nearly Met 89.19% Not met SED (-125.4 DFS "Red") 9.91% Met/exceeded 20.65% Nearly Met 70.45% Not Met EL (-157 DFS "Red") 0.90% Met/exceeded 10.81% Nearly Met 88.29% Not met	Annually decreasing the percentage of ELs/SWD "Not Meeting" and increase percentage of "Meeting/Exceeding"
Increase the percentage of SWD/SED/ELs	Same as Year 2 Outcome	N/A	iReady Math Growth 2022-23	BOY to MOY Improved placement:	Annually increase percentage of SWD and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
demonstrating growth on Local Math Assessment (BOY to EOY) Priority 8 Other Pupil Outcomes			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	63% SWD 49% SED 50% EL BOY to MOY Typical growth: 56% SWD 43% SED 44% EL	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 SED 8.25% Met/exceeded 59.79% Nearly Met 31.96% Not met EL 0% Met/exceeded 38.24% Nearly Met 61.76% Not met		CAST 2022 SWD 0% Met/exceeded 46.15% Nearly Met 53.85% Not met SED 10.47% Met/exceeded 59.05% Nearly Met 30.48% Not met EL 0% Met/exceeded 42.11% Nearly Met 57.89% Not met	CAST 2023 SWD N/A Data suppressed SED 14.86% Met/exceeded 59.46% Nearly Met 25.68% Not met EL 0% Met/exceeded 51.72% Nearly Met 48.28% Not met	Annually decreasing the percentage of ELs/SWD "Not Meeting" and increase percentage of "Meeting/Exceeding"

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	<p>Integrated and Designated ELD 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. [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>	Yes	Partially Implemented			\$77,512.00	\$40,014
4.2	<p>Acceleration & Study Hall 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). Study Hall: Facilitated by a certificated teacher, study hall is</p>	Yes	Partially Implemented				

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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>						
4.3	<p>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.</p>	Yes	Partially Implemented			\$153,405.00	\$124,095

Goal 5

Goal Description

Goal 5. Positive School Climate & Culture

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)

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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	pending	Maintain monthly meetings of the Board of Directors and SAC/ELA Maintain monthly Monthly Parent Trainings/ Workshops to promote college awareness/attendance
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	71% Participation 83% Decision-making	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	pending	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	pending	Annually improve teacher survey participation rate and ratings of satisfaction

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
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	2023 Chronic Absenteeism Indicator "Red" 24.8% All 28.9% SWD 24.6% EL 24.7% Latino 25.1% SED	The school will annually decrease and maintain a chronic absenteeism rate below 6.8%.
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	2023 Suspension Rate Indicator "Green" 0.7% All 0.7% Latino 0.7% SED 1.7% EL 0% SWD ("Blue")	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)	0% Expulsion Rate for 2022-23	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	pending	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. The team continues to address the issues and have determined a detailed action plan	92% (P-2 Attendance 2022-23)	pending	School will continue to maintain ADA rate at or above 97.4%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		<p>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 & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
5.1	<p>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</p>	Yes	Partially Implemented			\$48,200.00	\$14,032

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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.						
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.	No	Partially Implemented			\$50,000.00	\$27,125
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	No	Partially Implemented			\$500.00	\$1,215

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
5.4	<p>Home/School Communications & Feedback Use of Infinite Campus to provide cohesive system of schoolwide communications in various languages. Costs associated with the following:</p> <ul style="list-style-type: none"> • School communication platform • Survey platform for parents, teachers, and students 	No	Partially Implemented				

Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year’s local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year’s local control and accountability plan.

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

Goal 1

Goal Description
<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>

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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	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	83.3% Clear (Source: CDE DataQuest, 2020-21 Teaching Assignment Monitoring Outcomes by Full-Time Equivalent 2020-21)	TBD - 2021-22 Teaching Assignment Monitoring Outcomes	2021-22 TAMO 45.4% Teachers with "Clear"	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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
will be appropriately assigned Priority 1 Basic Services	were appropriately assigned.	[NOTE: Originally reported as “100% of classroom teachers will hold a valid CA Teaching Credential as defined by the CA Commission on Teacher Credentialing and appropriate EL-authorization. All teachers appropriately assigned.”]			will be 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, 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 adopted State Standards	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 VAPA 5 World Language 5 (Source: As reported in the Local Indicators 2023 Self-Reflection Tool)	Implementation of State Standards Local Indicator Reported 2022 ELA 5 ELD 5 Math 5 NGSS 5 History 5 CTE 5 Health Ed. 5 Phys. Ed. 5 VAPA 5 World Language 5	Implementation of State Standards ELA 5 ELD 5 Math 5 NGSS 5 History 5 CTE 5 Health Ed. 5 Phys. Ed. 5 VAPA 5 World Language 5
Teachers will participate in ongoing research-based professional development in the areas of English Language Arts, Math, Next	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 teacher participated in professional development as it pertains to their content area/field during 23-24	100% of teachers participating in professional development

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
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					
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 CA Dashboard Local Indicator "Met" (Source: CDE, CA School Dashboard 2022)	100% of students have access to a broad course of study CA Dashboard Local Indicator "Met" (Source: As reported in the Local Indicators 2023 Self-Reflection Tool)	100% of students have access to a broad course of study Midyear 2023-24	100% of students have access to a broad course of study
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)	Overall Facility Rating as measured by FIT "Good" (Source: As reported in the SARC, December 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 & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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	No	Fully Implemented			\$220,000.00	\$123,436

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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.</p>						
1.2	<p>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.</p>	Yes	Partially Implemented			\$623,415.00	\$274,129
1.3	<p>Credentialed Teachers Costs associated with hiring/maintaining the following highly effective credentialed staff (salaries & benefits): Credentialed Classroom Teachers Lead Teacher stipends Administrators and Teacher leads will conduct regular instructional</p>	No	Fully Implemented			\$1,179,673.00	\$523,944

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	walkthroughs/observations to align to the expectations for impactful instruction. Observations will be followed by coaching/feedback and mentoring as needed.						
1.4	<p>Paraprofessionals 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>	No	Partially Implemented			\$225,329.00	\$104,279
1.5	<p>Professional Development Professional Development for all staff members (Pre-service & On-going) topics include, but are not limited to: 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>	Yes	Fully Implemented			\$226,654.00	\$72,605

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>BTSA Training/ New Teacher Support (Title 2)</p> <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) 						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<ul style="list-style-type: none"> • 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 						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	accessing grade- level standards-based instructional content Multi-tiered System of Support <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	Yes	Fully Implemented			\$63,872.00	\$10,895
1.7	Technology Technology provided to all students. Based on the Technology Plan developed for cycling out/replenishing student devices.	Yes	Fully Implemented			\$88,821.00	\$40,124

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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	Fully Implemented				
1.10							

Goal 2

Goal Description

Goal 2. Annual Growth & 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)

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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 Involvement	SBAC ELA 2019 %Met & Exceeded 38% All students 38.7% Latino 41.8% SED (Source: CA School Dashboard 2019)	N/A CA Dashboard 2021 – Not published due to COVID	SBAC ELA 2022 %Met & Exceeded 53% All students (-20 DFS) 38.7% Latino (-22.2 DFS) 41.8% SED (-22.6 DFS) (Source: CA School Dashboard 2019)	CA Dashboard 2023 "Red" SBAC ELA 2023 %Met & Exceeded 33.33% All students (-62.5 DFS "Red") 33.33% Latino (-59.6 DFS "Red") 34.88% SED (-59.2 DFS "Red")	Annually increase students meeting/exceeding standards
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	pending	Annually increase percentage of students demonstrating growth in NWEA reading as measured by local assessments

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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.	Yes	Partially Implemented			\$106,802.00	\$42,945

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	(NOTE: Costs for materials; costs associated with salary/benefits are captured in Goal 1)						
2.2	<p>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.</p>	Yes	Fully Implemented				
2.3	<p>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.</p>	No	Partially Implemented				

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Goal 3

Goal Description

Goal 3. Annual Growth & Achievement in Mathematics and Science

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.

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

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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 12.9% All Students 13.1% Latino 13% SED (Source: CA School Dashboard)	N/A CA Dashboard 2021 – Not published due to COVID	SBAC Math 2022 CA Dashboard Indicator "Very Low" %Met/exceeded 8% All Students (-128.2 DFS) 6.1% Latino (-131.4 DFS) 8.5% SED (-131.8 DFS) (Source: CA School Dashboard)	CA Dashboard 2023 "Red" SBAC Math 2023 %Met/exceeded 4.16% All students (-153.5 DFS "Red") 4.44% Latino (-156.7 DFS "Red") 4.66% SED (-154.6 DFS "Red")	Annually increase students meeting/exceeding standards
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	pending	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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
					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 21% SED %Nearly Met 68% All Students 70% Latino 67% SED (Source: CDE CAASPP 2019)	N/A	CAST 2022 %Met/exceeded 3.7% All Students 3.7% Latino 4% SED %Nearly Met 37% All Students 37% Latino 36% SED (Source: CDE CAASPP 2022)	CAST 2023 %Met/exceeded 20% All students 18.37% Latino 22.22% SED %Nearly Met 66% All students 67.35% Latino 68.89% SED	Annually decrease %age of "Nearly Met"

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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	Partially Implemented				

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.2	<p>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.</p>	Yes	Partially Implemented			\$2,835.00	\$0
3.4	<p>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.]</p>	No	Fully Implemented				
3.5	<p>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.</p>	No	Partially Implemented				

Goal 4

Goal Description

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)

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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)	24.3% making progress towards English language proficiency "Red" (Source: 2023 CA 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 (Source: CDE English Language Proficiency for Summative ELPAC 2018-19)	8.3% Proficient 38.9% Level 3 36.1% Level 2 16.7% Level 1 (Source: CDE English Language Proficiency for Summative ELPAC 2020-21)	18% Proficient 38.5% Level 3 28.2% Level 2 15.4% Level 1 (Source: CDE English Language Proficiency for Summative ELPAC 2021-22)	4.55% Proficient 31.82% Level 3 27.27% Level 2 36.36% Level 1 (Source: CDE English Language Proficiency for Summative ELPAC 2022-23)	Continue to increase the number of English Proficiency as measured by ELPAC
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	Reclassification data 21-22 was 4.4% 22-23 was 12.5%	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	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	SBAC ELA 2023 SWD (-178.7 DFS) 18.18% Met 9.09% Nearly met 72.73% 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	Mid-Year Outcome Data	Desired Outcome for 2023-24
	EL (-107 DFS) *NOTE* Data suppressed because 10 or fewer students tested, and in order to protect student privacy		EL (-124.8 DFS) *NOTE* Data suppressed because 10 or fewer students tested, and in order to protect student privacy	EL (-155.6 DFS) N/A data suppressed	
Increase the percentage of SWD &/or English learners demonstrating growth on Local ELA Assessment (BOY to EOY) Priority 8 Other Pupil Outcomes	Same as Year 2 Outcome	N/A	NWEA Reading & Language Growth 2022-23 At/above grade-level 22% ELs 13% SWD Students demonstrating growth BOY to EOY 54% ELs 50% SWD	pending	Annually increase percentage of SWD and English learners demonstrating growth in reading as measured by local assessments
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	SBAC Math 2023 SWD (-205.3 DFS) 0% Met/exceeded 0% Nearly met 100% Not met EL (-193.6 DFS) N/A data suppressed	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	pending	Annually increase percentage of SWD and English learners demonstrating growth in math as measured by local assessments

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	<p>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)</p>	Yes	Partially Implemented				
4.2	<p>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.]</p>	Yes	Partially Implemented				
4.3	<p>Equity for SWD</p>	No	Partially Implemented				

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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.</p> <p>The RSPs and core teachers regularly collaborate for instructional planning (co-teaching) to ensure SWD are appropriately supported in assessing grade-level content standards.</p>						

Goal 5

Goal Description

Goal 5. Positive School Climate & Culture

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)

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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 (School Advisory Committee) meetings held Monthly Parent Trainings/ Workshops held (promote college awareness/attendance, financial aid, etc.)	7 Board & Committee meetings held # SAC # Parent Trainings/ Workshops held (promote college awareness/attendance, financial aid, etc.)	Maintain monthly meetings of the Board of Directors and SAC Maintain monthly Monthly Parent Trainings/ Workshops to promote college awareness/attendance, financial aid, etc.
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	pending	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	pending	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	pending	Annually increase and ratings of satisfaction by teachers

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
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	2023 Chronic Absenteeism 36.3% All 40% SWD 37.5 EL 36.7% Latino 36.7% SED (Source: DataQuest)	The school will annually decrease and maintain a chronic absenteeism rate below 7%.
Suspension Rate Priority 6 School Climate	2019 Suspension Rate Indicator "Green" 1.9% All 3% SWD 0% EL 1.9% Latino 1.8% SED	Maintained below 1%	2022 Suspension Rate Indicator "Medium" 5.1% All 7.5% SWD 6.7% EL 5.2% Latino 5.7% SED	2023 Suspension Rate Indicator "Green" 1.8% All 0% SWD "Blue" 0% EL "Blue" 1.9% Latino "Green" 2% SED "Green" (Source: DataQuest)	The school will decrease and 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)	TBD % 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)	Cohort Dropout Rate 2022-23 N/A Data not available on DataQuest	Maintain a HS dropout rate <2%
Graduation Rate	96.3% Cohort Graduation Rate 2019-20 93.2% Cohort Graduation Rate 2018-19	68.6% Cohort Graduation Rate 2020-21 (Source: Ed-Data, Cohort Graduates)	97.2% Graduated (Source: CA School Dashboard 2021-22) 96.3% Cohort Graduation Rate 2021-22	92.5% Graduated (Source: CA School Dashboard 22-23)	N/A - No color assigned for the Graduation Rate Indicator on the Dashboard. (93.3%)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	(Source: Ed-Data, Cohort Graduates) NOTE: Originally reported as "N/A - No color assigned for the Graduation Rate Indicator on the Dashboard. (93.3%)"	NOTE: Originally reported as "N/A - No color assigned for the Graduation Rate Indicator on the Dashboard. (93.3%)"	(Source: CDE DataQuest, 2021-22 Four-Year Adjusted Cohort Outcome Report)		
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)	7.5% Prepared	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)	pending	School will continue to maintain ADA rate at or above 94%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
5.1	Advisory with SEL Component All students are enrolled in "Advisory" which includes modules	No	Fully Implemented				

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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>						
5.2	<p>Student Activities & Sports Program 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</p>	No	Fully Implemented			\$15,000.00	\$20,538

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	will be the first year of full CIF membership for 7 sports.						
5.3	<p>Culture of College Readiness 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. 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 preparations for college (e.g. coursework, graduation, college testing, financing, etc.)</p>	Yes	Partially Implemented			\$133,962.00	\$72,544
5.4	<p>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.</p>	No	Fully Implemented				

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
5.5	<p>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.</p>	Yes	Fully Implemented			\$15,600.00	\$0
5.6	<p>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.</p>	No	Partially Implemented			\$8,000.00	\$1,577

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
5.7	<p>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.</p>	No	Partially Implemented			\$1,000.00	\$833
5.8	<p>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.</p>	No	Partially Implemented			\$1,000.00	\$0

Coversheet

Williams Settlement Quarterly Report on Uniform Complaints covering Quarter 2 [October 1, 2023 through December 31, 2023]

Section: III. Items Scheduled for Information
Item: M. Williams Settlement Quarterly Report on Uniform Complaints covering
Quarter 2 [October 1, 2023 through December 31, 2023
Purpose: FYI
Submitted by:
Related Material: 24-01-04 MORCS Q2 LACOE Williams UCP.pdf
24-01-04 BCCS Q2 LACOE Williams UCP.pdf
24-01-04 BCCHS Q2 LACOE Williams UCP.pdf



**Los Angeles County
Office of Education**
Serving Students • Supporting Communities
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Williams Lawsuit Settlement Quarterly Report on Uniform Complaints 2023-2024

District Name: Monsenor Oscar Romero Charter Date: 1/4/24

Person completing this form: Yvette King-Berg Title: Executive Director

Quarter covered by this report (Check one below):

- 1st Quarter (July 1 to September 30)
- 2nd Quarter (October 1 to December 31)
- 3rd Quarter (January 1 to March 31)
- 4th Quarter (April 1 to June 30)

Date for information to be reported publicly at governing board meeting: February 5, 2024

Please check the box that applies:

- No complaints were filed with any school in the district during the quarter indicated above.
- Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

	Number of Complaints Received in Quarter	Number of Complaints Resolved	Number of Complaints Unresolved
Instructional Materials	0	-	-
Facilities	0	-	-
Teacher Vacancy and Misassignment	0	-	-
TOTAL	0	N/A	N/A

Print Name of the District Superintendent Yvette King-Berg

Signature of District Superintendent Yvette King-Berg Date 1/4/24

Return the **Quarterly Summary** to:
Williams Legislation Implementation Project
Los Angeles County Office of Education
c/o Astrid Gonzales, Williams Settlement Legislation
9300 Imperial Highway, ASM/Williams ECW 283
Downey, CA 90242

Telephone: (562) 922-6393
FAX: (562) 803-8325
E-Mail: Gonzalez_Astrid@lacoedu



Williams Lawsuit Settlement Quarterly Report on Uniform Complaints 2023-2024

District Name: Bert Corona Charter School Date: 1/4/24

Person completing this form: Yvette King-Berg Title: Executive Director

Quarter covered by this report (Check one below):

- 1st Quarter (July 1 to September 30)
- 2nd Quarter (October 1 to December 31)
- 3rd Quarter (January 1 to March 31)
- 4th Quarter (April 1 to June 30)

Date for information to be reported publicly at governing board meeting: February 5, 2024

Please check the box that applies:

- No complaints were filed with any school in the district during the quarter indicated above.
- Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

	Number of Complaints Received in Quarter	Number of Complaints Resolved	Number of Complaints Unresolved
Instructional Materials	0	-	-
Facilities	0	-	-
Teacher Vacancy and Misassignment	0	-	-
TOTAL	0	N/A	N/A

Print Name of the District Superintendent Yvette King-Berg

Signature of District Superintendent Yvette King-Berg Date 1/4/24

Return the **Quarterly Summary** to:
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**Los Angeles County
Office of Education**
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Williams Lawsuit Settlement Quarterly Report on Uniform Complaints 2023-2024

District Name: Bert Corona Charter High School Date: 1/4/24

Person completing this form: Yvette King-Berg Title: Executive Director

Quarter covered by this report (Check one below):

- 1st Quarter (July 1 to September 30)
- 2nd Quarter (October 1 to December 31)
- 3rd Quarter (January 1 to March 31)
- 4th Quarter (April 1 to June 30)

Date for information to be reported publicly at governing board meeting: February 5, 2024

Please check the box that applies:

- No complaints were filed with any school in the district during the quarter indicated above.
- Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

	Number of Complaints Received in Quarter	Number of Complaints Resolved	Number of Complaints Unresolved
Instructional Materials	0	-	-
Facilities	0	-	-
Teacher Vacancy and Misassignment	0	-	-
TOTAL	0	N/A	N/A

Print Name of the District Superintendent Yvette King-Berg

Signature of District Superintendent Yvette King-Berg Date 1/4/24

Return the **Quarterly Summary** to:
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Coversheet

2023 SARC Final Reports for BCCS, BCCHS, and MORCS

Section: III. Items Scheduled for Information
Item: N. 2023 SARC Final Reports for BCCS, BCCHS, and MORCS
Purpose: FYI

Submitted by:

Related Material:

2023_SARC Final_Monsenor_Oscar_Romero_Charter_Middle_School_20240110.pdf

2023_SARC Final_Bert_Corona_Charter_School_20240110.pdf

24-02-05_SARC_Board_Brief.pdf

2023_SARC Final_Bert_Corona_Charter_High_School_20240109.pdf

Monsenor Oscar Romero Charter Middle

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)



**MONSEÑOR
OSCAR
ROMERO**
CHARTER SCHOOL

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Monsenor Oscar Romero Charter Middle
Street	2670 W. 11th Street
City, State, Zip	Los Angeles, CA, 90006-3301
Phone Number	213-413-9600
Principal	Freddy Zepeda, Executive Administrator
Email Address	mrzepeda@romerocharter.org
School Website	morcs.ypics.org
County-District-School (CDS) Code	19647330114959

2023-24 District Contact Information

District Name	Monsenor Oscar Romero Charter School
Phone Number	818-834-5805
Superintendent	Yvette King Berg
Email Address	ykingberg@ypics.org
District Website	ypics.org

2023-24 School Description and Mission Statement

Monseñor Oscar Romero Charter is a public charter school authorized by Los Angeles Unified School District to serve as a high-quality middle school option for the families of the Pico Union/Koreatown area. MORCS seeks to support low-income and struggling students in its community for future academic success and active community participation. The majority of students attending schools in this area come from Central American immigrant families where Spanish is the home language.

Monseñor Oscar Romero Charter seeks to close the achievement gap for these students by providing clear and high expectations for all students, a personalized and supportive learning environment that recognizes students' accomplishments, family-school-community partnerships and service, and integrated technology in the classroom with a culturally enriched curriculum.

The mission of Monseñor Oscar Romero Charter is to:

1. Prepare students for academic success in high school, as well as post-secondary education.
2. Prepare students to be responsible and active participants in their community.
3. Enable students to become life-long learners.

The school is named in honor of and inspired by Monseñor Oscar Romero. During his three years as archbishop of San Salvador, Oscar Romero became known as a fearless defender of the poor and suffering during El Salvador's civil war in the 1980s. His work on behalf of the oppressed earned him the admiration and love of the people of El Salvador.

Students at Monseñor Oscar Romero Charter will become active citizens who characterize the ideals of a diverse and democratic society. Students will provide service to their community, take responsibility for their own learning, and develop the

2023-24 School Description and Mission Statement

habits of mind and body that will empower them to be successful in high school and beyond.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	94
Grade 7	97
Grade 8	86
Total Enrollment	277

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.9%
Male	49.1%
Black or African American	0.4%
Hispanic or Latino	97.8%
White	1.4%
English Learners	39.7%
Socioeconomically Disadvantaged	89.9%
Students with Disabilities	13%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.50	40.77	22369.20	82.26	228366.10	83.12
Intern Credential Holders Properly Assigned	0.50	3.12	714.60	2.63	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	8.10	50.87	1398.60	5.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.30	2.06	1060.30	3.90	12115.80	4.41
Unknown	0.50	3.12	1651.30	6.07	18854.30	6.86
Total Teaching Positions	16.00	100.00	27194.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.50	62.12	23128.20	84.33	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	804.50	2.93	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.90	23.12	1474.90	5.38	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.50	14.71	1009.60	3.68	11953.10	4.28
Unknown	0.00	0.00	1009.30	3.68	15831.90	5.67
Total Teaching Positions	17.00	100.00	27426.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	0.80
Misassignments	7.10	3.10
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	8.10	3.90

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.80
Local Assignment Options	0.30	0.60
Total Out-of-Field Teachers	0.30	2.50

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	37	7.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	25.7	3.4

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The materials purchased by MORCS are all on the State Board of Education (SBE) list of approved instructional materials, and the school continues to purchase sufficient materials to ensure a textbook, digital platform or other related materials for each student at each grade level, 6-8. It should be noted that in the area of history/social science, the SBE has not approved a list of instructional materials. The materials the schools are utilizing in all core subject areas (English language arts, mathematics, science, history/social science) are the most current. Where there is no updated approved list of materials, the school has supplemented the last adoption with appropriate resources to ensure the relevance of content.

SB 820 modified the definition of “technology-based instructional materials” resulting in the inclusion of technology equipment necessary to access instructional materials. This includes any devices that provide internet access. The bill also changes the sufficiency requirements of EC §60119. To reflect these changes, “technology-based instructional materials” have been added to the instructional materials list.

Year and month in which the data were collected	August 2023
--------------------------------------------------------	-------------

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	iReady Reading (2021)	Yes	0%
Mathematics	iReady Mathematics (2021)	Yes	0%
Science	MOSA Mack (2021), STILE Science (2022)	Yes	0%
History-Social Science	TCI History Alive (2018)	Yes	0%

School Facility Conditions and Planned Improvements

MORCS completed construction of a state of the art facility on the campus of Berendo Middle School in 2019 in a special partnership with the Los Angeles Unified School District. The facility consists of a multipurpose room, 18 classrooms, one with a full science wet-lab, and outdoor space for physical education. Additionally, MORCS has a shared facility use agreement with its host school for use of the auditorium, gymnasium, and library.

Year and month of the most recent FIT report	December 2023
-----------------------------------------------------	---------------

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Conditions and Planned Improvements

External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
-------------------------------------------------------------------------------	---	--	--	--

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	24	20	41	41	47	46
Mathematics (grades 3-8 and 11)	11	8	27	29	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	282	279	98.94	1.06	19.71
Female	143	140	97.90	2.10	23.57
Male	139	139	100.00	0.00	15.83
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	275	272	98.91	1.09	19.85
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	113	112	99.12	0.88	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	255	252	98.82	1.18	20.24
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	38	38	100.00	0.00	2.63

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	282	279	98.94	1.06	8.24
Female	143	141	98.60	1.40	8.51
Male	139	138	99.28	0.72	7.97
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	275	272	98.91	1.09	8.09
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	113	112	99.12	0.88	0.89
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	255	252	98.82	1.18	8.73
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	38	38	100.00	0.00	5.26

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	9.73	12.94	20.02	20.46	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	86	86	100.00	0.00	13.95
Female	49	49	100.00	0.00	12.24
Male	37	37	100.00	0.00	16.22
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	85	85	100.00	0.00	14.12
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	30	30	100.00	0.00	3.33
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	75	75	100.00	0.00	14.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	98%	98%	98%	98%	98%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

The Monseñor Oscar Romero Charter School’s Parent Engagement Program (PEP) empowers parents to take a proactive role in their child’s education through advocacy, support, and knowledge. The MORCS Parent Engagement Program (PEP) focuses on creating a positive school environment that encourages parent engagement by providing interactive workshops, field trips, community service and leadership opportunities that:

- Engage parents throughout their child’s academic career.
- Help parents to understand and support adolescent development (emotionally, socially, & physically).
- Help parents maneuver the American educational system.

As a result, Monseñor Oscar Romero Charter School parents will support and guide their student to be college ready, active citizens, and lifelong learners.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	296	290	72	24.8
Female	153	148	43	29.1
Male	143	142	29	20.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	2	2	1	50.0
Filipino	0	0	0	0.0
Hispanic or Latino	289	283	70	24.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	4	4	1	25.0
English Learners	121	118	29	24.6
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	267	263	66	25.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	38	38	11	28.9

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	2.27	0.68	0.00	0.46	0.55	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.02	0.02	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.68	0
Female	0	0
Male	1.4	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.69	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	1.65	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.75	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

As required by state law, MORCS is adequately prepared to respond to earthquakes, fires, and other emergencies. To assist schools in complying with these requirements, MORCS annually in collaboration with Berendo Middle School develops and revises as needed, the Integrated Safe School Plan. This plan presents specific procedures using Incident Command System (ICS) principles to prepare for, and respond to, school emergencies around five mission areas: Prevention, Protection, Mitigation, Response, and Recovery.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	40	3	4	2
Mathematics	56	1	3	2
Science	117			2
Social Science	117			2

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	8	6	
Mathematics	24	4	7	
Science	25	3	6	
Social Science	24	4	6	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	10	4	0
Mathematics	21	7	4	0
Science	22	5	4	0
Social Science	21	6	4	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.3
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$16,136.81	\$3,541.70	\$12,595.10	\$63,919.83
District	N/A	N/A	\$9,920	\$81,337
Percent Difference - School Site and District	N/A	N/A	23.8	-24.0
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	49.4	-31.6

Fiscal Year 2022-23 Types of Services Funded

Title I funds are used to support effective, evidence based educational strategies for students not meeting the state's challenging academic achievement standards. Based on an analysis of student achievement data, Title I resources may be used for professional development, supplemental instruction and intervention, parental involvement, personalization and support for students who are academically at risk.

Title III funds are allocated to supplement the core language instruction educational programs to ensure English Learner (EL) students achieve English proficiency and meet the same challenging state academic standards that other students are expected to meet. These support services must be based on evidence that demonstrates program effectiveness and may include effective professional development to teachers, administrators, and other school or community-based organizational personnel. Professional development activities funded with Title III funds must be of sufficient intensity and duration to have a positive and lasting impact on teacher capacity to meet the instructional needs of English learners.

The program description for all MORCS programs, as provided by all funding sources, is available in our LCAP. The LCAP can be accessed on our website at: <http://morcs.ypics.org/compliance/>

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,916	\$55,550
Mid-Range Teacher Salary	\$78,133	\$80,703
Highest Teacher Salary	\$97,008	\$109,418
Average Principal Salary (Elementary)	\$124,723	\$137,703
Average Principal Salary (Middle)	\$136,178	\$143,760
Average Principal Salary (High)	\$139,415	\$159,021
Superintendent Salary	\$440,000	\$319,443
Percent of Budget for Teacher Salaries	25.32%	30.35%
Percent of Budget for Administrative Salaries	4.83%	4.87%

Professional Development

The 2022-23 school year professional development was designed to deepen the knowledge of teachers and school leaders. These initiatives focused on improving instruction and services to specific student groups through a multi-tiered system of supports. Some specific student groups identified through data include English Learners, students with disabilities, and socioeconomically disadvantaged students.

Professional development included:

- YPICS Teacher Effectiveness Framework
- Classroom Management & Classroom Culture
- RELAY Graduate Schools of Education – Units, Standards, and Assessments
- Effective instructional planning and the development of rubrics
- Standards-based Grading (SBG)
- Supporting students with IEPs and grading
- Differentiation in the classroom to support ALL students
- Emergency Procedures and School Safety
- Parent Communication & Building Relationships with Families
- Reducing Chronic Absenteeism
- Project-based Learning (PBL)
- Community Service
- California Community Schools Partnership Program (CSSPP)
- Expanded Learning Opportunities Program (ELOP) Grant
- School-wide Positive Behavior Interventions and Supports (SWPBIS) & Tiered Fidelity Inventory (TFI)
- Ripple Effects [Social and Emotional Learning]
- T3 Technology Integration framework
- Pre-Referral Interventions (PRIM)
- Nonviolent Crisis Intervention (NCI)
- Effective Student Support & Progress Team (SSPT) Practices
- Critical Friends Group Protocols (CFG)

In addition, professional development that focused on the California content standards and frameworks in English language arts, English language development, mathematics, history/social studies, science, physical education, other content subjects and literacy.

The primary focus of professional development continues to be focused on effective first instruction and tiered support for all

Professional Development

students. Specific focus areas have been on the delivery of literacy and language instruction that ensures that all students read, write, speak and listen effectively, accurately, and fluently; the implementation of the California English language development standards; the transition to the new state History/Social Science and Science Frameworks; and the development of the instructional leadership team to collectively build capacity that increases the ability of all educators to make the instructional changes needed for all students to be college-prepared and career-ready.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	16	17	18

Bert Corona Charter School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



BERT CORONA

CHARTER SCHOOL

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California’s new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California’s diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Bert Corona Charter School
Street	9400 Remick Ave
City, State, Zip	Pacoima
Phone Number	(818) 834-5805
Principal	Kevin Myers, Executive Administrator
Email Address	drmyers@coronacharter.org
School Website	bccs.ypics.org
County-District-School (CDS) Code	19647330106872

2023-24 District Contact Information

District Name	Bert Corona Charter School
Phone Number	(818) 834-5805
Superintendent	Yvette King Berg
Email Address	ykingberg@ypics.org
District Website	ypics.org

2023-24 School Description and Mission Statement

Bert Corona Charter School is a public charter school authorized by the Los Angeles Unified Schools District to serve the East San Fernando Valley, a cohesive community within the City of Los Angeles. BCCS seeks to support low-income and struggling students in its community for future academic success and active community participation. The majority of students attending schools in this area come from immigrant families where Spanish is the home language.

This area of Los Angeles is an underserved community, primarily composed of immigrant families struggling to overcome the economic barriers that accompany poor educational resources and cultural isolation. Bert Corona Charter School offers students the opportunity to continue to learn through clear and high expectations for all students, a rigorous technology-integrated curriculum, a personalized learning environment, and family-school community partnerships.

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.

2023-24 School Description and Mission Statement

The Bert Corona Charter School's mission is to:

- Prepare students for academic success in high school; as well as, post-secondary education. College and Career Readiness.
- Prepare students to be responsible and active participants in their community.
- Enable students to become life-long learners.

Inspired by the life and work of Humberto "Bert" Corona as a labor and civil rights leader, students at the Bert Corona Charter School will become active citizens characterized by the ideals of a diverse and democratic society. Our students will provide service to their community, take responsibility for their own learning, and develop the habits of mind that will empower them to be successful in high school. Furthermore, the critical thinking skills and the habits of mind students develop while under the care of Bert Corona Charter school will prepare them for the rigors of college and career world.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	13
Grade 6	106
Grade 7	110
Grade 8	108
Total Enrollment	337

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.9%
Male	53.1%
Asian	0.3%
Black or African American	0.9%
Hispanic or Latino	95.5%
White	3.3%
English Learners	32.3%
Foster Youth	1.2%
Homeless	1.8%
Socioeconomically Disadvantaged	86.4%
Students with Disabilities	22.3%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.70	63.21	22369.20	82.26	228366.10	83.12
Intern Credential Holders Properly Assigned	1.50	8.83	714.60	2.63	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.20	25.01	1398.60	5.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.20	1.47	1060.30	3.90	12115.80	4.41
Unknown	0.20	1.47	1651.30	6.07	18854.30	6.86
Total Teaching Positions	16.90	100.00	27194.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.10	59.57	23128.20	84.33	234405.20	84.00
Intern Credential Holders Properly Assigned	2.70	15.90	804.50	2.93	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.50	20.95	1474.90	5.38	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.60	3.52	1009.60	3.68	11953.10	4.28
Unknown	0.00	0.00	1009.30	3.68	15831.90	5.67
Total Teaching Positions	17.00	100.00	27426.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	1.80
Misassignments	3.20	1.70
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	4.20	3.50

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.20	0.00
Local Assignment Options	0.00	0.60
Total Out-of-Field Teachers	0.20	0.60

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	22.5	10.4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	35.3	5.3

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The materials purchased by BCCS are all on the State Board of Education (SBE) list of approved instructional materials, and the school continues to purchase sufficient materials to ensure a textbook, digital platform or other related materials for each student at each grade level, 5-8. It should be noted that in the area of history/social science, the SBE has not approved a list of instructional materials. The materials the schools are utilizing in all core subject areas (English language arts, mathematics, science, history/social science) are the most current. Where there is no updated approved list of materials, the school has supplemented the last adoption with appropriate resources to ensure the relevance of content.

SB 820 modified the definition of “technology-based instructional materials” resulting in the inclusion of technology equipment necessary to access instructional materials. This includes any devices that provide internet access. The bill also changes the sufficiency requirements of EC §60119. To reflect these changes, “technology-based instructional materials” have been added to the instructional materials list.

Year and month in which the data were collected	August 2023
--------------------------------------------------------	-------------

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	iReady Reading (2021)	Yes	0.00 %
Mathematics	iReady Mathematics (2021)	Yes	0.00 %
Science	Pearson Interactive Science (5th grade) MOSA Mack (2021), STILE Science (2022)	Yes	0.00 %
History-Social Science	TCI History Alive (2018)	Yes	0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts			0.00 %
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0.00 %

School Facility Conditions and Planned Improvements

The school campus is comprised of several bungalows. Repairs are made as necessary. In recent years, concrete sidings have been added on three buildings; air conditioners were replaced; a water fountain station was added on the field; and trash receptacles installed in the lunch area. The grass field is reseeded two times a year (summer and winter).

Year and month of the most recent FIT report	November 2023
-----------------------------------------------------	---------------

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Classroom 9: Unsecured items stored too high
Electrical	X			Classroom 13: Lighting fixture or bulbs are not working or missing.

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Girls RR: One toilet not working
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	24	17	41	41	47	46
Mathematics (grades 3-8 and 11)	12	11	27	29	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	332	327	98.49	1.51	16.98
Female	155	153	98.71	1.29	22.22
Male	177	174	98.31	1.69	12.28
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	321	316	98.44	1.56	17.25
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	114	110	96.49	3.51	0.92
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	291	287	98.63	1.37	16.20
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	76	75	98.68	1.32	2.67

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	332	327	98.49	1.51	10.70
Female	155	153	98.71	1.29	9.15
Male	177	174	98.31	1.69	12.07
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	321	316	98.44	1.56	10.76
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	114	111	97.37	2.63	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	291	287	98.63	1.37	10.45
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	76	75	98.68	1.32	2.67

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	7.09	12.28	20.02	20.46	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	116	115	99.14	0.86	12.28
Female	51	50	98.04	1.96	10.00
Male	65	65	100.00	0.00	14.06
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	109	108	99.08	0.92	13.08
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	40	39	97.50	2.50	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	99	99	100.00	0.00	9.18
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	24	100.00	0.00	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	86%	100%	79%	100%
Grade 7	93%	96%	96%	90%	100%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parent engagement is a hallmark of BCCS. Parents have ample opportunity to engage in all areas, and we encourage parents to participate in all school initiatives. Our school calendar is filled with trainings and opportunities for parents to come to the school and engage with teachers, administrators, staff, and community partners. Our goal is to engage our parents as partners, not as mere participants or bystanders in their child's education. To accomplish this, we have opportunities for parents to engage beyond meetings. Each month parents participate in Parent Advisory meetings, School Advisory Council meetings, parent leadership meetings. We are also focused on training our parents on the same topics and initiatives our staff are trained on so they can provide feedback as we implement. We encourage our parents to come for observational rounds to provide feedback from a parent's lens on what is going on in our classrooms. We have many events throughout the year when parents can come and engage with their kids in academic topics and activities. One example is our annual CASA project, a service-learning project our kids participate in through a partnership with UnidosUS. The parents participate all along the way to help kids identify issues within the community they would like to address and then the kids develop projects that help educate others and address those community needs. Finally, we partner frequently with CCSA to help our parents engage in advocacy work for their school, the charter school movement in Los Angeles and across the state.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	363	350	106	30.3
Female	172	164	47	28.7
Male	191	186	59	31.7
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	0	0.0
Black or African American	5	3	2	66.7
Filipino	0	0	0	0.0
Hispanic or Latino	342	333	96	28.8
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	1	1	1	100.0
White	11	10	7	70.0
English Learners	119	116	31	26.7
Foster Youth	7	7	3	42.9
Homeless	11	10	6	60.0
Socioeconomically Disadvantaged	317	307	92	30.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	84	84	26	31.0

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	2.85	3.31	0.00	0.46	0.55	0.20	3.17	3.60
Expulsions	0.00	0.00	0.28	0.00	0.02	0.02	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.31	0.28
Female	1.74	0
Male	4.71	0.52
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	3.22	0.29
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	5.04	0
Foster Youth	0	0
Homeless	9.09	0
Socioeconomically Disadvantaged	3.15	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.38	0

2023-24 School Safety Plan

BCCS follows the established standards of health and safety as commonly practiced in California public schools according to the California Education Code and California Health and Safety Code, including Education Codes 44237, 45125.1, and 45122.1. All city building codes are followed.

As required annually, BCCS reviews its Comprehensive School Safety Plan and updates it as needed by March 1st.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	36	1	8	4
Mathematics	58			4
Science	58			4
Social Science	58			4

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	1	16	
Mathematics	24	2	16	
Science	22	2	8	
Social Science	22	2	8	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	9	8	0
Mathematics	25	1	10	0
Science	24	1	9	0
Social Science	24	1	8	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	337

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.3
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$20,261.57	\$8,348.86	\$11,912.72	\$62,929.28
District	N/A	N/A	\$9,920	\$81,337
Percent Difference - School Site and District	N/A	N/A	18.3	-25.5
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	44.1	-33.1

Fiscal Year 2022-23 Types of Services Funded

Title I funds are used to support effective, evidence based educational strategies for students not meeting the state's challenging academic achievement standards. Based on an analysis of student achievement data, Title I resources may be used for professional development, supplemental instruction and intervention, parental involvement, personalization and support for students who are academically at risk.

Title III funds are allocated to supplement the core language instruction educational programs to ensure English Learner (EL) students achieve English proficiency and meet the same challenging state academic standards that other students are expected to meet. These support services must be based on evidence that demonstrates program effectiveness and may include effective professional development to teachers, administrators, and other school or community-based organizational personnel. Professional development activities funded with Title III funds must be of sufficient intensity and duration to have a positive and lasting impact on teacher capacity to meet the instructional needs of English learners.

The program description for all BCCS programs, as provided by all funding sources, is available in our LCAP. The LCAP can be accessed on our website at: <http://bccs.ypics.org/compliance/>

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,916	\$55,550
Mid-Range Teacher Salary	\$78,133	\$80,703
Highest Teacher Salary	\$97,008	\$109,418
Average Principal Salary (Elementary)	\$124,723	\$137,703
Average Principal Salary (Middle)	\$136,178	\$143,760
Average Principal Salary (High)	\$139,415	\$159,021
Superintendent Salary	\$440,000	\$319,443
Percent of Budget for Teacher Salaries	25.32%	30.35%
Percent of Budget for Administrative Salaries	4.83%	4.87%

Professional Development

The 2022-23 school year professional development was designed to deepen the knowledge of teachers and school leaders. These initiatives focused on improving instruction and services to specific student groups through a multi-tiered system of supports. Some specific student groups identified through data include English Learners, students with disabilities, and socioeconomically disadvantaged students.

Professional development included:

- YPICS Teacher Effectiveness Framework
- Classroom Management & Classroom Culture
- RELAY Graduate Schools of Education – Units, Standards, and Assessments
- Effective instructional planning and the development of rubrics
- Standards-based Grading (SBG)
- Supporting students with IEPs and grading
- Differentiation in the classroom to support ALL students
- Emergency Procedures and School Safety
- Parent Communication & Building Relationships with Families
- Reducing Chronic Absenteeism
- Project-based Learning (PBL)
- Community Service
- California Community Schools Partnership Program (CSSPP)
- Expanded Learning Opportunities Program (ELOP) Grant
- School-wide Positive Behavior Interventions and Supports (SWPBIS) & Tiered Fidelity Inventory (TFI)
- Ripple Effects [Social and Emotional Learning]
- T3 Technology Integration framework
- Pre-Referral Interventions (PRIM)
- Nonviolent Crisis Intervention (NCI)
- Effective Student Support & Progress Team (SSPT) Practices
- Critical Friends Group Protocols (CFG)

In addition, professional development that focused on the California content standards and frameworks in English language arts, English language development, mathematics, history/social studies, science, physical education, other content subjects and literacy.

