



LCAP Federal Addendum System

Bert Corona Charter High
(19647330132126)

Submission Dashboard

Status: Approved

All your sections have been approved by CDE reviewers! You are now finished with this submission system.

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[Edit LEA Contact](#)

Instructions, Strategy, and Alignment

Status: Approved

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Title I, Part A

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Title I, Part A, Educator Equity

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Title II, Part A

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Title III, Part A

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LCAP Federal Addendum System

Instructions, Strategy, and Alignment

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the Every Student Succeeds Act (ESSA).

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The LEA must address the Strategy and Alignment prompts provided below. Please describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Response from Bert Corona Charter High:

Means to Achieve Mission and Vision

The innovative educational plan of Bert Corona Charter High School's (BCCHS) provides students with a rigorous CCSS based college preparatory program in order to prepare them to succeed in the real-world through Linked Learning, which includes project-based learning (PBL), and other student-designed service-learning opportunities that integrate the academic and technical components of the model. This approach at BCCHS targeted population will provide a real-world context for learning, which in turn will motivate and inspire at-risk students to apply what they have learned to solve problems. Wraparound support, through grants that are being sought, will be provided so that students succeed in this challenging program of study.

BCCHS recognizes and supports the importance of utilizing research-based instructional practices to promote student achievement. In order to address how learning best occurs, and how to support social-emotional learning faculty will be provided professional development and support in the following areas:

- Design standards-based instruction (using the principles of backward design) to support universal access for all students
- Align appropriate assessments to the CCSS
- Implement instructional activities that are aligned to standards and reflect research-based best practices to support all students, including special attention to students with disabilities & ELs
- Positive Behavior Intervention Support (PBIS) Strategies (& Classroom Management)
- Rigor (Thinking rich classrooms)
- SFA program (SFA) to support ELs
- PBL
- Mathematics Instruction

Teachers will incorporate instructional strategies detailed in Classroom Instruction that Works, by Marzano, Pickering, and Pollock. In addition to using the Marzano's observation and self-assessment instruments:

- iObservation—An online system for leaders and teachers that manages walkthroughs, observations, feedback, reporting, and professional development. It is also a system where teachers can engage in self-assessment and direct their own professional development based on Robert Marzano's Framework for Teaching.
- Professional development will be provided to teachers in the use of all teaching protocols, iObservation, and evaluation systems, setting of benchmarks, methodology and annual growth plans.

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Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Response from Bert Corona Charter High:

Federal funds are used by BCCHS to provide student support through intervention, build School Climate and Culture, teacher professional development, SFA Program training, and supplies.

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

[Describe alignment here.]

The use of federal funds is consistent and in alignment with the goals in our LCAP and charter petition. BCCHS is committed to serving all students so that they grow, achieve and thrive academically. The Charter School's program includes differentiated instruction, acceleration, and rigor, which will focus on thinking rich classrooms. BCCHS educators believe it is essential to take a multilayered approach to meet the needs of its diverse population. First, the Charter School will address the social and emotional needs of all students. Second, gifted and high achieving students will be provided with rigor and thinking rich classrooms to differentiate instruction and accelerate learning. Third, students who are on grade level and approaching proficiency will be targeted in the critical instructional areas that will support them to advance in all areas. Finally, students struggling with basic skills will be targeted for

support by a wide range of experts including school administrators, coordinators, resources specialists, school counselor, and classroom teachers.

As part of the curriculum design process, research-based instructional strategies for increasing student achievement will be embedded into the daily culture of the classroom. A focus on social-emotional learning through the use of PBIS strategies and the support of a School Climate and Culture Coordinator (SCCC) will support meeting the needs of the whole child. This alignment is also connected in "Classroom Instruction that Works" (Marzano, Pickering, and Pollock) will be utilized by teachers in their classrooms. These researchers have compiled teaching practices and strategies that "have a high probability of enhancing student achievement for all students in all subject areas at all grade levels" (Marzano, Pickering, Pollock, 2001). Teachers will be challenged to examine the three elements of effective pedagogy: Instructional Strategies, Management Techniques, and Curriculum Design.

