LCFF Budget Overview for Parents

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

CDS Code: 19647330132126

School Year: 2022-23

LEA contact information:

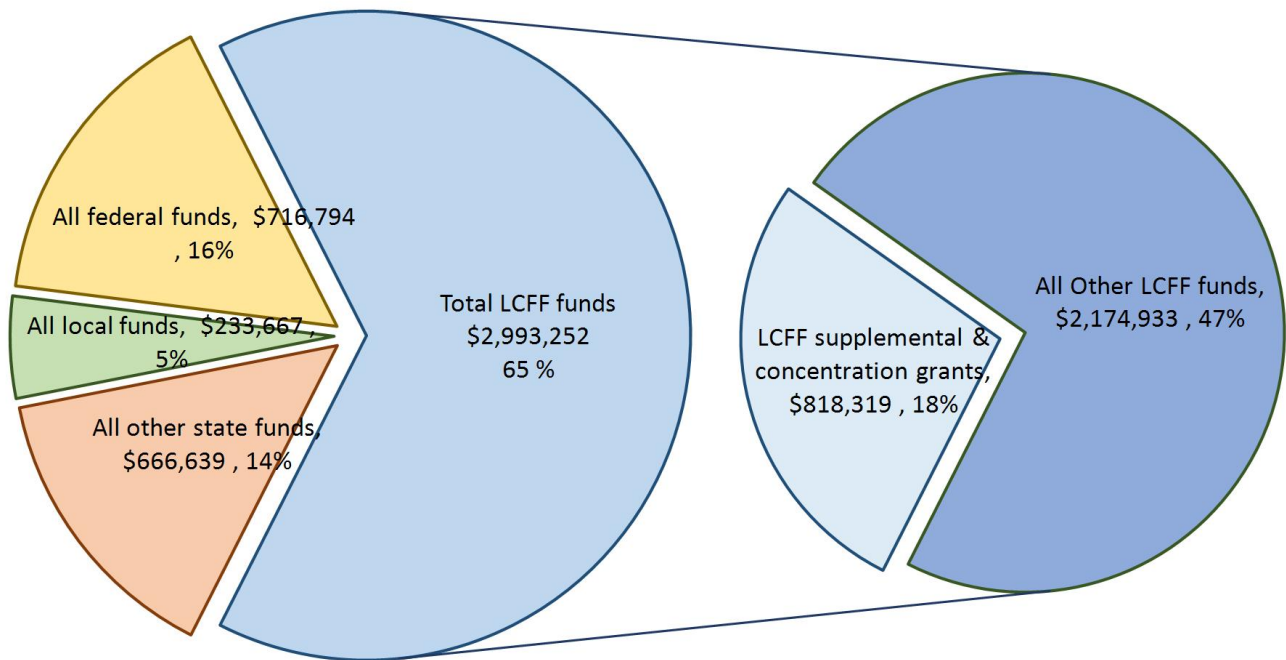Yvette King Berg

Executive Director

ykingberg@ypics.org

(818) 305-2791

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

Budget Overview for the 2022-23 School Year
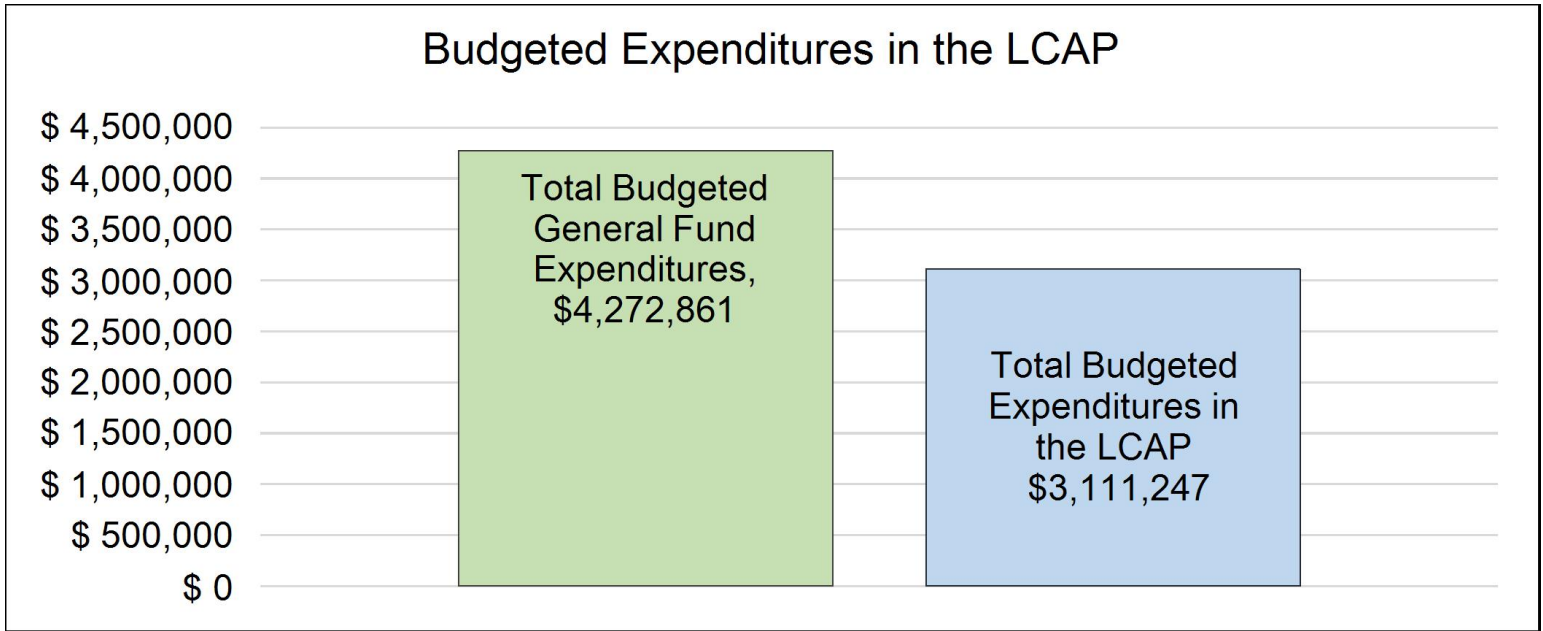

Projected Revenue by Fund Source

All federal funds, $716,794, 16%

All local funds, $233,667, 5%

All other state funds, $666,639, 14%

Total LCFF funds $2,993,252 65 %

LCFF supplemental & concentration grants, $818,319, 18%

All Other LCFF funds, $2,174,933, 47%

The text description for the above chart is as follows: The total revenue projected for Bert Corona Charter High School is $4,277,352, of which $2,993,252 is Local Control Funding Formula (LCFF), $666,639 is other state

funds, $233,667 is local funds, and $716,794 is federal funds. Of the $2,993,252 in LCFF Funds, $818,319 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $4,272,861

Total Budgeted Expenditures in the LCAP $3,111,247

This chart provides a quick summary of how much Bert Corona Charter High School plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Bert Corona Charter High School plans to spend $4,272,861 for the 2022-23 school year. Of that amount, $3,111,247 is tied to actions/services in the LCAP and $1,161,614 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
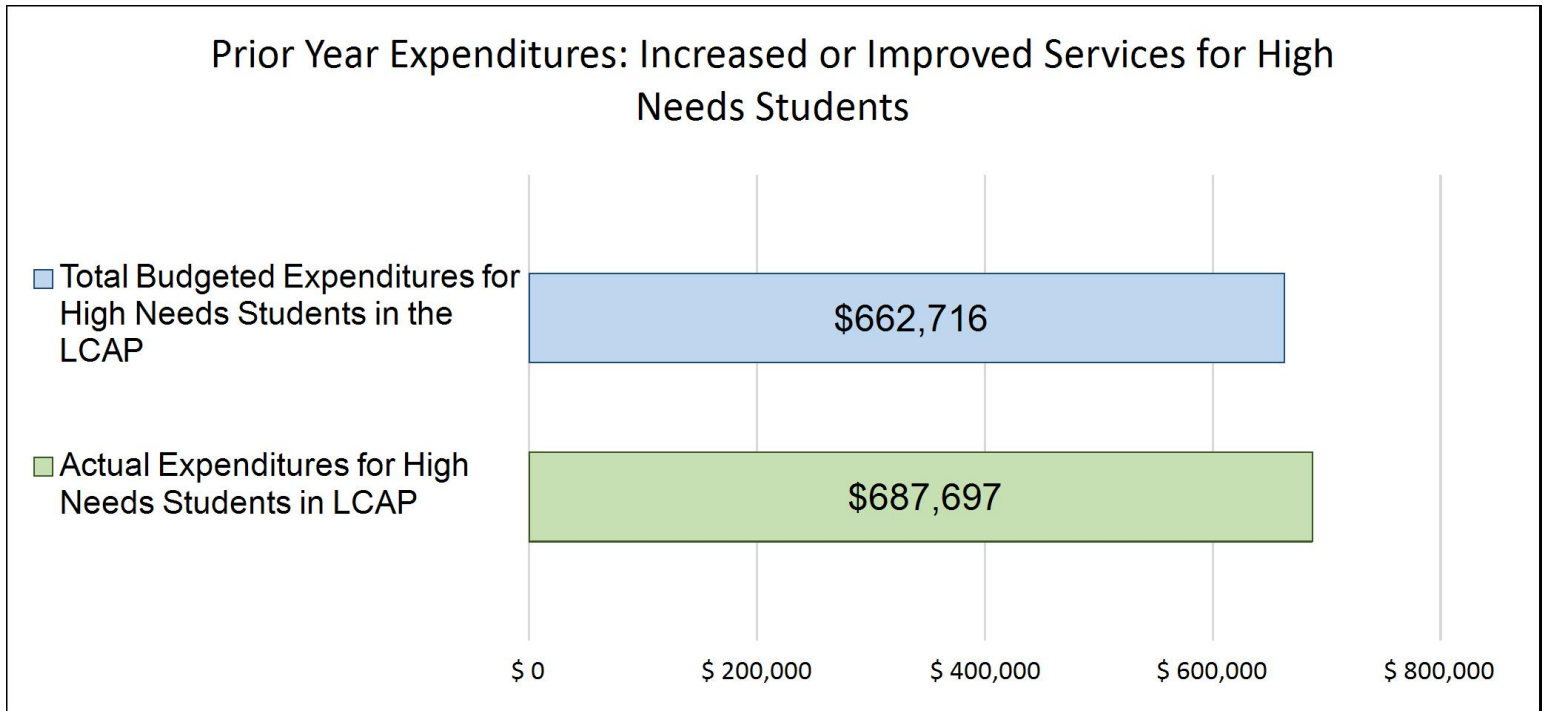
Funds not included in the LCAP consist of Child Nutrition, Special Education, Entitlement/Encroachment, Services & Other Operating Expenses, and Depreciation Expenses.

