

# Youth Policy Institute Charter Schools (YPICS)

## YPICS Regular Board Meeting

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### **Date and Time**

Monday May 20, 2024 at 6:00 PM PDT

### **Location**

The Meeting will be held at:

YPI Charter Schools  
Learning and Support Center  
10660 White Oak Avenue, Suite B101  
Granada Hills, CA 91344

A Board member will be joining virtually from Monsenor Oscar Romero Charter School, 2670 W. 11th Street, Los Angeles, CA 90006

The Public may also access the live stream of the meeting at any of the four (4) YPICS locations or via the Zoom link below: <https://us06web.zoom.us/j/88934465556>

***Presentations from the Public can only be made at one of the four YPICS locations listed.***

Bert Corona Charter School  
9400 Remick Avenue Pacoima, CA 91331

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

Monseñor Oscar Romero Charter School  
2670 W. 11th Street Los Angeles, CA 90006

YPI Charter Schools  
Learning and Support Center  
10660 White Oak Avenue, Suite B101  
Granada Hills, CA 91344

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The meeting will be held at YPI Charter Schools Learning and Support Center.

The Public may also access the live stream of the meeting at any of the four (4) YPICS locations or via the Zoom link below: Invite Link

<https://us06web.zoom.us/j/81830780138>

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**YPI Charter Schools**

Learning and Support Center  
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12513 Gain Street Pacoima, CA 91331

**Monseñor Oscar Romero Charter School**

2670 W. 11th Street Los Angeles, CA 90006

**Agenda**

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>6:00 PM</b>
Opening Items			
<b>A.</b> Record Attendance and Guests		Yesenia Zubia	
<b>B.</b> Call the Meeting to Order		Mary Keipp	
<b>C.</b> Additions/Corrections to Agenda		Mary Keipp	1 m
<b>D.</b> Approval of April 22, 2024 Regular Board Meeting Minutes	Approve Minutes	Mary Keipp	1 m

Purpose Presenter Time

**II. Communications**

**6:02 PM**

**A. Presentations from the Public** FYI Mary Keipp

**END OF STATE OF EMERGENCY AND NEW REMOTE PARTICIPATION RULES -  
Assembly Bill 2449**

Governor Newsom announced that the COVID-19 state of emergency ended on February 28, 2023. With the end of the state of emergency, agencies are no longer able to utilize pandemic-era virtual meeting procedures. However, board members may continue to participate remotely by telephone and/or videoconference under traditional Ralph M. Brown Act teleconference rules. Effective January 1, 2023, Assembly Bill 2449 (AB 2449) allows individual board members to participate in meetings remotely during "emergency circumstances" or for "just cause." Specific requirements may be found in the full text of AB2449 ([California Legislation Information](#)). All requirements for attendance by the YPICS Board of Trustees are adhered to in accordance with the Ralph M. Brown Act.

**Instructions for Presentations to the Board by Parents and Citizens**

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

If you wish to make a public comment, you may attend in person and may complete a "Speaker Card" (on an agenda item or non-agenda item) card which will be available at the door.

When addressing the Board, speakers are requested (but not required) to state their name and address from the podium and adhere to the time limits set forth. Non-agenda items are limited to three (3) minutes and total time allotted to not exceed fifteen (15) minutes and Items on the agenda are limited to five (5) minutes.

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

	Purpose	Presenter	Time
<p>Any public records relating to an agenda item for an open session of the Board which are distributed to all of the Board members shall be available for public inspection on the Charter Schools website at <a href="http://ypics.org">ypics.org</a> or at 2670 W 11th Street, Los Angeles, California 90006, 12513 Gain Street, Pacoima, CA 91331, 9400 Remick Avenue, Pacoima, California 91331 and 10660 White Oak Avenue, Granada Hills, CA 91344.</p>			

YPICS adheres to the Americans with Disabilities Act. Should you require special accommodations, or more information about accessibility, please contact us at least 48 hours in advance at (818) 834-5805, (213) 413-9600 or (818) 480-6810 or at [info@coronacharter.org](mailto:info@coronacharter.org), [info@romerocharter.org](mailto:info@romerocharter.org). All efforts will be made for reasonable accommodations.

<b>III. Public Hearing</b>			<b>6:02 PM</b>
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<b>A.</b>	Public Hearing 2024-25 LCAPS Drafts	Discuss	Ena LaVan	10 m
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<b>IV. Items Scheduled for Information</b>			<b>6:12 PM</b>
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<b>A.</b>	Board Committee Reports	FYI		4 m
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1. Board Academic Committee update presented by Committee Chair Cesar Lopez
2. Board Finance Committee update presented by Committee Chair, Michael Green
3. Board Technology Committee update presented by Committee Chair, Dean Cho.

<b>B.</b>	School Committee/ Council Reports for BCCS	FYI	Kevin Myers	3 m
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<b>C.</b>	School Committee/ Council Reports for MORCS	FYI	Freddy Zepeda	3 m
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<b>D.</b>	School Committee/ Council Reports for BCCHS	FYI	Ruben Duenas	3 m
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<b>E.</b>	YPICS Director of Special Education's Report	FYI	Vashon Nutt	2 m
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<b>F.</b>	YPICS Senior Director of Community Schools Partnerships' Report	FYI	Karina Favela-Barreras	2 m
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<b>G.</b>	Bert Corona Charter School Executive Administrator's Report	FYI	Kevin Myers	2 m
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<b>H.</b>	Monseñor Oscar Romero Charter School Executive Administrator's Report	FYI	Freddy Zepeda	2 m
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	Purpose	Presenter	Time
<b>I.</b> Bert Corona Charter High School Executive Administrator/ COO's Report	FYI	Ruben Duenas	2 m
<b>J.</b> YPICS Chief Accountability Officer's Report	FYI	Ena Lavan	2 m
<b>K.</b> YPICS Executive Director's Report	FYI	Yvette King-Berg	2 m
<b>V. Consent Agenda Items</b>			<b>6:39 PM</b>
<b>A.</b> Background			
<p>All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board member for further discussion or removed from the agenda, there will be no discussion of these items prior to the Board's vote on them. The Executive Director recommends approval of all consent agenda items.</p>			
<b>B.</b> Consent Items	Vote	Mary Keipp	1 m
<p>1. Recommendation to approve the 24-25 Instructional Calendars/ Bell Schedules/ Instructional Minutes for Bert Corona Charter School, Monseñor Oscar Romero Charter School, and Bert Corona Charter High School.</p>			
<b>VI. Items Scheduled For Action</b>			<b>6:40 PM</b>
<b>A.</b> YPICS April 2024 Financials and Check Registers	Vote	Irina Castillo	5 m
<p>This is a recommendation to approve the April 2024 financials and check registers as submitted for Bert Corona Charter School, Bert Corona Charter High School, and Monseñor Oscar Romero Charter School.</p>			
<b>B.</b> SY24/25 YPICS Declaration of Need	Vote	Yvette King-Berg	2 m
<p>The administration recommends approval of the SY24/25 Declaration of Need for Bert Corona Charter School, Monseñor Oscar Romero Charter School, and Bert Corona Charter High School.</p>			
<b>C.</b> Local Assignment Option - Ed Code §44258.7 (Committee on Assignments): Departmentalized	Vote	Yvette King-Berg	5 m
<p>The administration recommends approval of this Board Policy to provide greater flexibility in local teacher assignments in grades K-12.</p>			

	Purpose	Presenter	Time
	Education Code § 44258.7, which provides that charter school credentialed (non-emergency) teachers who have special skills and preparation outside of their credential authorization may, with their consent, be assigned to teach an elective course in the area of the special skills or preparation, provided that the assignment is first approved by a Committee on Assignments		
<b>D.</b>	Local Assignment Option - Ed Code §44258.3 (Craven): Departmentalized	Vote Yvette King-Berg	5 m
	The administration recommends approval of this Board Policy to provide greater flexibility in local teacher assignments in grades K-12.		
	Education Code § 44258.3 which allows local school districts/charter schools to assign credentialed (non-emergency) teachers to teach departmentalized classes in grades K-12, irrespective of the designations on their teaching credentials, as long as the teacher's subject matter competence is verified according to policy and procedures approved by the governing board and the teacher consents to the assignment.		
<b>E.</b>	FY24/25 ExED Contracts	Vote Irina Castillo	5 m
	The administration recommends approval of the FY24/25 ExED Contracts for the following services and amounts:		
	<ul style="list-style-type: none"> <li>• Business Services (Management &amp; Accounting): \$262,000</li> <li>• CALPADS Reporting: \$41,250</li> </ul>		
<b>F.</b>	Items Above Executive Director's Spending Authority	Vote Yvette King-Berg	5 m
	1. Recommendation to approve Luminarias SY23/34 invoices not to exceed \$132,000 for mental health services.		
	2. Recommendation to approve Monseñor Oscar Romero Charter School's IMAC refresh totaling \$63,335.74		
	3. Recommendation to approve Bert Corona Charter School facility repairs contract with Green Works Solutions totaling \$214,513.75.		
<b>VII.</b>	<b>Closed Session</b>		<b>7:07 PM</b>
<b>A.</b>	Government Code 54957 PUBLIC EMPLOYEE: DISCIPLINE/ DISMISSAL/ RELEASE	Mary Keipp	15 m

	Purpose	Presenter	Time
<b>VIII. Open Session</b>			<b>7:22 PM</b>
<b>A. Action Taken in Closed Session</b>	FYI	Mary Keipp	2 m
<b>IX. Announcements</b>			<b>7:24 PM</b>
<b>A. Closing Announcements</b>	FYI	Yvette King-Berg	2 m
<p>The next board meeting will be held on Monday, June 3, 2024 at the Learning and Support Center.</p>			
<b>X. Closing Items</b>			<b>7:26 PM</b>
<b>A. Adjourn Meeting</b>	Vote	Mary Keipp	

# Coversheet

## Approval of April 22, 2024 Regular Board Meeting Minutes

**Section:** I. Opening Items  
**Item:** D. Approval of April 22, 2024 Regular Board Meeting Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for YPICS Regular Board Meeting on April 22, 2024



APPROVED

# Youth Policy Institute Charter Schools (YPICS)

## Minutes

### YPICS Regular Board Meeting

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#### **Date and Time**

Monday April 22, 2024 at 6:00 PM

#### **Location**

10660 White Oak Avenue, Suite B101  
Granada Hills, CA 91344

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The meeting will be held at YPI Charter Schools Learning and Support Center.

A board member will be calling in from 501 S. Bixel Street, Los Angeles, CA 90017.

The Public may also access the live stream of the meeting at any of the four (4) YPICS locations or via the Zoom link below: Invite Link

<https://us06web.zoom.us/j/81830780138>

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Learning and Support Center  
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#### **Bert Corona Charter School**

9400 Remick Avenue Pacoima, CA 91331

#### **Bert Corona Charter High School**

12513 Gain Street Pacoima, CA 91331

#### **Monseñor Oscar Romero Charter School**

2670 W. 11th Street Los Angeles, CA 90006

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#### **Trustees Present**

C. Lopez, D. Cho, M. Green, M. Keipp, S. Mendoza (remote), W. Njboke

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### Trustees Absent

None

### Trustees who arrived after the meeting opened

W. Njboke

### Guests Present

Blanca Alves-Monaster (remote), E. LaVan (remote), F. Zepeda (remote), I. Castillo, J. Osorio, K. Favela-Barreras, K. Myers, R. Bradford, R. Duenas, V. Nutt, Y. King-Berg, Y. Zubia (remote)

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## I. Opening Items

### A. Record Attendance and Guests

### B. Call the Meeting to Order

M. Keipp called a meeting of the board of trustees of Youth Policy Institute Charter Schools (YPICS) to order on Monday Apr 22, 2024 at 6:05 PM.

### C. Additions/Corrections to Agenda

There were no additions or corrections to the agenda.

### D. Approval of February 5, 2024 Regular Board Meeting Minutes

C. Lopez made a motion to approve the minutes from YPICS Regular Board Meeting on 02-05-24.

M. Green seconded the motion.

The board **VOTED** unanimously to approve the motion.

#### Roll Call

M. Keipp Aye

M. Green Aye

S. Mendoza Aye

D. Cho Aye

W. Njboke Absent

C. Lopez Aye

### E. Approval of March 11, 2024 Regular Board Meeting Minutes

C. Lopez made a motion to approve the minutes from YPICS Regular Board Meeting on 03-11-24.

M. Green seconded the motion.

The board **VOTED** unanimously to approve the motion.

**Roll Call**

S. Mendoza Aye  
M. Keipp Aye  
M. Green Aye  
C. Lopez Aye  
D. Cho Aye  
W. Njboke Absent

**II. Communications**

**A. Presentations from the Public**

There were no presentations from the Public.

**III. Items Scheduled for Information**

**A. Board Committee Reports**

W. Njboke arrived.

Board member Dean Cho will present a report at the upcoming board meeting.

Board vice chair, Cesar Lopez reported he is looking forward to testing and year end data. The next meeting will be in June to review test results in May.

Board Treasurer Michael Green reported the next scheduled finance meeting is June 3rd from 5:00pm to 7:00pm to review the budget.

**B. Bert Corona Charter School Executive Administrator's Report**

Instruction & Performance Data Our focus for instruction this semester has been on writing across the curriculum and co-planning to ensure supports and structures are in place for all students. Each week, our teachers have time to work together on planning lessons that are two weeks out, giving them time to collaborate across their grade level and with support teachers/staff. With this new practice, resource teachers, EL teachers, and paraprofessionals are more in tune with what is going on daily in the gen ed classrooms, and they have a plan for how they will support students for each of those classes. We are currently administering the iReady exam. As of Friday, April 19th, at 10:45 am, 94% of our students had completed their reading diagnostic, and 78% had completed their math diagnostic. Preliminary (incomplete) reading results look strong, with all grade levels currently exceeding expected progress.

**C. Monseñor Oscar Romero Charter School Executive Administrator's Report**

Instruction & Performance Data Throughout the second semester, our academic team has focused on preparing students for the SBAC by continuing their use of tools for teachers and using release items to help students perform to the rigor of the SBAC test. Our PD focus for the second semester has allowed teachers the time to co-plan and

strategize how they will provide opportunities for students to engage with rigorous content aligned with the SBAC. Students will work on their final iReady diagnostic between April 30 - May 10.

**D. Bert Corona Charter High School Executive Administrator's/ COO's Report**

**E. YPICS Director of Special Education's Report**

COMPLIANCE MONITORING Neither of the three YPICS schools will participate in the District Validation Review this school year. We anticipate at least one school will be selected next year. Compliance monitoring is conducted by the Director of Special Education and school site leads.

**F. YPICS Senior Director of Community Schools Partnerships' Report**

***Some key findings from the Needs and Assets Assessment facilitated during Parent/Teacher Conferences:***

**BCCS:**

- 4% of respondents would benefit from a clothing bank on campus
- 17% of respondents say their child has trouble getting up in the morning to make it to school on time
- 43% of respondents say their child has experienced a significant loss of a family member due to divorce, immigration, abandonment, or death. Of those, 28% have experienced it within the last six months

**MORCS:**

- 8% of respondents would benefit from a clothing bank on campus
- 28% of respondents say their child has trouble getting up in the morning to make it to school on time
- 58% of respondents say their child has experienced a significant loss of a family member due to divorce, immigration, abandonment, or death. Of those, 51% have experienced it within the last six months

**BCCHS:**

- 7% of respondents would benefit from a clothing bank on campus
- 38% of respondents say their child has trouble getting up in the morning to make it to school on time
- 53% of respondents say their child has experienced a significant loss of a family member due to divorce, immigration, abandonment, or death. Of those, 16% have experienced it within the last six months.

**G.**

## **YPICS Chief Accountability Officer's Report**

### **AB 1505 Charter Renewal Tracks**

Charter renewals are governed by the standards and criteria described in EC Section 47607. Pursuant to EC Section 47607(b), charter renewals are governed by the standards and criteria described in EC Section 47605. These shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.

Performance Categories: Pursuant to EC Section 47607(c), the chartering authority shall consider a charter school's placement under the performance categories, which are based on its performance under the California School Dashboard (Dashboard), as an additional criterion for determining whether to grant a charter renewal. On March 12th, the CDE released the renewal tracks based on the 2023 CA Dashboard. *All three YPICS schools have been identified as "Middle Performing". Under this standard, a renewing charter is eligible for a five-year renewal term. It is important to note that the Renewal Tracks are updated each year to align with the release of new data on the dashboard.*

## **H. YPICS Executive Director's Report**

### **SB 1380:**

This is a bill introduced by California State Senator Bill Dodd (D - Napa), which, if approved, would change the criteria and hearing process for new charter petitions and material revisions. Dodd represents the painfully mismanaged Vallejo Unified School District and Napa Valley Unified School District, which have been fighting dirty to prevent the establishment of the Mayacamas Charter School. Dodd claims that the bill is intended to protect districts like Vallejo and Napa, and the impact would be narrow.

The impact would be devastatingly broad, affecting nearly all charter schools and districts.

### **AB 2254:**

Blanca Rubio (D - Baldwin Park) aims to preserve an important component of the charter school's renewal process in California by removing the sunset clause for using "verified data," which is shorthand for student academic achievement data from testing companies approved by the CA State Board of Education, such as iReady or NWEA Map. This bill also clarifies that charter schools can provide specific local data to support their renewal but are not obligated to do so. This bill is sponsored by the California Charter Schools Association (CCSA).

While the CA School Dashboard is the primary tool for renewal evaluation, supplemental assessment data is allowed to be presented during the charter school renewal process. However, verifying data from additional providers will sunset beginning June 30, 2025, making the Dashboard the only data available for charter renewal as we advance. In many cases, the Dashboard alone will be insufficient for the purpose of a high-stakes charter renewal evaluation. The Dashboard does not measure individual student's

academic growth over time, which puts schools serving high proportions of historically underserved students at risk.

**AB 1917:**

California State Assemblymember Al Muratsuchi (D - Torrance) introduced AB 1917, which, if approved, will mandate specific training for school board members, including charter school board members. In its current form, the bill includes charter schools in the definition of LEAs, identifies areas of law foundational for K-12 education governance, requires training for all LEA board members, and describes the requirements for offering training, frequency of training, and record-keeping. Muratsuchi's office indicated that he is open to discussing some amendments, and CSDC enthusiastically supports the idea of training for board members. We look forward to working with Assemblymember Muratsuchi to fine-tune the bill. Strong board governance is essential to well-run and transparent public schools.

**I. Williams Quarter 3 LACOE Complaints**

No Williams complaints were filed against the schools during quarter 3.

**IV. Items Scheduled For Action**

**A. YPICS March 2024 Financials and Check Registers**

C. Lopez made a motion to approve the March 2024 YPICS financials and check registers as submitted.

S. Mendoza seconded the motion.

The board **VOTED** unanimously to approve the motion.

**Roll Call**

M. Keipp Aye

C. Lopez Aye

W. Njboke Aye

M. Green Aye

S. Mendoza Aye

D. Cho Aye

**B. FY24-25 Health Benefits**

M. Green made a motion to approve Kaiser, Delta Dental, VSP, and Unum health benefit plans for the 2024-2025 fiscal year.

W. Njboke seconded the motion.

The board **VOTED** unanimously to approve the motion.

**Roll Call**

S. Mendoza Aye

D. Cho Aye

M. Green Aye

W. Njboke Aye

**Roll Call**

C. Lopez Aye  
M. Keipp Aye

**C. BCCHS Prop 39 Offer**

C. Lopez made a motion to approve the LAUSD Prop 39 Bert Corona Charter School offer for a maximum charge of \$388,817.52 for the 2024-2025 school year.

M. Green seconded the motion.

The board **VOTED** unanimously to approve the motion.

**Roll Call**

M. Keipp Aye  
W. Njboke Aye  
M. Green Aye  
D. Cho Aye  
S. Mendoza Aye  
C. Lopez Aye

**V. Closed Session**

**A. Section Code 35145 and Government Code 54950: STUDENT DISCIPLINE**

The Board moved into Closed Session at 7:40 P.M.

**VI. Open Session**

**A. Action Taken in Closed Session**

The Board reconvened Open Session at 7:57 P.M.

Board Chair Mary Keipp reported out the following action was taken during Closed Session:

Approval of the stipulated suspended expulsion at Bert Corona Charter School.

Roll call:

Mary Keipp - Aye  
Cesar Lopez - Aye  
Sandra Mendoza - Aye  
Michael Green - Aye  
Walter Njboke - Aye  
Dean Cho - Aye

**VII. Announcements**

**A. Closing Announcements**

The next regular board meeting will be held on Monday, May 20, 2024.

## VIII. Closing Items

### A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:00 PM.

Respectfully Submitted,  
Y. Zubia

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### Documents used during the meeting

- 23-24 BCCS EA BoD Report (April).docx.pdf
- MORCS EA Board Report April 22 2024.pdf
- YPICS SPED Director Report 4\_22\_24.pdf
- 4.22.24 Community Schools Board Report.docx.pdf
- 24-04-22rev CAO BoD Report.pdf
- ED Report 2024-04-22 .pdf
- GB Education AcronymList\_2023.pdf
- 24-04-01 LACOE Williams Q3\_BCCS.pdf
- 24-04-01 LACOE Williams Q3\_MORCS.pdf
- 24-04-01 LACOE Williams Q3\_BCCHS.pdf
- 23-24 YPICS Financials Board Packet 03.24.pdf
- Recommendation to Approve 24-25 Health Benefits.docx.pdf
- Bert Corona Charter High 2024-25 Final Offer 04-01-24.pdf



# Coversheet

## Public Hearing 2024-25 LCAPS Drafts

**Section:** III. Public Hearing  
**Item:** A. Public Hearing 2024-25 LCAPS Drafts  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** 24-05-16 MORCS DRAFT LCAP.pdf  
24-05-16 BCCS DRAFT LCAP.pdf  
24-05-16 BCCHS DRAFT LCAP.pdf

# Local Control and 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
Monseñor Oscar Romero Charter School	Yvette King Berg Executive Director	ykingberg@ypics.org (818) 305-2791

## Plan Summary [2024-25]

### General Information

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

serve as a high-quality middle school option for the families in the Pico-Union/ Koreatown communities. The school seeks to support low-income and struggling students in its community for future academic success and active community participation. We seek to close the achievement gap for these students by providing clear and high expectations for all students, a personalized and supportive learning environment that recognizes students’ accomplishments, family-school-community partnerships and service, and integrated technology in the classroom with a culturally enriched curriculum. The majority of students attending schools in this area come from Central American immigrant families where Spanish is the home language.

Monseñor Oscar Romero Charter seeks to:

1. Prepare students for academic success in high school, as well as post-secondary education.
2. Prepare students to be responsible and active participants in their community.
3. Enable students to become life-long learners.

The school is named in honor of and inspired by Monseñor Oscar Romero. His work on behalf of the oppressed earned him the admiration and love of the people of El Salvador.

VISION: Our school is named in honor of and inspired by Monseñor Oscar Romero Charter, 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. During his three years as archbishop of San Salvador, Oscar Romero became known as a fearless defender of the poor and suffering during El Salvador’s civil war in the 1980s. Above all, he never failed to give an eloquent and insistent voice to the cardinal importance of education. Monseñor Oscar Romero believed in the Jeffersonian ideal that democracy and its attendant ideals become quite impossible without an intelligent citizenry. We believe Monseñor Oscar Romero Charter students will carry on this rich legacy by becoming 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.

**MISSION:** The Monseñor Oscar Romero Charter School prepares urban students in grades 6-8 for academic success and active community participation. The school is located in the Pico-Union area 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 public school students living in the community are eligible for federal free or reduced meals, indicative of the high poverty levels in the area.

MORCS serves a wide range of students requiring a rigorous program that includes acceleration, differentiated instruction, depth, and complexity. The school is data-driven using various sources of assessment data to understand and improve individual student and schoolwide performance. The assessment data (diagnostic, formative, and summative) help MORCS continuously plan, monitor, and improve its academic programs and student outcomes.

The 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 acceleration are identified and monitored using multiple data points. In addition to state testing, other assessments include publisher assessments, student work samples, and i-Ready Diagnostic assessments in English/language arts and mathematics.

Assessments are used to identify students and subgroups who need additional instruction; prescribe a re-teaching or acceleration focus for individual scholars; identify professional development needs and target school resources. 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 that include access to Education Specialists, school psychologists, speech pathologists, classroom teachers, and administrators. The school's educators believe it is essential to consider social and emotional needs for a successful multidimensional approach to meet the needs of our diverse population.

The 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, as well as the US Department of Education representatives, and elected officials have recognized the positive culture at MORCS.

## Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Some of the highlight areas on the 2023 CA School Dashboard for Monseñor Oscar Romero Charter School (MORCS) were the Suspension Rate and the English Learner Progress indicators. Regarding the ELPI, 45.1% of EL students were making progress towards language proficiency. As a school, MORCS has focused on providing teachers with professional development that allows them to better understand the use of strategies to support students at various levels of language proficiency. This has been helpful as MORCS has seen an increase in the number of ELs in previous years, particularly students who are new to the country and are at the beginner range of language proficiency. In addition to placing focus on EL based professional development, MORCS has academic aides who are scheduled to work with ELs throughout the day providing support in core classes based on individual language needs of EL students. Although there was a 15.9%

decline in the English Learner Progress indicator, as a school MORCS has placed focus on using strategies from the Ellevation platform to promote language acquisition on core classes and there is continued focus on progress monitoring of ELs and RFEP students throughout the school year using internal data from the iReady platform.

In addition, the suspension rate for MORCS was in the green range, with only 0.7% of students suspended at least one day. This was a decline of 1.6% from the previous year. As a school, MORCS has been implementing PBIS strategies to help create a strong culture on campus and has been using restorative practices to help become preventative when issues or conflicts begin to arise.

- **2023 ENGLISH/LANGUAGE ARTS INDICATOR**

The ELA indicator for 2023 shows MORCS in the “red” category, with Students with Disabilities "Red" (-139 DFS), Socioeconomically Disadvantaged "Red" (-78.9 DFS), English Learners "Red" (-119.2 DFS), Hispanic or Latino "Red" (-81.4 DFS). As a school, MORCS has been placing focus on improving this indicator by engaging students in performance tasks the teaching staff has been using Tools for Teachers to get a better understanding of the achievement gaps as determined by the data collected from these activities. Additionally, there has been a strong emphasis on using professional development for teachers to engage in co-planning aimed at ensuring that lessons and activities are rigorous and include ELD standards and a focus on Ellevation language strategies to help make sure that students are engaging in work that will prepare them for success on internal assessments and state assessments.

- **2023 MATHEMATICS INDICATOR**

The Mathematics indicator for 2023 also shows that Schoolwide MORCS is in the "Red" category (-126 DFS), and subgroups were in the following ranges: Students with Disabilities "Red" (-171.3 DFS), Socioeconomically Disadvantaged "Red" (-125.4 DFS), English Learners "Red" (-157 DFS), Hispanic or Latino "Red" (-125.2 DFS). As a school, the team reviewed SBAC and iReady performance data from 2022-2023 in the fall of the current school year to get a clear understanding of the present levels of performance and create plans to ensure that student achievement gaps in Mathematics are being addressed and supported by teachers. This school year, the team has engaged in using the Ironbox Mathematics curriculum to focus on the language of mathematics and repetition of practice to solidify foundational skills. Teachers use these materials in their math support classes, which are part of the daily schedule, and during after school tutoring sessions. The goal of using this program is to enhance performance and ability in foundational math skills so the students can achieve greater success with grade level material during their regular math classes. In addition to using the Ironbox Mathematics curriculum to close learning gaps, the MORCS team also uses iReady Math and student pathways to ensure that students have personalized learning opportunities and are also engaging in lessons that are at the rigor expected per their grade level.

For the 2023 school year, MORCS had a schoolwide chronic absenteeism rate of 24.8%. Subgroups were in the following ranges: Hispanic or Latino "Red" 24.7%, Socioeconomically Disadvantaged "Red" 25.1%, English Learner "Red" 24.6%, Students with Disabilities "Red" 28.9%. For the current school year (23-24), MORCS has continued to provide supports to families to ensure that students have access as necessary to ensure that they are able to attend school. MORCS has provided TAP cards for many students who need access to public transportation, and has also arranged private transportation in some occasions to ensure that families and students understand the importance of being in school daily. This year, MORCS has also engaged in home visits for students who fall in the CA range to better understand why students are absent and how the school can provide support and assistance to ensure that families and students have access to necessary resources to improve their attendance.

- **2023-24 iREADY STATE-VERIFIED DATA PLATFORM**

In regards to local data for 23-24, students have been demonstrating growth and progress in their performance in Reading and Mathematics. Thus far, MORCS has administered diagnostics in the Fall and Winter (Spring testing will take place at the start of May). In the area of Reading, 51% of 6th grade students met their Annual Typical Growth goal; 54% of 7th grade students met their Annual Typical Growth goal; and 65% of 8th grade students met their Annual Typical Growth Goal. Additionally, 49% of 6th grade students had improved placement of at least 1 level in their iReady Reading diagnostic, while 7th grade had 57% students with improved placement in reading and 8th grade had 68% of students with improved placement in reading. Throughout the school year, teachers have been using the iReady curriculum to help close learning gaps in Reading and are also using the individualized instruction feature of the program to meet the individual needs of students in the area of Reading.

Local data for 23-24 in Mathematics also shows the following thus far: 30% of 6th grade students have met their Annual Typical Growth goal on the winter diagnostic; 43% of 7th grade students met their Annual Typical Growth goal on the winter diagnostic; and 53% of 8th grade students met their Annual Typical Growth goal on the winter diagnostic. In addition, 39% of 6th grade students saw improved placement of at least 1 level in their iReady reading diagnostic; 45% of 7th grade students had improved placement of at least 1 level in their iReady Math diagnostic; and 60% of 8th grade students had improved placement of at least 1 level in their iReady Math diagnostic. Similar to our approach for Reading, teachers have used the iReady Math curriculum to help close learning gaps in Mathematics and are also using the individualized instruction feature of the program to meet the individual needs of students in the area of Reading.

Local data for groups (ELs, SWD, SED, Hispanic), per iReady, also demonstrates progress from Fall to Winter as follows: SED - 59% met their Annual Typical Growth in Reading while 45% met their Annual Typical Growth in Math; ELs - 55% met their Annual Typical Growth goal in Reading while 44% met their Annual Typical Growth goal in Math; SWD - 59% met their Annual Typical Growth goal in Reading while 54% met it in Math; Latino - 57% met their Annual Typical Growth goal in Reading while 45% met it in Math. The growth made thus far by our student groups demonstrates that students are making progress and are growing academically due to the consistent exposure to materials that aim to close learning gaps throughout the school day.

## Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

MORCS has been identified for California's System of Support as qualifying for "Differentiated Assistance". Based on the 2023 Dashboard indicators, the following four student groups will be our targeted focus groups for improved performance: English learners, Hispanic or Latino, Socioeconomically Disadvantaged, and Students with Disabilities. The indicators as described in the prior prompt included English/language arts, mathematics, and chronic absenteeism.

With this identification in December 2023, we started our partnership with the Los Angeles County Office of Education (LACOE) in February 2024 with the DA Symposium. That meeting focused on developing a strategic plan to address student achievement through the use of improvement science and using various data sources to accurately allow for root cause analyses so we may better understand the underlying causes for the outcomes in the prior year.

The LACOE Team for Capacity Building has been supportive since February through its strand on school improvement, and we are availing ourselves of the myriad professional development resources currently and into the next academic year.

As of this writing, the LCAP will serve as our "CSI Plan" and aligns to the areas of need identified in the state data. In the LCAP, we have the following actions included to address the needs identified through engagement meetings held with parents, teachers, and administrators between February and May 2024.

## 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.

MORCS has been identified for CSI based on the 2023 California School Dashboard results.

### ***Support for Identified Schools***

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

As a single school LEA, the charter school will use the 2024-25 LCAP as a comprehensive plan for addressing the needs of the identified student groups (e.g., Hispanic, Socioeconomically Disadvantaged, English Learners and Students with Disabilities). The school has examined multiple data sources since the release of state assessment data for the CAASPP and ELPAC. Additionally, we have used local assessment data which are state-verified sources approved by the California State Board of Education to progress monitor student growth in reading and mathematics. The Executive Administrator and the site's instructional leadership team, with support from YPICS Accountability, will develop the LCAP in a manner consistent with the planning requirements for public schools identified for CSI.