The primary focus of professional development continues to be focused on effective first instruction and tiered support for all

Professional Development

students. Specific focus areas have been on the delivery of literacy and language instruction that ensures that all students read, write, speak and listen effectively, accurately, and fluently; the implementation of the California English language development standards; the transition to the new state History/Social Science and Science Frameworks; and the development of the instructional leadership team to collectively build capacity that increases the ability of all educators to make the instructional changes needed for all students to be college-prepared and career-ready.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	16	17	18



**YPI CHARTER SCHOOLS
Inter-Office Correspondence**

TO: YPI Charter Schools Board of Trustees **DATE:** February 05, 2024

FROM: Ena Lavan
Chief Accountability Officer

SUBJECT: Recommendation to receive and file 2022-2023 School Accountability Report Card (SARC) documents for Bert Corona Charter School, Monseñor Oscar Romero Charter School, and Bert Corona Charter High School

BACKGROUND

Since November 1988, state law has required all public schools receiving state funding to prepare and distribute a School Accountability Report Card (SARC). A similar requirement is also contained in the federal Elementary and Secondary Education Act (ESEA). The purpose of the report card is to provide parents and the community with important information about each public school. A SARC can be an effective way for a school to report on its progress in achieving goals. The public may also use a SARC to evaluate and compare schools on a variety of indicators.

ANALYSIS

Although there can be great variation in the design of school report cards, they generally begin with a profile that provides background information about the school and its students. The profile usually summarizes the school's mission, goals, and accomplishments. State law requires that the SARC contain all of the following:

- Demographic data
- School safety and climate for learning information
- Academic data
- School completion rates
- Class sizes
- Teacher and staff information
- Curriculum and instruction descriptions
- Postsecondary preparation information
- Fiscal and expenditure data

School report cards must be updated annually and published by February 1.

RECOMMENDATION

No further action is required as the board already approved this item during the regular board meeting held on December 11, 2023. The documents have been updated with additional dashboard data that was released after the December Board Meeting. The three revised SARC documents were posted on YPICS' websites by the February 1st deadline.

Bert Corona Charter High School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)



BERTCORONA

CHARTER HIGH SCHOOL

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California’s new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California’s diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Bert Corona Charter High School
Street	12513 Gain St.
City, State, Zip	Pacoima, CA 91331-1628
Phone Number	(818) 480-6810
Principal	Ruben Dueñas
Email Address	rduenas@coronacharter.org
School Website	http://bcchs.ypics.org/
County-District-School (CDS) Code	19647330132126

2023-24 District Contact Information

District Name	Bert Corona Charter High School
Phone Number	(818) 834-5805
Superintendent	Yvette King-Berg
Email Address	ykingberg@ypics.org
District Website	http://ypics.org

2023-24 School Description and Mission Statement

Bert Corona Charter High is a public charter school authorized by Los Angeles Unified School District to serve the East San Fernando Valley, a cohesive community within the City of Los Angeles. BCCHS ensures that high school students of the Pacoima community have access to a small high school in their neighborhood, and allows them continued support in overcoming barriers and empowers them to succeed well beyond high school.

This area of Los Angeles is an underserved community, primarily composed of immigrant families struggling to overcome the economic barriers that accompany poor educational resources and cultural isolation. Bert Corona Charter High School offers students the opportunity to continue to learn through clear and high expectations for all students, a rigorous technology integrated curriculum, a personalized learning environment, and family-school community partnerships.

The mission of Bert Corona Charter High School is to educate, train and produce California's Future Leaders. Inspired by the life and work of Bert Corona as a labor and civil rights leader, students at Bert Corona Charter School will become active citizens characterized by the ideals of a diverse and democratic society. Our students will provide service to their community,

2023-24 School Description and Mission Statement

take responsibility for their own learning, and develop the habits of mind that will empower them to be successful in high school. Furthermore, the critical thinking skills and the habits of mind students develop while under the care of Bert Corona Charter High School will prepare them for the rigors of the worlds of college and career.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	45
Grade 10	57
Grade 11	49
Grade 12	49
Total Enrollment	200

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44%
Male	56%
Black or African American	1%
Filipino	1.5%
Hispanic or Latino	96%
White	1.5%
English Learners	21%
Foster Youth	0.5%
Socioeconomically Disadvantaged	93%
Students with Disabilities	24%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.00	83.33	22369.20	82.26	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	714.60	2.63	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.90	8.25	1398.60	5.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	1060.30	3.90	12115.80	4.41
Unknown	1.00	8.33	1651.30	6.07	18854.30	6.86
Total Teaching Positions	12.00	100.00	27194.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.90	45.36	23128.20	84.33	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	804.50	2.93	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.50	34.79	1474.90	5.38	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	1009.60	3.68	11953.10	4.28
Unknown	2.50	19.69	1009.30	3.68	15831.90	5.67
Total Teaching Positions	13.00	100.00	27426.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.90	4.50
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.90	4.50

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	11.4	44
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	18.6	6.5

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The materials purchased by BCCHS are all on the State Board of Education (SBE) list of approved instructional materials or College Board approved materials, and the school continues to purchase sufficient materials to ensure a textbook or other related materials for each student at each grade level, 9 – 12. It should be noted that in the area of history/social science, the SBE has not approved a list of instructional materials. The materials the schools are utilizing in all core subject areas (English language arts, mathematics, science, history/social science) are the most current. Where there is no updated approved list of materials, the schools have supplemented the last adoption with appropriate resources to ensure the relevance of content.

SB 820 modified the definition of “technology-based instructional materials” resulting in the inclusion of technology equipment necessary to access instructional materials. This includes any devices that provide internet access. The bill also changes the sufficiency requirements of EC §60119. To reflect these changes, “technology-based instructional materials” have been added to instructional materials list.

Year and month in which the data were collected	August 2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Changing Hearts and Minds - UCCI English 12 Designing the American Dream- UCCI English 11 Get Reel: English Through Your Lens - UCCI English 10 Language Takes the Stage- UCCI English 9 The hyperlinks above are the titles to the University of California Curriculum Integration Unit courses that integrate CTE skills with A-G core content course material. Each course has a UC-approved list of course materials that are available to our students in the designated/required quantities.	No	0%
Mathematics	Da Vinci Algebra 1, Geometry + Computer Visualization/Simulation, Algebra 2 for the 21st Century The hyperlinks above are the titles to the University of California Curriculum Integration Unit courses that integrate CCTE skills with A-G core content course material. Each course has a UC-approved list of course materials that are available to our students in the designated/required quantities.	No	0%
Science	Biology and Community Health, Chemistry and Environmental Engineering: Water We Doing? Physics and Engineering: Motion By Design The hyperlinks above are the titles to the University of California Curriculum Integration Unit courses that integrate CTE skills with A-G core content course material. Each course has a UC-approved list of course materials that are available to our students in the designated/required quantities.	No	0%
History-Social Science	World History By Design US History and Public Health US Government The hyperlinks above are the titles to the University of California Curriculum Integration Unit courses that integrate CTE skills with A-G core content course material. Each course has a UC-approved list of course materials that are available to our students in the designated/required quantities.	No	0%
Foreign Language	Avancemos 1, Avancemos 2, Duo Lingo, and teacher-created curriculum resources aligned to CA standards	No	0%
Health	Teacher-created curriculum resources aligned to CA standards.	No	0%

Visual and Performing Arts	Teacher-created curriculum resources aligned to CA CTE standards. All materials provided as specified in the UC Doorways approved and posted syllabi.	No	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

As a Prop-39 co-located charter school in Los Angeles Unified School District, our facilities are managed by the principal of the school property upon which we reside. Therefore, its maintenance as well as its improvement planning are in the hands of LAUSD Administrators and Board Members. For facilities inspection records and improvement planning documentation, please contact Maclay Middle School directly or the LAUSD School Board Member's office.

Year and month of the most recent FIT report November 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Classroom 45: Stained ceiling tiles; Missing ceiling tiles
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Classroom 46: Lighting fixture or bulbs are not working or missing.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Girls RR: One sink has running faucet
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	53	33	41	41	47	46
Mathematics (grades 3-8 and 11)	8	4	27	29	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	51	48	94.12	5.88	33.33
Female	22	20	90.91	9.09	40
Male	29	28	96.55	3.45	28.57
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	48	45	93.75	6.25	33.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	46	43	93.48	6.52	34.88
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	11	91.67	8.33	18.18

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	51	48	94.12	5.88	4.17
Female	22	20	90.91	9.09	5.00
Male	29	28	96.55	3.45	3.57
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	48	45	93.75	6.25	4.44
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	46	43	93.48	6.52	4.65
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	11	91.67	8.33	0

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	3.7	20.00	20.02	20.46	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	58	50	86.21	13.79	20.00
Female	28	23	82.14	17.86	17.39
Male	30	27	90.00	10.00	22.22
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	56	49	87.50	12.50	18.37
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	13	11	84.62	15.38	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	54	46	85.19	14.81	21.74
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	10	90.91	9.09	--

2022-23 Career Technical Education Programs

Bert Corona Charter High School currently offers a Visual and Media Arts from the Arts, Media and Entertainment pathway of the CA Career Technical Education Framework. The course of study for the course series is taught by a CTE-credentialed teacher. The pathway consists of the following three courses:

- 1 – Foundations in Visual and Media Art
- 2 – Visual Arts II
- 3 – Visual and Media Arts III

The learning outcomes for these courses were adapted from the CA Arts Education Framework and the CTE Standards for the Arts, Media and Entertainment Sector. Additionally, all courses in the pathway are approved by the Regents of California to apply toward admission to both the University of California (UC) and California State University (CSU) systems.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	94
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	48.57

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	95%	95%	95%	95%	95%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parents are engaged at Bert Corona Charter High School in a variety of ways. First, parent participate in the our School Advisory Council. This School Advisory Council discusses the academic, operational, and cultural initiatives of the school and votes to adopt/approve significant changes to the school's programming. In addition, monthly parent information (Coffee with the Directors) are held every month so parent can ask questions and speak directly to school administrators and staff. Next, all parents have individual parent conferences with staff each semester to discuss their student growth academically and socially. Parents are also encourage to support athletic events, and in service projects created by students in the school's Advisory Program. Finally, parents participate in variety of workshops sponsored by staff and community partners on topic about steps to college, including the application process, and other relevant topics for parents and our community.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	5.9	0.0	7.5	8.1	7.8	8.5	9.4	7.8	8.2
Graduation Rate	68.6	96.3	92.5	83.5	87.4	86.1	83.6	87.0	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	53	49	92.5
Female	25	24	96.0
Male	28	25	89.3
Non-Binary	0	0	0
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Black or African American	0	0	0
Filipino	--	--	--
Hispanic or Latino	52	48	92.3
Native Hawaiian or Pacific Islander	0	0	0
Two or More Races	0	0	0
White	0	0	0
English Learners	14	11	78.6
Foster Youth	0	0	0
Homeless	0	0	0
Socioeconomically Disadvantaged	51	47	92.2
Students Receiving Migrant Education Services	0	0	0
Students with Disabilities	12	8	66.7

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	221	215	78	36.3
Female	96	95	38	40.0
Male	125	120	40	33.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Black or African American	2	2	1	50.0
Filipino	3	3	0	0.0
Hispanic or Latino	212	207	76	36.7
Native Hawaiian or Pacific Islander	0	0	0	0
Two or More Races	0	0	0	0
White	3	3	1	33.3
English Learners	49	48	18	37.5
Foster Youth	1	1	0	0.0
Homeless	0	0	0	0
Socioeconomically Disadvantaged	204	199	73	36.7
Students Receiving Migrant Education Services	0	0	0	0
Students with Disabilities	51	50	20	40.0

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	5.14	1.81	0.00	0.46	0.55	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.02	0.02	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.81	0.00
Female	2.08	0.00
Male	1.60	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.89	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.96	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2023-24 School Safety Plan

As a Prop 39 co-located school, Bert Corona Charter High School follows the Comprehensive School Safety Plan developed by the host school, LAUSD's Maclay Middle School. Bert Corona Charter High School participates with Maclay MS in all safety and emergency drills, and has access to all emergency supplies provided to the school site. The key elements of the safety plan (drill procedures, exit routes, access to first aid) are covered with staff and students at the beginning of each school year, and the host site develops and revises as needed, by the March 1st annual deadline.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	14	1	
Mathematics	15	9	3	
Science	17	8	2	
Social Science	21	4	4	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	16	3	
Mathematics	14	13	2	
Science	18	7	3	
Social Science	15	9	1	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16.00	10	3	0
Mathematics	15.00	13	4	0
Science	17.00	8	1	1
Social Science	19.00	4	4	1

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	200

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.30
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	
Other	0.00

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$17,578.89	\$4,071.30	\$13,507.59	\$66,232.31
District	N/A	N/A	\$9,920	\$81,337
Percent Difference - School Site and District	N/A	N/A	30.6	-20.5
State	N/A	N/A	\$7606.62	\$87,885
Percent Difference - School Site and State	N/A	N/A	55.9	-28.1

Fiscal Year 2022-23 Types of Services Funded

Title I funds are used to support effective, evidence based educational strategies for students not meeting the state's challenging academic achievement standards. Based on an analysis of student achievement data, Title I resources may be used for professional development, supplemental instruction and intervention, parental involvement, personalization and support for students who are academically at risk.

Title III funds are allocated to supplement the core language instruction educational programs to ensure English Learner (EL) students achieve English proficiency and meet the same challenging state academic standards that other students are expected to meet. These support services must be based on evidence that demonstrates program effectiveness and may include effective professional development to teachers, administrators, and other school or community-based organizational personnel. Professional development activities funded with Title III funds must be of sufficient intensity and duration to have a positive and lasting impact on teacher capacity to meet the instructional needs of English learners.

The program description for all BCCHS programs, as provided by all funding sources, is available in our LCAP. The LCAP can be accessed on our website at: <http://bcchs.ypics.org/compliance/>

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,916	\$55,550
Mid-Range Teacher Salary	\$78,133	\$80,703
Highest Teacher Salary	\$97,008	\$109,418
Average Principal Salary (Elementary)	\$124,723	\$137,703
Average Principal Salary (Middle)	\$136,178	\$143,760
Average Principal Salary (High)	\$139,415	\$159,021
Superintendent Salary	\$440,000	\$319,443
Percent of Budget for Teacher Salaries	25.32%	30.35%
Percent of Budget for Administrative Salaries	4.83%	4.87%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	23
------------------------------------------	----

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	1
Fine and Performing Arts	0
Foreign Language	1
Mathematics	0
Science	3
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	5

Professional Development

The 2022-23 school year professional development was designed to deepen the knowledge of teachers and school leaders. These initiatives focused on improving instruction and services to specific student groups through a multi-tiered system of supports. Some specific student groups identified through data include English Learners, students with disabilities, and socioeconomically disadvantaged students

Professional development included:

Professional Development

- YPICS Teacher Effectiveness Framework
- WASC Accreditation
- Classroom Management & Classroom Culture
- RELAY Graduate Schools of Education – Units, Standards, and Assessments
- Effective instructional planning and the development of rubrics
- Standards-based Grading (SBG)
- Supporting students with IEPs and grading
- Differentiation in the classroom to support ALL students
- Emergency Procedures and School Safety
- Parent Communication & Building Relationships with Families
- Reducing Chronic Absenteeism
- Project-based Learning (PBL)
- Community Service
- California Community Schools Partnership Program (CSSPP)
- Expanded Learning Opportunities Program (ELOP) Grant
- School-wide Positive Behavior Interventions and Supports (SWPBIS) & Tiered Fidelity Inventory (TFI)
- Ripple Effects [Social and Emotional Learning]
- T3 Technology Integration framework
- Pre-Referral Interventions (PRIM)
- Nonviolent Crisis Intervention (NCI)
- Effective Student Support & Progress Team (SSPT) Practices
- Critical Friends Group Protocols (CFG)

In addition, professional development focused on the California content standards and frameworks in English language arts, English language development, mathematics, history/social studies, science, physical education, other content subjects and literacy.

The primary focus of professional development continues to be focused on effective first instruction and tiered support for all students. Specific focus areas have been on the delivery of literacy and language instruction that ensures students are being prepared for college/career; the implementation of the California English language development standards; the transition to the new state History/Social Science and Science Frameworks; and the development of the instructional leadership team to collectively build capacity that increases the ability of all educators to make the instructional changes needed for all students to be college-prepared and career-ready.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	16	17	18

Coversheet

Tentative FY24-25 Dates Board Meetings

Section: III. Items Scheduled for Information
Item: O. Tentative FY24-25 Dates Board Meetings
Purpose: Discuss
Submitted by:
Related Material: Draft (24-25 Board Meeting Dates).pdf

DRAFT - Not for distribution



**YPI Charter Schools, Inc.
Governing Board
2024-25**

Members

Mary Keipp, Chair

Cesar Lopez, Vice-Chair

Michael Green, Treasurer

Sandra Mendoza, Secretary

Dean Cho, Member

Walter Njboke, Member

Regular Meeting Schedule (6:00 pm)

August 26, 2024
September 30, 2024
October 28, 2024
December 9, 2024
January 27, 2025
February 24, 2025
March 31, 2025
April 28, 2025
May 19, 2025
June 9, 2025
June 30, 2025

Academic Committee (5:00 pm)

November 18, 2024
February 3, 2025

Fiscal Committee (5:00 pm)

November 4, 2024
February 10, 2025
June 9, 2025

Technology Committee (5:00 pm)

December 9, 2024
February 24, 2025

DRAFT - Not for distribution



DRAFT - Not for distribution

MONTH/DAY/2024

TO:

FROM:

SUBJECT:

The governing board of YPI Charter Schools has reviewed and approved the following dates for its meetings for the 2024-25 academic year.

The monthly regular meetings will begin at 6:00 pm. Members of the public may find information on how to access these meetings either in-person or virtually by visiting the YPICS Board website [here](#).

YPICS, Inc. (Conference Room) 10660 White Oak Avenue, Suite B101, Granada Hills, CA 91344	
August 26, 2024	Regular
September 30, 2024	Regular
October 28, 2024	Regular
November 4, 2024	Fiscal
November 18, 2024	Academic
December 9, 2024	Technology / Regular
January 27, 2025	Regular
February 3, 2025	Academic
February 10, 2025	Fiscal
February 24, 2025	Technology / Regular
March 31, 2025	Regular
April 28, 2025	Regular
May 19, 2025	Regular
June 9, 2025	Finance / Regular
June 30, 2025	Regular

Committees of the Board

Academics	Fiscal	Technology
November 18, 2024	November 4, 2024	December 9, 2024
February 3, 2025	February 10, 2025	February 24, 2025
	June 9, 2025	

DRAFT - Not for distribution

Coversheet

Consent Items

Section: IV. Consent Agenda Items

Item: B. Consent Items

Purpose: Vote

Submitted by:

Related Material:

24-25 YPICS School Calendar (board approval pending) - YPICS Student School Calendar (CC added).pdf

2024-25 YPICS School Year Calendar (Board Approval pending)																																								
Student Calendar																																								
Mon	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Days	Sem	SemDays	Wks	Short	Reg	Min	Total	
July	v	v	v	h	v			v	v	v	v	v			v	v	v	v	v			v	v	v	v	v			nt	nt	nt	0	1	83		0	0	0	0	
August	t	t			t	t	l	l	l			l	l	l	l	l			l	l	l	l			l	l	l	l	l	l		18				4	14	0	18	
September		h	l	l	l	l			l	l	l	l	l			l	l	l	l	l			t	t	l	l	l			l		18				4	14	0	18	
October	l	l	l	l			l	l	l	l	P			l	l	l	l	l			l	l	l	l	l	l			l	l	l	l	22				3	17	2	22
November	l			l	l	l	l	l			h	l	l	l	l			l	l	l	l	l			h	h	h	h	h			15				3	12	0	15	
December		l	l	l	l	l			l	l	l	l	l			v	v	v	v	v			h	v	v	v	v			v	h	10				1	8	1	10	
January	h	v	v			t	t	l	l	l			l	l	l	l	l			h	l	l	l	l			l	l	l	l	l	17				3	14	0	17	
February			l	l	l	l	l			l	l	l	l	l			h	l	l	l	l			l	l	l	l	l				19				4	15	0	19	
March			l	l	l	l	l			l	l	l	l	P			l	l	l	l	l			l	l	l	l	l			h	19				2	14	3	19	
April	l	l	l	l			l	l	l	l	l			v	v	v	v	v			h	l	l	l	l			l	l	l		16				4	12	0	16	
May	l	l			l	l	l	l	l			l	l	l	l	l			l	l	l	l	l			h	l	l	l	l		21				3	17	1	21	
June		l	l	l	l	l			t	t	t	v	v			v	v	h	v	v			v	v	v	v	v			v		5				1	4	0	5	
																		180		180		32	141	7	180															

Calendar Key													
1	Instructional Day	l	CPT Day	l	Minimum Day	v	Vacation	h	National Holiday	t	All Staff Training	P	All day Parent Conference
		l	CPT Day	v	YPICS Leadership Mtg					nt	New Staff Training	l	1/2 day Parent Conference

Important Dates	
1st Day of School	8/7/2024
Labor Day	9/2/2024
Veteran's Day	11/11/2024
Thanksgiving Break	11/25-29/2024
1st Semester Ends	12/13/2024
Winter Break	12/16//24 to 1/8/25

Professional Development Dates			
New Teacher	7/29/2024	All Staff	9/23/2024
New Teacher	7/30/2024	All Staff	10/21/2024
New Teacher	7/31/2024	All Staff	1/13/2025
All Staff	8/1/2024	All Staff	2/10/2025
All Staff	8/2/2024	All Staff	3/3/2025
All Staff	8/5/2024	Site	6/9/2025
All Staff	8/6/2024	Site	6/10/2025
		Site	6/11/2025

Coversheet

Updated Academic Excellence Plans for BCCS, BCCHS, and MORCS

Section: V. Items Scheduled For Action
Item: A. Updated Academic Excellence Plans for BCCS, BCCHS, and MORCS
Purpose: Vote
Submitted by:
Related Material:
(Feb 2024 Update) 2023-24 MORCS Annual Plan to Improve Student Achievement.pdf
(Feb 2024 Update) 2023-24 BCCS Annual Plan to Improve Student Achievement.docx.pdf
2023-24 BCCHS Annual Plan to Improve Student Achievement.pdf

Monseñor Oscar Romero Charter School 2023–24 Annual Plan to Improve Student Achievement

Executive Administrator	Site Leadership Team					
Mr. Freddy Zepeda	Mrs. Brown (CoSCC), Mr Cruz (CoSCC), Mr. Duran (Col), Mrs. Gamez (CoO), Ms. Vargas (CoCS)					
Historical Data	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Cumulative Enrollment (Source: Ed-Data)	367	358	373	328	308	277
Unduplicated Pupil Count (Source: Ed-Data)	325	322	341	301	284	265
Free/Reduced (Source: Ed-Data)	322	318	335	297	274	247
English Learners (Source: Ed-Data)	96	91	104	106	118	110 (CDE)
Chronic Absenteeism (Source: Ed-Data)	7.6%	6.8%	n/a	52.9%	20.1%	24.8%
Suspensions (Source: Ed-Data)	15%	12%	1.6%	0%	2.3%	0.7%
Expulsions (Source: Ed-Data)	0.3%	0%	0%	0%	0%	0%
ELPAC Proficiency	19.79%	11.96%	n/a	11.58%	18.42%	14.55%
Redesignated Fluent English Proficient (Source: Ed-Data)	11.3%	16.67%	4.4%	3.85%	0%	7.5%
English/Language Arts	20.96%	22.19%	n/a	n/a	23.84%	19.79%
Mathematics	13.34%	10.98%	n/a	n/a	10.25%	8.28%
Science		7.77%	n/a	n/a	9.73%	12.94%

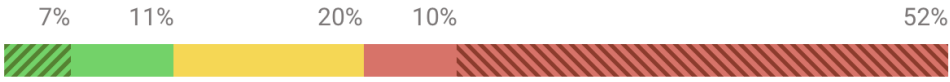
NOTE: Data fields for 2022-23 have been updated to reflect CDE information.

Overview Statement/Description of School Performance Trend

The historical data for MORCS highlights many of the challenges that we've been faced with in the last 5-6 years. Our cumulative enrollment was increasing steadily until 2020-2021, which was our first full school year during the pandemic. The years that followed have seen a decline in our enrollment. Our Chronic Absenteeism rate was declining until our first full school year during the pandemic, and we were able to improve for the 2021-22 school year. Additionally, our suspensions and expulsions have seen a decrease, with our rate dropping more than 12% since the 2017-2018 school year. In regards to our scores in ELA, Math, and Science, we've been able to maintain our ELA scores above the 20% range, increase our Science scores, but have seen a decline in Math. Our English Learner population has also increased significantly, with our ELL population hovering around the 35-40% range in the last few years. The data that is presented in the table above is all indicative that we have been experiencing challenges, but have been able to historically hold steady. As we move forward during the 2023-2024 school year, our team is committed to putting systems in place to improve our outcomes. As a team, we have looked at our present levels of performance, attendance data, and culture and climate, to help us brainstorm approaches that will fit the needs of our school. The following tables will further outline the analysis and improvement actions that our team will be implementing to help empower our teachers to support our students in meeting their goals and targets.

I. English/Language Arts

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal <i>(based on Data Analysis)</i>	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline																					
<p>Increase number/percentage of students meeting standards in ELA through consistently impactful grade-level instruction</p> <table border="1" data-bbox="94 974 532 1247"> <thead> <tr> <th></th> <th></th> <th>2022-23</th> </tr> <tr> <th></th> <th>Met/exceed</th> <th>DFS</th> </tr> </thead> <tbody> <tr> <td>School</td> <td>19.79%</td> <td>-81.1</td> </tr> <tr> <td>SWD</td> <td>2.7%</td> <td>-139</td> </tr> <tr> <td>SED</td> <td>20.85%</td> <td>-78.9</td> </tr> <tr> <td>EL</td> <td>0%</td> <td>-119.2</td> </tr> <tr> <td>Hispanic</td> <td>19.92%</td> <td>-81.4</td> </tr> </tbody> </table> <p>(Source: CA Dashboard; CDE CAASPP Website)</p>			2022-23		Met/exceed	DFS	School	19.79%	-81.1	SWD	2.7%	-139	SED	20.85%	-78.9	EL	0%	-119.2	Hispanic	19.92%	-81.4	<p>By June 2024, 25% of students will meet GL proficiency as measured by CAASPP ELA.</p>	<ul style="list-style-type: none"> Strategic placement in ELA support classes. Students who are not performing at grade level will be considered for placement in ELA support classes where they will focus on developing core skills in ELA. Grade Level action plans and commitments - GLs reviewed performance data of current students and created plans so that GL teachers of all contents can contribute to supporting students as they develop their skills in ELA. ELA team is receiving Relay strategy PDs throughout the school year to support instruction. Throughout the year, teachers will receive coaching and will engage in 	<p>ELA Teachers</p>	<p>CAASPP ELA</p>	<p>June 2024</p>
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		observation/feedback to support with rigor.													
Update: February 2024	<p>Per our iReady Diagnostic reports, we currently have 18% of students who are performing at the early on grade level to mid or above grade level range. This is showing us positive progress towards our goal of 25% of students performing at grade level on the CAASPP. We have increased our efforts to improve in the area of writing and use resources like NoRedInk and iReady My Path to continue promoting positive growth in the area of English Language Arts.</p> <div data-bbox="569 496 1588 873" style="border: 1px solid #ccc; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">Current Placement Distribution</p>  <table border="0" style="width: 100%; text-align: center; font-size: small;"> <tr> <td>● Mid or Above Grade Level</td> <td>● Early On Grade Level</td> <td>● One Grade Level Below</td> <td>● Two Grade Levels Below</td> <td>● Three or More Grade Levels Below</td> </tr> <tr> <td>(From 3%)</td> <td>(From 6%)</td> <td>(From 13%)</td> <td>(From 10%)</td> <td>(From 67%)</td> </tr> </table> </div>					● Mid or Above Grade Level	● Early On Grade Level	● One Grade Level Below	● Two Grade Levels Below	● Three or More Grade Levels Below	(From 3%)	(From 6%)	(From 13%)	(From 10%)	(From 67%)
● Mid or Above Grade Level	● Early On Grade Level	● One Grade Level Below	● Two Grade Levels Below	● Three or More Grade Levels Below											
(From 3%)	(From 6%)	(From 13%)	(From 10%)	(From 67%)											
Increase number of students meeting iReady Typical Growth Goal	By June 2024, 55% of students will meet their typical growth goal as measured by iReady diagnostic.	<ul style="list-style-type: none"> ● iReady Goal Setting and progress monitoring - teachers conference with students monthly to discuss their progress in iReady and monitor progress towards meeting typical growth goals. ● Strategic placement in ELA support classes. Students who are not performing at grade level will be considered for placement in ELA support classes where they will focus on developing core skills in ELA. ● GL action plans and commitments - GLs reviewed performance data of current students and created plans so that GL teachers of all contents can contribute to 	ELA Teachers	iReady Diagnostic	June 2024										

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal <i>(based on Data Analysis)</i>	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline																													
		supporting students as they develop their skills in ELA.																																
Update: February 2024	<p>Schoolwide, we have exceeded this goal for as of December 2023. Currently, 57% of our students have met their typical growth goal as measured by the iReady diagnostic. We will be adjusting this goal to 65% and will continue our efforts by providing explicit instruction in target areas as identified by the iReady diagnostic. As grade levels, 6th grade is currently at 51% of students meeting their typical growth goal, 7th grade is at 54%, and 8th grade is at 65%. Our grade level teams met to discuss their current performance levels in January 2024 and will continue working towards their goals, while our 8th grade team (the only group who exceed their goal) will strive for a new target of 75%. Overall, we are excited that the growth in reading is positive at this time in the school year and will hope to continue seeing further growth in the coming months.</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="569 626 1268 951"> <table border="1"> <caption>Distribution of Progress to Annual Typical Growth</caption> <thead> <tr> <th>% Progress</th> <th>% Students</th> </tr> </thead> <tbody> <tr> <td><=19</td> <td>28%</td> </tr> <tr> <td>20-39</td> <td>5%</td> </tr> <tr> <td>40-59</td> <td>3%</td> </tr> <tr> <td>60-79</td> <td>5%</td> </tr> <tr> <td>80-99</td> <td>2%</td> </tr> <tr> <td>100+ Met</td> <td>57%</td> </tr> </tbody> </table> </div> <div data-bbox="1276 609 1964 951"> <table border="1"> <thead> <tr> <th colspan="3">Annual Typical Growth ⓘ</th> </tr> <tr> <th>Grade</th> <th>Progress (Median) ⌵</th> <th>% Met ⌵</th> </tr> </thead> <tbody> <tr> <td>Grade 6</td> <td>106%</td> <td>51%</td> </tr> <tr> <td>Grade 7</td> <td>118%</td> <td>54%</td> </tr> <tr> <td>Grade 8</td> <td>150%</td> <td>65%</td> </tr> </tbody> </table> </div> </div>					% Progress	% Students	<=19	28%	20-39	5%	40-59	3%	60-79	5%	80-99	2%	100+ Met	57%	Annual Typical Growth ⓘ			Grade	Progress (Median) ⌵	% Met ⌵	Grade 6	106%	51%	Grade 7	118%	54%	Grade 8	150%	65%
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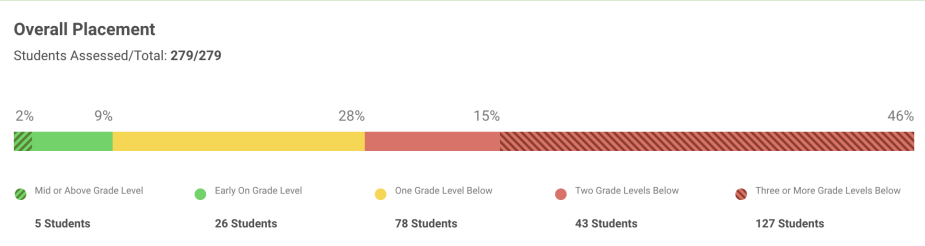
II. English Language Development

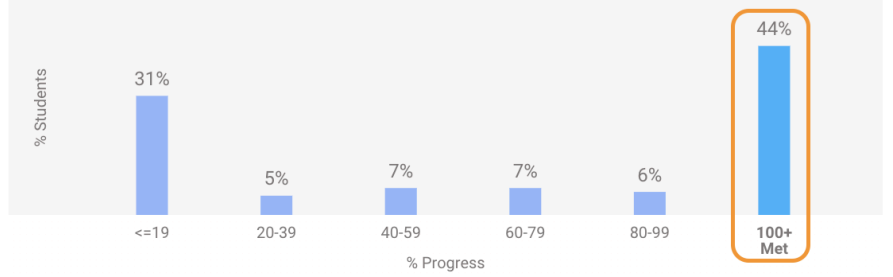
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Improve the number/percentage of English Learners demonstrating growth in English language acquisition and redesignation rates <div style="border: 1px solid black; padding: 2px; display: inline-block;"> 2022-23 45.1% </div>	By June 2024, 20% of EL students will meet reclassification criteria and be eligible to designate as RFEP.	<ul style="list-style-type: none"> • ELD lessons focused on Reading, Writing, Speaking and Listening to prepare students for ELPAC. • Pull out supports during PE class (once per week) for students who are high-need ELs (by ELD specialist) 	ELD teacher, ELA teachers	ELPAC, Reading Inventory iReady Diagnostic ELA Grades	June 2024

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal (based on Data Analysis)	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline									
(Source: CA Dashboard English Learner Progress Indicator) <table border="1" data-bbox="123 326 333 440"> <tr><td>2022-23</td></tr> <tr><td>7.5%</td></tr> <tr><td>9 of 119</td></tr> </table> (Source: Local Reclassification Data/ CA Dashboard Enrollment)	2022-23	7.5%	9 of 119		<ul style="list-style-type: none"> Practice ELPAC questions administered in ELD class throughout the school year to expose students to rigor of ELPAC test. 									
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Update: February 2024 As of December 2023, 56% of our ELs have met their typical growth goal. Our team has adjusted our goal and will strive to have 65% of our ELs meet their typical growth goal by April 2024. <div data-bbox="567 776 1701 1040" style="border: 1px solid #ccc; padding: 5px; margin-top: 10px;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3" style="text-align: center;">Annual Typical Growth ⓘ</th> </tr> <tr> <th style="width: 30%;">All</th> <th style="width: 35%;">Progress (Median) ⌵</th> <th style="width: 35%;">% Met ⌵</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Yes - English Learner</td> <td style="text-align: center;"> <div style="width: 124%; height: 10px; background-color: #007bff; position: relative;"> ✓ </div> 124% </td> <td style="text-align: center;">56%</td> </tr> </tbody> </table> </div>						Annual Typical Growth ⓘ			All	Progress (Median) ⌵	% Met ⌵	Yes - English Learner	<div style="width: 124%; height: 10px; background-color: #007bff; position: relative;"> ✓ </div> 124%	56%
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III. Mathematics

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal (based on Data Analysis)	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline			
Increase number/percentage of students meeting standards in mathematics through consistently impactful grade-level instruction <table border="1" data-bbox="96 1455 545 1482"> <tr> <td style="width: 30%;"></td> <td style="width: 30%;"></td> <td style="width: 40%; text-align: center;">2022-23</td> </tr> </table>			2022-23	By June 2024, 20% of students will meet GL proficiency as measured by CAASPP Math.	<ul style="list-style-type: none"> Strategic placement in Math support classes. Students who are not performing at grade level will be considered for placement in Math support classes where they will focus on developing core skills in Math. 	Math Teachers	CAASPP Math	June 2024
		2022-23						

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal (based on Data Analysis)	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline																		
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Hispanic	8.12%	-125.2																					
Update: February 2024	<p>At the start of the school year, only 6% of students were performing at the early on grade level or mid or above grade level range in their iReady diagnostic. As of December 2023, this number has increased to 11%. Our team has continued their efforts to provide additional support to students in their Math Support classes so that they are able to fill gaps in learning. In addition, our team has started to use the Ironbox Math program to help students develop their general understanding of foundational math skills in an effort to help them increase their level of mastery of grade level math.</p>  <table border="1" data-bbox="575 950 1499 1193"> <caption>Overall Placement</caption> <p>Students Assessed/Total: 279/279</p> <thead> <tr> <th>Placement Level</th> <th>Percentage</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr> <td>Mid or Above Grade Level</td> <td>2%</td> <td>5 Students</td> </tr> <tr> <td>Early On Grade Level</td> <td>9%</td> <td>26 Students</td> </tr> <tr> <td>One Grade Level Below</td> <td>28%</td> <td>78 Students</td> </tr> <tr> <td>Two Grade Levels Below</td> <td>15%</td> <td>43 Students</td> </tr> <tr> <td>Three or More Grade Levels Below</td> <td>46%</td> <td>127 Students</td> </tr> </tbody> </table>					Placement Level	Percentage	Number of Students	Mid or Above Grade Level	2%	5 Students	Early On Grade Level	9%	26 Students	One Grade Level Below	28%	78 Students	Two Grade Levels Below	15%	43 Students	Three or More Grade Levels Below	46%	127 Students
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Three or More Grade Levels Below	46%	127 Students																					
Increase number of students meeting iReady Typical Growth Goal	By June 2024, 55% of students will meet their typical growth goal as measured by iReady diagnostic.	<ul style="list-style-type: none"> iReady Goal Setting and progress monitoring - teachers conference with students monthly to discuss their progress in iReady and monitor progress towards meeting typical growth goals. Strategic placement in Math support classes. Students who are not performing at grade level will be 	Math Teachers	iReady Diagnostic	June 2024																		

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal (based on Data Analysis)	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline														
		considered for placement in Math support classes where they will focus on developing core skills in Math. <ul style="list-style-type: none"> GL action plans and commitments - GLs reviewed performance data of current students and created plans so that GL teachers of all contents can contribute to supporting students as they develop their skills in Math. 																	
Update: February 2024		As of December 2023, our schoolwide progress of students meeting their typical growth goals in Mathematics is at 44%. Our goal in this area is progressing as outlined, and we hope to be able to achieve our goal of 55% of students meeting their typical growth goal by April 2024. Our team will continue to provide supports in Math Support classes, grade level Math classes, and we are also using our advisory block once per week to provide students with additional time to work on their iReady path to help us close any gaps. <div data-bbox="575 760 1467 1174" style="text-align: center;"> <p>Distribution of Progress to Annual Typical Growth</p>  <table border="1" style="margin: 0 auto;"> <caption>Distribution of Progress to Annual Typical Growth</caption> <thead> <tr> <th>% Progress</th> <th>% Students</th> </tr> </thead> <tbody> <tr> <td><=19</td> <td>31%</td> </tr> <tr> <td>20-39</td> <td>5%</td> </tr> <tr> <td>40-59</td> <td>7%</td> </tr> <tr> <td>60-79</td> <td>7%</td> </tr> <tr> <td>80-99</td> <td>6%</td> </tr> <tr> <td>100+ Met</td> <td>44%</td> </tr> </tbody> </table> </div>				% Progress	% Students	<=19	31%	20-39	5%	40-59	7%	60-79	7%	80-99	6%	100+ Met	44%
% Progress	% Students																		
<=19	31%																		
20-39	5%																		
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80-99	6%																		
100+ Met	44%																		

IV. Science

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal (based on Data Analysis)	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline
Continue to build on the prior year's increase in grade 8 science instruction	By June 2024, 15%% of students will meet GL	<ul style="list-style-type: none"> continued implementation of high rigor lessons and activities using curriculum (Mosa Mack and STILE Science) 	Science Teachers	CAST	June 2024

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal <i>(based on Data Analysis)</i>	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline																					
<table border="1"> <tr> <td></td> <td>2022-23</td> <td></td> </tr> <tr> <td></td> <td>Met/exceed</td> <td>Nearly met</td> </tr> <tr> <td>School</td> <td>12.94%</td> <td>60%</td> </tr> <tr> <td>SWD</td> <td>n/a</td> <td>n/a</td> </tr> <tr> <td>SED</td> <td>14.86%</td> <td>59.46%%</td> </tr> <tr> <td>EL</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Hispanic</td> <td>13.09%</td> <td>59.52%</td> </tr> </table> <p>(Source: CDE CAASPP Website)</p>		2022-23			Met/exceed	Nearly met	School	12.94%	60%	SWD	n/a	n/a	SED	14.86%	59.46%%	EL	0%	0%	Hispanic	13.09%	59.52%	proficiency as measured by CAST.	<ul style="list-style-type: none"> Practice of CAST release questions throughout the school year 			
	2022-23																									
	Met/exceed	Nearly met																								
School	12.94%	60%																								
SWD	n/a	n/a																								
SED	14.86%	59.46%%																								
EL	0%	0%																								
Hispanic	13.09%	59.52%																								
Update: February 2024		This plan is partially implemented. We will be exploring CAST release questions and practice tests in the month of March.																								