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Bert Corona Charter High School is projecting it will receive $818,319 based on the enrollment of foster youth, English learner, and low-income students. Bert Corona Charter High School must describe how it intends to increase or improve services for high needs students in the LCAP. Bert Corona Charter High School plans to spend $820,503 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22

Prior Year Expenditures: Increased or Improved Services for High Needs Students

Total Budgeted Expenditures for High Needs Students in the LCAP	$662,716
Actual Expenditures for High Needs Students in LCAP	$687,697

$ 0 $ 200,000 $ 400,000 $ 600,000 $ 800,000

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

The text description of the above chart is as follows: In 2021-22, Bert Corona Charter High School's LCAP budgeted $662,716 for planned actions to increase or improve services for high needs students. Bert Corona Charter High School actually spent $687,697 for actions to increase or improve services for high needs students in 2021-22.

Supplement to the Annual Update to the 2021–22 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)726-8883

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Additional funds not included in the 2021-22 Local Control and Accountability Plan (LCAP). Elementary & Secondary School Emergency Relief (ESSER) II; Elementary & Secondary School Emergency Relief (ESSER) III; Expanded Learning Opportunities Grant; 5.07% mega COLA applied to the LCFF base grants.

The Charter School developed a Task Force to respond to the needs of our community during the COVID-19 global pandemic. The Charter School sent out surveys and video recordings to staff, students and families to gather input on items that indicated the unique needs of our children specific to individual student needs. Information sent to parents was translated into Spanish and made available on several platforms, including Google, YouTube, Facebook, Instagram, Twitter, Remind, and SMORE Newsletters. Surveys were sent out to families through google, email, text messages to ensure families could access the content. In addition, staff was available at the Charter School for parents that preferred to meet in-person following social distancing norms outside of the building.

Teachers, school counselors, and support staff created personalized websites for students to access (Google Classroom). The Charter School has staff fluent in Spanish and regularly communicates with families through phone calls, text messaging, emails, and the Remind Communication Platform. Counselors and additional support staff were notified if a teacher, principal, or parent-reported a student experiencing any forms of anxiety. Classified and certificated staff continued locating and resolving lists of "unreachable" students to provide assistance and engage them in distance learning. Charter School staff continue to assist with technology needs for students experiencing homelessness, including providing iPads and WiFi Hotspots as needed to ensure full access to distance learning.

The following are aspects of the ESSER III Plan that stakeholders influenced
- Identify/revise essential standards for each grade/course;
- Ensure all students have access to grade-level essential standards;

- Identify students who need additional support to mitigate pupil-learning loss;
- Schedule additional instructional time for students experiencing pupil-learning loss;
- Provide students with mental health services and supports;
- Students were provided with ten additional school days;
- Offer students comprehensive afterschool programs;
- Ensure all students have access to summer learning or summer enrichment opportunities.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

The following actions are intended to increase the number of staff who provide direct services to students on school campus with an enrollment of students who are low-income, English learners, and foster youth that is greater than 55 percent.

- Provide in-person instruction and services stipends to maintain operations and continuity of services and continuing to employ existing staff;
- Students will receive additional, comprehensive after-school intervention during the 2021-2022 school year. These services will be provided by either staff of the Charter School or through an outside provider at the Charter School;
- The Charter School extended the number of instructional days students receive. Students will receive two extra instructional days during the 2021-2022 school year for a total of 182 instructional days;
- The Charter School uses i-Ready to measure student learning. Students will be prioritized for extended learning opportunities based on the results of NWEA data, classroom assessment data, and teacher observations;
- The goal of the Charter School is to enable all students to participate in extended learning opportunities.
- The Charter School will prioritize the following students for extended learning opportunities:
- Students with disabilities; Youth in foster care, Homeless youth; English learners; Students from low-income families;
- Students without access to the technology needed for distance learning; Disengaged students; Students with failing grades; Students at risk of dropping out; Students identified as needing social and mental health supports.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

The Executive Administrator shared the ELO-G plan with all stakeholders during the 2020-2021 school year. The YPICS Board approved the ELO-G plan of Directors on May 24, 2021. The Executive Administrator shared the ESSER III plan with all stakeholders during October. The YPICS Board approved the ESSER III plan of Directors on October 28, 2021.

The Charter School engage its educational partners on the use of one-time federal funds through the following:
- Council/Committee Meetings;
- School Site Council/ School Advisory Council Meetings;
- ELAC Meetings;
- Parent Conferences;
- Community Update Letters sent to all families of the Charter School;
- Videos featuring expanded learning opportunities;
- Newsletters sent home to families;
- Electronic messaging such as email, Google Classroom, text messages, Remind, SMORE Newsletters;
- Direct invitation and communication from classroom teachers.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Our children have witnessed the best and worst of humanity through the COVID-19 global pandemic and the impact of racial injustice on the nation. As a result, our Social-Emotional Support System Subgroup stakeholders felt our students needed to receive Anti-Bias & Anti-Racist Education woven into their daily instruction. As a result, staff participated in a Professional Development training focused on Anti-Bias & Anti-Racist Education (Equity). The Charter School will continue to provide Equity resources and training throughout the school year.

The Charter School will implement trauma-informed teaching and the tools and resources to move from a Learner Manager to a Learner.
- Empowered by incorporating welcoming/inclusion activities;
- Create learning teams and expectations;
- Use groups to get students talking; and Set goals together;
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards and to support student health needs.
- Professional development to address learning loss among students, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children in foster care, of the Charter School;
- Purchasing educational technology (including hardware, software, and connectivity) for students served by the Charter School that aids in regular and substantive academic interactions between students and their classroom teachers.

Consistent with the Charter School's plan for Safe Return to In-Person Instruction and Continuity of Services, the School will maintain the health and safety of students, educators, and other school and Charter School staff, and the extent to, which it has adopted policies, and a description of any such procedures, on each of the CDC's safety recommendations, including the universal and correct wearing of masks; modifying facilities to allow for physical distancing; handwashing and respiratory etiquette; cleaning and maintaining healthy facilities, including improving ventilation; contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments; diagnostic and screening testing; efforts to provide vaccinations to school communities; appropriate accommodations for children with disabilities concerning health and safety policies; and coordination with State and local health officials.

The Charter School will follow the California Department of Public Health (CDPH) released public health guidance for the 2021-22 school year that takes effect immediately, based on U.S. Centers for Disease Control and Prevention (CDC) updated recommendations.
Charter School will ensure the continuity of services, including but not limited to services to address students' academic needs and students' and staff social, emotional, mental health, and other conditions, which may include student health and food services." All families can contact the Executive Administrator of their child's school for questions about accessing meals, whether through distance learning or in-person. Charter School provides the public with an opportunity to provide comments and feedback and how The Charter School incorporated such input into the plan's development. Charter School developed a Reopening Committee in June 2020. The Reopening Committee consists of staff and parents. Our staff and parents have been involved in reopening plans throughout the school year to meet the needs of our students, and The Charter School used their feedback to develop COVID-19 safety plans and protocols. All parents have an opportunity to continue to provide input directly with staff and at parent meetings. Parents are welcome to send comments and feedback to ykingberg@ypics.org

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as

a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).*"

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

Prompt 3: "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary

School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Local Control Accountability Plan

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

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

Plan Summary [2022-23]

General Information

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

Bert Corona Charter High School (BCCH and/or BCCHS) a Youth Policy Institute Charter School (YPICS), serves 200 students In the San Fernando Valley area of Los Angeles County. Represented with 98% Latino, .1% Black or African American, 1% Asian. 12.19% English Learners, 27% Students with Disabilities, and 80% of our students are on Free and Reduced Lunch.

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

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

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

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

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

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

Reflections: Successes

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

The BCCH Petition was approved and renewed with no benchmarks by the Los Angeles Unified School District on September 25, 2019.

School Improvement Plans and Data Analysis Progress show the following:
 Verifiable Data

Verified Data Assessment Grade Levels Assessed   95% Participation Rate
(Met/Not Met)   Frequency of Administration of
Verified Data Assessment
1. NWEA MAPS (Reading) 11 Met 3x per school year
2. NWEA MAPS (Math) 11 Met 3x per school year

iReady provide iReady's Typical Growth Measure; NWEA provide Measures of Academic Progress; etc). For a complete list of growth reports, please review the following CDE document: November 2020 SBE Agenda Item 14 (pages 23-29). Based on the report(s), please provide the following:
a. School wide (if available) and disaggregated subgroup data.
      Fall '21:
https://drive.google.com/file/d/1yhzFIqVfm9qVA5M8YC4419OeLb1pev9o/view?usp=sharing

Winter '21:
https://drive.google.com/file/d/1UJKHfNAnqsbm3A3-jyIPc4PiSL4tsQxs/view?usp=sharing

Spring '22:
https://drive.google.com/file/d/1PMmsErDnfr7hR2t2nQDZ7g1toNcYJZr1/view?usp=sharing

The 11th grade cohort for 2021-2022 maintained or increased its participation percentage beyond the expected 95% threshold for the final verified data periodic assessment of this school year. In addition, their results demonstrate sustained growth in both reading and K-12 mathematics. The Special Education Cohort, which tested at 92% (12 out of 13 students with IEP in the 11th grade cohort of 50 students), also grew significantly. We just finished the final assessment administration last week, May 16-20, so we are continuing makeup testing this week for the 2 students in the EL cohort (10 students in the 11th grade) who did not yet finish their subtests.
Observed growth is attributed to sustained emphasis on mastery over work completion, a commitment to depth over coverage, and a consistent effort to "shrink the classroom" through pedagogy that focuses on personalization; small group differentiated instruction and support, and conferencing with individual students. In addition, our students complete "student-led" conferences twice yearly in which they give a thoughtful explanation of their growth or the lack thereof to their family members. This process requires significant reflection and ownership, which leads to growth.

