

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
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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 2021-22 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 i-Ready 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 experienced aspects 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.

Continued to provide community outreach program offerings and resources to support student academic achievement. Provide parents with ongoing educational support, social emotional support to enable them address the changes of COVID 19 and much needed social emotional health access.

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.

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; hand washing 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 administrators, 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 the 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 directly to the Executive Director.

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/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/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

Impact of the 2021/22 Budget Act on the Budget Overview for Parents

Local Educational Agency (LEA) name: MONSEÑOR OSCAR ROMERO

Projected General Fund Revenue for the 2021 – 22 School Year	Original Budget used for BOP	2nd Interim Projection	Difference	Comments
Total LCFF funds	\$ 2,953,743.67	\$ 3,149,627.22	\$ 195,883.55	Higher Due to increase in Concentration funding and increase in ADA
LCFF supplemental & concentration grants	\$ 749,029.57	\$ 879,282.00	\$ 130,252.43	Higher Due to increase in Concentration funding
All other state funds	\$ 510,992.06	\$ 578,168.31	\$ 67,176.25	Higher due to increase in ASES revenue and receipt of CTE Grant. MORCS is still developing plans for new funding included in the 2021 Budget act - Expanded Learning Opportunity Program funds. As a result, neither revenue nor expense is included in the projections. Educator Effectiveness funds will be spent in future years and are also not reflected in the projections.
All local funds	\$ 196,490.71	\$ 928,865.39	\$ 732,374.69	Higher due to PPP Loan Forgiveness
All federal funds	\$ 952,585.00	\$ 808,133.54	\$ (144,451.47)	Lower due to deferral of use of ESSER II funds to FY22-23
Total Projected Revenue	\$ 4,613,811.44	\$ 5,464,794.47	\$ 850,983.03	
Total Budgeted Expenditures for the 2021 – 22 School Year	Original	Current	Difference	Comments
Total Budgeted General Fund Expenditures	\$ 5,395,994.39	\$ 5,822,723.07	\$ 426,728.68	The main driver for the increase is the increased costs for the meal program, increases in salaries, and increased in expenses for CTE grant.

MORCS Academic Excellence Board Report

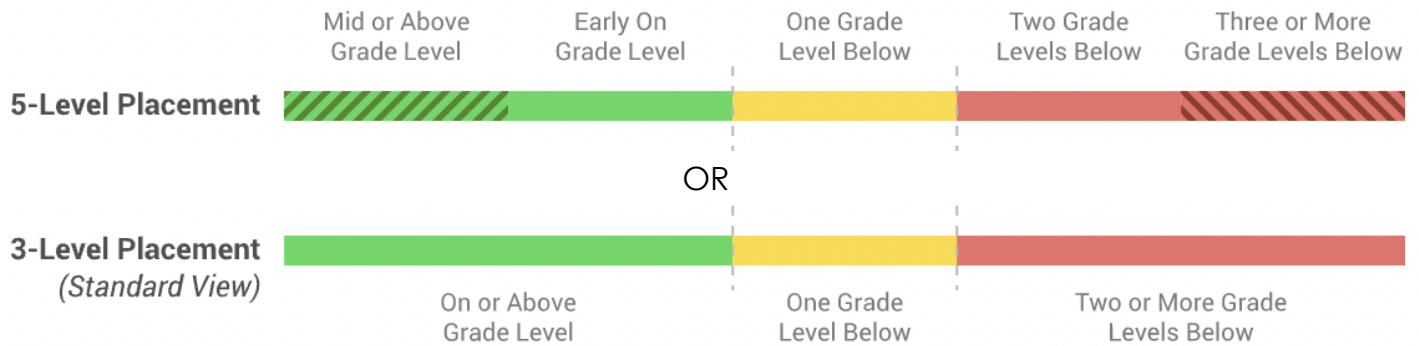
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I. iReady Diagnostic Exams - General Info

	Diagnostic #1 (Fall)	Diagnostic #2 (Winter)
Enrollment (at time of diagnostic)	295	295
Testing Window	08/04/21 - 09/03/21	11/29/21 - 12/18/21
Students Tested (Math)	271 (92%)	289 (98%)
Students Tested (Reading)	263 (89%)	287 (97%)

Test Results Legend:

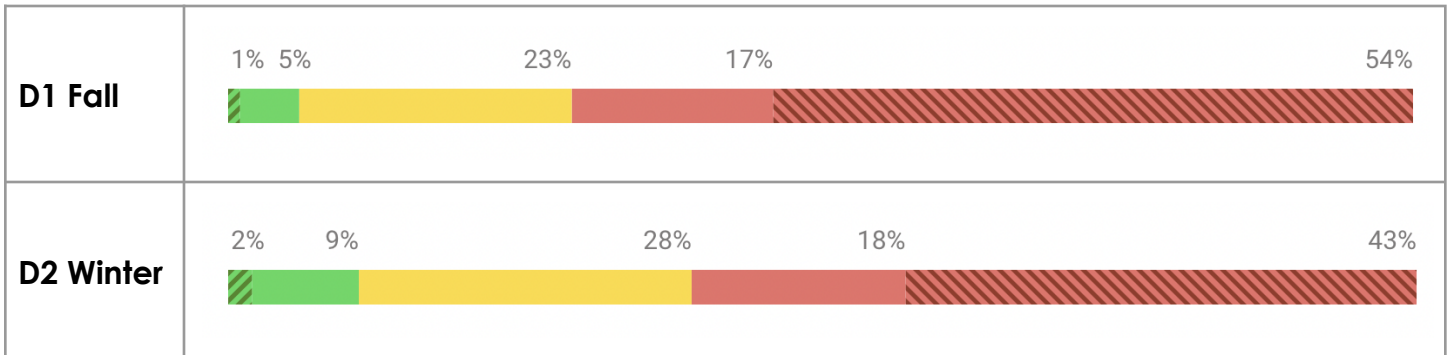


Analysis:

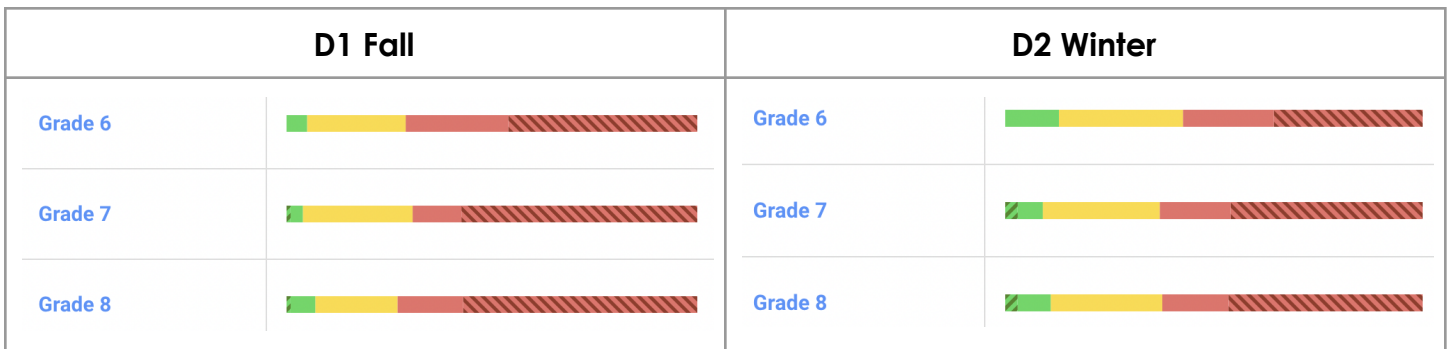
- More students tested in the Winter than in the Fall (98% and 97% compared with 92% and 89% respectively in Math and Reading)
- Total enrollment levels were the same during both testing sessions
- 12 weeks in between testing sessions

II. iReady Results (MATH)

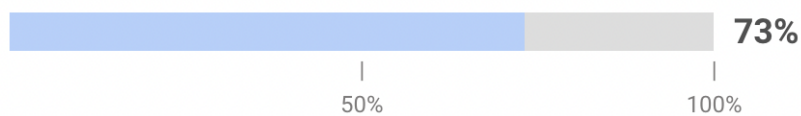
ALL STUDENTS (MATH)



BY GRADE LEVEL (MATH)



Progress to Annual Typical Growth (Median)

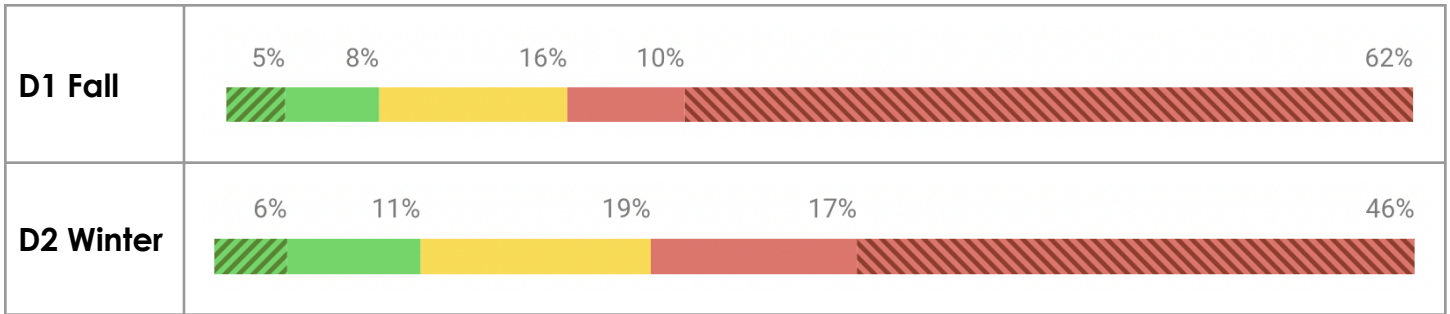


Analysis:

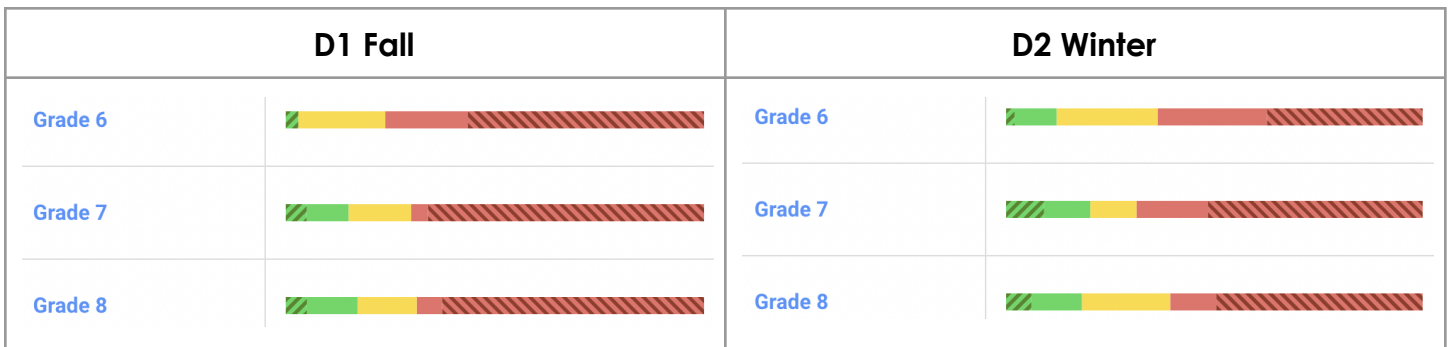
- Students "On or Above" Grade level increased from 6% to 11% in Math from D1 to D2
- Students "Two or More Grade Levels Below" decreased from 71% to 61% from D1 to D2
- Median Progress to Annual Typical Growth is at 73% overall for all students in math
- 8th grade math saw the highest growth at 108% median growth and 42% stretch growth
- All grade levels showing growth from D1 to D2 in Math

III. iReady Results (READING)

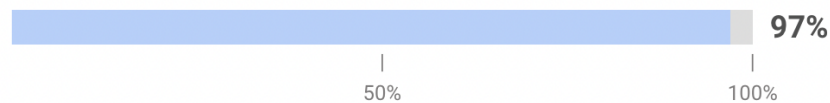
ALL STUDENTS (READING)



BY GRADE LEVEL (READING)



Progress to Annual Typical Growth (Median)



Analysis:

- Students “On or Above” Grade level increased from 13% to 17% in Reading from D1 to D2
- Students “Two or More Grade Levels Below” decreased from 72% to 63% from D1 to D2
- Median Progress to Annual Typical Growth is at 97% overall for all students in reading
- 7th grade reading saw the highest growth at 124% median growth and 42% stretch growth
- All grade levels showing growth from D1 to D2 in Reading

IV. Subgroup Growth Analysis

Median Progress towards Annual Typical Growth - **ALL STUDENTS**

	Math	Reading
6th Grade	69%	89%
7th Grade	62%	124%
8th Grade	108%	81%
All Students	80%	98%

Median Progress towards Annual Typical Growth - **ENGLISH LEARNERS**

	Math	Reading
6th Grade	69%	132%
7th Grade	96%	141%
8th Grade	133%	94%
All EL Students	99%	122%

Median Progress towards Annual Typical Growth - **SPECIAL EDUCATION STUDENTS**

	Math	Reading
6th Grade	66%	116%
7th Grade	38%	233%
8th Grade	58%	111%
All Resource Students	54%	153%

ANALYSIS

GLOWS:

- At each grade level, English Learners demonstrated **equal or more growth in math than All Students and Special Education Students**, in some cases significantly more growth (7th and 8th grade english learners were particularly successful!)
- At 6th and 7th grade, English Learners demonstrated **over 100% growth and close to 100% growth in Reading**
- At 7th and 8th grade level, Special Education students demonstrated **more growth in**

Reading than English Learners and All Students (note: 7th grade Special Education students were demonstrated almost twice as much growth as the other groups!).

- At all grade levels, Special Education students demonstrated **growth of over 100% in Reading**
- 8th grade students and English Learners **demonstrated significant growth in Math (over 100%) especially as compared to other grade levels**
- 7th grade students, 7th grade English Learners, and 7th grade Special Education students **demonstrated significant growth in Reading (over 100%) especially as compared to other grade levels**

GROWS:

- Students demonstrated relatively **low growth in 6th and 7th grade math.**
- Special Education students demonstrated **very low growth in math at all grade levels.**