

**Bert Corona Charter Middle  
Low Performing Student Block Grant Spending Plan  
2018-19**

**LOW PERFORMING STUDENTS BLOCK GRANT (LPSBG)**

**ENTITLEMENT: \$35,568 (\$1,976 per eligible student)**

**1. What is the official local educational agency (LEA) name?**

Bert Corona Charter Middle School

**2. What is the LEA County /District/School (CDS) Code?**

19 64733 0106872

**3. Is the LEA a charter school?**

Yes

**4. Enter information on the LEA's primary and secondary contacts for the administration of LPSBG funds in the text boxes below.**

Primary: Yvette King-Berg, Executive Director  
Phone: (818) 726-8883  
Email: [ykingberg@ypics.org](mailto:ykingberg@ypics.org)

Secondary: Ruben Duenas, Executive Administrator  
Phone: (818) 270-1340  
Email: [rduenas@coronacharter.org](mailto:rduenas@coronacharter.org)

**5. Does this LEA choose to accept LPSBG funding?**

Yes

**6. Use the textboxes below to report information on the LPSBG Plan. (California Education code (EC) Section 4157 (f) (1)-(2)).**

- a. **Summarize how the funds will be used to Increase or Improve evidence-based services for pupils identified pursuant to EC Section 41570 (d)** The low-Performing Students Block Grant (LPSBG) provides funds to support students who are identified as low-performing on state English language arts or mathematics assessments and who are not otherwise identified for supplemental grant funding under the Local Control Funding Formula (LCFF), or eligible for special education services. The **\$35,568** allocated through this grant is based on the number of students (3) who are not counted in with our unduplicated pupils of students with disabilities.

Bert Corona Charter School (BCCS) will help fund instructional lead teachers Stipends, partially fund the Director of Instruction Coordinator position. Additionally the lead teachers, the

<sup>1</sup><https://www.cde.ca.gov/fg/aa/ca/lpsbgltr.asp>

<sup>2</sup><https://www.cde.ca.gov/fg/aa/ca/lpsbgprginfo.asp#accordionfaq>

<sup>3</sup>[https://leginfo.legislature.ca.gov/faces/codes\\_displayText.xhtml?lawCode=EDC&division=3.&title=2.&part=24.&chapter=3.2.&article=7](https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=3.&title=2.&part=24.&chapter=3.2.&article=7)

Director of Instruction and the Executive Administrator will participate in intense instructional professional development focused on classroom management, rigor, coaching, and feedback with Relay Graduate School of Education (the Relay Graduate School of Education has also partnered with and provides PD for high achieving schools such as KIPP, Uncommon Schools, and Achieve First Schools). The Bert Corona Instructional team will participate in Relay California Instructional Leadership PD, which is an eleven-day program with other instructional teachers and leaders in Los Angeles during the 2019-2020 school year. The team will attend four days in the summer (July 16-19), and four intersessions PDs during the school year (September, November, January, and March). The full cost of these trainings is \$12,000 per person. We have grant funds to be able to support \$10,000 per person. We will use LPSBG and general funds to support the remaining \$2,000 cost per person.

- b. **How will the effectiveness of the evidence-based services be measured?** The effectiveness of these evidenced based services will be measured by an increase in student achievement on the Smarter Balanced Summative Assessments (SBAC) in ELA and math. In Addition, local measurements including the NWEA MAPs Assessments, Achieve Assessments, Alex Assessments, Illuminate Assessments and teacher observations will be used to measure the effectiveness of the professional development. Results should also yield increased reclassification numbers and systematic use of these best instructional practices.
- c. **How are services aligned with and described in the local educational agency’s local control and accountability plan?** The recommended services align with the Monseñor Oscar Romero Charter School Local Control Accountability Plan (LCAP) Priorities 1 and 2 to ensure that rigor is consistent in all classrooms and that students are provided high quality engaged instructional lessons and delivery to move the academic success of all students, through our universal design approach. Strong coaching and feedback will enhance common core standard instruction for all learners and in all classrooms. The Director of Instruction and Instructional Lead Teachers help to ensure that consistent support is provided to strengthen teacher practice and ultimately increase student outcomes in ELA and mathematics.
- d. **On What date was the LPSBG plan discussed and adopted at a regularly scheduled meeting of the governing board of the school district, county board of education, or the governing body of the charter school?** February 11, 2019.