V. School Culture & Climate

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal <i>(based on Data Analysis)</i>	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline												
Decrease student suspensions by improving culture/climate <table border="1"> <tr> <td></td> <td>2022-23</td> </tr> <tr> <td>All</td> <td>0.7%</td> </tr> <tr> <td>Hispanic</td> <td>0.7%</td> </tr> <tr> <td>SED</td> <td>0.7%</td> </tr> <tr> <td>EL</td> <td>1.7%</td> </tr> <tr> <td>SWD</td> <td>0%</td> </tr> </table> <p>(Source: CA Dashboard; DataQuest)</p>		2022-23	All	0.7%	Hispanic	0.7%	SED	0.7%	EL	1.7%	SWD	0%	By June 2024, MORCS will maintain a suspension rate of 0%.	<ul style="list-style-type: none"> Continued implementation of PBIS tiered support system Continued implementation of restorative practices 	SCC, Administrative team	Suspensions	June 2024
	2022-23																
All	0.7%																
Hispanic	0.7%																
SED	0.7%																
EL	1.7%																
SWD	0%																
Update: February 2024		We recently had our first suspension of the school year. We were unable to maintain our suspension rate at 0%. We have continued strong implementation of PBIS tiered systems of support and have consistently implemented restorative practices throughout the school year. We will continue our implementation of PBIS tiered systems of support to ensure that the needs of our students are being met.															

VI. Chronic Absenteeism:

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal <i>(based on Data Analysis)</i>	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline												
<p>% of students at chronic absentee range</p> <table border="1" data-bbox="94 329 330 557"> <thead> <tr> <th></th> <th>2022-23</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>24.8%</td> </tr> <tr> <td>Hispanic</td> <td>24.7%</td> </tr> <tr> <td>SED</td> <td>25.1%</td> </tr> <tr> <td>EL</td> <td>24.6%</td> </tr> <tr> <td>SWD</td> <td>28.9%</td> </tr> </tbody> </table> <p>(Source: CA Dashboard; DataQuest)</p>		2022-23	All	24.8%	Hispanic	24.7%	SED	25.1%	EL	24.6%	SWD	28.9%	<p>By June 2024, MORCS will maintain a chronic absentee rate of <8%</p>	<ul style="list-style-type: none"> monthly review of chronic absenteeism report support plans for students who fall under chronic absenteeism (meet with families, establish attendance goals, monitor attendance, home visits) 	<p>Operations</p>	<p>Chronic Absentee report</p>	<p>2024</p>
	2022-23																
All	24.8%																
Hispanic	24.7%																
SED	25.1%																
EL	24.6%																
SWD	28.9%																
<p>Update: February 2024</p>	<p>This goal is in progress. We have continued to have meetings with families of students who are currently falling in the chronic absenteeism range. We have also started to utilize our Youth Mentor to support with students who are at the chronic absenteeism range to help them develop positive relationships and communicate the importance of attendance.</p> <p>Currently, our chronic absenteeism rate is at 27.3%. We hope to be able to decrease this percentage with improved attendance in the coming months.</p>																

Bert Corona Charter School 2023-24 Annual Plan to Improve Student Achievement

Executive Administrator	Site Leadership Team
Dr. Kevin Myers	Mr. Arreola (CoSCC), Mrs. Myers (Col), Mr. Rios (CoO), Ms. Sepulveda (CoCS)

Historical Data	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Cumulative Enrollment (Source: Ed-Data)	375	388	389	354	351	337
Unduplicated Pupil Count (Source: Ed-Data)	319	308	301	309	290	296
Free/Reduced (Source: Ed-Data)	310	293	286	295	274	281
English Learners (Source: Ed-Data)	85	87	92	103	108	109
Chronic Absenteeism (Source: Ed-Data)	6.7%	7%	n/a	35.4%	27.2%	30.3%
Suspensions (Source: Ed-Data)	6.7%	6.2%	4.4%	0%	2.8%	3.3%
Expulsions (Source: Ed-Data)	0%	0%	0%	0%	0%	0.3%
ELPAC Proficiency	26.51%	10.23%	n/a	12.26%	11.11%	18.58%
Redesignated Fluent English Proficient (Source: Ed-Data)	11.9%	27.06%	14.94%	3.26%	0%	3.5%
English/Language Arts	23.1%	16.76%	n/a	n/a	24.47%	17.02%
Mathematics	12.5%	11.44%	n/a	n/a	12.46%	10.74%
Science	n/a	5.68%	n/a	n/a	7.09%	12.28%

NOTE: Data fields for 2022-23 have been updated to reflect CDE information.

Overview Statement/Description of School Performance Trend

In the last two years, BCCS has become much more data-driven and strategic in our planning. The goal since we came back from the pandemic has been to have a well-developed plan based on our student needs, our LCAP, and based on YPICS board and LAUSD areas of focus and required benchmarks. Last year was a challenging year, but our team definitely came out of it with a lot of refined skills and a clear vision for the 23-24 school year. This year we are focusing on consistent implementation of academic strategies and are research proven and that help meet the academic needs of all students. We are focused on three major areas and we have identified goals and expectations for all staff members to help meet those goals. Consistent with our LCAP and district benchmarks, we have set our goals to be an increase in academic performance for our subgroup populations, a decrease in absenteeism, and a strong implementation of our PBIS framework, specifically for Tier I.

One of the challenges we have identified is an increase of students in various populations that come with specific and special needs that need to be addressed. In the 22-23 school year, we initiated a partnership with Hope Gardens, a local homeless shelter for women and children who are fleeing domestic abuse. With that partnership, our foster and youth population has increased to 4-5%. Additionally, we have an influx of English learners and newcomers, making up 27% and 3% of our population, respectively. Finally, our special needs population has increased to 23% of our overall student population. As a community school, our effort is to embrace and welcome any student and family who chooses to enroll in our school, but it is important to note and to be aware of the needs and challenges the percentage of high-needs students brings to our campus. Through our strong Tier I school culture, schoolwide expectations, multi-tiered approach to challenges, consistent practice in strategies, and ongoing support for our teachers and staff we will see growth for all of our students this year. Our leadership meetings are data-driven, and we are consistently monitoring our progress towards our goals and the needs of our students.

I. English/Language Arts

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal <i>(based on Data Analysis)</i>	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline
---------------------------------------------------------------------------	----------------------------------------------------------------	------------------------------------------------------------------------------------------------------------	----------------------------	---------------------------------------	----------

Overall percentage of students performing at or exceeding standard.

2022-23		
	Met/exceed	DFS
School	17.02%	-84.9
SWD	2.54%	-143.1
SED	16.37%	-87.4
EL	0.92%	-133.7
Hispanic	17.31%	-83.7

(Source: CDE CAASPP Website)

By the end of the school year, 30% of students will perform at or above the standard on the CAASPP assessment.

By the end of the school year, we will decrease the number of students performing at the "Not Met" level by 15%.

- Consistent use of Success for All (SFA) practices across all classrooms and content areas.
- Weekly monitoring of SFA classes by Coordinator of Instruction and SFA Facilitator.
- Classroom walkthroughs to take regular snapshots about what is going on in each room.
- Instructional rounds, or walkthroughs with teachers, to help spark ideas for partnership and growth/improvement between staff members.
- Bi-monthly site visits from SFA program coach.
- Increased opportunities for students to work in groups and to interact intentionally.
- Universal implementation of BCCS "Must Do" strategies: Academic Engagement (Think-Pair-Share [TPS], random selection, collaborative groups); Cycle of Effective Instruction; Collaborative Lesson Planning; Collaborative Group Work; Academic Monitoring.
- Creation of student "Hotlists": targeted students for tutoring, support, and analysis based on our iReady and CAASPP data.
- Parent data and goal-setting meetings with parents of targeted students.
- Regular professional development, coaching, and feedback- all align and are based on the goals and action steps listed here.

Mariana Myers: Coordinator of Instruction

Brett Walter: ELA Department Lead

Nallely Bravo: SFA Facilitator

Sarai Kashani: Parent Coordinator

iReady Diagnostic
5 week progress reports

Semester Report Cards

Mastery Assignment Assessment

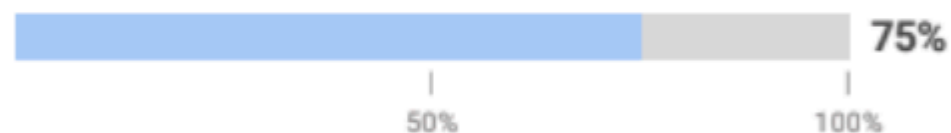
By the end of the year (CAASPP in May)

Update: Work in this area is going well. We have been pushing our SFA and key “Must Do” strategies to a higher level of fidelity and are providing teachers with regular feedback. The missing piece of our plan that we need to implement is our work with parents to set goals for targeted students. We have shared data across the board, but we are just starting work with our academic parent committee and need to schedule a goal-setting night with our families.

iReady: Reading

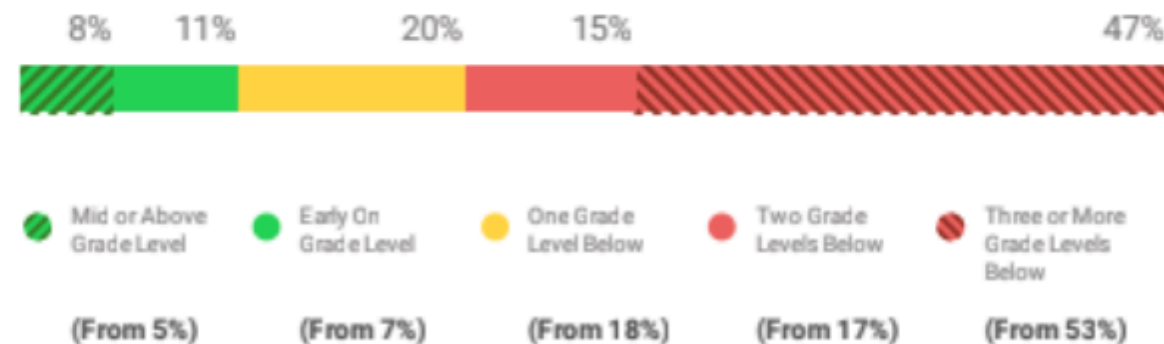
Students Assessed/Total: 333/344

Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 75%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.


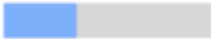
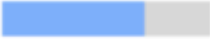

Current Placement Distribution



Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal <i>(based on Data Analysis)</i>	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline
Decrease the percentage of students with disabilities (SWD) student group in the "Not Met" performance banks in CAASPP English Language Arts.	By the end of the school year, we will decrease the number of students with disabilities at the "Not Met" level by 20%.	All Strategies above, PLUS <ul style="list-style-type: none"> ● Implementation of SFA to fidelity ● Targeted support in and SFA classes. ● Use of strategies to engage all learners. ● Extended Learning Opportunities (ELO) for SWD ● Training for all teachers through Ellevation platform. ● Regular data analysis protocols and planning meetings for subgroup populations. 	Mariana Myers: Coordinator of Instruction Brett Walter: ELA Department Lead Kim Pistilli: ELD Teacher Resource Teachers	iReady Diagnostic 5 week progress reports Semester Report Cards Mastery Assignment Assessment. 200 and 300 reports (tracked on SPED dashboard)	By the end of the year (CAASPP in May)
Decreasing DFS schoolwide in English Language Arts.	By the end of the school year, we will decrease the overall DFS in ELA performance.	<ul style="list-style-type: none"> ● All Strategies above, PLUS ● Ensuring access to ELOs ● Regular meetings with resource team to track data. 	Leticia Sepulveda: Community Schools Coordinator Kim Pistilli: ELD Teacher Resource Teachers	iReady Diagnostic 5 week progress reports Semester Report Cards Mastery Assignment Assessment. 200 and 300 reports (tracked on SPED dashboard)	By the end of the year (CAASPP in May)
UPDATE (FEB 5, 2024)					
This plan is progressing forward as outlined (see data below)					

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal <i>(based on Data Analysis)</i>	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline
---------------------------------------------------------------------------	----------------------------------------------------------------	------------------------------------------------------------------------------------------------------------	----------------------------	---------------------------------------	----------

iReady: Reading

All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Yes - Special Education	 100%	53%	 35%	15%	55%	47/47
No - Special Education	 69%	45%	 27%	16%	44%	286/297

II. English Language Development

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal <i>(based on Data Analysis)</i>	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline
Decrease the percentage of EL students in the "Not Met" performance banks in CAASPP English Language Arts. <div style="border: 1px solid black; padding: 2px; display: inline-block;">2022-23</div>	By the end of the school year, we will decrease the number of students with disabilities at the "Not Met" level by 20%.	<ul style="list-style-type: none"> ● Designated EL class and support time. ● Using the Ellevation platform to specifically track EL-student progress. <ul style="list-style-type: none"> ○ Based on student performance, the platform provides recommended resources for 	Kim Pistilli Mariana Myers	HMI iReady Student grades (5-, 10-, 15-week progress reports)	Data will be tracked regularly, but the goal will be met by the end of the year when the CAASPP

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal (based on Data Analysis)	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline			
<div style="background-color: #0056b3; color: white; padding: 5px; text-align: center; margin-bottom: 10px;"> 56.9% (+11.7%) </div> <p>(Source: CA Dashboard English Learner Progress Indicator)</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <tr> <td style="text-align: center;">2022-23</td> </tr> <tr> <td style="text-align: center;">3.5%</td> </tr> <tr> <td style="text-align: center;">4 of 113</td> </tr> </table> <p>(Source: Local Reclassification Data/ CA Dashboard Enrollment)</p>	2022-23	3.5%	4 of 113		<p>the teachers to use for instruction.</p> <ul style="list-style-type: none"> ○ Teachers have access in the platform to training modules to learn best practices for working with English Learners. ● Regular push-in/pull-out support from resource and EL team. ● Continued development of community partnerships to meet the unique needs of our families. ● Targeted support in and SFA classes. ● Use of strategies to engage all learners. ● Extended Learning Opportunities (ELO) for ELs ● Regular data analysis protocols and planning meetings for subgroup populations. ● Increased opportunities for students to work in groups and to interact intentionally. ● Universal implementation of BCCS “Must Do” strategies: Academic Engagement (Think-Pair-Share [TPS], random selection, collaborative groups); Cycle of Effective Instruction; Collaborative Lesson Planning; Collaborative Group Work; Academic Monitoring. ● Creation of student “Hotlists”: targeted students for tutoring, 		Final Semester Grades	assessment is given in May.
2022-23								
3.5%								
4 of 113								

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal (based on Data Analysis)	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline
		support, and analysis based on our iReady and CAASPP data. <ul style="list-style-type: none"> • Parent data and goal-setting meetings with parents of targeted students. • Regular professional development, coaching, and feedback- all align and are based on the goals and action steps listed here. 			

UPDATE (FEB 5, 2024)

Plan is progressing as outlined. Need to schedule data meetings with parents.

iReady: Reading

All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Yes - English Learner	93%	49%	34%	17%	52%	111/115
No - English Learner	67%	45%	25%	15%	43%	222/229

III. Mathematics

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal <i>(based on Data Analysis)</i>	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline																					
<p>11% "Met/Exceeded" on CAASPP schoolwide</p> <table border="1" data-bbox="115 427 537 686"> <thead> <tr> <th colspan="3" style="text-align: center;">2022-23</th> </tr> <tr> <th></th> <th>Met/exceed</th> <th>DFS</th> </tr> </thead> <tbody> <tr> <td>School</td> <td>10.74%</td> <td>-134.8</td> </tr> <tr> <td>SWD</td> <td>2.74%</td> <td>-182.4</td> </tr> <tr> <td>SED</td> <td>10.56%</td> <td>-136.4</td> </tr> <tr> <td>EL</td> <td>0%</td> <td>-182.8</td> </tr> <tr> <td>Hispanic</td> <td>10.8%</td> <td>-134.6</td> </tr> </tbody> </table> <p>(Source: CA Dashboard; CDE CAASPP Website)</p>	2022-23				Met/exceed	DFS	School	10.74%	-134.8	SWD	2.74%	-182.4	SED	10.56%	-136.4	EL	0%	-182.8	Hispanic	10.8%	-134.6	<p>By the end of the school year, 20% of students will perform at or above the standard on the CAASPP assessment.</p> <p>By the end of the school year, we will decrease the number of students performing at the "Not Met" level by 15%.</p>	<ul style="list-style-type: none"> • Use of Ironbox program for development of language in mathematics in math support classes and tutoring sessions. • Increased opportunities for students to work in groups and to interact intentionally. • Classroom walkthroughs to take regular snapshots about what is going on in each room. • Instructional rounds, or walkthroughs with teachers, to help spark ideas for partnership and growth/improvement between staff members. • Universal implementation of BCCS "Must Do" strategies: Academic Engagement (TPS, random selection, collaborative groups); Cycle of Effective Instruction; Collaborative Lesson Planning; Collaborative Group Work; Academic Monitoring. • Creation of student "Hotlists": targeted students for tutoring, support, and analysis based on our iReady and CAASPP data. • Parent data and goal-setting meetings with parents of targeted students. 	<p>Mariana Myers</p> <p>Christina Luc</p> <p>Sarai Kashani</p>	<p>iReady Diagnostic</p> <p>Progress Reports (5-, 10-, 15-weeks)</p> <p>Semester Report Cards</p> <p>Mastery Assignment Assessment.</p>	<p>By the end of the year (CAASPP in May)</p>
2022-23																										
	Met/exceed	DFS																								
School	10.74%	-134.8																								
SWD	2.74%	-182.4																								
SED	10.56%	-136.4																								
EL	0%	-182.8																								
Hispanic	10.8%	-134.6																								
<p>95% of ELs "Not Met" on CAASPP; 92% of SWD "Not Met" on CAASPP</p>	<p>By the end of the school year, we will decrease the number of students with disabilities and ELs</p>	<p>In addition to strategies listed above, we will:</p> <ul style="list-style-type: none"> • Use of strategies to engage all learners. • ELO for SWD and ELs 	<p>Mariana Myers</p> <p>Brett Walter</p>	<p>iReady Diagnostic</p>	<p>By the end of the year (CAASPP in May)</p>																					

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal <i>(based on Data Analysis)</i>	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline
	performing at the "Not Met" level by 20%.	<ul style="list-style-type: none"> • Training for math teachers on math resources through Ellevation platform. • Training for math teachers on Ironbox math and the language of mathematics. • Regular data analysis protocols and planning meetings for subgroup populations. 	Kim Pistilli Resource Teachers	5 week progress reports (5-, 10-, 15-weeks) Semester Report Cards Mastery Assignment Assessment. 200 and 300 reports (tracked on SPED dashboard)	
10% disparity in "Not Met" for SED population.	By the end of the year, "Not Met" for the SED population will match the general population of students at 60% (75% in 2023).	<ul style="list-style-type: none"> • Ensuring access to ELOs • Regular meetings with resource team to track data. • Regular push-in/pull-out support from resource and EL team. • Continued development of community partnerships to meet the unique needs of our families. 	Leticia Sepulveda Kim Pistilli Resource Teachers	iReady Diagnostic (5-, 10-, 15-weeks) Semester Report Cards Mastery Assignment Assessment.	By the end of the year (CAASPP in May)
UPDATE (FEB 5, 2024)					
Plan progressing as outlined; based on mid-year data for special populations, we will be using Ironbox math with students with special needs.					

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal (based on Data Analysis)	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline
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iReady: Math

School Bert Corona Charter Middle School
Subject Math
Academic Year 2023 - 2024
Comparison Diagnostic Most Recent

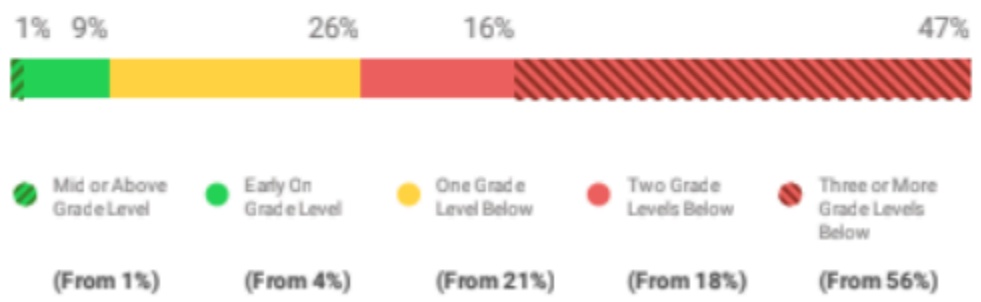
Students Assessed/Total: 334/344

Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 70%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal (based on Data Analysis)	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline
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All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Yes - English Learner	75%	38%	32%	14%	44%	111/115
No - English Learner	67%	39%	30%	6%	44%	223/229

All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Yes - Special Education	25%	28%	10%	13%	30%	47/47
No - Special Education	75%	40%	33%	8%	46%	287/297

IV. Science

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal <i>(based on Data Analysis)</i>	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline																					
<p>Left-skewed bell curve for results on CAST with a high percentage of students performing in the “Nearly Met” category.</p> <table border="1" data-bbox="123 505 521 761"> <thead> <tr> <th colspan="3">2022-23</th> </tr> <tr> <th></th> <th>Met/exceed</th> <th>Nearly met</th> </tr> </thead> <tbody> <tr> <td>School</td> <td>12.28%</td> <td>59.65%</td> </tr> <tr> <td>SWD</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>SED</td> <td>9.28%</td> <td>62.89%</td> </tr> <tr> <td>EL</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Hispanic</td> <td>13.08%</td> <td>59.81%</td> </tr> </tbody> </table> <p>(Source: CDE CAASPP Website)</p>	2022-23				Met/exceed	Nearly met	School	12.28%	59.65%	SWD	0%	0%	SED	9.28%	62.89%	EL	0%	0%	Hispanic	13.08%	59.81%	<p>By the end of the year, we will decrease the number of students in the “Not Met” level by 10%.</p> <p>By the end of the school year, we will move 15% of students from the “Nearly Met” level into the “Met” or “Exceeded” levels.</p>	<ul style="list-style-type: none"> ● Realign for cyclical addressing of standards in 5th through 8th grade (in alignment with NGSS integrated science pathway). ● Ensure consistent use of Stile curriculum and resources, including Stile X for access to text-based science reading material. ● Increase use of projects and labs to reinforce key content concepts. ● Host science nights for parents to engage families with projects and STREAM concepts. ● Weekly teacher observations and feedback 	<p>Mariana Myers: Christina Mousavi Sarai Kashani</p>	<p>Classroom assessments and project outcomes regularly analyzed and discussed.</p>	<p>By the end of the year (CAST in May)</p>
2022-23																										
	Met/exceed	Nearly met																								
School	12.28%	59.65%																								
SWD	0%	0%																								
SED	9.28%	62.89%																								
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UPDATE (FEB 5, 2024)

This plan is partially implemented. Online curricular resources are being used consistently and teachers are using text-based resources more frequently. Alignment was discussed, but there is still a gap in NGSS understanding. Sending teachers to training in March.

V. School Culture & Climate

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal <i>(based on Data Analysis)</i>	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline
<p>Need to improve fidelity of PBIS framework implementation.</p>	<p>By the end of the school year, our school will score above 80% on the Tiered Fidelity Inventory (TFI)-- currently at 33% fidelity.</p> <p>By the end of each</p>	<ul style="list-style-type: none"> ● Develop a tier one team. Ensure the team has a uniformed agenda and consistent meeting dates. ● Train all students and staff on Schoolwide expectations and BETM ● Clearly defined classroom expectations ● Teacher vs. Office handled- train on 	<p>Joseph Arreola Leticia Sepulveda Valinda Meneses Josue Villanueva</p>	<p>TFI assessed quarterly ODR data from Infinite Campus Survey feedback from staff</p>	<p>60% implementation by December 2023 80% by May 2024</p>

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal <i>(based on Data Analysis)</i>	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline												
	<p>semester, we will see a downward trend in behaviors as measured by ODRs.</p> <p>As a school, we will have at least six culture-building activities per month (Villanueva 4, Valinda 1, leadership 1).</p> <p>Each semester, BCCS staff members will support/attend at least 3 cultural events.</p>	<p>the behavior growth path, reflections, ODRs, and incident reports.</p> <ul style="list-style-type: none"> • Train/inform staff on decision-making process or discipline procedures • Formal system on feedback and acknowledgement for schoolwide expectations (SchoolMint Grow) • Share schoolwide behavior data regularly (data walk)- Quarterly • Collect feedback and discuss with students (survey students) • Implement restorative practices • Push into classes and observe, track for potential classroom culture issues in the first two weeks. 		YouthTruth Data													
<p>Decrease number of suspensions</p> <table border="1" data-bbox="118 987 352 1219"> <thead> <tr> <th></th> <th>2022-23</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>3.3%</td> </tr> <tr> <td>Hispanic</td> <td>3.2%</td> </tr> <tr> <td>SED</td> <td>3.2%</td> </tr> <tr> <td>EL</td> <td>5%</td> </tr> <tr> <td>SWD</td> <td>2.4%</td> </tr> </tbody> </table> <p>(Source: CA Dashboard; DataQuest)</p>		2022-23	All	3.3%	Hispanic	3.2%	SED	3.2%	EL	5%	SWD	2.4%	<p>Each month, we will have 2% or less suspension rate, resulting in 2% or less suspensions for the school year.</p>	<ul style="list-style-type: none"> • Proactive, tier I approach to avoid issues before they start. • Strengthen relationships with Luminarious and Strength United (partners who provide counseling services). • Plan trips and events for team building and soft-skills building. • Implement alternatives to suspension (detention, make-up time, campus service, Saturday school, counseling, group support, Check In/Check Out 	<p>Joseph Arreola</p> <p>Jose Sepulveda</p>	<p>Suspension Data</p> <p>ODR data</p> <p>Counseling/Services data</p> <p>Saturday school attendance data</p>	<p>Track monthly, decreased amount by end of year.</p>
	2022-23																
All	3.3%																
Hispanic	3.2%																
SED	3.2%																
EL	5%																
SWD	2.4%																

UPDATE (FEB 5, 2024)

This work is going very well and the climate on our campus is getting more and more positive and more focused on growth and outcomes. At our last TFI review, we were at 63% fidelity, up from 33% at the start of the year!

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal (based on Data Analysis)	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline
<div data-bbox="698 422 1397 941"> <p>TFI Rating: August 2023 33% PBIS Tier I Fidelity</p> <p>TFI Rating: January 2024 63%</p> </div> <div data-bbox="1559 422 2042 909"> <p>June 2024 Goal: 80%</p> </div>					

VI. Community Engagement

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal (based on Data Analysis)	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline
Increase parent participation in regular events and meetings and increase parent volunteerism.	Parent meetings and workshops will have at least 25-30 participants per event.	<ul style="list-style-type: none"> Design ongoing college and high school preparedness workshops in collaboration with BCCHS. Advertise well in advance of the event- utilize various forms of outreach and communication. 	Parent Coordinator Daniel Rios Eileen Castillo	Tracking attendance for each event/meeting	Data will be tracked and reviewed monthly.

		<ul style="list-style-type: none"> ● Fall Semester: encourage parents to participate; advertise that we will be asking parents to complete 15 hours of involvement in the spring semester. ● Spring Semester: ask for 15 hours of involvement; track participation. ● Hold a celebration for parents who meet 15 hours by the end of the year. ● 24-25 school year: require 30 hours of participation from parents. ● Host regular meetings with teachers and staff to keep parents involved. ● As Tier II strategy, hold required meetings to address issues students are having at school (e.g., Social Media and Digital Citizenship for students and parents when kids are involved with bullying online). 			
<p>Increase parent participation in large-scale events: Parent Conferences and Back to School Night</p>	<p>For Back to School Night, we will have 50% of our families attend and participate. Actual: 46% attendance</p> <p>For fall and spring parent conferences, we will achieve 95% attendance schoolwide. Actual for Fall 2023: 86%</p>	<ul style="list-style-type: none"> ● Back to School Night will be a less formal, fair-style event where families can meet community partners, visit classrooms, and participate and games/food purchases. ● Offer student incentives to generate buy in from the families ● Hold a raffle for parents who attend and visit all necessary areas of the school. ● Communicate and invite families well in advance. ● PCs: Schedule each family for a specific time slot. ● Adjust 5th, 6th, and 7th grade schedule so parents have more time with each teacher to discuss progress more deeply. 	<p>Daniel Rios Eileen Castillo Mariana Myers Parent Coordinator</p>	<p>Data will be collected and recorded following each event.</p>	<p>BTSN: August 31, 2023</p> <p>Parent Conferences: October 9-13 March 11-15.</p>

		<ul style="list-style-type: none"> • Include food and parent celebrations at PCs. • Prepare students to conduct student-led conferences 			
Increase visibility of community partners, including their participation in school-based decision-making.	By the end of the year, we will have 24 well-developed community partnerships.	<ul style="list-style-type: none"> • Invite community partners to big events like Back to School Night, Parent Conferences, or student presentation nights so they can interact with staff and families. • Invite community members to be regular participants in SAC and ELAC meetings, as well as data walks and goal setting meetings. 	Leticia Sepulveda Parent Coordinator	Participation of partners in various events and meetings.	Throughout the year.

UPDATE (FEB 5, 2024)

Parent and community engagement is increasing, but it is a slow process. In December, we sent home a letter about our required parent hours and how parents could get more engaged. This is helped and we had significantly more parents at our January SAC/EL-PAC meeting and at our coffee with the directors meeting. We also had an increase in the number of parents participating in our monthly college workshops! We just started holding our parent committees and we will be working with those groups to continue to grow our engagement.

VII. Attendance

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal <i>(based on Data Analysis)</i>	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline												
Increase attendance for all students <table border="1" data-bbox="118 1149 352 1382"> <tr> <td></td> <td style="text-align: center;">2022-23</td> </tr> <tr> <td>All</td> <td style="text-align: center;">30.3%</td> </tr> <tr> <td>Hispanic</td> <td style="text-align: center;">28.8%</td> </tr> <tr> <td>SED</td> <td style="text-align: center;">30%</td> </tr> <tr> <td>EL</td> <td style="text-align: center;">26.7%</td> </tr> <tr> <td>SWD</td> <td style="text-align: center;">31%</td> </tr> </table> (Source: CA Dashboard; DataQuest)		2022-23	All	30.3%	Hispanic	28.8%	SED	30%	EL	26.7%	SWD	31%	Throughout the school year, we will report and average of 95% attendance.	<ul style="list-style-type: none"> • Identify and capture daily attendance reports. • Regular incentives for attendance. • Communicate with families and students expectations, goals, and incentives • Meet with families to escalate supports for students not meeting expectation 	Daniel Rios Leticia Sepulveda	Weekly, monthly, quarterly data reports.	Data is tracked and shared weekly, but 95% attendance needs to be for each school year. At P1, P2, and P3 we will average 95% attendance.
	2022-23																
All	30.3%																
Hispanic	28.8%																
SED	30%																
EL	26.7%																
SWD	31%																

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal <i>(based on Data Analysis)</i>	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline
		<ul style="list-style-type: none"> • Schedule home visits with teachers for families of students who are chronically absent. • Secure data per homeroom on attendance rates and tardy rates per class. 			
Decrease the number of tardies in the morning.	95% of our students who are present each day will be on time for the first period.	<ul style="list-style-type: none"> • Pushed back start time for the first period by 15 minutes. • Staff welcoming, greeting students at both gates. • Raffles for students who arrive at school on time. • More supervision in the 3 grade level areas of the school to ensure kids get to class quickly when they arrive on campus. 	Daniel Rios Joseph Arreola	Weekly, monthly tardy reports	Tardies are run weekly and discussed at leadership meetings. We will check in with our stakeholders quarterly about our progress.

UPDATE (FEB 5, 2024)

Attendance reports indicate that we are maintaining about 94% attendance for the year, slightly below our goal set in August. Our tardies have decreased significantly and adjusted systems for restrooms and breaks have minimized students missing class time. Our later start has been very helpful and we have significantly less students arriving after first period has begun. In total, 25% of our students are chronically absent; this is a drop from a little over 30% last year, but we are still working to shrink this number over the course of the second semester.

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal <i>(based on Data Analysis)</i>	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline
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23-24 Bert Corona Charter School 9400 Remick Avenue, Pacoima 91331 Generated on 01/24/2024 09:07:44 AM Page 1 of 1	Attendance/Membership Summary Report Start/End Date: 08/09/2023 - 01/19/2024 School(s): 1 Calendar(s): 1 Grade: 05, 06, 07, 08
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School: Bert Corona Charter School Calendar: 23-24 BCCS

	Student Membership		Absent Days	Present Days	ADM	ADA	Unexcused Absences		Percent In Attendance
	Grade	Count					Days	Days	
05	8	720	84.13	635.87	8.00	7.07	44.74	0.50	88.32%
06	124	10638	523.60	10114.40	118.20	112.38	214.81	2.40	95.08%
07	116	9992	712.62	9279.38	111.02	103.06	323.60	3.61	92.87%
08	112	9902	674.00	9228.00	110.02	102.52	283.37	3.17	93.19%
Total	4	360	31252	29257.65	347.24	325.03	866.52	9.68	93.62%

VIII. Conditions of Learning

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal <i>(based on Data Analysis)</i>	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline
Improve student responsibility for school-provided devices and therefore access to quality instructional materials.	We will see a decrease in the number of student devices submitted for repair and replacement (measure	<ul style="list-style-type: none"> Daily device checks during homeroom. Immediate phone calls home when teachers find student devices are damaged. 	Joseph Arreola Kevin Lopez Homeroom Teachers	Daily checks	Although it is checked daily, we will assess progress quarterly.

	by tracking repairs and help desk tickets on Slack).	<ul style="list-style-type: none"> • Check-out process for other classroom devices (e.g. Macbooks). • Lessons on digital citizenship and tech responsibility. 			
Ensure students care for their environment and take responsibility for the whole school's cleanliness and upkeep.	We will see increased care for the campus and for the classroom environment as measured in a decrease in facilities help tickets (on Slack).	<ul style="list-style-type: none"> • Creation of murals with positive messages. • Collaboration with students and families to create murals for the school. • School beautification days • Service to the school as an alternative to suspension. 	Daniel Rios Josue Villanueva	Ongoing	Throughout the year, but we will check in quarterly about progress.
We have continued to work on our facilities and everything is very well-maintained.					

Bert Corona Charter High School 2023-24 Annual Plan to Improve Student Achievement

Executive Administrator	Site Leadership Team					
Mr. Dueñas	Mrs. Fuentes (CoSCC), Mr. M. Garcia (DoCCR), Mr. N. Garcia (Col), Mr. Pelayo (CoCS), Mrs. Pena (CoO)					
Historical Data	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Cumulative Enrollment (Source: Ed-data)	225	266	216	197	214	221
Unduplicated Pupil Count (Source: Ed-data)	171	204	179	177	178	184
Free/Reduced (Source: Ed-data)	164	197	175	163	173	183
English Learners (Source: Ed-data)	30	34	37	38	43	42
Chronic Absenteeism (Source: Ed-data)	19.1%	21.2%	n/a	22.1%	43.3%	36.3%
Suspensions (Source: Ed-data)	6.7%	1.9%	3.2%	0%	5.1%	1.8%
Expulsions (Source: Ed-data)	0%	0%	0%	0%	0%	0%
ELPAC Proficiency	(Suppressed)	3.23%	n/a	8.33%	17.95%	4.55%
Redesignated Fluent English Proficient	40%	20%	23.53%	16.22%	0%	3.5%
English/Language Arts	45.45%	38.09%	n/a	n/a	53.06%	33.3%
Mathematics	15.55%	12.90%	n/a	n/a	8.00%	4.16%
Science		17.07%	n/a	n/a	3.70%	20%
Cohort Graduates (Source: Ed-data)	91.7%	93.2%	84.4%	68.6%	96.3%	92.5%
Cohort Dropouts (Source: Ed-data)	0%	4.5%	10.9%	5.9%	0%	7.5%
Cohort Graduates Meeting UC/CSU Requirements (Source: Ed-data)	100%	100%	100%	57.1%	65.4%	0%

NOTE: Data fields for 2022-23 have been updated to reflect CDE information.

Overview Statement/Description of School Performance Trend

In high school, only 11th grade students take the state CAASPP assessment each year. As a result, analyzing the CAASPP data does not provide accurate trend or growth data. However, the data does allow for our students to be compared to other 11th graders at the state and district level. Our students have historically scored higher in English Language Arts than in Math. In 21-22, our students had the highest ELA proficiency rate in the school's history with 53.06% of the students meeting or exceeding the standard. In 22-23, the students had the lowest proficiency in the last 6 years with 34% of the students meeting or exceeding the standard. Math proficiency has declined since even before the pandemic, dropping from 15.5% to 4% students meeting or exceeding the standard. Perhaps the most important factor impacting these numbers is the overall increase in chronic absenteeism from a low of 19.1% in the 2017-18 SY to a high of 43.3% in the 21-22 SY. We are projecting a 39% Chronic Absenteeism rate for the 22-23 SY. If students are not in school they can not master the standards or do well on state or benchmark assessments. We must increase student engagement so that students are in school learning so the academic achievement/performance will improve/increase.

BCCHS staff will focus on consistent implementation of research based instructional strategies that increase student engagement inside and outside the classroom. Staff will use strategies including 1) using data to drive instruction and decision making; 2) using strategies to build engagement and academic language; 3) using a multi-tiered system of support built on strong PBIS practices, advisory program, and social emotional supports; 4) using targeted tutoring in math and ELA; and 5) strengthening our student clubs, sports, and after school program.