### ***Monitoring and Evaluating Effectiveness***

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

The school began the analysis with its families and staff with the release of the California School Dashboard in December 2023. It will continue to align with the LCAP development for the 2024-25 academic year. Based on input from our families at SAC/EL-PAC meetings, reflection on both State and local data sources demonstrates a need for a more robust system of support to address the needs of the identified student groups (e.g., Hispanic, English learner, Socioeconomically Disadvantaged and Students with Disabilities). The data-based input of parents, students, teachers, and site staff aligned to establish a focus on English Language Development (ELD) and progress monitoring for the four-year period following reclassification. Specifically, the CSI funds will be applied to the development and implementation of a system of supports focused on language acquisition progress in reading and writing across the content areas.

The school will continuously monitor our progress at strategic points during the current and coming academic year. We have shared relevant data with our educational partners through meetings of our School Advisory Council (SAC), English Learner Advisory Committee (ELAC) and English Learner Parent Advisory Committee (EL-PAC). This process will continue into the 2024-25 academic year and will include engagement with underserved populations such as Socioeconomically Disadvantaged (SED), English learners (EL), Foster Youth (FY), and Students with Disabilities (SWD) to ensure parents have necessary information to provide input into what types of actions/services and

resources needed to support school improvement. Teachers and administrators will also be regularly engaged in feedback, data monitoring and analysis processes so we are able to respond to both student/parent needs to course correct based on available data.

**TEACHERS & STAFF:** Summer meetings will include teachers and staff for the examination of the 2024 outcome data, and during professional development meetings following administration of schoolwide local assessments three times during the academic year. A hallmark of our charter is weekly professional development and grade-level co-planning to address student achievement in core academic areas. Our ELD and Resource teachers are an integral part of the co-planning and progress monitoring process in order to maintain a focus on our students who face additional challenges in meeting standards and accessing grade-level content.

**PARENTS:** Parents will be engaged through meetings of the SAC/EL-PAC which will meet at least four times during the coming academic year. Our Fall meeting, which will be coordinated with our Annual Title I Meeting, will focus on multiple data points from the 2023-24 academic year including academic marks, attendance, English learner progress in language mastery, English/language arts and mathematics data from both local and state sources. The Winter meeting will integrate the midyear local assessment data and the release of the 2024 CA Dashboard results. The third meeting will examine progress monitoring of English learners using the EL data monitoring platform, as well as available midyear data in preparation for the Mid-Year Progress Report for the LCAP in February. This will also coincide with the needs assessment and kick-off for the reflection process to guide the development of the 2025-26 LCAP. The final meeting in the Spring will include all available data as we finalize the LCAP for the coming year.

# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Students	<p>Students were administered the 2023-24 Youth Truth Survey to gather perception data on areas such as engagement, relationships, culture, and belonging. These areas aligned to metrics in the 2023-24 LCAP, and demonstrate a need for improvement in several areas, but for 2024-25 the priorities will be in culture (46% positive), belonging (49%) and relationships (51%).</p> <p>The data was reviewed with student leadership to gather ideas for improving in these areas, and opportunities to include them in the plan.</p>
Parents/Guardians	<p>Parents have been engaged in several ways in tracking current LCAP progress and in planning for 2024-25. The current LCAP and data have been reviewed during bimonthly Cafe con los Directores meetings, quarterly SAC/EL-PAC meetings, Special Ed Meet 'N' Greet (Fall), Community Data Walk (Winter), CSI planning and monthly presentations/updates to the Board of Directors.</p> <p>Based on the 2023-24 Youth Truth Parent Survey and confirmed by parents attending meetings listed above, parents are satisfied with the various elements of the school's program. Specific areas to be prioritized for next year based on feedback/data are: safety (82% positive) and engagement (86%).</p>
Support Staff	<p>In August 2023, the staff received training on the CAASPP results and CA Dashboard to promote understanding of school performance data leading to the charter school performance tracks under AB1505. In</p>



	<p>September 2023 during on-site staff development, administration presented their Academic Excellence Action Plan for the year to teachers and its alignment to desire LCAP outcomes for the current academic year. Between the October release of the State CAASPP data and the December release of the CA Dashboard for 2023, the staff analyzed local assessment data to determine the necessary interventions to close gaps in student learning and align with desired outcomes in the LCAP.</p> <p>During January 2024's Data Day, staff reflected on progress using various data points in the LCAP (surveys of students, parent/guardian, and staff; MOY local assessment results; MTSS to address CA Dashboard Indicators; state system of support, ESSA assistance) in preparation for the LCAP Mid-Year Progress Report. The Site Leadership Team reviewed the LCAP for the status of implementation of actions in the 23-24 LCAP, and requested feedback from teachers/staff about potential changes for the coming year. Based on the 2023-24 Youth Truth Staff Survey, specific areas to be prioritized for next year based on feedback/data are: culture (46% positive), safety (67%), relationships (75%) and professional development &amp; support (75%).</p> <p>The leadership presented a draft of the 2024-25 LCAP to staff in May prior to the public hearing before the Board.</p>
<p>Teachers</p>	<p>In August 2023, the teachers received training on the CAASPP results and CA Dashboard to promote understanding of school performance data leading to the charter school performance tracks under AB1505. In September 2023 during on-site staff development, administration presented their Academic Excellence Action Plan for the year to teachers and its alignment to desire LCAP outcomes for the current academic year. Between the October release of the State CAASPP data and the December release of the CA Dashboard for 2023, the staff analyzed local assessment data to determine the necessary interventions to close gaps in student learning and align with desired outcomes in the LCAP.</p> <p>During January 2024's Data Day, staff reflected on progress using various data points in the LCAP (surveys of students, parent/guardian, and staff; MOY local assessment results; MTSS to address CA Dashboard Indicators; state system of support, ESSA assistance) in preparation for the LCAP Mid-Year Progress Report. The Site Leadership Team reviewed the LCAP for the status of</p>

	<p>implementation of actions in the 23-24 LCAP, and requested feedback from teachers/staff about potential changes for the coming year. Based on the 2023-24 Youth Truth Staff Survey, specific areas to be prioritized for next year based on feedback/data are: culture (46% positive), safety (67%), relationships (75%) and professional development &amp; support (75%).</p> <p>The leadership presented a draft of the 2024-25 LCAP to staff in May prior to the public hearing before the Board.</p>
<p>Special Education</p>	<p>The site leadership team and the Director of Special Education consulted with Resource Teachers and SpEd support staff/providers using state-verified local data, CAASPP results and CA Dashboard performance levels for students with disabilities in September, January and May to determine what additional actions should be included or what revisions were needed to address the needs of our English learners. Based on multiple data points, teachers identified supports for dually identified students must be a focus of professional development for staff.</p>
<p>LMU Center for Equity for English Learners</p>	<p>Actions related to English learners were reviewed.</p>
<p>Administrators</p>	<p>The Executive Administrator engaged the site leadership team in September using the prior year state-verified local assessment data, CAASPP results and CA Dashboard to promote understanding of school performance data leading to the charter school performance tracks under AB1505. Administrators (Instruction, Climate/Culture, Community Schools, Operations) delved into data to identify where their area of work was reflected in the prior year outcomes, and how each would focus on specific goals in the 2023-24 LCAP to reach desired outcomes. During January 2024's Data Day, staff reflected on progress using various data points in the LCAP (surveys of students, parent/guardian, and staff; MOY local assessment results; MTSS to address CA Dashboard Indicators; state system of support, ESSA assistance). In January 2024, in preparation for the LCAP Mid-Year Progress Report for the Board of Directors, this structure of monitoring the LCAP was put into place, with administrators using the MTSS structure applied to their area of work. This will continue to be the process for the 2024-25 academic year to ensure the LCAP data are tracked and the LCAP remains relevant to the daily work of all administrators. There was a consistent theme expressed by all administrators to provide more professional development</p>

	<p>opportunities around state data, including Lexile and quantile, and school improvement for special groups such as dually identified students and newcomers.</p>
<p>Board of Directors</p>	<p>With the start of the 2023-24 academic year, there has been an intentional focus on aligning school improvement to areas addressed in the school's charter petition as well as the CA Dashboard which is used for state and federal accountability.</p> <p>Following a training on the CA Dashboard Indicators and LCAP at the Board Retreat in September 2023, the Executive Administrator presented the Annual Action Plan to Improve Student using the available CAASPP and ELPAC data. The Board stated they will track the school's progress using state-verified local assessment data and actions detailed in the LCAP.</p> <p>At each regular meeting between September - December 2023, as well meetings of the Academic Excellence Committee, the Board was presented with real-time updates and progress on implementation of LCAP actions.</p> <p>In February, the members received a Mid-Year LCAP Progress Report presentation including financials and assessment data. Based on the data available, board members provided feedback on the need for increased focus on mathematics, dually identified students, and supporting teachers to improve student outcomes. During that same meeting, members provided feedback on the school plan to address being in federal ESSA-assistance (CSI) based on four student groups. A revised action plan was presented to include this focus for the identified student groups.</p> <p>The public hearing on the 2024-25 "draft" LCAP was held during the regular Board meeting on May 20, 2024</p>

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

- Students:
- Parents/Guardians:
- Support Staff:
- Teachers:
- Administrators:

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	Maintain high standards for a safe, nurturing, engaging learning environment where ALL students are supported in attaining high levels of achievement through the use of high-quality curricula and exceptional staff.	Maintenance of Progress Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Fully Credentialed and Appropriately Assigned Teachers (Priority 1)	84% "Clear" Credentialed Teachers (Source: CDE DataQuest, 2021-22 Teacher Assignment Monitoring Outcomes by Full-time Equivalent)			95% "Clear" Credentialed Teachers	
1.2	Access to Standards–Aligned Instructional Materials (Priority 1)	100% teachers/ students with access to standards- aligned curricula (ELA, ELD, math, science, social science, and social science)			Maintain 100% teachers/ students with access to standards- aligned curricula (ELA, ELD, math, science, social	

		(Source: LACOE Williams Instructional Visit, December 2023)			science, and social science)	
1.3	Facilities in “Good” Repair as Measured by Facility Inspection Tool (FIT) (Priority 1)	Score: 100% Rating: “Excellent” (LACOE Williams Facilities Inspection, December 2023)			Maintain Williams Facility rating >90%	
1.4	Implementation of State Standards (Priority 2)	Implementation of State Standards ELA 5, ELD 5, Math 5, NGSS 5, History 5 (Source: Local reporting for the 2022-23 CA Dashboard Local Indicators)			Maintain Implementation of State Standards ELA 5, ELD 5, Math 5, NGSS 5, History 5	
1.5	Teacher Perception of Professional Development Impact & Support (Priority 2)	3.84 Professional Development & Support 29% Staff members responded to Youth Truth Survey* (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2023-24)			Participation: 95% Rating: 4	
1.6	Access to and enrollment in a broad course of study (Priority 7)	100% of students have access to a broad course of study (Source: Local reporting for the 2022-23 CA Dashboard Local Indicators)			Maintain 100% students access to a broad course of study	

## Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Facility in "Good Repair"	Maintain physical plant that is safe, clean, and properly resourced to instill pride in all school community members. Custodial staff will ensure facilities are clean and maintained in good repair through daily checks. Any deficiency will be reported in a timely manner and remedied within a reasonable timeframe. Using the CDE's Facilities Inspection Tool (FIT), annual review >90% of items meeting the "good" standard or better.		No
1.2	Staffing (Certificated & Classified)	Appropriate administrative staffing to ensure our students are receiving academic and social emotional support and approaches that are differentiated to meet the needs of all students, including our high need students. Hiring of certificated staff to deliver effective standards-based instruction and support student achievement in the California Content Standards.		No

		<p>Classified staffing to support efficient operations and support the instructional needs of students with various academic, behavioral, and emotional needs.</p>		
<p><b>1.3</b></p>	<p>Professional Development for Supporting Diverse Students</p>	<p>The school will provide pre-service professional development in effective instructional strategies and differentiation for various levels and learners in the core classroom. Provide on-going professional development for all staff members on strategies and approaches proven to accelerate learning for English Learners, low-income students, foster youth, homeless youth, students with disabilities, and dually identified students. Teachers will have direct access to on-going PD resources in the form of online modules focused on ELD strategy integration.</p> <p>Implement SFA instructional strategies to address foundational literacy needs of students. The primary setting for the use of the strategies during the regular instructional day in order to accelerate the closing skill gaps in reading, while providing grade-level access to content standards.</p> <p>Equity-focused Standards-based Instruction Supporting the Growth of English Learners &amp; Dually-Identified Students</p> <ul style="list-style-type: none"> <li>• Quality implementation of the English Learner Master Plan aligned to the CA English Learner Roadmap</li> <li>• Implementation of strategies to support EL acquisition/mastery of the English language (speaking, listening, reading, writing)</li> <li>• Understanding the language needs of ELD in acquisition of academic language</li> <li>• Strategies for supporting Students with Disabilities in the general education classroom</li> </ul>		<p>Yes</p>
<p><b>1.4</b></p>	<p>Support for Impactful &amp; Effective Instruction</p>	<p>Continuing implementation of RELAY Graduate School of Education's "Get Better Faster" as a common framework for coaching, observation and feedback which provides a common language and understanding of instructional expectations that are rooted in equity for all students. The Executive Administrator and Coordinator of Instruction will conduct weekly classroom observations, and provide weekly on-site PD tailored to the needs of teachers and paras to facilitate higher levels of student learning. The school will implement these strategies schoolwide.</p>		<p>No</p>

		<p>Teachers requiring BTSA will be supported by an onsite mentor. The school's regular weekly professional development for the academic year will include:</p> <ul style="list-style-type: none"> <li>• YPICS Hallmarks: Standards-based grading, project-based learning, and service learning</li> <li>• Universal Design for Learning (UDL) training for administration and staff to create flexible learning environments and learning spaces that can accommodate individual learning differences.</li> <li>• Backwards Design training prioritizing the intended learning outcomes instead of topics to be covered, and most importantly facilitating student learning.</li> </ul> <p>Teams will use Critical Friends Group (CFP) structures/processes when applicable</p>		
<b>1.5</b>	Core Instructional Materials/Licenses, Assessments, and Technology	<p>Provide teachers and students with the necessary standards-based curricula across the core and supplemental instructional materials to ensure all students have access to grade-level content. Additionally, provide integrated technology resources/platforms to improve writing skills across the content areas as well as for secondary success (e.g., Thinking Nation, Google Classroom/Suite, NearPod, iXL, Adobe Suite, etc.) School-wide assessments administered 3xs/year in English/language arts and mathematics using verified data source (iReady) to monitor student growth and progress. All programs mentioned above require the school to maintain 1:1 devices to students and ensure they are in working order. For certain consumable supplemental materials, replenishment of workbooks will be necessary annually (e.g., iReady ELA and Math workbooks, IronBox, etc.)</p>		No
<b>1.6</b>	Multi-Tiered System of Supports (MTSS)	<p>The school will have a standing MTSS Team to analyze multiple data points to align initiatives and resources to address the needs of all students. This integrated framework of academic, behavioral and social-emotional learning supports work to the benefit of all students at various tiers of need [Tier 1, 2, &amp; 3]</p>		Yes



# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	Maintain high standards for our community to engage students in high levels of achievement in English/Language Arts through the use of high-quality curricula, effective instruction and local assessments, and ensure the necessary targeted acceleration and supports are delivered in a timely manner to maximize student growth.	Focus Goal

### State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

### An explanation of why the LEA has developed this goal.

This goal has been modified for 2024-25 to combine both ELA and ELD as we seek to address reading and writing throughout the content-areas. Of particular concern is providing the needed language supports that will enable students to demonstrate growth in skills and standards annually by monitoring and analyzing local state-verified data and academic marks. These data points will be monitored strategically to drive instructional decisions as part of the MTSS. Our student enrollment has a wide range of language abilities and needs. Ensuring reading and writing are happening throughout the ELA and social studies departments will assist in preparing our students for college/career.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Verified Data Source - iReady Reading Growth (Priority 8)	**PENDING** 2023-24 iReady Reading Growth Diagnostic [BOY to EOY] % improved placement % meeting typical growth % meeting stretch growth			**PENDING** iReady Reading Growth Diagnostic [BOY to EOY] % improved placement % meeting typical growth % meeting stretch growth	

		(Source: iReady Platform)				
2.2	Dashboard English Language Progress Indicator (ELPI) (Priority 4)	45.1% making progress towards English language proficiency "Orange" (Source: 2023 Dashboard ELPI Indicator)			ELPI "Yellow" or "Green"	
2.3	Dashboard English/Language Arts Indicator (Priority 4)	2022-23 Dashboard ELA & CAASPP School "Red" -81.1 DFS 19.79% Met/Exceeded Hispanic "Red" -81.4 DFS 19.92% Met/Exceeded SED "Red" -78.9 DFS 20.85% Met/Exceeded EL "Red" -119.2 DFS % Met/Exceeded SWD "Red" -139 DFS 2.7% Met/Exceeded			ELA Dashboard School "Orange"	
2.4	Reclassification Rate (Priority 4)	**PENDING** % Reclassification Rate for 2022-23 (Source: Internal Reclassification Rate data reported to CALPADS)			**PENDING** % Reclassification Rate	

## Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Core ELA/ELD Co-planning for Instruction & Assessment	Teachers will engage in the standards-based instructional co-planning process with considerations for both whole class and student groups with specific needs (e.g., English learners, Students with Disabilities, dually identified, RFEPs in ongoing monitoring period). Resource Teachers will consult with the ELD and ELA teachers to provide additional support as these students continue to develop math skills along with their language skills in all domains (e.g., reading, writing, speaking, and listening). For those who have reclassified, they will be progress monitored using academic marks and state-verified assessment data platform to ensure on-going progress. Teachers will consider the necessary adjustments needed for Students with Disabilities who are also English Learners or have reclassified through the IEP. Instructional strategies to address the wide range of English language levels in the core. California ELD standards will		Yes

		be integrated along with California Common Core ELA standards, and instructional strategies will be geared to support students.		
<b>2.2</b>	Accelerations for Language Arts	Based on results from iReady Reading Diagnostic, students will receive placement in an iReady ELA Pathway for personalized instruction. Teachers will monitor each student's pathway in the platform for progress on foundational skills and standards ensuring that students complete two independent lessons per week. This monitoring of individual student pathway progress is crucial to see growth, and to inform teachers core instructional planning. Flexible programmed language-based support classes will be provided for students who have been identified as requiring focused standards-based support. Additionally, outside of the instructional day, ELs and RFEPs during the ongoing monitoring period following reclassification, will have access to ELA-based extended learning opportunities to enable progress in standards mastery.		No
<b>2.3</b>	Designated ELD	Students identified as English Learners ("Emerging"/"Expanding") will have a designated instructional period for English Language Development (ELD) taught by a credentialed ELD teacher. In this course, students who are at ELD 1-3 will be grouped together will provide designated ELD instruction to impact students' English language progression leading to successful reclassification. As an added support for these students, the ELD teacher will provide push-in/pull-out as needed to assist them in accessing the core content standards. Students at ELD 4 "Bridging" will receive push-in support during core content instruction.		No
<b>2.4</b>	Reading & Writing across the Core	All teachers will employ consistent use of Success for All (SFA) strategies (e.g., model, think aloud,) to instruct students in developing literary skills using shorter pieces of literature to align to assessment writing domains. (e.g., Grade 5: Narrative, Informational, Opinion; Grades 6-8: Narrative, Explanatory, Argumentative). Students will learn how to apply these critical skills to longer works. Additionally, writing will be a core competency as part of the successful, grade-level standards-based instruction in all grade levels. Students will		No

		<p>receive direct instruction in writing which align to the respective genres assessed on the SBAC English/Language Arts Writing Tasks. Grade-level performance tasks will be administered three times per year. The resulting data from the rubric scoring of these writing performance tasks will provide necessary information for teachers to group students for targeted instruction for writing improvement. Performance tasks (e.g., Grade 5: Narrative, Informational, Opinion; Grades 6-8: Narrative, Explanatory, Argumentative).</p>		
<p><b>2.5</b></p>	<p>Social Science - Critical Thinking &amp; Writing Skills Development</p>	<p>All grade-levels will use Thinking Nation as a supplemental instructional platform to provide rigorous social science writing content. Students in grades 5-8 will have access to the curriculum which prioritizes disciplinary thinking skills such as curated research papers focusing on causation, comparison, contextualization, continuity and change, and historical significance. Consistent use of the platform for social studies instruction will provide continuity and increasing rigor for students as they progress to the next grade level.</p>		<p>No</p>

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	Maintain high standards for our community to engage students in high levels of achievement in mathematics and science through the use of high-quality curricula and local assessments, and ensure the necessary targeted acceleration and supports are delivered in a timely manner to maximize student growth.	Focus Goal

### State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)  
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

### An explanation of why the LEA has developed this goal.

MORCS seeks to strategically use data to drive instructional decisions. Math is a consistent challenge for our students; compounded by the language-intensive design of CCSS math standards. The creation of the math/science-specific goal in the prior LCAP was to align the application of mathematics to science for our students. Science instruction has been a highlight of the instructional program providing students with engaging content instruction. The opportunity for cross-curricular connections will assist in improving math skills.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Verified Data Source - iReady Mathematics Growth (Priority 8)	**PENDING** 2023-24 iReady Mathematics Growth Diagnostic [BOY to EOY] % improved placement % meeting typical growth % meeting stretch growth (Source: iReady Platform)			**PENDING** 2023-24 iReady Mathematics Growth Diagnostic [BOY to EOY] % improved placement % meeting typical growth % meeting stretch growth	

3.2	Dashboard Mathematics Indicator (Priority 4)	2023 Dashboard Mathematics & CAASPP School "Red" -126 DFS 8.28% Met/Exceeded Hispanic "Red" -125.2 DFS 8.12% Met/Exceeded SED "Red" -125.4 DFS 8.91% Met/Exceeded EL "Red" -157 DFS % Met/Exceeded SWD "Red" -171.3 DFS 5.41% Met/Exceeded			Mathematics Dashboard "Yellow"	
3.3	CAST - California Science Test (Priority 4)	2023 CAST - Met/Exceeded 12.94% School 13.09% Hispanic 0% English learner 14.86% SED N/A SWD - data suppressed			CAST - Met/Exceeded 30% School	

## Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Core Mathematics Co-planning for Instruction & Assessment	<p>Teachers will engage in the standards-based instructional co-planning process with considerations for both whole class and student groups with specific needs (e.g., English learners, Students with Disabilities, dually identified, RFEPs in ongoing monitoring period). Resource Teachers will consult with the ELD and math teachers to provide additional support as these students continue to develop math skills along with their language skills in all domains.</p> <p>The co-planning process will also include exposing students to the CCSS math claims (Concepts &amp; Procedures, Problem-solving, Communicating Reasoning, Modeling/Data Analysis), as well as mathematical practices, and grade-level standards.</p> <p>All teachers will incorporate SBAC assessment formatted questions to increase students' understanding of state assessments (e.g., Equations, Interaction [Match, Table, Grid], Grid, Multi-selection, Multiple Choice, Short Answer).</p>		No
3.2	Accelerations for Mathematics	<p>Based on results from iReady Math Diagnostic, students will receive a placement in an iReady Math Pathway for personalized instruction in mathematical concepts and applications. Teachers will monitor each student's pathway in the platform for progress on foundational skills and standards ensuring that students complete independent math lessons per week. This monitoring of individual student pathway progress is crucial to see growth, and to inform teachers core instructional planning.</p> <p>Flexible programmed math support classes will be provided for students who have been identified as requiring focused standards-based support.</p>		No



		Additionally, students will have access to after school expanded learning opportunities after the school day.		
<b>3.3</b>	Science Standards	<b>**PENDING**</b>		<b>No</b>

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
4	Create and sustain meaningful engagement of students, teachers and parents as partners to strengthen the school climate and increase their understanding of the school focus to improve successful secondary outcomes.	Focus Goal

### State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

### An explanation of why the LEA has developed this goal.

The data from educational partners (students and parents) and the CA Dashboard Chronic Absenteeism Indicator indicate the need to design a more robust system of engagement.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Student Attendance Rates (Priority 5)	**PENDING** % Average Daily Attendance Rate as of XXXX 2024			95% Attendance Rate	
4.2	Dashboard Chronic Absenteeism Indicator (Priority 5)	2023 Dashboard Chronic Absenteeism Indicator 24.8% All Students "Red" 24.6% EL "Red" 24.7% Hispanic "Red" 25.1% SED "Red" 28.9% SWD "Red"			Chronic Absenteeism Dashboard Indicator "Yellow"	

4.3	Dashboard Suspension Rate Indicator (Priority 6)	2023 Dashboard Suspension Rate Indicator 0.7% All Students "Green" 0% SWD "Blue" 1.7% English learners "Green" 0.7% Hispanic "Green" 0.7% SED "Green"			Maintain Dashboard Suspension Indicator "Green" or better	
4.4	Expulsion Rate (Priority 6)	2023 Expulsion Rate 0.7% All Students (Source: Ed-Data, <a href="https://www.ed-data.org/school/Los-Angeles/Los-Angeles-Unified/Monsenor-Oscar-Romero-Charter-Middle">https://www.ed-data.org/school/Los-Angeles/Los-Angeles-Unified/Monsenor-Oscar-Romero-Charter-Middle</a> )			Maintain expulsion rate <1%	
4.5	Middle School Dropout Rate (Priority 5)	**PENDING** % Middle Dropout Rate for 2022-23 (Source: CALPADS)			Maintain dropout rate under 1%	
4.6	Student Perception of School Safety and Connectedness (Priority 6)	3.49 Engagement 3.55 Relationships 3.56 Culture 3.49 Belonging 79% Students responded to Youth Truth Survey (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2023-24)			Participation: 95% Rating/area: 4.0	

4.7	Parent Satisfaction, Safety & Decision-Making (Priority 3)	4.12 Engagement 4.31 Communication/ Feedback 4.19 Safety 71% Families responded to Youth Truth Survey (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2023-24)			Participation: 95% Rating/area: 4.5	
4.8	Parent Survey Participation in Programs for Unduplicated Pupils (Priority 3)	4.35 Relationships 4.21 Culture 4.28 Resources Diversity, Equity & Inclusion 71% Families responded to Youth Truth Survey (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2023-24)			Participation: 95% Rating/area: 4.5	
4.9	Teacher Perception of Safety & Positive Culture (Priority 3)	3.42 Positive Culture 3.88 Positive Relationships 4.02 Engagement 3.64 Safety *% Staff responded to Youth Truth Survey* (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly Agree" Youth Truth			Participation: 95% Rating/area: 4.0	

Survey administered for 2023-24)

## Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Monthly Parent Engagement Activities & Increasing Parent Capacity for Decision-Making	<p>The Executive Administrative and leadership team will ensure there are monthly activities for meaningful engagement of parents/guardians.</p> <ul style="list-style-type: none"> <li>Executive Administrator will be responsible for the meetings of the governance bodies described in the charter petition and/or most current Board policies [e.g., YPICS Board of Directors, School Advisory Council (SAC), Parent Advisory Committee (PAC), English Learner Advisory Committee (ELAC), and English Learner Parent Advisory Committee (EL-PAC)]</li> <li>Coordinator of Instruction will be responsible for planning and delivering workshops related to educating parents/guardians on</li> </ul>		No

		<p>supporting the academic development of the student while at home. This includes information on understanding resources, standards-based grading/monitoring student marks and assessments. Additionally, parents will be trained in using online platforms to monitor their child's academic progress between grading periods.</p> <ul style="list-style-type: none"> <li>• Coordinator of Culture &amp; Climate will develop presentation content for parent workshops aligning to climate/culture. Specifically, parents will be engaged around the behavioral expectations for students, as well as opportunities for parent involvement in schoolwide events to build an inclusive, positive culture.</li> <li>• Coordinator of Community Schools will plan and deliver content for parent/guardian meetings focused on the home-school relationship. Families will be provided with access to community resources to support social-emotional wellness of the family. The Coordinator will have planning and direct oversight of the expanded learning program held after school.</li> <li>• Coordinator of Operations will assist with coordination and implementation of the hallmark YPICS annual activities (e.g., back to school night, open house, Fall and Spring parent conferences, Youth Truth Survey).</li> </ul>		
<p><b>4.2</b></p>	<p>Leadership Development for Students</p>	<p>In partnership with the TORCH Foundation, two cohorts (Fall/Spring) of students will participate in the leadership transformation workshop to support them in developing positive self image and discover leadership potential, identify barriers, and learn effective tools/skills to overcome obstacles. Parents will also participate in this experience with their student to forge a more positive child-parent relationship and two-way accountability.</p>		<p>No</p>
<p><b>4.3</b></p>	<p>Engagement of Parents of Underserved Groups</p>	<p>While the Youth Truth Survey results show parents are satisfied with the school, our special populations (e.g., Newcomers, English learners, Students with Disabilities, Foster Youth) often face more barriers to active participation in their child's education. The Executive Administrator in collaboration with the Coordinators of Operations, Community Schools, and Operations will develop a multi-faceted approach to developing and maintaining supportive relationships over the academic year. Through a</p>		<p>No</p>

		thoughtful approach, we will address the importance of regular school attendance, and the myriad of community services available to them.		
<b>4.4</b>	Positive Behavior & Intensive Support (PBIS)	Continue implementation of Positive Behavior and Intensive Support (PBIS) and alternatives to suspension to ensure students are supported in their social development and remove barriers to success. Use of internal data sources to drive decisions/recommendations for Multi-Tiered System of Support such as social-emotional development and well-being as well as academic acceleration and progress monitoring of student performance. Based on the enrollment trends in the area, continue the use of Restorative Justice practice to support the emotional well-being of students who have experienced trauma. This work will continue to be the focus of the Community Schools and School Climate & Culture Teams.		No
<b>4.5</b>	MTSS for Chronic Absenteeism	Use of internal data sources to drive decisions/recommendations for Multi-Tiered System of Support in the area of chronic absenteeism. Using tiered interventions (e.g., Parent conference, home visits, connections to community-based resources for support), families will be engaged on the importance of regular school attendance, and the impact of absenteeism on students academic progress and social-emotional well-being.		No

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$	\$

## 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
	0.000%	\$0.00	

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	<p><b>Action:</b> Professional Development for Supporting Diverse Students</p> <p><b>Need:</b></p> <p><b>Scope:</b></p>		



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
1.6	<p><b>Action:</b> Multi-Tiered System of Supports (MTSS)</p> <p><b>Need:</b></p> <p><b>Scope:</b> Schoolwide</p>		
2.1	<p><b>Action:</b> Core ELA/ELD Co-planning for Instruction &amp; Assessment</p> <p><b>Need:</b></p> <p><b>Scope:</b> Schoolwide</p>		

**Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

For any limited 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, as applicable.