APPROVED BY CDE

Instructions, Strategy, and Alignment Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name	Yvette King-Berg
Contact Phone	8187268883
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Contact Email	ykingberg@ypics.org



LCAP Federal Addendum System

Title I, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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To address these provisions, provide a narrative addressing each provision in the appropriate field below:

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Response from Bert Corona Charter High:

N/A

APPROVED BY CDE

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

Response from Bert Corona Charter High:

BCCHS holds ongoing meetings throughout the year to engage parents. One of these meetings takes place in the Fall and is our annual meeting to inform parents of the school's participation in Title 1 and the requirements of a Title 1 school. Meetings are held both in the AM and PM to increase parent participation. Parents receive timely information about academic progress (every five weeks), assessments, curriculum, and are informed of schoolwide initiatives for the year. BCCHS reviews the Parent/School Agreement and endeavors to ensure frequent, meaningful communication by addressing any questions or concerns about the Parent/Agreement or school policies. Parents have two, one in the Fall and one in the Spring, individual parent conference appointments with teachers to ensure that they are an active part of their child's academic program. The Charter School's Director of Operations Administrator (DOA) serves as the full-time liaison between parents and the school.

The school opened in August of 2015. The Family Engagement Policy was created in collaboration with founding parents, staff, & community members and ratified by our school board in the same year. Annually, the School Advisory Council reviews the policy to include any additional federal or state legislation regarding parent engagement. The policy is included in the Student/Family Handbook, which is distributed during orientations each year and provided on the school's website.

BCCHS provides administrators, teachers, instructional support personnel, and staff parents as partners training during each summer training institute. Parents survey data which solicits parent feedback on topics such as parent inclusion, implementation, and coordination of parent programs, and how to build better ties between the parents and school is included as part of the training materials. Additionally, the school has a monthly Café con Los Directores meeting with provides parents direct access to share celebrations or concerns.

Effective parent and family engagement begins with bilingual orientations for new students and their families. Once a student has enrolled in the school, parents and families are invited to monthly family nights, which include topics such as literacy, math, college preparedness, financial literacy, Illuminate Trainings etc. In addition, the school communicates with students' families through various forms of bilingual outreach, including regular newsletters and phone calls home, and parents and families have access to their students' academic information via a parent portal in Illuminate, our student information system. Parents and families are also invited to

engage in the school and participate in school decision-making via the school site council, English Learner Advisory Council, and volunteer program. All meetings and materials, including student progress reports, are provided in both English and the home language. Meetings are held in accessible facilities to ensure that individuals with disabilities are able to participate.

Finally, the school has worked with LAPD to host Days of Dialogue to provide parents with drug and gang awareness and to encourage families to remain involved in their kids lives at the high school level. Additionally, the school has partnered with EL Nido, a non-profit organization that provides family counseling for youth at risk, which is part of the LA City's Gear Up program.

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Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Response from Bert Corona Charter High:

BCCHS is a Schoolwide Program, teachers, paraprofessionals, Directors, Administrators, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan that includes the following:

- Instruction by highly qualified teachers and strategies to attract and keep such teachers.
- Exceptional quality and ongoing professional development for teachers, administrators, coordinators, paraprofessionals, and if appropriate, pupil services personnel, parents, and other staff.
- Effective methods and instructional strategies based on scientifically- based research.
- Provide enriched and accelerated curriculum
- Proven strategies that address the needs of historically underserved students, low achieving students, and those at risk of not meeting state standards
- Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.

- Increase the amount and quality of student learning time.
- BCCHS develops a budget to enhance student learning with Title 1 expenses to supplement classroom instruction with vigorous resources and instructional materials.