I. Building a Responsive Data Culture

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal <i>(based on Data Analysis)</i>	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline
Increase certificated staff understanding of local NWEA MAP data as it impacts reading, writing, and math skills/performance	Instructional support and professional development strand in weekly PD that focuses on content assessment results (grades, formative assessments-EXIT Tickets, etc.) and NWEA growth	<ul style="list-style-type: none"> All teachers receive documented weekly observation and feedback. Identified teachers will receive documented bi-weekly coaching/planning/support. All teachers administer daily Exit Tickets to have an understanding of what students know/understand Teachers receives coaching/planning support from assigned administrator/coach With coach, teachers will regularly examine formative assessments in their content areas to gauge 	Ruben Duenas, Executive Administrator Nestor Garcia, Coordinator of Instruction	SchoolMint Grow Professional Development Plan (and revisions) NWEA Diagnostic Data	On-going

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal <i>(based on Data Analysis)</i>	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline
		(mis)understanding, and plan for effective reteaching <ul style="list-style-type: none"> Incorporate reading and writing throughout the content areas using SFA strategies 			

II. English–Language Arts & English Language Development

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal <i>(based on Data Analysis)</i>	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline																					
Increase ELA student performance on SBAC <table border="1" data-bbox="94 706 397 987"> <thead> <tr> <th colspan="3" data-bbox="94 706 397 743">2022-23</th> </tr> <tr> <th data-bbox="94 743 190 800"></th> <th data-bbox="190 743 298 800">% Met/ exceed</th> <th data-bbox="298 743 397 800">DFS</th> </tr> </thead> <tbody> <tr> <td data-bbox="94 800 190 837">School</td> <td data-bbox="190 800 298 837">33.3%</td> <td data-bbox="298 800 397 837">-62.5</td> </tr> <tr> <td data-bbox="94 837 190 875">Latino</td> <td data-bbox="190 837 298 875">33.3%</td> <td data-bbox="298 837 397 875">-59.6</td> </tr> <tr> <td data-bbox="94 875 190 912">SED</td> <td data-bbox="190 875 298 912">34.9%</td> <td data-bbox="298 875 397 912">-59.2</td> </tr> <tr> <td data-bbox="94 912 190 950">SWD</td> <td data-bbox="190 912 298 950">18.18%</td> <td data-bbox="298 912 397 950">-178.7</td> </tr> <tr> <td data-bbox="94 950 190 987">EL</td> <td data-bbox="190 950 298 987">n/a</td> <td data-bbox="298 950 397 987">-155.6</td> </tr> </tbody> </table> (Source: CDE CAASPP Website: CA Dashboard)	2022-23				% Met/ exceed	DFS	School	33.3%	-62.5	Latino	33.3%	-59.6	SED	34.9%	-59.2	SWD	18.18%	-178.7	EL	n/a	-155.6	Overall percentage of students performing at or exceeding standard; decreasing the number of students performing at the “Not Met” level by 15%	<ul style="list-style-type: none"> Development of Annual Student Profile using NWEA data to guide efforts for improvement in reading/writing in grade 11 Interim Assessment will be administered. Data will be analyzed to find gaps in learning and to develop a plan to adjust instruction for the remainder of the school year. 	Ruben Duenas, Executive Administrator Nestor Garcia, Coordinator of Instruction	NWEA Diagnostic Data Progress Report Cards Semester Report Cards Mastery Assignment Assessment CAASPP/SBAC Interim Assessment Data	June 2024
2022-23																										
	% Met/ exceed	DFS																								
School	33.3%	-62.5																								
Latino	33.3%	-59.6																								
SED	34.9%	-59.2																								
SWD	18.18%	-178.7																								
EL	n/a	-155.6																								
Increase student RIT and Lexile level scores.	By the end of the school year, over 50% of students will meet their Lexile growth goal as measured by NWEA.	<ul style="list-style-type: none"> Conduct Student Level Lexile Analysis to determine support for targeted tutoring in reading ELA and Advisory teachers conference with students before and after each diagnostic assessment to discuss their progress in NWEA and monitor progress towards meeting typical growth goals. Data and goal-setting meetings with parents of targeted students. 	Nestor Garcia, Coordinator of Instruction Shana Chilton, Reading Specialist ELA and Advisory Teachers	NWEA Diagnostic Data Achieve3000	3 times a year																					

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal <i>(based on Data Analysis)</i>	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline
Strengthen EL Professional Development	By the end of the school year, 20% of EL students will meet reclassification criteria and be eligible to designate as RFEP.	<ul style="list-style-type: none"> Lessons with ELD strategies focused on Reading, Writing, Speaking and Listening to prepare students for ELPAC. ELPAC type questions administered in classes throughout the school year to expose students to the rigor of the ELPAC assessment. Provide targeted ELD instruction to increase the number/percentage of English Learners demonstrating growth in English language acquisition and redesignation rates. 	Nestor Garcia, Coordinator of Instruction All Teachers	NWEA Diagnostic Reading Inventory ELA Grades	Ongoing

III. Mathematics

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal <i>(based on Data Analysis)</i>	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline
Increase student RIT and Quantile level scores.	By the end of the school year, over 50% of students will meet their Quantile growth goal as measured by NWEA.	<ul style="list-style-type: none"> Teachers receive documented weekly observation and feedback. Identified teachers will receive documented bi-weekly coaching/planning/support. Conduct Student Level Quantile Analysis to determine support for targeted tutoring in math. Math and Advisory teachers conference with students before and after each diagnostic assessment to discuss their progress in NWEA and 	Nestor Garcia, Coordinator of Instruction Oscar Campos, Math Instructor Stephan Ngatho, Math Instructor	NWEA Diagnostic data	3 times a year

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal <i>(based on Data Analysis)</i>	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline																					
		monitor progress towards meeting typical growth goals. <ul style="list-style-type: none"> Students scheduled to an Academic Lab block who are not performing at grade level in math will focus on developing core skills in Math. 																								
Overall percentage of students performing at or exceeding standard in CAASPP / SBAC. <table border="1" data-bbox="94 625 381 911"> <thead> <tr> <th colspan="3" data-bbox="94 625 381 667"><u>2022-23</u></th> </tr> <tr> <th data-bbox="94 667 182 725"></th> <th data-bbox="182 667 279 725">% Met/ exceed</th> <th data-bbox="279 667 381 725">DFS</th> </tr> </thead> <tbody> <tr> <td data-bbox="94 725 182 764">School</td> <td data-bbox="182 725 279 764">4.16%</td> <td data-bbox="279 725 381 764">-153.5</td> </tr> <tr> <td data-bbox="94 764 182 803">Latino</td> <td data-bbox="182 764 279 803">4.44%</td> <td data-bbox="279 764 381 803">-156.7</td> </tr> <tr> <td data-bbox="94 803 182 842">SED</td> <td data-bbox="182 803 279 842">4.66%</td> <td data-bbox="279 803 381 842">-154.6</td> </tr> <tr> <td data-bbox="94 842 182 881">SWD</td> <td data-bbox="182 842 279 881">0%</td> <td data-bbox="279 842 381 881">-205.3</td> </tr> <tr> <td data-bbox="94 881 182 911">EL</td> <td data-bbox="182 881 279 911">n/a</td> <td data-bbox="279 881 381 911">-193.6</td> </tr> </tbody> </table> (Source: CDE CAASPP Website)	<u>2022-23</u>				% Met/ exceed	DFS	School	4.16%	-153.5	Latino	4.44%	-156.7	SED	4.66%	-154.6	SWD	0%	-205.3	EL	n/a	-193.6	By the end of the school year, 15% of students will perform at or above the standard on the CAASPP Math assessment. By the end of the school year, we will decrease the number of students performing at the "Not Met" level by 15%.	<ul style="list-style-type: none"> Classroom walkthroughs to take regular snapshots about what is going on in each room. Instructional rounds, or walkthroughs with teachers, to help spark ideas for partnership and growth/improvement between staff members. Increased opportunities for students to work in groups and to interact intentionally. Creation of student "Hotlists": targeted students for tutoring, support, and analysis based on our NWEA and CAASPP data. Data and goal-setting meetings with parents of targeted students. Regular professional development, coaching, and feedback- all align and are based on the goals and action steps listed here. Interim Assessment will be administered. Data will be analyzed to find gaps in learning and to develop a plan to adjust instruction for the remainder of the school year. 	Ruben Duenas, Executive Administrator Nestor Garcia, Coordinator of Instruction Ena LaVan, Chief Accountability Officer	NWEA Diagnostic Progress Report Cards Semester Report Cards Mastery Assignment Assessment CAASPP/SBAC Interim Assessment Data	By the end of the year (CAASPP in May)
<u>2022-23</u>																										
	% Met/ exceed	DFS																								
School	4.16%	-153.5																								
Latino	4.44%	-156.7																								
SED	4.66%	-154.6																								
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Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal <i>(based on Data Analysis)</i>	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline
Supporting SWD/ELs in core mathematics	Increase the level of implementation of accommodations provided to students based on their IEP and ensure the use of SDAIE strategies to support special populations.	<ul style="list-style-type: none"> Professional development, coaching, and feedback aligned with the focus on using real-world problems to demonstrate abstract concepts. Monitor accommodations provided to students based on their IEP to track the level of access to content based on students' needs. Lessons with ELD strategies focused on Reading, Writing, Speaking and Listening in a math context to prepare students for ELPAC. 	Nestor Garcia, Coordinator of Instruction Oscar Campos, Math Instructor Stephan Ngatho, Math Instructor Janette Perez & Juan Matias Lopez, Resource Specialist Teachers	Coaching/Planning/Observation/Feedback Documentation	Ongoing

IV. Science

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal <i>(based on Data Analysis)</i>	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline															
Overall percentage of students performing at or exceeding standard. <table border="1" data-bbox="94 1084 400 1305"> <thead> <tr> <th colspan="3" data-bbox="94 1084 400 1133">2022-23</th> </tr> <tr> <th data-bbox="94 1133 190 1198"></th> <th data-bbox="190 1133 298 1198">% Met/exceed</th> <th data-bbox="298 1133 400 1198">Nearly</th> </tr> </thead> <tbody> <tr> <td data-bbox="94 1198 190 1230">School</td> <td data-bbox="190 1198 298 1230">20%</td> <td data-bbox="298 1198 400 1230">66%</td> </tr> <tr> <td data-bbox="94 1230 190 1263">Latino</td> <td data-bbox="190 1230 298 1263">18.37%</td> <td data-bbox="298 1230 400 1263">67.35%</td> </tr> <tr> <td data-bbox="94 1263 190 1305">SED</td> <td data-bbox="190 1263 298 1305">22.22%</td> <td data-bbox="298 1263 400 1305">68.89%</td> </tr> </tbody> </table> (Source: CDE CAASPP Website)	2022-23				% Met/exceed	Nearly	School	20%	66%	Latino	18.37%	67.35%	SED	22.22%	68.89%	By the end of the school year, 30% of students will perform at or above the standard on the CAST assessment. By the end of the school year, we will decrease the number of students performing at the "Not Met" level by 15%.	<ul style="list-style-type: none"> Classroom walkthroughs to take regular snapshots about what is going on in each room. Instructional rounds, or walkthroughs with teachers, to help spark ideas for partnership and growth/improvement between staff members. Increased opportunities for students to work in groups and to interact intentionally. Interim Assessment will be administered. Data will be analyzed to find gaps in learning and to develop a 	Nestor Garcia, Coordinator of Instruction Mark Rothenay, Master Teacher / Science Instructor	CAST Interim Assessment Data	Ongoing
2022-23																				
	% Met/exceed	Nearly																		
School	20%	66%																		
Latino	18.37%	67.35%																		
SED	22.22%	68.89%																		

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal <i>(based on Data Analysis)</i>	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline
		plan to adjust instruction for the remainder of the school year.			

V. School Culture & Climate

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal <i>(based on Data Analysis)</i>	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline										
Decrease Suspension rate <table border="1" data-bbox="102 553 344 743"> <thead> <tr> <th colspan="2">2022-23</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>1.8%</td> </tr> <tr> <td>SWD</td> <td>0%</td> </tr> <tr> <td>EL</td> <td>0%</td> </tr> <tr> <td>SED</td> <td>2%</td> </tr> </tbody> </table> (Source: CA School Dashboard)	2022-23		All	1.8%	SWD	0%	EL	0%	SED	2%	3%	<ul style="list-style-type: none"> - Full implementation of PBIS Tier I Program - Use PBIS TFI to measure Tier I implementation - Change behavior expectations to Safe, Respectful, Responsible and weave College ready, active citizen, and life long learner into school culture 	Yolanda Fuentes Assistant Executive Administrator Liz Gonzalez, Coordinator of School Culture and Climate	<ul style="list-style-type: none"> - 60% TFI Fidelity Rating - 70% TFI Fidelity Rating - 80% TFI Fidelity Rating 	<ul style="list-style-type: none"> - January 2024 - June 2024 - June 2025
2022-23															
All	1.8%														
SWD	0%														
EL	0%														
SED	2%														
Maintain 0% expulsion rate 2022-23 Expulsion Rate: 0% (Source: DataQuest 2022-2023 Expulsion Report)	0%	<ul style="list-style-type: none"> - Implement Multi-Tiered System of Support program to support students with Tier II, III needs - Implement Mental Health Services Professional (MHSP) Demonstration Grant with the Multicultural Learning Center to increase social skill training for students 	Silverio Pelayo, Coordinator of Community Schools	<ul style="list-style-type: none"> - 60% TFI Fidelity Rating - 70% TFI Fidelity Rating - 80% TFI Fidelity Rating 	<ul style="list-style-type: none"> - June 2024 - June 2025 - June 2026 										

VI. Community Engagement

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal <i>(based on Data Analysis)</i>	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline
Increase parent participation in meetings and workshops	Parent meetings and workshops will have at least 20-25 participants per event.	<ul style="list-style-type: none"> - hold monthly college workshops for parents - Hold Cafe con Los Directores meetings monthly 	Max Garica, Director of College and Career Advising Isis Peña	Attendance Sheets for each meeting	-Year round

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal <i>(based on Data Analysis)</i>	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline
		<ul style="list-style-type: none"> - Hold Cara y Corazon workshops monthly 	Coordinator of Operations Silverio Pelayo, Coordinator of Community Schools		
Increase parent participation in large-scale events: Parent Conferences and Back to School Night, Spring Open House including a Student Art Show	-50% B2SK Attendance -90% Parent Conference Attendance -50% Spring Open House Attendance	<ul style="list-style-type: none"> - Change B2SK to A community Fair model - Change student led parent conferences to parent conferences - Implement Spring Open House including a Student Art Show 	Isis Peña Coordinator of Operations Operations Staff	B2SK, Parent Conference, Open House Attendance attendance tracker	-September 2024 -October 2023 -April 2024
Increase visibility of community partners, including their participation in school-based decision-making.	15 community partners	<ul style="list-style-type: none"> - Invite community partners to B2SK, Parent Conferences, Fall Open House including a Student Art Show - Invite community members to be regular participants in SAC and ELAC meetings, as well as data walks and goal setting meetings. 	Silverio Pelayo, Coordinator of Community Schools	Attendance sheet from community events	June 2024

VII. Attendance

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal <i>(based on Data Analysis)</i>	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline
Decrease unexcused tardies between classes	reduce by 25% from month to month until below 5 per day	<ul style="list-style-type: none"> - Reduce passing period from 10 minutes to 5 minutes - Collect, present and share tardy data with staff - Modify supervision plan to increase staff presence during passing periods 	Isis Peña Coordinator of Operations Yolanda Fuentes Assistant Executive Administrator	Bell schedule	-August 2023 -Monthly at Admin and Staff Meetings

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal <i>(based on Data Analysis)</i>	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline												
<p>Decrease Chronic Absenteeism by 20%</p> <table border="1" data-bbox="110 475 333 699"> <thead> <tr> <th colspan="2">2022-23</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>36.3%</td> </tr> <tr> <td>SWD</td> <td>40%</td> </tr> <tr> <td>EL</td> <td>37.5%</td> </tr> <tr> <td>Latino</td> <td>36.7%</td> </tr> <tr> <td>SED</td> <td>36.7%</td> </tr> </tbody> </table> <p>(Source: CDE DataQuest)</p>	2022-23		All	36.3%	SWD	40%	EL	37.5%	Latino	36.7%	SED	36.7%	<p>19% or lower</p>	<ul style="list-style-type: none"> - Provide professional development regarding Chronic Absenteeism for staff - Collect, present and share chronic absentee tardy data with parents students and staff - Increase communication with parents and students with attendance letters, parent calls, individual meeting, and home visits 	<p>Liz Gonzalez, Coordinator of School Culture and Climate</p> <p>Isis Peña Coordinator of Operations</p> <p>Silverio Pelayo, Coordinator of Community Schools</p>	<p>-Professional development agendas -Parent meeting logs -Home visit logs</p>	<p>-Year round -Monthly at Admin, Staff Meetings, and individual meetings with parents and students</p>
2022-23																	
All	36.3%																
SWD	40%																
EL	37.5%																
Latino	36.7%																
SED	36.7%																
	<ul style="list-style-type: none"> -Develop 10 internship placements for students -Print all YPICS uniforms 	<ul style="list-style-type: none"> - Develop and implement student intern program - Develop screen printing micro-business 	<p>Silverio Pelayo, Coordinator of Community Schools</p> <p>Richard Benavides, Media Arts Teacher</p>	<p>-Placement of students -Annual sales/piece production</p>	<p>-Each semester -End of year</p>												

Coversheet

FY22-23 YPICS December Financials and Check Registers

Section: V. Items Scheduled For Action
Item: B. FY22-23 YPICS December Financials and Check Registers
Purpose: Vote
Submitted by:
Related Material: 23-24 YPICS Financials Board Packet 12.23.pdf

YPI CHARTER SCHOOLS, INC - Financial Dashboard (December 2023)

1 Key Performance Indicators

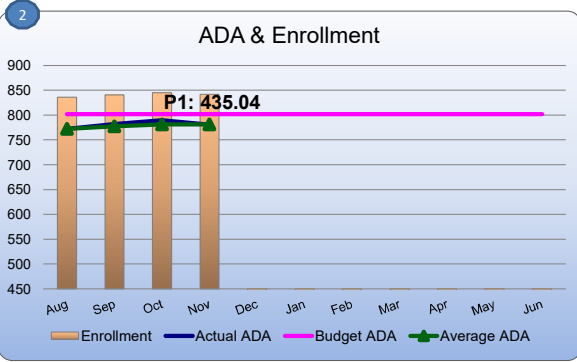
ADA vs. Budget ● Cash on Hand ●

Net Income / (Loss) ● Year-End Cash ●

KEY POINTS

Enrollment is currently 15 students below budget, resulting in a \$257K decrease in LCFF Revenue.

Forecast includes \$2.71M of restricted one-time funds. An additional \$3.23M remains available to spend through FY27/28.



3 Average Daily Attendance Analysis

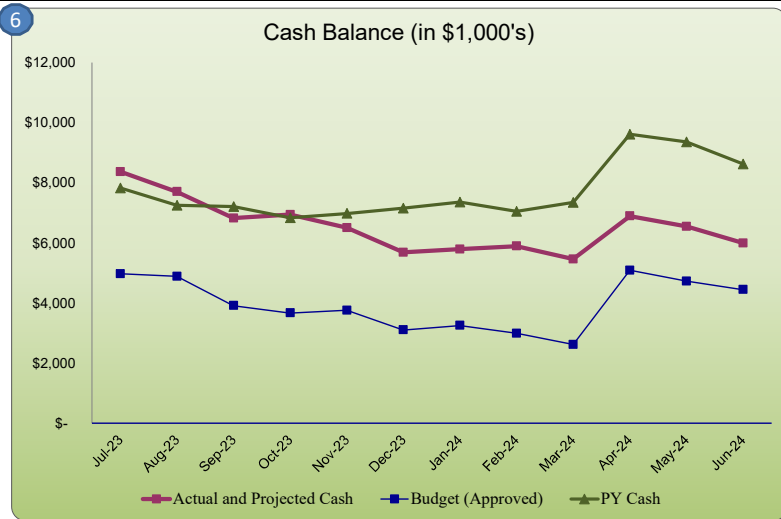
Category	Actual through Month 4	Forecasted P2	Budgeted P2	Better/ (Worse)	Prior Month Forecast	Prior Year P2
Enrollment	842	843	858	(15)	843	823
ADA %	93.5%	93.3%	93.5%	-0.2%	280.3%	90.2%
Average ADA	781.49	782.65	802.26	(19.61)	785.49	742.26

4 LCFF Supplemental & Concentration Grant Factors

Category	Budget	Forecast	Variance	Prior Year
Unduplicated Pupil %	91.61%	92.29%	0.68%	91.52%
3-Year Average %	90.85%	91.07%	0.22%	90.96%
District UPP C. Grant Cap	86.00%	85.97%	-0.03%	85.97%

5 INCOME STATEMENT

INCOME STATEMENT	Forecast	VS. Budget		VS. Last Month		FY 23-24 YTD			Historical	
	As of 12/31/23	FY 23-24 Budget	Variance B/(W)	Prior Month FC	Variance B/(W)	Actual YTD	Budget YTD	Variance B/(W)	FY 22-23	FY 21-22
Local Control Funding Formula	11,691,637	11,949,040	(257,403)	11,726,076	(34,440)	4,210,012	4,230,685	(20,673)	10,210,742	9,754,158
Federal Revenue	3,413,709	3,565,984	(152,275)	3,420,693	(6,984)	238,332	146,705	91,627	3,101,915	3,541,853
State Revenue	3,218,981	3,031,098	187,883	3,242,768	(23,787)	3,372,512	1,541,157	1,831,355	3,467,525	804,879
Other Local Revenue	1,165,979	887,978	278,001	1,121,036	44,943	544,805	367,001	177,804	1,037,193	2,459,463
Grants/Fundraising	57,494	50,500	6,994	57,254	240	14,912	15,754	(842)	68,873	120,115
TOTAL REVENUE	19,547,799	19,484,599	63,200	19,567,827	(20,028)	8,380,573	6,301,302	2,079,271	17,886,248	16,680,468
Total per ADA	24,976	24,287	689	25,002	(26)				24,097	22,244
w/o Grants/Fundraising	24,903	24,224	679	24,929	(26)				24,004	22,084
Certificated Salaries	6,372,628	6,615,375	(242,747)	6,481,357	108,728	2,952,598	3,155,462	(202,864)	5,318,471	4,790,308
Classified Salaries	3,130,944	3,112,967	(17,977)	3,201,098	70,154	1,412,723	1,446,938	(34,215)	2,541,261	1,990,644
Benefits	2,992,950	2,942,788	(50,161)	3,006,061	13,111	1,574,058	1,445,812	(128,246)	2,553,891	1,999,130
Student Supplies	2,042,025	1,886,653	(155,372)	2,053,083	11,057	923,262	1,109,063	(185,800)	1,884,948	1,486,062
Operating Expenses	4,541,216	4,305,598	(235,618)	4,436,476	(104,740)	2,128,425	2,179,448	(51,023)	4,472,853	5,228,640
Other	1,093,056	1,046,070	(46,986)	1,095,962	2,906	552,782	536,323	(16,459)	1,085,893	1,104,844
TOTAL EXPENSES	20,172,820	19,909,453	(263,367)	20,274,036	101,217	9,543,849	9,873,046	329,198	17,857,317	16,599,627
Total per ADA	25,775	24,817	(958)	25,904	(129)				24,058	22,137
NET INCOME / (LOSS)	(625,021)	(424,853)	(200,167)	(706,209)	81,188	(1,163,276)	(3,571,744)	2,408,468	28,931	80,840
OPERATING INCOME	319,138	476,052	(156,914)	244,588	74,550	(681,449)	(2,645,164)	1,963,716	969,905	1,051,695



Year-End Cash Balance		
Projected	Budget	Variance
6,033,395	4,449,051	1,584,344

7 Balance Sheet

Balance Sheet	6/30/2023	11/30/2023	12/31/2023	6/30/2024 FC
Assets				
Cash, Operating	8,626,473	6,603,489	5,758,296	6,104,679
Cash, Restricted	0	0	0	0
Accounts Receivable	3,968,631	1,266,038	1,194,774	3,441,011
Due From Others	8,248	8,132	8,126	8,126
Other Assets	2,320,240	2,093,002	2,077,138	2,252,679
Net Fixed Assets	26,448,133	26,197,979	26,117,495	25,731,431
Total Assets	41,371,725	36,168,640	35,155,829	37,537,927
Liabilities				
A/P & Payroll	1,865,240	1,166,097	897,830	1,030,932
Due to Others	1,507,855	575,421	397,763	485,983
Deferred Revenue	2,895,918	11,314	11,314	1,686,587
Other Liabilities	1,969,647	1,969,647	1,969,647	1,969,647
Total Debt	7,111,268	7,079,802	7,024,488	6,971,735
Total Liabilities	15,349,928	10,802,281	10,301,042	12,144,885
Equity				
Beginning Fund Bal.	25,992,867	26,021,798	26,021,798	26,021,798
Net Income/(Loss)	28,931	(655,437)	(1,167,009)	(628,753)
Total Equity	26,021,798	25,366,361	24,854,789	25,393,044
Total Liabilities & Equity	41,371,726	36,168,642	35,155,831	37,537,929
Available Line of Credit	500,000	500,000	500,000	500,000
Days Cash on Hand	186	125	109	116
Cash Reserve %	51%	34.2%	30.0%	31.8%

BERT CORONA CHARTER SCHOOL - Financial Dashboard (December 2023)

1 Key Performance Indicators

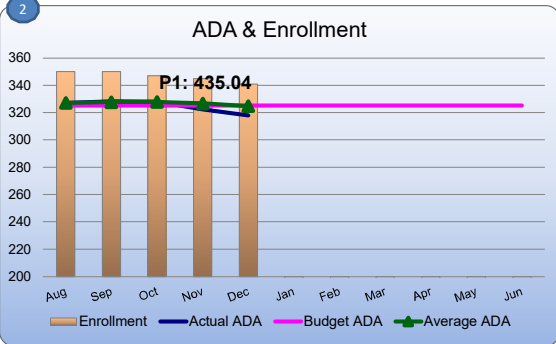
ADA vs. Budget ● Cash on Hand ●

Net Income / (Loss) ● Year-End Cash ●

KEY POINTS

Enrollment is currently 1 students above budget, resulting in a \$2K increase in LCFF Revenue.

Forecast includes \$992K of restricted one-time funds. An additional \$935K remains available to spend through FY27/28.



Lower enrollment at MORCS increased LCS allocation by \$27K

New ASC-842 Lease standart implementation resulting in \$33K increase in rent cost.

3 Average Daily Attendance Analysis

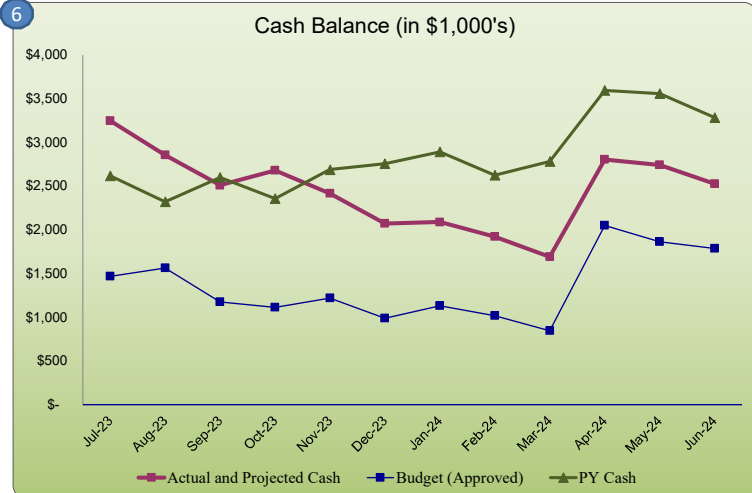
Category	Actual through Month 5	Forecasted P2	Budgeted P2	Better/ (Worse)	Prior Month Forecast	Prior Year P2
Enrollment	341	347	346	1	347	333
ADA %	93.5%	93.7%	94.0%	-0.3%	94.0%	92.0%
Average ADA	324.81	325.31	325.24	0.07	326.84	307.25

4 LCFF Supplemental & Concentration Grant Factors

Category	Budget	Forecast	Variance	Prior Year
Unduplicated Pupil %	87.9%	88.0%	0.1%	87.8%
3-Year Average %	86.7%	86.7%	0.0%	87.0%
District UPP C. Grant Cap	86.0%	86.0%	-0.0%	86.0%

5 INCOME STATEMENT

INCOME STATEMENT	Forecast	VS. Budget		VS. Last Month		FY 23-24 YTD			Historical	
	As of 12/31/23	FY 23-24 Budget	Variance B/(W)	Prior Month FC	Variance B/(W)	Actual YTD	Budget YTD	Variance B/(W)	FY 22-23	FY 21-22
Local Control Funding Formula	4,587,477	4,585,888	1,589	4,608,970	(21,493)	1,627,832	1,640,113	(12,281)	4,005,725	3,757,942
Federal Revenue	1,473,297	1,447,875	25,423	1,450,698	22,600	93,533	69,963	23,570	1,218,493	2,303,579
State Revenue	1,351,262	1,331,900	19,362	1,359,852	(8,590)	1,234,557	463,502	771,055	1,542,496	489,385
Other Local Revenue	455,353	400,719	54,634	462,881	(7,527)	204,545	165,879	38,666	356,226	951,200
Grants/Fundraising	26,730	25,500	1,230	26,730	0	2,688	4,440	(1,752)	22,447	36,957
TOTAL REVENUE	7,894,119	7,791,881	102,238	7,909,130	(15,011)	3,163,155	2,343,896	819,259	7,145,386	7,539,062
<i>Total per ADA</i>	24,266	23,957	309	24,313	(46)				23,256	24,367
<i>w/o Grants/Fundraising</i>	24,184	23,879	305	24,230	(46)				23,183	24,247
Certificated Salaries	2,291,221	2,290,162	(1,059)	2,318,987	27,766	1,083,758	1,103,476	19,718	1,882,882	1,596,989
Classified Salaries	1,097,956	1,087,410	(10,545)	1,116,274	18,318	479,526	490,383	10,857	900,343	730,580
Benefits	1,021,373	1,001,456	(19,918)	1,004,489	(16,884)	523,833	487,518	(36,314)	870,042	667,017
Student Supplies	930,547	864,135	(66,413)	923,337	(7,210)	436,115	499,907	63,792	865,254	630,309
Operating Expenses	2,458,224	2,343,324	(114,899)	2,434,133	(24,091)	1,165,452	1,171,662	6,210	2,459,681	3,363,915
Other	94,641	80,246	(14,395)	95,282	641	49,942	43,816	(6,126)	94,050	102,427
TOTAL EXPENSES	7,893,962	7,666,733	(227,229)	7,892,502	(1,460)	3,738,626	3,796,762	58,135	7,072,252	7,091,237
<i>Total per ADA</i>	24,266	23,573	(693)	24,261	4				23,018	22,919
NET INCOME / (LOSS)	157	125,148	(124,991)	16,628	(16,471)	(575,471)	(1,452,865)	877,394	73,134	447,826
OPERATING INCOME	94,798	205,394	(110,596)	111,910	(17,112)	(525,529)	(1,365,233)	839,704	167,184	550,252



7 Balance Sheet

	6/30/2023	11/30/2023	12/31/2023	6/30/2024 FC
Assets				
Cash, Operating	3,280,772	2,414,932	2,069,942	2,525,600
Cash, Restricted	0	0	0	0
Accounts Receivable	1,798,923	553,259	492,648	1,354,814
Due From Others	7,493	7,065	7,065	7,065
Other Assets	2,179,059	2,077,649	2,066,985	2,125,085
Net Fixed Assets	510,251	511,318	503,031	458,332
Total Assets	7,776,497	5,564,224	5,139,671	6,470,897
Liabilities				
A/P & Payroll	820,548	506,900	356,677	392,883
Due to Others	666,112	155,155	73,224	66,899
Deferred Revenue	1,004,596	0	0	725,718
Other Liabilities	1,969,647	1,969,647	1,969,647	1,969,647
Total Debt	0	0	0	0
Total Liabilities	4,460,903	2,631,702	2,399,548	3,155,146
Equity				
Beginning Fund Bal.	3,242,461	3,315,594	3,315,594	3,315,594
Net Income/(Loss)	73,134	(383,073)	(575,471)	157
Total Equity	3,315,594	2,932,521	2,740,123	3,315,751
Total Liabilities & Equity	7,776,497	5,564,224	5,139,671	6,470,897

Year-End Cash Balance

Projected	Budget	Variance
2,525,600	1,786,152	739,448

Days Cash on Hand	172	113	97	118
Cash Reserve %	47.0%	31.0%	26.5%	32.4%





BERT CORONA CHARTER SCHOOL

Financial Analysis

December 2023

Net Income

Bert Corona Charter School is projected to achieve a net income of \$K in FY23-24 compared to \$125K in the board approved budget. Reasons for this negative \$125K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of December 31, 2023, the school's cash balance was \$2.07M. By June 30, 2024, the school's cash balance is projected to be \$2.53M, which represents a 32% reserve.

As of December 31, 2023, the Accounts Receivable balance was \$493K, down from \$553K in the previous month, due to the receipt of revenue earned in FY22-23.

As of December 31, 2023, the Accounts Payable balance, including payroll liabilities, totaled \$357K, compared to \$507K in the prior month.

As of December 31, 2023, BCCS had a zero debt balance.

Income Statement

Revenue

Total revenue for FY23-24 is projected to be \$7.89M, which is \$102K or 1.3% over budgeted revenue of \$7.79M.

Interest - is projected to be over budget by \$64K.

Expenses

Total expenses for FY23-24 are projected to be \$7.89M, which is \$227K or 3.0% over budgeted expenditures of \$7.67M.

Core Curriculum are projected to be higher than budget by \$27K

Books & Other Reference Materials are projected to be higher than budget by \$25K

Rent Expenses are projected to be higher than budget by \$33K due to the implementation of the new lease standard.

Contracted Substitute Teacher costs are projected to be higher than budget by \$30K.

Intra-Agency Fees are projected to be higher than budget by \$39K due to lower enrollment at MORCS

ADA

Budgeted P2 ADA is 325.24 based on enrollment of 346 and a 94.0% attendance rate.

Forecast P2 ADA is 325.31 based on enrollment of 347 and a 93.7% attendance rate.

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



Actual ADA through Month 5 is 324.81 with ending enrollment of 341 and a 93.5% attendance rate.

In Month 5, ADA was 317.95 with a 92.4% attendance rate.

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

MONSEÑOR OSCAR ROMERO CHARTER SCHOOL - Financial Dashboard (December 2023)

1 Key Performance Indicators

ADA vs. Budget ● Cash on Hand ●

Net Income / (Loss) ● Year-End Cash ●

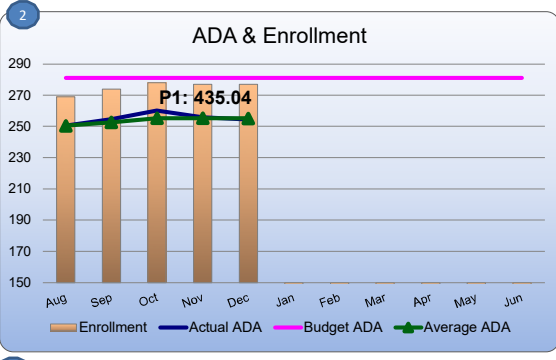
KEY POINTS

Enrollment is currently 22 students below budget, resulting in a \$339K decrease in LCFF Revenue.

Forecast includes \$1.04M of restricted one-time funds. An additional \$1.06M remains available to spend through FY27/28.

LCS allocation reduced by \$111K due to lower enrollment

Interest Income is projected to be \$114K



3 Average Daily Attendance Analysis

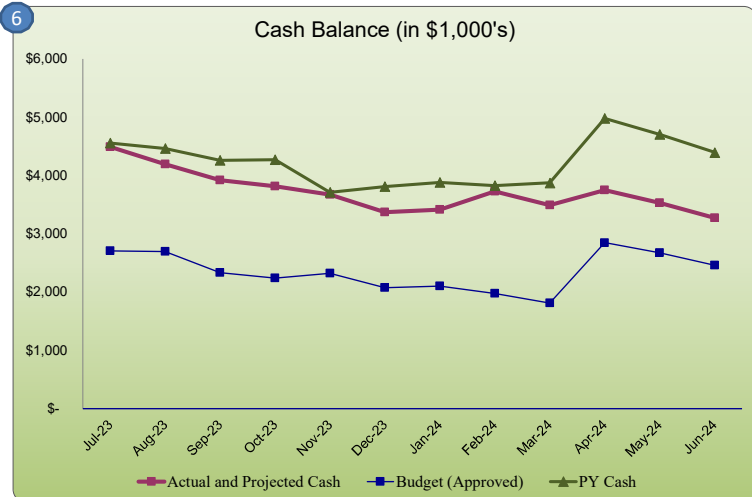
Category	Actual through Month 5	Forecasted P2	Budgeted P2	Better/ (Worse)	Prior Month Forecast	Prior Year P2
Enrollment	277	277	299	(22)	277	280
ADA %	93.3%	93.5%	94.0%	-0.5%	94.0%	92.0%
Average ADA	255.15	257.05	281.06	(24.01)	258.34	254.51

4 LCFF Supplemental & Concentration Grant Factors

Category	Budget	Forecast	Variance	Prior Year
Unduplicated Pupil %	95.7%	94.9%	-0.7%	95.7%
3-Year Average %	95.9%	95.6%	-0.2%	95.5%
District UPP C. Grant Cap	86.0%	86.0%	-0.0%	86.0%

5 INCOME STATEMENT

INCOME STATEMENT	Forecast	VS. Budget		VS. Last Month		FY 23-24 YTD			Historical	
	As of 12/31/23	FY 23-24 Budget	Variance B/(W)	Prior Month FC	Variance B/(W)	Actual YTD	Budget YTD	Variance B/(W)	FY 22-23	FY 21-22
Local Control Funding Formula	3,683,482	4,022,476	(338,994)	3,703,099	(19,617)	1,365,275	1,378,435	(13,160)	3,360,632	3,333,185
Federal Revenue	1,373,583	1,552,032	(178,449)	1,388,410	(14,827)	90,048	42,240	47,809	1,090,004	919,125
State Revenue	1,075,630	911,077	164,553	1,084,197	(8,567)	1,318,863	414,912	903,950	1,621,764	260,307
Other Local Revenue	413,718	260,469	153,249	371,494	42,223	190,442	105,940	84,502	400,778	846,358
Grants/Fundraising	5,000	5,000	0	5,000	0	1,000	2,750	(1,750)	11,460	40,750
TOTAL REVENUE	6,551,413	6,751,054	(199,641)	6,552,201	(788)	2,965,628	1,944,277	1,021,351	6,484,638	5,399,725
Total per ADA	25,487	24,020	1,467	25,490	(3)				25,479	19,693
w/o Grants/Fundraising	25,467	24,002	1,465	25,471	(3)				25,434	19,544
Certificated Salaries	1,998,159	2,222,794	(224,635)	2,036,299	38,140	893,032	1,052,870	159,838	1,605,293	1,532,235
Classified Salaries	919,979	903,811	(16,168)	962,103	42,124	396,202	419,451	23,249	774,512	554,472
Benefits	851,642	830,996	(20,646)	872,067	20,425	425,181	400,650	(24,531)	710,560	537,821
Student Supplies	717,218	653,272	(63,946)	726,609	9,391	327,444	377,464	49,620	628,998	609,929
Operating Expenses	1,802,572	1,817,346	14,775	1,769,408	(33,164)	808,188	908,673	100,485	1,869,871	1,650,127
Other	933,893	926,202	(7,692)	936,149	2,256	469,946	470,999	1,053	946,401	969,915
TOTAL EXPENSES	7,223,464	7,354,421	130,957	7,302,636	79,172	3,320,394	3,630,106	309,713	6,535,634	5,854,498
Total per ADA	28,101	26,167	(1,935)	28,409	(308)				25,679	21,351
NET INCOME / (LOSS)	(672,051)	(603,367)	(68,684)	(750,435)	78,384	(354,765)	(1,685,829)	1,331,064	(50,996)	(454,774)
OPERATING INCOME	116,678	177,670	(60,992)	40,549	76,128	44,226	(889,898)	934,123	750,487	366,070



7 Balance Sheet

	6/30/2023	11/30/2023	12/31/2023	6/30/2024 FC
Assets				
Cash, Operating	4,393,392	3,673,439	3,370,032	3,310,557
Cash, Restricted	0	0	0	0
Accounts Receivable	1,423,727	576,428	565,775	1,427,711
Due From Others	127	127	127	127
Other Assets	51,303	2,937	2,109	55,977
Net Fixed Assets	25,870,003	25,537,447	25,471,012	25,161,274
Total Assets	31,738,552	29,790,378	29,409,055	29,955,646
Liabilities				
A/P & Payroll	595,132	346,820	279,484	400,910
Due to Others	768,874	421,957	330,664	425,209
Deferred Revenue	1,145,408	11,314	11,314	711,972
Other Liabilities	0	0	0	0
Total Debt	7,111,268	7,079,802	7,024,488	6,971,735
Total Liabilities	9,620,682	7,859,894	7,645,950	8,509,827
Equity				
Beginning Fund Bal.	22,168,866	22,117,870	22,117,870	22,117,870
Net Income/(Loss)	(50,996)	(187,387)	(354,765)	(672,051)
Total Equity	22,117,870	21,930,483	21,763,104	21,445,819
Total Liabilities & Equity	31,738,552	29,790,377	29,409,054	29,955,646
Days Cash on Hand	280	206	191	188
Cash Reserve %	76.6%	56.4%	52.4%	51.4%

Year-End Cash Balance

	Projected	Budget	Variance
	3,310,557	2,460,242	850,316





MONSEÑOR OSCAR ROMERO CHARTER SCHOOL

Financial Analysis

December 2023

Net Income

Monsenor Oscar Romero Charter School is projected to achieve a net income of -\$672K in FY23-24 compared to -\$603K in the board approved budget. Reasons for this negative \$69K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of December 31, 2023, the school's cash balance was \$3.37M. By June 30, 2024, the school's cash balance is projected to be \$3.31M, which represents a 51% reserve.

As of December 31, 2023, the Accounts Receivable balance was \$566K, down from \$576K in the previous month, due to the receipt of revenue earned in FY22-23.

As of December 31, 2023, the Accounts Payable balance, including payroll liabilities, totaled \$280K, compared to \$347K in the prior month.

As of December 31, 2023, MORCS had a debt balance of \$7.02M compared to \$7.08M in the prior month. An additional \$53K will be paid this fiscal year.

Income Statement

Revenue

Total revenue for FY23-24 is projected to be \$6.55M, which is \$200K or 3.0% under budgeted revenue of \$6.75M.

LCFF Revenue – is projected to be below budget by \$339K due to lower ADA

Other Federal Revenue - is projected to be below budget by \$152K due to using ESSER II funds during FY22-23.

ELOP Revenue - is projected to be above budget by \$77K

Interest - is projected to be over budget by \$114K.

Expenses

Total expenses for FY23-24 are projected to be \$7.22M, which is \$131K or 1.8% under budgeted expenditures of \$7.35M.

Certificated Salaries are projected to be lower than budget by \$225K

Core Curriculum are projected to be higher than budget by \$20K

Books & Other Reference Materials are projected to be higher than budget by \$42K

Contracted Substitute Costs are projected to be higher than budget by \$60K

Intra-Agency Fees are projected to be lower than budget by \$111K due to the lower ADA

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



ADA

Budgeted P2 ADA is 281.06 based on enrollment of 299 and a 94.0% attendance rate.

Forecast P2 ADA is 257.05 based on enrollment of 277 and a 93.5% attendance rate.

Actual ADA through Month 5 is 255.15 with ending enrollment of 277 and a 93.3% attendance rate.

In Month 5, ADA was 254.37 with a 92.0% attendance rate.

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

Bert Corona Charter High School - Financial Dashboard (December 2023)

1 Key Performance Indicators

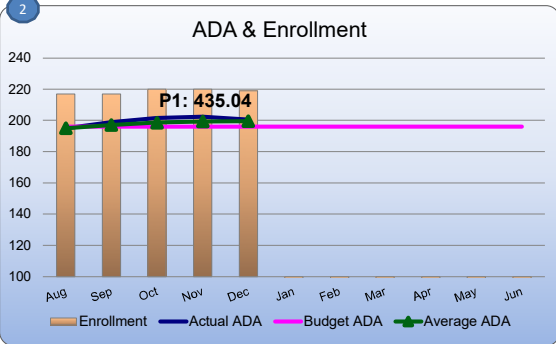
ADA vs. Budget ● Cash on Hand ●
 Net Income / (Loss) ● Year-End Cash ●

KEY POINTS

Enrollment is currently 6 students above budget, resulting in a \$80K increase in LCFF Revenue.

Forecast includes \$682K of restricted one-time funds. An additional \$284K remains available to spend through FY27/28.