### **Additional Concentration Grant Funding**

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.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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		
Staff-to-student ratio of certificated staff providing direct services to students		

# 2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
	[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals				0.000%	

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$0.00						

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
This table was automatically populated from this LCAP.															
1	1.1	Facility in "Good Repair"	All	No											
1	1.2	Staffing (Certificated & Classified)	All	No											
1	1.3	Professional Development for Supporting Diverse Students	English Foster Low Learners Youth Income	Yes	Scho olwide	English Learners Foster Youth Low Income									
1	1.4	Support for Impactful & Effective Instruction	All	No											
1	1.5	Core Instructional Materials/Licenses, Assessments, and Technology	All	No											
1	1.6	Multi-Tiered System of Supports (MTSS)	English Foster Low Learners Youth Income	Yes	Scho olwide	English Learners Foster Youth Low Income									
2	2.1	Core ELA/ELD Co-planning for Instruction & Assessment	English Foster Low Learners Youth Income	Yes	Scho olwide	English Learners Foster Youth Low Income									
2	2.2	Accelerations for Language Arts	All	No											
2	2.3	Designated ELD	English Learners	No											

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	
2	2.4	Reading & Writing across the Core	All	No												
2	2.5	Social Science - Critical Thinking & Writing Skills Development	All	No												
3	3.1	Core Mathematics Co-planning for Instruction & Assessment	All	No												
3	3.2	Accelerations for Mathematics	All	No												
3	3.3	Science Standards	All	No												
4	4.1	Monthly Parent Engagement Activities & Increasing Parent Capacity for Decision-Making	All	No												
4	4.2	Leadership Development for Students	All	No												
4	4.3	Engagement of Parents of Underserved Groups	All	No												
4	4.4	Positive Behavior & Intensive Support (PBIS)	All	No												
4	4.5	MTSS for Chronic Absenteeism	All	No												

# 2024-25 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
[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]		[AUTO-CALCULATED]
			0.000%		\$0.00	0.000%	0.000 %	<b>Total:</b>	\$0.00
								<b>LEA-wide Total:</b>	\$0.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$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 (%)
<b>This table is automatically generated and calculated from this LCAP.</b>								
1	1.3	Professional Development for Supporting Diverse Students	Yes	Schoolwide	English Learners Foster Youth Low Income			
1	1.6	Multi-Tiered System of Supports (MTSS)	Yes	Schoolwide	English Learners Foster Youth Low Income			
2	2.1	Core ELA/ELD Co-planning for Instruction & Assessment	Yes	Schoolwide	English Learners Foster Youth Low Income			

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
<b>Totals</b>	\$3,824,050.00	\$0.00

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)
<b>This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.</b>					
1	1.1	Facility, Maintenance, Custodial & Security	No	\$234,291.00	
1	1.2	Administration	Yes	\$918,439.00	
1	1.3	Credentialed Classroom Teachers	No	\$1,491,751.00	
1	1.4	Paraprofessionals	Yes	\$180,699.00	
1	1.5	Professional Development	Yes	\$344,090.00	
1	1.6	Core Instructional Materials & Licenses	Yes	\$72,825.00	
1	1.7	Technology	Yes	\$238,638.00	
1	1.8	Local Assessments	Yes		
2	2.1	SFA Instructional Strategies for Skill Acceleration	Yes	\$3,700.00	
3	3.1	Acceleration & Study Hall	No		

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	3.2	Supplemental Curricula	Yes	\$10,000.00	
4	4.1	Integrated and Designated ELD	Yes	\$77,512.00	
4	4.2	Acceleration & Study Hall	Yes		
4	4.3	Expanded Learning Opportunities Summer Learning & Enrichment	Yes	\$153,405.00	
5	5.1	Student Activities & Incentives	Yes	\$48,200.00	
5	5.2	Enrollment and Outreach- Schola	No	\$50,000.00	
5	5.3	Parent/ Guardian Engagement	No	\$500.00	
5	5.4	Home/School Communications & Feedback	No		

# 2023-24 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)
	\$1,135,407.00	\$0.00	\$0.00	0.000%	0.000%	0.000%

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)
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This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.

1	1.2	Administration	Yes	\$612,453.00			
1	1.4	Paraprofessionals	Yes				
1	1.5	Professional Development	Yes	\$314,791.00			
1	1.6	Core Instructional Materials & Licenses	Yes	\$72,825.00			
1	1.7	Technology	Yes	\$121,638.00			
1	1.8	Local Assessments	Yes				
2	2.1	SFA Instructional Strategies for Skill Acceleration	Yes	\$3,700.00			
3	3.2	Supplemental Curricula	Yes	\$10,000.00			
4	4.1	Integrated and Designated ELD	Yes				
4	4.2	Acceleration & Study Hall	Yes				
4	4.3	Expanded Learning Opportunities Summer Learning & Enrichment	Yes				



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)
5	5.1	Student Activities & Incentives	Yes				

# 2023-24 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)
			0.000%	\$0.00	0.000%	0.000%	\$0.00	0.000%

# Local Control and Accountability Plan 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](mailto: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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term 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]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## Requirements and Instructions

### General Information

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

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

### Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

### **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

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

- Identify the schools within the LEA that have been identified for CSI.

#### Support for Identified Schools

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

- 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

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

### **Requirements**

**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

**Charter schools:** *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

### Complete the table as follows:

#### Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

#### Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.



- 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. 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.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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 students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **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.

### Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

#### Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

**Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding**

**Description**

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
  - (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
  - An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

**Type of Goal**

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

**State Priorities addressed by this goal.**

Identify each of the state priorities that this goal is intended to address.

**An 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.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

## Broad 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.

### Type of Goal

Identify the type of goal being implemented as a Broad Goal.

### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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**

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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

**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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> <li>● Enter the metric number.</li> </ul>
Metric
<ul style="list-style-type: none"> <li>● Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.</li> </ul>
Baseline
<ul style="list-style-type: none"> <li>● Enter the baseline when completing the LCAP for 2024–25.                             <ul style="list-style-type: none"> <li>○ Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).</li> <li>○ 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.</li> <li>○ Indicate the school year to which the baseline data applies.</li> <li>○ The baseline data must remain unchanged throughout the three-year LCAP.                                     <ul style="list-style-type: none"> <li>▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain</li> </ul> </li> </ul> </li> </ul>

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

## Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

## Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

## Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

## Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the **“Measuring and Reporting Results”** part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . Leave blank until then.

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
  - Include a discussion of relevant challenges and successes experienced with the implementation process.
  - This discussion 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.

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.

- 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.



**A description of the effectiveness or ineffectiveness or the specific actions to date in making progress toward the goal.**

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
  - 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.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

**Actions:**

Complete the table as follows. Add additional rows as necessary.

**Action #**

- Enter the action number.

**Title**

- Provide a short title for the action. This title will also appear in the action tables.

**Description**

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

## Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

## Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

**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.

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

## 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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

### Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

## LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

### For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

## Requirements and Instructions

Complete the tables as follows:

### Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

### Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

### Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

### How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

### Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools:** In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

### Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

### Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

### How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

### Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

### Additional Concentration Grant Funding

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

## Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).



Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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).
  - **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.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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.

- 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, based on the LEA’s current pay scale, 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 Services 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 estimated based on 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **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)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - 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)**

- 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**
  - 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)**
  - 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 plus 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  
November 2023

# Local Control and 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 School	Yvette King Berg Executive Director	ykingberg@ypics.org (818) 305-2791

## Plan Summary [2024-25]

### General Information

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

BCCS is a public charter school authorized by the Los Angeles Unified School District to serve as a high-quality option for families with students in grades 5 through 8 in the cohesive LA County community of Pacoima in the East San Fernando Valley. BCCS seeks to support low-income and struggling students in its community for future academic success and active community participation. We seek to close the achievement gap for these students by providing clear and high expectations for all students, a personalized and supportive learning environment that recognizes students’ accomplishments, family-school-community partnerships and service, and integrated technology in the classroom with a culturally enriched curriculum. The majority of students attending schools in this area come from immigrant families where Spanish is the home language.

This area of Los Angeles is an underserved community, primarily composed of immigrant families struggling to overcome the economic barriers that accompany poor educational resources and cultural isolation. BCCS offers students the opportunity to continue to learn through clear and high expectations for all students, a rigorous technology-integrated curriculum, a personalized learning environment, and family-school community partnerships.

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 in the classroom.

Bert Corona Charter School seeks to:

1. Prepare students for academic success in high school, as well as post-secondary education.
2. Prepare students to be responsible and active participants in their community.
3. Enable students to become life-long learners.

Inspired by the life and work of Humberto “Bert” Corona as a labor and civil rights leader, students at the Bert Corona Charter School will become active citizens characterized by the ideals of a diverse and democratic society. Our students will provide service to their community,

take responsibility for their own learning, and develop the habits of mind that will empower them to be successful in high school. Furthermore, the critical thinking skills and the habits of mind students develop while under the care of Bert Corona Charter school will prepare them for the rigors of college and career world.

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: Bert Corona Charter School prepares urban students in grades 5-8 for academic success and active community participation. The school is located in the East 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.

BCCS serves a wide range of scholars requiring a rigorous program that includes acceleration, differentiated instruction, depth, and complexity. The school is data-driven using various sources of assessment data to understand and improve individual student and schoolwide performance. The assessment data (diagnostic, formative, and summative) help BCCS continuously plan, monitor, and improve its academic programs and student outcomes. The 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 acceleration are identified and monitored using multiple data points. In addition to state testing, other assessments include publisher assessments, student work samples, and i-Ready Diagnostic assessments in English/language arts and mathematics.

Assessments are used to identify students and subgroups who need additional instruction; prescribe a re-teaching or acceleration focus for individual scholars; identify professional development needs and target school resources. 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 that include access to Education Specialists, school psychologists, speech pathologists, classroom teachers, and administrators. The school's educators believe it is essential to consider social and emotional needs for a successful multidimensional approach to meet the needs of our diverse population.

The 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, as well as the US Department of Education representatives, and elected officials have recognized the positive culture at BCCS.

## Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

### ACADEMIC PERFORMANCE 2022-23 CA DASHBOARD

- ENGLISH LANGUAGE PROGRESS INDICATOR (English Learners): "Blue" 56.9% English learners making progress toward English language Proficiency

On the 2023 state dashboard, our highlight and area of strength was progress for our English learners. 56.9% were making progress towards language proficiency. English learner development has been an area of focus for us over the past two years, and we have seen some great



growth, both in performance and in reclassification rates. To support our EL students in all classes, we have begun our co-planning time every Monday. During this time, our EL teacher and paraprofessionals work with the gen ed teachers to develop plans that will be supportive of our ELs. Part of the planning is to ensure that ELD standards are being addressed in gen ed lessons, and a section has been added to our lesson plan template to require that teachers include these standards. This planning time also affords the teachers an opportunity to plan for EL push-in and pull-out supports from our EL teacher and tutors. As continued support for our general education teachers, we have been using the ELlevation platform to provide training on working with ELs and to monitor student progress, and our EL teachers has been providing additional trainings on working with ELs. Moreover, we are requiring that teachers utilize the tools for teachers resources to help build lessons that are supportive of all learners. Finally, we are providing our students with weekly exposure to the SBAC practice questions and additional support to our ELs to understand the text structures and tools on the SBAC assessment. This will help build their language skills while simultaneously preparing them for the test.

Outside of the general education classroom, our ELs receive daily ELD class instruction in addition to their core ELA course. These classes help them develop specific language skills needed for EL proficiency, including reading, writing, speaking, and listening.

As a support to our EL team, we have sent them to trainings and conferences (like CABE) to develop their skills and their set of strategies.

For ELs and students who need additional support, we regularly review data to target the needs of our kids. Grades and data are reviewed every 5 weeks, and students who are not progressing as intended are placed on an academic contract. This contract requires that they meet with their teachers and that they engage in some type of academic support (options include before school program, after school program, teacher tutoring before and after school, lunchtime tutoring, and Saturday Academy). Advisory teachers track student work and progress weekly and work with students to create a plan for improvement. Tuesdays are specifically dedicated to planning and organizing, and Fridays during advisory are allocated for checking progress.

- ENGLISH/LANGUAGE ARTS INDICATOR (Distance from Standard): Schoolwide "Red" (-84.9 DFS), SED "Red" (-87.4 DFS), English Learners "Red" (-133.7 DFS):

Although our English learners progressed in their language proficiency, we still see a deficit in their performance of the SBAC ELA, with a -133.7 DFS. Schoolwide, our DFS is -84.9 and our DFS for SED students is -87.4. With this deficit for many of our students and an equity gap for our ELs, we have put a variety of plans in place to support our teachers and our learners this year. To address the deficits in ELA we saw on CAASPP in 2023, we had to take a multi-faceted approach to push growth. Consistency and intentionality play a big role in student growth, especially with the overall student population scoring below grade level. To work with our team to get everyone on the same page and using the same strategies, we designed our professional development time to continually revisit and reiterate key approaches and strategies. We began the year with trainings on key BCCS strategies that we expected to see everyone using. These strategies are research-based and all of them connect with the SFA program we use as a basis for our regular classroom practices. These strategies include: Academic engagement (Think-Pair-Share, random selection, and collaborative groups), Cycle of Effective Instruction, Collaborative Lesson Planning, Collaborative Group Work, and Academic Monitoring.

We have also held PD sessions on writing across the content areas, EL strategies and accommodations, and restorative classroom management practices that will help build a foundation for focused, rigorous instruction. At the start of the second semester, we instituted weekly co-planning sessions every Monday so teachers can work together to create plans that will be supportive of all learners. During this

time, teachers work with grade level and content teachers, as well as resource teachers, EL teachers, and paraprofessionals.

In addition to the work we do to set the stage during professional development, we also work with teachers to provide regular coaching and feedback. During this time, we use School Mint Grow to track our observations and feedback, along with the action steps that we set collaboratively with our teachers. This year, we instituted formal mid-year evaluations. In this process, teachers completed a self-evaluation using our YPICS Teacher Effectiveness Rubric, then had a formal reflection and goal setting meeting with the school instructional administrators. These meetings helped to get everyone moving in the right direction for the second semester, and combined with ongoing coaching and planning time, we know we will see significant growth during the second semester.

To support our students, we ensure they always have access to materials that will help them develop their skills independently. All students are issued a Chromebook and have access to all of their virtual textbooks, along with a plethora of resources that will help them grow. This year, we are specifically focusing on pushing kids to practice their reading using NewsELA, a program that provides articles to students based on their reading ability for work at home. In addition, we are requiring that all students complete 2 reading lessons and 2 math lessons on their iReady pathway each week. Similar to the leveled texts in NewsELA, their pathway provides lessons, activities, and academic games to help them develop remedial skills or to push them beyond the standard. With this tool, students are working within their zone of proximal development to hone the skills necessary for grade level work.

Since not all students meet these goals, we provide tutoring and study hall opportunities both before and after school for all grade levels. Here, the students can get support with lessons or make-up work, or they can work on their iReady pathway lessons. While all students can opt in to these support classes, our teachers and staff target students who need extra support and students who are not completing their pathway lessons each week.

Similar to our EL supports, our support for students with special needs starts with strong lesson/support plans and training for teachers on how to best support our students with special needs. During our Monday co-planning meetings, our resource teachers and paraprofessionals collaborate with our general education teachers to create plans that will work for all learners. Throughout the day, our resource team provides push-in and pull-out support to our students with special needs. Trainings for our staff this year have included review of accommodations and supports, training for how to engage paraprofessionals in the classroom, creating inclusive environments, multi-tiered systems of support, and de-escalation strategies. Our SWD also receive either an SFA, ELD, or math support class depending on their individual needs.

- MATHEMATICS INDICATOR (Distance from Standard): Schoolwide "Red" (-134.8 DFS), Students with Disabilities "Red" (-182.4 DFS), Socioeconomically Disadvantaged "Red" (-136.4 DFS), English Learners "Red" (-182.8 DFS)

The mathematics indicator on the dashboard shows a schoolwide DFS of -84.9, SWD DFS of -182.4, SED DFS of -136.4, and an EL DFS of -182.8. Many of the strategies we have in place for improvement in math are similar to those we are focusing on for ELA: targeted tutoring and support, push-in and pull-out supports, co-planning, universal strategies, specific professional development, coaching, and online tools like their iReady pathway. However, there are a few additional strategies we have in place specifically for growth in math.

Ironbox: The Ironbox Math Curriculum is focused on the language of math and repetition of practice to solidify foundational skills. Our teachers use these materials in their math support classes, which are part of the daily schedule, and during before/after school tutoring sessions. The goal of using this program is to enhance performance and ability in foundational math skills so the students can achieve

greater success with grade level material during their regular math classes.

Shift in Approach: a few of our math classes in recent years have been more traditional, meaning students receive instruction from the teacher, practice a skill, then take an assessment. This year, we have required our teachers to utilize the collaborative and language-based instructional practices in which students are working and learning with each other. To help develop this skill set in our teachers, we sent math coaches and teachers to the California Mathematics Council Conference, along with a training on critical thinking development in mathematics.

Ellevation and Subgroup Population Support: In addition to tools for learning how to support ELs in language development, the Ellevation platform has modules specifically for math teachers to hone their skills in working with struggling students. We have had our teachers work through these modules to help them improve their planning and practice for our ELs and our SWD.

#### ACADEMIC ENGAGEMENT 2022-23 CA DASHBOARD

- CHRONIC ABSENTEEISM INDICATOR: Schoolwide "Red" 30.3% Chronically absent, Hispanic "Red" 28.8%, Socioeconomically Disadvantaged "Red" 30%, English Learners "Red" 26.7%, Students with Disabilities "Red" 31%

Chronic absenteeism (CA) is definitely an area of concern and focus for our school; this year's dashboard indicated an overall 30.3% CA rate for our students. As with all of our efforts, we analyze and approach CA through a multi-tiered lens. This approach allows us to put in place universal (Tier 1) practices, as well as more targeted group (Tier 2) and individualized (Tier 3) interventions. You can see our tiered approach outlined below:

##### Tier 1:

One of the first areas of focus is to create an environment where kids feel safe and comfortable. We have put significant effort into building an extensive calendar of events, games, and activities with the goal of creating opportunities for students to enjoy competition and socializing, both with their peers and with school staff. Some examples are Minute to Win It activities every Friday, school dances, movie nights, field trips, academic competitions, and service projects. We have also worked with teachers to ensure all classrooms are set up with collaboration in mind. Kids are arranged in classes in pairs or student groups and we continue to work with teachers on planning engaging and collaborative lessons.

In terms of behavior and school culture, we have been focused on improving our Tier 1 implementation of our PBIS framework by evaluating our program using the Tiered Fidelity Inventory (TFI). Last year and at the beginning of the year this year, we rated ourselves at 33% implementation to fidelity. As of January 2024, our rating has increased to 67% through intentional practice and implementation, monitored by our SCC office and our Tier 1 implementation team. Two ongoing practices that we continue to emphasize are universal expectations and use of scholar dollars to encourage positive behavior. These dollars are linked to our Student Store where students can purchase snacks, school supplies, puzzles, and non-uniform day passes.

Finally, we have put more of an effort into recognizing students who meet expectations in terms of attendance. We hold monthly assemblies at which we hand out, among other awards, attendance certificates. We have also had advisory attendance competitions where students could earn a field trip for having the advisory with the highest attendance.

**Tier 2:**

For small group intervention and support, we have coordinated several field trips and events specifically targeted at students who have missed days. We have also intentionally scheduled fun activities and trips on days where we have had low attendance (e.g., the day before Thanksgiving and Winter break). We have also worked with our new Community Schools Team to target groups of students for interventions like tutoring or group counseling/therapy. Our community schools grant and team have been pivotal in supporting our Tier 2 and Tier 3 attendance needs.

**Tier 3:**

In the last couple of years, one of our barriers to addressing chronic absenteeism has been time and staffing. We are excited that this year we have more team members who can support, as well as community partners who work with us to meet the needs of our families. One of our efforts has been to provide more opportunities for support and connection during our before and after school programming. We have clubs and activities that help build relationships with families and students and we have tutoring opportunities to help students build more academic success. The goal is that the feeling of support and connectedness, along with more confidence to perform academically will lead to a stronger desire to come to school. Our Coordinator of Community Schools and Extended Learning Coordinator have played an instrumental role in making this programming possible. Additionally, they have helped to coordinate individual services, like counseling, to our students and families in need. They work with our on-site staff and with our community partners to determine which services students need and to monitor their progress once services are in place. Another member of their team, our Youth Mentor, meets regularly with families and students who are absent the most frequently. She currently carries a caseload of 20 students and focuses specifically on attendance, as well as the academic fallout of not being present regularly. We also have 3 social work and counseling interns on campus who work with a small caseload of students and families. Their work is overseen by our school counselor.

Our absenteeism rate has improved, and we will continue with work in our tiered system to ensure our families have the support they need to address their student's absentee issues.

**CONDITIONS & CLIMATE 2022-23 CA DASHBOARD**

- **SUSPENSION RATE INDICATOR (Suspended at least one day):** Schoolwide "Orange" 3.3%, English Learners "Orange" 5%, Hispanic "Yellow" 3.2%, Socioeconomically Disadvantaged "Yellow" 3.2%, Students with Disabilities "Green" 2.4%, Homeless "No color" 9.1%, White "No color" 0%

In terms of our suspension rate, our overall school rating was "orange" with 3.3% of our students being suspended at least one day. The goal for Bert Corona Charter School is to be supportive of all of our students, especially our students who display challenging behavior. We have been purposeful about working with students before, during, and after there is a need to suspend a student, and in the very rare occurrence of expelling a student. We do our best to use data based practices to offer a tiered support to students during and after a suspension and in developing a plan for the students directly involved.

On a monthly basis we gather our suspension and expulsion reports to submit them to the state. The data is also consistently analyzed to allow us to develop the necessary school wide assemblies and instruction, be intentional about providing the appropriate intervention to small groups of students and parents, and identify the proper services for students who are directly involved in the offense. Because a student receiving a suspension means the student committed a serious offense, we have the ability to identify the extreme needs of a student involved and monitor the student progress after the interventions are put in place.

At the end of the school year, we will analyze summative data as a leadership team and collaborate to develop a tiered plan for the following school year. This plan would consist of taking a proactive approach and plan for trends of students based on data from the previous school years and collaboratively develop the tiered plan to improve student performance for the following school year. This could include being intentional about developing more partnerships, looking for more resources, and reaching out for more training for the staff on campus.

- IMPLEMENTATION OF ACADEMIC STANDARDS (Local Indicator): "Standard Met"
- ACCESS TO A BROAD COURSE OF STUDY (Local Indicator): "Standard Met"
- BASICS: TEACHERS, INSTRUCTIONAL MATERIALS, FACILITIES (Local Indicator) " Standard Met"
- PARENT & FAMILY ENGAGEMENT (Local Indicator): "Standard Met"
- LOCAL CLIMATE SURVEY (Local Indicator): "Standard Met"

All other indicators, including implementation of academic standards, access to a broad course of study, basics (teachers, instructional materials, facilities), parent and family engagement, and local local climate survey were rated as "Standard Met" so we will continue to carry out our normal practices and procedures in these areas.

#### LOCAL DATA FOR 2023-24 STATE-VERIFIED DATA SOURCE iREADY

- iREADY Reading BOY to EOY

In addition to our state dashboard data, we also use the iReady diagnostic to monitor progress of our students and to measure their growth over the course of the year. The diagnostic helps the school, teachers, and students set goals for growth and improvement and helps us determine how to utilize our support systems to get the most growth from our students. The assessments for both ELA and math were administered as designed by iReady and we ensured that at least 95% of our students completed the assessment during each diagnostic period.

For the 2022-23 school year on the reading diagnostic, the overall typical median growth on the reading diagnostic was 128%, meaning as a school we surpassed the expected target and growth for the year. Moreover, 58% of our students achieved improved placement. Per iReady, 50% improved placement in a school year indicates strong growth for the school. Our subgroup populations also performed well, with 135% typical growth for our English learners, 100% typical growth for our students classified as SED, and 100% typical growth for students with special needs.

- iREADY Mathematics BOY to EOY

In the math diagnostic report above, you can see that our overall typical median growth on the diagnostic was 92%, meaning as a school we came close, but did not quite demonstrate 1 year growth across the board. Our strong points in math were our 6th grade with 127% typical growth and 8th grade with 110% typical growth. We are also proud of ELs and students with special needs, demonstrating 60% and 64% improved placement respectively. Our subgroup population performance varied, with 93% typical growth for our English learners, 77% typical growth for our students classified as SED, and 112% typical growth for students with special needs.

#### CALIFORNIA DASHBOARD LOCAL INDICATORS

In the 2022-23 academic year, all local indicators were "Standard Met". For the 2023-24 academic year, the YouthTruth Survey was the local climate survey instrument for students, parents and staff. The data from the surveys continues to demonstrate strength in the areas of

connectedness, safety and relationships. This data is now included in our LCAP goal for engagement, climate and culture.

## Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

BCCS has been identified for California's System of Support as qualifying for "Differentiated Assistance". Based on the 2023 Dashboard indicators, the following four student groups will be our targeted focus groups for improved performance: English learners, Hispanic or Latino, Socioeconomically Disadvantaged, and Students with Disabilities. The indicators as described in the prior prompt included English/language arts, mathematics, and chronic absenteeism.

With this identification in December 2023, we started our partnership with the Los Angeles County Office of Education (LACOE) in February 2024 with the DA Symposium. That meeting focused on developing a strategic plan to address student achievement through the use of improvement science and using various data sources to accurately allow for root cause analyses so we may better understand the underlying causes for the outcomes in the prior year.

The LACOE Team for Capacity Building has been supportive since February through its strand on school improvement, and we are availing ourselves of the myriad professional development resources currently and into the next academic year.

As of this writing, the LCAP will serve as our "CSI Plan" and aligns to the areas of need identified in the state data. In the LCAP, we have the following actions included to address the needs identified through engagement meetings held with parents, teachers, and administrators between February and May 2024.

## 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 School (BCCS) has been identified for CSI based on the 2023 California School Dashboard results.

### ***Support for Identified Schools***

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

As a single school LEA, the charter school will use the 2024-25 LCAP as a comprehensive plan for addressing the needs of the identified student groups (e.g., Hispanic, Socioeconomically Disadvantaged, English Learners and Students with Disabilities). The school has examined multiple data sources since the release of state assessment data for the CAASPP and ELPAC. Additionally, we have used local assessment data which are state-verified sources approved by the California State Board of Education to progress monitor student growth in

reading and mathematics. The Executive Administrator and the site's instructional leadership team, with support from YPICS Accountability, will develop the LCAP in a manner consistent with the planning requirements for public schools identified for CSI.

### ***Monitoring and Evaluating Effectiveness***

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

The school began the analysis with its families and staff with the release of the California School Dashboard in December 2023. It will continue to align with the LCAP development for the 2024-25 academic year. Based on input from our families at SAC/EL-PAC meetings, reflection on both State and local data sources demonstrates a need for a more robust system of support to address the needs of the identified student groups (e.g., Hispanic, English learner, Socioeconomically Disadvantaged and Students with Disabilities). The data-based input of parents, students, teachers, and site staff aligned to establish a focus on English Language Development (ELD) and progress monitoring for the four-year period following reclassification. Specifically, the CSI funds will be applied to the development and implementation of a system of supports focused on language acquisition progress in reading and writing across the content areas.

The school will continuously monitor our progress at strategic points during the current and coming academic year. We have shared relevant data with our educational partners through meetings of our School Advisory Council (SAC), English Learner Advisory Committee (ELAC) and English Learner Parent Advisory Committee (EL-PAC). This process will continue into the 2024-25 academic year and will include engagement with underserved populations such as Socioeconomically Disadvantaged (SED), English learners (EL), Foster Youth (FY), and Students with Disabilities (SWD) to ensure parents have necessary information to provide input into what types of actions/services and resources needed to support school improvement. Teachers and administrators will also be regularly engaged in feedback, data monitoring and analysis processes so we are able to respond to both student/parent needs to course correct based on available data.

**TEACHERS & STAFF:** Summer meetings will include teachers and staff for the examination of the 2024 outcome data, and during professional development meetings following administration of schoolwide local assessments three times during the academic year. A hallmark of our charter is weekly professional development and grade-level co-planning to address student achievement in core academic areas. Our ELD and Resource teachers are an integral part of the co-planning and progress monitoring process in order to maintain a focus on our students who face additional challenges in meeting standards and accessing grade-level content.

**PARENTS:** Parents will be engaged through meetings of the SAC/EL-PAC which will meet at least four times during the coming academic year. Our Fall meeting, which will be coordinated with our Annual Title I Meeting, will focus on multiple data points from the 2023-24 academic year including academic marks, attendance, English learner progress in language mastery, English/language arts and mathematics data from both local and state sources. The Winter meeting will integrate the midyear local assessment data and the release of the 2024 CA Dashboard results. The third meeting will examine progress monitoring of English learners using the EL data monitoring platform, as well as available midyear data in preparation for the Mid-Year Progress Report for the LCAP in February. This will also coincide with the needs assessment and kick-off for the reflection process to guide the development of the 2025-26 LCAP. The final meeting in the Spring will include all available data as we finalize the LCAP for the coming year.

# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Students	<p>Students were administered the 2023-24 Youth Truth Survey to gather perception data on areas such engagement, relationships, culture, and belonging. These areas aligned to metrics in the 2023-24 LCAP, and demonstrate a need for improvement in several areas, but for 2024-25 the priorities will be in culture (39% positive), relationships (44%), and belonging (47%).</p> <p>The data was reviewed with student leadership to gather ideas for improving in these areas, and opportunities to include them in the plan.</p>
Parents/Guardians	<p>Parents have been engaged in several ways in tracking current LCAP progress and in planning for 2024-25. The current LCAP and data have been reviewed during bimonthly Cafe con los Directores meetings, quarterly SAC/EL-PAC meetings, Special Ed Meet 'N' Greet (Fall), Community Data Walk (Winter), CSI planning and monthly presentations/updates to the Board of Directors.</p> <p>Based on the 2023-24 Youth Truth Parent Survey and confirmed by parents attending meetings listed above, parents are satisfied with the various elements of the school's program. Specific areas to be prioritized for next year based on feedback/data are: school safety (76% positive) and engagement (77%).</p>
Support Staff	<p>In August 2023, the teachers received training on the CAASPP results and CA Dashboard to promote understanding of school performance data leading to the charter school performance tracks under AB1505.</p>



	<p>In September 2023 during on-site staff development, administration presented their Academic Excellence Action Plan for the year to teachers and its alignment to desire LCAP outcomes for the current academic year. Between the October release of the State CAASPP data and the December release of the CA Dashboard for 2023, the staff analyzed local assessment data to determine the necessary interventions to close gaps in student learning and align with desired outcomes in the LCAP.</p> <p>During January 2024's Data Day, staff reflected on progress using various data points in the LCAP (surveys of students, parent/guardian, and staff; MOY local assessment results; MTSS to address CA Dashboard Indicators; state system of support, ESSA assistance) in preparation for the LCAP Mid-Year Progress Report. The Site Leadership Team reviewed the LCAP for the status of implementation of actions in the 23-24 LCAP, and requested feedback from teachers/staff about potential changes for the coming year. Based on the 2023-24 Youth Truth Staff Survey, specific areas to be prioritized for next year based on feedback/data are: safety (53% positive), culture (53%) and professional development &amp; support (81%).</p> <p>The leadership presented a draft of the 2024-25 LCAP to staff in May prior to the public hearing before the Board.</p>
<p>Teachers</p>	<p>In August 2023, the teachers received training on the CAASPP results and CA Dashboard to promote understanding of school performance data leading to the charter school performance tracks under AB1505.</p> <p>In September 2023 during on-site staff development, administration presented their Academic Excellence Action Plan for the year to teachers and its alignment to desire LCAP outcomes for the current academic year. Between the October release of the State CAASPP data and the December release of the CA Dashboard for 2023, the staff analyzed local assessment data to determine the necessary interventions to close gaps in student learning and align with desired outcomes in the LCAP.</p> <p>During January 2024's Data Day, staff reflected on progress using various data points in the LCAP (surveys of students, parent/guardian, and staff; MOY local assessment results; MTSS to address CA Dashboard Indicators; state system of support, ESSA assistance) in preparation for the LCAP Mid-Year Progress Report. The Site Leadership Team reviewed the LCAP for the status of</p>

	<p>implementation of actions in the 23-24 LCAP, and requested feedback from teachers/staff about potential changes for the coming year. Based on the 2023-24 Youth Truth Staff Survey, specific areas to be prioritized for next year based on feedback/data are: safety (53% positive), culture (53%) and professional development &amp; support (81%).</p> <p>The leadership presented a draft of the 2024-25 LCAP to staff in May prior to the public hearing before the Board.</p>
<p>Special Education</p>	<p>The site leadership team and the Director of Special Education consulted with Resource Teachers and SpEd support staff/providers using state-verified local data, CAASPP results and CA Dashboard performance levels for students with disabilities in September, January and May to determine what additional actions should be included or what revisions were needed to address the needs of our English learners. Based on multiple data points, teachers identified supports for dually identified students must be a focus of professional development for staff.</p>
<p>LMU Center for Equity for English Learners</p>	<p>Actions related to English learners were reviewed.</p>
<p>Administrators</p>	<p>The Executive Administrator engaged the site leadership team in September using the prior year state-verified local assessment data, CAASPP results and CA Dashboard to promote understanding of school performance data leading to the charter school performance tracks under AB1505. Administrators (Instruction, Climate/Culture, Community Schools, Operations) delved into data to identify where their area of work was reflected in the prior year outcomes, and how each would focus on specific goals in the 2023-24 LCAP to reach desired outcomes. During January 2024's Data Day, staff reflected on progress using various data points in the LCAP (surveys of students, parent/guardian, and staff; MOY local assessment results; MTSS to address CA Dashboard Indicators; state system of support, ESSA assistance). In January 2024, in preparation for the LCAP Mid-Year Progress Report for the Board of Directors, this structure of monitoring the LCAP was put into place, with administrators using the MTSS structure applied to their area of work. This will continue to be the process for the 2024-25 academic year to ensure the LCAP data are tracked and the LCAP remains relevant to the daily work of all administrators. There was a consistent theme expressed by all administrators to provide more professional development</p>

	<p>opportunities around state data, including Lexile and quantile, and school improvement for special groups such as dually identified students and newcomers.</p>
<p>Board of Directors</p>	<p>With the start of the 2023024 academic year, there has been an intentional focus on aligning school improvement to areas addressed in the school's charter petition as well as the CA Dashboard which is used for state and federal accountability.</p> <p>Following a training on the CA Dashboard Indicators and LCAP at the Board Retreat in September 2023, the Executive Administrator presented the Annual Action Plan to Improve Student using the available CAASPP and ELPAC data. The Board stated they will track the school's progress using state-verified local assessment data and actions detailed in the LCAP.</p> <p>At each regular meeting between September - December 2023, as well meetings of the Academic Excellence Committee, the Board was presented with real-time updates and progress on implementation of LCAP actions.</p> <p>In February, the members received a Mid-Year LCAP Progress Report presentation including financials and assessment data. Based on the data available, board members provided feedback on the need for increased focus on mathematics, dually identified students, and supporting teachers to improve student outcomes. During that same meeting, members provided feedback on the school plan to address being in federal ESSA-assistance (CSI) based on four student groups. A revised action plan was presented to include this focus for the identified student groups.</p> <p>The public hearing on the 2024-25 "draft" LCAP was held during the regular Board meeting on May 20, 2024.</p>

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

<p>Students:                  Parents/Guardians:                  Support Staff:                  Teachers:                  Administrators:</p>
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# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	Maintain high standards for a safe, nurturing, engaging learning environment where ALL students are supported in attaining high levels of achievement through the use of high-quality curricula and exceptional staff.	Maintenance of Progress Goal

### State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 7: Course Access (Conditions of Learning)

### An explanation of why the LEA has developed this goal.

This goal was first introduced in the 2023-24 LCAP. It was originally developed to ensure the LCFF required metrics were addressed regarding the conditions of learning. Since the school is on the LACOE Williams Compliance Review Cohort list through 2024, the goal will continue throughout the 2024-28 LCAP cycle as we seek to improve or maintain progress in the following areas:

- Delivery of impactful professional development to increase student achievement and mastery of CCSS, ELD, NGSS standards
- Increase the percentage of fully credentialed "clear" teachers
- Maintain devices and licenses for access to standards-based curricula via online platform

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Fully Credentialed and Appropriately Assigned Teachers (Priority 1)	84% "Clear" Credentialed T59.5% "Clear" Credentialed Teachers (Source: CDE DataQuest, 2021-22 Teacher Assignment Monitoring Outcomes by Full-time Equivalent)			95% "Clear" Credentialed Teachers	

1.2	Access to Standards– Aligned Instructional Materials (Priority 1)	100% teachers/ students with access to standards- aligned curricula (ELA,ELD, math, science, and social science) (Source: LACOE Williams Instructional Visit, August 2023)			Maintain 100% teachers/ students with access to standards- aligned curricula (ELA, ELD, math, science, social science, and social science)	
1.3	Facilities in “Good” Repair as Measured by Facility Inspection Tool (FIT) (Priority 1)	Score: 96.83% Rating: “Good” (Source: LACOE Williams Facilities Inspection November 2023)			Maintain Williams Facility rating >90%	
1.4	Implementation of State Standards (Priority 2)	Implementation of State Standards ELA 5, ELD 5, Math 5, NGSS 5, History 5 (Source: Local reporting for the 2022-23 CA Dashboard Local Indicators)			Maintain Implementation of State Standards ELA 5, ELD 5, Math 5, NGSS 5, History 5	
1.5	Teacher Perception of Professional Development Impact & Support (Priority 2)	3.78 Professional Development & Support *71% Staff members responded to Youth Truth Survey* (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2023-24)			Participation: 95% Rating: 4	

1.6	Access to and enrollment in a broad course of study (Priority 7)	100% of students have access to a broad course of study (Source: Local reporting for 2022-23 CA Dashboard Local Indicators)			Maintain 100% students access to a broad course of study	
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## Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Facility in "Good Repair"	Maintain physical plant that is safe, clean, and properly resourced to instill pride in all school community members. Custodial staff will ensure facilities are clean and maintained in good repair through daily checks. Any deficiency will be reported in a timely manner and remedied within a		No

		reasonable timeframe. Using the CDE's Facilities Inspection Tool (FIT), annual review >90% of items meeting the "good" standard or better.		
1.2	Staffing (Certificated & Classified)	Appropriate administrative staffing to ensure our students are receiving academic and social emotional support and approaches that are differentiated to meet the needs of all students, including our high need students. Hiring of certificated staff to deliver effective standards-based instruction and support student achievement in the California Content Standards. Classified staffing to support efficient operations and support the instructional needs of students with various academic, behavioral, and emotional needs.		No
1.3	Professional Development for Supporting Diverse Students	<p>The school will provide pre-service professional development in effective instructional strategies and differentiation for various levels and learners in the core classroom. Provide on-going professional development for all staff members on strategies and approaches proven to accelerate learning for English Learners, low-income students, foster youth, homeless youth, students with disabilities, and dually identified students. Teachers will have direct access to on-going PD resources in the form of online modules focused on ELD strategy integration.</p> <p>Implement SFA instructional strategies to address foundational literacy needs of students. The primary setting for the use of the strategies during the regular instructional day in order to accelerate the closing skill gaps in reading, while providing grade-level access to content standards.</p> <p>Equity-focused Standards-based Instruction Supporting the Growth of English Learners &amp; Dually-Identified Students</p> <ul style="list-style-type: none"> <li>• Quality implementation of the English Learner Master Plan aligned to the CA English Learner Roadmap</li> <li>• Implementation of strategies to support EL acquisition/mastery of the English language (speaking, listening, reading, writing)</li> <li>• Understanding the language needs of ELD in acquisition of academic language</li> <li>• Strategies for supporting Students with Disabilities in the general education classroom</li> </ul>		Yes

<p><b>1.4</b></p>	<p>Support for Impactful &amp; Effective Instruction</p>	<p>Continuing implementation of RELAY Graduate School of Education's "Get Better Faster" as a common framework for coaching, observation and feedback which provides a common language and understanding of instructional expectations that are rooted in equity for all students. The Executive Administrator and Coordinator of Instruction will conduct weekly classroom observations, and providing weekly on-site PD tailored to the needs of teachers and paras to facilitate higher levels of student learning. The school will implement these strategies schoolwide. Teachers requiring BTSA will be supported by an onsite mentor. The school's regular weekly professional development for the academic year will include:</p> <ul style="list-style-type: none"> <li>• YPICS Hallmarks: Standards-based grading, project-based learning, and service learning</li> <li>• Universal Design for Learning (UDL) training for administration and staff to create flexible learning environments and learning spaces that can accommodate individual learning differences.</li> <li>• Backwards Design training prioritizing the intended learning outcomes instead of topics to be covered, and most importantly facilitating student learning.</li> </ul> <p>Teams will use Critical Friends Group (CFP) structures/processes when applicable.</p>		<p>No</p>
<p><b>1.5</b></p>	<p>Core Instructional Materials/Licenses, Assessments, and Technology</p>	<p>Provide teachers and students with the necessary standards-based curricula across the core and supplemental instructional materials to ensure all students have access to grade-level content. Additionally, provide integrated technology resources/platforms to improve writing skills across the content areas as well as for secondary success (e.g., Thinking Nation, Google Classroom/Suite, iXL, Adobe Suite, etc.) School-wide assessments administered 3xs/year in English/language arts and mathematics using verified data source (iReady) to monitor student growth and progress. All programs mentioned above require the school to maintain 1:1 devices to students and ensure they are in working order. For certain consumable supplemental materials, replenishment of workbooks will be necessary annually (e.g., iReady ELA and Math workbooks, IronBox, etc.)</p>		<p>No</p>



<p><b>1.6</b></p>	<p>Multi-Tiered System of Supports (MTSS)</p>	<p>The school will have a standing MTSS Team to analyze multiple data points to align initiatives and resources to address the needs of all students. This integrated framework of academic, behavioral and social-emotional learning supports work to the benefit of all students at various tiers of need [Tier 1, 2, &amp; 3].</p>		<p>Yes</p>

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	Maintain high standards for our community to engage students in high levels of achievement in English/Language Arts through the use of high-quality curricula, effective instruction and local assessments, and ensure the necessary targeted acceleration and learning supports are delivered in a timely manner to maximize student growth.	Focus Goal

### State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)  
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

### An explanation of why the LEA has developed this goal.

This goal has been modified for 2024-25 to combine both ELA and ELD as we seek to address reading and writing throughout the content-areas. Of particular concern is providing the needed language supports that will enable students to demonstrate growth in skills and standards annually by monitoring and analyzing local state-verified data and academic marks. These data points will be monitored strategically to drive instructional decisions as part of the MTSS. Our student enrollment has a wide range of language abilities and needs. Ensuring reading and writing are happening throughout the ELA and social studies departments will assist in preparing our students for college/career.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Verified Data Source - iReady Reading Growth (Priority 8)	**PENDING** 2023-24 iReady Reading Growth Diagnostic [BOY to EOY] % improved placement % meeting typical growth % meeting stretch growth			**PENDING** iReady Reading Growth Diagnostic [BOY to EOY] % improved placement % meeting typical growth % meeting stretch growth	

		(Source: iReady Platform)				
2.2	Dashboard English Language Progress Indicator (ELPI) (Priority 4)	56.9% English learners making progress toward English language Proficiency "Blue" (Source: 2023 Dashboard ELPI Indicator)			Maintain "Blue" or "Green" ELPI on Dashboard	
2.3	Dashboard English/Language Arts Indicator (Priority 4)	2022-23 Dashboard ELA & CAASPP School "Red" -84.9 DFS 17.02% Met/Exceeded Hispanic "Red" -83.7 DFS 17.31% Met/Exceeded SED "Red" -87.4 DFS 16.37% Met/Exceeded EL "Red" -133.7 DFS % Met/Exceeded SWD "Orange" -143.1 DFS 2.54% Met/Exceeded			Dashboard ELA Indicator "Yellow"	
2.4	Reclassification Rate (Priority 4)	**PENDING** % Reclassification Rate for 2022-23 (Source: Internal Reclassification Rate data reported to CALPADS)			**PENDING** % Reclassification Rate	

## Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Core ELA/ELD Co-planning for Instruction & Assessment	Teachers will engage in the standards-based instructional co-planning process with considerations for both whole class and student groups with specific needs (e.g., English learners, Students with Disabilities, dually identified, RFEPs in ongoing monitoring period). Resource Teachers will consult with the ELD and ELA teachers to provide additional support as these students continue to develop math skills along with their language skills in all domains (e.g., reading, writing, speaking, and listening). For those who have reclassified, they will be progressed monitored using academic marks and state-verified assessment data platform to ensure on-going progress. Teachers will consider the necessary adjustments needed for Students with Disabilities who are also English Learners or have reclassified through the IEP. Instructional strategies to address the wide range of English language levels in the core. California ELD standards will		Yes

		be integrated along with California Common Core ELA standards, and instructional strategies will be geared to support students.		
<b>2.2</b>	Accelerations for Language Arts	Based on results from iReady Reading Diagnostic, students will receive placement in an iReady ELA Pathway for personalized instruction. Teachers will monitor each student's pathway in the platform for progress on foundational skills and standards ensuring that students complete two independent lessons per week. This monitoring of individual student pathway progress is crucial to see growth, and to inform teachers core instructional planning. Flexible programmed language-based support classes will be provided for students who have been identified as requiring focused standards-based support. Additionally, outside of the instructional day, ELs and RFEPs during the ongoing monitoring period following reclassification, will have access to ELA-based extended learning opportunities to enable progress in standards mastery.		No
<b>2.3</b>	Designated ELD	Students identified as English Learners ("Emerging"/"Expanding") will have a designated instructional period for English Language Development (ELD) taught by a credentialed ELD teacher. In this course, students who are at ELD 1-3 will be grouped together will provide designated ELD instruction to impact students English language progression leading to successful reclassification. As an added support for these students, the ELD teacher will provide push-in/pull-out as needed to assist them in accessing the core content standards. Students at ELD 4 "Bridging" will receive push-in support during core content instruction.		No
<b>2.4</b>	Reading & Writing across the Core	All teachers will employ consistent use of Success for All (SFA) strategies (e.g., model, think aloud,) to instruct students in developing literary skills using shorter pieces of literature to align to assessment writing domains. (e.g., Grade 5: Narrative, Informational, Opinion; Grades 6-8: Narrative, Explanatory, Argumentative). Students will learn how to apply these critical skills to longer works. Additionally, writing will be a core competency as part of the successful, grade-level standards-based instruction in all grade levels. Students will		No

		<p>receive direct instruction in writing which align to the respective genres assessed on the SBAC English/Language Arts Writing Tasks. Grade-level performance tasks will be administered three times per year. The resulting data from the rubric scoring of these writing performance tasks will provide necessary information for teachers to group students for targeted instruction for writing improvement. Performance tasks (e.g., Grade 5: Narrative, Informational, Opinion; Grades 6-8: Narrative, Explanatory, Argumentative).</p>		
<p><b>2.5</b></p>	<p>Social Science - Critical Thinking &amp; Writing Skills Development</p>	<p>All grade-levels will use Thinking Nation as a supplemental instructional platform to provide rigorous social science writing content. Students in grades 5-8 will have access to the curriculum which prioritizes disciplinary thinking skills such as curated research papers focusing on causation, comparison, contextualization, continuity and change, and historical significance. Consistent use of the platform for social studies instruction will provide continuity and increasing rigor for students as they progress to the next grade level.</p>		<p>No</p>

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	Maintain high standards for our community to engage students in high levels of achievement in mathematics and science through the use of high-quality curricula and local assessments, and ensure the necessary targeted acceleration and supports are delivered in a timely manner to maximize student growth.	Focus Goal

### State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)  
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

### An explanation of why the LEA has developed this goal.

BCCS seeks to strategically use data to drive instructional decisions. Math is a consistent challenge for our students; compounded by the language-intensive design of CCSS math standards. The creation of the math/science-specific goal in the prior LCAP was to align the application of mathematics to science for our students. Science instruction has been a highlight of the instructional program providing students with engaging content instruction. The opportunity for cross-curricular connections will assist in improving math skills.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Verified Data Source - iReady Mathematics Growth (Priority 8)	**PENDING** 2023-24 iReady Mathematics Growth Diagnostic [BOY to EOY] % improved placement % meeting typical growth % meeting stretch growth (Source: iReady Platform)			**PENDING** 2023-24 iReady Mathematics Growth Diagnostic [BOY to EOY] % improved placement % meeting typical growth % meeting stretch growth	

3.2	Dashboard Mathematics Indicator (Priority 4)	2022-23 Dashboard Mathematics & CAASPP School "Red" -134.8 DFS 10.74% Met/Exceeded Hispanic "Red" -134.6 DFS 10.8% Met/Exceeded SED "Red" -136.4 DFS 10.56% Met/Exceeded EL "Red" -182.8 DFS % Met/Exceeded SWD "Red" -182.8 DFS 10.56% Met/Exceeded			Dashboard Mathematics Indicator "Yellow"	
3.3	California Science Test (Priority 4)	2023 CAST - Met/Exceeded 12.28% All Students 0% SWD 9.28% SED 0% EL			CAST 30% meet/exceed	

## Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.



A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Core Mathematics Co-planning for Instruction & Assessment	<p>Teachers will engage in the standards-based instructional co-planning process with considerations for both whole class and student groups with specific needs (e.g., English learners, Students with Disabilities, dually identified, RFEPs in ongoing monitoring period). Resource Teachers will consult with the ELD and math teachers to provide additional support as these students continue to develop math skills along with their language skills in all domains.</p> <p>The co-planning process will also include exposing students to the CCSS math claims (Concepts &amp; Procedures, Problem-solving, Communicating Reasoning, Modeling/Data Analysis), as well as mathematical practices, and grade-level standards.</p> <p>All teachers will incorporate SBAC assessment formatted questions to increase students' understanding of state assessments (e.g., Equations, Interaction [Match, Table, Grid], Grid, Multi-selection, Multiple Choice, Short Answer).</p>		No
3.2	Accelerations for Mathematics	<p>Based on results from iReady Math Diagnostic, students will receive a placement in an iReady Math Pathway for personalized instruction in mathematical concepts and applications. Teachers will monitor each student's pathway in the platform for progress on foundational skills and standards ensuring that students complete independent math lessons per week. This monitoring of individual student pathway progress is crucial to see growth, and to inform teachers core instructional planning.</p> <p>Flexible programmed math support classes will be provided for students who have been identified as requiring focused standards-based support.</p>		No

		Additionally, students will have access to after school expanded learning opportunities after the school day.		
<b>3.3</b>	Science Standards	<b>**PENDING**</b>		<b>No</b>

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
4	Create and sustain meaningful engagement of students, teachers and parents as partners to strengthen the school climate and increase their understanding of the school focus to improve successful secondary outcomes.	Focus Goal

### State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

### An explanation of why the LEA has developed this goal.

The data from educational partners (students and parents) and the CA Dashboard Chronic Absenteeism Indicator indicate the need to design a more robust system of engagement.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Student Attendance Rates (Priority 5)	**PENDING** % Average Daily Attendance Rate as of XXXX 2024			95% Attendance Rate	
4.2	Dashboard Chronic Absenteeism Indicator (Priority 5)	2023 Dashboard Chronic Absenteeism Indicator 30.3% All Students "Red" 28.8% Hispanic "Red" 30% SED "Red" 26.7% English learners "Red" 31% SED			Decrease Chronic absenteeism to <10%	

4.3	Dashboard Suspension Rate Indicator (Priority 6)	% Reclassification Rate for 2022-22023 Dashboard Suspension Rate Indicator "Orange" 3.3% All Students 3.2% Hispanic "Yellow" 2.4% SWD "Green" 5% English learners "Orange" 0.7% Hispanic "Green" 3.2% SED "Yellow"			Dashboard Suspension Indicator "Green" or better; all student groups under 2%	
4.4	Expulsion Rate (Priority 6)	2023 Expulsion Rate 0.3% All Students (Source: Ed-Data, <a href="https://www.ed-data.org/school/Los-Angeles/Los-Angeles-Unified/Bert-Corona-Charter">https://www.ed-data.org/school/Los-Angeles/Los-Angeles-Unified/Bert-Corona-Charter</a> )			Maintain expulsion rate <1%	
4.5	Middle School Dropout Rate (Priority 5)	**PENDING** % Middle School Dropout Rate for 2022-23 (Source: CALPADS)			Maintain dropout rate under 1%	
4.6	Student Perception of School Safety and Connectedness (Priority 6)	3.45 Relationships 3.43 Culture 3.41 Belonging 81% Students responded to Youth Truth Survey* (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2023-24)			Participation: 95% Rating/area: 4.0	

4.7	Parent Satisfaction, Safety & Decision-Making (Priority 3)	4.01 Engagement 4.29 Communication/ Feedback 4.06 Safety 37% Families responded to Youth Truth Survey* (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2023-24)			Participation: 95% Rating/area: 4.5	
4.8	Parent Survey Participation in Programs for Unduplicated Pupils (Priority 3)	4.36 Relationships 4.17 Culture 4.29 Resources 4.28 Diversity, Equity & Inclusion 37% Families responded to Youth Truth Survey (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2023-24)			Participation: 95% Rating/area: 4.5	
4.9	Teacher Perception of Safety & Positive Culture (Priority 3)	3.66 Positive Culture 3.86 Positive Relationships 3.98 Engagement 3.44 Safety 71% Staff responded to Youth Truth Survey (Source: Avg. Ratings on scale of "1 Strongly			Participation: 95% Rating/area: 4.0	

		Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2023-24)				
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## Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Monthly Parent Engagement Activities & Increasing Parent Capacity for Decision-Making	The Executive Administrative and leadership team will ensure there are monthly activities for meaningful engagement of parents/guardians. <ul style="list-style-type: none"> <li>Executive Administrator will be responsible for the meetings of the governance bodies described in the charter petition [e.g., YPICS Board of Directors, School Advisory Council (SAC), Parent Advisory Committee (PAC), English Learner Advisory Committee (ELAC), and English Learner Parent Advisory Committee (EL-PAC)]</li> </ul>		No

		<ul style="list-style-type: none"> <li>• Coordinator of Instruction will be responsible for planning and delivering workshops related to educating parents/guardians on supporting the academic development of the student while at home. This includes information on understanding resources, standards-based grading/monitoring student marks and assessments.</li> <li>• Coordinator of Culture &amp; Climate will develop presentation content for parent workshops aligning to climate/culture. Specifically, parents will be engaged around the behavioral expectations for students, as well as opportunities for parent involvement in schoolwide events to build an inclusive, positive culture.</li> <li>• Coordinator of Community Schools will plan and deliver content for parent/guardian meetings focused on the home-school relationship. Families will be provided with access to community resources to support social-emotional wellness of the family. The Coordinator will have planning and direct oversight of the expanded learning program held after school.</li> <li>• Coordinator of Operations will assist with coordination and implementation of the hallmark YPICS annual activities (e.g., back to school night, open house, Fall and Spring parent conferences, Youth Truth Survey).</li> </ul>		
<p><b>4.2</b></p>	<p>Leadership Development for Students</p>	<p>In partnership with the TORCH Foundation, two cohorts (Fall/Spring) of students will participate in the leadership transformation workshop to support them in developing positive self image and discover leadership potential, identify barriers, and learn effective tools/skills to overcome obstacles. Parents will also participate in this experience with their student to forge a more positive child-parent relationship and two-way accountability.</p>		<p>No</p>
<p><b>4.3</b></p>	<p>Engagement of Parents of Underserved Groups</p>	<p>While the Youth Truth Survey results show parents are satisfied with the school, our special populations (e.g., Newcomers, English learners, Students with Disabilities, Foster Youth) often face more barriers to active participation in their child's education. The Executive Administrator in collaboration with the Coordinators of Operations, Community Schools, and Operations will develop a multi-faceted approach to developing and maintaining supportive relationships over the academic year. Through a</p>		<p>No</p>

		thoughtful approach, we will address the importance of regular school attendance, and the myriad of community services available to them.		
<b>4.4</b>	Positive Behavior & Intensive Support (PBIS)	Continue implementation of Positive Behavior and Intensive Support (PBIS) and alternatives to suspension to ensure students are supported in their social development and remove barriers to success. Use of internal data sources to drive decisions/recommendations for Multi-Tiered System of Support such as social-emotional development and well-being as well as academic acceleration and progress monitoring of student performance. Based on the enrollment trends in the area, continue the use of Restorative Justice practice to support the emotional well-being of students who have experienced trauma. This work will continue to be the focus of the Community Schools and School Climate & Culture Teams.		No
<b>4.5</b>	MTSS for Chronic Absenteeism	Use of internal data sources to drive decisions/recommendations for Multi-Tiered System of Support in the area of chronic absenteeism. Using tiered interventions (e.g., Parent conference, home visits, connections to community-based resources for support), families will be engaged on the importance of regular school attendance, and the impact of absenteeism on students academic progress and social-emotional well-being.		No



# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$	\$

## 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
	0.000%	\$0.00	

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	<p><b>Action:</b> Professional Development for Supporting Diverse Students</p> <p><b>Need:</b></p> <p><b>Scope:</b></p>		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
<b>1.6</b>	<p><b>Action:</b> Multi-Tiered System of Supports (MTSS)</p> <p><b>Need:</b></p> <p><b>Scope:</b> Schoolwide</p>		
<b>2.1</b>	<p><b>Action:</b> Core ELA/ELD Co-planning for Instruction &amp; Assessment</p> <p><b>Need:</b></p> <p><b>Scope:</b> Schoolwide</p>		

**Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

For any limited 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, as applicable.

### **Additional Concentration Grant Funding**

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.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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		
Staff-to-student ratio of certificated staff providing direct services to students		

# 2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
	[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals				0.000%	

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$0.00						

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
This table was automatically populated from this LCAP.															
1	1.1	Facility in "Good Repair"	All	No											
1	1.2	Staffing (Certificated & Classified)	All	No											
1	1.3	Professional Development for Supporting Diverse Students	English Low Learners Income	Yes	Schoolwide	English Learners Low Income									
1	1.4	Support for Impactful & Effective Instruction	All	No											
1	1.5	Core Instructional Materials/Licenses, Assessments, and Technology	All	No											
1	1.6	Multi-Tiered System of Supports (MTSS)	English Foster Low Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income									
2	2.1	Core ELA/ELD Co-planning for Instruction & Assessment	English Low Learners Income	Yes	Schoolwide	English Learners Low Income									
2	2.2	Accelerations for Language Arts	All	No											
2	2.3	Designated ELD	English Learners	No											
2	2.4	Reading & Writing across the Core	All	No											

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	
2	2.5	Social Science - Critical Thinking & Writing Skills Development	All	No												
3	3.1	Core Mathematics Co-planning for Instruction & Assessment	All	No												
3	3.2	Accelerations for Mathematics	All	No												
3	3.3	Science Standards	All	No												
4	4.1	Monthly Parent Engagement Activities & Increasing Parent Capacity for Decision-Making	All	No												
4	4.2	Leadership Development for Students	All	No												
4	4.3	Engagement of Parents of Underserved Groups	All	No												
4	4.4	Positive Behavior & Intensive Support (PBIS)	All	No												
4	4.5	MTSS for Chronic Absenteeism	All	No												

# 2024-25 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
[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]		[AUTO-CALCULATED]
			0.000%		\$0.00	0.000%	0.000 %	<b>Total:</b>	\$0.00
								<b>LEA-wide Total:</b>	\$0.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$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 (%)
<b>This table is automatically generated and calculated from this LCAP.</b>								
1	1.3	Professional Development for Supporting Diverse Students	Yes	Schoolwide	English Learners Low Income			
1	1.6	Multi-Tiered System of Supports (MTSS)	Yes	Schoolwide	English Learners Foster Youth Low Income			
2	2.1	Core ELA/ELD Co-planning for Instruction & Assessment	Yes	Schoolwide	English Learners Low Income			

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
<b>Totals</b>	\$4,135,108.00	\$0.00

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)
<b>This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.</b>					
1	1.1	Facility, Maintenance, Custodial & Security	No	\$253,638.00	
1	1.2	Administration	Yes	\$916,645.00	
1	1.3	Credentialed Classroom Teachers	No	\$1,594,460.00	
1	1.4	Paraprofessionals	Yes	\$314,218.00	
1	1.5	Professional Development	Yes	\$304,241.00	
1	1.6	Core Instructional Materials & Licenses	Yes	\$87,356.00	
1	1.7	Technology	Yes	\$189,425.00	
1	1.8	Local Assessments	Yes		
2	2.1	SFA Instructional Strategies for Skill Acceleration	Yes	\$3,676.00	
3	3.1	Acceleration & Study Hall	No		

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	3.2	Supplemental Curricula	Yes		
4	4.1	Integrated and Designated ELD	Yes	\$100,563.00	
4	4.2	Acceleration & Study Hall	Yes		
4	4.3	Expanded Learning Opportunities Summer Learning & Enrichment	Yes	\$205,980.00	
5	5.1	Student Activities & Incentives	Yes	\$124,906.00	
5	5.2	Enrollment and Outreach- Schola	No	\$40,000.00	
5	5.3	Parent/ Guardian Engagement	No		
5	5.4	Home/School Communications & Feedback	No		



# 2023-24 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)
	\$1,496,408.00	\$0.00	\$0.00	0.000%	0.000%	0.000%

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)
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This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.

1	1.2	Administration	Yes	\$633,198.00			
1	1.4	Paraprofessionals	Yes	\$228,083.00			
1	1.5	Professional Development	Yes	\$274,870.00			
1	1.6	Core Instructional Materials & Licenses	Yes	\$87,356.00			
1	1.7	Technology	Yes	\$189,425.00			
1	1.8	Local Assessments	Yes				
2	2.1	SFA Instructional Strategies for Skill Acceleration	Yes	\$3,676.00			
3	3.2	Supplemental Curricula	Yes				
4	4.1	Integrated and Designated ELD	Yes				
4	4.2	Acceleration & Study Hall	Yes				
4	4.3	Expanded Learning Opportunities Summer Learning & Enrichment	Yes				

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)
5	5.1	Student Activities & Incentives	Yes	\$79,800.00			

# 2023-24 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)
			0.000%	\$0.00	0.000%	0.000%	\$0.00	0.000%

# Local Control and Accountability Plan 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](mailto: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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term 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]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## Requirements and Instructions

### General Information

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

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

### Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

### **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

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

- Identify the schools within the LEA that have been identified for CSI.

#### Support for Identified Schools

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

- 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

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

### **Requirements**

**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

**Charter schools:** *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).



- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

### Complete the table as follows:

#### Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

#### Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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 students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **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.

### Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

#### Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

**Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding**

**Description**

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
  - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
  - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

**Type of Goal**

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

**State Priorities addressed by this goal.**

Identify each of the state priorities that this goal is intended to address.

**An 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.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

## Broad 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.

### Type of Goal

Identify the type of goal being implemented as a Broad Goal.

### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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**

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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

**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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
  
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> <li>● Enter the metric number.</li> </ul>
Metric
<ul style="list-style-type: none"> <li>● Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.</li> </ul>
Baseline
<ul style="list-style-type: none"> <li>● Enter the baseline when completing the LCAP for 2024–25.                             <ul style="list-style-type: none"> <li>○ Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).</li> <li>○ 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.</li> <li>○ Indicate the school year to which the baseline data applies.</li> <li>○ The baseline data must remain unchanged throughout the three-year LCAP.                                     <ul style="list-style-type: none"> <li>▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain</li> </ul> </li> </ul> </li> </ul>

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

## Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

## Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

## Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

## Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.



Timeline for school districts and COEs for completing the **“Measuring and Reporting Results”** part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . Leave blank until then.

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
  - Include a discussion of relevant challenges and successes experienced with the implementation process.
  - This discussion 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.

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.

- 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.

**A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.**

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
  - 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.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

**Actions:**

Complete the table as follows. Add additional rows as necessary.

**Action #**

- Enter the action number.

**Title**

- Provide a short title for the action. This title will also appear in the action tables.

**Description**

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

## Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

## Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

**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.

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

## 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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

### Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

## LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

### For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

## Requirements and Instructions

Complete the tables as follows:

### Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

### Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

### Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

### How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

### Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools:** In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

### Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

### Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

### How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

### Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

### **Additional Concentration Grant Funding**

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

## Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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).
  - **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.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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.

- 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, based on the LEA’s current pay scale, 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 Services 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 estimated based on 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **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)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - 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)**

- 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**
  - 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)**
  - 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 plus 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  
November 2023

# Local Control and 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 [2024-25]

### 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 (BCCHS) is a public charter school authorized by the Los Angeles Unified School District to serve as a high-quality option for families with students in grades 9 through 12 in the cohesive LA County community of Pacoima in the East San Fernando Valley. BCCHS seeks to support low-income and struggling students in its community for future academic success and active community participation. We seek to close the achievement gap for these students by providing clear and high expectations for all students, a personalized and supportive learning environment that recognizes students’ accomplishments, family-school-community partnerships and service, and integrated technology in the classroom with a culturally enriched curriculum. The majority of students attending schools in this area come from immigrant families where Spanish is the home language.