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Address the ESSA provision:

SWP: Describe SWP here, if SWP does not exist type "N/A"

TAS: Describe TAS program here, if TAS program does not exist type "N/A"

Neglected or delinquent: Describe the educational services for neglected or delinquent children, if a Title I, Part A neglected or delinquent reservation does not exist type "N/A"

Save All and Continue

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

Response from Bert Corona Charter High:

N/A

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Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

Response from Bert Corona Charter High:

BCCHS works closely to ensure services to students identified as homeless are

served. Parents of homeless students are informed of the extensive range of educational opportunities available to their children. BCCHS shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notify parents that the school is free to enroll and provide services for all students, and provides a District standard contact number for access to additional information regarding enrollment.

BCCHS' Homeless Education Policy specifies our agreement to guarantee all homeless students will receive a free appropriate public education and are given opportunity to succeed in school, consistent with the McKinney-Vento Homeless Assistance Act and requirements of submitting the Consolidated Application for accessing federal categorical funding. The Charter School will make sure that children and youth who are homeless are free from discrimination, segregation, and harassment.

BCCHS has a Homeless liaison to coordinate activities with other agencies and to safeguard those homeless children are enrolled and have full and equal opportunity to succeed in school. BCCHS staff is aware of the homeless liaison's responsibility. The Charter School will offer school stability, immediate enrollment, and enable the student to participate in extracurricular activities.

If a dispute arises over an issue covered in the Homeless Education policy, the student experiencing homelessness will be admitted immediately to BCCHS pending final resolution of the conflict. The homeless student will have the right to access all appropriate educational services, transportation, free meals, and Title 1, Part A, services while the dispute is pending.

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

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Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services

provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Response from Bert Corona Charter High:

N/A

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Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- A. through coordination with institutions of higher education, employers, and other local partners; and
- B. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

Response from Bert Corona Charter High:

BCCHS has relationships with local universities, such as LA Mission College, UCLA, USC, California State University's, other community organizations, and involvement of all stakeholders. The Charter's high school students have the opportunity to take ongoing field trips to the universities listed above and others. Students also have the opportunity to present their presentations of learning year-end projects at one of the university partnerships. Parents are invited to participate in a myriad of parent workshops regarding PSAT, SAT, ACT, financial aid, college visits, etc. during the fall and spring semesters. Students and parents have access to high school academic guidance and social-emotional counselors on campus. Students have access to early College, concurrent enrollment, through the Media Arts Career Technical Education pathway partnership, as a result of the Career Technical Incentive Grant with LA Mission College, which allows students to participate in a Media Arts Certification Program. Additionally, students take college general education courses on the high school campus. One half of the Class of 2019 graduated with more than a semester worth of college credit. YPI Charter School teachers are provided professional development bi-monthly to meet in vertical teams with middle and high school teachers to strengthen the instruction 5-12.

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Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- A. assist schools in identifying and serving gifted and talented students; and
- B. assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Response from Bert Corona Charter High:

N/A

APPROVED BY CDE

Title I, Part A Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

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Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233



LCAP Federal Addendum System

Title I, Part A, Educator Equity

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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To address these provisions, provide a narrative addressing each provision in the appropriate field below:

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Response from Bert Corona Charter High:

N/A

APPROVED BY CDE

Title I, Part A, Educator Equity Contact

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LCAP Federal Addendum System

Title II, Part A

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Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

Response from Bert Corona Charter High:

The use of Whetstone, an online platform system (aligned to GBF) for leaders and teachers, which manages walkthroughs, observations, feedback, reporting, data-driven instruction and professional development. Additionally, Whetstone will allow the Instructional Leadership Team to see real-time data on observation frequency, action steps, and teacher coaching trends.

Professional development will be provided to teachers in the use of all teaching protocols, setting of benchmarks, methodology and annual Get Better Faster Teacher Development growth plans. Professional development will focus on training for collective and differentiated skills gaps and creating action plans for follow-up. Supervise and Support Effective Teachers in Every Classroom-Teachers will have weekly coaching observations by an instructional lead (Executive Administrator, Mentor Teacher, or Lead Teacher) who will provide bite-sized, actionable, and observable feedback that can be accomplished in a week. The Executive Administrator will facilitate weekly data meetings to drive instruction and results.