LCS allocation increased by \$94K mainly due to lower enrollment at MORCS



3 Average Daily Attendance Analysis

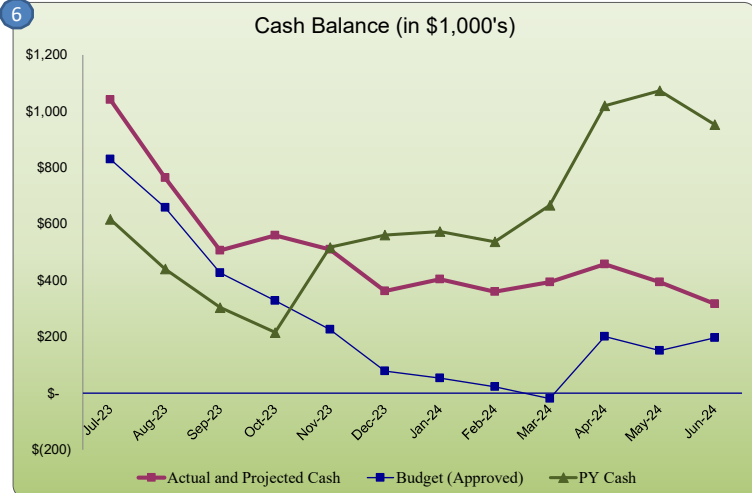
Category	Actual through Month 5	Forecasted P2	Budgeted P2	Better/ (Worse)	Prior Month Forecast	Prior Year P2
Enrollment	219	219	213	6	219	210
ADA %	92.5%	92.3%	92.0%	0.3%	92.3%	89.0%
Average ADA	199.60	200.29	195.96	4.33	200.31	180.50

4 LCFF Supplemental & Concentration Grant Factors

Category	Budget	Forecast	Variance	Prior Year
Unduplicated Pupil %	92.0%	95.9%	3.8%	92.0%
3-Year Average %	90.7%	92.1%	1.4%	91.1%
District UPP C. Grant Cap	86.0%	86.0%	-0.0%	86.0%

5 INCOME STATEMENT

INCOME STATEMENT	Forecast	VS. Budget		VS. Last Month		FY 23-24 YTD			Historical	
	As of 12/31/23	FY 23-24 Budget	Variance B/(W)	Prior Month FC	Variance B/(W)	Actual YTD	Budget YTD	Variance B/(W)	FY 22-23	FY 21-22
Local Control Funding Formula	3,420,678	3,340,677	80,002	3,414,007	6,671	1,216,905	1,212,137	4,768	2,844,385	2,663,031
Federal Revenue	566,828	566,077	752	581,585	(14,757)	54,751	34,503	20,248	793,417	319,149
State Revenue	792,089	788,121	3,968	798,719	(6,630)	819,092	662,743	156,349	303,265	55,187
Other Local Revenue	287,184	226,790	60,394	280,679	6,505	140,094	95,182	44,912	276,601	498,496
Grants/Fundraising	25,764	20,000	5,764	25,524	240	11,224	8,564	2,660	34,967	42,408
TOTAL REVENUE	5,092,543	4,941,664	150,879	5,100,514	(7,971)	2,242,065	2,013,129	228,937	4,252,636	3,578,271
<i>Total per ADA</i>	<i>25,426</i>	<i>25,218</i>	<i>208</i>	<i>25,466</i>	<i>(40)</i>				<i>23,560</i>	<i>21,521</i>
<i>w/o Grants/Fundraising</i>	<i>25,297</i>	<i>25,116</i>	<i>182</i>	<i>25,338</i>	<i>(41)</i>				<i>23,367</i>	<i>21,266</i>
Certificated Salaries	1,629,928	1,634,020	4,092	1,656,905	26,977	757,274	764,917	7,643	1,417,641	1,205,361
Classified Salaries	786,736	805,110	18,374	795,372	8,636	375,176	378,787	3,611	554,770	467,551
Benefits	808,653	805,747	(2,905)	814,028	5,375	418,080	390,075	(28,006)	637,399	509,496
Student Supplies	383,246	359,556	(23,690)	392,122	8,876	154,786	223,881	69,095	381,289	236,691
Operating Expenses	1,379,417	1,244,752	(134,664)	1,358,574	(20,843)	704,288	622,376	(81,912)	1,210,453	1,026,636
Other	61,423	39,111	(22,311)	61,432	9	31,512	21,253	(10,260)	44,291	44,748
TOTAL EXPENSES	5,049,402	4,888,298	(161,104)	5,078,433	29,031	2,441,116	2,401,289	(39,827)	4,245,843	3,490,483
<i>Total per ADA</i>	<i>25,210</i>	<i>24,945</i>	<i>(265)</i>	<i>25,355</i>	<i>(145)</i>				<i>23,523</i>	<i>20,993</i>
NET INCOME / (LOSS)	43,141	53,366	(10,225)	22,081	21,060	(199,051)	(388,160)	189,109	6,793	87,788
OPERATING INCOME	104,563	92,478	12,086	83,512	21,051	(167,539)	(345,655)	178,117	51,084	132,536



Year-End Cash Balance

Projected	Budget	Variance
317,271	197,082	120,189

7 Balance Sheet

	6/30/2023	11/30/2023	12/31/2023	6/30/2024 FC
Assets				
Cash, Operating	952,416	510,144	361,926	317,271
Cash, Restricted	0	0	0	0
Accounts Receivable	745,981	136,350	136,350	658,486
Due From Others	404	294	288	288
Other Assets	59,443	16,608	16,012	57,881
Net Fixed Assets	67,286	139,638	134,163	104,252
Total Assets	1,825,529	803,034	648,738	1,138,179
Liabilities				
A/P & Payroll	402,041	266,384	226,758	225,110
Due to Others	72,869	16,924	16,327	16,327
Deferred Revenue	745,915	0	0	248,897
Other Liabilities	0	0	0	0
Total Debt	(0)	(0)	(0)	(0)
Total Liabilities	1,220,824	283,307	243,085	490,334
Equity				
Beginning Fund Bal.	597,912	604,705	604,705	604,705
Net Income/(Loss)	6,793	(84,977)	(199,051)	43,141
Total Equity	604,705	519,728	405,654	647,846
Total Liabilities & Equity	1,825,529	803,035	648,739	1,138,180
Days Cash on Hand	83	37	26	23
Cash Reserve %	22.7%	10.2%	7.3%	6.4%





Bert Corona Charter High School Financial Analysis December 2023

Net Income

Bert Corona Charter High School is projected to achieve a net income of \$43K in FY23-24 compared to \$53K in the board approved budget. Reasons for this negative \$10K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of December 31, 2023, the school's cash balance was \$362K. By June 30, 2024, the school's cash balance is projected to be \$317K, which represents a 6% reserve.

As of December 31, 2023, the Accounts Receivable balance was \$136K, down from \$136K in the previous month, due to the receipt of revenue earned in FY22-23.

As of December 31, 2023, the Accounts Payable balance, including payroll liabilities, totaled \$227K, compared to \$266K in the prior month.

As of December 31, 2023, BCHS had a zero debt balance.

Income Statement

Revenue

Total revenue for FY23-24 is projected to be \$5.09M, which is \$151K or 3.1% over budgeted revenue of \$4.94M.

LCFF Revenue – is projected to be above budget by \$80K due to higher enrollment and ADA.

Expenses

Total expenses for FY23-24 are projected to be \$5.05M, which is \$161K or 3.3% over budgeted expenditures of \$4.89M.

Intra-Agency Fees are projected to be higher than budget by \$945K mainly due to the lower enrollment at MORCS and BCCS

ADA

Budgeted P2 ADA is 195.96 based on enrollment of 213 and a 92.0% attendance rate.

Forecast P2 ADA is 200.29 based on enrollment of 219 and a 92.3% attendance rate.

Actual ADA through Month 5 is 199.60 with ending enrollment of 219 and a 92.5% attendance rate.

In Month 5, ADA was 200.47 with a 91.4% attendance rate.

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

**YPI Charter Schools
Check Register
From 11/01/23 to 12/31/23**

Check #	Vendor Name	Date	Description	Amount
311916	7 LAYER IT SOLUTIONS, INC.	11/7/2023	PROFESSIONAL SERVICESCONSOLIDATE HARDWARE FROM TWO NETWORK.	6,162.85
311982	7 LAYER IT SOLUTIONS, INC.	11/29/2023	11/23- PLATINUM NETWORK DEVICE PACKAGE	1,370.00
312043	ADVANCED LIQUIDATORS, INC.	12/13/2023	DESKS, CHAIRS AND DRY ERASE BOARDS	3,274.14
312056	AFLAC WORLDWIDE HEADQUARTERS	12/18/2023	11/23 - INSURANCE PREMIUMS	1,471.06
P044728	Amazon Capital Services	11/3/2023	STUDENT MATERIALS	2,451.60
P045053	Amazon Capital Services	11/10/2023	COLORING BOOKS	6,765.10
P045685	Amazon Capital Services	11/27/2023	STUDENT SUPPLIES	3,541.02
311993	Amazon Capital Services	12/4/2023	OFFICE SUPPLIES	3,210.15
312028	Amazon Capital Services	12/13/2023	SPORTS EQUIPMENTS	4,419.52
312046	Amazon Capital Services	12/18/2023	BOOKS	1,166.12
312013	ASHLEY FLOM	12/6/2023	FY22-23- STRS EXCESS REFUND	3.56
311928	AT&T	11/8/2023	10/23 - FAX SERVICE	182.32
312050	AT&T	12/18/2023	11/23- FAX SERVICE	197.01
312042	AT&T MOBILITY	12/13/2023	10/20 - 11/19/23 CELLPHONES AND HOTSPOTS	3,396.84
311941	AVITIA'S PHOTOBOOTH	11/10/2023	11/9/23- PHOTO BOOTH FOR HOMECOMING DANCE	500.00
312030	BDJtech	12/13/2023	STUDENT MATERIALS	1,314.00
311939	BSN SPORTS LLC	11/8/2023	WOMENS VOLLEYBALL JERSEY	2,228.10
311912	BUR-CAL TERMITE & PEST CONTROL INC.	11/3/2023	9/27/23 PEST CONTROL	385.00
311974	BUR-CAL TERMITE & PEST CONTROL INC.	11/27/2023	10/25/23 PEST CONTROL	385.00
311989	CALTAC-PBIS, INC.	11/29/2023	T1 EXEMPLAR SCHOOL DEVELOPMENT.	2,142.86
312006	CDW GOVERNMENT, INC.	12/4/2023	7/1-9/30/23 - GOOGLE VOICE EDUCATIONAL LICENSES	1,720.45
312055	CDW GOVERNMENT, INC.	12/18/2023	10/1-10/31/23 - GOOGLE VOICE LICENSE	589.22
311936	CHRISTINA LUC	11/8/2023	11/2 - 11/4/23 - MEAL PERDIEM FOR CA MATH CONFERENCE	148.00
312002	CHRISTINA LUC	12/4/2023	MILES REIMBURSEMENT WENT TO CMC - SOUTH MATH CONFERENCE	186.87
311913	CIF Los Angeles city section	11/3/2023	2024- FIRE PERMIT RENEWAL	1,685.00
311978	CIF Los Angeles city section	11/29/2023	2022-2023- CIF SPORTS ENROLLMENT FEE	2,585.00
312037	CLIFTONLARSONALLEN LLP	12/13/2023	AUDIT FEE FOR YEAR ENDING IN 6/30/23	4,834.20
312059	COOL TEMP HEATING, INC	12/18/2023	REPAIR BLOWER WHEEL AND BLOWER MOTOR (MAIN OFFICE)	11,875.00
311955	CROSS COUNTRY EDUCATION	11/16/2023	Overpayment - MRS092923ACH05	2,398.00
311967	CROSS COUNTRY EDUCATION	11/27/2023	10/2023- SPECIAL ED SERVICE	103,558.73
311972	DENYALE BROWN	11/27/2023	STRING CRAFT CORD FOR STUDENT AWARD ASSEMBLIES	7.53
311987	DENYALE BROWN	11/29/2023	CITIZENSHIP RIBBONS FOR STUDENTS AWARD ASSEMBLIES	178.73
312024	DENYALE BROWN	12/7/2023	7/17 - 7/20 MEAL PER DIEM DURING MTSS CONFERENCE	124.50
311954	DIEGO RAZO	11/15/2023	11/9/23 HOMECOMING DANCE	450.00
312033	EDLIO, LLC	12/13/2023	11/124-12/31/24 - PROFESSIONAL SERVICE SUBSCRIPTION FEES FOR EDLIO ACCE:	3,500.00
P045686	EDUCATIONAL DESIGNS FOR EDUCATION	11/27/2023	10/30/23 CONSULTING SERVICES	1,000.00
311992	El Milagro Bakery	11/30/2023	10/13/23- LUNCH FOR STAFF DURING PARENT CONFERENCE	2,860.00
312019	El Milagro Bakery	12/7/2023	HOMECOMING DANCE DINNER	1,050.00
311937	Ena LaVan	11/8/2023	11/07 - 11/10/23 MEAL PER DIEM FOR CSDC CONFERENCE	162.00
311946	Eriverto Gonzales	11/15/2023	10/2-10/17/23- MAINTENANCE SERVICE	1,530.00
311948	EXED	11/15/2023	10/23 - MANAGEMENT CONTRACT FEE, 10/23 - CALPADS & SIS SUPPORT SERVICES	24,158.33
312054	EXED	12/18/2023	11/23 - MANAGEMENT CONTRACT FEE	24,158.33
P044734	FACE PAINT AND FAIRYTALES	11/3/2023	EVENT 11/3/23 FACE PAINTING	575.00
311952	FRANCISCO TOPETE	11/15/2023	8/31/23 - TABLES AND CHAIRS RENTAL (14 TABLES AND 30 CHAIRS)	85.00
311973	FRANCISCO TOPETE	11/27/2023	TABLES AND CHAIRS RENTAL FOR TRUNK OR TREAT EVENT	220.00
311933	FREDDY ZEPEDA	11/8/2023	11/07 - 11/10/23 MEAL PER DIEM FOR CSDC CONFERENCE	162.00
311961	FREDDY ZEPEDA	11/27/2023	PARKING CHARGES FOR CSDC CONFERENCE IN ANAHEIM	84.24
311942	FRESH START HEALTHY MEALS, INC.	11/10/2023	10/23 - STUDENT MEALS	43,678.70
311968	FRESH START HEALTHY MEALS, INC.	11/27/2023	10/23 - STUDENT MEALS	30,945.00
312005	FRESH START HEALTHY MEALS, INC.	12/4/2023	10/23 - MEAL SERVER	27,222.80
312016	FRESH START HEALTHY MEALS, INC.	12/7/2023	11/23 - SERVER FEE	4,224.00
312035	FRESH START HEALTHY MEALS, INC.	12/13/2023	11/23 - STUDENT'S MEALS	34,864.90
312053	FRESH START HEALTHY MEALS, INC.	12/18/2023	11/23 - STUDENTS' MEALS	38,672.35
312003	FRONTIER	12/4/2023	11/13/2023- FAX SERVICE	291.46
311950	GREEN WORKS SOLUTIONS	11/15/2023	EXTERIOR PAINTING OF ROOMS 10-15- SIDING, CEMENT BOARD	11,970.00
311998	GREEN WORKS SOLUTIONS	12/4/2023	BOY'S BATHROOM REMOVE AND REPLACE (3) URINAL VALVES	22,119.00
312045	GREEN WORKS SOLUTIONS	12/14/2023	FINAL BALANCE DUE FOR BOYS & GIRLS BATHROOM REPAIR COMPLETED	5,750.00
311918	HERNANDEZ JANITORIAL SERVICES	11/7/2023	10/16-10/31/23- MAINTENANCE SERVICE	1,980.00
311959	HERNANDEZ JANITORIAL SERVICES	11/27/2023	11/1-11/15/23- MAINTENANCE SERVICE	1,650.00
312036	HERNANDEZ JANITORIAL SERVICES	12/13/2023	11/16/23-11/30/23- MAINTENANCE SERVICE	1,650.00
312068	HERNANDEZ JANITORIAL SERVICES	12/26/2023	12/1/23 - 12/15/23 - MAINTENANCE SERVICE	1,815.00
311964	HOME DEPOT CREDIT SERVICES	11/27/2023	STATEMENT ENDING 11/05/23	500.19
P044727	HOUGHTON MIFFLIN HARCOURT	11/3/2023	6/2/23-6/24-READING ANNUAL LICENSE SUBSCRIPTION	649.00
311925	IMPACT CANINE SOLUTIONS	11/8/2023	10/6/23- CANINE SERVICE	630.00
312032	IMPACT CANINE SOLUTIONS	12/13/2023	11/9/23- CANINE SERVICE	630.00
E012331	Inland Overhead Door Company	11/3/2023	8/14/23 - SERVICE CALL DOOR REPAIR ROOM C117	647.50
312008	IXL Learning	12/4/2023	IXL SITE LICENSE MATH NS SPANISH GRADE 9-12	2,888.00
311932	Jaime Martinez	11/8/2023	11/23- SCHOLA RECRUITMENT PRO	10,500.00
312018	Jaime Martinez	12/7/2023	12/23-SCHOLA RECRUITER PRO STREAMLINES	10,500.00
P044731	JEANNETTE M CRUZ REIBER	11/3/2023	11/23 - MONTHLY CREDENTIAL SERVICES	700.00
311979	JEANNETTE M CRUZ REIBER	11/29/2023	12/23- MONTHLY CREDENTIAL SERVICES	700.00
312061	JEANNETTE M CRUZ REIBER	12/26/2023	12/23 - MONTHLY CREDENTIALING SERVICES	700.00
312009	JENNIFER CARTER	12/6/2023	12/15/23- Final Check	1,805.01
312026	JENNIFER CARTER	12/7/2023	Retention Bonus	1,536.31
311949	JOANNA DIAZ	11/15/2023	10/18-10/31/23- MAINTENANCE SERVICE	1,530.00
311996	JOANNA DIAZ	12/4/2023	11/23- JANITORIAL SERVICE	2,720.00
312063	JOANNA DIAZ	12/26/2023	12/23 - JANITORIAL SERVICE	1,870.00
311935	JOSEPH ARREOLA	11/8/2023	11/2 - 11/4/23 - MEAL PERDIEM FOR CA MATH CONFERENCE	148.00

Check #	Vendor Name	Date	Description	Amount
312034	JOSEPH ARREOLA	12/13/2023	11/30/23-WALK & WONDER TOUR FEE RIVERSIDE ART MUSEUM	325.00
312052	KELLY SPICERS STORES	12/18/2023	OFFICE SUPPLIES	1,141.25
311985	KEVIN LOPEZ	11/29/2023	11/27 - 11/30/23 MEAL PER DIEM DURING FOR CITE CONFERENCE IN SAC	142.00
311934	KEVIN MYERS	11/8/2023	11/07 - 11/10/23 MEAL PER DIEM FOR CSDC CONFERENCE	162.00
311920	KNOTTS BERRY FARM	11/7/2023	VOID - \$5,130.00 - VOID	0.00
311983	KNOTTS BERRY FARM	11/29/2023	ADMISSIONS FEE 7TH GRADE STUDENTS FIELD TRIP	3,700.00
311910	LA DEPT. OF WATER AND POWER	11/3/2023	9/13-10/16/23- WATER CHARGES	15,849.31
311943	LA DEPT. OF WATER AND POWER	11/10/2023	4/28-6/29/23-WATER CHARGES, 4/28-6/29/23- SEWER CHARGES	785.04
311975	LA DEPT. OF WATER AND POWER	11/27/2023	9/27-10/27/23- ELECTRIC CHARGES	7,563.80
312004	LA DEPT. OF WATER AND POWER	12/4/2023	10/16-11/13/23 - UTILITIES	5,999.06
312040	LA DEPT. OF WATER AND POWER	12/13/2023	10/27-11/29/23- ELECTRIC CHARGES	6,697.41
312066	LA DEPT. OF WATER AND POWER	12/26/2023	11/13-12/23/23 - UTILITIES	3,725.64
311997	Latino Film Institute Youth Cinema Project	12/4/2023	11/23- INSTRUCTIONAL SERVICE CINEMA FILM MAKING	10,810.12
311965	LAW OFFICES OF YOUNG, MINNEY & CORR, LLP	11/27/2023	10/23 LEGAL SERVICE	834.50
312029	LAW OFFICES OF YOUNG, MINNEY & CORR, LLP	12/13/2023	11/23 LEGAL SERVICE	715.00
311909	LOS ANGELES UNIFIED SCHOOL DISTRICT	11/3/2023	10/8/23- GRADUATION CEREMONY- CUSTODIAL OVERTIME UTILITIES INDOOR SPAC	168.77
311927	LUIS GIRON	11/8/2023	10/23- LANDSCAPING SERVICE	1,800.00
311956	LUIS GIRON	11/27/2023	11/23- LANDSCAPING SERVICE	800.00
312023	Luminarias	12/7/2023	3/23- NON SPECIAL EDUCATION THERAPIST SERVICE	36,000.00
311962	MAJOR METROPOLITAN SECURITY	11/27/2023	12/23- MONITORING SERVICE	405.00
312049	MAJOR METROPOLITAN SECURITY	12/18/2023	1/24- BURGLAR ALARM MONITORING SERVICE	405.00
312017	MARIA FATIMA ORTIZ	12/7/2023	11/17/23- FIELD TRIP TO UCLA PAULEY PAVILION, 11/17/23- FIELD TRIP TO UCLA PAL	3,940.00
312027	MARTIN GARCIA	12/7/2023	12/23 - Final Check	1,502.54
311988	MASERGY CLOUD COMMUNICATIONS, INC	11/29/2023	10/23- EARLY TERMINATION FEE, RENTAL -ESBC-0025	3,278.35
E012330	MCCALLA COMPANY	11/3/2023	CUSTODIAL SUPPLIES1	352.47
311923	MCCALLA COMPANY	11/8/2023	CUSTODIAL SUPPLIES	257.74
E012581	MCCALLA COMPANY	11/27/2023	CUSTODIAL SUPPLIES	44.59
E012582	MCCALLA COMPANY	11/27/2023	SANITAIRE DEEP CLEANING FAN REPLACED, EUREKA TOP CORD CLIP	106.19
312039	MCCALLA COMPANY	12/13/2023	CUSTODIAL SUPPLIES	1,084.99
312010	MICHAEL BANKS	12/6/2023	FY22-23- STRS EXCESS REFUND	127.58
311944	MIJA BOOKS	11/15/2023	BOOKS FOR SCHOOL LIBRARY	5,093.38
312014	MOONLIGHT ROLLERWAY, INC.	12/7/2023	12/14/23 -SKATER FEES 8TH GRADE FIELD TRIP	1,500.00
311953	MOSA MACK SCIENCE, INC.	11/15/2023	ANNUAL PRO LICENSES	3,126.00
P044730	MV Learning, LLC	11/3/2023	2023-2024-MCKINNEY VENTO LIAISON TRAINING AND RESOURCE BUNDLE	2,994.00
P045687	NATIONAL COMPADRES NETWORK	11/27/2023	2 TRAINING SLOTS- JOVEN NOBLE CURRICULUM TRAINING- S. PELAYO, J. HERRERA/	2,000.00
312007	NCS PEARSON, INC.	12/4/2023	3 YEARS SUBSCRIPTION FOR INTERVENTION	200.00
311981	PAYCOM PAYROLL, LLC	11/29/2023	50 OF: PROXIMITY CARDS	281.75
311929	PETER HUANG AND LORETTA HUANG	11/8/2023	10/6-11/6/23- ELECTRIC CHARGES	704.64
311971	PETER HUANG AND LORETTA HUANG	11/27/2023	12/23 - Rent	3,785.60
312058	PETER HUANG AND LORETTA HUANG	12/18/2023	11/6/23- 12/8/23- ELECTRIC CHARGES	294.22
312072	PETER HUANG AND LORETTA HUANG	12/26/2023	01/24 - RENT	3,785.60
312020	PLAZA LOCK & KEY INC.	12/7/2023	ABUS LOCKS, REKEY CYLINDER, JLI4,5	831.51
312044	PLAZA LOCK & KEY INC.	12/13/2023	REKEY LOCKS TO ROOMS	1,342.70
311921	PRN NURSING CONSULTANTS, LLC	11/7/2023	9/20/23- VISION SCREENINGS	4,557.05
A013800	PRN NURSING CONSULTANTS, LLC	11/27/2023	10/11/23 - COORDINATING SERVICE, 10/11/23-STATE MANDATES SUPPORT	1,426.20
312038	PRN NURSING CONSULTANTS, LLC	12/13/2023	10/23/23- SPECIAL ED SERVICE	705.00
312048	PRN NURSING CONSULTANTS, LLC	12/18/2023	10/9/23- SPECIAL ED SERVICE	940.00
311926	PUROSERVE	11/8/2023	11/23- FILTER SERVICE RENTAL, 11/23 - RO RENTAL, 11/23- CABINET RENTAL	185.90
311947	PUROSERVE	11/15/2023	11/23-RO RENTAL, 11/23- CABINETE RENTAL, 11/23- FILTER SERVICE RENTAL	130.30
312051	PUROSERVE	12/18/2023	12/23 - RENTAL SERVICE	130.30
312067	PUROSERVE	12/26/2023	12/23 - RENTAL	185.90
311931	Quadient Finance USA, Inc.	11/8/2023	10/23- EQUIPMENT RENTAL	80.95
311945	Quadient Finance USA, Inc.	11/15/2023	10/3/23 - POSTAGE, 10/24/23 - POSTAGE	600.00
312065	Quadient Finance USA, Inc.	12/26/2023	11/20/23 - POSTAGE	100.00
312064	QUADIENT LEASING USA, INC.	12/26/2023	1/7/24-4/6/24 - POSTAGE MACHINE LEASING	231.62
311930	REPUBLIC SERVICES #902	11/8/2023	11/23- WASTE DISPOSAL SERVICE	1,492.90
311999	REPUBLIC SERVICES #902	12/4/2023	12/23- WASTE DISPOSAL SERVICE	1,492.90
311951	RICOH USA Inc.	11/15/2023	11/13-12/12/23- COPIER LEASING	2,599.33
311966	RICOH USA Inc.	11/27/2023	10/20-11/19/23- COPIER LEASE	381.91
312041	RICOH USA Inc.	12/13/2023	8/31/23-11/29/23- COPIER LEASE	15,323.82
312057	RICOH USA Inc.	12/18/2023	11/20-12/19/23- COPIER LEASE	281.91
312070	RICOH USA Inc.	12/26/2023	INK CARTRIDGE SHIPPING CHARGES	86.00
311980	RINGCENTRAL, INC.	11/29/2023	DIGITAL LINE UNLIMITED- NEW PURCHASE STANDARD, MOBILE USER, FEDERAL UN	355.02
312015	RINGCENTRAL, INC.	12/7/2023	DIGITALLINE UNLIMITED- NEW PURCHASE STARNDARD, COMPLIANCE AND ADMINIS	147.81
312021	RUBEN DUENAS	12/7/2023	11/07 - 11/10/23 MEAL PER DIEM FOR CSDC CONFERENCE	162.00
311984	RYAN BRADFORD	11/29/2023	11/27 - 11/30/23 MEAL PER DIEM DURING FOR CITE CONFERENCE IN SAC	142.00
311994	RYAN BRADFORD	12/4/2023	LYFT RIDE FROM THE AIRPORT TO VRBO FOR CITE CONFERENCE/ TO THE AIRPOT	58.83
311969	San Fernando Valley Japanese American Community Center	11/27/2023	12/23 - RENT	12,723.00
312071	San Fernando Valley Japanese American Community Center	12/26/2023	01/24 - RENT	12,723.00
311908	SCOOT EDUCATION INC.	11/3/2023	10/10-10/11/23- SUBSTITUTE SERVICE	16,822.31
311915	SCOOT EDUCATION INC.	11/7/2023	10/23-10/27/23- SUBSTITUTE SERVICE	9,970.00
311940	SCOOT EDUCATION INC.	11/10/2023	11/1-11/3/23- SUBSTITUTE SERVICE	6,800.00
311957	SCOOT EDUCATION INC.	11/27/2023	11/13-11/15/23- SUBSTITUTE SERVICE	13,416.00
312047	SCOOT EDUCATION INC.	12/18/2023	12/4-12/8/23- SUBSTITUTE SERVICE	7,239.00
311970	SFVJLI	11/27/2023	12/23 - Rent	1,575.00
311986	SFVJLI	11/29/2023	10/23- CLEANING FEE	750.00
312062	SFVJLI	12/26/2023	11/23 - CLEANING FEE	1,775.00
311960	SHERRI PRESTON	11/27/2023	INGREDIENTS FOR COOKING CLUB	514.92
311963	SOUTHERN CALIFORNIA GAS COMPANY	11/27/2023	10/12-11/13/23-GAS CHARGES	199.99
312022	SOWN TO GROW, INC	12/7/2023	7/1/23-6/30/24 - SEL LICENSES FOR TEACHERS AND STUDENTS	4,000.00
311907	Sparkletts	11/3/2023	10/23- WATER BOTTLED SERVICE	432.68
311958	Sparkletts	11/27/2023	11/23- WATER BOTTLED SERVICE	67.43

Check #	Vendor Name	Date	Description	Amount
312000	Sparkletts	12/4/2023	11/23- WATER BOTTLED SERVICE	327.74
312001	STACEY HILL	12/4/2023	10/9-11/13/23- ASW SUPERVISION	1,700.00
311938	STAPLES	11/8/2023	STAPLES MEDIUM WEIGHT SHEET PROTECTORS, CLEAR, 200/BOX (10525)	292.43
311976	STAPLES	11/27/2023	OFFICE SUPPLIES	487.17
312012	STEVE RODRIGUEZ	12/6/2023	FY22-23- STRS EXCESS REFUND	144.25
P044733	SUCCESS FOR ALL FOUNDATION, INC.	11/3/2023	9/14/23- ON SITE TRAINING CONTRACT#104421	2,550.00
311990	SUCCESS FOR ALL FOUNDATION, INC.	11/30/2023	10/19/23- ON-SITE TRAINING CONTRACT#104421	2,550.00
December	Teresa Sale Benefits Consultant	12/1/2023	12/23 - HEALTH PREMIUMS	117,051.35
January 2	Teresa Sale Benefits Consultant	12/22/2023	01/24 - HEALTH PREMIUMS	113,447.28
P044729	THE CENTER FOR EFFECTIVE PHILANTHROPY	11/3/2023	YOUTH TRUTH STUDENT SURVEY 10/23- SY 23-24 SURVEY EXTENSION	2,500.00
P044732	THE MILLER INSTITUTE FOR LEARNING WITH TECHNOL	11/3/2023	FY 7/1/23-6/30/24 CATEGORY 2 E-RATE MANAGEMENT SERVICE	10,780.00
311924	Think Together	11/8/2023	INSTALLMENT #4 OF 10 COMPREHENSIVE MANAGEMENT OF ASES	38,661.74
311995	Think Together	12/4/2023	INSTALLMENT #5 FOR COMPREHENSIVE MANAGEMENT OF ASES	38,661.74
311919	TIME WARNER CABLE	11/7/2023	10/14-11/13/23 INTERNET SERVICE CC#0556	1,249.35
312069	TIME WARNER CABLE	12/26/2023	12/14/23-1/13/24 INTERNET CHARGES, ADJUSTMENTS 7/23-12/23, PREVIOUS BALANC	1,835.70
312011	TYLER NEVINS	12/6/2023	FY22-23- STRS EXCESS REFUND	13.56
311911	UNUM	11/3/2023	11/23 - SHORT AND LONG TERM DISABILITY PREMIUMS	1,037.99
311914	WAXIE SANITARY SUPPLY	11/7/2023	PURELL HEALTHCARE ADVANCED HAND SANITIZER GEL FOR ES6 2/1200ML	412.95
312031	WAXIE SANITARY SUPPLY	12/13/2023	CUSTODIAL SUPPLIES	1,480.97
312060	YESENIA ZUBIA	12/26/2023	11/16/23 WAIVER APPLICATION FOR NGATHO , 12/20/23 ECLAD APPEAL APPLICATIOI	853.30
1003865	YPI Charter Schools, Inc	12/14/2023	Fund transfer from Wells Fargo to PWB	300,000.00
1003866	YPI Charter Schools, Inc	12/14/2023	Fund transfer from Wells Fargo to PWB	700,000.00
311917	YVETTE KING-BERG	11/7/2023	9/6/23- LODGING WHILE ATTENDING TO CALIFORNIA ASSESMENT CONFERENCE SA	583.01
312025	ZULEYKHA RODMAN	12/7/2023	SKYZONE PURCHASE SOCKS FOR CLUB FIELD TRIP	40.00
				2,092,068.86

Coversheet

Receive and File June 30, 2023 Audit

Section: V. Items Scheduled For Action
Item: C. Receive and File June 30, 2023 Audit
Purpose: Vote
Submitted by:
Related Material: 6-30-23 YPICS Audited FS Draft 1.29.24.pdf
24-02-05 File and Recieve Audit Brief.pdf

YPI CHARTER SCHOOLS, INC.
**FINANCIAL STATEMENTS AND
SUPPLEMENTARY INFORMATION**
YEAR ENDED JUNE 30, 2023

OPERATING:

Bert Corona Charter School: #0654
Monseñor Oscar Romero Charter School: #0931
Bert Corona High School: #1724

*DRAFT - For discussion purposes only
Subject to revision*

**YPI CHARTER SCHOOLS, INC.
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INDEPENDENT AUDITORS' REPORT

Board of Directors
YPI Charter Schools, Inc.
Granada Hills, California

Report on the Audit of the Financial Statements

Opinion

We have audited the accompanying financial statements of YPI Charter Schools, Inc. (the School), a California nonprofit public benefit corporation, which comprise the statement of financial position as of June 30, 2023, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2023, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the School and to meet our other ethical responsibilities in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Change in Accounting Principle

As discussed in Note 1 to the financial statements, in 2023 the School adopted new accounting guidance for leases. The guidance requires lessees to recognize a right-of-use asset and corresponding liability for all operating and finance leases with lease terms greater than one year. Our opinion is not modified with response to this matter.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Board of Directors
YPI Charter Schools, Inc.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for one year after the date the financial statements are available to be issued.

Auditors' Responsibility for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Board of Directors
YPI Charter Schools, Inc.

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the School's financial statements as a whole. The Bert Corona Charter School, Monseñor Oscar Romero Charter School, Bert Corona High School, Learning Support Center, and Eliminations columns in the statements of financial position, activities, and cash flows as well as the supplementary information (as identified in the table of contents), and the accompanying schedule of expenditures of federal awards, as required by Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* are presented for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and, except for the portion marked "unaudited", was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole. The Local Education Agency Organization Structure, which is marked "unaudited", has not been subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we do not express an opinion or provide any assurance on it.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued a report dated REPORT DATE on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

CliftonLarsonAllen LLP

Glendora, California
REPORT DATE

YPI CHARTER SCHOOLS, INC.
STATEMENT OF FINANCIAL POSITION
JUNE 30, 2023

ASSETS	Bert Corona Charter School	Monseñor Oscar Romero Charter School	Bert Corona High School	Learning and Support Center	Eliminations	Total
CURRENT ASSETS						
Cash and Cash Equivalents	\$ 3,284,436	\$ 4,389,246	\$ 952,416	\$ 36,514	\$ -	\$ 8,662,612
Accounts Receivable - Federal and State	1,798,923	1,423,727	745,981	-	-	3,968,631
Accounts Receivable - Other	7,493	127	404	79	-	8,103
Prepaid Expenses and Other Assets	55,333	51,303	39,876	15,876	-	162,388
Total Current Assets	<u>5,146,185</u>	<u>5,864,403</u>	<u>1,738,677</u>	<u>52,469</u>	<u>-</u>	<u>12,801,734</u>
LONG-TERM ASSETS						
Property, Plant, and Equipment, Net	510,251	25,870,003	67,284	4,897	-	26,452,435
Other Long-Term Assets	98,900	-	-	9,766	-	108,666
Right of Use Asset - Operating Lease	2,051,297	27,170	19,568	109,438	-	2,207,473
Total Long-Term Assets	<u>2,660,448</u>	<u>25,897,173</u>	<u>86,852</u>	<u>124,101</u>	<u>-</u>	<u>28,768,574</u>
Total Assets	<u>\$ 7,806,633</u>	<u>\$ 31,761,576</u>	<u>\$ 1,825,529</u>	<u>\$ 176,570</u>	<u>\$ -</u>	<u>\$ 41,570,308</u>
LIABILITIES AND NET ASSETS						
CURRENT LIABILITIES						
Accounts Payable and Accrued Liabilities	\$ 1,350,035	\$ 1,312,157	\$ 536,789	\$ 69,189	\$ -	\$ 3,268,170
Deferred Revenue	1,004,596	1,145,408	664,469	-	-	2,814,473
Amount Held for Others	61,239	51,762	-	-	-	113,001
Operating Lease Liability, Current Portion	97,611	9,945	7,162	45,221	-	159,939
Loans Payable, Current Portion	-	227,396	-	-	-	227,396
Total Current Liabilities	<u>2,513,481</u>	<u>2,746,668</u>	<u>1,208,420</u>	<u>114,410</u>	<u>-</u>	<u>6,582,979</u>
LONG-TERM LIABILITIES						
Operating Lease Liability, Net of Current Portion	1,973,895	17,225	12,406	62,160	-	2,065,686
Loan Payable	-	6,883,872	-	-	-	6,883,872
Total Long-Term Liabilities	<u>1,973,895</u>	<u>6,901,097</u>	<u>12,406</u>	<u>62,160</u>	<u>-</u>	<u>8,949,558</u>
Total Liabilities	4,487,376	9,647,765	1,220,826	176,570	-	15,532,537
NET ASSETS						
Without Donor Restriction	3,137,822	21,958,491	588,677	-	-	25,684,990
With Donor Restriction	181,435	155,320	16,026	-	-	352,781
Total Net Assets	<u>3,319,257</u>	<u>22,113,811</u>	<u>604,703</u>	<u>-</u>	<u>-</u>	<u>26,037,771</u>
Total Liabilities and Net Assets	<u>\$ 7,806,633</u>	<u>\$ 31,761,576</u>	<u>\$ 1,825,529</u>	<u>\$ 176,570</u>	<u>\$ -</u>	<u>\$ 41,570,308</u>

See accompanying Notes to Financial Statements.

YPI CHARTER SCHOOLS, INC.
STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2023

	Bert Corona Charter School	Monseñor Oscar Romero Charter School	Bert Corona High School	Learning and Support Center	Eliminations	Total
REVENUES, WITHOUT DONOR RESTRICTION						
State Revenue:						
State Aid	\$ 2,896,673	\$ 2,454,693	\$ 2,147,145	\$ -	\$ -	\$ 7,498,511
Other State Revenue	1,705,059	1,905,822	505,387	-	-	4,116,268
Federal Revenue:						
Grants and Entitlements	1,037,058	934,685	777,392	-	-	2,749,135
Local Revenue:						
In-Lieu Property Tax Revenue	1,109,052	905,939	697,240	-	-	2,712,231
Contributions	184,667	128,180	107,259	-	-	420,106
Interest Income	782	-	-	557	-	1,339
Other Revenue	30,662	-	2,189	1,661,936	(1,658,409)	36,378
Net Assets Released from Restrictions	107,939	109,952	-	-	-	217,891
Total Revenues	<u>7,071,892</u>	<u>6,439,271</u>	<u>4,236,612</u>	<u>1,662,493</u>	<u>(1,658,409)</u>	<u>17,751,859</u>
EXPENSES						
Program Services	4,958,354	4,373,946	2,958,165	-	-	12,290,465
Management and General	2,108,940	2,165,831	1,287,682	1,662,493	(1,658,409)	5,566,537
Fundraising	1,300	-	-	-	-	1,300
Total Expenses	<u>7,068,594</u>	<u>6,539,777</u>	<u>4,245,847</u>	<u>1,662,493</u>	<u>(1,658,409)</u>	<u>17,858,302</u>
CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTION	3,298	(100,506)	(9,235)	-	-	(106,443)
REVENUES, WITH DONOR RESTRICTION						
Federal Revenue	181,435	155,320	16,026	-	-	352,781
Net Assets Released from Restrictions	(107,939)	(109,952)	-	-	-	(217,891)
CHANGE IN NET ASSETS WITH DONOR RESTRICTION	<u>73,496</u>	<u>45,368</u>	<u>16,026</u>	<u>-</u>	<u>-</u>	<u>134,890</u>
CHANGE IN NET ASSETS	76,794	(55,138)	6,791	-	-	28,447
Net Assets - Beginning of Year	<u>3,242,463</u>	<u>22,168,949</u>	<u>597,912</u>	<u>-</u>	<u>-</u>	<u>26,009,324</u>
NET ASSETS - END OF YEAR	<u>\$ 3,319,257</u>	<u>\$ 22,113,811</u>	<u>\$ 604,703</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 26,037,771</u>

See accompanying Notes to Financial Statements.

**YPI CHARTER SCHOOLS, INC.
STATEMENT OF FUNCTIONAL EXPENSES
YEAR ENDED JUNE 30, 2023**

	Program Services	Management and General	Fundraising	Eliminations	Total Expenses
Salaries and Wages	\$ 5,416,020	\$ 2,435,432	\$ -	\$ -	\$ 7,851,452
Pension Expense	880,805	134,044	-	-	1,014,849
Other Employee Benefits	766,923	450,736	-	-	1,217,659
Payroll Taxes	150,167	161,578	-	-	311,745
Legal Expenses	-	30,130	-	-	30,130
Accounting Expenses	-	36,293	-	-	36,293
Instructional Materials	438,706	113	-	-	438,819
Other Fees for Services	1,471,382	2,283,107	-	(1,658,409)	2,096,080
Information Technology	-	172,418	-	-	172,418
Advertising and Promotion Expenses	-	201,434	-	-	201,434
Office Expenses	453,421	236,759	-	-	690,180
Occupancy Expenses	776,822	308,683	-	-	1,085,505
Travel and Conference Expense	85,608	25,171	-	-	110,779
Interest Expense	-	144,919	-	-	144,919
Depreciation Expense	689,427	251,698	-	-	941,125
Insurance Expense	-	155,238	-	-	155,238
Other Expenses	1,161,184	197,193	1,300	-	1,359,677
Subtotal	<u>12,290,465</u>	<u>7,224,946</u>	<u>1,300</u>	<u>(1,658,409)</u>	<u>17,858,302</u>
Eliminations	-	(1,658,409)	-	1,658,409	-
Total Functional Expenses	<u><u>\$ 12,290,465</u></u>	<u><u>\$ 5,566,537</u></u>	<u><u>\$ 1,300</u></u>	<u><u>\$ -</u></u>	<u><u>\$ 17,858,302</u></u>

See accompanying Notes to Financial Statements.