This area of Los Angeles is an underserved community, primarily composed of immigrant families struggling to overcome the economic barriers that accompany poor educational resources and cultural isolation. BCCHS offers students the opportunity to continue to learn through clear and high expectations for all students, a rigorous technology-integrated curriculum, a personalized learning environment, and family-school community partnerships.

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 in the classroom.

**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:** Bert Corona Charter High School early college program prepares urban students in grades 9-12 for 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 public school students living in the surrounding areas are eligible for federal free or reduced



meals, indicative of the high poverty levels in the area. BCCHS 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 in the classroom.

BCCHS serves a wide range of scholars requiring a rigorous program that includes acceleration, differentiated instruction, depth, and complexity. The school is data-driven using various sources of assessment data to understand and improve individual student and schoolwide performance. The assessment data (diagnostic, formative, and summative) help BCCHS continuously plan, monitor, and improve its academic programs and student outcomes. The assessment data (diagnostic, formative, and summative) help BCCHS continuously plan, monitor, and improve its academic programs and student outcomes. The 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 acceleration are identified and monitored using multiple data points. In addition to state testing, other assessments include publisher assessments, student work samples, and NWEA assessments in English/language arts and mathematics.

Assessments are used to identify students and subgroups who need additional instruction; prescribe a re-teaching or acceleration focus for individual scholars; identify professional development needs and target school resources. 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 that include access to Education Specialists, school psychologists, speech pathologists, classroom teachers, and administrators. The school's educators believe it is essential to consider social and emotional needs for a successful multidimensional approach to meet the needs of our diverse population.

The school created its own culture of awareness with considerate, committed, and conscientious teachers serving the needs of the students. Many visitors, including the LAUSD Charter Schools Division Executive Director and staff, US Department of Education representatives, and WASC Visiting Committee members have recognized the positive culture at BCCHS.

## Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

### CALIFORNIA DASHBOARD LOCAL INDICATORS

In the 2022-23 academic year, all local indicators were "Standard Met". For the 2023-24 academic year, the YouthTruth Survey was the local climate survey instrument for students, parents and staff. The data from the surveys continues to demonstrate strength in the areas of connectedness, safety and relationships. This data is now included in our LCAP goal for engagement, climate and culture. The inclusion of the specific metrics from the Youth Truth Surveys will also increase the transparency of our actions as we continue to strive for higher ratings by all partners. The local indicators for 2023-24 will also be reported as "Standard Met" with the final approval of the LCAP.

### ACADEMIC PERFORMANCE 2022-23 CA DASHBOARD

- CA DASHBOARD ENGLISH/LANGUAGE ARTS INDICATOR 2023

(Distance from Standard): -62.5 "Red" All students, -59.6 "Red" Hispanic, -59.2 "Red" SED, -155.6 "No color" English learners, -178.7 "No color" SwD

The DFS for our most at-risk student groups was very concerning. SWD and English Learners was almost 3xs lower than the Grade 11 school DFS.

The decline in ELA scores for students with disabilities and English Learners (EL) during the 22-23 school year was steeper compared to their grade-level peers likely due to this cohort of students entering high school with an achievement gap greater than the class of 2023. Internal NWEA cohort data shows that the growth of students in the class of 2024 was greater than the class of 2023. For this cohort, their attitudes, behaviors, and beliefs were more greatly impacted by the unavailability of in-person instruction due to the pandemic. We noticed that this had a dramatic impact on students' academic confidence and their willingness to ask for support.

Bert Corona Charter High School is taking the following steps to address the Status/Distance from Standard placement in English Language Arts:

- Using data from CAASPP ELA and NWEA MAP Reading assessments to identify learning gaps, guide instruction, and identify students for targeted reading support.
- Provide targeted reading support to students in the low average range on NWEA Maps during the first semester. In the Fall, 13% of these students scored in the Average band, and by Winter, 21% scored in the Average band, plus 7% in the High Average band.
- All teachers have been exposed to the various types of test questions on the CAASPP and ELPAC assessments so that they can introduce students to the format of the tests. Based on the data, teachers have decided to teach and use the RACE strategy to support students responding to short-response questions. Teachers have also decided to reintroduce Thinking Maps to support students' learning.
- Advisory teachers confer with students before and after each diagnostic assessment to discuss their progress in NWEA Maps and monitor progress toward meeting typical growth goals. At each meeting, teachers support students in setting new goals.
- ENGLISH LANGUAGE PROGRESS INDICATOR (English Learners): "Red" English Learners 24.3% making progress towards English language proficiency

The ELPI declined 21.8% from the prior year.

Bert Corona Charter High School is taking the following steps to address the English/Language Progress Indicator:

- Using data to drive instruction from CAASPP, NWEA MAP Reading, and ELPAC assessment to identify learning gaps to guide instruction, and to identify students for targeted reading and writing support.
- All teachers have been exposed to the various types of test questions on the CAASPP and ELPAC assessments so that they can introduce students to the format of the tests. Based on the data, teachers have decided to teach and use the RACE strategy to support students responding to short-response questions. Teachers have also reintroduced Thinking Maps to support students' learning, thinking, and writing. Teachers continue to use SFA reading strategies (Clarifying, Predicting, Summarizing, and Questioning) to support student reading.
- Use Ellevation to monitor student progress and professional development.
- The ELD teacher meets regularly during the weekly site PD with the English department to coordinate efforts to support EL Learners.

- CA DASHBOARD MATHEMATICS INDICATOR 2023 (Distance from Standard): -153.5 "Red" All students, -156.7 "Red" Hispanic, -154.6 "Red" SED, -193.6 "No color" English learners, -295.3 "No color" SwD

The decline in Math scores during the 22-23 school year was likely due to this cohort of students entering high school with an achievement gap greater than the class of 2023. Through our combined efforts, our school has made the most significant progress in EL math performance this year, achieving an increase of 9.4 points, exceeding the state's average growth of 1.4 points. This achievement also surpasses the LAUSD EL math score improvement of 2.5 points, highlighting our dedication to academic excellence. Internal NWEA cohort data shows that the growth of students in the class of 2024 was greater than the class of 2023. For this cohort, their attitudes, behaviors, and beliefs were more greatly impacted by the unavailability of in-person instruction due to the pandemic. We noticed that this had a dramatic impact on students' academic confidence and their willingness to ask for support.

Bert Corona Charter High School is taking the following steps to address the Status/Distance from Standard placement in Mathematics:

- Using data from CAASPP, NWEA MAP, and ELPAC assessments to identify learning gaps, guide instruction, and to identify students for math support in Academic Lab classes.
- Students scheduled to an Academic Lab who are not performing at grade level in math will focus on developing core skills in Math.
- Math and Advisory teachers conference with students before and after each diagnostic assessment to discuss their progress in NWEA and monitor progress toward meeting typical growth goals.
- A credentialed math teacher offers Math tutoring to students after school. During the day, students receive math support for one period during the day.
- COLLEGE/CAREER READINESS INDICATOR (Graduates): 7.5% "Very Low" All students, 5.8% "Very Low" Hispanic, 7.8% "Very Low" SED, 0% EL, 0% SwD

With the release of the CA Dashboard in December 2023, an error was detected in the data. The only measure captured was for the Smarter Balanced (SBAC) assessment. Due to this reporting error, CTE pathway completion, college credit course, and students who met UC/CSU Requirements were not reported in the CDE data capture. While the Dashboard reflects only 7.5% meeting "prepared" standard, the charter petition established that all of our students are to be enrolled in A-G coursework and the Media Arts CTE Pathway. For the Class of 2023, 67% met the A-G requirements, and 48% of graduates successfully completed the Visual/Media Arts Pathway of three courses. We also had 60% of the graduates who completed a dual enrollment course with Los Angeles Mission College.

As an instructional community, we have improved our capacity to monitor this data locally in the SIS, and have developed a plan for educating our students and families about the importance of this Dashboard Indicator. We expect to see marked improvement in this metric over the next three years.

#### ACADEMIC ENGAGEMENT 2022-23 CA DASHBOARD

- GRADUATION RATE INDICATOR: 92.5% "Yellow" All students, 66.7% "No color" SWD, 78.6% "No color" EL, 92.2% "Yellow" SED

The graduation rate for 2023 was "yellow" with 92.5% cohort graduation. Unfortunately, based on the Dashboard 5x5, the decline of 4.8% from the prior year exceeded the allowable 0.9%age to remain in "green" (maintained). All significant student groups were reported in "yellow".

The class of 2023 had attitudes, beliefs, and behaviors shaped by their first year of high school, specifically online learning and the pandemic. On the other hand, the class of 2022 was able to make a successful transition to high school before the start of the pandemic and established relationships with teachers and staff. Moreover, students from the class of 2023 had a limited understanding of the credit recovery process as well as having had counseling sessions and workshops to ensure they understood the high school graduation and

college entry requirements.

- CHRONIC ABSENTEEISM: 36.3% School, 36.7% Hispanic

While chronic absenteeism is not a CA Dashboard indicator for high schools, there is a need to surface this data as we seek to assess the lingering impacts of the pandemic on our students. We have been working on our relationships with families and stressing the importance of regular attendance for all students. As the numbers evidence, this continues to be a challenge since the return to in-person instruction almost three years ago. Based on the Youth Truth Survey data conducted this year (23-24), we are prioritizing the staff relationships with students to promote more connection between students and school.

#### CONDITIONS & CLIMATE 2022-23 CA DASHBOARD

- SUSPENSION RATE INDICATOR (Suspended at least one day): 1.8% "Green" All students, 0% "Blue" SWD, 0% "Blue" English learner, 2% "Green" SED

This is an area of strength for BCCHS. We continue to utilize a PBIS framework to select programs and strategies to provide alternatives to suspension effectively. The BCCHS Staff uses the SWPBIS Tiered Fidelity Inventory to track our implementation quantitatively and qualitatively. The TFI Tier I score moved from 27% in September to 47% in December 2023. Based on the PBIS Tier I Team action plan, we anticipate reaching 73% by EOY and 80% by the start of the 24-25 school year.

MTSS: The improvement in suspensions and overall climate has also been due to an improved MTSS process which provide support and services to students and families with Tier II/III needs. With the support of our Community Schools grant, staff has expanded their use of alternatives to suspension to support students with Tier II/III needs, including but not limited to drug awareness/intervention, gang diversion programs, and mental health services.

Mental Health Services: Having ample resources available to families through our community partnerships such as mental health services with Luminarias Institute Inc. to provide on-campus services to address students' social and emotional needs. Additionally, BCCHS has partnered with the Multicultural Learning Center on the multi-year Mental Health Service Professional Grant, which provides a school-based MSW/MFT intern who provides therapeutic services to students. Clinical supervision of the staff will be provided by a licensed clinical supervisor employed by the Multicultural Learning Center. BCCHS also partners with Pacoima Charter Elementary School to provide an MSW intern to provide Mental Health Services on campus during the second semester of each year.

Drug awareness/intervention: This is also a common challenge for high school students. To support our students we work with San Fernando Valley Partnership (a non-profit organization) to promote healthy and drug-free communities in the San Fernando Valley. Currently, they are working with a group of our students who are struggling with substance abuse. The partnership facilitates weekly small group restorative justice circles.

Gang diversion programs: Champions in Service (CIS) provides wrap-around services to those in the community who have been marginalized by poverty, drug addiction, and trauma. Currently, CIS provides wrap-around services and one-on-one mentoring to our gang-involved students. Another community partner in this area is the El Nido Family Services Gang Reduction Youth Development (GRYD). GRYD provides gang prevention services through case management, referral services, & youth development activities. Currently, GRYD is working with a group of students by providing them with one-on-one mentoring.

#### LOCAL DATA FOR 2023-24 STATE-VERIFIED DATA SOURCE NWEA

- NWEA Reading BOY to EOY
- NWEA Mathematics BOY to EOY

## Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Bert Corona Charter High School was not identified for California's System of Support ("Differentiated Assistance") based on the 2023 Dashboard.

## 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.

BCCHS has been identified for CSI based on the 2023 California School Dashboard results.

### ***Support for Identified Schools***

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

As a single school LEA, the charter school will use the 2024-25 LCAP as a comprehensive plan for addressing the needs of the identified student groups (e.g., Hispanic, Socioeconomically Disadvantaged, English Learners and Students with Disabilities). The school has examined multiple data sources since the release of state assessment data for the CAASPP and ELPAC. Additionally, we have used local assessment data which are state-verified sources approved by the California State Board of Education to progress monitor student growth in reading and mathematics. The Executive Administrator and the site's instructional leadership team, with support from YPICS Accountability, will develop the LCAP in a manner consistent with the planning requirements for public schools identified for CSI.

### ***Monitoring and Evaluating Effectiveness***

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

The school began the analysis with its families and staff with the release of the California School Dashboard in December 2023. It will continue to align with the LCAP development for the 2024-25 academic year. Based on input from our families at SAC/EL-PAC meetings, reflection on both State and local data sources demonstrates a need for a more robust system of support to address the needs of the identified student groups (e.g., Hispanic, English learner, Socioeconomically Disadvantaged and Students with Disabilities). The data-based input of parents, students, teachers, and site staff aligned to establish a focus on English Language Development (ELD) and progress monitoring for the four-year period following reclassification. Specifically, the CSI funds will be applied to the development and implementation of a system of supports focused on language acquisition progress in reading and writing across the content areas.

The school will continuously monitor our progress at strategic points during the current and coming academic year. We have shared relevant data with our educational partners through meetings of our School Advisory Council (SAC), English Learner Advisory Committee (ELAC) and English Learner Parent Advisory Committee (EL-PAC). This process will continue into the 2024-25 academic year and will include engagement with underserved populations such as Socioeconomically Disadvantaged (SED), English learners (EL), Foster Youth (FY), and Students with Disabilities (SWD) to ensure parents have necessary information to provide input into what types of actions/services and resources needed to support school improvement. Teachers and administrators will also be regularly engaged in feedback, data monitoring and analysis processes so we are able to respond to both student/parent needs to course correct based on available data.

**TEACHERS & STAFF:** Summer meetings will include teachers and staff for the examination of the 2024 outcome data, and during professional development meetings following administration of schoolwide local assessments three times during the academic year. A hallmark of our charter is weekly professional development and grade-level co-planning to address student achievement in core academic areas. Our ELD and Resource teachers are an integral part of the co-planning and progress monitoring process in order to maintain a focus on our students who face additional challenges in meeting standards and accessing grade-level content.

**PARENTS:** Parents will be engaged through meetings of the SAC/EL-PAC which will meet at least four times during the coming academic year. Our Fall meeting, which will be coordinated with our Annual Title I Meeting, will focus on multiple data points from the 2023-24 academic year including academic marks, attendance, English learner progress in language mastery, English/language arts and mathematics data from both local and state sources. The Winter meeting will integrate the midyear local assessment data and the release of the 2024 CA Dashboard results. The third meeting will examine progress monitoring of English learners using the EL data monitoring platform, as well as available midyear data in preparation for the Mid-Year Progress Report for the LCAP in February. This will also coincide with the needs assessment and kick-off for the reflection process to guide the development of the 2025-26 LCAP. The final meeting in the Spring will include all available data as we finalize the LCAP for the coming year.

# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Students	<p>Students were administered the 2023-24 Youth Truth Survey to gather perception data on areas such as engagement, relationships, culture, and belonging. These areas aligned to metrics in the 2023-24 LCAP, and demonstrate a need for improvement in several areas, but for 2024-25 the priorities will be in relationships, culture and college &amp; career-readiness.</p> <p>The data was reviewed with student leadership to gather ideas for improving in these areas, and opportunities to include them in the plan.</p>
Parents/Guardians	<p>Parents have been engaged in several ways in tracking current LCAP progress and in planning for 2024-25. The current LCAP and data have been reviewed during bimonthly Cafe con los Directores meetings, quarterly SAC/EL-PAC meetings, Special Ed Meet 'N' Greet (Fall), Community Data Walk (Winter), CSI planning and monthly presentations/updates to the Board of Directors.</p> <p>Based on the 2023-24 Youth Truth Parent Survey and confirmed by parents attending meetings listed above, parents are satisfied with the various elements of the school's program. Specific areas to be prioritized for next year based on feedback/data are engagement (80% positive), safety (85%), and culture (86%).</p>
Support Staff	<p>In August 2023, the staff received training on the CAASPP results and CA Dashboard to promote understanding of school performance data leading to the charter school performance tracks under AB1505. In</p>

	<p>September 2023 during on-site staff development, administration presented their Academic Excellence Action Plan for the year to teachers and its alignment to desired LCAP outcomes for the current academic year. Between the October release of the State CAASPP data and the December release of the CA Dashboard for 2023, the staff analyzed local assessment data to determine the necessary interventions to close gaps in student learning and align with desired outcomes in the LCAP.</p> <p>During January 2024's Data Day, staff reflected on progress using various data points in the LCAP (surveys of students, parent/guardian, and staff; MOY local assessment results; MTSS to address CA Dashboard Indicators; state system of support, ESSA assistance) in preparation for the LCAP Mid-Year Progress Report. The Site Leadership Team reviewed the LCAP for the status of implementation of actions in the 23-24 LCAP, and requested feedback from teachers/staff about potential changes for the coming year. Based on the 2023-24 Youth Truth Staff Survey, specific areas to be prioritized for next year based on feedback/data are: culture (45% positive) and professional development &amp; support (62%). The leadership presented a draft of the 2024-25 LCAP to staff in May prior to the public hearing before the Board.</p>
<p>Teachers</p>	<p>In August 2023, the staff received training on the CAASPP results and CA Dashboard to promote understanding of school performance data leading to the charter school performance tracks under AB1505. In September 2023 during on-site staff development, administration presented their Academic Excellence Action Plan for the year to teachers and its alignment to desired LCAP outcomes for the current academic year. Between the October release of the State CAASPP data and the December release of the CA Dashboard for 2023, the staff analyzed local assessment data to determine the necessary interventions to close gaps in student learning and align with desired outcomes in the LCAP.</p> <p>During January 2024's Data Day, staff reflected on progress using various data points in the LCAP (surveys of students, parent/guardian, and staff; MOY local assessment results; MTSS to address CA Dashboard Indicators; state system of support, ESSA assistance) in preparation for the LCAP Mid-Year Progress Report. The Site Leadership Team reviewed the LCAP for the status of implementation of actions in the 23-24 LCAP, and requested</p>



	<p>feedback from teachers/staff about potential changes for the coming year. Based on the 2023-24 Youth Truth Staff Survey, specific areas to be prioritized for next year based on feedback/data are: culture (45% positive) and professional development &amp; support (62%). The leadership presented a draft of the 2024-25 LCAP to staff in May prior to the public hearing before the Board.</p>
<p>Special Education</p>	<p>The site leadership team and the Director of Special Education consulted with Resource Teachers and SpEd support staff/providers using state-verified local data, CAASPP results and CA Dashboard performance levels for students with disabilities in September, January and May to determine what additional actions should be included or what revisions were needed to address the needs of our English learners. Based on multiple data points, teachers identified supports for dually identified students must be a focus of professional development for staff.</p>
<p>LMU Center for Equity for English Learners</p>	<p>The draft of the LCAP was submitted for review for actions relating to English learners.</p>
<p>Administrators</p>	<p>The Executive Administrator engaged the site leadership team in September using the prior year state-verified local assessment data, CAASPP results and CA Dashboard to promote understanding of school performance data leading to the charter school performance tracks under AB1505. Administrators (Instruction, Climate/Culture, Community Schools, Operations) delved into data to identify where their area of work was reflected in the prior year outcomes, and how each would focus on specific goals in the 2023-24 LCAP to reach desired outcomes. During January 2024's Data Day, staff reflected on progress using various data points in the LCAP (surveys of students, parent/guardian, and staff; MOY local assessment results; MTSS to address CA Dashboard Indicators; state system of support, ESSA assistance). In January 2024, in preparation for the LCAP Mid-Year Progress Report for the Board of Directors, this structure of monitoring the LCAP was put into place, with administrators using the MTSS structure applied to their area of work. This will continue to be the process for the 2024-25 academic year to ensure the LCAP data are tracked and the LCAP remains relevant to the daily work of all administrators. There was a consistent theme expressed by all administrators to provide more professional development opportunities around state data, including Lexile and quantile, and</p>

	<p>school improvement for special groups such as dually identified students and newcomers.</p>
<p>Board of Directors</p>	<p>With the start of the 2023-24 academic year, there has been an intentional focus on aligning school improvement to areas addressed in the school's charter petition as well as the CA Dashboard which is used for state and federal accountability.</p> <p>Following a training on the CA Dashboard Indicators and LCAP at the Board Retreat in September 2023, the Executive Administrator presented the Annual Action Plan to Improve Student using the available CAASPP and ELPAC data. The Board stated they will track the school's progress using state-verified local assessment data and actions detailed in the LCAP.</p> <p>At each regular meeting between September - December 2023, as well meetings of the Academic Excellence Committee, the Board was presented with real-time updates and progress on implementation of LCAP actions.</p> <p>In February, the members received a Mid-Year LCAP Progress Report presentation including financials and assessment data. Based on the data available, board members provided feedback on the need for increased focus on mathematics, dually identified students, and supporting teachers to improve student outcomes. During that same meeting, members provided feedback on the school plan to address being in federal ESSA-assistance (CSI) based on four student groups. A revised action plan was presented to include this focus for the identified student groups.</p> <p>The public hearing on the 2024-25 "draft" LCAP was held during the regular Board meeting on May 20, 2024.</p>

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

- Students:
- Parents/Guardians:
- Support Staff:
- Teachers:
- Administrators:

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	Maintain high standards for a safe, nurturing, engaging learning environment where ALL students are supported in attaining high levels of achievement through the use of high-quality curricula and exceptional staff.	Maintenance of Progress Goal

### State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 7: Course Access (Conditions of Learning)

### An explanation of why the LEA has developed this goal.

This goal was first introduced in the 2023-24 LCAP. It was originally developed to ensure the LCFF required metrics were addressed regarding the conditions of learning. Since the school is on the LACOE Williams Compliance Review Cohort list through 2024, the goal will continue throughout the 2024-28 LCAP cycle as we seek to improve or maintain progress in the following areas:

- Delivery of impactful professional development to increase student achievement and mastery of CCSS, ELD, NGSS standards
- Increase the percentage of fully credentialed "clear" teachers
- Maintain devices and licenses for access to standards-based curricula via online platforms

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Fully Credentialed and Appropriately Assigned Teachers (Priority 1)	45.4% "Clear" - Fully Credentialed Teachers [Source: CDE DataQuest, 2021-22 Teacher Assignment Monitoring Outcomes by Full-time Equivalent]			95% "Clear" - Fully Credentialed Teachers	

1.2	Access to Standards– Aligned Instructional Materials (Priority 1)	100% teachers/ students with access to standards- aligned curricula [Source: 2023 Fall Williams Sufficiency Report]			Maintain 100% teachers/ students with access to standards- aligned curricula	
1.3	Facilities in “Good” Repair as Measured by Facility Inspection Tool (FIT) (Priority 1)	Rating: “Good” [Source: LACOE Williams Facilities Inspection November 2023]			Maintain Williams Facility rating >90%	
1.4	Implementation of State Standards (Priority 2)	Implementation of State Standards ELA 5, ELD 5, Math 5, NGSS 5, History 5 (Source: Local reporting for the 2022-23 CA Dashboard Local Indicators)			Maintain Implementation of State Standards ELA 5, ELD 5, Math 5, NGSS 5, History 5	
1.5	Teacher Perception of Professional Development Impact & Support (Priority 2)	3.66 Professional Development & Support *67% Staff members responded to Youth Truth Survey* (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2023-24)			95% Participation in Teacher Survey Average rating for 4.5 Professional development & Support	
1.6	Access to and enrollment in a broad course of study (Priority 7)	100% students have access to a broad course of study			Maintain 100% student access to a broad course of study	

## Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Facility & Safety	BCCHS operates on a co-located Prop 39 site under an agreement with LAUSD. The costs for this action include the annual cost of operation under the Facilities Use Agreement with LAUSD for the use of Maclay MS facilities and janitorial services. School facilities are clean and maintained in good repair with daily spot checks. Campus aides conduct regular walkthroughs and monitor pupil/staff facilities for safety. Any deficiency will be reported in a timely manner and remedied within a reasonable timeframe. Using the CDE's Facilities Inspection Tool (FIT), annual review >90% of items meeting the "good" standard or better.		No
1.2	Staffing (Certificated & Classified)	Appropriate administrative staffing to ensure our students are receiving academic and social emotional support and approaches that are		No

		differentiated to meet the needs of all students, including our high need students. Hiring of certificated staff to deliver effective standards-based instruction and support student achievement in the California Content Standards. Classified staffing to support efficient operations and support the instructional needs of students with various academic, behavioral, and emotional needs.		
1.3	Professional Development for Supporting Diverse Students	<p>The school will provide pre-service professional development in effective instructional strategies and differentiation for various levels and learners in the core classroom. Provide on-going professional development for all staff members on strategies and approaches proven to accelerate learning for English Learners, low-income students, foster youth, homeless youth, students with disabilities, and dually identified students. Teachers will have direct access to on-going PD resources in the form of online modules focused on ELD strategy integration.</p> <p>Implement SFA instructional strategies to address foundational literacy needs of students. The primary setting for the use of the strategies during the regular instructional day in order to accelerate the closing skill gaps in reading, while providing grade-level access to content standards.</p> <p>Equity-focused Standards-based Instruction Supporting the Growth of English Learners &amp; Dually-Identified Students</p> <ul style="list-style-type: none"> <li>• Quality implementation of the English Learner Master Plan aligned to the CA English Learner Roadmap</li> <li>• Implementation of strategies to support EL acquisition/mastery of the English language (speaking, listening, reading, writing)</li> <li>• Understanding the language needs of ELD in acquisition of academic language</li> <li>• Strategies for supporting Students with Disabilities in the general education classroom</li> </ul>		Yes
1.4	Support for Impactful & Effective Instruction	Continuing implementation of RELAY Graduate School of Education's "Get Better Faster" as a common framework for coaching, observation and feedback which provides a common language and understanding of instructional expectations that are rooted in equity for all students. The Executive Administrator and Coordinator of Instruction will conduct weekly classroom observations, and provide weekly on-site PD tailored to the		No

		<p>needs of teachers and paras to facilitate higher levels of student learning. The school will implement these strategies schoolwide. Teachers requiring BTSA will be supported by an onsite mentor. The school's regular weekly professional development for the academic year will include:</p> <ul style="list-style-type: none"> <li>• YPICS Hallmarks: Standards-based grading, project-based learning, and service learning</li> <li>• Universal Design for Learning (UDL) training for administration and staff to create flexible learning environments and learning spaces that can accommodate individual learning differences.</li> <li>• Backwards Design training prioritizing the intended learning outcomes instead of topics to be covered, and most importantly facilitating student learning.</li> </ul> <p>Teams will use Critical Friends Group (CFP) protocols when applicable.</p>		
<p><b>1.5</b></p>	<p>Core Instructional Materials/Licenses, Assessments, and Technology</p>	<p>Provide teachers and students with the necessary standards-based, college preparatory curricula across the core and supplemental instructional materials to ensure all students have access to grade-level content. Additionally, provide integrated technology resources/platforms to improve writing skills across the content areas as well as for post-secondary success (e.g., Thinking Nation, Google Classroom/Suite, iXL, Adobe Suite, etc.) School-wide assessments administered 3xs/year in English/language arts and mathematics using verified data source (NWEA MAP Reading and Mathematics) to monitor student growth and progress. All programs mentioned above require the school to maintain 1:1 devices to students and ensure they are in working order. For certain consumable supplemental materials, replenishment of workbooks will be necessary annually (e.g., IronBox, etc.)</p>		<p>No</p>
<p><b>1.6</b></p>	<p>Commitment to Equity for Special Populations</p>	<p>Students with IEPs receive both push-in (during core) and RSP Lab in order to provide access to the full educational program while meeting the accommodations and services required by the IEP. The RSPs and core teachers regularly collaborate for instructional planning (co-planning and co-teaching) to ensure SWD are appropriately supported in assessing grade-level content standards.</p>		<p>No</p>

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# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	Maintain high standards for our community to engage students in high levels of achievement in English/Language Arts (core and ELD) through the use of high-quality curricula, effective instruction and local assessments, and ensure the necessary targeted acceleration and learning supports are delivered in a timely manner to maximize student growth.	Focus Goal

### State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)  
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

### An explanation of why the LEA has developed this goal.

This goal has been modified for 2024-25 to combine both ELA and ELD as we seek to address reading and writing throughout the content-areas. Of particular concern is providing the needed language supports that will enable students to demonstrate growth in skills and standards annually by monitoring and analyzing local state-verified data and academic marks. These data points will be monitored strategically to drive instructional decisions as part of the MTSS. Our student enrollment has a wide range of language abilities and needs. Ensuring reading and writing are happening throughout the ELA and social studies departments will assist in preparing our students for college/career.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	NWEA MAP Growth in Reading - Grades 9-12 (Priority 8)	**PENDING**			**PENDING**	
2.2	Dashboard English/Language Arts Indicator - Grade 11 (Priority 4)	ELA Dashboard Indicator (DFS) All students "Red" -62.5 DFS Hispanic "Red" -59.6 DFS SED "Red" -59.2 DFS			ELA Dashboard Indicator "Yellow"	

		EL "No color" -155.6 DFS SwD "No color" -178.7 DFS				
2.3	Dashboard English Language Progress Indicator (ELPI) (Priority 4)	24.3% making progress toward English language proficiency "Red"			45% making progress toward English language proficiency "Orange"	
2.4	Reclassification Rate (Priority 4)	**PENDING** % Reclassification Rate for 2022-23 (Source: Internal Reclassification Rate data reported to CALPADS)			**PENDING** % Reclassification Rate	

## Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

# Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Core ELA/ELD Co-planning for Instruction & Assessment	Teachers will engage in the standards-based instructional co-planning process with considerations for both whole class and student groups with specific needs (e.g., English learners, Students with Disabilities, dually identified, RFEPs in ongoing monitoring period). Resource Teachers will consult with the ELD and ELA teachers to provide additional support as these students continue to develop math skills along with their language skills in all domains (e.g., reading, writing, speaking, and listening). For those who have reclassified, they will be progress monitored using academic marks and state-verified assessment data platform to ensure on-going progress. Teachers will consider the necessary adjustments needed for Students with Disabilities who are also English Learners or have reclassified through the IEP. Instructional strategies to address the wide range of English language levels in the core. California ELD standards will be integrated along with California Common Core ELA standards, and instructional strategies will be geared to support students.		No
2.2	Accelerations in English/Language Arts	Literacy Specialist works with small groups of students who are reading below middle school Lexile norms. On a pullout basis for 80 minutes per week, students who are performing below grade-level average on NWEA MAP Lexile levels in order to increase their fluency, vocabulary development, and Lexile level. Flexible pull-out will be provided for students who have been identified as requiring focused standards-based support in reading. Students will have access to ELA-based extended learning opportunities to enable progress in standards mastery.		No
2.3	Designated ELD - Specialized Reading Support for English Learners/ELD	Students identified as English Learners ("Emerging"/"Expanding") will have a designated instructional period for English Language Development (ELD) taught by a credentialed ELD teacher. In this course, students who are at ELD 1-3 will be grouped together will provide designated ELD instruction to impact students' English language progression leading to successful reclassification. As an added support for these students, the ELD teacher		No

		will provide push-in/pull-out as needed to assist them in accessing the core content standards. Students at ELD 4 "Bridging" will receive push-in support during core content instruction.		
<b>2.4</b>	ELA Instructional Support Courses	<p>Grades 9 &amp; 10 support instructional block focused on CAASPP/SBAC practice using materials created by the CDE to support ongoing development of skills for students to familiarize themselves with the language and rigor of state English/language assessments including performance tasks.</p> <p>All teachers will employ consistent use of Success for All (SFA) strategies (e.g., model, think aloud,) to instruct students in developing literary skills using shorter pieces of literature to align to assessment writing domains. (e.g., Narrative, Explanatory, Argumentative). Students will learn how to apply these critical skills to longer works of literature. Students will receive direct instruction in writing aligned to respective genres assessed on the SBAC English/Language Arts Writing Tasks. Grade-level performance tasks will be administered three times per year. The resulting data from the rubric scoring of these writing performance tasks will provide necessary information for teachers to group students for targeted instruction for writing improvement.</p>		No
<b>2.5</b>	Junior/Senior Seminar - Reading & Writing	<p>Junior and Senior Seminar instructional block focused on CAASPP/SBAC practice using materials created by the CDE to support ongoing development of skills for students to familiarize themselves with the language and rigor of state English/language assessments including performance tasks.</p> <p>All teachers will employ consistent use of Success for All (SFA) strategies (e.g., model, think aloud,) to instruct students in developing literary skills using shorter pieces of literature to align to assessment writing domains. (e.g., Narrative, Explanatory, Argumentative). Students will learn how to apply these critical skills to longer works.</p> <p>Additionally, writing will be a core competency as part of the successful, grade-level standards-based instruction in all grade levels. Students will receive direct instruction in writing which align to the respective genres assessed on the SBAC Grade 11 English/Language Arts Writing Tasks. Grade-level performance tasks will be administered three times per year. The resulting data from the rubric scoring of these writing performance</p>		No

		tasks will provide necessary information for teachers to group students for targeted instruction for writing improvement.		
<b>2.6</b>	Social Science - Critical Thinking & Writing Skills Development	All grade-levels will use Thinking Nation as a supplemental instructional platform to provide rigorous social science writing content. Students in grades 9-12 will have access to the curriculum which prioritizes disciplinary thinking skills such as curated research papers focusing on causation, comparison, contextualization, continuity and change, and historical significance. Consistent use of the platform for social studies instruction will provide continuity and increasing rigor for students as they progress to the next grade level.		No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	Maintain high standards for our community to engage students in high levels of achievement in mathematics and science through the use of high-quality curricula, effective instruction and local assessments, and ensure the necessary targeted acceleration and supports are delivered in a timely manner to maximize student growth.	Focus Goal