11th Grade EL and LTEL students did not demonstrate growth in either math or reading as a subgroup. Why? There are several possibilities. This group of 11th grade students spent 12 months away from school, and several spent an additional 3 months at home. The lack of direct support from teachers and peers was frustrating, and distance learning made the work of understanding English even more difficult than it already was.
Additionally, 9 of 10 of the 11th grade EL students are LTELs, meaning they have been in a space of learning English while learning in English, for over 6 years, many of them 10-12 years. Not reclassifying for so many years has reinforced deficits, misconceptions and coping strategies that are not helpful for attaining fluency in a new language.
We will be providing designated time with specialist support for all EL and LTEL students in the 2022-2023 school year.

1. High Rates of College Acceptance from BCCH students.
2. 100% of the BCCH's Class of 2019 (42) students have been accepted to the 32 colleges and universities listed below.
3. Access and equity for all BCCH students is a key component of our school.
4. 100% of BCCH's students have access to and take a college preparatory scope and sequence of UC-approved A through G courses to graduate with a diploma.

In 2017-2018 BCCH Adjusted Cohort Graduation Rate was 91.7% for BCCH.

School Adjusted Cohort Graduation Rate by (%)

Bert Corona Charter High 91.7%
Sun Valley High 81.1%
Arleta High 93.5%
John H. Francis Polytechnic 88%
Cesar Chavez Learning Academies Technology Preparatory Academy 87.0%
Resident Schools Median 87.5%

Los Angeles Unified 76.6%
(LAUSD Data Set 2019)

BCCH's Adjusted Cohort Graduation Rate (ACGR) was reported as 91.%, which is 4.2 points greater than The Resident Schools Mean of 87.5% and is 15.1 points greater than Los Angeles Unified School District ACGR of 76.6%. This report shows a Four-Year Adjusted Cohort Graduation Rate (ACGR) by Race/Ethnicity or Program Subgroup for 2017-18. To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or less. Additionally, on the Ethnicity reports, "Not Reported" is suppressed, regardless of actual cell size, if the student population for one or more other ethnicity groups is suppressed.

Bert Corona Charter High has reduced suspension rates by 2.6% between 2017 and 2018. BCCH focuses on the use of Positive Behavior Intervention and Support (PBIS) throughout the school community. A decrease in suspension has been realized this school year. A full-time Coordinator for School Climate and Culture assisted BCCH in identifying the students who need additional social-emotional support to remedy this issue. They also have the opportunity to participate in a group counseling session with a local nonprofit, with parents' permission, on campus.

The combined growth of 22.34% in ELA "Met" and "Exceeded" bands was the biggest improvement in ELA for an independent charter school in LAUSD. "Biggest improvement is defined as the greatest gains in scale score points towards grade-level standards on average for a school between 2016-17 and 2017-18," according to the California Charter Schools Association.

The Charter School can attribute the significance of the increase to several facets of the YPICS educational model. All EL students at YPI Charter Schools are enrolled in SFA courses, which teach informational text reading instruction. To support the rehearsal of this instruction, all students are issued an Achieve3000 account, which provides an adaptive instructional environment, with real-time feedback, in which to practice the reading comprehension of informational text. The school also provides small-group instruction using objective criteria codified in performance rubrics, and students are not moved into more advanced instruction until demonstrating mastery of prerequisite skills. The use of the NWEA and the integration of best practices

BCCH students, teachers, and staff use Distance Learning to continue learning during the "Pandemic."

Reflections: Identified Need

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

Areas of Challenge:

Long Term English Learners (LTELs)
Bert Corona Charter High follows a detailed EL master plan describing supports for LTELs, including who will be responsible for monitoring the progress of Long Term English Learners. Included is an update on the school's implementation of Designated English Language Development (ELD) time. The BCCH Director of Instruction, who reports to the Executive Administrator, heads the monitoring of our LTELs together with all teachers, and assessments are reviewed to ensure that all English Learners are making progress. BCCH is implementing a new morning period to support LTELs in reading and comprehension three times a week, beginning at 7:30 AM and ending at 8:30 AM. This is a needs-based intervention program that begins mid-semester based on a needs assessment and available staffing. Meetings were held with English Learners and their parents to inform them of their English Proficiency status and the criteria for reclassification, which included English course grades, NWEA MAPs English results, Lexile levels, CAASPP Interim results, and previous CELDT/ELPAC results. During these meetings, parents are informed of the importance of reclassification of our students. English Learners with a greater need for support through instruction in Spanish paired with English have been intentionally scheduled to travel as a mini cohort through courses with bilingual teachers when possible. Some of our GEAR UP tutors work closely with this group of students during some of their classes. Teachers use culturally and linguistically responsive teaching strategies that facilitate access to content, tasks, and discussions in English, including hand-s on learning, conferencing, small group instruction, accessing prior knowledge, differentiation, and Total Physical Response (TPR) strategies.

As BCCH continues to work with our LTELs, the following strategies are in place to help them successfully reclassify, reflecting progressive mastery of English as indicated by the ELPAC:
As a result of the following California State of Education initiatives, BCCH has modified its ELD program to serve our English learners better. The following Principles are used to ensure that English Learners are provided the most optimal learning environment and rigorous instructional support. https://www.cde.ca.gov/sp/el/rm/. Additionally, BCCH recognizes that The California English Learner Roadmap is an aspirational policy and was not intended for a classroom, school, or district to implement the process all at once. Therefore, BCCH will annually select a focus to determine priority and then design a path of improvement, including the Charter School's academic achievement plan. BCCH will use The California English Learner Roadmap teacher Toolkit to support that process.

In July 2017, the California State of Education adopted a historic new English learner education policy, the English Learner Roadmap. This policy recognizes English learners as a system-wide responsibility, establishing a need to provide EL students with a rich and challenging curriculum from early childhood to grade 12 and respecting the value of English learners' primary language and culture. On July 1, 2018, the California Department of Education regulations for implementing Prop. 58, which established programs for English Learners that promote proficiency in multiple languages and leverages students' home language as an asset, specifically addresses the following principles as outlined at cde.ca.gov:

Summary and Scope of Academic Action Plan

During 2018-2019, school-year BCCH has had the opportunity to work collectively with administrators, teachers, students, and staff. The Board has approved BCCH's Academic Improvement Plan that focuses on improving ELA and Math performance, support to EL students, and the Special Needs population, which is now being implemented in our classrooms. In addition, as presented below, BCCH's' academic achievement resulted in addressing that student academic achievement is taking place; however, to further address the pathway to achieving the expected outcomes. These indicators and results led the leadership team to examine BCCH's LCAP, LEA Federal Addendum, SMART Goals, Smarter Balanced, and other assessment provided for the following action plan, which narrows and focuses the following two drivers for overall student success:

Data-Driven Instruction:
1. Ensure that there are high-quality interim assessments
2. Ensure that teachers have developed quality lesson plans and use materials that align with the assessments.
3. Establish weekly data meetings
4. Use effective monitoring tools to track student progress.
5.   Observe teachers & provide coaching and immediate feedback.
6. Review results, analyze trends, look for reteaching items, repeat.
7. Provide weekly observation and feedback.

Developing a strong school climate and culture and environment:
1. Define the vision for student culture.
2. Build a system for every routine.
3. Lead publicly
4. Measure student culture and identify the gaps.
5.   Reteach high leverage school-wide and classroom student routines.

Mathematics Programs: XL Math is intended to be used for at least 3 hours per week by each student. The math teachers use XL as a supplemental resource and the UCCI-approved core math curriculum for each math class. They have been used during units to support the mathematical function. There is a point where Teachers can use the assignment option to give students access to the content they need at a particular point in time.

In evaluating Bert Corona Charter High's use of this program and from the available data gathered and used for teachers planning instruction, moving forward, teachers will ensure that Knowledge Checks will take place weekly. This allows teachers and students to have a streamlined approach with ongoing up-to-date data regarding student mastery of content in their XL Math courses.

LCAP Highlights

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

BCCHS provides resources to assist under-achieving students. These include school breakfast and lunch program, an after-school program, summer school opportunities to recover units and reduce summer learning loss, and a strong student services team to assist with academics, behavior, attendance, and social-emotional wellbeing.

Working closely with stakeholders throughout the school, the goals align with the California Dashboard, LCFF rubrics, charter petition goals, core values, WASC Student Learner Outcomes (SLO), WASC Action Plan, and our Governance structure improve outcomes for all students. The outcomes and metrics have been modified or changed to align with the state LCFF Evaluation rubrics and state and local indicators.

Goal 1: Increase Student Achievement
Goal 2: Increase meaningful and purposeful student, teacher, and parent engagement.
Goal 3: Provide an appropriate Basic Condition for Learning

Comprehensive Support and Improvement

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

Schools Identified

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

Bert Corona Charter High School

Support for Identified Schools

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

Support is identified as follows:
1. Mathematics was identified as red by the California Department of Education's 5x by 5x and is being addressed by a new math adoption for 2019-2020
2.   Success For All literacy program is provided to learners daily. Provides learners with targeted literacy instruction to provide support and enrichment for learners' specific reading levels. Achieve, a computer-based program is provided to learners. Targets learners based on their Lexile levels provides informational texts and activities to foster comprehension and Lexile growth.
3.   Resource teachers collaborate with general education teachers, families, learners, and other professionals to develop Individualized Education Plans that provide educational benefits to learners. The team is using benchmark goals and consistently reviewing learners' progress towards meeting their IEP goals.

4.   Aleks, a computer-based program, is provided to learners. The program provides targeted instruction to learners based on their math achievement. Teachers provided targeted instruction to establish the foundational skills for learners to progress through the program successfully. Enrichment is provided to learners in mathematics and intervention through additional periods of math instruction provided through electives. Learners in these electives are grouped based on their math levels and receive targeted instruction.

5.   Learners through after-school intervention programs receive targeted Mathematics instruction through a gamified computer-based intervention.

6. Using Data to drive instruction
- using conference and rotations in the classroom
- Assess math and ELA programs, recommit to or acquire a new curriculum to meet the needs of students with special needs
- strong observation and feedback cycle of instruction
- Instructional leadership training

7.   In addition, the use of the NWEA program, which is, based on actionable insights, engaging instruction, and a proven program that offers diagnostic results for a class, instructional groupings, diagnostic results for a student, serves as an overall standard of mastery indicator.

8. The NWEA program is neither credit-bearing nor degree-bearing. The program does not lead to any certification or licensure. Upon participant request, Relay will furnish a letter attesting to the number of hours a participant has attended at the end of each term.