The Relay Graduation School of Education focuses on two elements of instructional Leadership:

Data Driven Instruction, which focuses on school-wide systems for collecting and analyzing student work to ensure that all students meet rigorous expectations

Observation and Feedback, which guides leaders to help teachers grow to their full potential by building a schedule that supports frequent classroom observations and focused feedback meetings. The program is delivered in 15 professional development sessions spaced over a school year. Each session builds on the previous to deepen observers' skills and effectiveness. Topics include:

Get better Faster Teacher Development Scope and Sequence - Teacher actions

Observation and Feedback Protocols- Leader and Coach actions

Inter-rater reliability for observers-Leader and Coach actions

Constructing effective feedback-Leader and Coach Actions

Weekly Data Meeting Leader Moves and Actions

Analyzing data on teacher practice for trends and patterns- Teacher, Leader, and Coach actions

Collecting data to convene collegial conversation- Teacher, Leader, and Coach actions

Connecting teacher practice to student achievement- Teacher, Leader, and Coach actions

Bert Corona Charter High School utilizes a variety of assessment tools in evaluating student achievement of stated objectives across all disciplines. Among the assessments used are teachers' assessments of student work and mastery of applicable standards and other learning objectives, student work portfolios, teacher observation, and conferencing with students.

Technology in the classroom

Technology in the classroom including, but not limited to i-Ready in ELA, Mathematics, SFA, Achieve3000 and other programs listed below

As noted in Bert Corona Charter High School 2019-20 LCAP on it is our goal to, provide our students with chrome books 1 to 1 ratio”. With increased access to computers in every classroom, more time is being devoted to online tools designed to precisely target standard alignment in both reading and writing. Programs such as open-source programs such as i-Ready, Achieve3000, SFA as well as licensed software as presented above Bert Corona Charter School students’ innovative ways of reaching standard mastery.

The cooperative learning process is designed to ensure that English Language students are able to progress at a faster rate than in a non-collaborative environment. Groups are strategically selected for mixed ability, allowing leaders to assist students who struggle. The group work process allows for processing time (wait time) as well as removes the pressure while maintaining accountability by preparing all members of the group to be the possible “random reporter”, responsible for communicating the groups findings to the class. The preparation time allows EL students to safely rehearse their response rather than not respond or participate in the process entirely, as happens often in the non-collaborative classroom.

Teachers are also trained through Professional Development and coaching to support EL and whole-class learning through the use of SDAIE strategies, as defined in the Bert Corona Charter School English Learner Plan

APPROVED BY CDE

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Response from Bert Corona Charter High:

The Charter School has developed and implemented initiatives to assist in recruiting, hiring, and retaining new teachers. BCCHS has been able to use LCFF Supplemental and Concentration Grant funds to maintain class size to 30 or less per middle school teacher. BCCHS ensures that teachers receive PD and training based on their needs. PD aligns to our instructional initiatives (technology integration, PBL, Success For All,

PBIS (School Climate and Culture), EL development, and support for students with IEPs) understanding assessments and student tracking systems (NWEA maps and Illuminate) to better measure if students are meeting grade-level standards and to drive robust instructional decisions. The Charter School also offers suicide prevention and social-emotional services training for teachers. Paraprofessionals provide additional tutoring and support for students when needed.

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Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

Response from Bert Corona Charter High:

BCCS will access for student need, provide differentiated instruction, monitor student achievement, and revise application of teaching as needed. Targeted intervention and acceleration will be provided based on the analysis of formative & summative data. Additionally, targeted instruction will be provided to address specific student needs and gaps, focusing on skills needed to master grade-level content in language arts, mathematics, and ELD. Services for this support will take place during the instructional day and enable an extensive range of services from general education, special education teachers, support staff, and administration. 1) BCCS staff will provide prevention and intervention strategies. Students will be targeted by the use of all school assessments, teacher observation, parent input, SBAC, NWEA Map, and ELPAC. Teachers will modify instruction, target specific skills, provide small group instruction, and reach out for support services as needed. The School will use multiple assessments to monitor and inform instructional practices and decisions. 2) All identified struggling students will be provided a block of intensive MTSS intervention support during the day. A credentialed teacher will provide this support. Frequent progress monitoring and modifications will be provided based on data and outcomes. 3) Students who continue to struggle will be referred to the Coordination of Services Team. This team is composed of an administrator, classroom teacher, a special education representative to discuss the needs of a general education student who continues to struggle with academics or behavior. The team identifies areas of need and designs a plan to address the needs of the specific student. 4) A student who struggles over time will be referred to the Student Study Team (SST). The SST will hold a meeting to design a more intensive academic program and goals for academic

success. Students also receive assistance through the following services: • Small group and individualized instruction in all classrooms • After school tutoring • One to one computer-assisted learning • Individualized assistance from paraprofessionals • Parent workshops to support home-school activities and communication • Supplementary materials aligned with core programs for use in intersession and after-school programs.

Actionable feedback from CDE:

APPROVED BY CDE

Title II, Part A Contact

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LCAP Federal Addendum System

Title III, Part A

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Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Response from Bert Corona Charter High:

The Instructional School Leadership Program (ISL program) was designed to provide a strong and sustained support system for the school's leadership team. One of foci on the ISL program was Explicit Direct Instruction, an instructional practice that supports systematized teacher modeling of concepts, guided student practice, and high student-teacher interaction. BCCH has shifted used Success For All model of Cooperative Learning. Yearly SFA conferences take place for both administrators, teachers, and staff.

AUGUST: Workshop to expand the Success For All collaborative learning model

SEPTEMBER: English learner and SPED expectations and accommodations

OCTOBER: Confidentiality and Emergency Preparedness

NOVEMBER: BCCH Instructional Norms; professional development was centered around, learning objectives, warm-ups, exit tickets, data, thinking maps, depth of knowledge, SDAIE strategies

JANUARY: Focus on NWEA MAP and IReady Assessment beginning-of-year and middle-of-year data

MARCH: Use of the SBAC Interim Assessment Behavioral Intervention Plans, and Mental Health Awareness

APRIL: Success For All follow-up training, WASC Focus groups

MAY: Dashboard and LCAP

JUNE: SBAC Data, WASC Focus groups The school has committed its resources to ensure that all students learn to listen, speak, read, and write English.

The school provides a designated ELD Instructional program (Success For All) for every EL student to meet the linguistic and academic goals at their grade level and language learning needs. Professional Development for all certificated staff is aligned with the four interrelated principles at the foundation of the California EL Roadmap and other EL initiatives.

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Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Response from Bert Corona Charter High:

The Charter School will provide enhanced instructional opportunities to immigrant students and their families. BCCHS uses Immigrant funds on professional

development for teachers on best practices for Immigrant Students and supplemental materials. We engage stakeholders in developing goals and strategies through our Advisory Committees on addressing professional development, instructional strategies, and assessments to improve English Learner and Immigrant youth outcomes.

APPROVED BY CDE

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Response from Bert Corona Charter High:

BCCHS will continue to support our students through a multi-faceted approach to language development. SFA will be provided to ELs to support their acquisition to English. This includes new programs to be used as supplemental technology programs; such as, i-Ready that will provide individualized learning paths appropriate to each child's academic level. We will also continue to maintain our ELA/ELD Director of Instruction who will provide support and resources to teachers so that they can more effectively meet the needs of our EL students as they work through the rigorous CCSS. BCCHS, with the assistance of the Parent Coordinator/Director of Operations, will also provide parent education workshops focusing on how parents can help support their ELs at home. In conjunction with ELD, it is essential to provide our students with culturally responsive teaching that seeks to understand and offer materials that represent a wide array of cultures and experiences so that students see themselves in their learning experiences and build confidence in their possibilities as learners. Access through technology and expertise will develop and scaffold student learning connecting them to experiences outside of their community-universal access.