### State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)  
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

### An explanation of why the LEA has developed this goal.

BCCHS seeks to strategically use data to drive instructional decisions. Math is a consistent challenge for our students; compounded by the language-intensive design of CCSS math standards. The creation of the math/science-specific goal in the prior LCAP was to align the application of mathematics to science for our students. Science instruction has been a highlight of the instructional program providing students with engaging content instruction. The opportunity for cross-curricular connections will assist in improving math skills.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	NWEA MAP Growth in Mathematics - Grades 9-12 (Priority 8)	**PENDING**			**PENDING**	
3.2	Dashboard Mathematics Indicator - Grade 11 (Priority 4)	2023 Mathematics Dashboard Indicator School "Red" -153.5 DFS SED "Red" -154.6 DFS Hispanic "Red" -156.7 DFS EL "No color" -193.6 DFS			CA Dashboard Mathematics Indicator "Orange"	

		SwD "No color" -205.3 DFS			
3.3	CAST - California Science Test (Priority 4)	2023 CAST 20% met/exceeded			>50% meet/exceed

## Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Core Mathematics Co-planning for Instruction & Assessment	Teachers will engage in the standards-based instructional co-planning process with considerations for both whole class and student groups with specific needs (e.g., English learners, Students with Disabilities, dually identified, RFEPs in ongoing monitoring period). Resource Teachers will consult with the ELD and math teachers to provide additional support as these students continue to develop math skills along with their language skills in all domains.		No

		<p>The co-planning process will also include exposing students to the CCSS math claims (Concepts &amp; Procedures, Problem-solving, Communicating Reasoning, Modeling/Data Analysis), as well as mathematical practices, and grade-level standards.</p> <p>All teachers will incorporate SBAC assessment formatted questions to increase students' understanding of state assessments (e.g., Equations, Interaction [Match, Table, Grid], Grid, Multi-selection, Multiple Choice, Short Answer).</p>		
<b>3.2</b>	Accelerations for Mathematics	Scheduled instructional block where students are programmed for support and acceleration in math. Secondary Foundational Math Skills for 9th Graders (80 minutes/week) in using Core Advantage or Iron Box curriculum during the core Algebra 1 instructional blocks.		No
<b>3.3</b>	Junior and Senior Seminars (Math component)	Junior and Senior Seminar instructional block focused on CAASPP/SBAC Math practice using materials created by the CDE (Tools for Teachers) to support ongoing development of students' skills and familiarize them with the language and rigor of state math assessments including performance tasks.		No
<b>3.4</b>	Targeted Math Tutoring	Based on analysis of NWEA MAP scores and academic course grades, identified students attend 10-week tutorial for skill improvement. Students exit when their skills are at grade-level		No
<b>3.5</b>	Science	College preparatory lab science courses will include investigations and experiments aligned to NGSS standards.		No
<b>3.6</b>	Study Hall/Homework Help	Study Hall: Facilitated by a certificated teacher, study hall is focused on pathway completion and re-do mastery assignments.		No



# Goals and Actions

## Goal

Goal #	Description	Type of Goal
4	Create/maintain an environment where standards and expectations for career- and college-readiness are consistently applied and nurtured in order for students to be prepared (e.g., resilient in the face of challenges academically, socially, psychologically) for success in a wide range of post-secondary options including college and/or career.	Focus Goal

### State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

### An explanation of why the LEA has developed this goal.

Based on the reflection of student performance on the Dashboard and the Youth Truth Data Walk, a theme in the engagement of educational partners was a lack of understanding of "what is college/career readiness?" as defined by the CDE. The leadership investigated the many ways a graduate may be considered college/career ready for the Dashboard. Partners were surprised to learn that BCCHS had not been receiving "credit" for graduates completing the Media Arts CTE pathway; and despite all students being enrolled in A-G course of study, the data on the Dashboard for Class of 2023 did not capture the a-g course completion. This goal now reflects all of the individual metrics that can be considered for the evaluation of college/career readiness. BCCHS will ensure data is tracked and monitored locally, shared with partners, and accurately reported via the CALPADs system which is used to populate the Dashboard.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	English/Language Arts Course Passage with "C-" or better (Priority 8)	**PENDING** TBD based on Final 2024 ELA Grades			Increase ELA Annual course passage with "C-" or better	
4.2	Mathematics Course Passage with "C-" or better (Priority 8)	**PENDING** TBD based on Final 2024 Math Grade			Increase Math Annual course passage with "C-" or better	

4.3	CTE Pathway Completion (Priority 4)	0% Graduates completion of CTE Pathway (Source: 2023 CA Dashboard Additional Reports "Met UC/CSU Requirements and CTE Completion Report")			95% Graduates completion of CTE Pathway	
4.4	Successful A-G Course Completion (Priority 4)	0% Graduates completion of A-G course requirements (Source: 2023 CA Dashboard Additional Reports "Met UC/CSU Requirements and CTE Completion Report")			% Graduates completion of A-G course requirements	
4.5	Combined Successful Completion of CTE Pathway & A-G Coursework (Priority 4)	0% Combined successful completion of CTE Pathway & A-G Coursework (Source: 2023 CA Dashboard Additional Reports "Met UC/CSU Requirements and CTE Completion Report")			95% Cohort graduates successful completion of CTE Pathway & A-G Coursework	
4.6	Passage of AP Exam (Priority 4)	<b>**PENDING**</b> % Students passing an AP exam with "3" or better (Source: CollegeBoard Advanced Placement)			20% Students passing an AP exam with "3" or better	
4.7	Graduates Meeting UC/CSU Requirements (Priority 4)	0% Graduates meeting UC/CSU requirements (Source: 2023 CA Dashboard Additional			95% Graduates meeting UC/CSU requirements	

		Reports "Met UC/CSU Requirements and CTE Completion Report")			
4.8	Successful Completion of 2 Semesters or 3 Trimesters Dual Enrollment with Course Grade of C- or better (Priority 8)	**PENDING** % Students completing 2 semesters or 3 trimesters of college course credit with "C-" or better (Source: 2023 CA Dashboard Additional Reports "Met UC/CSU Requirements and CTE Completion Report")			25% Students completing 2 semesters or 3 trimesters of college course credit with "C-" or better
4.9	Early Assessment Program (EAP) - Percentage of Students Prepared for College – ELA & Math with "3" or better in both areas on SBAC (Priority 4)	7.5% Prepared 20.8% Approaching prepared (Source: Dashboard Additional Reports "College/Career Levels and Measure Report 2023")			45% Prepared 45% Approaching prepared
4.10	Dashboard College/Career Indicator - CCI (Priority 4)	Graduates "prepared" as measured by the Dashboard College/Career Indicator (CCI) 7.5% School "Very Low" 5.8% Hispanic "Very Low" 7.8% SED "Very Low" 0% EL 0% SwD (Source: 2023 CA Dashboard,			Graduates "prepared" as measured by the Dashboard College/Career Indicator (CCI) 45% School 50% Hispanic 45% SED 25% EL 20% SwD

	College/Career Indicator)				
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## Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Culture of College Readiness	The Coordinator of College/Career readiness provides a range of activities for students and families to understand the pathways to college. Monthly workshop topics will include applying to college, financial aid, test prep and admissions. In partnership with GEAR UP, all grade levels will take part in college visits throughout the year, and juniors/seniors will have extended overnight visits to experience the college setting. While we seek to ensure all students are prepared to enter and succeed in college, the economic realities which surfaced during the pandemic, requires BCCHS to redouble its efforts to engage families on the		No

		importance of pursuing a college degree, and the necessary preparations for college (e.g. coursework, graduation, college testing, financing, etc.)		
<b>4.2</b>	Credit Recovery Opportunities	In-schedule and out-of-school provide opportunities for all students to retake courses for academic credit. These courses may be taken during the summer as well as during the academic year using an online platform.		No
<b>4.3</b>	Career/Technical Education: Media Arts Pathway	CTE Visual and Media Arts Program includes arts, media and entertainment, information and communication technologies, and manufacturing /product development pathways. All students will be provided exposure to hands-on learning in industry-standard technologies to equip graduates with job skills for application to future employment in online content production, design, entertainment industry editing, or advertisement (e.g., Adobe Creative Suite training and Mac Media Lab machines). The pathway is a sequence of three courses which are also UC Doorways approved.		No
<b>4.4</b>	Dual Enrollment-LAMC Partnership	In partnership with Los Angeles Mission College, provide students with multiple opportunities to enroll in a semester-long, college-credit bearing course. The goal is to increase the number of offerings to expose students to rigorous content and expose them to a variety of subject areas which may support them in the decision to enroll and graduate from a two- or four-year university. Students will take two (2) semester long courses for college credit and earn a grade of C or better.		No
<b>4.5</b>	Advisory with SEL Component	All students are enrolled in “Advisory” where modules on college/career exploration aligned to student interest. Additionally, this course has a SEL component embedded addressing mindfulness, distress tolerance, emotional regulation, and interpersonal effectiveness. [NOTE: Costs for this action are for materials only. Staffing costs are captured in Goal 1.]		No

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# Goals and Actions

## Goal

Goal #	Description	Type of Goal
5	Create and sustain meaningful engagement of students, teachers and parents as partners to strengthen the school climate and increase their understanding of the school mission to improve successful post-secondary outcomes.	Focus Goal

### State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

### An explanation of why the LEA has developed this goal.

This goal was included in the prior LCAP to have a more holistic approach to student/family engagement and its impact on the indicators of satisfaction and connectedness. Specifically, BCCHS has witnessed an increase in chronic absenteeism and suspensions since the pandemic. As a community we seek to meaningfully engage the families to foster a deeper understanding of the importance of regular school attendance and its impact on student achievement. We see our efforts are working in the area of on-site safety and positive climate as our suspensions have declined schoolwide. We believe our engagement of parents and fostering positive school-home relationships to be the key to increasing the number of students we have in regular attendance

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Student Attendance Rates (Priority 5)	**PENDING** % Attendance Rate			95% Attendance Rate	
5.2	Chronic Absenteeism Rate (Priority 5)	36.3% All Students 40% SWD 37.5% English learner 36.7% Hispanic 36.7% SED (Source: Ed-data 2022-23, <a href="http://www.ed-">http://www.ed-</a>			Chronic absenteeism under 15%	

		<a href="http://data.org/ShareData/Html/114936">data.org/ShareData/Html/114936</a> )				
5.3	High School Cohort Dropout Rate (Priority 5)	7.5% Cohort Dropouts (Source: Ed-data 2022-23 <a href="http://www.ed-data.org/ShareData/Html/114934">http://www.ed-data.org/ShareData/Html/114934</a> )				Less than/equal to 4%
5.4	Dashboard High School Cohort Graduation Rate Indicator (Priority 5)	2023 Dashboard - Graduation Indicator 92.5% All Students "Yellow" 66.7% SWD 78.6% English learner 92.2% SED "Yellow"				97% All students "Green"
5.5	Dashboard Suspension Rate Indicator (Priority 6)	2023 Dashboard - Suspension Rate Indicator 1.8% All Students "Green" 0% SWD "Blue" 0% English learner "Blue" 2% SED "Green"				Maintain Suspension rate <2% All students "Green"
5.6	Expulsion Rate (Priority 6)	0% Expulsion Rate (Source: DataQuest 2022-2023 Expulsion Report)				Maintain Expulsion rate <2%
5.7	Student Perception of School Safety and Connectedness (Priority 6)	3.45 Engagement 3.34 Relationships 3.38 Culture 3.43 Belonging *82% Students responded to Youth Truth Survey* (Source: Avg. Ratings on scale of "1 Strongly				Participation: 95% Rating/area: 4.0



		Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2023-24)			
5.8	Parent Satisfaction, Safety & Decision-Making (Priority 3)	3.97 Engagement 4.23 Communication/ Feedback 4.19 Safety *65% Families responded to Youth Truth Survey* (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2023-24)			Participation: 95% Rating/area: 4.5
5.9	Parent Survey Participation in Programs for Unduplicated Pupils (Priority 3)	4.25 Relationships 4.13 Culture 4.22 Resources 4.1 Diversity, Equity & Inclusion *65% Families responded to Youth Truth Survey* (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2023-24)			Participation: 95% Rating/area: 4.5
5.10	Teacher Perception of Safety & Positive Culture (Priority 3)	3.36 Positive Culture 4.06 Positive Relationships 3.93 Engagement 3.8 Safety			Participation: 95% Rating/area: 4.0

\*67% Staff responded to Youth Truth Survey\* (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2023-24)

## Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

## Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Monthly Parent Engagement Activities & Increasing Parent	The Executive Administrative and leadership team will ensure there are monthly activities for meaningful engagement of parents/guardians. <ul style="list-style-type: none"> <li>Executive Administrator will be responsible for the meetings of the governance bodies described in the charter petition [e.g., YPICS</li> </ul>		No

	<p>Capacity for Decision-Making</p>	<p>Board of Directors, School Advisory Council (SAC), Parent Advisory Committee (PAC), English Learner Advisory Committee (ELAC), and English Learner Parent Advisory Committee (EL-PAC)]</p> <ul style="list-style-type: none"> <li>• Coordinator of Instruction will be responsible for planning and delivering workshops related to educating parents/guardians on supporting the academic development of the student while at home. This includes information on understanding resources, standards-based grading/monitoring student marks and assessments.</li> <li>• Coordinator of Culture &amp; Climate will develop presentation content for parent workshops aligning to climate/culture. Specifically, parents will be engaged around the behavioral expectations for students, as well as opportunities for parent involvement in schoolwide events to build an inclusive, positive culture.</li> <li>• Coordinator of Community Schools will plan and deliver content for parent/guardian meetings focused on the home-school relationship. Families will be provided with access to community resources to support social-emotional wellness of the family. The Coordinator will have planning and direct oversight of the expanded learning program held after school.</li> <li>• Coordinator of Operations will assist with coordination and implementation of the hallmark YPICS annual activities (e.g., back to school night, open house, Fall and Spring parent conferences, Youth Truth Survey)</li> <li>• Coordinator of College/Career Readiness will develop and deliver workshop content to inform parents of post-secondary options, college planning, financial aid, college application process, etc. Each grade level will have a tailored college/career engagement plan.</li> </ul>		
<p>5.2</p>	<p>Engagement of Parents of Underrepresented Groups</p>	<p>While the Youth Truth Survey results show parents are satisfied with the school, our special populations (e.g., Newcomers, English learners, Students with Disabilities, Foster Youth) often face more barriers to active participation in their child's education. The Executive Administrator in collaboration with the Coordinators of Operations, Community Schools, and Operations will develop a multi-faceted approach to developing and maintaining supportive relationships over the academic year. Through a</p>		<p>Yes</p>

		<p>thoughtful approach, we will address the importance of regular school attendance, and the myriad of community services available to them. The Coordinator of Operations will assist with planning and implementation of the annual activities for meaningfully engaging parents/guardians of underrepresented student groups to support the success of their child at BCCHS. At minimum, these activities include Cafe con los Directores, back to school night, parent conferences, open house, SpEd Fall and Spring Meet &amp; Greet, and IEP meetings.</p>		
<b>5.3</b>	Student Activities & Sports Program	<p>Student activities to engage students in learning and enhance feelings of belonging and connectedness. The school leadership will work with teachers/advisory course leaders to develop a range of activities to promote student engagement and incentivize improvement in metrics identified with school culture/climate including attendance, positive behaviors, academic improvement/growth. The work of the School Climate/Culture Team as well as the Parent Coordinator will align to maximize positive climate and engagement. Team building, school trips (e.g., aligned to educational standards and/or college-going) and cultural events (to underscore our commitment to diversity) will support these efforts in establishing/maintaining a positive school climate. Continue to offer 7 CIF member sports program to strengthen school identity and pride.</p>		No
<b>5.4</b>	Leadership Development for Students	<p>In partnership with the TORCH Foundation, two cohorts (Fall/Spring) of students will participate in the leadership transformation workshop to support them in developing positive self image and discover leadership potential, identify barriers, and learn effective tools/skills to overcome obstacles. Parents will also participate in this experience with their student to forge a more positive child-parent relationship and two-way accountability.</p>		No
<b>5.5</b>	Positive Behavior & Intensive Support (PBIS)	<p>Continue implementation of Positive Behavior and Intensive Support (PBIS) and alternatives to suspension to ensure students are supported in their social development and remove barriers to success. Use of internal data sources to drive decisions/recommendations for Multi-Tiered System of Support such as social-emotional development and well-being as well as</p>		No

		<p>academic acceleration and progress monitoring of student performance. Based on the enrollment trends in the area, continue the use of Restorative Justice practice to support the emotional well-being of students who have experienced trauma. This work will continue to be the focus of the Community Schools and School Climate &amp; Culture Teams.</p>		
<b>5.6</b>	<p>Monthly Climate &amp; Culture Programming (Absenteeism Reduction)</p>	<p>Scholar Dollars will be used throughout the school as a token for recognizing students for exhibiting supportive behaviors and contributions to maintaining a positive climate. The recognition by adults will contribute to the formation of strong relationships with students and decrease the perception of disengaged adults on campus. Students will be recognized during monthly assemblies focused on college/career to serve as an incentive to prepare for post-secondary options. Based on the Youth Truth Survey of students, the need to form bonds with students is necessary to increase feelings of belonging and perceptions of supportive adults. All BCCHS staff will commit to nurturing positive relationships with students to ensure students attend school at least 95% of the school days.</p>		No
<b>5.7</b>	<p>Mentorship Interns for At-Promise Students</p>	<p>Under the community schools grant, Youth Mentors will play a crucial role in fostering school success. By building connections between students and school staff, the mentor will support in creating a positive school environment. The mentor will empower students to identify allies within the school community who can advocate for them. The mentor will also directly combat chronic absenteeism by managing cases of the top chronically absent students, acting as an advocate to identify and address underlying challenges such as transportation. In collaboration with students and families, the mentor will play a role in developing personalized attendance, behavior, and academic success plans with goals and timelines.</p>		No

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$	\$

## 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
	0.000%	\$0.00	

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	<p><b>Action:</b> Professional Development for Supporting Diverse Students</p> <p><b>Need:</b> The BCCHS enrollment is 95% socioeconomically disadvantaged, 26% English learner, 26% SpEd, and 10% students dually identified. Another important</p>	<p>Providing a system of professional growth to teachers that aligns with the mission/vision of YPICS BCCHS will allow teachers to develop strong relationships with students rooted in equity, and increase the likelihood of students remaining at the school through graduation.</p>	<p>Teacher rating of impact of professional development and support; Staff retention</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>consideration is that 47% are RFEP, and having varying degrees of reading and written language mastery. This demographic profile presents unique challenges to less experienced teachers at the high school grade levels. The system of professional development will focus on strategies to address the various academic and social-emotional student needs in the classroom.</p> <p><b>Scope:</b> Schoolwide</p>		
<p><b>2.1</b></p>	<p><b>Action:</b> Core ELA/ELD Co-planning for Instruction &amp; Assessment</p> <p><b>Need:</b> The BCCHS enrollment is 95% socioeconomically disadvantaged, and have overlapping identification as English learner (26%), SpEd (26%), and 10% students dually identified. While 47% are RFEP, students have varying degrees of reading and written English language mastery which has a tremendous impact on both local state-verified assessments and state-mandated assessments.</p> <p><b>Scope:</b></p>	<p>The instructional co-planning model will allow teachers to effectively plan for different levels of student English language mastery as well as skill gaps. This action is being provided on a school-wide basis to address the needs of the student groups described above.</p>	<p>2.1 NWEA Reading growth, 2.2 CA Dashboard ELA Indicator, 2.3 CA Dashboard English Language Progress Indicator, 2.4 Reclassification Rate</p>
<p><b>5.2</b></p>	<p><b>Action:</b> Engagement of Parents of Underrepresented Groups</p> <p><b>Need:</b></p>	<p>The action is being provided on a schoolwide basis in order to reach the large SED population at the school.</p>	<p>5.1 Student Attendance, 5.2 Chronic Absenteeism, 5.3 High School Dropout Rate, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>The enrollment at BCCHS is 95% socioeconomically disadvantaged. Parent engagement is a pillar of the charter petition as the school is focused on ensuring parents/students from underrepresented groups are well-informed and engaged in the mission of college/career readiness for its students. The involvement of parents also includes an educational component and capacity-building to engage in decision-making for the school. The involvement/engagement of parents/guardians with students who are SED, EL, SpEd tends to be challenging. We will provide a variety of opportunities for parents to engage with the school in one-on-one, small group, and larger forums throughout the academic year.</p> <p><b>Scope:</b> Schoolwide</p>		

**Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

For any limited 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, as applicable.

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### **Additional Concentration Grant Funding**

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.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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		
Staff-to-student ratio of certificated staff providing direct services to students		

# 2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
	[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals				0.000%	

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$0.00						

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
This table was automatically populated from this LCAP.															
1	1.1	Facility & Safety	All	No											
1	1.2	Staffing (Certificated & Classified)	All	No											
1	1.3	Professional Development for Supporting Diverse Students	English Foster Low Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income									
1	1.4	Support for Impactful & Effective Instruction	All	No											
1	1.5	Core Instructional Materials/Licenses, Assessments, and Technology	All	No											
1	1.6	Commitment to Equity for Special Populations	Students with Disabilities	No											
2	2.1	Core ELA/ELD Co-planning for Instruction & Assessment	All	No											
2	2.2	Accelerations in English/Language Arts	All	No											
2	2.3	Designated ELD - Specialized Reading Support for English Learners/ELD	English Learners	No											
2	2.4	ELA Instructional Support Courses	All	No											
2	2.5	Junior/Senior Seminar - Reading & Writing	All	No											

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.6	Social Science - Critical Thinking & Writing Skills Development	All	No											
3	3.1	Core Mathematics Co-planning for Instruction & Assessment	All	No											
3	3.2	Accelerations for Mathematics	All	No											
3	3.3	Junior and Senior Seminars (Math component)	All	No											
3	3.4	Targeted Math Tutoring	All	No											
3	3.5	Science	All	No											
3	3.6	Study Hall/Homework Help	All	No											
4	4.1	Culture of College Readiness	All	No											
4	4.2	Credit Recovery Opportunities	All	No											
4	4.3	Career/Technical Education: Media Arts Pathway	All	No											
4	4.4	Dual Enrollment- LAMC Partnership	All	No											
4	4.5	Advisory with SEL Component	All	No											
5	5.1	Monthly Parent Engagement Activities & Increasing Parent Capacity for Decision-Making	All	No											
5	5.2	Engagement of Parents of Underrepresented Groups	English Foster Low Learners Youth Income	Yes	Scho olwide	English Learners Foster Youth Low Income									
5	5.3	Student Activities & Sports Program	All	No											
5	5.4	Leadership Development for Students	All	No											

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	
5	5.5	Positive Behavior & Intensive Support (PBIS)	All	No												
5	5.6	Monthly Climate & Culture Programming (Absenteeism Reduction)	All	No												
5	5.7	Mentorship Interns for At-Promise Students	All	No												

# 2024-25 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
[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]		[AUTO-CALCULATED]
			0.000%		\$0.00	0.000%	0.000 %	<b>Total:</b>	\$0.00
								<b>LEA-wide Total:</b>	\$0.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$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 (%)
<b>This table is automatically generated and calculated from this LCAP.</b>								
1	1.3	Professional Development for Supporting Diverse Students	Yes	Schoolwide	English Learners Foster Youth Low Income			
5	5.2	Engagement of Parents of Underrepresented Groups	Yes	Schoolwide	English Learners Foster Youth Low Income			

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
<b>Totals</b>	\$2,911,963.00	\$0.00

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)
<b>This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.</b>					
1	1.1	Facility, Custodial, Safety & Security	No	\$220,000.00	
1	1.2	Administration	Yes	\$623,415.00	
1	1.3	Credentialed Teachers	No	\$1,179,673.00	
1	1.4	Paraprofessionals	No	\$225,329.00	
1	1.5	Professional Development	Yes	\$226,654.00	
1	1.6	Core Instructional Materials & Licenses	Yes	\$63,872.00	
1	1.7	Technology	Yes	\$88,821.00	
1	1.8	Local Assessments	No		
2	2.1	ELA Interventions	Yes	\$106,802.00	
2	2.2	ELA Instructional Support Courses	Yes		

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)
2	2.3	Junior and Senior Seminars (ELA component)	No		
3	3.1	Math Acceleration Courses	No		
3	3.2	Targeted Math Tutoring	Yes	\$2,835.00	
3	3.4	Study Hall/Homework Help	No		
3	3.5	Junior and Senior Seminars (Math component)	No		
4	4.1	School-wide SFA Tools/Strategies	Yes		
4	4.2	Designated ELD -Specialized Reading Support for English Learners/ELD	Yes		
4	4.3	Equity for SWD	No		
5	5.1	Advisory with SEL Component	No		
5	5.2	Student Activities & Sports Program	No	\$15,000.00	
5	5.3	Culture of College Readiness	Yes	\$133,962.00	
5	5.4	Dual Enrollment	No		
5	5.5	Credit Recovery	Yes	\$15,600.00	

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)
5	5.6	Career/Technical Education	No	\$8,000.00	
5	5.7	Parent/Guardian Engagement	No	\$1,000.00	
5	5.8	Positive Behavioral Interventions & Supports	No	\$1,000.00	



# 2023-24 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)
	\$1,033,427.00	\$0.00	\$0.00	0.000%	0.000%	0.000%

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)
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This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.

1	1.2	Administration	Yes	\$537,658.00			
1	1.5	Professional Development	Yes	\$217,839.00			
1	1.6	Core Instructional Materials & Licenses	Yes	\$63,872.00			
1	1.7	Technology	Yes	\$88,821.00			
2	2.1	ELA Interventions	Yes	\$106,802.00			
2	2.2	ELA Instructional Support Courses	Yes				
3	3.2	Targeted Math Tutoring	Yes	\$2,835.00			
4	4.1	School-wide SFA Tools/Strategies	Yes				
4	4.2	Designated ELD -Specialized Reading Support for English Learners/ELD	Yes				
5	5.3	Culture of College Readiness	Yes				
5	5.5	Credit Recovery	Yes	\$15,600.00			

# 2023-24 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)
			0.000%	\$0.00	0.000%	0.000%	\$0.00	0.000%

# Local Control and Accountability Plan 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](mailto: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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term 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]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## Requirements and Instructions

### General Information

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

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

### Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

### **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

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

- Identify the schools within the LEA that have been identified for CSI.

#### Support for Identified Schools

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

- 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

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

### **Requirements**

**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

**Charter schools:** *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

### Complete the table as follows:

#### Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

#### Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.



- 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. 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.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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 students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- 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.

**Requirement to Address the LCFF State Priorities**

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in EC sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of EC sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

**Focus Goal(s)**

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

**Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding**

**Description**

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
  - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
  - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

**Type of Goal**

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

**State Priorities addressed by this goal.**

Identify each of the state priorities that this goal is intended to address.

**An 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.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

## Broad 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.

### Type of Goal

Identify the type of goal being implemented as a Broad Goal.

### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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**

#### 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.

#### Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

#### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

### **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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
  
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> <li>● Enter the metric number.</li> </ul>
Metric
<ul style="list-style-type: none"> <li>● Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.</li> </ul>
Baseline
<ul style="list-style-type: none"> <li>● Enter the baseline when completing the LCAP for 2024–25.                             <ul style="list-style-type: none"> <li>○ Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).</li> <li>○ 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.</li> <li>○ Indicate the school year to which the baseline data applies.</li> <li>○ The baseline data must remain unchanged throughout the three-year LCAP.                                     <ul style="list-style-type: none"> <li>▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain</li> </ul> </li> </ul> </li> </ul>

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

## Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

## Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

## Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

## Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the **“Measuring and Reporting Results”** part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . Leave blank until then.

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
  - Include a discussion of relevant challenges and successes experienced with the implementation process.
  - This discussion 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.

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.

- 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.



**A description of the effectiveness or ineffectiveness or the specific actions to date in making progress toward the goal.**

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
  - 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.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

**Actions:**

Complete the table as follows. Add additional rows as necessary.

**Action #**

- Enter the action number.

**Title**

- Provide a short title for the action. This title will also appear in the action tables.

**Description**

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

## Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

## Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

**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.

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

## 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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

### Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

## LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

### For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

## Requirements and Instructions

Complete the tables as follows:

### Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

### Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

### Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

### How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

### Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools:** In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

### Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

### Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

### How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

### Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- 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, based on the LEA’s current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

### **Additional Concentration Grant Funding**

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

## Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).



Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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).
  - **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.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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.

- 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, based on the LEA’s current pay scale, 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 Services 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 estimated based on 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **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)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - 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)**

- 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**
  - 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)**
  - 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 plus 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  
November 2023

# Coversheet

## YPICS Director of Special Education's Report

**Section:** IV. Items Scheduled for Information  
**Item:** E. YPICS Director of Special Education's Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** YPICS SPED Director Report 5\_20\_24.pdf



**YPI CHARTER SCHOOLS (YPICS)  
DIRECTOR OF SPECIAL EDUCATION**

*Submitted by: Vashon Nutt*

**May 20, 2024**

*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 serve their community, take responsibility for their own learning, and develop the habits of mind and body that will empower them to succeed in high school and beyond.*

This report contains information related to Compliance, Professional Development and Research and Knowledge

**COMPLIANCE**

Enrollment of students with disabilities. The following displays the enrollment of students with an Individualized Education Program (IEP) as of April 19, 2024.

# of Students with Disabilities Enrolled		
January 2024		
School	Count	% of total Student Population
BCCS	74	21%
BCCHS	56	25%
MORCS	33	12%
Total SPED Enrollment	163	19%



The following is the percentage of students identified as having a Low-Incidence disability. Low-incidence disabilities include Autism, Deaf or Hard of Hearing, Deaf-Blindness, Intellectual Disability, Multiple Disabilities, Visual Impairment, Traumatic Brain Injury, and Orthopedic Impairment.

# of Students with Low Incidence Eligibility			
January 2024			
School	Count	% of total SPED Population	% of total Student Population
BCCS	7	10%	2%
BCCHS	12	22%	5%
MORCS	5	15%	2%
Total SPED Enrollment	24	15%	3%

The following is the percentage of students identified as having a high-incidence disability. High Incidence Eligibilities include Specific Learning Disabilities, Other Health Impairment (ADD/ADHD), Speech/Language Impairment, and Emotional Disturbance.