YPI CHARTER SCHOOLS, INC.
STATEMENT OF CASH FLOWS
YEAR ENDED JUNE 30, 2023

	Bert Corona Charter School	Monseñor Oscar Romero Charter School	Bert Corona High School	Learning and Support Center	Eliminations	Total
CASH FLOWS FROM OPERATING ACTIVITIES						
Change in Net Assets	\$ 76,794	\$ (55,138)	\$ 6,791	\$ -	\$ -	\$ 28,447
Adjustments to Reconcile Change in Net Assets to Net Cash Provided by Operating Activities:						
Depreciation	94,050	801,482	44,291	1,302	-	941,125
Change in Operating Assets:						
Accounts Receivable - Federal and State	830,278	(554,548)	(299,449)	-	-	(23,719)
Accounts Receivable - Other	21	(117)	107	(11)	-	-
Prepaid Expenses and Other Assets	(10,499)	(8,336)	(11,706)	(1,176)	-	(31,717)
Other Long-Term Assets	(98,000)	-	-	-	-	(98,000)
Right of Use Assets - Operating	(2,051,297)	-	-	(109,438)	-	(2,160,735)
Change in Operating Liabilities:						
Accounts Payable and Accrued Liabilities	(326,211)	(409,745)	206,439	2,682	-	(526,835)
Intracompany Payable	-	-	-	-	-	-
Deferred Revenue	499,321	434,086	269,771	-	-	1,203,178
Lease Liabilities - Operating	2,071,506	-	-	107,381	-	2,178,887
Amounts Held for Others	(3,224)	3,156	-	-	-	(68)
Net Cash Provided by Operating Activities	<u>1,082,739</u>	<u>210,840</u>	<u>216,244</u>	<u>740</u>	<u>-</u>	<u>1,510,563</u>
CASH FLOWS FROM INVESTING ACTIVITIES						
Purchases of Property, Plant, and Equipment	<u>(353,671)</u>	<u>(3,236)</u>	<u>(24,168)</u>	<u>(2,801)</u>	<u>-</u>	<u>(383,876)</u>
Net Cash Used by Investing Activities	<u>(353,671)</u>	<u>(3,236)</u>	<u>(24,168)</u>	<u>(2,801)</u>	<u>-</u>	<u>(383,876)</u>
CASH FLOWS FROM FINANCING ACTIVITIES						
Repayments of Debt	<u>-</u>	<u>(264,359)</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>(264,359)</u>
Net Cash Used by Financing Activities	<u>-</u>	<u>(264,359)</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>(264,359)</u>
NET CHANGE IN CASH AND CASH EQUIVALENTS	729,068	(56,755)	192,076	(2,061)	-	862,328
Cash and Cash Equivalents - Beginning of Year	<u>2,555,368</u>	<u>4,446,001</u>	<u>760,340</u>	<u>38,575</u>	<u>-</u>	<u>7,800,284</u>
CASH AND CASH EQUIVALENTS - END OF YEAR	<u>\$ 3,284,436</u>	<u>\$ 4,389,246</u>	<u>\$ 952,416</u>	<u>\$ 36,514</u>	<u>\$ -</u>	<u>\$ 8,662,612</u>
SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION						
Cash Paid for Interest	<u>\$ -</u>	<u>\$ 144,919</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 144,919</u>

See accompanying Notes to Financial Statements.

**YPI CHARTER SCHOOLS, INC.
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2023**

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Activities

YPI Charter Schools, Inc. (the School) is a California nonprofit public benefit corporation developed by the Youth Policy Institute (YPI). The School currently manages three charter schools: Bert Corona Charter School, Monseñor Oscar Romero Charter School, and Bert Corona Charter High School. All of these charter schools are funded principally through state of California public education monies received through the California Department of Education and the Los Angeles Unified School District (the District).

The School's vision is to equip urban students in grades 5-12 for academic success and active community participation. The majority of students come from predominantly Latino immigrant families with high poverty levels. The 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.

Basis of Accounting

The financial statements have been prepared on the accrual method of accounting and accordingly reflect all significant receivables and liabilities.

Basis of Presentation

The accompanying financial statements have been prepared in conformity with accounting principles generally accepted in the United States of America as prescribed by the Financial Accounting Standards Board.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities, and disclosures. Accordingly, actual results could differ from those estimates.

Functional Allocation of Expenses

Costs of providing the School's programs and other activities have been presented in the statement of functional expenses. During the year, such costs are accumulated into separate groupings as either direct or indirect. Indirect or shared costs are allocated among program and support services by a method that best measures the relative degree of benefit.

Cash and Cash Equivalents

The School defines its cash and cash equivalents to include only cash on hand, demand deposits, and liquid investments with original maturities of three months or less.

**YPI CHARTER SCHOOLS, INC.
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2023**

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Net Asset Classes

Net assets, revenues, gains, and losses are classified based on the existence or absence of donor or grantor-imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Net Assets Without Donor Restrictions – Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions.

Net Assets With Donor Restrictions – Net assets subject to donor- (or certain grantor-) imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both.

Accounts Receivable

Accounts receivable primarily represent amounts due from federal and state governments as of June 30, 2023. Management believes that all receivables are fully collectible; therefore, no provisions for uncollectible accounts were recorded.

Property, Plant, and Equipment

Property, plant, and equipment are stated at cost, if purchased or at estimated fair value, if donated. Depreciation is provided on a straight-line basis over the estimated useful lives of the asset. The School capitalizes all expenditures for land, buildings, and equipment in excess of \$1,000.

Compensated Absences

Accumulated unpaid employee vacation benefits are recognized as a liability of the School. The entire compensated absences liability is reported on the statement of financial position. Employees of the School are paid for days or hours worked based upon board approved schedules which include vacation.

Revenue Recognition

Amounts received from the California Department of Education are conditional and recognized as revenue by the School based on the average daily attendance (ADA) of students. Revenue that is restricted is recorded as an increase in net assets without donor restriction, if the restriction expires in the reporting period in which the revenue is recognized. All other restricted revenues are reported as increases in net assets with donor restriction.

YPI CHARTER SCHOOLS, INC.
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2023

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Contributions

All contributions are considered to be available for use unless specifically restricted by the donor. Amounts received that are restricted to specific use or future periods are reported as contributions with donor restrictions. Restricted contributions that are received and released in the same period are reported as promises to give without donor restrictions. Unconditional promises to give expected to be received in one year or less are recorded at net realizable value. Unconditional promises to give expected to be received in more than one year are recorded at fair value at the date of the promise. Conditional promises to give (those with a measurable performance or other barrier and a right of return) are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met.

Conditional Grants

Grants and contracts that are conditioned upon the performance of certain requirements or the incurrence of allowable qualifying expenses (barriers) are recognized as revenues in the period in which the conditions are met. Amounts received are recognized as revenue when the School has incurred expenditures in compliance with specific contract or grant provisions. Amounts received prior to incurring qualifying expenditures are reported as deferred revenues in the statement of financial position. As of June 30, 2023, the School has conditional grants of \$5,268,486 of which \$2,814,473 is recognized as deferred revenue in the statement of financial position.

Income Taxes

The School is a nonprofit entity exempt from the payment of income taxes under Internal Revenue Code Section 501(c)(3) and California Revenue and Taxation Code Section 23701d. Accordingly, no provision has been made for income taxes. Management has determined that all income tax positions are more likely than not of being sustained upon potential audit or examination; therefore, no disclosures of uncertain income tax positions are required. The School is subject to income tax on net income that is derived from business activities that are unrelated to the exempt purposes. The School files and exempt School return and applicable unrelated business income tax return in the U.S. federal jurisdiction and with the California Franchise Tax Board.

Leases

The School leases office space, school facilities and office equipment. The School determines if an arrangement is a lease at inception. Operating leases are included in operating lease right-of-use (ROU) assets, and operating lease liabilities on the statement of financial position. Finance leases are included in financing ROU assets, and lease liabilities – financing on the statement of financial position.

YPI CHARTER SCHOOLS, INC.
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2023

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Leases (Continued)

ROU assets represent the School's right to use an underlying asset for the lease term and lease liabilities represent the School's obligation to make lease payments arising from the lease. ROU assets and liabilities are recognized at the lease commencement date based on the present value of lease payments over the lease term. As most of leases do not provide an implicit rate, the School uses a risk-free rate based on the information available at commencement date in determining the present value of lease payments. The operating lease ROU asset also includes any lease payments made and excludes lease incentives. The lease terms may include options to extend or terminate the lease when it is reasonably certain that the School will exercise that option. The School has elected to recognize payments for short-term leases with a lease term of 12 months or less as expense as incurred and these leases are not included as lease liabilities or ROU assets on the statement of financial position.

The School has elected not to separate nonlease components from lease components and instead accounts for each separate lease component and the nonlease component as a single lease component.

The School's lease agreements do not contain any material residual value guarantees or material restrictive covenants.

In evaluating contracts to determine if they qualify as a lease, the School considers factors such as if the School has obtained substantially all of the rights to the underlying asset through exclusivity, if the School can direct the use of the asset by making decisions about how and for what purpose the asset will be used and if the lessor has substantive substitution rights. This evaluation may require significant judgment.

Adoption of New Accounting Standards

In February 2016, the FASB issued Accounting Standards Update 2016-02, *Leases* (ASC 842). The new standard increases transparency and comparability among organizations by requiring the recognition of ROU assets and lease liabilities on the statement of financial position. Most prominent of the changes in the standard is the recognition of ROU assets and lease liabilities by lessees for those leases classified as operating leases. Under the standard, disclosures are required to meet the objective of enabling users of financial statements to assess the amount, timing, and uncertainty of cash flows arising from leases.

The School adopted the requirements of the guidance effective July 1, 2022 and has elected to apply the provisions of this standard to the beginning of the period of adoption with certain practical expedients available.

The School has elected to adopt the package of practical expedients available in the year of adoption. The School has elected to adopt the available practical expedient to use hindsight in determining the lease term and in assessing impairment of the School's ROU assets.

**YPI CHARTER SCHOOLS, INC.
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2023**

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Adoption of New Accounting Standards (Continued)

The School elected the available practical expedients to account for existing capital leases and operating leases as finance leases and operating leases, respectively, under the new guidance, without reassessing (a) whether the contracts contain leases under the new standard, (b) whether classification of capital leases or operating leases would be different in accordance with the new guidance, or (c) whether the unamortized initial direct costs before transition adjustments would have met the definition of initial direct costs in the new guidance at lease commencement.

The standard had a material impact on the statement of financial position but did not have an impact on the statement of activities, nor the statement of cash flows. The most significant impact was the recognition of ROU assets and lease liabilities for operating leases.

Evaluation of Subsequent Events

The School has evaluated subsequent events through REPORT DATE, the date these financial statements were available to be issued.

NOTE 2 LIQUIDITY AND AVAILABILITY

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the statement of financial position date as of June 30, 2023 are comprised of the following:

Cash and Cash Equivalents	\$ 8,662,612
Accounts Receivable - Federal and State	3,968,631
Accounts Receivable - Other	8,103
Less: Net Assets With Donor Restrictions	<u>(352,781)</u>
Financial Assets Available for General Expenditure	<u><u>\$ 12,286,565</u></u>

As part of its liquidity management plan, the School monitors liquidity required and cash flows to meet operating needs on a monthly basis. The School structures its financial assets to be available as general expenditures, liabilities and other obligations come due.

NOTE 3 CONCENTRATION OF CREDIT RISK

The School maintains its cash and cash equivalents at high-credit quality financial institutions. Accounts at this institution are insured by the Federal Deposit Insurance Corporation (FDIC) up to \$250,000. At times, cash in these accounts exceeds the insured amounts. The School has not experienced any losses in such accounts and believes it is not exposed to any significant credit risk on its cash and cash equivalents.

**YPI CHARTER SCHOOLS, INC.
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2023**

NOTE 4 PROPERTY, PLANT, AND EQUIPMENT

Property, plant, and equipment in the accompanying financial statements is presented net of accumulated depreciation. Depreciation expense for the year ended June 30, 2023 was \$941,125.

The components of property, plant, and equipment as of June 30 are as follows:

	Bert Corona Charter School	Montsenor Oscar Romero Charter School	Bert Corona High School	Learning and Support Center	Total
Building	\$ 1,560,807	\$ 29,012,417	\$ -	\$ 6,686	\$ 30,579,910
Building Improvements	510,337	-	2,452	-	512,789
Computers and Equipment	1,214,168	673,078	354,711	45,318	2,287,275
Furniture	38,561	21,317	1,953	-	61,831
Subtotal	3,323,873	29,706,812	359,116	52,004	33,441,805
Less: Accumulated Depreciation	(2,813,622)	(3,836,809)	(291,832)	(47,107)	(6,989,370)
Total	\$ 510,251	\$ 25,870,003	\$ 67,284	\$ 4,897	\$ 26,452,435

NOTE 5 EMPLOYEE RETIREMENT

Multiemployer Defined Benefit Pension Plans

Qualified employees are covered under multiemployer defined benefit pension plans maintained by agencies of the state of California. Certificated employees are members of the State Teachers' Retirement System (STRS).

The risks of participating in this multiemployer defined benefit pension plan are different from single employer plans because: (a) assets contributed to the multiemployer plan by one employer may be used to provide benefits to employees of other participating employers, (b) the required member, employer, and state contribution rates are set by the California Legislature and detailed in Teachers' Retirement Law, and (c) if the School chooses to stop participating in the multiemployer plan, it may be required to pay a withdrawal liability to the plan. The School has no plans to withdraw from this multiemployer plan.

State Teachers' Retirement System (STRS)

Plan Description

The School contributes to the State Teachers' Retirement System (STRS), a cost-sharing multiemployer public employee retirement system defined benefit pension plan administered by STRS. The plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2022 total STRS plan net assets are \$300 billion, the total actuarial present value of accumulated plan benefits is \$434 billion, contributions from all employers totaled \$6,513 billion, and the plan is 74.4% funded. The School did not contribute more than 5% of the total contributions to the plan.

**YPI CHARTER SCHOOLS, INC.
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2023**

NOTE 5 EMPLOYEE RETIREMENT (CONTINUED)

State Teachers' Retirement System (STRS) (Continued)

Plan Description (Continued)

Copies of the STRS annual financial reports may be obtained from STRS, 7667 Folsom Boulevard, Sacramento, CA 95826, and www.calstrs.com.

Funding Policy

Active plan members hired before January 1, 2013 are required to contribute 10.25% of their salary and those hired after are required to contribute 10.21% of their salary. The School is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the SIRS Teachers' Retirement Board. The required employer contribution rate for year ended June 30, 2023 was 19.10% of annual payroll. The contribution requirements of the plan members are established and may be amended by state statute.

The School's contributions to STRS for the past three years are as follows:

<u>Year Ended June 30.</u>	<u>Required Contribution</u>	<u>Percent Contributed</u>
2021	\$ 598,898	100 %
2022	761,236	100 %
2023	972,688	100 %

Defined Contribution Plan

The School offers an Internal Revenue Code Section 403(b) retirement plan to each of its qualifying employees. The School matches up to 3% for classified employees. During the year ended June 30, 2023, the School contributed \$42,161 to this plan.

NOTE 6 DUE TO OTHERS

The School receives contributions for the YPI Parent Group and student groups. The amount of cash held payable to the Parent Group and student groups as of June 30, 2023 was \$113,001.

NOTE 7 FACILITY USE AGREEMENT

The School has facility use agreements for Bert Corona High School and Monseñor Oscar Romero Charter School properties with the Los Angeles Unified School District (the District) that expire in June of 2024. Expenses for the year ended June 30, 2023 under these agreements were \$391,233. The School is expecting to pay \$324,541 in the following fiscal year.

**YPI CHARTER SCHOOLS, INC.
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2023**

NOTE 8 LONG-TERM DEBT

Charter School Facilities Program Loan

Monseñor Oscar Romero Charter School was awarded \$15,643,256 through Proposition 1D of which \$7,821,628 was a grant and \$7,821,628 was a long-term debt with an interest rate of 2% per year. The liability is secured by the property acquired and constructed with these funds. Monthly payments of principal and interest began in January 2020 and are expected to be made through January 2049. As of June 30, 2023 the outstanding balance on this loan was \$7,111,268.

Future loan payment are as follows:

<u>Year Ending June 30,</u>	<u>Amount</u>
2024	\$ 227,396
2025	214,222
2026	218,544
2027	222,952
2028	227,450
Thereafter	6,000,704
Total	<u>\$ 7,111,268</u>

NOTE 9 NET ASSETS WITH DONOR RESTRICTIONS

Net assets with donor restrictions are restricted for the following purposes or periods.

Subject to Specific Purpose:

Child Nutrition Program Funds	\$ 352,781
Total	<u>\$ 352,781</u>

Net assets were released from donor restrictions by incurring expenses satisfying the restricted purpose or by occurrence of the passage of time or other events specified by the donors as follows for the years ended June 30:

Subject to Specific Purpose:

Child Nutrition Program Funds	\$ 217,891
Total	<u>\$ 217,891</u>

NOTE 10 FUNCTIONALIZED EXPENSES

The financial statements report certain categories of expenses that are attributed to more than one program or supporting function. Therefore, expenses require allocation on a reasonable basis that is consistently applied. The expenses that are allocated include pension expense, other employee benefits, payroll taxes, and occupancy, which are allocated on the basis of estimates of time and effort.

**YPI CHARTER SCHOOLS, INC.
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2023**

NOTE 11 LEASES – ASC 842

The School leases equipment as well as certain office and school facilities for various terms under long-term, non-cancelable lease agreements. The leases expire at various dates through 2037.

The following table provides quantitative information concerning the School’s lease for the year ended June 30, 2023:

Lease Costs	
Operating Lease Costs	\$ 259,441
Short-Term Lease Costs	9,000
Total Lease Costs	\$ 268,441
Other Information:	
Cash Paid for Amounts Included in the Measurement of Lease Liabilities	
Operating Cash Flows from Operating Leases	\$ 225,115
Right-Of-Use Assets Obtained in Exchange for New Operating Lease Liabilities	\$ 2,393,303
Weighted-Average Remaining Lease Term - Operating Leases	13.1 Years
Weighted-Average Discount Rate - Operating	3.2%

The School classifies the total undiscounted lease payments that are due in the next 12 months as current. A maturity analysis of annual undiscounted cash flows for lease liabilities as of June 30, 2023, is as follows:

Year Ending June 30,	Operating Leases
2024	\$ 212,622
2025	233,201
2026	195,856
2027	162,024
2028	165,264
Thereafter	1,802,484
Total Lease Payments	2,771,451
Less: Interest	(545,826)
Present Value of Lease Liabilities	\$ 2,225,625

NOTE 12 CONTINGENCIES, RISKS AND UNCERTAINTIES

The School has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any required reimbursement would not be material.

SUPPLEMENTARY INFORMATION

DRAFT
For discussion purposes only
Subject to revision

YPI CHARTER SCHOOLS, INC.
LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
YEAR ENDED JUNE 30, 2023
(SEE INDEPENDENT AUDITORS' REPORT)
UNAUDITED

YPI Charter Schools, Inc. (the School) was established on November 17, 2003 and is a California nonprofit public benefit corporation. The School operates three sites: Bert Corona Charter School, Monseñor Oscar Romero Charter School, and Bert Corona Charter High, approved by the Los Angeles Unified School District as follows:

- Bert Corona Charter School (charter number 0654) – established in April 2004.
- Monseñor Oscar Romero Charter School (charter number 0931) – established in May 2007.
- Bert Corona Charter High (charter number 1724) – established in 2015.

The board of directors and the administrators as of the year ended June 30, 2023 were as follows:

BOARD OF DIRECTORS

Member	Office	Term (In Years)	Term Expires
Mary Keipp	Chair	2	June 2023
Michael Green	Treasurer	2	June 2023
Sandra Mendoza	Secretary	2	June 2024
Walter Njboke	Member	2	June 2024
Dean Cho	Member	2	June 2024
Cesar Lopez	Member	2	June 2023

ADMINISTRATORS

Yvette King Berg	Executive Director
Ruben Dueñas	Chief Operating Officer

**YPI CHARTER SCHOOLS, INC.
 SCHEDULE OF INSTRUCTIONAL TIME
 YEAR ENDED JUNE 30, 2023
 (SEE INDEPENDENT AUDITORS' REPORT)**

	Instructional Minutes		Traditional Instructional Days	Status
	Requirement	Actual		
Bert Corona Charter School:				
Grade 5	54,000	65,180	180	In Compliance
Grade 6	54,000	65,180	180	In Compliance
Grade 7	54,000	65,180	180	In Compliance
Grade 8	54,000	65,180	180	In Compliance
Monseñor Oscar Romero Charter School:				
Grade 6	54,000	63,670	180	In Compliance
Grade 7	54,000	63,670	180	In Compliance
Grade 8	54,000	63,670	180	In Compliance
Bert Corona Charter High School:				
Grade 9	64,800	65,815	180	In Compliance
Grade 10	64,800	65,815	180	In Compliance
Grade 11	64,800	65,815	180	In Compliance
Grade 12	64,800	65,815	180	In Compliance

DRAFT
 For discussion purposes only
 Subject to revision

See accompanying Notes to Supplementary Information.

YPI CHARTER SCHOOLS, INC.
SCHEDULE OF AVERAGE DAILY ATTENDANCE (ADA)
YEAR ENDED JUNE 30, 2023
(SEE INDEPENDENT AUDITORS' REPORT)

	Second Period Report		Annual Report	
	Classroom Based	Total	Classroom Based	Total
Bert Corona Charter School:				
Grades 5-6	110.70	111.16	111.23	111.58
Grades 7-8	195.61	196.09	194.45	194.82
Subtotal	306.31	307.25	305.68	306.40
Monseñor Oscar Romero Charter School:				
Grades 6	88.85	88.85	88.66	88.66
Grades 7-8	165.66	165.66	167.00	167.00
Subtotal	254.51	254.51	255.66	255.66
Bert Corona Charter High School:				
Grades 9-12	177.91	180.50	179.31	181.67
Subtotal	177.91	180.50	179.31	181.67
ADA Totals	738.73	742.26	740.65	743.73

See accompanying Notes to Supplementary Information.

YPI CHARTER SCHOOLS, INC.
RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH
AUDITED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2023
(SEE INDEPENDENT AUDITORS' REPORT)

	<u>Bert Corona Charter School</u>	<u>Monseñor Oscar Romero Charter School</u>	<u>Bert Corona Charter High School</u>
June 30, 2023 Annual Financial Report Fund Balances (Net Assets)	\$ 3,315,595	\$ 22,117,953	\$ 604,225
Adjustments and Reclassifications:			
Increase (Decrease) of Fund Balance (Net Assets):			
Cash and Cash Equivalents	3,662	(4,142)	478
Accounts Receivable - Other	7,493	127	-
Prepaid Expenses and Other Assets	(7,493)	(127)	-
Right of Use Assets, Net	26,472	27,170	19,568
Lease Liabilities	(26,472)	(27,170)	(19,568)
Net Adjustments and Reclassifications	<u>3,662</u>	<u>(4,142)</u>	<u>478</u>
June 30, 2023 Audited Financial Statement Fund Balances (Net Assets)	<u>\$ 3,319,257</u>	<u>\$ 22,113,811</u>	<u>\$ 604,703</u>

See accompanying Notes to Supplementary Information.

**YPI CHARTER SCHOOLS, INC.
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
YEAR ENDED JUNE 30, 2023
(SEE INDEPENDENT AUDITORS' REPORT)**

Federal Grantor/Pass-Through Grantor Program or Cluster Title	Assistance Listing Number	Pass-Through Entity Identifying Number	Additional Award Identification	Bert Corona Charter School	Monseñor Oscar Romero Charter School	Bert Corona High School	Total
U.S. Department of Education							
Pass-Through Program from California							
Department of Education:							
Title I, Part A	84.010	14981		\$ 130,052	\$ 124,189	\$ 75,110	\$ 329,351
Title II, Part A, Teacher Quality	84.367	14341		15,480	13,787	9,180	38,447
Title III, Limited English Proficient Student Program	84.365	14346		13,791	15,068	5,491	34,350
Title IV, Part A, Student Support and Academic Enrichment	84.424A	N/A		10,200	10,454	10,000	30,654
Special Education Cluster: IDEA Basic Local Assistance Entitlement, Part B, Section 611							
Total Special Education Cluster	84.027	13379		74,751	61,920	43,914	180,585
Coronavirus Aid, Relief, and Economic Security Act (CARES Act):							
Elementary and Secondary School Emergency Relief II (ESSER II) Fund	84.425D	15547	COVID-19	334,042	387,055	240,596	961,693
Elementary and Secondary School Emergency Relief III (ESSER III) Fund	84.425U	15559	COVID-19	249,332	202,955	225,276	677,563
Expanded Learning Opportunities (ELO) Grant ESSER II State Reserve	84.425D	15618	COVID-19	32,644	-	23,580	56,224
Expanded Learning Opportunities (ELO) Grant GEER II	84.425C	15619	COVID-19	8,615	-	5,412	14,027
Expanded Learning Opportunities (ELO) Grant: ESSER III State Reserve, Emergency Needs	84.425U	15620	COVID-19	-	-	15,371	15,371
Total Coronavirus Aid, Relief, and Economic Security Act (CARES Act)				<u>624,633</u>	<u>590,010</u>	<u>510,235</u>	<u>1,724,878</u>
<i>Total U.S. Department of Education</i>				868,907	815,428	653,930	2,338,265
U.S. Department of Agriculture							
Pass-Through Program from California							
Department of Education:							
Child Nutrition Program Cluster:							
National School Lunch Program	10.555	23165		349,586	274,577	139,488	763,651
Total Child Nutrition Program Cluster				<u>349,586</u>	<u>274,577</u>	<u>139,488</u>	<u>763,651</u>
<i>Total U.S. Department of Agriculture</i>				<u>349,586</u>	<u>274,577</u>	<u>139,488</u>	<u>763,651</u>
Total Federal Expenditures				<u>\$ 1,218,493</u>	<u>\$ 1,090,005</u>	<u>\$ 793,418</u>	<u>\$ 3,101,916</u>

N/A - Pass-Through entity number not readily available or not applicable.

See accompanying Notes to Supplementary Information.

**YPI CHARTER SCHOOLS, INC.
NOTES TO SUPPLEMENTARY INFORMATION
JUNE 30, 2023**

PURPOSE OF SCHEDULES

NOTE 1 SCHEDULE OF INSTRUCTIONAL TIME

This schedule presents information on the amount of instructional time offered by the School and whether the School complied with the corresponding provisions of the Education Code.

NOTE 2 SCHEDULE OF AVERAGE DAILY ATTENDANCE

Average daily attendance is a measurement of the number of pupils attending classes of the School. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels.

NOTE 3 RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS

This schedule provides the information necessary to reconcile the net assets of the charter schools as reported on the Annual Financial Report form to the audited financial statements.

NOTE 4 SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

The accompanying schedule of expenditures of federal awards (the Schedule) includes the federal award activity of the School under programs of the federal government for the year ended June 30, 2023. The information in this Schedule is presented in accordance with the requirements of the Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of operations of the School, it is not intended to, and does not, present the financial position, changes in net assets, or cash flows of the School.

NOTE 5 INDIRECT COST RATE

The School has elected not to use the 10-percent de minimis indirect cost rate allowed under the Uniform Guidance.

**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED
IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

Board of Directors
YPI Charter Schools, Inc.
Granada Hills, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of YPI Charter Schools, Inc. (the School), a nonprofit California public benefit corporation, which comprise the statement of financial position as of June 30, 2023, and the related statements of activities, functional expenses, and cash flows, for the year then ended, the related notes to the financial statements, and have issued our report thereon dated REPORT DATE.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency or a combination of deficiencies in internal control, such that there is a reasonable possibility that a material misstatement of the School's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that have not been identified.

Board of Directors
YPI Charter Schools, Inc.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

CliftonLarsonAllen LLP

Glendora, California
REPORT DATE

**INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH MAJOR
FEDERAL PROGRAM AND REPORT ON INTERNAL CONTROL OVER
COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE**

Board of Directors
YPI Charter Schools, Inc.
Granada Hills, California

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited the compliance of YPI Charter Schools, Inc. (the School) compliance with the types of compliance requirements identified as subject to audit in the U.S. Office of Management and Budget (OMB) *Compliance Supplement* that could have a direct and material effect on each of the School's major federal programs for the year ended June 30, 2023. The School's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

In our opinion, the School complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2023.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditors' Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of the School's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to the School's federal programs.

Board of Directors
YPI Charter Schools, Inc.

Auditors' Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the School's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the School's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the School's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the School's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control Over Compliance

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Board of Directors
YPI Charter Schools, Inc.

Our consideration of internal control over compliance was for the limited purpose described in the Auditors' Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

CliftonLarsonAllen LLP

Glendora, California
REPORT DATE

INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE AND REPORT ON INTERNAL CONTROL OVER STATE COMPLIANCE

Board of Directors
YPI Charter Schools, Inc.
Granada Hills, California

Report on Compliance

Opinion on State Compliance

We have audited YPI Charter School's (the School) compliance with the types of compliance requirements applicable to the School described in the *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel for the year ended June 30, 2023. The School's applicable State compliance requirements are identified in the table below.

In our opinion, the School complied, in all material respects, with the compliance requirements referred to above that are applicable to the School for the year ended June 30, 2023.

Basis for Opinion

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Our responsibilities under those standards and *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion. Our audit does not provide a legal determination of the School's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the School's state programs.

Board of Directors
YPI Charter Schools, Inc.

Auditors' Responsibility for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the School's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, Government Auditing Standards, and 2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the School's compliance with the requirements of the government program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the School's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the School's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit

Board of Directors
 YPI Charter Schools, Inc.

Compliance Requirements Tested

In connection with the audit referred to above, we selected and tested transactions and records to determine the School’s compliance with the laws and regulations applicable to the following items:

<u>Description</u>	<u>Procedures Performed</u>
School Districts, County Offices of Education, and Charter Schools:	
California Clean Energy Jobs Act	Not Applicable ¹
After/Before School Education and Safety Program	Yes
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	Not Applicable ²
Immunizations	Not Applicable ³
Educator Effectiveness	Yes
Expanded Learning Opportunities Grant (ELO-G)	Yes
Career Technical Education Incentive Grant (CTEIG)	Not Applicable ⁴
Transitional Kindergarten	Not Applicable ⁵
Charter Schools:	
Attendance	Yes
Mode of Instruction	Yes
Nonclassroom-Based Instruction/Independent Study	Yes
Determination of Funding for Nonclassroom-Based Instruction	Not Applicable ⁶
Annual Instructional Minutes – Classroom Based	Yes
Charter School Facility Grant Program	Yes

Not Applicable¹: The School did not have any expenditures for California Clean Energy Jobs Act in the year under audit or a completed project between 12 and 15 months prior to any month in the audit year.

Not Applicable²: The School did not report ADA pursuant to Education Code section 51749.5.

Not Applicable³: The School did not have any charter school subject to audit of immunizations as listed in the California Department of Public Health (CDPH) website as listed in the *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*.

Not Applicable⁴: The School did not receive a CTEIG allocation for the audit year.

Not Applicable⁵: The School did not report ADA for the audit year for transitional kindergarten.

Not Applicable⁶: The School did not report more than 20% of its ADA as generated through nonclassroom-based instruction (independent study).

Board of Directors
YPI Charter Schools, Inc.

Report on Internal Control over Compliance

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that a material noncompliance with a compliance requirement will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention from those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit, we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Accordingly, this report is not suitable for any other purpose.

CliftonLarsonAllen LLP

Glendora, California
REPORT DATE

**YPI CHARTER SCHOOLS, INC.
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2023**

Section I – Summary of Auditors’ Results

Financial Statements

1. Type of auditors’ report issued: Unmodified

2. Internal control over financial reporting:
 - Material weakness(es) identified? _____ yes x no
 - Significant deficiency(ies) identified? _____ yes x none reported

3. Noncompliance material to financial statements noted? _____ yes x no

Federal Awards

1. Internal control over major federal programs:
 - Material weakness(es) identified? _____ yes x no
 - Significant deficiency(ies) identified? _____ yes x none reported

2. Type of auditors’ report issued on compliance for major federal programs: Unmodified

3. Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)? _____ yes x no

Identification of Major Federal Programs

Assistance Listing Number(s)	Name of Federal Program or Cluster
84.425C	Expanded Learning Opportunities (ELO) Grant GEER II
84.425D	Elementary and Secondary School Emergency Relief II (ESSER) Fund and ESSER II, ELO ESSER II
84.425U	Elementary and Secondary School Emergency Relief III (ESSER) Fund and ESSER III, ELO ESSER III State Reserve, Emergency Needs

Dollar threshold used to distinguish between Type A and Type B programs: \$ 750,000

Auditee qualified as low-risk auditee? _____ x yes no

**YPI CHARTER SCHOOLS, INC.
 SCHEDULE OF FINDINGS AND QUESTIONED COSTS (CONTINUED)
 YEAR ENDED JUNE 30, 2023**

All audit findings must be identified as one or more of the following categories:

<u>Five Digit Code</u>	<u>Finding Types</u>
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities Program
43000	Apprenticeship: Related and Supplemental Instruction
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

Section II – Financial Statement Findings

Our audit did not disclose any matters required to be reported in accordance with *Government Auditing Standards*.

Section III – Findings and Questioned Costs – Major Federal Programs

Our audit did not disclose any matters required to be reported in accordance with 2 CFR 200.516(a).

Findings and Questioned Costs – State Compliance

Our audit did not disclose any matters required to be reported in accordance with the *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*.

**YPI CHARTER SCHOOLS, INC.
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
YEAR ENDED JUNE 30, 2023**

There were no findings and questioned costs related to the basic financial statements, federal awards or state awards for the prior year.

DRAFT
For discussion purposes only
Subject to revision



**YPI CHARTER SCHOOLS
Inter-Office Correspondence**

TO: YPI Charter Schools
Board of Trustees

DATE: February 05, 2024

FROM: Yvette King-Berg
Executive Director

SUBJECT: Recommendation to receive and file the June 30, 2023, consolidated audit report for the YPI Charter Schools

BACKGROUND

Each year, an independent fiscal audit is required to review local educational agencies' financial practices and year-end positions. Audits must be conducted in accordance with auditing standards generally accepted in the U.S. and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States.

ANALYSIS

CLA , Inc., the independent auditing firm selected at the February 6, 2023, YPICS board meeting, conducted an audit of the YPI Charter Schools. The final consolidated audit will be sent to the California Department of Education (CDE), State Controller's Office (SCO), Los Angeles Office of Education (LACOE), and our authorizing district, LAUSD, as per state requirements. There were no weaknesses present in internal controls, compliance, and other matters, no audit findings related to the financial statements, no audit findings and questioned costs related to federal awards, and no audit findings and questioned costs related to state awards during the year ended June 30, 2023.

RECOMMENDATION

It is recommended that the Board of Trustees review and receive the June 30, 2023, consolidated audit for YPICS.

Coversheet

Arts, Music and Instructional Materials Block Grant Plan

Section: V. Items Scheduled For Action
Item: D. Arts, Music and Instructional Materials Block Grant Plan
Purpose: Vote
Submitted by:
Related Material:
Arts-Music-and-Instructional-Materials-Discretionary-Block-Grant Updated Plan (2).pdf

YPI Charter Schools

Arts, Music and Instructional Materials Discretionary Block Grant Plan

On June 30, 2022, Governor Gavin Newsom approved AB 181. Among other things, the bill established the Arts, Music, and Instructional Materials Discretionary Block Grant. On September 27, 2022, Governor Newsom approved AB 185, which amended the Arts, Music, and Instructional Materials Discretionary Block Grant. The grant allocates \$3,560,885,000 to LEAs for five purposes enumerated in statute, which may be briefly summarized as:

- (1) obtaining standards-aligned professional development and instructional materials for specified subject areas;
- (2) obtaining professional development and instructional materials for improving school climate;
- (3) developing diverse, culturally relevant and multilingual school library book collections;
- (4) operational costs, including retirement and health care cost increases; and
- (5) COVID-19-related costs necessary to keep pupils and staff safe and schools open for in-person instruction.

These funds are available for encumbrance through the 2025–26 fiscal year. Section 134(c) provides that LEAs “are encouraged, but not required” to “proportionally use” their allocation for the five purposes enumerated in Section 134(a)(1)–(5) and to support arts and music education programs.

Per Assembly Bill (AB) 181, Section 134, as amended by AB 185, Section 56, the governing board or body of each school district, county office of education, or charter school receiving funds pursuant to this section shall discuss and approve a plan for the expenditure of funds received pursuant to this section at a regularly scheduled public meeting.

Allocations for YPI Charter schools (YPICS) are:

- Bert Corona Charter is \$195,400
- Bert Corona Charter High is \$54,339
- Monsenor Oscar Romero Charter is \$172,410

For maximum flexibility, YPICS will spend funds on operational costs, including retirement and healthcare cost increases.

Importantly, YPICS has made significant expenditures in categories 1 and 3 in FY22 and FY23, utilizing other funding sources.

Coversheet

Updated Bert Corona Charter School Safety Plan

Section: V. Items Scheduled For Action

Item: E. Updated Bert Corona Charter School Safety Plan

Purpose: Vote

Submitted by:

Related Material:

Final 2023_Comprehensive_School_Safety_Plan_Bert_Corona_Charter_School_20240202 (2).pdf

BCCS Campus Map.pdf

School Safety Plan Signature Page.pdf

Comprehensive School Safety Plan

2023-2024 School Year

School: Bert Corona Charter School
CDS Code: 19647330106872
District: Bert Corona Charter School
Address: 9400 Remick Ave
 Pacoima
Date of Adoption: 09/01/2017
Date of Update: 02/01/2024
Date of Review:
 - with Staff 01/24/2024
 - with Law Enforcement 09/01/2019
 - with Fire Authority 08/2020

Approved by:

Name	Title	Signature	Date
Dr. Myers	Executive Administrator		
Mr. Daniel Riios	Director of Operations		
Ms. Mariana Myers	Coordinator of Instruction		
Mr. Joseph Arreola	Coordinator of School Climate and Culture		

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Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at Bert Corona Charter School Main Office.

Safety Plan Vision

It is the policy of the YPICS Board of Directors that all students enrolled in its schools, and all employees of the organization, have the right to attend campuses which are safe and secure. The Board believes that a beginning step toward safer schools is the development of a comprehensive plan for school safety. The Board intends that parents, students, teachers, administrators, counselors, classified personnel, and community agencies collaboratively develop the school safety plan. The school safety committee will review the plan on an annual basis and proposed changes will be submitted to the Board for approval.

Components of the Comprehensive School Safety Plan (EC 32281)

Bert Corona Charter School Safety Committee

Dr. Kevin Myers, Executive Administrator
Mr. Daniel Rios, Director of Operations
Ms. Marianna Myers, Coordinator of Instruction
Mr. Joseph Arreola

Assessment of School Safety

08/01/2023

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

Lock Down Response
Lock Down no response
Fire Drills
Earthquake Safety Drills

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

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.

Mandated Reporter Requirements

Any YPICS employee who has a reasonable suspicion that child abuse or neglect has occurred or is occurring is required by law to file a suspected child abuse report with the appropriate child protective services agency, such as the local police, sheriff's department, or the Department of Children and Family Services. Suspected child abuse or neglect reports are confidential as to the identity of the employee or individual making such a report.

1. Initial Telephone Report

Immediately or as soon as practicably possible after knowing or observing suspected child abuse or neglect, a mandated reporter shall make a report by telephone to Child Protective Services or any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or the county welfare department. Child Protective Services (CPS)

Child Abuse Hotline: 1-800-540-4000

When the telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Written Report

Within 36 hours of receiving the information concerning the incident, the mandated reporter shall prepare and send to the appropriate agency a written report which includes a completed Department of Justice form. Mandated reporters may obtain copies of the above Suspected Child Abuse Report form from either the school site or the appropriate agency.

Reports of suspected child abuse or neglect shall include, if known:

- a. The name, business address and telephone number of the person making the report and the capacity that makes the person a mandated reporter.
- b. The child's name and address, present location and, where applicable, school, grade and class.
- c. The names, addresses and telephone numbers of the child's parents/guardians.
- d. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information.
- e. The name, address, telephone number and other relevant personal information about the person(s) who might have abused or neglected the child.

Information relevant to the incident of child abuse or neglect may also be given to an investigator from an agency that is investigating the case.

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him or her.

Staff Conduct with Students

YPICS is committed to ensuring those employees and all individuals who work with or have contact with students, conduct themselves with students in a way that is supportive, positive, and professional. YPICS will not tolerate inappropriate conduct or behavior towards or with students by its employees or any individual who works with or has contact with students.

California law prohibits the use of corporal punishment (i.e., infliction of physical pain) against students. However, a teacher, director, or any other certificated employee of a school district shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a student that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of students, or to maintain proper and appropriate conditions conducive to learning. The provisions of this section are in addition to and do not supersede the provisions of Section 49000 of the California Education Code.

Parents/guardians who have any questions or concerns regarding the conduct or behavior towards or with students by an employee or individual who works with or has contact with students are encouraged to speak to the school administrator.

Abuse of Student at a School Site

The appropriate local law enforcement agency shall investigate complaints filed by parents/guardians of students against a school employee or other person that commits an act of child abuse at a school site.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

Adaptations for Students with Disabilities

Preparation and Mitigation for Students with Disabilities

All school staff members need to be aware of the needs and challenges of students in their care. Schools are required to establish specific plans for students and/or employees with special needs to ensure their safety and implementation of any necessary documentations during any emergency (CA E. C. § 32282). In collaboration with appropriate staff, the School Safety Planning Committee should consider what additional steps and resources the school will use for students and adults with access and functional needs, disabilities, and other special needs. All emergency planning and preparation must consider the requirements of students with disabilities and other specific needs. Some students in special education and general education may need additional assistance during an emergency. It is crucial to prepare for the needs of these students and provide the necessary materials, resources, and personnel. Specific needs can be categorized into several, general groups:

- Mobility
- Visual
- Hearing

- Communication
- Cognitive
- Special Healthcare Needs
- Behavioral

The needs of these students must be analyzed to accommodate student needs during emergencies, including procedures for emergency notification, evacuation, and sheltering.

Employees who will assist students with disabilities need to be identified before the emergency, and practice techniques for assisting those students. They need to understand the capabilities and limitations of the population that they serve. They should rehearse their role at every emergency drill so that they and the children they assist will have confidence in the process. All students should participate in all emergency drills, which enables the students with specific needs and the employees who assist them to become familiar with one another and address any concerns before an emergency occurs.

An administrator/designee shall be identified as the primary contact for ensuring students and others on campus with disabilities and other special needs are considered throughout the ongoing development of the plan.

Identification of Students with Specific Needs

The School Safety Planning Committee and other stakeholders should compile a list of students with specific needs. The list should include students with temporary physical challenges as well as students with injuries or issues that may not qualify them for special education services, but who are still going to need additional assistance during or immediately after an emergency.

Knowing the most fragile and dependent members of the school population will allow the school to prepare for the challenges and be successful during an emergency. Information about students with specific needs can be gathered from many sources, including:

- School Nurse/Health Care Assistants
- Parents
- Teachers/Related Service Providers
- Paraprofessionals
- IEP Meetings
- LRE Counselors
- Students
- 504 Plans
- 504 designees
- Counselors
- Meetings [e.g., Student Success Progress Teams (SSPT), Interim Behavior Response Plan

(BRP)

The list of students with specific needs can be entered with an "Alert" (under the student's Record Navigator) of the Welligent system that stores Special Education student medical condition information. Specific equipment and supplies needed to care for each student should be listed there as well. Students with special needs may also be located in the the Student Information System (SIS).