APPROVED BY CDE

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- A. achieving English proficiency based on the State's English language proficiency

- assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- B. meeting the challenging State academic standards.

Response from Bert Corona Charter High:

BCCHS monitors EL students through a robust formal and informal process. Students are measured by their growth on the State's English language assessments (EL PAC) along with a variety of other mechanisms during designated and integrated ELD. The measures include the following:

- Teacher observations, including but not limited to a review of the student's curriculum mastery and comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age. Examples may include one of the following:
 - o Local Assessments
 - o NWEA MAP Assessments (Reading)
 - o Publisher Assessments
 - o Smarter Balance Summative Assessment Results
- Teachers monitor the progress of EL students towards reclassification in a variety of ways.
 - o Discuss action steps for those students not meeting benchmarks
 - o Suggested intervention
 - o Implementation of intervention
 - o Notification to teachers and parents regarding intervention
 - o Annual monitoring of intervention and program effectiveness
 - o Provide appropriate and additional education services when needed and annually evaluate the effectiveness of such services (after-school tutoring, homework help, support in math, etc)
- Support of instructional program includes Counselor, Parent Coordinator, and other support professionals.
- Added Counselor to support student educational program and college and career assisting students to pursue their college preparation and goals.
- In addition to general implementation to all students, there will be an added focus on EL students gaining content knowledge. Success with subgroups will be measured by teacher lesson plans and tracking formative and benchmark assessment results; daily class schedule; class roster and continued use of Student Outcomes Strategies (SOS) in conducting quarterly reviews of data.

APPROVED BY CDE

Title III, Part A Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name	Yvette King-Berg
Contact Phone and Optional Extension	8187268883 Optional Extension
Contact Email	ykingberg@ypics.org

Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233



LCAP Federal Addendum System

Title IV, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

The CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, CDE staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- A. any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- B. if applicable, how funds will be used for activities related to supporting well-

- rounded education under Section 4107;
- C. if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
 - D. if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
 - E. the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

Response from Bert Corona Charter High:

As an English Learner Consortium BCCHS provides appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile and retells assessments. To build understanding and expertise above the needs of ELs and research-based practices, and to use the LCAP planning process to focus upon implementation and supporting those approaches

Also, partnership with LA Mission College provides an on-campus remedial Math and English course, advanced college courses, and support giving college ready opportunities. A further collaboration with agencies and organization offers ongoing access to our community. All ELs have full access to the curriculum, and the school assures meaningful movement and tracking towards English proficiency with a focus on closing gaps in academic achievement in all content standards.

BCCHS maintains high expectations for all students and to ensure students have equitable access to rigorous, well-rounded, standards-aligned curricula, and instructional technology to produce active 21st-century global citizens prepared for college and careers.

BCCHS engages students, parents, staff, and community to promote educational growth and provide safe and well-maintained facilities, positive learning climates, and instructional practices that support the academic, social, emotional, and physical needs of students.

BCCHS provides highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Administrative Team who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. The school provided technical support and resources for instructional staff to continuously monitor student

achievement through paper and online benchmark assessments, ELD Profile, SST meetings, and other assessments and protocols. Intervention services for students, including counseling, emotional, social support, after-school tutoring, and enrichment, are also part of the plan. Benchmarks for growth were established by the State on the CAASPP.

APPROVED BY CDE

Title IV, Part A Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name	Yvette King-Berg
Contact Phone and Optional Extension	8187268883 Optional Extension
Contact Email	ykingberg@ypics.org

Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233

Youth Policy Institute Charter Schools (YPICS)

Board Meeting

Date and Time

Monday June 17, 2019 at 6:00 PM PDT

Location

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

Meeting Call In Number: (605) 313-5086, Access# 1004153.

Board Members calling in from 17112 Minnehaha Street, Granada Hills, CA 91344; 501 S. Bixel Street, Los Angeles, CA 90017; 25024 Highspring Avenue, Newhall, CA 91321; 1625 W. Olympic Blvd., Los Angeles, CA 90015; 17037 Chatsworth Street, Granada Hills, California 91344.