# of Students with Low Incidence Eligibility			
January 2024			
School	Count	% of total SPED Population	% of total Student Population
BCCS	67	90%	19%
BCCHS	44	78%	19%
MORCS	28	85%	10%
Total SPED Enrollment	139	85%	16%

The chart below reveals the number of students with an Individualized Education Plan (IEP) by eligibility status.

January 2024									
School	#AUT	#ED	#HOH	# MD	# OHI	#SLD	#SLI	#VI	# ID
BCCS	4	1	1	0	10	53	3	0	2
BCCHS	8	0	1	0	7	37	0	0	3
MORCS	4	0	1	0	4	21	3	0	0
<b>Total</b>	<b>12</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>21</b>	<b>111</b>	<b>6</b>	<b>0</b>	<b>5</b>

AUT - Autism

DEA - Deafness

DBL - Deaf-Blindness

ED - Emotional Disturbance

HOH - Hard of Hearing

ID - Intellectual Disability

MD - Multiple Disabilities

OI - Orthopedic Impairment

OHI - Other Health Impairment

SLD - Specific Learning Disability

SLI - Speech or Language Impairment

TBI - Traumatic Brain Injury

VI - Visual Impairment

EMD - Established Medical Disability

(ages 3-5 only)

### **OUTSIDE VENDORS**

The following is information on services provided to YPICS schools by outside vendors.

Vendor	Services
Cross Country Education	Educational Services (APE, HOH, OT, LAS, Counseling)

### **BEHAVIOR SERVICES-OUTSIDE VENDORS**

Vendor	Services
Cross Country Education	Behavioral Services ( BID-Behavior Intervention Development services)
Scout (sub-services)	Providing adult assistants to work with students with significant behaviors (as needed)

The following are the number of staff for BII, BID and adult assistants.

School	Cross Country	Internal Hire
BCCS	1 BID	3 BII
BCCHS	1 BID	5 BII
MORCS	1 BID	2 BII (1 open position)

**COMPLIANCE MONITORING**

Neither of the three YPICS schools will participate in District Validation Review this school year. I anticipate at least one school will be selected next year. Compliance monitoring is conducted by the Director of Special Education and school site leads.

**PROFESSIONAL DEVELOPMENT**

**[My Professional Learning Network](#)**

My Professional Learning Network (MyPLN) is developed to offer district and charter school employees access to a myriad of training opportunities on various topics. The sessions include in-person, virtual, and blended learning professional development. All special education staff are encouraged to browse the site regularly for upcoming professional development opportunities. Welligent login credentials are required to access the platform.

**[Charter Operated Programs - Training Hub](#)**

The Charter Operated Programs (COP) offers various training opportunities throughout the school year. Training options include:

- Woodcock-Johnson IV Assessment Tools
- Psych Case Review
- Behavior Management Strategies
- Oral Interpretation at IEPs
- Welligent 101
- Psychological First Aid
- Attendance Best Practices
- Expulsion Basics
- Supporting students experiencing loss and grief

Paraprofessional PD - Behavior April 22, 2024

## **RESEARCH AND KNOWLEDGE**

**Legal Update:** Sharing 504 plan in Google Workspace won't guarantee implementation

**Case name:** Waterloo (IA) Cmty. Sch. Dist., 124 LRP9137 (OCR, Chicago 12/08/23).

**Ruling:** An Iowa district may have violated Section 504 and Title II of the ADA by failing to implement a high schooler's classroom accommodations, according to OCR. To address OCR's concerns, the district signed a voluntary resolution agreement. As part of the agreement, the district committed to training school staff concerning the importance of implementing students' 504 plans and IEPs. It also promised to offer the student the opportunity to re-enroll in the district and, if the student reenrolls, to consider his need for compensatory education.

**What it means:** Section 504 requires that districts fully implement a student's 504 plan or IEP. To ensure that happens, districts must appoint someone to distribute the 504 plan or IEP to staff responsible for implementing it and follow up to ensure staff have reviewed and understand the plan. The teachers, in this case, reportedly were unaware of the student's 504 plan, although the counselor shared it through Google Workspace. Had the counselor followed up with teachers, she could have ensured that they reviewed the plan and understood and provided the student's classroom accommodations.

**Summary:** It wasn't surprising that teachers at an Iowa high school reportedly failed to provide a student's classroom accommodations, given that they didn't know he had a 504 plan. To resolve OCR's concerns that the school didn't implement the plan, the district agreed to train its staff on implementing IEPs and 504 plans. The parent claimed the district discriminated against the student by not providing several of his accommodations. OCR stated that Section 504 requires districts to provide FAPE to students with disabilities. Districts can provide FAPE by implementing a 504 plan or IEP, OCR added. Here, OCR observed, the plan included several accommodations which, according to the parent, teachers didn't provide. These, OCR noted, included preferential seating, extended time for assignments, and chunking of assignments. OCR pointed out that the counselor responsible for overseeing 504 services at the school initially shared the plan with teachers in Google Workspace, stating, "Ensure you have reviewed and are following all accommodations." When the parent asked the counselor if teachers were implementing the 504 plan, OCR noted the counselor responded: "Yes, they are!" When the parent asked the teachers a few weeks later, however, OCR remarked, the teachers reportedly told the parent they didn't know the student had a plan. This evidence created concerns, OCR stated, that teachers denied the student FAPE by failing to provide the required accommodations. Prior to OCR completing its investigation, the district pledged to take the steps outlined in solution agreement. One of the steps requires the district to train school staff concerning the importance of disseminating 504 plans and IEPs to staff, implementing accommodations, and documenting the provision of accommodations.

## MORCS Puma Pride Pre- Summer Exhibition

The Special Education team met with new parents and incoming students regarding the special education program and supports and services provided by the school. A student who currently receives special education services was eager to discuss her experiences and how speech services have contributed to her success.

# SPECIAL EDUCATION SERVICES

Personalized learning plans for each student, embracing different learning styles to make education meaningful. We create a warm and inclusive space where students, teachers, and families come together to support one another, ensuring that every individual feels valued and empowered to succeed.



Full Inclusion



Small Group Setting



Supports & Services



Collaborative Approach

### RSP TEACHERS

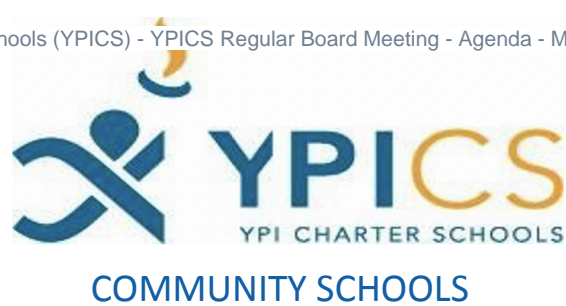
Antonieta Navarro Carrillo  
Blanca Ruiz



# Coversheet

## YPICS Senior Director of Community Schools Partnerships' Report

**Section:** IV. Items Scheduled for Information  
**Item:** F. YPICS Senior Director of Community Schools Partnerships' Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** 5.20.24 Community Schools Board Report.docx.pdf



Board Report  
 Karina Favela-Barreras, Sr. Director of Community School Partnerships  
 May 20, 2024

*Youth Policy Institute Charter Schools (YPICS) is a network of three school sites; Bert Corona Charter School (BCCS), Monsenor Oscar Romero Charter School (MORCS), and Bert Corona Charter High School (BCCHS). The network is committed to a Community Schools implementation process centered on the four Pillars of Community Schools: Integrated Student Supports; Family and Community Engagement; Collaborative Leadership and Practices for Educators and Administrators; and Extended Learning Time and Opportunities. We also commit to the Cornerstone Commitments of Community Schools: A commitment to assets-driven and strength-based practice; A commitment to racially just and restorative school climates; A commitment to powerful, culturally proficient and relevant instruction; and a commitment to shared decision making and participatory practices.*

*YPICS vision is that students are college ready, active citizens, and lifelong learners, accomplished through a whole-child approach with an integrated focus on academic, health and social services, youth development, and community engagement. Our community school will value mutual respect, dignity, and personal accountability, while supporting families to help their children succeed in life by ensuring access to high quality rigorous instruction, a positive school culture and climate, and comprehensive multi-tiered systems of support.*

### Integrated Student Supports

- Youth Mentors continue to support a caseload of 15-20 students chronically absent. Providing 1:1 mentoring and support sessions for students.
- Developing and expanding college going cultures
  - College & Career Director implementing workshops for parents
  - High School - College Visits
- Improving MTSS
  - Implementing MTSS and SSPT meetings at each campus
  - MTSS team members started utilizing the Panorama system to help track strategies and supports provided to students. We had second training today and continue to work with teams to trouble shoot in order to develop a strong roll-out with all staff next school year.
- Counseling supports:
  - Luminarias counseling services
  - Interns across all schools
- Kicked off STOP (Student, Teachers, and Officers Preventing) School Violence (STOP Grant)
- [STOP Grant Snapshot](#)
  - The STOP Grant Program is designed to improve school security by providing students and teachers with the tools they need to recognize, respond quickly to, and help prevent acts of violence in K-12 schools.
  - Grant will be managed by the School Cultural and Climate Administrators at each school site

### Family and Community Engagement

- Coordinators of Community Schools continue to work closely with the Operations team to review current parent workshops/services calendar and identify ways to increase resources.
- Facilitating a community needs assessment survey during parent/teacher conferences to increase understanding of student and family needs.
- Continue improving cross collaboration to address family and community needs.



## COMMUNITY SCHOOLS

- Will share out Needs and Assets Assessment survey findings at SSAC in April and May meetings.

### Collaborative Leadership and Practices for Educators and Administrators

- The team continues to collaborate at all levels to assure that the Plan, Do, Study, Act (PDSA) cycle is taking place across all spaces. Identify current tools used and areas for improvement.
- Implementing MTSS meetings, conducting SSPT mock meetings. Support and Coaching by School Psychologist and myself - Implementing Pan
- This month Executive Team members joined MTSS meetings and conducted meeting observations - feedback will support development of training and roll out for next school year.
- School Sites are currently working collaboratively with school administrators, staff and educational partners to complete the APR due to CDE June 30, 2024.

### Expanded Learning Time and Opportunities

- Expanded Learning Programs:
  - All school sites continue to implement after school programs.
- ELO-P programs continue to be offered at both middle school sites; We have opened the application for any new submissions for next semester.
- Sites have started planning for Summer Programs, including the HS which received funding to implement summer program this year.
- Staff is meeting monthly to review FPM process and identify current gaps and develop strategies to address them.

### 23/24 Services/Resources

- **Current and previous partnerships:** Wolf Connection, Vision to Learn, Luminarias Counseling, Cal Arts, UCLA School of Dentistry, Dignity Health, Heroes of Life, Think Together, El Nido, Strength United, MEND, LA County Mental Health, Catalysts SGV, St. John's Community Center, Parent Education Bridge for Student Achievement Foundation, Hope Gardens, Big Smile, Central City Neighborhood Partners (VITA), GRYD, Vision to learn, Serra Medical, Wolf Camp, San Fernando Valley Partnership, Pueblo y Salud, Champions in Service, The Village Family Services, Nature for all,

### Highlights:

- Through the partnership with the San Fernando Valley Partnership BCCHS has been able to welcome a substance abuse case manager/mentor who will be supporting students struggling with substance use.
- Central City Neighborhood Partners (CCNP) provided food distribution for families at MORCS.
- MORCS continues to provide monthly workshops covering various topics with the help of partners.





## COMMUNITY SCHOOLS

### Grant Management

- Attending LACOE Monthly Grantee Meetings
- Designed internal APR pacing guide to support schools with completing annual report.
- ELOP Grant Management:
  - Updating current tools: Attendance trackers, inventory logs
  - Creating training with overview on Federal Program Monitoring Audit (FPM) training for all YPICS staff managing and supervising Expanded Learning Programs - kicking off internal training session in January

### Implementation Plans

[BCCS Community Schools Implementation Plan](#)

[MORCS Community Schools Implementation Plan](#)

[BCHS Community Schools Implementation Plan](#)

# Coversheet

## Bert Corona Charter School Executive Administrator's Report

**Section:** IV. Items Scheduled for Information  
**Item:** G. Bert Corona Charter School Executive Administrator's Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** 23-24 BCCS EA BoD Report (May).docx.pdf  
23-24 iReady D3 Analysis\_Equity Gap Analysis (April 25).pdf



Board Report  
 Dr. Kevin Myers, Executive Administrator  
 May 20, 2024

*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.*

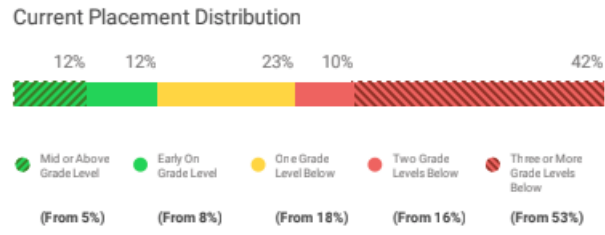
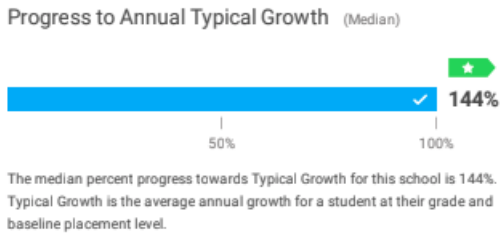
**Instruction & Performance Data**

Our focus for instruction this semester has been on writing across the curriculum and co-planning to ensure supports and structures are in place for all students. Each week, our teachers have time to work together on planning lessons that are two weeks out, giving them time to collaborate across their grade level and with support teachers/staff. With this new practice, resource teachers, EL teachers, and paraprofessionals are more in tune with what is going on daily in the gen ed classrooms and they have a plan for how they will support students for each of those classes.

We finished the administration of our final iReady diagnostic earlier this month and we have had a chance to analyze the results. We are very pleased with the growth we saw this year and we worked with parents, students, and staff to analyze places where we may be seeing equity gaps. The data and these gaps will help us start to look into student growth and performance more deeply and will help us make decisions about goals, staffing, and supports we will be putting in place for the 24-25 school year.

**Results: Reading**

Students Assessed/Total: 339/346





Schoolwide our reading growth was very strong, with a median typical growth of 144% and 60% of students meeting their typical growth goals (51% or higher is considered strong). Of particular note was the 227% typical growth for our 5th-grade students in reading, although all grade levels exceeded expected growth:

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	227%	71%	97%	43%	57%	7/7
Grade 6	147%	61%	57%	24%	58%	119/120
Grade 7	115%	53%	36%	15%	51%	104/109
Grade 8	167%	64%	58%	24%	55%	109/110

We also saw strong growth in reading for our subgroups: Special Education, English Learners (EL), and Socio-economically disadvantaged students (SED):

Choose to Show Results By  
Special Education Showing 2 of 2

All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Yes - Special Education	143%	59%	52%	12%	53%	74/75
No - Special Education	143%	60%	52%	24%	56%	266/271

Choose to Show Results By  
English Learner Showing 2 of 2

All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Yes - English Learner	117%	54%	44%	19%	52%	115/117
No - English Learner	158%	63%	58%	23%	56%	225/229

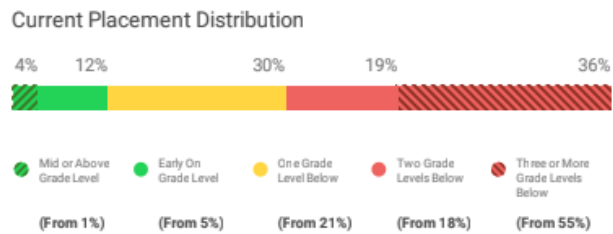
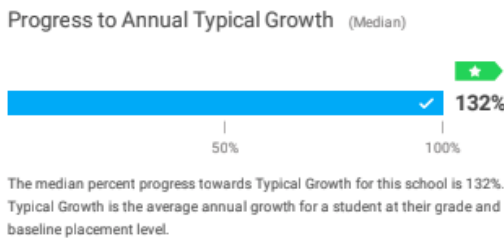


Choose to Show Results By

Economically Disadvantaged Showing 2 of 2

All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Yes - Economically Disadvantaged	133%	58%	48%	20%	53%	296/301
Not Reported	203%	70%	69%	34%	68%	44/45

### Results: Math



We also saw very strong growth in math during the 23-24 school year. Our median typical growth was 132% school-wide with 60% of students meeting their typical growth goal and over 55% of students attaining improvement placement in grades 6, 7, and 8. In math, all grades except 5th exceeded expected growth. It is important to note, however, that there are only 7 5th graders so their data would not be considered statistically significant in the scope of the school. This is because the scores of one student can significantly and disproportionately impact the grade level data.

Choose to Show Results By

Grade Showing 4 of 4

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	50%	43%	29%	14%	43%	7/7
Grade 6	136%	63%	67%	27%	70%	115/120
Grade 7	115%	55%	48%	13%	56%	103/109
Grade 8	140%	63%	59%	24%	66%	109/110



Like our reading results, subgroup populations (SWD, EL, and SED) performed well and on par with general education students (and often outperformed Gen Ed!):

Choose to Show Results By  
Special Education Showing 2 of 2

All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Yes - Special Education	140%	63%	64%	21%	68%	73/75
No - Special Education	131%	59%	58%	21%	63%	261/271

Choose to Show Results By  
English Learner Showing 2 of 2

All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Yes - English Learner	143%	64%	67%	19%	68%	113/117
No - English Learner	123%	58%	52%	22%	62%	221/229

Choose to Show Results By  
Economically Disadvantaged Showing 2 of 2

All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Yes - Economically Disadvantaged	129%	59%	58%	21%	64%	292/301
Not Reported	154%	71%	69%	24%	67%	42/45

As part of our data review, we conducted an equity gap analysis in which we compared all data points for each student group so we could compare the performance of each group by each metric. This allowed us to determine areas of strength, improvement, and equity gap areas where certain populations may need additional intervention in order to perform on par with their peers.

In total, we identified 4 main equity gaps we need to address. As an example, one gap we identified was 6th grade students with special needs in reading. Although schoolwide our students with special needs exceeded expected growth, 6th grade students with disabilities (SWDs) only met 24% of their expected growth. This points to a gap in support for SWD, likely in the classroom and in their pullout program.



Other equity gaps were:

- 7th grade students who are SED in reading: 92% typical growth compared to 200% non-SED.
- 6th Grade ELs in reading: 95% typical growth compared to 166% for non-ELs.
- 7th Grade ELs in reading: 76% compared to 133% for non-ELs

Overall, our students performed well and demonstrated significant improvement across the board. However, it is important for us to identify gaps so we can continue to refine our practice and work to meet the needs of all of our students. A full equity report was included as a separate document in case the board would like to review all data points. Further explanation can be provided if any board members are interested in the report.



## Culture & Climate

Our school culture and climate have improved so much this year, and it is a point of pride for our school. Coming out of the pandemic, we had much higher levels of student apathy, disengagement, and aggression. Over the last couple of years, we have put significant systems and supports in place to help rebuild a positive school culture and our efforts are paying off. Our ODR count is down, students are more engaged, and staff members are jumping to offer new supports, clubs, and opportunities for our students.

Some of the recent, positive events and incentives we have conducted in May include...

Our GET FIT club for staff (after school on Thursdays):



Records Day for all Students:







Cultural Learning Trip to the Buddhist Temple:



Incentives for iReady Growth and Performance:





### Hot Community Breakfast Before CAASPP Testing Days





## Lunchtime Activities and Info Sessions for National Drug Prevention Week (partnership with Phoenix House):



## Community Schools

Right now we are working on the annual APR for the community schools grant. It has been great to reflect on the required elements and outcomes for the grant to help us identify areas of strength and weakness as a school. The process of reflecting on the grant will really help us in our strategic planning efforts for the 24-25 school year. Over the last month, we have seen steady participation in our extended learning opportunities before and after school, and in the last 6 weeks, a group of our students have been working with CREATE NOW to learn how to play the guitar. We have our mariachi presentation 5/16 where they will showcase their newly learned skills.



## Operations

As we close out the year, our ops team is working on enrolling new students and re-enrolling our current students. We are currently at 324 students fully enrolled for next year and we are working with the last 15-20 who have accepted but we are waiting on paperwork.

In terms of attendance, we are holding strong at 93% ADA for the year. We will continue to work with our families to increase attendance for this year and for next year:

<b>23-24</b> <b>Bert Corona Charter School</b> 9400 Remick Avenue, Pacoima 91331 Generated on 05/16/2024 11:26:31 AM Page 1 of 1	<b>Attendance/Membership Summary Report</b> Start/End Date: 08/09/2023 - 05/10/2024 School(s): 1 Calendar(s): 1 Grade: 05, 06, 07, 08
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**School: Bert Corona Charter School Calendar: 23-24 BCCS**

	Grade	Student Membership		Absent Days	Present Days	ADM	ADA	Unexcused Absences		Percent Ir
		Count	Days					Days	Avg. Daily	
	05	8	1215	134.20	1080.80	7.59	6.75	67.03	0.42	88.95%
	06	126	19045	1098.61	17946.39	119.04	112.19	488.14	3.14	94.23%
	07	118	17544	1325.91	16218.09	109.68	101.35	615.44	3.86	92.44%
	08	113	17549	1200.88	16348.12	109.70	102.13	479.07	3.06	93.16%
<b>Total</b>	<b>4</b>	<b>365</b>	<b>55353</b>	<b>3759.60</b>	<b>51593.40</b>	<b>346.01</b>	<b>322.42</b>	<b>1649.68</b>	<b>10.48</b>	<b>93.21%</b>



### Facilities

At the beginning of the school year, the board approved a variety of projects and expenditures for facilities updates and upkeep at BCCS. These improvements included a restroom upgrade (\$46,130), new improvements (\$87,050), repairs for safety or emergency repairs (\$60,000), and work required in our new lease with the JACC (\$12,945 for bin relocation and \$47,020 for other work). Currently, we have \$9,959.00 remaining in our "New Improvements" category and \$11,632.79 in our emergency repairs category, for a total of \$20,692 remaining funds. Summaries of actuals are below.

Approved Projects (New Improvements Category Above):					
Project	Location	Description	Proposed	Actual	Balance
Electrical Switch Gear	Main Electrical Switch Gear	Setting 8 switch gear bolt down breakers per electrical engineer due to inadequate breakers	\$11,700.00	\$11,700.00	\$0.00
Lunch Area Upgrade	Lunch Area	Ice-maker waterline drain	\$12,200.00	\$12,200.00	\$0.00
Admin Roof and Foundation	Admin Building	Foundation, floor, and sheathing	\$38,250.00	\$29,391.00	\$8,859.00
Siding and Painting Project (10-15)	Rm 10, 11, 12, 13, 14, 15	exterior painting	\$17,500.00	\$17,500.00	\$0.00
Siding Project (A-5)	Rm. A, 1, 4, 5	Replace windows	\$7,400.00	\$7,200.00	\$200.00
			<b>\$87,050.00</b>	<b>\$77,991.00</b>	<b>\$9,059.00</b>

COST SUMMARY BY CATEGORY			
Category	Budgeted	Actual	Balance
Repairs (Emerg./Safety)	\$60,000.00	\$48,367.21	\$11,632.79
Lease Work	\$12,945.00	\$12,945.00	\$0.00
Lease Work	\$47,020.00	\$47,020.00	\$0.00
23-24 Bathroom Repair	\$46,130.00	\$46,129.00	\$1.00
New 23-24 Projects	\$87,050.00	\$77,991.00	\$9,059.00
	<b>\$253,145.00</b>	<b>\$232,452.21</b>	<b>\$20,692.79</b>

We are currently in the process of evaluating all needed projects on campus. As of June 30, 2024, SB740 will no longer be in effect, meaning we will lose the reimbursement from the state for facilities updates. Since that reimbursement is 70% of all work done, we are putting together a plan for proposed work that would have been postponed but that we want to complete before June 30th so we still get that reimbursement. That plan will be submitted to the board at our May meeting, but a list



of all projects being considered is included at the end of this report. The quote for these proposed projects is included with this report.

Content	Gap Type	Equity Gap Group	Deficiency Percentage	Comparison Percentage	Difference	Where did the gap occur?	Notes
Reading	Typical Growth	6th Grade SPED	24%	171%	-147%	SPED: 0% typical in Rodriguez P3 SPED: 21% in Rodriguez P1 SPED: 79% in Vidana P3	
Reading	Typical Growth	7th Grade SED	92%	200%	-108%	SED: 56% in Lowy, P2	What gaps would underserved students have that would create such a significant difference? (Comm Schools Efforts)
Reading	Typical Growth	Non-SPED (Gen Ed) 7th grade	92%	188%	-96%	N/A	7th grade SPED outpaced gen ed.; 7th grade as a whole would not have met typical growth without SWD.
Math	Typical Growth	5th Grade compared to other GLs	50%	132%	-82%	5th grade group as a whole under-performed in math compared to their reading performance and whole-school math performance.	5th compared to schoolwide growth
Math	Typical Growth	Luc, P2, all subgroups	58%	140%	-82%	This cohort underperformed in every area.	Per. 2 subgroups all scored 58%; compared to 8th grade overall, which was 140%
Reading	Typical Growth	6th Grade EL	95%	166%	-71%	EL: 69% in Pistilli ELD class EL: 71% in Rodriguez P1 EL: 77% in Vidana P1 EL: 71% in Vidana P3	
Reading	Typical Growth	7th Grade ELs	76%	133%	-57%	EL: 65% typical in Oliveros P4 EL: 65% in Pistilli ELD class EL: 18% in Lowy P2 EL: 88% in Lowy P4	
Reading	Stretch Growth	ELs, Schoolwide	117%	144%	-27%	N/A	Not sure if this is an equity gap. Both groups exceeded growth expectations.
Reading	Stretch Growth	SED, Schoolwide	133%	144%	-11%	N/A	Not sure if this is an equity gap. Both groups exceeded growth expectations.

READING														
GROUP	Program	GRADE	Median Typical %	Typical Goal	Typical Goal Met (Y/N)	% Met Typical	Goal	Goal Met (Y/N)	Median Stretch %	Stretch Goal	Stretch Goal Met (Y/N)	% Improved Placement	Goal	Goal Met (Y/N)
5th Grade	Gen Ed	5	227%	100%	EXCEEDED (>10% +)	71%	51%	EXCEEDED (>10% +)	97%	50%	EXCEEDED (>10% +)	57%	51%	YES
English Learner**	EL**	5	N/A	100%		N/A	51%		N/A	50%		N/A	51%	
Non-EL**	Gen Ed***	5	227%	100%	EXCEEDED (>10% +)	71%	51%	EXCEEDED (>10% +)	97%	50%	EXCEEDED (>10% +)	57%	51%	YES
SPED***	SPED***	5	N/A	100%		N/A	51%		N/A	50%		N/A	51%	
Non-SPED***	Gen Ed***	5	227%	100%	EXCEEDED (>10% +)	71%	51%	EXCEEDED (>10% +)	97%	50%	EXCEEDED (>10% +)	57%	51%	YES
SED*	SED*	5	227%	100%	EXCEEDED (>10% +)	71%	51%	EXCEEDED (>10% +)	97%	50%	EXCEEDED (>10% +)	57%	51%	YES
Not SED*	Gen Ed*	5	N/A	100%		N/A	51%		N/A	50%		N/A	51%	
M. Rodriguez, P3	SPED	6	0%	100%	NO (>10% -)	0%	51%	NO (>10% -)	0%	50%	NO (>10% -)	20%	51%	NO (>10% -)
6th Grade	Gen Ed	6	147%	100%	EXCEEDED (>10% +)	61%	51%	EXCEEDED (>10% +)	61%	50%	EXCEEDED (>10% +)	58%	51%	YES
M. Rodriguez, P1	SPED	6	21%	100%	NO (>10% -)	29%	51%	NO (>10% -)	8%	50%	NO (>10% -)	29%	51%	NO (>10% -)
EL, Pistilli	EL	6	69%	100%	NO (>10% -)	38%	51%	NO (>10% -)	28%	50%	NO (>10% -)	44%	51%	NO (<10% -)
English Learner	EL	6	95%	100%	NO (<10% -)	50%	51%	NO (<10% -)	35%	50%	NO (>10% -)	48%	51%	NO (<10% -)
M. Rodriguez, P1	Gen Ed	6	148%	100%	EXCEEDED (>10% +)	60%	51%	YES	61%	50%	EXCEEDED (>10% +)	53%	51%	YES
SPED	SPED	6	24%	100%	NO (>10% -)	46%	51%	NO (<10% -)	9%	50%	NO (>10% -)	38%	51%	NO (>10% -)
Vidana, P3	SED	6	84%	100%	NO (>10% -)	48%	51%	NO (<10% -)	31%	50%	NO (>10% -)	44%	51%	NO (<10% -)
M. Rodriguez, P1	EL	6	71%	100%	NO (>10% -)	50%	51%	NO (<10% -)	58%	50%	YES	50%	51%	NO (<10% -)
M. Rodriguez, P3	Gen Ed	6	205%	100%	EXCEEDED (>10% +)	69%	51%	EXCEEDED (>10% +)	69%	50%	EXCEEDED (>10% +)	60%	51%	YES
M. Rodriguez, P3	EL	6	153%	100%	EXCEEDED (>10% +)	67%	51%	EXCEEDED (>10% +)	58%	50%	YES	44%	51%	NO (>10% -)
Non-EL	Gen Ed	6	166%	100%	EXCEEDED (>10% +)	68%	51%	EXCEEDED (>10% +)	62%	50%	EXCEEDED (>10% +)	64%	51%	EXCEEDED (>10% +)
Non-SPED	Gen Ed	6	171%	100%	EXCEEDED (>10% +)	66%	51%	EXCEEDED (>10% +)	63%	50%	EXCEEDED (>10% +)	64%	51%	EXCEEDED (>10% +)
Not SED	Gen Ed	6	133%	100%	EXCEEDED (>10% +)	60%	51%	YES	48%	50%	NO (<10% -)	60%	51%	YES
Vidana, P1	EL	6	77%	100%	NO (>10% -)	38%	51%	NO (>10% -)	28%	50%	NO (>10% -)	50%	51%	NO (<10% -)
Vidana, P1	Gen Ed	6	207%	100%	EXCEEDED (>10% +)	76%	51%	EXCEEDED (>10% +)	76%	50%	EXCEEDED (>10% +)	79%	51%	EXCEEDED (>10% +)
Vidana, P3	Gen Ed	6	64%	100%	NO (>10% -)	26%	51%	NO (>10% -)	26%	50%	NO (>10% -)	40%	51%	NO (>10% -)
Vidana, P3	SPED	6	79%	100%	NO (>10% -)	50%	51%	NO (<10% -)	39%	50%	NO (>10% -)	33%	51%	NO (>10% -)
Vidana, P3	EL	6	71%	100%	NO (>10% -)	42%	51%	NO (<10% -)	29%	50%	NO (>10% -)	42%	51%	NO (<10% -)
Vidana, P1	SPED	6	105%	100%	YES	60%	51%	YES	39%	50%	NO (>10% -)	60%	51%	YES
SED	SED	6	147%	100%	EXCEEDED (>10% +)	62%	51%	EXCEEDED (>10% +)	57%	50%	YES	58%	51%	YES
M. Rodriguez, P1	SED	6	125%	100%	EXCEEDED (>10% +)	58%	51%	YES	57%	50%	YES	50%	51%	NO (<10% -)
M. Rodriguez, P3	SED	6	178%	100%	EXCEEDED (>10% +)	60%	51%	YES	64%	50%	EXCEEDED (>10% +)	52%	51%	YES
Vidana, P1	SED	6	214%	100%	EXCEEDED (>10% +)	81%	51%	EXCEEDED (>10% +)	79%	50%	EXCEEDED (>10% +)	85%	51%	EXCEEDED (>10% +)
7th Grade	Gen Ed	7	115%	100%	EXCEEDED (>10% +)	53%	51%	YES	36%	50%	NO (>10% -)	51%	51%	YES
Non-EL	Gen Ed	7	133%	100%	EXCEEDED (>10% +)	58%	51%	YES	44%	50%	NO (<10% -)	55%	51%	YES
Not SED	Gen Ed	7	200%	100%	EXCEEDED (>10% +)	77%	51%	EXCEEDED (>10% +)	68%	50%	EXCEEDED (>10% +)	69%	51%	EXCEEDED (>10% +)
Oliveros, P2	Gen Ed	7	139%	100%	EXCEEDED (>10% +)	54%	51%	YES	47%	50%	NO (<10% -)	54%	51%	YES
Oliveros, P4	Gen Ed	7	138%	100%	EXCEEDED (>10% +)	58%	51%	YES	41%	50%	NO (<10% -)	42%	51%	NO (<10% -)
Oliveros, P4	EL	7	65%	100%	NO (>10% -)	33%	51%	NO (>10% -)	22%	50%	NO (>10% -)	28%	51%	NO (>10% -)
EL, Pistilli	EL	7	65%	100%	NO (>10% -)	39%	51%	NO (>10% -)	22%	50%	NO (>10% -)	28%	51%	NO (>10% -)
Lowy, P2	EL	7	18%	100%	NO (>10% -)	43%	51%	NO (<10% -)	6%	50%	NO (>10% -)	29%	51%	NO (>10% -)
SPED	SPED	7	188%	100%	EXCEEDED (>10% +)	67%	51%	EXCEEDED (>10% +)	64%	50%	EXCEEDED (>10% +)	57%	51%	YES
English Learner	EL	7	76%	100%	NO (>10% -)	44%	51%	NO (<10% -)	26%	50%	NO (>10% -)	44%	51%	NO (<10% -)
Lowy, P4	SPED	7	159%	100%	EXCEEDED (>10% +)	67%	51%	EXCEEDED (>10% +)	54%	50%	YES	67%	51%	EXCEEDED (>10% +)
Oliveros, P2	SPED	7	212%	100%	EXCEEDED (>10% +)	88%	51%	EXCEEDED (>10% +)	70%	50%	EXCEEDED (>10% +)	75%	51%	EXCEEDED (>10% +)
Lowy, P4	EL	7	88%	100%	NO (>10% -)	44%	51%	NO (<10% -)	30%	50%	NO (>10% -)	56%	51%	YES
Lowy, P2	SED	7	56%	100%	NO (>10% -)	45%	51%	NO (<10% -)	20%	50%	NO (>10% -)	41%	51%	NO (<10% -)
Non-SPED	Gen Ed	7	92%	100%	NO (>10% -)	49%	51%	NO (<10% -)	30%	50%	NO (>10% -)	49%	51%	NO (<10% -)
Oliveros, P4	SED	7	106%	100%	YES	52%	51%	YES	35%	50%	NO (>10% -)	38%	51%	NO (>10% -)
SED	SED	7	92%	100%	NO (<10% -)	49%	51%	NO (<10% -)	30%	50%	NO (>10% -)	48%	51%	NO (<10% -)
Oliveros, P2	EL	7	147%	100%	EXCEEDED (>10% +)	50%	51%	NO (<10% -)	50%	50%	YES	50%	51%	NO (<10% -)
Lowy, P2	SPED	7	152%	100%	EXCEEDED (>10% +)	50%	51%	NO (<10% -)	50%	50%	YES	50%	51%	NO (<10% -)
Oliveros, P4	SPED	7	94%	100%	NO (<10% -)	50%	51%	NO (<10% -)	32%	50%	NO (>10% -)	33%	51%	NO (>10% -)
Oliveros, P2	SED	7	97%	100%	NO (<10% -)	50%	51%	NO (<10% -)	33%	50%	NO (>10% -)	50%	51%	NO (<10% -)
Lowy, P2	Gen Ed	7	98%	100%	NO (<10% -)	50%	51%	NO (<10% -)	33%	50%	NO (>10% -)	46%	51%	NO (<10% -)
Lowy, P4	Gen Ed	7	99%	100%	NO (<10% -)	50%	51%	NO (<10% -)	33%	50%	NO (>10% -)	62%	51%	EXCEEDED (>10% +)
Lowy, P4	SED	7	99%	100%	NO (<10% -)	50%	51%	NO (<10% -)	33%	50%	NO (>10% -)	64%	51%	EXCEEDED (>10% +)
8th Grade	Gen Ed	8	167%	100%	EXCEEDED (>10% +)	64%	51%	EXCEEDED (>10% +)	58%	50%	YES	55%	51%	YES
Non-EL	Gen Ed	8	144%	100%	EXCEEDED (>10% +)	61%	51%	YES	50%	50%	YES	49%	51%	NO (<10% -)
Non-SPED	Gen Ed	8	159%	100%	EXCEEDED (>10% +)	64%	51%	EXCEEDED (>10% +)	54%	50%	YES	53%	51%	YES
Not SED	Gen Ed	8	264%	100%	EXCEEDED (>10% +)	75%	51%	EXCEEDED (>10% +)	84%	50%	EXCEEDED (>10% +)	75%	51%	EXCEEDED (>10% +)
Walter, P1	Gen Ed	8	178%	100%	EXCEEDED (>10% +)	69%	51%	EXCEEDED (>10% +)	64%	50%	EXCEEDED (>10% +)	55%	51%	YES
Walter, P2	Gen Ed	8	153%	100%	EXCEEDED (>10% +)	62%	51%	EXCEEDED (>10% +)	48%	50%	NO (<10% -)	58%	51%	YES
Walter, P4	Gen Ed	8	133%	100%	EXCEEDED (>10% +)	65%	51%	EXCEEDED (>10% +)	48%	50%	NO (<10% -)	62%	51%	EXCEEDED (>10% +)
Walter, P5	Gen Ed	8	178%	100%	EXCEEDED (>10% +)	61%	51%	YES	64%	50%	EXCEEDED (>10% +)	46%	51%	NO (<10% -)
English Learner	EL	8	181%	100%	EXCEEDED (>10% +)	71%	51%	EXCEEDED (>10% +)	65%	50%	EXCEEDED (>10% +)	68%	51%	EXCEEDED (>10% +)
EL, Pistilli	EL	8	234%	100%	EXCEEDED (>10% +)	79%	51%	EXCEEDED (>10% +)	84%	50%	EXCEEDED (>10% +)	79%	51%	EXCEEDED (>10% +)
Walter, P1	EL	8	200%	100%	EXCEEDED (>10% +)	57%	51%	YES	72%	50%	EXCEEDED (>10% +)	57%	51%	YES
Walter, P2	EL	8	178%	100%	EXCEEDED (>10% +)	67%	51%	EXCEEDED (>10% +)	64%	50%	EXCEEDED (>10% +)	67%	51%	EXCEEDED (>10% +)



