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The mission of the YPI Charter Schools (YPICS) is to prepare students for academic success in high school, as well as post-secondary education; prepare students to be responsible and active participants in their community; and enable students to become lifelong learners. Students at YPI Charter Schools will become active citizens who characterize the ideals of a diverse and democratic society. Students will provide service to their community, take responsibility for their own learning, and develop the habits of mind and body that will empower them to be successful in high school and beyond.

2023 California School Dashboard

	<u>MORCS</u>	<u>BCCS</u>	<u>BCCHS</u>
Chronic Absenteeism	24.8%	30.3%	n/a
Suspension Rate	0.7%	3.3%	1.8%
English Learner Progress	45.1%	56.9%	23.4%
English /Language Arts	- 81.1 DFS	- 84.9 DFS	- 62.5 DFS
Mathematics	-126 DFS	-134.8 DFS	-153.5 DFS
Graduation	n/a	n/a	92.5%
College/Career Readiness	n/a	n/a	7.5% Prepared "Very Low"
Basics	"Standard Met"	"Standard Met"	"Standard Met"
Implementation of Standards	"Standard Met"	"Standard Met"	"Standard Met"
Parent & Family Engagement	"Standard Met"	"Standard Met"	"Standard Met"
Local Climate Survey	"Standard Met"	"Standard Met"	"Standard Met"
Access Broad Course of Study	"Standard Met"	"Standard Met"	"Standard Met"

Source: CDE 2023 CA Dashboard Private Preview website accessed January 25, 2024.

State Accountability: System of Support "Differentiated Assistance"

California's accountability and continuous improvement system is based on a 3-tiered system of eligibility for assistance. It is intended to support school districts in building their capacity to improve student outcomes through the LCAP process, which includes deciding how resources provided are applied to meet the needs of student groups.

- Level 1 "All Schools"
- Level 2 "Differentiated Assistance" supported by COEs and the California Collaborative for Educational Excellence (CCEE)
- Level 3 "Intensive Intervention" for persistent performance issues

Charter school criteria for 2023 is having two years of one of the following:

- Student group performance in two or more LCFF priority areas, or
- Performance on local indicators in two or more priority areas, or
- Combination of student group performance in one state priority area and local indicator performance in a different priority area.

The YPICS middle schools were notified prior to the Winter Break of their identification for "Differentiated Assistance". As described above, the schools' eligibility for DA was based on the 2023 Dashboard for the following student groups: Hispanic or Latino, Socioeconomically Disadvantaged, English Learners and Students with Disabilities.

The middle schools as part of the State Accountability (DA), will have support from Los Angeles County Office of Education to delve into a root cause analysis on the data outcomes focused on the identified student groups. The collaboration with the COE will also come with access to LACOE resources (professional development, planning) to increase the schools' capacity to raise student achievement. The first engagement with LACOE will occur on Tuesday, February 6th for the LACOE Differentiated Assistance Symposium.

Federal Accountability: Every Student Succeeds Act (ESSA) Assistance

Following the State Accountability Model, the CDE is required to identify schools for ESSA Assistance. Based on the 2022 and the 2023 Dashboards, schools may be identified for one of two levels of federal improvement assistance: CSI or ATSI.

Comprehensive Support and Improvement (CSI): Eligibility and exit are determined for the following categories:

- Low graduation rate
- Not less than the lowest-performing 5% of Title I-funded schools

Additional Targeted Support and Improvement (ATSI) applies to Title I and non-Title I schools. Schools are eligible if for two years they have one or more student groups that meet the “Low Performing” criteria (described in CSI) based on the CA School Dashboard. Student groups used for ATSI:

- Race/ethnicity
- Homeless
- English Learners
- Foster Youth
- Students with Disabilities
- Socioeconomically Disadvantaged

Based on 2023 Dashboard data, Bert Corona has exited ATSI to CSI Low Performing; Bert Corona High School and Monseñor Oscar Romero have entered CSI Low Performing.

2023–24 Number of Charter Schools Eligible for Differentiated Assistance and ESSA Assistance

Assistance Type	Number of Charter Schools Eligible for ESSA Assistance	Number of Charter Schools Eligible for Differentiated Assistance and ESSA Assistance	Percent of Schools in Charter School Eligible for Differentiated Assistance and ESSA Assistance
CSI – Low Graduation Rate	98	50	51.0%
CSI – Low Performing	51	26	51.0%
ATSI	187	68	36.4%

Source: CDE State Board of Education February Information Memorandum, “Update on the Implementation of the Integrated Local, State, and Federal Accountability System: Schools Eligible for Support Under the Every Student Succeeds Act,” February 1, 2024..

WHAT DOES THIS MEAN?

The LCAPs must identify specific actions target to improving the performance of the “low performing” student groups for 2025-27. All schools will be required to develop their respective LCAPs to align with the following federal planning requirements:

- **Work with educational partners in the development of the plan**
[“Educational Partner Engagement” section of the LCAP template]
- **School-level Needs Assessment**
[Using state & local data with input from educational partners, identify successes and areas of need. [Identified needs in “Plan Summary” and in explanation of goal development, and “Increased/Improved Services”]
- **Be informed by all State indicators**
[Identify which “State Priorities Addressed” in the template, and metrics for measuring progress “Measuring and Reporting Results”]

- **Evidence-based interventions**
[Identify SPECIFIC actions]
- **Identification of Resource Inequities**
[Identify the areas of identified need in the “Reflections: Annual Performance” section of the “Plan Summary” of the LCAP]

The use of the additional federal funding that comes with CSI must be accounted for in the 24-25 LCAP.