9.   Selecting and sponsoring qualified leaders who are dedicated to fully engaging in the full-year program.

Monitoring and Evaluating Effectiveness

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

Administrative Team monitored and evaluated the implementation and effectiveness of CSI plan to support student and school improvement. This process will be conducted through the implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. The school will provide technology 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. In addition Bert Corona Charter High School will use of the NWEA diagnostic process to replace NWEA

Engaging Educational Partners

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

YPI Charter Schools (YPICS) developed a Task Force that began meeting in April through the summer to gather and collect feedback from various stakeholders, including parents, students, teachers, and staff. The Taskforce was composed of over 65 members across the three YPICS schools. The team met 17 times from April 30, 2020-August 7, 2020. The Task Force was composed of smaller subgroups to enable the Task Force to focus in-depth on various complex topics. The Subcommittees consisted of the following:

Academic & Instruction: School Culture & Climate Operations & Safety
The resources collected from the Taskforce for instruction are located at http://typ.ypics.com/, and additional Virtual Instructional Strategies can be found on our website https://sites.google.com/coronacharter.org/remoteteaching/virtual-pd. The YPICS Reopening Guidelines developed by TaskForce are also located on the Charter School's website.

In addition to the YPICS Task Force, the YPI Charter Schools held its first collective TownHall (Cafe con Los Directores) for all three schools in April, using the platform CrowdCast. This was an opportunity for parents to hear about plans for the LCAP Development and had the opportunity to share their concerns and what was most important for them for the new year. This was also an opportunity for parents to ask questions to all YPICS leaders. In addition, YPICS sent out surveys and video recordings to staff, students, and families to gather input on items to meet the unique needs of their children. Information sent to parents was translated into Spanish and made available on several platforms, including CrowdCast, YouTube, Facebook, and Instagram. Surveys were sent to families through our "Remind" parent communications system. Parent meetings were held every Thursday using either CrowdCast or Google Meet through the end of the school year. Specifically, multiple parent surveys were conducted regarding the end of the year activities, summer school, and planning for the 20-21 school year. And, parents are invited to participate in the Board Public Hearing set to review this plan.

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

The staff communicated using Google Meets and Slack. BCCH regularly holds School Advisory Council meetings, Academic Advisory Committee, and Coffee with the Principal. Elements of the LCAP are discussed often, as are Title 1, The II, Title III, and another federal funding budget at our meetings. BCCH's School Advisory Council and English Learner's Advisory Council proceeded during the 2019-20 school year through the LCAP development process. As usual, not knowing COVID 19 would alter what was going to be expected. The 2020-2021 BCCH SPSA is centered in the goals already outlined in the 2019-20 LCAP since 2019-20 was an abbreviated year, and the SBAC was canceled.

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

successes.

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

Additionally:
Small focus groups were held with school leaders, parents, teachers, and students throughout the year to collect comments/advice about the LCAP process and implementation.
All feedback was collected, synthesized, and organized to inform draft LCAP.
Data that will be reviewed include but are not limited to the following:
School Accountability Report Cards
English Learner Reports (Annual Measurable Achievement Objectives 1 and 2 and Reclassification Rates) (Suspended due to transition from CDE)
Course Grades
Attendance Reports
i-Ready/NWEA, SFA, Achieve3000, and other assessment results.

The primary parent organization accessible for parent participation in the BCCHS School Advisory Council. This council discusses the school's academic, operational, and cultural initiatives and votes to adopt/approve significant school program changes. In addition, monthly parent information and dialogue meetings are held on the fourth Tuesday of the Month, all parents are scheduled for conferences with staff each semester, parents coach sports and attend athletic events, and the school's Advisory Program invites parents to bring their expertise and resources to support students in their campus-wide projects.

A summary of the feedback provided by specific educational partners.

Feedback report shows high-level feedback for every survey theme asked of each stakeholder group. in the Alignment Across Groups section, the report introduces the survey themes included in all three YouthTruth surveys (student, family, and staff), highlighting ratings across stakeholder groups and school levels for these specific themes: engagement, relationships, and culture. The report examines each theme and question asked across stakeholder groups in greater detail in the subsequent sections.This report does not include data on all three stakeholder groups (students, family, and staff members). For those questions, if applicable, please refer to your Student Survey Report(s), Family Survey Report(s), and/or Staff Survey Report(s).

The survey also gathered parent input on items to meet the uniqueness of their children and information from teachers and staff with the same themes; academic, rigor, cultural relationships, and engagement. Information sent to parents was translated into Spanish and made

available on many platforms, including Google, Zoom, Facebook, Instagram, and Twitter. Surveys were sent out to parents through email and text messages to ensure families could access the content.

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

The following are aspects of the LCAP that stakeholders influenced.

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

Goals and Actions

Goal

Goal #	Description
1	Increase Student Achievement Maintain high standards for our community focused on providing a safe, nurturing, engaged learning environment in which all students are supported in attaining high levels of achievement through the use of high-quality curricula and assessments and targeted acceleration/supports. (State Priorities: 1 Basic Services, 4 Pupil Achievement, 2 Implementation of State Standards, 7 Course Access), Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All classroom teachers will hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and appropriate EL authorization; all teachers will be appropriately assigned.	100% All classroom teachers hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and have appropriate EL authorization. All teachers were appropriately assigned.	100% All classroom teachers hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and have appropriate EL authorization. All teachers were appropriately assigned.			100% All classroom teachers hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and have appropriate EL authorization. All teachers were appropriately assigned.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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)
Teacher Retention	100% of BCCHS' teachers are credentialed in their subject areas. Teachers have a variety of professional development opportunities. Staff meetings hosted twice per week offer trainings led by outside professionals and teacher leaders. Additionally, teachers are encouraged to attend outside trainings specific to their needs, such as subject specific training.	100% of BCCHS' teachers are credentialed in their subject areas. Teachers have a variety of professional development opportunities. Staff meetings hosted twice per week offer trainings led by outside professionals and teacher leaders. Additionally, teachers are encouraged to attend outside trainings specific to their needs, such as subject specific training.			100% of BCCHS' teachers are credentialed in their subject areas. Teachers have a variety of professional development opportunities. Staff meetings hosted twice per week offer trainings led by outside professionals and teacher leaders. Additionally, teachers are encouraged to attend outside trainings specific to their needs, such as subject specific training.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation and sustainability of academic content standards, as measured by the Local Indicator Rubric on the California Accountability Dashboard	100% of students have access to a broad course of study	100% of students have access to a broad course of study			Increased student performance as monitored by NWEA scores show improvement from the start of the year to current
English Language Arts- Proficiency	All: 38.09% Latino: 38.71 SED: 41.82 SWD: 20.00	NWEA indicate 11 grade students at grade level from 50% to 61% a growth of 11%			NWEA indicate 11 grade students at grade level from 50% to 61% a growth of 11% Dashboard All: 38.09% Latino: 38.71 SED: 41.82 SWD: 20.00 expected outcome is an overall increase of at least 10% of students who meet or exceed the standard on their subsequent CAASPP test in English language arts/literacy.
Mathematics Proficiency	All: 12.90% Latino: 13.12	NWEA indicate 11 grade students at grade level from 40%			NWEA indicate 11 grade students at grade level from 40%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SED: 12.96 SWD: 6.67 The schoolwide Dashboard Math Indicator color is orange. Bert Corona High School's 2019 Average DFS was -109.3,	to 50% a growth of 10%			to 50% a growth of 10% Dashboard 11th graders All: 12.90% Latino: 13.12 SED: 12.96 SWD: 6.67 The expected outcome is an overall increase of at least 10% of students who meet or exceed the standard on their subsequent CAASPP test in English language arts/literacy.
Access NWEA assessment and technology	ELA: 50% Math: 40% Increased student performance as monitored by NWEA scores show improvement from start of the year to current	ELA: 61% Math: 50% Increased student performance as monitored by NWEA scores show improvement from start of the year to current			ELA: 61% Math: 50% Increased student performance as monitored by NWEA scores show improvement from start of the year to current

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Language Learner proficiency	Schoolwide percentage of English Learner Progress making progress towards English proficiency was 280%, which was lower than the state at 48.3%. No color assigned for the ELPI on the Dashboard Language Learner students will advance at least one performance level descriptor (PLD) on the Summative English Language Proficiency Assessment for California (ELPAC)	Due to Pandemic access to needed support was not available. A Reading Specialist has been hired to assist teachers and students in ELD.			English Language Learner students will advance at least one performance level descriptor (PLD) on the Summative English Language Proficiency Assessment for California (ELPAC)
EL Reclassification	Reclassification 23.5%	N/A			Reclassification 23.5%
Students with IEPs proficiency	Increase Students with IEPs on SBAC by 1% or more per year.	Due to Pandemic access to needed support was not available. A Reading Specialist has been hired to assist teachers and students in effective strategies.			Increase Students with IEPs on SBAC by 1% or more per year.
Next Generation Science	All: 17.07%	N/A			All: 17.07%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Latino: 15.00 SED: 21.21 SWD: In order to protect student privacy, data is suppressed because 10 or fewer students tested.				Latino: 15.00 SED: 21.21 SWD: In order to protect student privacy, data is suppressed because 10 or fewer students tested.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Support to increase student academic achievement	Reading Specialist, Tutors; Specialist; Stipends; 10 PD Days; 2 Extra Days; Instructional Materials.	$302,871.00	Yes
1.2	Teacher Retention: Coaching Support	Ensure teacher retention is increased. Executive Administrator, Lead Teacher Stipends Provide consistent observation, coaching, and mentoring support	$197,407.00	Yes

Goal Analysis [2021-22]

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

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

Returning to in-person instruction has given our students the brain-boost they get from social connection. So much of distance learning was spent fighting fatigue and boredom. Being back together has allowed our kids to fire on all cylinders. Collaborative learning has been the most welcome change, with students being afforded the opportunity to talk directly to one another in groups and hear one another's voices in real time. This is critical for EL Learners.

Two of the most noticeable data sets that confirm the impact of learning context are the GPA and MAPS data of our students, specifically the Junior Class, who serve as our barometers for academic preparedness and college readiness. The Junior Class is currently 59% eligible for application to the CSU/UC system upon graduation. That is an11% improvement over the class of 2022, and a 19% improvement over the class of 2021. This upward trend over the past 3 years is an immensely encouraging turn of events for our school, as our primary school wide outcome is college readiness.