The Administrator/Designee for Access and Functional Needs should ensure that all students who have specific emergency needs have been identified and that the list of these students and their needs is readily available. Before an emergency occurs, this list should be shared with the Operations Section Lead, who oversees the Search and Rescue Teams and the Triage Teams. Both teams need to know the names and challenges faced by these students, as it directly impacts the response actions of those teams. Also share this information with the Site Safety Staff to make sure that specific supplies are available such as diapers, wheelchairs, etc. They should also be aware of the approximate number of individuals with specific emergency needs, in the event that they need to order resources, such as buses. The following items should be stored in the School Emergency Response Box in folders marked "Confidential":

? Class schedules for students with specific needs, so that Search and Rescue Teams will know where to look for students.

? Emergency contact information for each identified student with specific needs. Welligent (Student Face Sheet) printouts for students with chronic conditions who may require special or additional support from the Search and Rescue and Triage Teams.

The leaders of the Search and Rescue Teams, Triage Teams and the Logistics Team should know where to get copies of the list during an emergency so that their sections can adequately address the needs of students with specific emergency needs.

Emergency Notification for Students with Specific Needs

administration must ensure that emergency notification systems at the school site are functional for all students in all locations on campus. Conduct regular emergency drills Incorporate emergency notification systems, such as the fire alarm system and PA system, into all emergency drills to test the system and identify any non-functional elements. Drilling with the school's emergency notification systems also creates familiarity with the sounds and lights associated with emergencies for students with specific needs.

The Administrator/Designee for Access and Functional Needs should ensure the following are in place:

- All students are familiar with the sound of emergency alert systems, as well as the location of alarms and lights.
- All students, including students with communication challenges, are aware of the procedures used to report an emergency.
- All students, as appropriate for their age, ability, and cognition, know the emergency actions to take associated with each emergency alert system or emergency PA announcement.
- Appropriate alternate emergency notification systems should be in place for students who cannot hear, including alternatives to emergency PA announcements (such as for a lockdown).

Administration should make sure that all alarm systems, PA systems, and telephone systems are functional as part of the regular campus inspection process. Back-up plans, such as a cell phone list, should note individuals with specific needs.

Evacuation Concerns for Students with Specific Needs

As part of their planning process, schools will need to consider how they will assist students who cannot evacuate the building on their own, especially those who cannot walk down a flight of stairs. In almost all situations, students can be assisted with a special evacuation device or carried down by two to four adults on the Search and Rescue Team.

Teachers are to use the buddy system during evacuation, so that one teacher can take two or more classes to the Assembly Area, while the second teacher or designated adult assists or waits with students who cannot evacuate on their own.

During an emergency, Search and Rescue Teams may need to rescue students who are trapped and cannot evacuate the building on their own accord. As they search buildings, the Search and Rescue Teams need to check for any students who cannot walk down a flight of stairs.

To make sure that these students, identified assistants, and Search and Rescue Team members are familiar with each other, all students must take part in all campus emergency drills. It will only be through practice that team members become familiar with the students and their capabilities. Drills should also pose a variety of challenges, such as blocked stairways and compromised access to direct exits, so that students and staff learn alternate routes to the Assembly Area.

All students with evacuation challenges must be identified and know:

- Who will assist them during an emergency
- How they will be rescued during an emergency
- Where they should wait, if there is a designated location
- What equipment will be used (Rescue-Seat, Evac+ Chair, etc.)
- Where assistive evacuation equipment is kept

All staff members responsible for assisting students during evacuations should be familiar with the evacuation buddy system and applicable assistive rescue devices and techniques.

A critical part of daily campus inspections is making sure that all access to the Assembly Area is open. All doors and exits should be open and work the way they were designed. Paved surfaces should be free of any obstruction. Blockages that are easily maneuvered by many can become overwhelming impediments to people with mobility challenges. All routes should be inspected to make sure they will service everyone on campus. This is especially true around construction sites, holiday decorations, and inclement weather.

Any person using a wheelchair who can travel without additional assistance proceeds directly to the school site Assembly Area.

Preparing to Shelter and Care for Students with Specific Needs

Once all students with specific needs have been evacuated from the building, the next challenge will be maintaining their physical and emotional safety until they can be reunited with a custodial adult.

Before an emergency, identify what specific supplies or materials are needed to provide round-the-clock care for students with chronic conditions or special healthcare needs. Much of this information may already be in the Welligent student database, although it might not mention items that are only needed outside of school hours. The greater the student's needs, the more supplies that may need to be stored for emergency use.

School staff can create a backpack "go kit" with the necessary supplies and tag with the student's name. The backpack should contain all materials needed to support that student, as well as any documentation that may be needed by first responders or outside support agencies such as paramedics or hospitals. The bag can be stored in the classroom with the teacher or in the emergency bin if none of the supplies can be damaged by heat. Whenever the students evacuate the building, classroom employees must bring the backpacks with them.

Public Agency Use of School Buildings for Emergency Shelters

There are centralized procedures that are followed before any school is used as a public disaster shelter. Public shelters are managed by the American Red Cross, and all shelter operations are coordinated through the Office of Emergency Management (OEM) in adherence to pre-established agreements.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

The school site Lead Administrator may recommend disciplinary action for misconduct that occurred on or off school grounds; going to or returning from school or a school sponsored activity.

In-School Suspension

In-school suspensions may be issued based on the severity of a particular behavior, or a student's disciplinary history. In-school suspensions are issued by school administrations after review of the warranting incident. Parents/guardians will be contacted by telephone and/or an in-school suspension form sent home for parents/guardians to sign and return to the school. Students are placed in the administrator's office to complete classroom assignments. Students eat lunch and spend their recess in the office. Students who are disruptive during in-school suspension and/or fail to complete assigned work may additional disciplinary consequences.

Out-of-School Suspension

Suspension refers to removal of a student from ongoing instruction for adjustment purposes. Out-of-school suspensions are given to student who break the California Education code and thereby creating an unsafe learning environment. Suspensions can range from one to five days and will include instructional support. Parents/guardians will be required to attend an in person meeting with school administration and will be given a formal notice of suspension. Upon return from an out-of-school suspension, the student and parent/guardian will be required to meet with school administration prior to readmittance into the classroom. Additional supports will be put in place in order to ensure that the student's behavior which warranted the out-of-school suspension does not reoccur.

Expulsions

Expulsion refers to the removal of a student from a school for an extensive period time due to a student persistently violating school rules, or for a single offense of appropriate severity in extreme cases.

For the complete code administrators must follow when considering student suspension and/or expulsion please refer to the Matrix for Student Suspension and Expulsion Recommendation from the LAUSD.

Additional Information for Students with Disabilities

Students with disabilities are expected to follow the codes of conduct specified in the Discipline Code. Parents/guardians should review the codes of conduct with your student so that he/she is aware of what behavior is expected at school. When a student who receives special education services is suspended or before that student can be recommended for expulsion the law requires additional procedures and considerations. Student who receive services through an IEP or through a 504 plan cannot be suspended for more than 10 days in a school year unless the IEP/504 team conducts a manifestation determination. For more information, please contact the Director of Special Education and/or refer to the A Parent's Guide to Special Education Services (Spanish).

Process for Out-of-School Suspension and/or Expulsion

Authority

The Chief Operations Officer may suspend a student or recommend expulsion whenever a student has violated any of the above enumerated offenses or has committed a serious act. The Director of Operations and Director/Coordinator of School Culture and Climate may suspend a student and will act as the designee for the Chief Operations Officer in regards to suspensions.

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Chief Operations Officer or his/her designee with the student and his or her parents and, whenever practical, the teacher supervisor or school employee who referred the student to the Chief Operations Officer or his/her designee. The conference may be omitted if the Chief Operations Officer or his/her designee or designee determines that an emergency situation exists. If a student is suspended without this conference, both the parent/guardian and student shall be notified by the Chief Operations Officer or his/her designee by phone and letter of the student's rights to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials.

Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

NOTICE TO PARENTS/GUARDIANS

At the time of the suspension, the Chief Operations Officer or his/her designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension by the Chief Operations Officer or his/her designee. This notice shall state the specific offense(s) committed by the student. In addition, the notice shall also state the date and time when the student may return to school. If the Chief Operations Officer or his/her designee wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice shall request that the parent/guardian respond to such requests without delay to the Chief Operations Officer or his/her designee.

SUSPENSION TIME LIMITS/RECOMMENDATION FOR PLACEMENT/EXPULSION SUSPENSIONS

Suspension Time Limits/Recommendation for Placement/Expulsion Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. The maximum number of days of suspension for the year is 20. The school will provide classroom material and current assignments to be completed at home by the student during the length of the suspension. Arrangements will be coordinated By the Chief Operations Officer and the Director of Instruction to provide the students with classroom materials and current assignments to be completed at home during the length of the suspension. All materials that were distributed to students including homework and handouts will be available for pick up at the main office. Specific arrangements will be coordinated by the Director of Instruction to make up a missed test/assessment. The Chief Operations Officer or his/her designee will work with the student's classroom teachers to collect student assignments and ensure that the parents of the student and the student receive the assignments, explanations, and support necessary to complete the assignments.

Upon a recommendation of Expulsion by the Chief Operations Officer the pupil and the pupil's parent or guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Chief Operations Officer or his/her designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

SUSPENSION APPEAL

If the Director of Operations and Director/Coordinator of School Culture and Climate suspended the student, the parent and student may contest a suspension through a meeting with the Chief Operations Officer, and then the Executive Director, and then the Board of Directors. If the Chief Operations Officer initially suspended the student the parent can appeal in writing within one week of the decision to the Executive Director.

The Chief Operations Officer will review the circumstances of all suspension cases contested by the parent, except for cases that are proceeding through the expulsion process, by following the steps below which will also be used to mediate any parent conflicts:

Parent(s) or guardian meets with the Chief Operations Officer and/or his/her designee.

If not resolved, parent(s) or guardian may submit concern in writing to the Executive Director.

The Executive Director will render a final decision on the matter.

EXPULSION PROCEDURES

The Board of Directors grants the Discipline Committee the authority to expel a student. A student may be expelled either by the Discipline Committee following a hearing before it or by the Charter School Board of Directors upon conducting an expulsion appeal. The Discipline Committee does not include any of the administrators involved in the initial student discipline. The Discipline Committee consist of at least three to a maximum of five members who are certificated employees from another charter school and are neither a teacher of the pupil or a Board of Directors member of the Charter School's governing Board of Directors. The Discipline Committee may make an expulsion decision for any student found to have committed an expellable offense.

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Chief Operations Officer determines that the pupil has committed an expellable offense.

The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least Ten (10) calendar days

prior to the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

The date and place of the expulsion hearing;

A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;

A copy of Charter School's disciplinary rules which relate to the alleged violation;

Notification of the student's or parent's/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;

The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;

The right to inspect and obtain copies of all documents to be used at the hearing;

The opportunity to confront and question all witnesses who testify at the hearing;

The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery

YPICS may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Chief Operations Officer or the Executive Director. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

At the discretion of the Executive Director, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

The Executive Director may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

The Executive Director may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Executive Director from removing a support person whom the presiding person finds is disrupting the hearing. The Executive Director may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The Executive Director shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the Executive Director shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the Executive Director from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent

a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

RECORD OF HEARING

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

PRESENTATION OF EVIDENCE

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Discipline Committee to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Discipline Committee or Executive Director determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Discipline Committee shall be in the form of written findings of fact made within ten (10) school days following the conclusion of the hearing. The findings of fact will be presented to the Board of Directors at the next scheduled board meeting, Board of Directors meetings are held monthly. The Board of Directors will hear a summary report of the findings of fact and vote to accept or reject the recommendation of the Discipline Committee. If the Discipline Committee decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

In addition to the procedures detailed in the previous sections that are designed to ensure proper parent notification and due process, parents/guardians may appeal the Board's decision of expulsion within 30 days, in accordance with Education Code Section 48919, in writing to the Chief Operations Officer. The Chief Operations Officer will forward the appeal to the Board of Directors. An appeal hearing will be held by the Board of Directors, and its decision will be final. The hearing will occur within 30 working days of the parent's written request.

In the case of an expulsion appeal, the student will be considered suspended until a meeting is convened to hear the appeal at which time the parent(s) must attend to present their appeal. YPICS will strive to schedule the hearing to accommodate the parents' presence. The Board of Directors will make a decision within 5 days of the appeals hearing. The Board of Director's decision is final.

EXPULSION APPEAL

Parents/guardians may appeal the Discipline Committee's decision of expulsion within three weeks of the of the date of the expulsion. The expulsion appeal must be made in in writing to the Chief Operations Officer. The Chief Operations Officer will forward the appeal to the Executive Director who will convene a meeting of the Board of Directors. The Board of Directors will preside over an appeal hearing. The appeal hearing will be held within 30 working days of the parent's written request. In the case of an expulsion appeal, the student will be considered suspended until a meeting is convened to hear the appeal at which time the parent(s) must attend to present their appeal. The expulsion appeal will follow the same process as the expulsion hearing The appeal hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least Ten (10) calendar days prior to the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

- The date and place of the appeal of expulsion hearing;
- A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- A copy of Charter School's disciplinary rules which relate to the alleged violation;

Notification of the student's or parent's/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
 The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
 The right to inspect and obtain copies of all documents to be used at the appeal hearing;
 The opportunity to confront and question all witnesses who testify at the appeal hearing;
 The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.
 The Board of Directors will make a decision regarding the appeal hearing within 5 days of the conclusion of the appeals hearing. The decision of the Board of Directors is final.

WRITTEN NOTICE TO EXPEL

The Chief Operations Officer, following a decision to expel after an expulsion hearing or expulsion appeal, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact present at the hearing, to the student and parent/guardian. This notice shall also include the following:

- Notice of the specific offense(s) committed by the student
- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with YPICS
- The reinstatement eligibility review date;
- The type of educational placement during the period of expulsion;
- A notice of appeal rights/procedures.

The Chief Operations Officer or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following:

1. The student's name
2. The specific expellable offense(s) committed by the student

Additionally, in accordance with Education Code Section 47605(d)(3), upon expulsion of any student, YPICS shall notify the superintendent of the school district of the pupil's last known address within thirty (30) days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

If a student is expelled from the YPICS, the Charter School shall forward student records upon request of the receiving school district in a timely fashion. YPICS shall also submit an expulsion packet to the Innovation and Charter Schools Division immediately or as soon as practically possible, containing:

- pupil's last known address
- a copy of the cumulative record
- transcript of grades or report card
- health information
- documentation of the expulsion proceeding, including specific facts supporting the expulsion
- student's current educational placement
- copy of parental notice expulsion
- copy of documentation of expulsion provided to parent stating reason for expulsion term of expulsion
- rehabilitation plan
- reinstatement notice with eligibility date
- instructions for providing proof of student's compliance for reinstatement
- appeal process
- options for enrollment

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

Teachers are informed by school administrators and all administrators and staff follow applicable law.

(E) Sexual Harassment Policies (EC 212.6 [b])

YPICS is committed to maintaining a learning and working environment that is free from sexual harassment. Sexual harassment, of or by employees or students, is a form of sex discrimination in that it constitutes differential treatment on the basis of sex. For that reason, it is a violation of state and federal laws and a violation of YPICS policy. YPICS considers sexual harassment to be a major offense that can result in disciplinary action to the offending employee or the suspension or expulsion of the offending student in Grades 4 – 12. Any student or employee of the YPICS who believes that she or he has been a victim of sexual harassment shall bring the complaint to the attention of the proper authority (whether in an office or a school) so that appropriate action may be taken to resolve the complaint. Complaints will be promptly investigated in a way that respects the privacy of the parties concerned. YPICS prohibits retaliatory behavior against anyone who files a sexual harassment complaint or any participant in the complaint investigation process. Any such complainant is further advised that civil law remedies may also be available to them.

Education Code Section 212.5 defines sexual harassment as any unwelcome sexual advances; requests for sexual favors; and other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting, under any of the following conditions:

Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress.

Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.

The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or education environment.

Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the education institution.

Sexual harassment may include, but is not limited to unwelcome:

- Verbal conduct such as the use of suggestive, derogatory, or vulgar comments (including catcalls and whistling); sexual innuendos or slurs or making unwanted sexual advances, invitations, or comments; repeatedly asking for dates; making threats; and/or spreading rumors about or rating others as to their sexual activity or performance.
- Visual conduct such as displays of sexually suggestive objects, pictures, posters, written material, cartoons, drawings or graffiti of a sexual nature and/or use of obscene gestures, leering, or staring.
- Physical conduct such as unwanted touching, pinching, kissing, patting or hugging; the blocking of normal movement; stalking; assault; and/or interference with work or study directed at an individual because of the individual's gender.
- Threats, demands or pressure to submit to sexual requests in order to keep a job or academic standing or to avoid other losses and/or offers of benefits.
- Retaliation for opposing, reporting, threatening to report, or participating in an investigation or proceeding on a claim of sexual harassment.

For more information or assistance with student or parent/guardian concerns, contact the administration office.

Bert Corona Charter School
(818) 834-5805

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

In order to maintain an appropriate educational atmosphere and ensure safety and security in the school and the community, the following dress code will be strictly enforced. We reserve the right to edit this list in the interest of providing a safe environment for all.

Bert Corona Charter School:

- Shirts must have collars and be tucked into waistband. Bert Corona Logo is required.
- Students in 5th grade must wear a gray polo shirt.
- Students in 6th grade must wear a white polo shirt.
- Students in 7th grade must wear a light blue polo shirt.
- Students in 8th grade must wear a navy blue polo shirt.

- Pants and all bottoms must be navy blue and fit at the waist.
- Walking shorts, skirts or culottes cannot be more than 3 inches above the knee or more than two inches below the knees.

Clothing not permitted:

- Jeans, denim pants, jeggings, or tights of any kind are not permitted.
- Excessively oversized garments are not permitted.
- Cargo pants/shorts are not acceptable uniform pants. Pants that are frayed or slit at the bottom cannot be worn.
- Sweatpant and windbreaker pants cannot be worn as part of the uniform.
- Sweatpants are worn only in PE as determined by the PE teacher.
- Students are not allowed to wear exceedingly tight or oversized shirts.
- Long sleeved shirts cannot be worn over or under the uniform shirt
- Clothing items representing sports teams
- Clothing with sports equipment or designer logos such as Adidas, Nike, Reebok, etc.

1. All hooded, zippered, pullover, fleece sweaters and sweatshirts must be aligned with the school dress code and colors.

Sweatshirts cannot be worn under the uniform shirt.

2. Only white short sleeved or tank top undershirts may be worn under the uniform shirt, and cannot be visible at the bottom, or at the sleeves.

3. Jackets, including windbreaker jackets, must be solid colors with no lettering of any kind. Heavy jackets should be worn only in extreme inclement weather. Jackets should be hip length. Trench coats, long or oversized jackets, varsity jackets, and denim jackets are not permitted.

4. Student must follow dress code guidelines on non-uniform days.

5. Students must follow dress code guidelines on spirit days that are approved by administration

6. Students who do not come to school in appropriate dress code will be referred to school administration for parent communication.

Dress Code Standards for Accessories:

1. **JEWELRY:** Students may wear one pair of small earrings (one earring per earlobe). Large hoop earrings, spacers, gauges (or any similar items) are not allowed. Facial and/or body piercing and jewelry that could pose a danger is not permitted. Wallet chains or chains are not allowed. Only one bracelet per wrist may be worn at a time and no wristbands will be permitted.

2. **SHOES / SOCKS:** Sandals, open-toed shoes, or shoes with a back strap are unsafe and not allowed. Shoes should cover the entire foot. Socks must be worn with shoes at all times. Shoes should be worn as intended and properly laced. No leggings, tights or leg warmers are allowed.

3. **BELTS:** Belt buckles should be plain with no letters or pictures of any kind. Students who do not wear their pants according to the dress code may be asked to wear a belt.

4. **HATS/GLOVES/SCARVES:** Students are not allowed to wear hats, hoods, caps, scarves or gloves except in cases of extreme inclement weather and never in the classroom.

5. **MAKE-UP:** Make up is discouraged. Students may only wear makeup if written permission is given to the school by the parent or guardian. Make-up must be used in an appropriate manner and must not be distracting. Heavy lip liner, heavy eyeliner, glitter, or stickers are not allowed. Extreme hair colors or styles are not permitted. Make-up cannot be brought to school.

Gang Risk Intervention Key Elements:

- Become familiar with gang groups, related activities, graffiti, apparel, etc.
- Provide staff development regarding gang prevention and intervention strategies.
- Provide parent in-service training regarding gang membership and activities.
- Develop a forum for discussion that brings together influential students (“natural leaders”) who represent all segments of the student population, including selected gang members.
- Collect information from law enforcement, probation, community-based organizations, and others to understand the scope of the school/community gang problem.
- Contact law enforcement agencies, gang experts, and formal/informal counselors to obtain strategies and related information. Probation officers can assist with students who are on probation.

The school may prohibit attire or paraphernalia with language or images that are vulgar, sexually explicit, discriminatory, libelous, promote illegal or violent content, or which could reasonably be foreseen to create a hostile environment among rival gangs, individuals, or groups.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

Visitors include all persons on campus who do not attend or work for YPICS, including independent workers.

Visitors to School Campuses Policies & Procedures

All campus visitors must have the consent and approval of the school Administration. Permission to visit must be given at the time requested if at all possible or within a reasonable period of time following the request. Children who are not enrolled at the school are not to be on the campus unless prior approval of the Director of Operations has been obtained. Visitors may not interfere, disrupt or cause substantial disorder in any classroom or school activity.

Visitors are expected to

Follow the established school policy in requesting a classroom visitation.

Report to the school main office when entering the school.

Sign-in and sign-out.

State purpose of visit.

Receive and wear a visitor's badge.

Enter and leave the classroom as quietly as possible

Refrain from any behavior which distracts from instructional environment/school schedule/routine.

Not converse with the students, teacher and/or instructional aides during instructional time.

Not interfere with any school activity

Keep the length and frequency of classroom visits reasonable

Follow the school's established procedures for meeting with the teacher and/or Director of Operations after the visit, if needed.

Return the visitor's badge to the point of origin before leaving the campus.

Any individual who disrupts a school site or fails to follow school rules and/or procedures is subject to removal from the school site and may be further restricted from visiting the school.

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Bert Corona Charter School Student Conduct Code

We will build a positive school culture and climate for our citizen scholars through the use of a schoolwide positive behavior interventions and supports that include the expectation that our students will be safe, responsible, and respectful. With encouragement and specifically designed learning opportunities, students will develop positive character traits of a citizen scholar. Students will have the opportunity to engage in a school climate where they feel comfortable and have a desire to participate in school culture.

To accomplish this mission, YPI Charter Schools will:

create a safe and collaborative environment in which kids have the opportunity to participate in a variety of sports, clubs, leadership development and other student activities.

provide support systems needed for all areas of adolescent development, including counseling, mentorship, and social skills development.

train teachers to ensure they have the skills they need to work with all students. Professional Development will include trainings on positive behavior supports, restorative practices, conflict resolution, classroom management, and student engagement strategies.

measure program success through an intentional collection of a variety of data, including:

Office discipline referrals

Surveys

Grades

Attendance

Presentations of learning

Behavioral Statement of Purpose

In encouraging our students to be Safe, Respectful, and Responsible, we are providing our citizen-scholars with the skills to become leaders in their communities.

Teaching Positive Behaviors

Through a combination of lesson plans, assemblies, defined and operationalized behavior expectations, students will be taught the necessary tools needed to be successful in school. All staff will work together to ensure students know the appropriate way to behave in all school and community environments in order to prevent problem behaviors from occurring.

Guiding Expectations:

1. Be Safe
2. Be Respectful
3. Be Responsible

YPICS promotes school wide positive behavioral expectations.

Conduct Code Procedures

Problem behaviors are operationally defined AND can be found in the Disciplinary Code. YPICS distinguishes between minor and major behaviors as follows:

Minor behaviors are incidents in which the student engages in brief, low intensity, and/or situationally inappropriate behaviors that can be managed by the classroom teacher and do not warrant an office discipline referral. These behaviors generally affect the student only and do not significantly affect the learning of other students.

Major behaviors are incidents that interfere with on-going education of others, threatens safety, harmful or illegal acts, and/or is of a severity requiring more extended intervention (e.g. more than 1 min).

When expectations are not met, clear, consistent and predictable consequences are used to achieve the following functions:

- Prevent a problem behavior from being rewarded
- Prevent a problem behavior from escalating
- Prevent a problem behavior from interrupting instruction for others
- Provide a teaching opportunity
- Redirection of problem behavior

For the complete terms and definitions of all minor and major behaviors, as well as the possible consequences for those behaviors, please refer to the Disciplinary Code.

Responses to Minor Behaviors (Teacher/Staff Managed)

The following consequences will be used by classroom teachers and staff for minor behaviors in a progressive manner.

Verbal/Visual Warning

Students are given a verbal or visual reminder to redirect the problem behavior and demonstrate safe, responsible and respectful behaviors.

Behavior Reflection

If problem behavior continues, the student may be required to complete a behavior reflection in which they have the opportunity to reflect on their behavior and make the necessary corrections. Students are required to show their behavior reflection to their parents and bring back the signed reflection on the following school day.

Parent/Guardian Communication

Teachers/Staff will communicate with parents /guardians via telephone, email, text or in person if the problem behavior continues. The purpose of this communication is to inform the student's parents/guardians about the ongoing problem behavior, and together find a solution to the issue so that the problem behavior does not reoccur.

Make Up Time

Make up time is given to students to allow instruction to continue in the classroom with minimal interruption as well as give students the opportunity to make up instructional minutes lost. If students are assigned make up time, they will be given 15 minutes to eat during lunchtime and 5 minutes to eat during nutrition time. Any student who does not follow the expected rules during make-up time may be given additional make-up time during or after school.

Office Discipline Referral

Referrals are issued to students who have reached a level of behavior that warrants their removal from the classroom or yard for additional office managed behavioral interventions.

Response to Major Behaviors (Office Managed)

The following consequences may be assigned by school administrators for major behaviors based on the severity of the particular behavior and the student's disciplinary history. The school site Lead Administrator may recommend disciplinary action for misconduct that occurred on or off school grounds; going to or returning from school or a school sponsored activity.

After School Detention

After school detention is issued by an administrator to a student who has broken a school or classroom rule. Date and time of detention time will be decided by school administrator. A minimum of one day written notification notice will be given prior to the serving date to allow for parent/guardian notification. Parents/guardians are responsible for student transportation. Failure of a student to serve after school detention, or inappropriate behavior during after school detention will result in progressive disciplinary consequences.

Classroom Suspension

California law allows classroom teachers to suspend students from the classroom for the day of the suspension and the day following. The student will be under supervision of appropriate staff at the school site during their classroom suspension. As soon as possible, the teacher shall ask the parent/guardian to attend a parent-teacher conference regarding the suspension.

Required Parent/Guardian Accompaniment

Teachers are authorized to require the parent/guardian of a student who has been suspended by a teacher to attend a portion of a school day in the classroom of his or her student. The teacher will take into account reasonable factors that may prevent the parent/guardian from accompanying the student. The attendance of the parent/guardian shall be limited to the class from which the student was suspended.

In-School Suspension

In-school suspensions may be issued based on the severity of a particular behavior, or a student's disciplinary history. In-school suspensions are issued by school administrations after review of the warranting incident. Parents/guardians will be contacted by telephone and/or an in-school suspension form sent home for parents/guardians to sign and return to the school. Students are placed in the administrator's office to complete classroom assignments. Students eat lunch and spend their recess in the office. Students who are disruptive during in-school suspension and/or fail to complete assigned work may additional disciplinary consequences.

Out-of-School Suspension

Suspension refers to removal of a student from ongoing instruction for adjustment purposes. Out-of-school suspensions are given to student who break the California Education code and thereby creating an unsafe learning environment. Suspensions can range from one to five days and will include instructional support. Parents/guardians will be required to attend an in person meeting with school administration and will be given a formal notice of suspension. Upon return from an out-of-school suspension, the student and parent/guardian will be required to meet with school administration prior to readmittance into the classroom. Additional supports will be put in place in order to ensure that the student's behavior which warranted the out-of-school suspension does not reoccur.

(K) Hate Crime Reporting Procedures and Policies

The YPICS Discipline Code is followed.

(J) Procedures to Prepare for Active Shooters

The School Uses its Lock Down- No Response procedures and drills.

Procedures for Preventing Acts of Bullying and Cyber-bullying

YPICS is committed to providing a safe learning and working environment. We will not tolerate bullying or any behavior that infringes on the safety or well-being of students, employees, or any other persons within the YPICS jurisdiction; and will not tolerate retaliation in any form when bullying has been reported.

YPICS defines bullying behavior as: the intentional action by an individual or group of individuals to inflict physical, emotional or mental harm or suffering to another individual or group of individuals when there is an imbalance of real or perceived power. Such action creates an objectively hostile or offensive environment for the target and causes or is likely to cause negative and harmful conditions for the target.

Bullying behaviors may include, but are not limited to, the following:

- Verbal: Hurtful name-calling, teasing, gossiping, making threats, making rude noises, or spreading hurtful rumors.
- Nonverbal: Posturing, making gang signs, leering, staring, stalking, destroying property, using graffiti or graphic images, or exhibiting inappropriate and/or threatening gestures or actions.
- Physical: Hitting, punching, pushing, shoving, poking, kicking, tripping, strangling, hair pulling, fighting, beating, biting, spitting, or destroying property.
- Emotional (Psychological): Rejecting, terrorizing, extorting, defaming, intimidating, humiliating, blackmailing, manipulating friendships, isolating, ostracizing, using peer pressure, or rating or ranking personal characteristics.
- Cyberbullying: Sending insulting or threatening messages by phone, email, web sites or any other electronic or written communication.

Administrators and staff are responsible for creating an environment where the entire school community understands that bullying behavior is inappropriate and will not be tolerated while in school, at school-related events, and traveling to and from school. YPICS policy requires that all schools and all personnel promote an environment of mutual respect, tolerance, and acceptance among students and staff. Students must also take responsibility for helping to create a safe environment.

For assistance with issues regarding bullying, please contact your school site administration.

Opioid Prevention and Life-Saving Response Procedures

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

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

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

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

Because of the conflict between state and federal law regarding the legality of medicinal cannabis, the YPICS Governing Board prohibits the administration of medicinal cannabis to students on school grounds by parents/guardians or school personnel.

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

Administration of Medication by School Personnel

When allowed by law, medication prescribed to a student by an authorized health care provider may be administered by a school nurse or, when a school nurse or other medically licensed person is unavailable, and the physician has authorized administration of medication by unlicensed personnel for a particular student, by other designated school personnel with appropriate training. School nurses and other designated school personnel shall administer medications to students following the law, Board policy, administrative regulation, and, as applicable, the written statement provided by the student's parent/guardian and authorized health care provider. Such personnel shall be afforded appropriate liability protection.

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

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

Response Procedures for Dangerous, Violent, or Unlawful Activities

Ensuring the safety and well-being of everyone involved is paramount when dealing with dangerous, violent, or unlawful activities.

Immediate Actions:

Prioritize safety: Ensure your own safety and the safety of others by removing yourself or others from immediate danger if possible.

Call emergency services (police, fire department, etc.) if necessary.

Assess the situation: Gather information about the nature of the threat, potential number of people involved, and any ongoing actions. Do not put yourself at risk to gather information.

Alert authorities: Notify the appropriate authorities based on the nature of the threat. This may include security personnel, school administration, building management, or law enforcement.

Secure the area: If possible and safe to do so, try to contain the situation by locking doors, securing entrances, or restricting access to the area.

Follow emergency protocols: If your organization has established emergency response plans, follow them step-by-step. These plans may include evacuation procedures, lockdown procedures, communication protocols, etc.

Safety Plan Review, Evaluation and Amendment Procedures

Regular Review: Annual review by the YPICS Board ensures the plan remains current and addresses evolving needs.

Drill Selection: Selecting specific (Fire, lockdown, earthquake, etc) drills monthly allows for focused practice and avoids overwhelming participants.

Leadership Involvement: Reviewing drills before practice and taking notes during them demonstrates commitment and provides valuable feedback.

Collaborative Improvement: Discussing feedback with leadership and teachers ensures all viewpoints are considered and leads to effective updates.

Documentation: Using notes to update the plan annually helps maintain its accuracy and usefulness.

Communication: staff, students, and families are informed about upcoming drills and their results through a weekly newsletter.

Post-drill debriefings are held after drills to discuss their effectiveness and address any concerns.

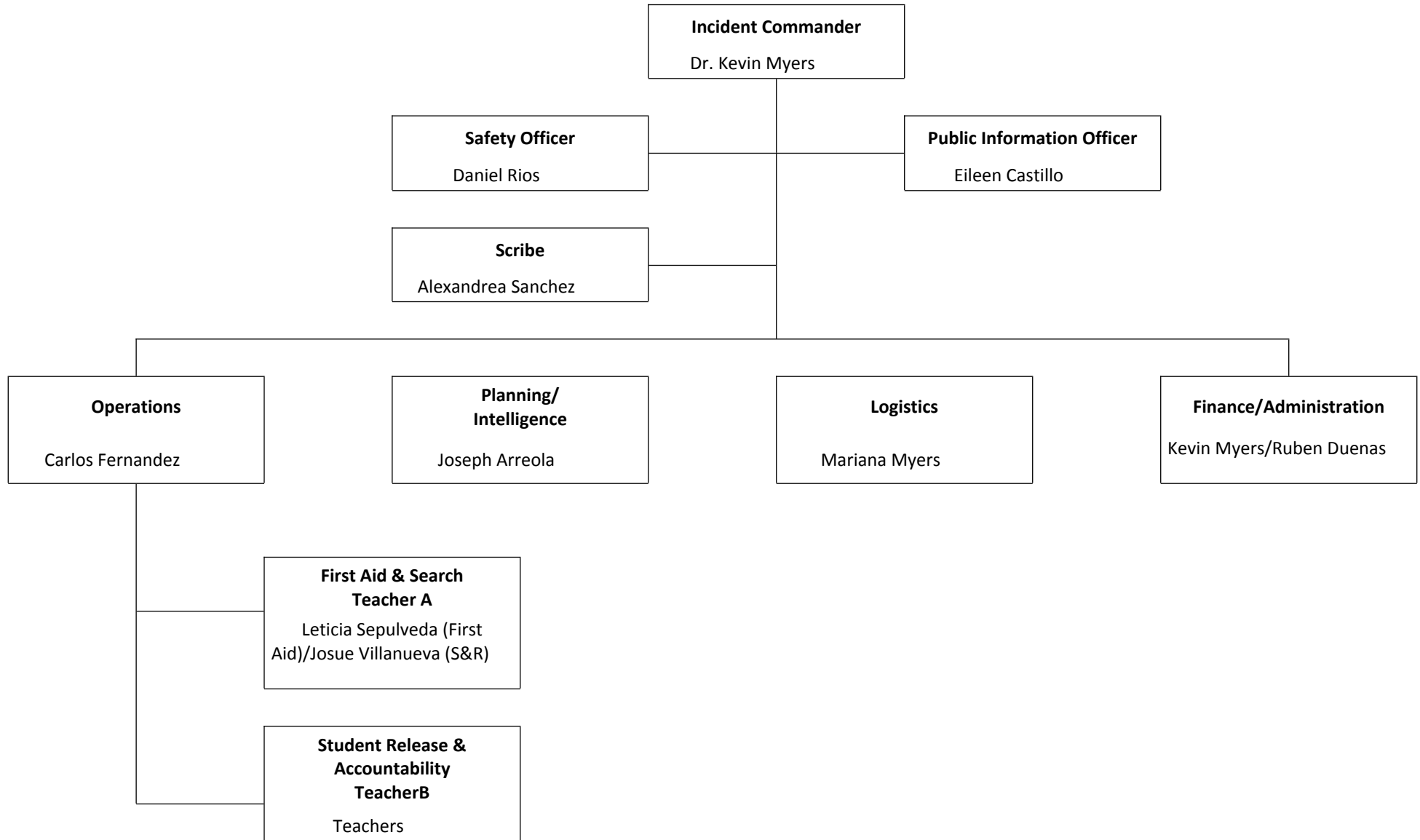
Safety Plan Appendices

Emergency Contact Numbers

Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	LAPD	911	
Public Utilities	LA Department of Public Works	626-458-5100	Water Emergencies
Public Utilities	LADWP	8003425397	Cust. Service and Emergencies
Public Utilities	Gas company	800-773-2767	
Public Utilities	Water and Sewer	800-773-2489	
American National Red Cross	Red Cross	213-739-5200	
City Services	LA County Health Department	888-700-9995	
City Services	LA Animal Shelter and Animal Issues	888-452-7381	
Local Hospitals	Hospitals	818-375-2000	

Bert Corona Charter School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Step Two: Identify the Level of Emergency

Step Three: Determine the Immediate Response Action

Step Four: Communicate the Appropriate Response Action

Types of Emergencies & Specific Procedures

Aircraft Crash

This procedure addresses an aircraft or motor vehicle crash on or near school property.

1. The Executive Administrator or designee acts as the Incident Commander, activates the Incident Command Team, and initiates appropriate emergency functions, which may include Drop, Cover and Hold On, Shelter in Place, Evacuate Building or Relocation.
2. If the Incident Commander issues the evacuate building action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.
4. The Incident Commander will call 911 and provide the exact location (e.g., building or area) and nature of emergency.
5. If on school property, the SECURITY/UTILITIES TEAM will secure the crash area to prevent unauthorized access. If the crash results in a fuel or chemical spill on school property, refer to the section on Biochemical/Hazardous Material).
6. If needed, the Fire Suppression/HazMat Team should suppress small fires with extinguishers for the protection of students and staff as it is safe to do so, until the Fire Department arrives.
7. The Triage Team will check for injuries and provide appropriate medical assistance.
8. The Incident Commander will notify the Chief of Operations and/or School Operations Coordinator of the incident.
9. Any affected areas will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the Incident Commander issues authorization to reopen. Notify Cal OES if it is a fuel or chemical spill and whether there has been building or site damage.
10. The SCHOOL SITE CRISIS TEAM will convene onsite and begin the process of counseling and recovery as appropriate.
11. If it is unsafe to remain on campus, the Incident Commander will initiate an off-site relocation.
12. The Incident Commander will notify and update parents via the automated communications platform.
13. The Incident Commander will direct the Planning and Intelligence Team Leader to document the incident using the organization's required forms.
14. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

Animal Disturbance

This procedure should be implemented when a dog, coyote, mountain lion, or other wild animal threatens the safety of students and staff.

Animal Disturbance Procedures

1. The Executive Administrator or designee becomes the Incident Commander, activates the Incident Command Team, and initiates appropriate emergency functions, which may include Lockdown or Evacuate Building.
2. Upon discovery of an animal, staff members will attempt to isolate the animal from students, if it is safe to do so. If the animal is outside, students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal. Closing doors or locking gates is one means to isolate the animal.
3. If additional outside assistance is needed, the Incident Commander will call 911, LA Animal Services (888) 452-7381, and/or the Department of Fish and Game (888) 334-2258 and provide the location of the animal and nature of emergency.
4. If a student or staff member is injured, the school nurse or Triage Team will provide treatment and notify parents of the injured.
5. The Incident Commander will initiate an off-site relocation only if conditions are persistently dangerous at the school.
6. The Incident Commander will notify and update parents via the automated communications platform, if necessary.
7. The Incident Commander will direct the Planning and Intelligence Team Leader or another authorized user to open an Incident Report documenting the event.
8. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

Armed Assault on Campus

Biological or Chemical Release

A biological or chemical release involves the discharge of a biological or chemical substance in a solid, liquid, or gaseous state. Common releases within or adjacent to schools include the discharge of chemicals in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant.

The following indicators may suggest the release of a biological or chemical substance:

- ? Multiple victims suffering from watery eyes
- ? Twitching
- ? Choking
- ? Loss of coordination
- ? Trouble breathing
- ? Other indicators may include the presence of distressed animals or dead birds.

There are three sub-categories involving the release of biochemical substances. Determine which category applies and then implement the appropriate response procedures listed below.

Substance Released Inside a Room or Building Procedures

1. The Executive Administrator or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the Evacuate Building action. Staff will use designated routes or alternate safe routes to the Assembly Area, located upwind of the affected room or building. Students and staff from rooms exposed to contaminants need to be isolated from the rest of the school population.
2. The Incident Commander will call 911, and the California Office of Environmental Health and Safety (Cal OES) at (800) 852-7550 and will provide the exact location (e.g., building, room, area) and nature of emergency.
3. The Incident Commander will notify the Chief of Operations and/or Operations Coordinator of the incident.
4. The Incident Commander will instruct the Security/Utilities Team to isolate and restrict access to potentially contaminated areas.
5. The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system.
6. The Incident Commander will notify and update parents via the automated communications platform.
7. The Incident Commander will direct the Planning and Intelligence Team Leader or another authorized user to complete an Incident Report to document the event.
8. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain (in plastic bags) outer layer of clothing because it may be contaminated. You may use extra clothing or other items that you have on hand, such as, P.E. clothing, extra uniforms, and trash bags, to allow students to cover up. Do not use bleach or other disinfectants on potentially exposed skin. Students and staff whose skin touched the contaminant should be isolated from the rest of the school population. The Triage Team should evaluate and monitor exposed individuals.
9. The Assembly Area Team will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance. The team will provide the list to the Incident Commander and emergency responders.
10. The Incident Commander will complete the Biological and Chemical Release Response Checklist.
11. The School Site Crisis Team will convene on-site and begin the process of counseling and recovery.
12. Any affected areas will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the Incident Commander gives authorization to do so.
13. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

Substance Released Outdoors and Localized Procedures

1. The principal or designee becomes the Incident Commander, activates the ICS Team and will immediately direct staff to remove students from the affected areas to an area upwind from the release. The Incident Commander will, as necessary, initiate the Shelter in Place or Evacuate Building action.
2. The Security/Utilities Team will establish a safe perimeter around the affected area and ensure personnel do not reenter the area.
3. The Incident Commander will call 911, and the Cal Office of Environmental Health and Safety (Cal OES) at (800) 852-7550 and will provide the exact location and nature of emergency.
4. The Incident Commander will notify the Chief Operations Officer (COO) and/or Operations Coordinator of the incident.
5. The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors and shut down the air handling systems of affected buildings.
6. The Incident Commander will notify and update parents via the automated communications platform.
7. The Incident Commander will direct the Planning and Intelligence Team Leader or another authorized user to open an Incident Report to document the event.