Agenda

	Purpose	Presenter	Time
I. Opening Items			06:00 PM
A. Record Attendance and Guests		Yesenia Zubia	1 m
B. Call the Meeting to Order		Mary Keipp	
C. Flag Salute			1 m
D. Additions/Corrections to Agenda		Mary Keipp	1 m
E. Approval of May 28, 2019 Board Meeting Minutes	Approve Minutes	Mary Keipp	1 m
Approve minutes for Board Meeting on May 28, 2019			
II. Communications			06:04 PM
A. Presentations from the Public	FYI	Mary Keipp	5 m
Any persons present desiring to address the Board of Directors on any proper matter.			

The YPI Charter Public Schools ("Charter Schools") welcome your participation at the Charter Schools' Board meetings. The purpose of a public meeting of the Board of Directors ("Board") is to conduct the affairs of the Charter Schools in public. Your participation assures us of continuing community interest in our Charter Schools. To assist you in the case of speaking/participating in our meetings, the following guidelines are provided:

Agenda Items: No individual presentation shall be more than five (5) minutes and total time for this purpose shall not exceed thirty (30) minutes per agenda item.

Non-Agenda Items: No individual presentation shall be for more than three (3) minutes and total time shall not exceed fifteen (15) minutes.

When addressing the Board, speakers are requested to state their name and address from the podium and adhere to the time limits set forth.

Ordinarily, Board Members will not respond to presentations and no action can be taken. However, the board may give direction to staff following a presentation.

Any public records relating to an agenda item for an open session of the Board which are distributed to all of the Board members shall be available for public inspection 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.

Americans with Disabilities

YPI Charter Schools, Inc. 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 **06:09 PM**

A. Facilities Update	FYI	Ruben Duenas	5 m
This update is for all of the YPICS' schools.			
B. Bert Corona Executive Administrator Report	FYI	Ruben Duenas	5 m
C. Monsenor Oscar Romero Executive Administrator Report	FYI	Rene Quon	5 m
D. Bert Corona Charter High School Executive Administrator Report	FYI	Yolanda Fuentes	5 m
E. Executive Director's Report	FYI	Yvette King-Berg	5 m
F. YPICS BOARD OF DIRECTORS'S MEETINGS FOR 2019-2020	Discuss	Yvette King-Berg	5 m

IV. Consent Agenda Items **06:39 PM**

A. Background	FYI		
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	Vote	Yvette King-Berg	5 m
<ol style="list-style-type: none"> 1. Recommendation to approve 2019-2020 calendars 2. Recommendation to approve the ExED CAL PADS Contract 2019-2020 3. Recommendation to approve the ExED General Contract 2019-2020 4. Recommendation to approve YPICS Fiscal Policies and Procedures 5. Recommendation to approve 2019-2020 Homeless Education Policies for BCCS, MORCS and BCCHS 6. Recommendation to approve 2019-2020 Consolidated Application Certification of Assurances Statements & Application for Categorical Programs for BCCS, MORCS, BCCHS 7. Recommendation to approve E-Rate Consulting Renewal Proposal for FY 2019-2020 from Learning Tech.org 			

V. Items Scheduled For Action **06:44 PM**

A. Recommendation to approve the May 2019 YPICS Financials and Check Registers	Vote	Irina Castillo	10 m
B. Recommendation to approve 2019-2020 budgets for BCCS, MORCS, and BCCHS	Vote	Irina Castillo	10 m
C. Recommendation to approve 2019-2020 technology upgrades and software licenses	Vote	Yvette King-Berg	5 m
D. Recommendation to approve Education Protection Act spending Plans and Resolutions for 2019-2020	Vote	Irina Castillo	5 m
E. Recommendation to approve LCAP and ESSA Federal addendums for BCCS, MORCS, and BCCHS	Vote	Yvette King-Berg	5 m
Recommendation to approve 2019-2020 Local Control and Accountability Plans (LCAPs) and Local Control Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendums for BCCS, MORCS, and BCCHS			