



YPI CHARTER SCHOOLS

October 25, 2021

TO: YPI Charter Schools (YPICS)
Board of Directors

FROM: Yvette King-Berg
Executive Director

SUBJECT: Submission of Required Report Two for the Low-Performing Students Block Grant (LPSBG) for Bert Charter School, and Monseñor Oscar Romero Charter School

BACKGROUND

Governor Brown signed Assembly Bill 1808 into law on June 27, 2018. AB 1808 authorized 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).

The Low-Performing Students Block Grant was a compromise that was included in the 2018-19 State Budget after Assemblymember Shirley Weber (D-San Diego) authored a similar bill, Assembly Bill (AB) 2635. AB 2635 was sponsored by the California Charter Schools Association and a priority of the Legislative Black Caucus; it was intended to generate funds for ethnic student groups that were academically low-performing in the state. Because concerns were raised about targeting funds based on a student’s ethnicity, the enacted budget included the Low-Performing Students Block Grant with funds distributed based on a student’s performance on the CAASPP, regardless of ethnicity.

LEAs that received funds for LPSBG must now submit the “Required Report Number Two” for the LPSBG pursuant to *EC* Section 41570(f)(2) and must have spent or encumbered all LPSBG funds by June 30, 2021, pursuant to *EC* Section 41570(e).

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).

ANALYSIS

The LPSBG provided funds for local educational agencies (LEAs) serving students identified as low-performing on state English language arts or mathematics assessments, who are not otherwise identified for supplemental grant funding under the Local Control Funding Formula (LCFF), or eligible for special education services. Bert Corona Charter School (BCCS) and Monseñor Oscar Romero Charter School are the only YPI Charter schools that were eligible for LPSBG. BCCS and MORCS had LPSBG plans approved by the YPICS Board of Directors on February 18, 2019.

Bert Charter School: BCCS received **\$35,568** through this grant based on the number of students (18) who are not counted in with our unduplicated pupils or students with disabilities. Bert Corona Charter School used these funds for Relay PD and lead teacher stipends. BCCS Lead teachers, the Director of Instruction and the Executive Administrator participated in intense instructional professional development focused on classroom management, data-cycles, rigor, coaching, and feedback with Relay Graduate School of Education. The Relay strategies continue to be used by Bert Corona teachers and instructional leaders, helping the scholars increase academic outcomes, and growth as evidenced by the school's i-ready Final Diagnostic.

2020-2021 PROGRESS REPORT: Based on BCCS iReady data, there was a significant amount of growth last year, although the majority of our scholars were engaged solely in distance learning last year. While there are several ways to evaluate growth and progress in the iReady platform, the most effective way is to study the following: grade-level proficiency, typical growth analysis, and stretch growth analysis.

Based on iReady Final Diagnostics in both reading and math, the overall grade level proficiency increased over the course of the year. In August 2020, 9% of our students were proficient in math and 12% were proficient in reading. By the end of the school year, 21% were proficient in math (12% growth) and 27% were proficient in reading (15% growth).

Monseñor Oscar Romero Charter School: MORCS received **\$5,928** through this grant based on the number of students (5) who are not counted in with our unduplicated pupils or students with disabilities. Monseñor Oscar Romero Charter School used these funds toward professional development through Relay Graduate Intensive Instructional Training Session to maximize the capacity of educators to increase student achievement. The following Relay strategies; classroom management, data-cycle chats, rigor, coaching, and feedback continue to be used by Monseñor Oscar Romero Charter School teachers and instructional leaders. The PD continues to help teachers to have a greater classroom impact on increasing academic outcomes and growth, as evidenced by the school's iReady assessment scores.

The median MORCS student iReady reading growth score was 194% in 2019-2020 and 122% in 2020-2021. The median MORCS student iReady math growth score was 164% in 2019-2020 and 150% in 2020-2021. This Means that the majority of MORCS students in both school years grew more than one grade level in both reading and in math! Although the median growth in reading and math declined slightly from 2019-20 to 2020-21, it is important to note that both growth metrics remained above 100%, and that

the scores from 2020-21 were achieved after a year of full distance learning amidst the global pandemic.

These funds were designated to address the persistent achievement gap in California's public schools and to provide resources and evidence-based practices to initiate and sustain authentic systemic change. Attached are the "LPSBG Required Report Number Two" submissions for Bert Corona Charter School and Monseñor Oscar Romero Charter School.

RECOMMENDATION

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

Attachments: Low Performing Schools Grant Report 2