## **Background**

“Governor Brown signed Assembly Bill 1808 into law on June 27, 2018. AB 1808 authorizes the allocation of a \$300 million Low-Performing Students Block Grant (LPSBG) in the 2018–19 fiscal year to provide California’s low-performing students with additional supports to increase their academic achievement as defined in the California *Education Code (EC)*, Section 41570(d).”<sup>1</sup>

“California *Education Code (EC)* Section 41570(f)(1) requires, as a condition of receiving LPSBG funds, an eligible school district, COE, or charter school to:

- Develop a plan describing how the funds will increase or improve evidence-based services for the pupils identified in *EC* Section 41570(d) to accelerate increases in academic achievement, and how the effectiveness of services will be measured.

<sup>1</sup><https://www.cde.ca.gov/fg/aa/ca/lpsbgltr.asp>

<sup>2</sup><https://www.cde.ca.gov/fg/aa/ca/lpsbgprginfo.asp#accordionfaq>

<sup>3</sup>[https://leginfo.legislature.ca.gov/faces/codes\\_displayText.xhtml?lawCode=EDC&division=3.&title=2.&part=24.&chapter=3.2.&article=7](https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=3.&title=2.&part=24.&chapter=3.2.&article=7)

- The plan shall include information regarding how the services align with and are described in the school district's local control and accountability plan (LCAP), pursuant to EC Section 52060 the county superintendent's LCAP, pursuant to EC Section 52066; or the charter school's LCAP, pursuant to EC sections 47605; 47605.6 and 47606.5.
- In order to ensure community and stakeholder input, the plan shall be discussed and adopted at a regularly scheduled meeting by the governing board of the school district, county board of education, or governing body of the charter school.

Funds are available for expenditure or encumbrance during FYs 2018–19, 2019–20, and 2020–21.

**Required Report Number One:** On or before **March 1, 2019**, the LEA is required to report to the State Superintendent regarding the adopted plan to use the grant funds to increase the academic performance of pupils identified, pursuant to EC Section 41570(d)

**Required Report Number Two:** On or before **November 1, 2021**, all eligible LEAs *that have accepted LPSBG funds* are required to report to the State Superintendent regarding the implementation of the plan, the strategies used, and whether those strategies increased the academic performance of the pupils identified, pursuant to EC Section 41570(d).<sup>2</sup>

### **Funding**

The estimated amount of funds to be received is: **\$35,568**.

### **Per Ed Code Section 41570 the pupils identified for the funding are defined by the following:**

1. "The Superintendent shall allocate an equal amount per pupil during the 2018–19 fiscal year to school districts, county offices of education, and charter schools for pupils meeting all of the following criteria:
  - (1) The pupil does not meet academic achievement standards based on the most recently available results of the California Assessment of Student Performance and Progress, established by Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 of Division 4, in any of the following ways:
    - (A) The pupil does not meet the achievement standard, also referred to as "level 1," in both English language arts and mathematics.
    - (B) The pupil does not meet the achievement standard, also referred to as "level 1," in either English language arts or mathematics, and nearly meets the achievement standard, also referred to as "level 2," in the other subject.
    - (C) The pupil does not meet the achievement standard, also referred to as "level 1," in either English language arts or mathematics, and does not have a valid score for the other subject.
  - (2) The pupil is not an unduplicated pupil, as defined in Section 42238.02, for the same school year used as the basis for the performance results.
  - (3) The pupil is not a pupil identified for special education services pursuant to the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.), for the same school year used as the basis for the performance results."<sup>3</sup>

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<sup>2</sup><https://www.cde.ca.gov/fg/aa/ca/lpsbgprginfo.asp#accordionfaq>

<sup>3</sup>[https://leginfo.legislature.ca.gov/faces/codes\\_displayText.xhtml?lawCode=EDC&division=3.&title=2.&part=24.&chapter=3.2.&article=7](https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=3.&title=2.&part=24.&chapter=3.2.&article=7)