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

None noted

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

Our Junior Class is also demonstrating noticeable improvement throughout the year in our periodic assessment data. The Northwest Education Association's Measure of Academic Progress assessments in reading and mathematics are used three times each year to determine grade-level proficiency in the areas of analytical reading and reading comprehension, as well problem solving ability and logical thinking. Our 11th grade cohort has grown from 40% to 43% of our student body performing on grade level in math from September to December, and from 50% to 57% performing on grade level in reading. Were these to be our SBAC scores, they would be the highest our school has ever received. This class is on pace to set new performance heights for our school in both college admissions and state test performance.

A third area of success for our entire school has been in the area of community service Project Based Learning projects. The vision of YPI Charter Schools is to graduate students who are college ready, active citizens (in service to their communities), and life-long learners. In order to equip students with the agency and resources to engage in community service projects, we created a structure within our academic program specifically for projects. Students have met with teams of teachers to get coaching and support as they envision projects that will allow them to give back to their communities. This is the first year that BCCHS has created this structure. During the 2020-2021 school year, students were asked to think about and plan out community service projects, but the reality of the limitations that the pandemic placed on actually interacting with others meant that these plans were really limited to just that, just plans. This year, students have already been talking with community partners and reaching out to local businesses in an attempt to understand the needs of the community, and to learn how best to participate in acts of service that would make a sustained difference. For a school that has a significant EL and bilingual population and is designed to get students into their community as a foundational element of its instructional program, the pandemic and distance learning really shut down much of the collaborative energy that is supposed to sustain our efforts. Being back in person is showing us the extent to which this is true.

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

The most obvious and long-term noticeable impact that we see in our students since being back to the physical classroom is the loss of academic growth and acuity. This loss has taken months to remediate. Our students are ordinarily sharp, attentive, and engaged with us, eager to receive what we have to offer and try their hands at new skill sets. But life at home for a year was like mental novacaine; it seemed to numb the faculties necessary for engagement. In addition and closely related, we have been processing significant psychological trauma that students experienced while forced to be at home, indoors, and away from friends and teachers during a time in life when these people are the most important to them. Just watching students learn how to be with one another again has been both painful and beautiful to watch. Students really missed their friends, primarily for social reasons but also because learning with friends provides the courage to take intellectual risks. There has just been a whole lot of social, emotional, and intellectual recalibration happening this year, and it has caused progress to be delayed at best, arrested at worst. Getting all students back in the building was a challenge for most of the first semester, with an ADA that dipped into the 70%-80% range for a reporting period for the first time in our school's history. We learned that there was a significant mistrust of the vaccination process, and a fear for family health, both of which impeded the process of helping students return to as much of a sense of normalcy as is possible with masks and covid testing now creating the new normal.

Since the opening of the 2021-2022 school year, BCCHS has undertaken several initiatives to create an improved social-emotional and academic program for our students. The following are major initiatives, but do not represent an exhaustive list:

Junior Seminar
All 11th grade students are now enrolled in a course designed specifically to prepare them for the process of post-secondary transition and college/vocational program application and matriculation. We had seen a pattern of stress, panic and unpreparedness in our seniors in August of their final year with us, which is when college applications are supposed to be in full swing. We also noticed that many of our students were so unfamiliar with the process of thinking through college/vocational application and matriculation that some of them avoided the process altogether. To correct this pattern, we have implemented a course taught by UC graduates and mentored by our Director of College Counseling Services, which spends an entire year walking students through the process of thinking, discernment, preparation, and application to post-secondary educational institutions and programs.

Elimination of both D and F grades in our assessment and grading practices.
BCCHS has never awarded D grades as they are not accepted by the UC or CSU system for determining offers of admission. However, although our students are programmed to repeat courses until such time as they earn a C or better, when an F grade is received, it temporarily lowers the cumulative GPA in such a dramatic fashion that deep and pervasive academic self-doubt ensues. To protect the cumulative GPA without compromising academic integrity, students now receive "i" marks for courses not passed successfully within the semester time limits. This "i" stands for "incomplete," and indicates that the course must either be finished or retaken. In the meantime, while they are retaking or finishing the course, students do not experience the plummeting of their cumulative GPA. The YPICS School Board is following the lead of progressive urban school districts throughout California in this transformation.

Reading and Literacy Intervention Specialist

BCCHS was given approval to hire a K-12 Literacy Specialist to support our students who are reading below middle school lexile norms. Using Achieve 3000 data as well as data from our MAPS periodic assessments, the most struggling readers in 9th, 10th and 11th grade have been identified for intensive reading intervention for a minimum of 80 minutes per week. In the short time she has been here, students in her program have grown anywhere from 1 to 4 grade levels in lexile reading performance. Ms. Miller, our K-12 Literacy Specialist, has determined that some students have significant gaps in their reading skills, but that these gaps are quickly remediated for students who successfully learned how to read in English in earlier grade levels. The gaps or misconceptions are easily identifiable as students read aloud, and in a safe, shame-free environment, are corrected and reading is strengthened. For other students, a lack of fluency is almost exclusively the result of insufficient time spent reading and acquiring new vocabulary. The 40 focused minutes for reading and vocabulary acquisition discussions, twice a week, are having an immediate impact on lexile performance.

New Career Technical Education Visual and Media Art Program Leadership

BCCHS has invested enormous financial resources into industry-standard technologies that, in the hands of a knowledgeable mentor, can be used to equip our graduates with job skills for use in online content production, entertainment industry editing, or advertisement, just to name a few. For the first 6 years of the school's existence (including the 17 months spent in distance learning for most students), the instructor in charge of this program was not utilizing the program resources to their maximum potential, and ran more of a fine-art studio than a visual and media arts training environment. This year, BCCHS hired a veteran CTE expert to run the visual and media arts program. He is credentialed in 3 different CTE fields, including: Arts, Media and Entertainment, Information and Communication Technologies, and Manufacturing and Product Development. The difference is already striking. The types of media that our students are producing, from advertising tools to clothing to student portraiture to game products to short films (not an exhaustive list), is just categorically different from anything we've seen in past years. Mr. Benavides is already envisioning a robust Adobe Creative Suite training component to his courses next year, and with the school's powerful Mac Media Lab machines at our students' disposal, we anticipate amazing things!

Major planned areas of improvement for 2022-2023 include:

ESL

We are hiring a language acquisition specialist to work with our EL/LTEL learners in course sections that are embedded in student schedules, in addition to the SDAIE and tutoring support they already receive as part of their daily instruction.

Advisory

Our school has been very fortunate to have an Advisory Committee stewarding the design and implementation of our SEL-focused curriculum. Our challenge over this past year has been that our students are at very disparate places in their reentry to in-person learning and socializing. This has created a significant challenge for the teaching staff, specifically their capacity to successfully develop a multi-age, multi-grade, transparent and trusting community within each Advisory class. In order to meet this challenge, our Advisory Committee has already started to assemble and package a more heavily scripted, hands-on curriculum that allows students to safely do some reflection before engaging with peers around topics that can be challenging for any student to tackle, let alone students who have recently experienced the trauma of social isolation and fear. As a school, we have also noticed that scheduling Advisory class first thing in the morning is creating challenges for both students and staff to start the day with focused and intentional energy. Tardiness and lack of alertness are daily issues.

We are looking for a time of day that will allow us to maximize energy, alertness, presence, and openness so as to finally leverage this important structure for all that it could produce on behalf of our very special climate and culture.

Service Learning PBL
In its very short life as a high school, just 7 years, BCCHS has established a rich tradition of giving back to the communities of Pacoima and greater Los Angeles. In the spirit of Señor Bert Corona, our Knights are taught, equipped, and supported to become Active Citizens (C.R.A.C.L.L) as an integral facet of what it means to be well educated. When students are given the opportunity to pursue service projects in areas of felt need that are important to them for very personal reasons, powerful learning and change happens. From caring for at-risk species in our local watershed, to caring for abandoned pets through local adoption agencies, or partnering with world-class NGO's to intervene in areas of starvation-prone food insecurity, and even making sure local elementary school students learn how to read well; BCCHS Knights have been giving back since the first semester we opened our doors. Project-based learning, or PBL, is not new to teachers and students at Bert Corona Charter HS, but the emphasis on community service PBL projects, conceived and driven by students, is a facet of our school that allows for unique training for life after high school. Authentic, rigorous, student-driven community service projects prepare our students to be California's future leaders. We are excited and eager for this tradition to continue now that we are back to in-person learning. In the past two years, we have experienced a significant regression in our students' understanding of the critical and powerful nature of PBL service learning opportunities, as well as their drive to participate in them. Our teachers have also not felt the energy or vision to lead this effort in a way that feels authentic. In the 2022-2023 school year, we hope to restructure our service learning PBL efforts to harness the energy of this school community and see it make significant impacts for social and environmental change in the San Fernando Valley.

ESL Reclassification
BCCHS has a student population comprised of 20% EL learners, both recent arrivals and LTEL students. This is a big portion of our school, and it would be a huge subgroup for any high school. At this point in a student's K-12 career, having spent significant time in the CA public education system, they should have already reclassified. Knowing that we continue to serve a growing population of EL learners, we have made it a priority to hire another specialist to give each of these students up to 200 minutes per week of additional ESL instruction. Our hope is that this additional support will help EL students grow exponentially in their English language acquisition, and that our school will be able to reclassify significant numbers to RFEP each year.

Four Year Cohort Graduation Rate.
Like many high schools in CA and around the country, the pandemic and distance learning gave rise to a pattern of several of our seniors going to work instead of finishing school. For the class of 2021, our 4 year cohort graduation rate slipped below 80% for the first time since we opened our doors. We have worked hard to raise this rate for the classes of 2022 and 2023, including class seminar time for each cohort in which A-G passage progress is closely monitored.

BCCH's implementation of its LCAP and what is working well and what areas need further growth and attention (Please do not "cut and paste" directly from the LCAP)
Access for All Students, Technology Integration: Chromebooks. Between the fall of 2019 and the Spring of 2021, all students enrolled at BCCHS had their chromebook computers exchanged and updated to current year models. Every BCCHS student carries an updated

chromebook with a home wifi hotspot provided if necessary. Student lesson expectations and assessment record keeping are managed exclusively through Google Classroom, and as such, chromebook access is essential for all students.

Access for All Students: Reading Specialist
In the fall of 2021, BCCHS hired a K-12 literacy and reading specialist to support students reading below a 7th grade lexile level. At least 15% of our student body has been serviced by this initiative, and every one of them has shown lexile growth to date. Students are given the opportunity to choose their own works of fiction and nonfiction to read as part of this program, while simultaneously reading in small groups using both student and teacher selected works.