8. Persons who had direct contact with hazardous substances should wash affected areas with soap and water. Immediately remove and contain (in plastic bags) outer layer of clothing because it may be contaminated. You may use extra clothing or other items that you have on hand, such as, P.E. uniforms, extra clothing, and trash bags, to allow students to cover up. Do not use bleach or other disinfectants on potentially exposed skin. Students and staff whose skin touched the contaminant should be isolated from the rest of the school population. The Triage Team should evacuate and monitor exposed individuals.
9. The Assembly Area Team will prepare a list of all people in areas of contamination, especially those who may have had actual contact with the substance. The team will provide the list to the Incident Commander and emergency responders.
10. The Incident Commander will complete the Biological and Chemical Release Response Checklist.
11. The School Site Crisis Team will convene on-site and begin the process of counseling and recovery.
12. Any affected areas will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the Incident Commander gives authorization to do so.
13. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

Substance Released in Surrounding Community Procedures

1. The principal or designee becomes the Incident Commander, activates the ICS team, and if they or local authorities determine that a potentially toxic airborne substance has been released, the Incident Commander will initiate a Shelter in Place.
2. Follow all Shelter in Place procedures.
3. The Incident Commander will call the California Office of Environmental Health and Safety (Cal OES) and will provide information on the nature of emergency.
4. The Incident Commander will monitor local news for information about the incident and notify the South Coast Air Quality Management District (SCAQMD) at 1-800-CUT-SMOG or 1-800-288-7664.
5. The school will remain in Shelter in Place until the Los Angeles County HazMat or appropriate agency provides clearance, or staff is otherwise notified by the Incident Commander.
6. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

Bomb Threat/ Threat Of violence

Explosive Device Threat and Suspicious Package

Response to an explosive device threat is initiated upon the discovery of a suspicious package on campus grounds or receipt of a threatening phone call that may present a risk of an explosion.

Explosive Device Threat by Telephone Procedures

1. The call taker should attempt to keep the caller on the telephone as long as possible and alert someone else to call 911. The staff member calling 911 informs the operator of:
 - ? Nature of threat on phone line
 - ? Name of school
 - ? Phone number of line receiving threat
 - ? Name and contact information of staff member
2. The person answering the threat call should immediately inform the Executive Administrator, and then use the EXPLOSIVE DEVICE THREAT FORM to gather and record information about the call. Explosive Device Threat Form Questions include:
 - ? Where is the explosive device (building, location)?
 - ? When is it going to explode?
 - ? What kind of explosive device is it? What does it look like?
 - ? Who set the explosive device? Why was the explosive device set?
 - ? What can we do for you to keep the explosive device from exploding?
 - ? What is your name?
 - ? How old are you?
 - ? Where do you live?
 - ? How can you be contacted?

In addition to the above questions, evaluate the caller’s voice and background noise for characteristics such as:

- ? Caller Characteristics:
 - o Gender
 - o Age
 - o Accent

- o Slurred/impaired speech
- o Recorded/disguised voice o Familiarity
- o Irrational/incoherent
- ? Background Noise:
 - o Traffic
 - o PA System
 - o Typing
 - o Other

3. The principal or designee becomes the Incident Commander, activates the school ICS team, and calls 911 who will advise the school. The Incident Commander, in consultation with law enforcement, will determine the appropriate emergency functions, which may include Drop, Cover and Hold On, Lockdown, Evacuate Building or Relocation.
4. If the school discovers unusual or suspicious packages, boxes or foreign objects, all cell phones and hand-held radios of searchers should be turned off, as many explosive devices can be triggered by radio frequencies. If a suspicious object is found, report the discovery to the Incident Commander while the remaining team members attempt to secure the immediate area without touching or disturbing the object.
5. The Incident Commander will notify the Chief Operations Officer (COO) and/or Operations Coordinator of the incident.
6. No attempt should be made to investigate or examine a discovered suspicious object.
7. The Incident Commander will notify and update parents via the automated communications platform.
8. The Incident Commander will direct the Planning and Intelligence Team Leader or another authorized user to open an Incident Report.
9. After the search, the Incident Commander will consult with Law Enforcement to determine any alteration to the appropriate emergency function, which may include Drop, Cover and Hold On, Lockdown, Evacuate Building, or Relocation.
10. When a suspicious object or explosive device is found, or if advised by Law Enforcement, the Incident Commander shall issue the Evacuate Building action. Staff and students will evacuate the building using safe routes to the Assembly Area.
11. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.
12. The School Site Crisis Team will convene on-site and begin the process of counseling and recovery.
13. Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.
14. The Incident Commander may initiate an off-site relocation if warranted by changes in conditions.

Suspicious Package Procedures

1. If a suspicious package or other object is found on or adjacent to campus, the Executive Administrator or designee should be immediately alerted.
2. The Executive Administrator or designee becomes the Incident Commander, activates the school ICS team, and will direct volunteer members of the Security/Utilities Team to attempt to secure the immediate area without touching or disturbing the object. All cell phones and hand-held radios in the vicinity of the suspicious package should be turned off, as many explosive devices can be triggered by radio frequencies.
3. The Incident Commander will call 911 and provide the exact location (e.g., building, room, area) and description of the suspicious package.
4. The Incident Commander will notify the Chief Operations Officer (COO) and/or Operations Coordinator of the incident.
5. No attempt should be made to investigate or examine the object.
6. The Incident Commander will notify and update parents via Blackboard Connect.
7. The Incident Commander will direct the Planning and Intelligence Team Leader or another authorized user to open an iSTAR on the incident.
8. The Incident Commander will consult with Law Enforcement and determine the appropriate emergency function, which may include Drop, Cover and Hold On, Lockdown, Evacuate Building or Relocation.
9. If Evacuate Building is initiated, staff and students will evacuate buildings using the safest routes to the Assembly Area. Routes may be different than usual evacuation routes.
10. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.
11. The School Site Crisis Team will convene and begin the process of counseling and recovery.

12. Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.
13. The Incident Commander may initiate an off-site relocation if warranted by changes in conditions.
14. After the incident is over, the Incident Commander will complete the Explosive Device Threat Report.

Disorderly Conduct

Disorderly conduct may involve a student, staff member, or visitor exhibiting threatening or irrational behavior. If the individual is armed, refer to sections on Lockdown or Active Shooter on Campus as appropriate.

Disorderly Conduct Procedures

1. Upon witnessing disorderly conduct, staff should take steps to calm and control the situation and attempt to isolate the perpetrator from other students and staff, if it is safe to do so. Witnesses should provide written statements for follow-up by the school administrator and/or law enforcement.
2. Staff will immediately notify the Executive Administrator or designee.
3. The Executive administrator or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the appropriate emergency functions, which may include Lockdown, Evacuate Building, or Off-site Relocation.
4. The Incident Commander will call the Chief Operations Officer (COO) and provide the exact location and nature of the incident. If determined to be appropriate, the Incident Commander will call 911.
5. If an immediate threat is not clearly evident, the Incident Commander or other staff member may attempt to diffuse the situation. Approach the individual in a calm, non-confrontational manner and request they leave the campus. Avoid any hostile situations.
6. If the individual is a student, every attempt should be made to notify the family (family members may provide useful information on handling the situation).
7. The Incident Commander will notify the Chief Operations Officer (COO) and/or Operations Coordinator of the incident.
8. The Incident Commander will notify and update parents via the automated communications platform, as necessary.
9. The Incident Commander will direct the Planning and Intelligence Team Leader or another authorized user to open an Incident Report on the event.
10. The Incident Commander and team will determine if activating the threat assessment/management team is warranted.
11. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

Earthquake

Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to buildings, and injuries. It is important to note that even a mild tremor can create a potentially hazardous situation. The below procedures should be implemented in response to all earthquakes, regardless of magnitude.

Earthquake during School Hours Procedures

Note: Keep calm and remain where you are during the shaking. Assess the situation and then act. Remember, most injuries or deaths are caused by flying/falling debris.

1. Upon the first indication of an earthquake, teachers should direct students to Drop, Cover, and Hold On.
2. Move away from windows and overhead hazards to avoid glass and falling objects.
3. Students with disabilities that do not allow them to get under furniture for protection should move away from items in the room that are not secured. These students should go into a structural corner of the room (away from cabinets and shelves that can spill their contents; away from windows that can break and away from suspended items that could fall), lock the wheels on any wheelchairs and protect their head and neck with their hands.
4. When the shaking stops, the principal or designee becomes the Incident Commander, activates the school ICS Team, and initiates the Evacuate Building action. Staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
5. In the event of an evacuation, teachers will bring their student roster and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students or any student that was left behind.
6. The Incident Commander will direct the Security/Utilities Team to post guards a safe distance away from building entrances to prevent access.

7. The Security/Utilities Team will notify school personnel of fallen electrical wires and instruct them to avoid touching the fallen wires.
8. The Triage Team will set up the triage stations, check for injuries and provide appropriate medical assistance.
9. The Incident Commander will direct the Planning and Intelligence Team to notify the appropriate utility company of damages (e.g., gas, power, water, or sewer).
10. If the area appears safe, the Search and Rescue Team will make an initial inspection of school buildings to identify any injured or trapped students or staff.
11. The Incident Commander will contact the Chief Operations Officer (COO) and/or Operations Coordinator to determine additional actions that may be necessary.
12. The Planning and Intelligence Team will fill out a School/Site Preliminary Damage Report and transmit it to the Chief Operations Officer.
13. The Incident Commander will contact the COO to ensure buildings are safe for re-occupancy. When safe to do so, the Fire Suppression and HazMat Team will conduct an inspection of school buildings. The Fire Suppression and HazMat Team will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.
14. Any damaged areas will not be reopened until the Area Facilities Team provides clearance and the Incident Commander gives authorization to do so.
15. The Incident Commander may initiate a Relocation if warranted by changes in conditions at the school.
16. The Incident Commander will direct the Planning and Intelligence Coordinator or another authorized user to open an Incident Report.
17. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

Earthquake during Non-School Hours Procedures

Note: These procedures should be followed only when some staff is on campus.

1. The Executive Administrator or designee becomes the Incident Commander, activates the school ICS Team as necessary, and will assess damages as safe to do so with the plant manager, to determine any necessary corrective actions. The school administrator may direct the Fire Suppression/HazMat Team to participate in the assessment.

Note: Assessments must be conducted by teams wearing appropriate safety gear. Do NOT conduct assessments alone or unprotected, due to danger from possible building damage and the potential for aftershocks. Notify the Chief Operations Office (COO) that you are on campus before beginning a site assessment.

2. The Incident Commander should confer with the COO and/or Operations Coordinator and Maintenance and Operations personnel to identify the extent of damages and determine if the school can be occupied.

3. If the school cannot be occupied, the Chief Operations Officer will determine an alternate location for affected buildings and programs, and the Incident Commander will notify staff members and parents via the automated communications platform.

4. The Planning and Intelligence Team will fill out a School/Site Preliminary Damage Report and transmit it to the Chief Operations Officer (COO).

Explosion or Risk Of Explosion

There are four distinct incident types involving an explosion or risk of explosion. Determine which incident type applies and then implement the appropriate response procedures.

Explosion on School Property Procedures

1. In the event of an explosion, all persons should initiate Drop, Cover and Hold On or Take Cover if outdoors in an open area.

2. The Executive Administrator or designee becomes the Incident Commander, activates the school ICS Team, and will call Cal OES to provide the exact location (e.g., building, room, area) and nature of emergency.

3. The Incident Commander will notify the Chief Operations Officer (COO) and/or Operations Coordinator of the incident.

4. The Incident Commander will consult with available law enforcement and, considering the possibility of another imminent explosion, take appropriate emergency functions. Action may include Shelter in Place, Evacuate Building or Relocation. Evacuation may be warranted in some buildings on a campus, and other buildings may be used as shelter.

5. In the event of an evacuation, staff and students will use prescribed routes or other safe routes and proceed to the Assembly Area.

6. In the event of an evacuation, teachers will bring student roster and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions Teachers will notify the Assembly Area Team of missing students.

7. The Incident Commander will notify and update parents via the automated communications platform.

8. The Incident Commander will direct the Planning and Intelligence Team Leader or another authorized user to open an Incident Report on the event.
9. The Triage Team will check for injuries and provide appropriate medical assistance.
10. If needed, the Fire Suppression/HazMat Team should suppress small fires with extinguishers for the protection of students and staff as it is safe to do so, until the Fire Department arrives.
11. The Planning and Intelligence Team Leader will notify the appropriate utility company of any damages to water lines, sewers, power lines, and other utilities.
12. The Security/Utilities Team will secure the building entrance to prevent persons entering the school buildings.
13. If it is determined safe to enter affected areas, the Incident Commander will direct the Search and Rescue Team to initiate search and rescue activities.
14. The Incident Commander will contact the Chief Operations Officer (COO) to ensure buildings are safe for re-occupancy. When safe to do so, the Fire Suppression/HazMat Team will conduct an inspection of school buildings. The Fire Suppression and HazMat Team will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.
15. The Planning and Intelligence Team will complete a School/Site Preliminary Damage Report and transmit it to the Chief Operations Officer (COO).
16. Any areas affected by the explosion will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the Incident Commander gives authorization to do so.
17. The Incident Commander may initiate a Relocation if warranted by changes in conditions.
18. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

Risk of Explosion on School Property Procedures

1. If a school is notified by authorities of the risk of an explosion, the principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate appropriate emergency functions, which may include Drop, Cover and Hold On, Shelter in Place, Evacuate Building, or Relocation.
2. If the school administrator issues Evacuate Building action, staff, and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student rosters and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.
4. The school administrator will call 911 and will provide the exact location (e.g., building, room, area) and nature of emergency.
5. The school administrator will notify the Chief Operations Officer (COO) and/or Operations Coordinator of the incident.
6. If needed, the Fire Suppression/HazMat Team should suppress small fires with extinguishers for the protection of students and staff as it is safe to do so, until the fire department arrives.
7. The Incident Commander will advise the Search and Rescue Team to initiate rescue operations.
8. The Security/Utilities Team Leader will notify the appropriate utility company of any damages to water lines, sewers, power lines, and other utilities.
9. The Incident Commander will notify and update parents via the automated communications platform.
10. The Incident Commander will direct the Planning and Intelligence Team Leader or another authorized user to open an Incident Report on the event.
11. All affected areas will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the school administrator issues authorization to do so.
12. The Planning and Intelligence Team will complete a School/Site Preliminary Damage Report and transmit it to Chief Operations Officer (COO).
13. In the event of an explosion on campus, refer to procedures listed under Explosion on School Property.
14. The Incident Commander may initiate a Relocation, if warranted by changes in conditions.
15. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

Explosion or Risk of Explosion in Surrounding Area Procedures

1. The Executive Administrator or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the Shelter in Place response action.
2. The Incident Commander will notify 911 and provide the exact location (e.g., building, area) and nature of emergency.
3. The Incident Commander will take further actions as needed or advised by authorities.
4. The Incident Commander will notify the Chief Operations Officer (COO) and/or Operations Coordinator of the incident.

5. The Incident Commander will notify and update parents via the automated communications platform.
6. The Incident Commander will direct the Planning and Intelligence Team Leader or another authorized user to open an Incident Report on the event.
7. The school will remain in a Shelter in Place condition until the Los Angeles County HazMat or appropriate agency provides clearance and the school administrator issues further instructions.
8. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

Nuclear Blast or Explosion Involving Radioactive Materials Procedures

A nuclear blast is characterized by a sequence of intense light and heat, air pressure wave, expanding fireball, and subsequent radioactive fallout.

1. The Executive Administrator or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the Shelter in Place action.
2. When sheltering, personnel should try to establish adequate barriers or shielding (e.g., concrete walls, metal doors) between themselves and the source of the blast or explosion and should avoid sheltering near exterior windows.
3. The Incident Commander will notify 911 and provide details on the area and personnel affected at the school.
4. After the initial blast, ICS teams should provide medical assistance and extinguish small fires as needed.
5. The Incident Commander will ensure the prompt relocation of students from bungalow buildings and other non-permanent structures, upper floor(s), rooms with broken windows, and other damaged rooms without going outside if possible.
6. The Security/Utilities Team will turn off the school's main gas supply (refer to the Site Plot Plan in the ISSP for gas supply shut-off valve) and fans in the area; close and lock exterior doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; cover windows, seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
7. The Incident Commander will notify the Chief Operations Officer (COO) and/or Operations Coordinator of the incident.
8. The Incident Commander will notify and update parents via the automated communications platform.
9. The Incident Commander will direct the Planning and Intelligence Team Leader or another authorized user to open an Incident Report on the event.
10. The Incident Commander or Chief Operations Officer will monitor local news outlets and initiate further actions as appropriate.
11. At the Incident Commander's discretion, and only if safe to do so, designated personnel should attempt to distribute emergency supplies including food and water, without going outside.
12. The school will remain in Shelter in Place until the Los Angeles County Department of Public Health or other appropriate agency ends the Shelter in Place or issues relocation instructions. Relocation may be advised by authorities.
13. The Planning and Intelligence team will complete a School/Site Preliminary Damage Report and transmit it to Chief Operations Officer (COO).
14. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

Fire in Surrounding Area

A fire impacts a school if it occurs on campus or in an off-campus location near the school. Take appropriate Evacuate Building or Shelter in Place measures to protect students and staff.

Fire in Surrounding Area Procedures

This procedure addresses a fire discovered in an area adjoining the school or a wildfire that impacts the school. The initiated response actions should take into consideration the location and size of the fire, its proximity to the school and the likelihood that the fire may affect the school.

1. The Executive Administrator or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the appropriate emergency functions, which may include Shelter in Place, Evacuate Building or Relocation.
2. The Incident Commander will notify 911 and will provide the location and nature of emergency.
3. The Incident Commander will instruct the Security/Utilities Team to prevent students from approaching the fire and keep routes open for emergency vehicles.
4. The HazMat/Fire Team will contact the local Fire Department and will work with the Fire Department to determine if school grounds are threatened by the fire, smoke, or other hazardous conditions.
5. The principal may initiate an Indoor Activities Schedule to further protect school community from environmental discomforts. This is accomplished by closing all doors and windows and running the air conditioning, as HVAC systems can improve air quality, due to better filtration than typical home systems.

7. The Incident Commander will notify the Chief Operations Officer (COO) and/or Operations Coordinator of the incident.
8. If the Incident Commander issues the Evacuate Building action, staff and students will evacuate the affected building(s) using prescribed routes or other safe routes to the Assembly Area.
9. The Incident Commander will notify Chief Operations Officer (COO) of the fire.
10. In the event of an evacuation, teachers will bring student rosters and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.
11. The Incident Commander or Chief Operations Officer (COO) will monitor local news outlets and initiate further actions as appropriate.
12. The Incident Commander will notify and update parents via the automated communications platform.
13. The Incident Commander will direct the Planning and Intelligence Team Leader or another authorized user to open an Incident Report on the event.
14. If needed, the Logistics Team Leader will notify the Chief Operations Officer (COO) to request support for buses for staff and student evacuation.
15. The Incident Commander will initiate a Relocation if warranted by changes in conditions.
16. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will update the school community.

Fire on School Grounds

A fire impacts a school if it occurs on campus or in an off-campus location near the school. Take appropriate Evacuate Building or Shelter in Place measures to protect students and staff.

Fire on School Grounds Procedures

This procedure addresses a fire discovered on school grounds. A quick response to this situation is very important to prevent injuries and further property damage.

1. Upon discovery of a fire, teachers or staff will direct all occupants out of the building, activate the fire alarm, and report the fire to the school administrator.
2. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will immediately initiate the Evacuate Building action. Staff and students will evacuate buildings using the prescribed routes or other safe routes to the Assembly Area.
3. The Incident Commander will call 911 and will provide the exact location (e.g., building, room, area) of the fire.
4. The Incident Commander will notify the Chief Operations Officer (COO) and/or Operations Coordinator of the fire.
5. In the event of an evacuation, teachers will bring student rosters and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.
6. If needed, the Fire Suppression/HazMat Team should suppress small fires with extinguishers for the protection of students and staff as it is safe to do so, until the Fire Department arrives.
7. The Security/Utilities Team will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles.
8. The Security/Utilities Team will notify the appropriate utility company of damages.
9. The Incident Commander will notify Chief Operations Officer (COO) that a fire occurred.
10. The Incident Commander will notify and update parents via the automated communications platform.
11. The Incident Commander will direct the Planning and Intelligence Team Leader or another authorized user to open an Incident Report on the event.
12. If needed, the Logistics Team Leader will notify the Chief Operations Officer (COO) to request support for staff and student evacuation.
13. Any affected areas will not be reopened until the Los Angeles City or County Fire Department, or appropriate agency provides clearance, and the school administrator issues authorization to do so.
14. For fires during non-school hours, the Incident Commander and the Chief Operations Officer (COO) will determine if the school opens the following day.
15. All fires that are extinguished by school personnel, regardless of their size, require a call to the Fire Department to indicate that the "fire is out."
16. The Planning and Intelligence Team will complete a School/Site Preliminary Damage Report and transmit it to the Chief Operations Officer (COO).

17. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

Loss or Failure Of Utilities

A utility failure is a situation involving a loss of water, power, or other utility on school grounds.

General Loss or Failure of Utilities Procedures

1. If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and to notify the school administrator immediately.
2. If a gas leak is suspected or the loss of utilities poses a risk of explosion, refer to section on Explosion/Risk of Explosion on School Property.
3. Upon notice of loss of utilities, the principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate appropriate emergency functions, which may include Shelter in Place, or Evacuate Building.
4. The Incident Commander will notify the Chief Operations Officer (COO) and will provide the location and nature of emergency. Other personnel will be notified at the discretion of the Incident Commander.
5. The Incident Commander or designee, will contact the affected utility company to determine whether their assistance is required, recommended actions, and the potential length of time service will be interrupted.
6. The Incident Commander will notify the Operations Coordinator of the loss of utility service.
7. If the Evacuate Building action is initiated, teachers will take student rosters and any classroom emergency supplies when leaving the building and take attendance once the class is assembled in a safe location. Teachers are to account for any students with a cognitive disability who may not have understood the directions.
8. The Incident Commander will notify and update parents via the automated communications platform.
9. The Incident Commander will direct the Planning and Intelligence Team Leader or another authorized user to open an Incident Report on the event.
10. As needed, school emergency supplies will be utilized to compensate for the loss of a utility.
11. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.
12. In addition to the procedures listed above, the Incident Commander will implement the protocols for specific concerns below as needed.

Loss of Water Supply Procedures

The following operational items apply at a school that has lost its water supply. Many issues can be easily solved if the school has adequate emergency supplies:

1. Bathrooms - School personnel can make a regular toilet work by pouring a half-bucket (about 2.5 gallons) of water into the toilet to provide the "flush." Water stored in emergency barrels can be used for this purpose. This method is often easier than setting up toileting stations of 5-gallon buckets with plastic bags in them. Standard toilets can also be lined with plastic bags. Bucket toilets and toilets lined with plastic bags generate bags of hazardous waste that need to be disposed of properly. One disposal method is to dump the contents of the bags into the standard toilets when they are returned to service. Be advised that this method is messy at best. Schools must also provide toilets that are accessible to students with specific needs. Health code requires that the students have a way of washing their hands after going to the bathroom. Water from the emergency supplies, waterless hand cleaner, or wipes will fulfill that requirement and should be stored with the other emergency supplies. If portable toilets are delivered, schools must make sure that there are also hand cleaning stations set up, as well as accessible toilets for students with specific needs. Mark at least two of the portable toilets for faculty use.
2. Cafeteria - To keep the cafeteria open, cafeteria staff must have clean water to wash hands and clean surfaces. Water can be pumped from the emergency water barrels into a plastic water carrier. The water carrier can be taken to the kitchen, and cafeteria staff can use the water at their sink. If the cafeteria staff needs hot water, they can heat it.
3. Drinking Water - Drinking water can be addressed many ways. Students will usually have milk and juice with their lunches, which will provide hydration. Additional water can be distributed in cups or individual bottles/pouches, depending on what was stored. Often the utility provider or Maintenance and Operations will obtain bottled water for the school. If schools are using water from the emergency water barrels, they must re-chlorinate the water 30 minutes before it is made available for consumption.

4. Fire Suppression - The fire code requires that if the automatic fire sprinklers are disabled for any reason, schools must post a fire watch. The law requires that someone must continuously patrol the entire campus every half hour and then log in the fact that no fire was seen. The person conducting the fire watch shall be knowledgeable of the fire watch procedures, should have a radio, be able to notify the fire department and alert and evacuate the building occupants. The fire department must be notified. Logs must be kept documenting who patrolled the building, where they went and when they made their rounds. Schools shall notify the fire department to request permission to implement the fire watch:

? Los Angeles City Fire Department (Valley) (818) 728-9922

? Los Angeles City Fire Department (Los Angeles) (213) 978-3800

? Los Angeles County Fire Department (323) 881-2455

Only the fire department can authorize a school to go off fire watch. Schools will need to save and document all contacts with the fire department to ensure they followed the Fire Code.

5. Other Concerns - At secondary schools, there may be a request to use the showers, which cannot be accommodated. The nurse may also ask for water to wash hands. They may be able to use waterless hand cleaner, but they will still need water for cleaning wounds, etc. Schools can pump the emergency water into a water carrier for the nurse to use at the sink in the Health Office or provide bottled water.

Loss of Power Procedures

The following are concerns that need to be addressed at a school that has lost electrical power.

1. Lights - Schools are built to take advantage of natural light. Classrooms often have one wall of windows, so there should still be visibility, even without electric lights. Classroom emergency kits typically include flashlights that can provide additional illumination. In many cases, the loss of electricity is minimally disruptive to instruction; it is common practice for students to remain in classrooms during a power outage.

Almost all schools have emergency lights on battery back-up. These lights will allow students and staff to safely exit the building. These lights illuminate hallways, stairwells and exit signs. In most schools, emergency lighting operates on a series of large batteries and have the capacity to run for about an hour, so that everyone will have adequate time to exit the building. Some schools have hardwired emergency generators instead of batteries. These generators are sized to run emergency egress lighting only, and do not power other items such as elevators and air conditioning.

Some schools have portable generators in the emergency supply bin that can power lighting in the assembly area, charge batteries on radios, and other power needs. Generators and rechargeable portable power stations are also used to supplement battery-powered medical devices for students with special needs.

In a prolonged power outage, the Maintenance and Operations Branch provides a generator to power the cafeteria. The cafeteria has food that needs to be kept at specific temperatures to preserve safety. The generator will be used to run the refrigerators and freezer.

2. Students on Ventilators - The students who use ventilators are provided with a small, portable generator rechargeable portable power stations to keep the ventilator battery charged during a power outage. Typically, these students are dependent on medical devices to live.

3. Fire Alarms and Suppression Systems - During a power outage, fire alarms and notification systems will not work. The Fire Code requires that if the automatic fire alarms are disabled, schools must post a fire watch. The law requires that someone must continuously patrol the entire campus every half hour and then log in the fact that no fire was seen. The person conducting the fire watch shall be knowledgeable of the fire watch procedures, should have a radio, and be able to notify the fire department, and alert and evacuate the building occupants.

The fire department and the Chief Operations Officer (COO) must be notified. Logs must document who patrolled the building, where they went and when they made their rounds. Schools shall notify the fire department to request permission to implement the fire watch:

? Los Angeles City Fire Department (Valley) (818) 728-9922

? Los Angeles City Fire Department (Los Angeles) (213) 978-3800

? Los Angeles County Fire Department (323) 881-2455

Only the fire department can authorize a school to go off fire watch. Schools will need to save and document all contacts with the fire department to ensure that they abided by the Fire Code.

4. Food Service - The food service staff or vendor may not be able to heat food without electricity. If the loss of power is expected to last through Nutrition or Lunch or other meals provided at school, immediately contact your Operations Coordinator. In a prolonged power outage, specific provisions must be made to provide student meals.

Loss of Communications Procedures

Schools regularly communicate with staff, parents, and other schools/offices using a variety of methods. Backup methods of communicating must be identified for each system in case a system is not functioning. Communications systems may be inoperable or have intermittent service due to an issue that impacts only that system, result from an emergency or disaster that causes an outage of communications, or due to system overload when too many people try to use a system following a disaster. During some types of large emergencies/disasters, multiple communications systems may be down or unreliable.

A best practice is to always send important communications by multiple methods (for example a voice message and a text or a newsletter that is emailed to parents and a hard copy sent home with students). It is essential to use multiple communications methods during a disaster to increase the chances that critical information is successfully received. The table below identifies some methods of communications commonly used by schools and which can be incorporated in a school's plan for loss of communication. During a disaster, phone line and other communications systems use should be limited to essential information to minimize system congestion. Internet service and other data storage systems may also be unavailable during a disaster. Schools should maintain a list of key contacts downloaded onto devices and multiple copies of printed contact lists in the School Emergency Response Box.

Additional considerations for communications methods:

1. Phone Systems - School PBX phone systems have a battery back-up because they run on computers. This allows the phones to operate without electricity. In addition, each school has a fax machine on a separate, direct, outside line that does not go through the PBX. If the PBX system fails, the fax line will still work, and schools should keep a single-line phone handset that can be plugged into this line during a loss of power or loss of phone lines. In the event of a major disaster such as an earthquake, these phone lines have been listed with the phone company as "essential service lines" and will be restored first.

If a school must relocate off campus during an emergency, it can forward the main school number to an administrator's cell phone if possible. This will allow the school to still receive incoming calls from the school's landline phone.

Some schools may have telephones that operate using Voice Over Internet Protocol (VOIP) systems. These phones, and other equipment that uses VOIP, may not function during a loss of internet service.

2. School Two-Way Radios - Each school has a two-way radio system that allows the school to communicate with people on that campus, a neighboring campus, and directly or indirectly with School Police. Systemwide failure of the radio network is possible, but unlikely. The radios will still operate during a power outage or when phone systems are down. As long as the radio batteries are charged and working, schools will be able to communicate within their campus. Schools should keep extra radio batteries, a spare radio charger and a portable power pack with the school's emergency equipment.

Plan for a Loss of Water:

Toilets: There are chemical toilets available.

Drinking Water: Alternative drinking water is available, needs chlorine and tube.

Food Service: There are food supplies for approximately three days.

Fire Suppression System (if applicable): Fire extinguishers are available.

Plan for a Loss of Electricity:

Ventilation: Flashlights and emergency lighting is available in storage sheds. Electric Lights: We have a working generator to use in absence of electricity.

Plan for a Loss of Natural Gas:

Food Service: Food provided will not need to be cooked.

Plan for a Loss of Communication:

Telephone Service: There is an ample amount of staff that carry cell phones for use including the administrative team.

Intercom: The Public Announcement System and the automated communications platform will be used during and after an emergency

Motor Vehicle Crash

This procedure addresses a motor vehicle crash on or near school property.

1. The Executive Administrator or designee acts as the Incident Commander, activates the Incident Command Team, and initiates appropriate emergency functions, which may include Drop, Cover and Hold On, Shelter in Place, Evacuate Building or Relocation.
2. If the Incident Commander issues the evacuate building action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.
4. The Incident Commander will call 911 and provide the exact location (e.g., building or area) and nature of emergency.

5. If on school property, the Security/Utilities Team will secure the crash area to prevent unauthorized access. If the crash results in a fuel or chemical spill on school property, refer to the section on Biochemical/Hazardous Material).
6. If needed, the Fire Suppression/HazMat Team should suppress small fires with extinguishers for the protection of students and staff as it is safe to do so, until the Fire Department arrives.
7. The Triage Team will check for injuries and provide appropriate medical assistance.
8. The Incident Commander will notify the Chief of Operations and/or School Operations Coordinator of the incident.
9. Any affected areas will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the Incident Commander issues authorization to reopen. Notify Cal OES if it is a fuel or chemical spill and whether there has been building or site damage.
10. The School Site Crisis Team will convene onsite and begin the process of counseling and recovery as appropriate.
11. If it is unsafe to remain on campus, the Incident Commander will initiate an off-site relocation.
12. The Incident Commander will notify and update parents via the automated communications platform.
13. The Incident Commander will direct the Planning and Intelligence Team Leader to document the incident using the organization's required forms.
14. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

Pandemic

A Public Health emergency involves an infectious disease outbreak or a pandemic which requires a large-scale emergency need for medical health care services. A pandemic is the worldwide spread of a new disease, according to the World Health Organization. A pandemic occurs when a new virus emerges for which there is little or no immunity in the human population, begins to cause serious illness, and then spreads easily person-to-person worldwide. A Public Health emergency is often due to an influenza outbreak or other infectious disease that affects a school community. These incidents can also be more local and contained such as a suspected tuberculosis or measles outbreak at a school.

During a large-scale Public Health emergency, the school will mobilize designated staff for a uniform, systemic, and comprehensive response. Both school and local level Operations staff will serve a critical role in gathering and dissemination information and supporting schools. The Los Angeles County Public Health Officer has authority in matters related to a disease outbreak or other Public Health crises and will work cooperatively with the Health Officer to prevent, mitigate, and respond to cases. The Health Officer and Public Health disease control specialists will evaluate the local situation and determine actions necessary to control the disease outbreak in schools and in the community. Health Officer Orders, guidelines and instructions will be continually revised and updated as the outbreak is tracked in the county. Illness may spread rapidly or slowly, may vary among communities locally, nationally, and worldwide, and the outbreak may persist over several months or even years.

During Public Health emergencies, schools will be faced with parents, teachers, and staff who are concerned about the health and safety of students. Experience has shown that Public Health emergencies can create a great deal of anxiety and misinformation. Specific details and updates including mitigation efforts and County orders will be provided on an ongoing basis as events evolve and directives change. It is imperative that the most updated information be sought and implemented. These will be shared through multiple means, including email, the automated communications platform, official YPICS social media, virtual town halls, or other forums.

In a disease outbreak or pandemic, information materials may include:

- ? Letters to parents, teachers, and staff with instructions and risk communication information as issued by the Public Health Department's Health Officer.
- ? Brochures, infographics, and other informational materials.
- ? Frequently Asked Questions (FAQs).
- ? School webpages, maintained with links and updated information as knowledge evolves about the pandemic.

Additional Considerations

The following can facilitate the prevention and/or mitigation of outbreaks/pandemics.

Health Education Messages. Health education materials are critical because the impact and spread of a virus can be reduced or eliminated by training and education. Health education will also mitigate fear and reduce behavior or actions that will be disruptive to school activities. Education is also important as knowledge and mitigation strategies can change when dealing with a novel virus. As knowledge evolves, schools must ensure proper updates are followed and shared. Everyone at school should follow and help reinforce safe and healthy hygiene practices with students and the rest of their school community.

Alternative Use of District Buildings: School administrators and employees shall be aware that the LACDPH or other government entity may ask to use schools as Points of Distribution (PODs) in response to an outbreak. They may use a large room, such as the gym, to vaccinate or distribute medication to the community or they may use a school parking lot to distribute food or other basic necessities. In the event that LACDPH asks to use schools as PODs, OEM and the Local District will work with site administration at selected sites to coordinate the activity. The Superintendent may also decide to use our own facilities to provide similar services to our school families and community.

Additional Responsibility of School Administrators: Administrators should prepare to facilitate the following, depending on the nature and scale of an outbreak/pandemic:

? Collection and submission of data on the numbers of students who are ill with a given disease.

? Visitation by LACDPH, which may visit schools to observe the implementation of Health Officer Orders and guidelines.

The may use its emergency reporting platform, School Emergency Status Report (SESR) or other resources to help track and report staff and student attendance or other metrics. Schools must adhere to any temporary changes in attendance recording protocols to ensure proper reporting. During a pandemic, these systems can be used to help determine absenteeism rates and inform decisions made by the District or Public Health Officer to strengthen, implement, maintain, or forecast protective measures.

Unlawful Demonstration or Walkout

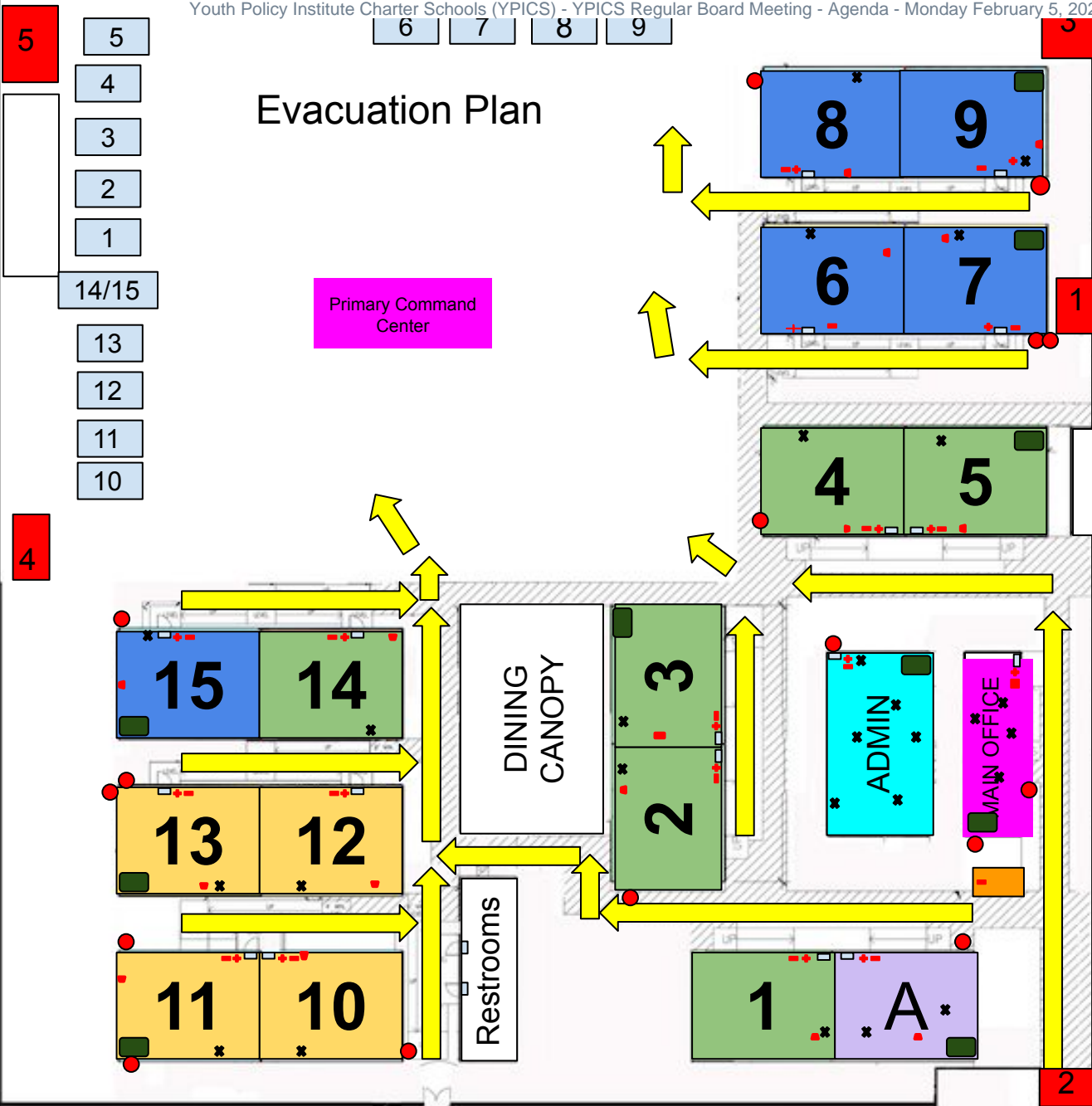
A Demonstration/Walkout is any assemblage on or off campus by staff or students for the purpose of protest or demonstration. A demonstration or walkout that occurs without appropriate approvals is considered unauthorized and may be unlawful. Students are sometimes encouraged by protesters (in person or via social media) to participate in a demonstration as it passes by a school. Information is available in BUL-6320.2 Procedures for Handling Disturbances or Demonstrations on or Adjacent to School Sites.

Demonstration/Walkout Procedures:

1. Upon indication that a demonstration or walkout is about to begin, personnel should immediately notify the Executive Administrator.
2. The Executive Administrator or designee becomes the Incident Commander, activates the school ICS Team, and initiates the appropriate emergency function, which may include a modified Lockdown.
3. The Incident Commander will notify the Chief Operations Officer (COO), and if necessary, local law enforcement to request assistance and will provide the exact location and nature of emergency.
4. The Incident Commander will notify the Operations Coordinator of the incident.

Emergency Evacuation Map

Temple



LEGEND

- Main evacuation route -
- Entrances -
- Tool storage -
- Camera Locations -
- Network Hub -
- Telephones -
- Door -
- Fire Alarm Lever -
- Fire Extinguisher -
- First Aid / Emergency Supplies -
- Emergency Exits-
- Primary Command Center -
- Secondary Command Center -







Comprehensive School Safety Plan

2023-2024 School Year

School: Bert Corona Charter School
CDS Code: 19647330106872
District: Bert Corona Charter School
Address: 9400 Remick Ave
 Pacoima
Date of Adoption: 09/01/2017
Date of Update: 02/01/2024
Date of Review:
 - with Staff 01/24/2024
 - with Law Enforcement 09/01/2019
 - with Fire Authority 08/2020

Approved by:

Name	Title	Signature	Date
Dr. Myers	Executive Administrator		1/24/24
Mr. Daniel Rios	Director of Operations		1/24/24
Ms. Mariana Myers	Coordinator of Instruction		1/24/24
Mr. Joseph Arreola	Coordinator of School Climate and Culture		1/24/24