Access for All Students: Lending Library
BCCHS received a $2500 grant from Donors Choose to start a much needed lending library at our school. YPICS matched the grant amount, and created a startup lending library with approximately 250 volumes. Since that startup, we have added approximately 150 more volumes over the course of the 2021-2022 school year. Students now have access to literature from genres as diverse as current and popular YA (young adult) fiction, new canon works like Harry Potter, Percy Jackson, and Twilight series, and graphic novels in the tradition of Manga, as well as older classics such as the Lord of the Rings trilogy. All volumes are free to check out.

Student Mental Health: Luminarias
BCCHS partnered with Luminarias Institute beginning in the 2019-2020 school year. The COVID pandemic created the necessity for students to enter telehealth counseling relationships with Luminarias staff in place of the on-campus services that were previously available to our teens. That said, Luminarias referrals have become a consistent facet of our multi-tiered system of support services for students with significant dysregulation behaviors and mental health crises. Luminarias also serves as the supervising partner of our own in-house MFT professional. We are deeply grateful for the expanded availability of these caring counselors.

College Access: Junior Seminar
Over the course of our school's brief time in operation, BCCHS Juniors have demonstrated a pattern of inconsistent eligibility for 4-year undergraduate admission upon graduation from high school. 10th and 11th grade cumulative GPA is used to determine UC/CSU admission qualification. Our school's eligibility numbers by percent of cohort earning a 2.5 GPA or better at the end of their Junior year in high school (GPA used for college applications) is as follows for the first 5 graduating cohorts:

Class of 2018 - 50%
Class of 2019 - 40%
Class of 2020 - 44%
Class of 2021 - 40%
Class of 2022 - 48%

The inconsistency of these numbers, their lack of growth, and their persistent performance of under 50% of each cohort earning eligibility, all indicated to administration that something was missing in our students' understanding of what was necessary for qualification. In response to this need, we initiated a course called Junior Seminar for every 11th grade student at BCCHS. These courses are facilitated by teachers who

are UC graduates, and with the support of our Director of College Counseling and our Gear Up grant staff, students are equipped with an understanding of the process of becoming CSU/UC students. After 1 year of the program's implementation, our CSU/UC eligibility number for the class of 2023 is as follows:

Class of 2023 - 59%

BCCH will work in making similar growth going forward, for the sake of our students and their families and all they have invested in the dream of college admissions.

College Access: Los Angeles Mission College Concurrent Enrollment at BCCHS. For the seventh consecutive year, students at Bert Corona Charter High School have been given the opportunity to take Los Angeles Mission College Courses on our campus during both academic semesters. All students in grades 10, 11, and 12 are afforded the opportunity to enroll. Students in grade 9 who demonstrate the capacity to perform on grade level through the first semester of their 9th grade year are extended an early enrollment opportunity.

CTE Pathway Access for All Students: New CTE Expert Instruction and Leadership
As previously mentioned, BCCHS hired a veteran, experienced and multi-pathway credentialed CTE instructor to lead our CTE Visual and Media Arts Program. The difference has been striking. Every student at BCCHS is required to take all three courses of VMA (Visual and Media Arts), and our new instructor has improved the entire scope and sequence of the pathway. Students who leave our school as seniors after 4 years will be equipped with skills that make them employable in any number of entry-level entertainment industry jobs.

Valid Assessment: NWEA MAPS, 9-12
Although the SBAC state assessment system is only for 11th grade students, we implement the Northwest Education Association's MAPS test three times a year for all students. Students are given information about their growth with respect to grade level for reading and mathematics performance, as the test is norm referenced. Students having an understanding of their true performance as compared to typical grade level performance for all students who take the test nationally, supports the school's efforts to improve academic self-perception and helps students deconstruct narratives that only wealthy and white students can be academically successful in high school and college.

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

Goals and Actions

Goal

Goal #	Description
2	Increase meaningful and purposeful student, teacher, and parent engagement. (State Priorities: 3 Parent Engagement, 5 Student Engagement, & 6 School Climate Culture)

An explanation of why the LEA has developed this goal.

Increase meaningful and purposeful student, teacher, and parent engagement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Fall Youth Truth Survey: Parent Involvement	School will continue to provide multiple opportunities for parent involvement in school life and ease of home-school communication	School will continue to provide multiple opportunities for parent involvement in school life and ease of home-school communication			School will continue to provide multiple opportunities for parent involvement in school life and ease of home-school communication
Spring Parent Survey: Engagement	School will engage parents and students in decision-making.	School will engage parents and students in decision-making			School will continue to maintain ADA rate at or above 90%
ADA Rate	School will continue to maintain ADA rate at or above 94%	School will continue to maintain ADA rate at or above 94%			School will continue to maintain ADA rate at or above 94%
Suspensions and Expulsion Rates	The School will continue to maintain a low suspension rate below 1%.	The School will continue to maintain a low suspension rate below 1%.			The School will continue to maintain a low suspension rate below 1%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	The school will continue to maintain a low suspension rate below 1%.	The school will continue to maintain a low suspension rate below 1%.			The school will continue to maintain a low suspension rate below 1%.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Coordinator of Operations and Operations Team	The Coordinator of Operations will assist with the engagement of parents.	$134,784.00	Yes
2.2	Assistant Executive Administrator & Academic Counselor (SSC Team)	Identified staff will assist with the engagement of students. The Program Coordinator and Operations Team will focus on attendance. The School Culture and Climate Team will work on implementing the PBIS Framework and programs. (Title 1 & Title IV)	$236,273.00	Yes
2.3	Student Activities	Student Activities to engage students in learning	$11,261.00	Yes
2.4	Enrollment and Outreach- Schola and Increase ADA	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.	$18,000.00	Yes

Goal Analysis [2021-22]

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

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

As previously stated the effect of the Pandemic caused by COVID-19 where distance learning took place and returning to in-classroom instruction changed instructional deliver, however refocused on students socio-emotional well being did cause administrators, teachers, students and parents to refocus on addressing all needs immediately, helping learners learn.

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

None

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

The following actions were used and intended to increase the number of staff who provide direct services to students on school campus with an enrollment of students who are low-income, English learners, and foster youth that is greater than 55 percent.
- Reduce class size to implement evidence-based activities to meet the comprehensive needs of students;
- Provided in-person instruction and services stipends to maintain operations and continuity of services and continuing to employ existing staff;
- Students received additional, comprehensive after-school intervention during the 2021-2022 school year. These services will be provided by either staff of the Charter School or through an outside provider at the Charter School;
- The Charter School extended the number of instructional days students receive. Students will receive two extra instructional days during the 2021-2022 school year for a total of 182 instructional days;
- The Charter School uses i-Ready to measure student learning. Students will be prioritized for extended learning opportunities based on the results of NWEA data, classroom assessment data, and teacher observations;
- The goal of the Charter School is to enable all students to participate in extended learning opportunities.
- The Charter School will prioritize the following students for extended learning opportunities:
- Students with disabilities; Youth in foster care, Homeless youth; English learners; Students from low-income families;
- Students without access to the technology needed for distance learning; Disengaged students; Students with failing grades; Students at risk of dropping out; Students identified as needing social and mental health supports.

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

Attendance was reevaluated as follows: Enrollment
1. Held meetings with the Operations team along with BCCH has with the YPICS Director of Marketing in declined from the spring/summer of 2022.
2. Use specific strategic planning to address the school's 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 and/or a marketing strategy calendar, which includes quarterly check-ins to ensure that the implementation is successful. Suspensions-Continuing to building a more positive school culture with students by implementing PBIS (positive behavior intervention systems), MTSS (multi-tiered systems of support), and restorative practices into student life, including our response to behaviors.
3. Through the use of PBIS, BCCH' staff focus on teaching and rewarding positive student behaviors through explicit instruction, modeling, and a token system of "scholar dollars" to recognize students who are acting safely, responsibly, and respectfully.
4. Use of the MTSS process staff meets regularly with grade-level teams to identify high-need students and to determine and implement supports for these students, whether they are academic, behavioral, or socio-emotional.
5. Use Restorative Practices, we teach students how to heal the harm that their actions may have caused themselves, their peers, and/or their school community. We also have students and staff engage in community circles in order to build relationships and trust.
6. These combined use of effective research-based strategies and programs reflect that efforts have resulted in the following downward trend of suspensions: The BCCH leadership team has identified the following areas of growth during this school year. Over the past few years, in each area, we have implemented a variety of interventions and strategies that we have already articulated in previous questions. Monitoring. modifying and identifying what is working well and which key actions will lead to the highest impact and improvements. Therefore our overall mindset in creating action plans for improvement at this point is focused on 1) gathering data on the current state of affairs with regards to that area of growth, 2) meeting with the appropriate team in order to identify the highest-impact actions that will lead to significant improvement, 3) making a strategic plan (using the following resource: Strategic Planning Process.pdf) to execute those actions, and 4) making plans to review our progress in order to ensure that we are always making steady progress with regards to implementation of that strategic plan.

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

Goals and Actions

Goal

Goal #	Description
3	Provide and appropriate Basic Condition of LearningSocial-emotional and behavioral support with extended classes and enrichment activities for students, and ensure all students are actively engaged and supported through a safe, healthy, and rigorous learning environment. Increase student engagement. (State Priorities: 1. Basic Services; Conditions of Learning)

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Use of Mutli-tier schoolwide program (MTSS	100%	100%			100%
ADA	90%	90%			90%
Chronic Absenteeism	N/A - No color assigned for the Chronic Absenteeism Indicator on the Dashboard	N/A			N/A - No color assigned for the Chronic Absenteeism Indicator on the Dashboard
Suspensions	The schoolwide Dashboard Suspension Rate Indicator color is	The schoolwide Dashboard Suspension Rate Indicator color is			The schoolwide Dashboard Suspension Rate Indicator color is

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	green. Bert Corona High School's percentage of students suspended at least once was 1.9%, which was lower than the State's at 3.4%.	green. Bert Corona High School's percentage of students suspended at least once was 1.9%, which was lower than the State's at 3.4%.			green. Bert Corona High School's percentage of students suspended at least once was 1.9%, which was lower than the State's at 3.4%.
Teachers will participate in ongoing research-based professional development in the areas of English Language Arts, Math, Next Generation Science Standards (NGSS), English Development (ELD), Technology, and Differentiated instruction to meet the needs of all students and subgroups.	96% Teachers participated in professional development throughout the physical closure of the Charter School.	96% Teachers participated in professional development throughout the physical closure of the Charter School.			96% Teachers participated in professional development throughout the physical closure of the Charter School.
100% of ELs will have full access to CCSS-aligned curriculum as they develop EL proficiency.	100% All students had access to CCSS-aligned curriculum as they develop EL proficiency.	100% All students had access to CCSS-aligned curriculum as they develop EL proficiency.			100% All students had access to CCSS-aligned curriculum as they develop EL proficiency.
School facilities are clean and maintained in good repair with daily spot check and	100% The Charter School developed a cleaning regiment based on best	100% The Charter School developed a cleaning regiment based on best			100% The Charter School developed a cleaning regiment based on best

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Site Inspection Lists with > 90% of items in compliance or good standing	practices for reopening schools from the California Department of Public Health (6/5/2020) and the California Department of Education (6/8/2020).	practices for reopening schools from the California Department of Public Health (6/5/2020) and the California Department of Education (6/8/2020).			practices for reopening schools from the California Department of Public Health (6/5/2020) and the California Department of Education (6/8/2020).
Graduation Rate	N/A - No color assigned for the Graduation Rate Indicator on the Dashboard. (93.3%)	N/A - No color assigned for the Graduation Rate Indicator on the Dashboard. (93.3%)			N/A - No color assigned for the Graduation Rate Indicator on the Dashboard. (93.3)%
College and Career	% AP Exams 3 or better (2018-19) 53.7%	% AP Exams 3 or better (2018-19) 53.7%			% AP Exams 3 or better (2018-19) 53.7%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Salaries and Benefits	Salaries and Benefits for all staff members, not included in identified LCAP planned actions.	$2,028,544.00	No
3.2	Professional Development	Professional Development for all staff members CCSS training will be embedded into professional development meetings. BTSA Training/ New Teacher Support (Title 2) . Backwards Design . Standards-Based Grading	$24,037.00	Yes

Action #	Title	Description	Total Funds	Contributing
		. Project-Based Learning . Service-Learning • CCSS ELD Strategies for EL students to access core curriculum/attain academic English • Implementation of BCCH English Learner Plan • Whetstone Observation and Evaluation Process for teacher growth • CCSS curriculum implementation of ELA, ELD, Mathematics, NEXT Generation Science Standards, and Social SFA Training, Coaching, and Support (Title 3) Science • Effective use of multimedia and technology in the classroom (Nearpod, Peardeck, Flipgrid, and Google Forms) • Instructional Shifts for ELA/Math, Speaking/Listening Standards, Design, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text-Dependent Questions • Using NWEA, iReady, Infinite Campus/Thinking Nation Writing Assessment Programs • Strategies for SWD to access core curriculum in the general classroom • Positive Behavior and Intensive Support (PBIS) and alternatives to suspension • Maintenance of database system to track teacher credentialing, medical clearances, and background clearances-Human Resources. Challenging, Engaging, and Empowering Students with Deeper Instruction		
3.3	Core Instructional Materials; Technology	Core Instructional Materials; Technology provided to all students. Standards-based instructional materials specific to the content area and grade level are provided to and implemented by teachers. All students have access to SBE-adopted and standards-aligned instructional materials specific to the content area and grade level are	$56,650.00	No

Action #	Title	Description	Total Funds	Contributing
		provided and implemented by teachers. Intervention and acceleration materials are used to benchmark students, assess gaps in knowledge, and provide differentiated remedial work to help students grade ELA and mathematics. BCCH conducts ongoing professional development connected to the state standards and curriculum and delivery of instruction. SFA Materials (Title 3)		
3.4	Supervision and Safety	Supervision and Safety	$55,042.00	No
3.5	Technology Enhancement	Additional Technology and IT Support to enhance the basic instructional program.	$46,378.00	No

Goal Analysis [2021-22]

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

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

BCCH has been in the area of community service Project Based Learning projects. The vision of YPI Charter Schools is to graduate students who are college ready, active citizens (in service to their communities), and life-long learners. In order to equip students with the agency and resources to engage in community service projects, we created a structure within our academic program specifically for projects. Students have met with teams of teachers to get coaching and support as they envision projects that will allow them to give back to their communities. This is the first year that BCCHS has created this structure. During the 2020-2021 school year, students were asked to think about and plan out community service projects, but the reality of the limitations that the pandemic placed on actually interacting with others meant that these plans were really limited to just that, just plans. This year, students have already been talking with community partners and reaching out to local businesses in an attempt to understand the needs of the community, and to learn how best to participate in acts of service that would make a sustained difference. For a school that has a significant EL and bilingual population and is designed to get students into their community as a foundational element of its instructional program, the pandemic and distance learning really shut down much of the collaborative energy that is supposed to sustain our efforts. Being back in person is showing us the extent to which this is true.

The BCCH team developed strategies for improvement academic achievement in all areas with a focus on English Language Arts and ELD

BCCH met during the Spring of 2022 (Ongoing implementation, monitoring and focused on the use of strategic planning)-Use of developed strategic planning
2. Exceeded standard process to identify a specific vision and goal(s) for math proficiency (overall and for resource CAASPP compared students) in 22-23.
3. The team determined a detailed action plan including quarterly results.
4. Quarterly check-ins to ensure that students are reading evaluation of the implementation and monitoring of student academic achievements

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

None

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

LCAP implementation are working very well:
Collection of verified data (using NWEA diagnostics) demonstrating significant growth in reading and math over the last 3 years: Utilizing research-based instructional strategies. This year, our instructional team focused on the following strategies through professional development as well as coaching:
1. Sharing examples of high quality work in order to demonstrate high and clear expectations for academic excellence "in high definition". Research shows that sharing exemplars of quality work is much more effective in communicating high academic expectations for an assignment compared with simply describing the high expectations or even sharing a finely tuned rubric.
2. Providing structured checks for understanding that allow the teacher to get a "snapshot" of students' progress towards the learning objective. These class-wide "cfu"s allow the teacher to gather quickly gather actionable data which informs them if students are ready to move onto the next topic, if students need more clarification or practice, or if most of the class are confused and need to revisit the material from another lens.
3. Providing effective assessments, such as Exit Tickets or short quizzes at the end of a class period, so that they can ascertain with a high degree of clarity whether students met the learning objective for the day or not.
4. Continued focus on English Learner progress, by hiring an ELD teacher, opening up 2 leveled ELD support classes per grade level, implementing English Learner Snapshots (which include goals and accommodations), and investing in classroom libraries with reading material appropriate to each group of learners.

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

The process of addressing changes has been modified as follows: The BCCH leadership team has identified the following areas of growth during this school year. Over the past few years, in each area, we have implemented a variety of interventions and strategies that we have addressed. Monitoring. Modifying and identifying what is working well and which key actions will lead to the highest impact and improvements. Therefore our overall mindset in creating action plans for improvement at this point is focused on 1) gathering data on the current state of affairs with regards to that area of growth, 2) meeting with the appropriate team in order to identify the highest-impact actions that will lead to significant improvement, 3) making a strategic plan (using the following resource: Strategic Planning Process.pdf) to execute those actions, and 4) making plans to review our progress in order to ensure that we are always making steady progress with regards to implementation of that strategic plan.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$818,319	$99,895

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
37.63%	0.00%	$0.00	37.63%

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

Required Descriptions

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

FY 21-22, The Charter School will implement the following goals and actions to meet our English learners' academic and social-emotional needs, socioeconomically disadvantaged, and Foster Youth.
Goal 1: Action 1--Planned services for this action item include Reading Specialist Teacher, Tutors, Specialists, Stipends, 10 Professional Development Days, 2 Extra Instructional Days, and Instructional materials for Acceleration, intervention, and enrichment.

Goal 1: Action 2—Planned services for this action item include 75% of the Executive Administrator and Lead Teacher Stipends to focus on coaching/mentoring support for teachers.

Goal 2: Action 1 --Planned services for this action item include a Coordinator of Operations and the operations team to assist with the engagement of parents.

Goal 2: Action 2--Planned services for this action item include the Program Coordinator and Operations Team will focus on attendance, the School Climate & Culture (SCC) Team (the Assistant Executive Administrator and the Academic Counselor) will work on implementing the Positive Behavior Interventions and Supports (PBIS) Framework and Programs (Title 1 & Title 4).

Goal 2: Action 3--Planned services for this action item includes funds for field trips and vendors to provide enhanced learning opportunities through enriching life experiences.

Goal 2: Action 4--Planned services for this action item includes funds to Ensure that all parents have onboarding support from the 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.

Goal 3: Action 2--Planned services for this action item include professional development for all staff members on strategies to meet our English learners' academic and social-emotional needs, socioeconomically disadvantaged, and Foster Youth.

Goal 3: Action 3--Planned services for this action item include enhance technology to customize and individualize instruction.

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

FY 21-22, The Charter School has a detailed plan to increase foster youth, English learners, and low-income student services. The Charter School staff will take on a "triage" approach to screen student need, apply appropriate tiered instruction, monitor student achievement, and revise the application of instructions needed. All students will have access to grade-level instruction and resources (democracy and equity). Based on the analysis of summative and formative assessments, targeted acceleration and intervention will be provided. The focus will be to scale up. Targeted instruction will be provided to students at their level and address student-specific needs, focusing on skills needed to master grade-level content in language arts, mathematics, and English Language Development. (less is more, depth over coverage). This accelerated instruction will occur during the instructional day and enable a wide range of services from general education teachers, special education teachers, support staff, and administration. A strategic instructional program requires a multi-tiered instructional delivery model responding to each student's individual needs (personalization).

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

Mental Health and Well-Being of All: Teachers will continue to receive professional development on trauma-teaching along with the tools and resources to move from a learner manager to a Learner Empowered (Active-Citizen).
- Incorporate welcoming/inclusion activities (develop a tone of decency and trust)
- Create learning teams and expectations (student as worker-teacher as coach)
- Use groups to get students talking (SFA the power is in the conversation)
- Set goals together (student agency)
- Core Priorities of Trauma-Informed Distance Learning

- Predictability
- Flexibility
- Connection
- Empowerment

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

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

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- Use groups to get students talking (SFA the power is in the conversation)
- Set goals together (student agency)
- Core Priorities of Trauma-Informed Distance Learning
- Predictability
- Flexibility
- Connection
- Empowerment

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

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

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,007,117.00			$104,130.00	$3,111,247.00	$2,966,932.00	$144,315.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Support to increase student academic achievement	English Learners Foster Youth Low Income	$302,871.00				$302,871.00
1	1.2	Teacher Retention: Coaching Support	English Learners Foster Youth Low Income	$197,407.00				$197,407.00
2	2.1	Coordinator of Operations and Operations Team	English Learners Foster Youth Low Income	$134,784.00				$134,784.00
2	2.2	Assistant Executive Administrator & Academic Counselor (SSC Team)	English Learners Foster Youth Low Income	$146,180.00			$90,093.00	$236,273.00
2	2.3	Student Activities	English Learners Foster Youth Low Income	$11,261.00				$11,261.00
2	2.4	Enrollment and Outreach- Schola and Increase ADA	English Learners Foster Youth Low Income	$18,000.00				$18,000.00
3	3.1	Salaries and Benefits	All	$2,028,544.00				$2,028,544.00
3	3.2	Professional Development	English Learners Foster Youth Low Income	$10,000.00			$14,037.00	$24,037.00
3	3.3	Core Instructional Materials; Technology	All	$56,650.00				$56,650.00
3	3.4	Supervision and Safety	All	$55,042.00				$55,042.00
3	3.5	Technology Enhancement	All	$46,378.00				$46,378.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$2,174,933	$818,319	37.63%	0.00%	37.63%	$820,503.00	0.00%	37.73 %	**Total:**	$820,503.00
								LEA-wide Total:	$820,503.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Support to increase student academic achievement	Yes	LEA-wide	English Learners Foster Youth Low Income		$302,871.00	
1	1.2	Teacher Retention: Coaching Support	Yes	LEA-wide	English Learners Foster Youth Low Income		$197,407.00	
2	2.1	Coordinator of Operations and Operations Team	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Bert Corona Charter High School 9-12	$134,784.00	
2	2.2	Assistant Executive Administrator & Academic Counselor (SSC Team)	Yes	LEA-wide	English Learners Foster Youth Low Income		$146,180.00	
2	2.3	Student Activities	Yes	LEA-wide	English Learners Foster Youth Low Income		$11,261.00	
2	2.4	Enrollment and Outreach-Schola and Increase ADA	Yes	LEA-wide	English Learners Foster Youth		$18,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	3.2	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income		$10,000.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,258,402.00	$2,309,808.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Support to increase student academic achievement	Yes	$217,738.00	$236,117
1	1.2	Teacher Retention: Coaching Support	Yes	$118,133.00	$118,133
2	2.1	Coordinator of Operations and Operations Team	Yes	$151,933.00	$159,206
2	2.2	Assistant Executive Administrator & Academic Counselor (SSC Team)	Yes	$221,729.00	$221,729
2	2.3	Student Activities	Yes	$2,000.00	$10,270
2	2.4	Enrollment and Outreach- Schola and Increase ADA	Yes	$15,000.00	$18,000
3	3.1	Salaries and Benefits	No	$321,525.00	$1,390,770
3	3.2	Professional Development	Yes	$25,261.00	$25,261
3	3.3	Core Instructional Materials; Technology	No	$43,689.00	$43,689
3	3.4	Supervision and Safety	No	$51,653.00	$55,283

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.5	Technology Enhancement	No	$89,741.00	$31,350
4	4.1				

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$685,108	$662,716.00	$687,697.00	($24,981.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Support to increase student academic achievement	Yes	$217,738.00	$236,117		
1	1.2	Teacher Retention: Coaching Support	Yes	$118,133.00	$118,133		
2	2.1	Coordinator of Operations and Operations Team	Yes	$151,933.00	$159,206		
2	2.2	Assistant Executive Administrator & Academic Counselor (SSC Team)	Yes	$147,912.00	$135,971		
2	2.3	Student Activities	Yes	$2,000.00	$10,270		
2	2.4	Enrollment and Outreach- Schola and Increase ADA	Yes	$15,000.00	$18,000		
3	3.2	Professional Development	Yes	$10,000.00	$10,000		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$1,672,177	$685,108	0	40.97%	$687,697.00	0.00%	41.13%	$0.00	0.00%

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  o Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

  o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

  o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

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

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

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

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

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

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

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

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

Plan Summary
Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

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

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

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

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

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

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

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

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

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

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

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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

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

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Data Entry Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    o **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

    o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table
- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o   This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

    o   This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

    o   This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

    o   This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o   This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

  - This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

  - This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- 13. LCFF Carryover — Percentage (12 divided by 9)

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

California Department of Education
January 2022

Bert Corona Charter High School
School Verified Data Guiding Questions

For the state approved list of Verified Data on Academic Indicators (Assessments) and Postsecondary Indicators, please see the following CDE website:
https://www.cde.ca.gov/sp/ch/verifdatacrit.asp
Also:
Verified Data FAQ's
Note: High Schools can opt to complete the Verified Data (Assessments) Section and/or Postsecondary Outcomes Section

Verified Data (Assessments)
1. Please complete the table below including each state-approved verified data assessment the school is using, include the academic area (English Language Arts and Math), grade level assessed, participation rate and the frequency of administration of each assessment.

Verified Data Assessment	Grade Levels Assessed	95% Participation Rate (Met/Not Met)	Frequency of Administration of Verified Data Assessment
1. NWEA MAPS (Reading)	11	☒ Met ☐ Not Met	3x per school year
2. NWEA MAPS (Math)	11	☒ Met ☐ Not Met	3x per school year

2. If a 95% participation rate was not achieved on any assessment, please provide a plan of action to meet the 95% participation rate. **Achieved**

3. Please provide the publisher's growth report (e.g., iReady provide iReady's Typical Growth Measure; NWEA provide Measures of Academic Progress; etc). For a complete list of growth reports, please review the following CDE document: November 2020 SBE Agenda Item 14 (pages 23-29). Based on the report(s), please provide the following:
   a. School wide (if available) **and** disaggregated subgroup data.

   Fall '21:
   https://drive.google.com/file/d/1yhzFIqVfm9qVA5M8YC4419OeLb1pev9o/view?usp=sharing

   Winter '21:
   https://drive.google.com/file/d/1UJKHfNAnqsbm3A3-jylPc4PiSL4tsQxs/view?usp=sharing

   Spring '22:
   https://drive.google.com/file/d/1PMmsErDnfr7hR2t2nQDZ7g1toNcYJZr1/view?usp=sharing

4. Describe how the data submitted shows growth in student achievement. What do you attribute that led to that growth?

The 11th grade cohort for 2021-2022 maintained or increased its participation percentage beyond the expected 95% threshold for the final verified data periodic assessment of this school year. In addition, their results demonstrate sustained growth in both reading and K-12 mathematics. The Special Education Cohort, which tested at 92% (12 out of 13 students with IEP in the 11th grade cohort of 50 students), also grew significantly. We just finished the final assessment administration last week, May 16-20, so we are continuing makeup testing this week for the 2 students in the EL cohort (10 students in the 11th grade) who did not yet finish their subtests.

Observed growth is attributed to sustained emphasis on mastery over work completion, a commitment to depth over coverage, and a consistent effort to "shrink the classroom" through pedagogy that focuses on personalization; small group differentiated instruction and support, and conferencing with individual students. In addition, our students complete "student-led" conferences twice yearly in which they give a thoughtful explanation of their growth or the lack thereof to their family members. This process requires significant reflection and ownership, which leads to growth.

NWEA MAPS Assessment	11th Grade SpEd on or ^GL	11th Grade ELL on or ^GL	11th Grade Hispanic/ Latino on or ^GL	11th Grade Cohort on or ^GL	11th Grade Cohort Participation Rate for Each Subtest
Fall Math - Sept	10%	0%	40%	40%	94%
Winter Math - Dec	10%	0%	43%	43%	96%
Spring Math - May	**18%**	0%	**50%**	**50%**	**96%**
Fall Reading - Sept	0%	0%	50%	50%	94%
Winter Reading - Dec	0%	20%	57%	57%	92%
Spring Reading - May	**33%**	10%	**61%**	**61%**	**98%**

"**on or ^GL**" means "On or Above Grade Level"

For data that did not demonstrate growth, please provide a root cause analysis and plans for improvement.

11th Grade EL and LTEL students did not demonstrate growth in either math or reading as a subgroup. Why? There are several possibilities.

This group of 11th grade students spent 12 months away from school, and several spent an additional 3 months at home. The lack of direct support from teachers and peers was frustrating, and distance learning made the work of understanding English even more difficult than it already was.

Additionally, 9 of 10 of the 11th grade EL students are LTELs, meaning they have been in a space of learning English while learning *in English,* for over 6 years, many of them 10-12 years. Not reclassifying for so many years has reinforced deficits, misconceptions and coping strategies that are not helpful for attaining fluency in a new language.

We will be providing designated time with specialist support for all EL and LTEL students in the 2022-2023 school year.

5. If verified data is not submitted, please explain why. In addition, please provide a summary of student academic performance in ELA and/or Math if not included in your verified data responses. Provide school wide (if available) **and** disaggregated subgroup data.

   a. Describe how the data submitted shows growth in student achievement.
   b. What do you attribute that led to that growth?
   c. For data that did not demonstrate growth, please provide a root cause analysis, and plans for improvement.

Verified growth data has been submitted, as well as an explanation of variables to which the growth is attributable.

For High Schools Only: Postsecondary Outcomes (November 2020 SBE Agenda Item 14 pages 16-22)
1. What state-approved postsecondary indicator(s) is the school using for postsecondary outcomes? (see November 2020 SBE Agenda Item 14 page 21)

2. Does the postsecondary data include the results of at least 95% of eligible students? Please provide the number of: (a) eligible students, (b) participating students and (c) missing students. If not, please explain what the school's plan is to increase participation rates to at least 95% of eligible students.

3. Please provide an analysis of your school's postsecondary data to similar peers (which may include, but are not limited to, similar demographics, pupil subgroups, first-time college attendance, or other similar circumstances and if not available, comparison to statewide data).

4. If postsecondary outcome data is not submitted, please explain why.

BCCHS was opened in the fall of 2015 with a 9th grade cohort of 60 students. Our first full-cohort graduation was held in the spring of 2019. This cohort is still working their way through college. Our methods of grad tracking to date have been colloquial in nature, and have included

asking our college-enrolled alumni to come back to our campus and address successive generations of BCCHS students about what it means to be "college ready."

Now that the first alumni from our school are within a year or two of graduating from college, we are in a process of formalizing our tracking protocols and methods. The tracking databases provided in SBE Agenda Item 14 are slated for discussion in relation to our Logic Model for BCCHS College Readiness and Success.