Walter, P4	EL	8	172%	100%	EXCEEDED (>10% +)	97%	51%	EXCEEDED (>10% +)	62%	50%	EXCEEDED (>10% +)	82%	51%	EXCEEDED (>10% +)
Walter, P5	EL	8	183%	100%	EXCEEDED (>10% +)	57%	51%	YES	66%	50%	EXCEEDED (>10% +)	57%	51%	YES
	SPED	8	172%	100%	EXCEEDED (>10% +)	66%	51%	EXCEEDED (>10% +)	62%	50%	EXCEEDED (>10% +)	62%	51%	EXCEEDED (>10% +)
Walter, P1	SPED	8	189%	100%	EXCEEDED (>10% +)	70%	51%	EXCEEDED (>10% +)	68%	50%	EXCEEDED (>10% +)	60%	51%	YES
Walter, P4	SPED	8	117%	100%	EXCEEDED (>10% +)	56%	51%	YES	42%	50%	NO (<10% -)	67%	51%	EXCEEDED (>10% +)
Walter, P5	SPED	8	178%	100%	EXCEEDED (>10% +)	70%	51%	EXCEEDED (>10% +)	64%	50%	EXCEEDED (>10% +)	60%	51%	YES
	SED	8	139%	100%	EXCEEDED (>10% +)	62%	51%	EXCEEDED (>10% +)	50%	50%	YES	52%	51%	YES
Walter, P1	SED	8	167%	100%	EXCEEDED (>10% +)	65%	51%	EXCEEDED (>10% +)	60%	50%	YES	48%	51%	NO (<10% -)
Walter, P2	SED	8	123%	100%	EXCEEDED (>10% +)	58%	51%	YES	42%	50%	NO (<10% -)	54%	51%	YES
Walter, P4	SED	8	128%	100%	EXCEEDED (>10% +)	61%	51%	EXCEEDED (>10% +)	46%	50%	NO (<10% -)	57%	51%	YES
Walter, P5	SED	8	183%	100%	EXCEEDED (>10% +)	65%	51%	EXCEEDED (>10% +)	66%	50%	EXCEEDED (>10% +)	48%	51%	NO (<10% -)
English Learner	EL	ALL	117%	100%	EXCEEDED (>10% +)	54%	51%	YES	44%	50%	NO (<10% -)	52%	51%	YES
	SED	ALL	133%	100%	EXCEEDED (>10% +)	58%	51%	YES	48%	50%	NO (<10% -)	53%	51%	YES
	SPED	ALL	143%	100%	EXCEEDED (>10% +)	59%	51%	YES	52%	50%	YES	53%	51%	YES
Schoolwide	Gen Ed	ALL	144%	100%	EXCEEDED (>10% +)	60%	51%	YES						
Non-EL	Gen Ed	ALL	158%	100%	EXCEEDED (>10% +)	63%	51%	EXCEEDED (>10% +)	58%	50%	YES	56%	51%	YES
Not SED	Gen Ed	ALL	203%	100%	EXCEEDED (>10% +)	70%	51%	EXCEEDED (>10% +)	69%	50%	EXCEEDED (>10% +)	68%	51%	EXCEEDED (>10% +)
Non-SPED	Gen Ed	ALL	143%	100%	EXCEEDED (>10% +)	60%	51%	YES	52%	50%	YES	56%	51%	YES
<b>NOTES AND LEGEND</b>														
Orange indicates potential equity gap at the typical growth level														
Pink indicates potential equity gap at the stretch growth level														
*All 5th Grade students are identified as SED														
**No 5th graders are ELs														
***No 5th graders are SWD														

MATH														
GROUP	Program	GRADE	Median Typical %	Typical Goal	Typical Goal Met (Y/N)	% Met Typical	Goal	Goal Met (Y/N)	Median Stretch %	Stretch Goal	Stretch Goal Met (Y/N)	% Improved Placement	Goal	Goal Met (Y/N)
5th Grade	Gen Ed	5	50%	100%	NO (>10% -)	43%	51%	NO (<10% -)	29%	50%	NO (>10% -)	43%	51%	NO (<10% -)
Non-EL**	Gen Ed***	5	50%	100%	NO (>10% -)	43%	51%	NO (<10% -)	29%	50%	NO (>10% -)	43%	51%	NO (<10% -)
Non-SPED***	Gen Ed***	5	50%	100%	NO (>10% -)	43%	51%	NO (<10% -)	29%	50%	NO (>10% -)	43%	51%	NO (<10% -)
SED*	SED*	5	50%	100%	NO (>10% -)	43%	51%	NO (<10% -)	29%	50%	NO (>10% -)	43%	51%	NO (<10% -)
English Learner**	EL**	5	N/A	100%		N/A	51%		N/A	50%		N/A	51%	
SPED***	SPED***	5	N/A	100%		N/A	51%		N/A	50%		N/A	51%	
Not SED*	Gen Ed*	5	N/A	100%		N/A	51%		N/A	50%		N/A	51%	
Duenas, P4	Gen Ed	6	103%	100%	YES	50%	51%	NO (<10% -)	50%	50%	YES	58%	51%	YES
Contreras, P3	SPED	6	63%	100%	NO (>10% -)	33%	51%	NO (>10% -)	32%	50%	NO (>10% -)	50%	51%	NO (<10% -)
Duenas, P4	EL	6	85%	100%	NO (>10% -)	50%	51%	NO (<10% -)	37%	50%	NO (>10% -)	50%	51%	NO (<10% -)
Contreras, P3	EL	6	33%	100%	NO (>10% -)	33%	51%	NO (>10% -)	14%	50%	NO (>10% -)	56%	51%	YES
Duenas, P3	SPED	6	129%	100%	EXCEEDED (>10% +)	57%	51%	YES	60%	50%	YES	57%	51%	YES
Duenas, P3	EL	6	133%	100%	EXCEEDED (>10% +)	67%	51%	EXCEEDED (>10% +)	64%	50%	EXCEEDED (>10% +)	58%	51%	YES
Duenas, P4	SED	6	113%	100%	EXCEEDED (>10% +)	52%	51%	YES	50%	50%	YES	61%	51%	YES
Not SED	Gen Ed	6	129%	100%	EXCEEDED (>10% +)	62%	51%	EXCEEDED (>10% +)	60%	50%	YES	62%	51%	EXCEEDED (>10% +)
Duenas, P3	SED	6	136%	100%	EXCEEDED (>10% +)	65%	51%	EXCEEDED (>10% +)	67%	50%	EXCEEDED (>10% +)	65%	51%	EXCEEDED (>10% +)
Contreras, P3	Gen Ed	6	111%	100%	EXCEEDED (>10% +)	57%	51%	YES	54%	50%	YES	67%	51%	EXCEEDED (>10% +)
English Learner	EL	6	133%	100%	EXCEEDED (>10% +)	60%	51%	YES	64%	50%	EXCEEDED (>10% +)	68%	51%	EXCEEDED (>10% +)
Contreras, P3	SED	6	114%	100%	EXCEEDED (>10% +)	59%	51%	YES	54%	50%	YES	70%	51%	EXCEEDED (>10% +)
SPED	SPED	6	127%	100%	EXCEEDED (>10% +)	52%	51%	YES	54%	50%	YES	70%	51%	EXCEEDED (>10% +)
Duenas, P3	Gen Ed	6	136%	100%	EXCEEDED (>10% +)	70%	51%	EXCEEDED (>10% +)	67%	50%	EXCEEDED (>10% +)	70%	51%	EXCEEDED (>10% +)
6th Grade	Gen Ed	6	136%	100%	EXCEEDED (>10% +)	63%	51%	EXCEEDED (>10% +)	67%	50%	EXCEEDED (>10% +)	70%	51%	EXCEEDED (>10% +)
Non-SPED	Gen Ed	6	143%	100%	EXCEEDED (>10% +)	65%	51%	EXCEEDED (>10% +)	71%	50%	EXCEEDED (>10% +)	71%	51%	EXCEEDED (>10% +)
Non-EL	Gen Ed	6	140%	100%	EXCEEDED (>10% +)	64%	51%	EXCEEDED (>10% +)	67%	50%	EXCEEDED (>10% +)	72%	51%	EXCEEDED (>10% +)
SED	SED	6	138%	100%	EXCEEDED (>10% +)	63%	51%	EXCEEDED (>10% +)	67%	50%	EXCEEDED (>10% +)	72%	51%	EXCEEDED (>10% +)
EL, Pistilli	EL	6	207%	100%	EXCEEDED (>10% +)	67%	51%	EXCEEDED (>10% +)	89%	50%	EXCEEDED (>10% +)	73%	51%	EXCEEDED (>10% +)
Duenas, P4	SPED	6	127%	100%	EXCEEDED (>10% +)	60%	51%	YES	54%	50%	YES	80%	51%	EXCEEDED (>10% +)
Contreras, P4	Gen Ed	6	200%	100%	EXCEEDED (>10% +)	72%	51%	EXCEEDED (>10% +)	89%	50%	EXCEEDED (>10% +)	86%	51%	EXCEEDED (>10% +)
Contreras, P4	SED	6	204%	100%	EXCEEDED (>10% +)	73%	51%	EXCEEDED (>10% +)	89%	50%	EXCEEDED (>10% +)	88%	51%	EXCEEDED (>10% +)
Contreras, P4	SPED	6	187%	100%	EXCEEDED (>10% +)	60%	51%	YES	80%	50%	EXCEEDED (>10% +)	100%	51%	EXCEEDED (>10% +)
Contreras, P4	EL	6	207%	100%	EXCEEDED (>10% +)	82%	51%	EXCEEDED (>10% +)	89%	50%	EXCEEDED (>10% +)	100%	51%	EXCEEDED (>10% +)
Non-EL	Gen Ed	7	100%	100%	YES	53%	51%	YES	48%	50%	NO (<10% -)	53%	51%	YES
Non-SPED	Gen Ed	7	108%	100%	YES	54%	51%	YES	48%	50%	NO (<10% -)	54%	51%	YES
Bravo, P4	SPED	7	100%	100%	YES	50%	51%	NO (<10% -)	39%	50%	NO (>10% -)	63%	51%	EXCEEDED (>10% +)
Perez, P5	EL	7	92%	100%	YES	44%	51%	NO (<10% -)	36%	50%	NO (>10% -)	67%	51%	EXCEEDED (>10% +)
Bravo, P3	SED	7	77%	100%	NO (>10% -)	43%	51%	NO (<10% -)	32%	50%	NO (>10% -)	57%	51%	YES
Perez, P5	Gen Ed	7	92%	100%	NO (<10% -)	44%	51%	NO (<10% -)	36%	50%	NO (>10% -)	48%	51%	NO (<10% -)
Perez, P5	SED	7	92%	100%	NO (<10% -)	43%	51%	NO (<10% -)	36%	50%	NO (>10% -)	52%	51%	YES
Bravo, P3	Gen Ed	7	92%	100%	NO (<10% -)	48%	51%	NO (<10% -)	39%	50%	NO (>10% -)	60%	51%	YES
Not SED	Gen Ed	7	123%	100%	EXCEEDED (>10% +)	69%	51%	EXCEEDED (>10% +)	52%	50%	YES	54%	51%	YES
Perez, P6	Gen Ed	7	119%	100%	EXCEEDED (>10% +)	63%	51%	EXCEEDED (>10% +)	52%	50%	YES	54%	51%	YES
Perez, P6	SED	7	119%	100%	EXCEEDED (>10% +)	59%	51%	YES	53%	50%	YES	55%	51%	YES
7th Grade	Gen Ed	7	115%	100%	EXCEEDED (>10% +)	55%	51%	YES	48%	50%	NO (<10% -)	56%	51%	YES
Bravo, P4	EL	7	115%	100%	EXCEEDED (>10% +)	57%	51%	YES	45%	50%	NO (<10% -)	57%	51%	YES
SED	SED	7	115%	100%	EXCEEDED (>10% +)	53%	51%	YES	47%	50%	NO (<10% -)	57%	51%	YES
Perez, P6	EL	7	167%	100%	EXCEEDED (>10% +)	71%	51%	EXCEEDED (>10% +)	67%	50%	EXCEEDED (>10% +)	57%	51%	YES
English Learner	EL	7	154%	100%	EXCEEDED (>10% +)	59%	51%	YES	61%	50%	EXCEEDED (>10% +)	62%	51%	EXCEEDED (>10% +)
Bravo, P4	Gen Ed	7	133%	100%	EXCEEDED (>10% +)	66%	51%	EXCEEDED (>10% +)	64%	50%	EXCEEDED (>10% +)	62%	51%	EXCEEDED (>10% +)
Bravo, P4	SED	7	138%	100%	EXCEEDED (>10% +)	65%	51%	EXCEEDED (>10% +)	66%	50%	EXCEEDED (>10% +)	62%	51%	EXCEEDED (>10% +)
EL, Pistilli	EL	7	158%	100%	EXCEEDED (>10% +)	61%	51%	YES	63%	50%	EXCEEDED (>10% +)	67%	51%	EXCEEDED (>10% +)
Perez, P5	SPED	7	162%	100%	EXCEEDED (>10% +)	67%	51%	EXCEEDED (>10% +)	64%	50%	EXCEEDED (>10% +)	67%	51%	EXCEEDED (>10% +)
SPED	SPED	7	123%	100%	EXCEEDED (>10% +)	62%	51%	EXCEEDED (>10% +)	64%	50%	EXCEEDED (>10% +)	67%	51%	EXCEEDED (>10% +)
Bravo, P3	EL	7	169%	100%	EXCEEDED (>10% +)	67%	51%	EXCEEDED (>10% +)	67%	50%	EXCEEDED (>10% +)	67%	51%	EXCEEDED (>10% +)
Bravo, P3	SPED	7	181%	100%	EXCEEDED (>10% +)	67%	51%	EXCEEDED (>10% +)	70%	50%	EXCEEDED (>10% +)	67%	51%	EXCEEDED (>10% +)
Perez, P6	SPED	7	112%	100%	EXCEEDED (>10% +)	75%	51%	EXCEEDED (>10% +)	52%	50%	YES	75%	51%	EXCEEDED (>10% +)
Luc, P2	SED	8	58%	100%	NO (>10% -)	39%	51%	NO (>10% -)	23%	50%	NO (>10% -)	43%	51%	NO (<10% -)
Luc, P2	SPED	8	58%	100%	NO (>10% -)	44%	51%	NO (<10% -)	23%	50%	NO (>10% -)	44%	51%	NO (<10% -)
Luc, P2	Gen Ed	8	77%	100%	NO (>10% -)	46%	51%	NO (<10% -)	31%	50%	NO (>10% -)	50%	51%	NO (<10% -)
Luc, P2	EL	8	58%	100%	NO (>10% -)	45%	51%	NO (<10% -)	23%	50%	NO (>10% -)	55%	51%	YES
Non-EL	Gen Ed	8	133%	100%	EXCEEDED (>10% +)	59%	51%	YES	52%	50%	YES	61%	51%	YES
Luc, P6	SED	8	120%	100%	EXCEEDED (>10% +)	54%	51%	YES	48%	50%	NO (<10% -)	63%	51%	EXCEEDED (>10% +)
SED	SED	8	133%	100%	EXCEEDED (>10% +)	60%	51%	YES	52%	50%	YES	63%	51%	EXCEEDED (>10% +)
EL, Pistilli	EL	8	200%	100%	EXCEEDED (>10% +)	64%	51%	EXCEEDED (>10% +)	77%	50%	EXCEEDED (>10% +)	64%	51%	EXCEEDED (>10% +)
Luc, P6	Gen Ed	8	128%	100%	EXCEEDED (>10% +)	58%	51%	YES	51%	50%	YES	65%	51%	EXCEEDED (>10% +)
Non-SPED	Gen Ed	8	133%	100%	EXCEEDED (>10% +)	60%	51%	YES	52%	50%	YES	65%	51%	EXCEEDED (>10% +)
8th Grade	Gen Ed	8	140%	100%	EXCEEDED (>10% +)	63%	51%	EXCEEDED (>10% +)	59%	50%	YES	66%	51%	EXCEEDED (>10% +)
SPED	SPED	8	170%	100%	EXCEEDED (>10% +)	72%	51%	EXCEEDED (>10% +)	68%	50%	EXCEEDED (>10% +)	69%	51%	EXCEEDED (>10% +)

Luc, P1	EL	8	170%	100%	EXCEEDED (>10% +)	71%	51%	EXCEEDED (>10% +)	74%	50%	EXCEEDED (>10% +)	71%	51%	EXCEEDED (>10% +)
Luc, P5	Gen Ed	8	150%	100%	EXCEEDED (>10% +)	69%	51%	EXCEEDED (>10% +)	65%	50%	EXCEEDED (>10% +)	72%	51%	EXCEEDED (>10% +)
Luc, P5	SED	8	150%	100%	EXCEEDED (>10% +)	70%	51%	EXCEEDED (>10% +)	61%	50%	EXCEEDED (>10% +)	74%	51%	EXCEEDED (>10% +)
Luc, P1	SED	8	170%	100%	EXCEEDED (>10% +)	78%	51%	EXCEEDED (>10% +)	68%	50%	EXCEEDED (>10% +)	74%	51%	EXCEEDED (>10% +)
Luc, P1	Gen Ed	8	175%	100%	EXCEEDED (>10% +)	79%	51%	EXCEEDED (>10% +)	70%	50%	EXCEEDED (>10% +)	75%	51%	EXCEEDED (>10% +)
English Learner	EL	8	190%	100%	EXCEEDED (>10% +)	74%	51%	EXCEEDED (>10% +)	77%	50%	EXCEEDED (>10% +)	76%	51%	EXCEEDED (>10% +)
Luc, P1	SPED	8	175%	100%	EXCEEDED (>10% +)	80%	51%	EXCEEDED (>10% +)	70%	50%	EXCEEDED (>10% +)	80%	51%	EXCEEDED (>10% +)
Luc, P5	SPED	8	169%	100%	EXCEEDED (>10% +)	90%	51%	EXCEEDED (>10% +)	71%	50%	EXCEEDED (>10% +)	80%	51%	EXCEEDED (>10% +)
Not SED	Gen Ed	8	217%	100%	EXCEEDED (>10% +)	81%	51%	EXCEEDED (>10% +)	84%	50%	EXCEEDED (>10% +)	81%	51%	EXCEEDED (>10% +)
Luc, P6	EL	8	200%	100%	EXCEEDED (>10% +)	89%	51%	EXCEEDED (>10% +)	77%	50%	EXCEEDED (>10% +)	89%	51%	EXCEEDED (>10% +)
Luc, P5	EL	8	210%	100%	EXCEEDED (>10% +)	100%	51%	EXCEEDED (>10% +)	91%	50%	EXCEEDED (>10% +)	100%	51%	EXCEEDED (>10% +)
Non-EL	Gen Ed	ALL	123%	100%	EXCEEDED (>10% +)	58%	51%	YES	52%	50%	YES	62%	51%	EXCEEDED (>10% +)
Non-SPED	Gen Ed	ALL	131%	100%	EXCEEDED (>10% +)	59%	51%	YES	58%	50%	YES	63%	51%	EXCEEDED (>10% +)
SED	SED	ALL	129%	100%	EXCEEDED (>10% +)	59%	51%	YES	58%	50%	YES	64%	51%	EXCEEDED (>10% +)
Not SED	Gen Ed	ALL	154%	100%	EXCEEDED (>10% +)	71%	51%	EXCEEDED (>10% +)	69%	50%	EXCEEDED (>10% +)	67%	51%	EXCEEDED (>10% +)
SPED	SPED	ALL	140%	100%	EXCEEDED (>10% +)	63%	51%	EXCEEDED (>10% +)	64%	50%	EXCEEDED (>10% +)	68%	51%	EXCEEDED (>10% +)
English Learner	EL	ALL	143%	100%	EXCEEDED (>10% +)	64%	51%	EXCEEDED (>10% +)	67%	50%	EXCEEDED (>10% +)	68%	51%	EXCEEDED (>10% +)
Schoolwide	Gen Ed	ALL	132%	100%	EXCEEDED (>10% +)	60%	51%	YES	N/A			N/A		
<b>NOTES AND LEGEND</b>														
Orange indicates potential equity gap at the typical growth level														
Pink indicates potential equity gap at the stretch growth level														
*All 5th Grade students are identified as SED														
**No 5th graders are ELs														
***No 5th graders are SWD														

# Coversheet

## Monseñor Oscar Romero Charter School Executive Administrator's Report

**Section:** IV. Items Scheduled for Information  
**Item:** H. Monseñor Oscar Romero Charter School Executive Administrator's  
Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** 23-24 MORCS EA BoD Report May 20 2024.pdf



**YPICS Board Report**  
**Freddy Zepeda, Executive Administrator**  
 May 20, 2024

*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.*

### **Instruction**

With the end of the school year approaching, we are beginning to see the results of the hard work and effort that our teaching staff has put in throughout the school year. The completion of our iReady diagnostic assessments shows that students demonstrated significant growth in both Math and Reading. The following is a breakdown of the growth that was made in both Reading and Mathematics as measured by the iReady diagnostic assessments.

### **Reading**

- Schoolwide
  - Schoolwide, 72% of our students met or exceeded their typical growth goal. 34% of students met or exceeded their stretch goal.
  - 27% of students moved from the 3 or more grade levels or below band, bringing our starting percentage of 68% at 3 or more grade levels below to 41%.
- Grade Levels
  - 6th - 63% met their typical growth goal in Reading; 34% met their stretch goal in Reading; 61% of students had improved placement of at least 1 level.
  - 7th - 71% met their typical growth goal in Reading; 30% of students met their stretch goal in Reading; 73% of students had improved placement of at least 1 level.
  - 8th - 78% met their typical growth in Reading; 37% met their stretch goal in Reading; 78% of students had improved placement of at least 1 level.
- Group Performance
  - SWD - 86% met their typical growth goal in Reading; 37% met their stretch goal in Reading; 77% of students had improved placement of at least 1 level.
  - ELs - 69% met their typical growth goal in Reading; 34% met their stretch goal in Reading; 68% of students had improved placement of at least 1 level.
  - SED - 74% met their typical growth goal in Reading; 36% met their stretch goal in Reading; 74% of students had improved placement of at least 1 level

### **Mathematics**

- Schoolwide



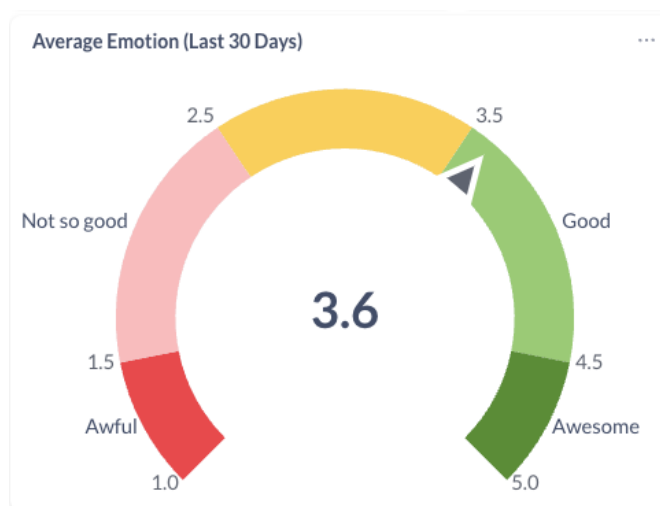
- Schoolwide, 68% of our students met or exceeded their typical growth goal. 35% of students met or exceeded their stretch goal.
- 22% of students moved from the 3 or more grade levels or below band, bringing our starting percentage of 54% at 3 or more grade levels below to 32%.
- Grade Levels
  - 6th - 73% met their typical growth goal in Math; 34% met their stretch goal in Math; 72% of students had improved placement of at least 1 level.
  - 7th - 62% met their typical growth goal in Math; 35% of students met their stretch goal in Math; 68% of students had improved placement of at least 1 level.
  - 8th - 70% met their typical growth in Math; 35% met their stretch goal in Math; 72% of students had improved placement of at least 1 level.
- Group Performance
  - SWD - 74% met their typical growth goal in Math; 46% met their stretch goal in Math; 74% of students had improved placement of at least 1 level.
  - ELs - 69% met their typical growth goal in Math; 33% met their stretch goal in Math; 74% of students had improved placement of at least 1 level.
  - SED - 69% met their typical growth goal in Math; 36% met their stretch goal in Math; 71% of students had improved placement of at least 1 level.

### Culture & Climate

Our advisory program provides us with an opportunity to check in with students regarding their academic progress and emotional needs. Each week, our students engage in lessons using the Sown to Grow program which provide them with an opportunity to share where they're at emotionally. One of the components requires students to rank how they are feeling using an emotion meter. Students must select whether they feel: awful, not so good, okay, good, and awesome.

For the month of May, our student emotion meter ranked in the "good" category, serving as an indicator that our students are currently feeling good emotionally. Many of our efforts to create a positive environment through implementation of PBIS tier 1 systems and supports have allowed our students to be at a good place and continue to yield positive results through interactions and recognition of positive behaviors throughout the day. As a team, we have

reviewed the latest data set provided by the Sown to Grow platform and we are continuing our





work to implement PBIS to ensure that students feel safe and supported to hopefully increase to the next level of “awesome”.

### Community Schools

For the month of May, we collaborated with the Central City Neighborhood Partners to engage the community in a free food distribution. Families from our school and the community attended the event and about 200 bags of food (worth \$50 per bag) which included fruits, vegetables, bread, and canned goods. Attached you will find some pictures from this event.




### Operations

In an effort to increase enrollment for the 24-25 school year, our operations team engaged the community in an open house event to showcase some of the programs that we offer at our school. We had about 40 families attend, some of whom were already enrolled but wanted to learn more about our school, and some who were not enrolled and came to learn about the programs that we have to offer. Our plan is to engage in at least 2 more of these events so that we can continue our recruitment efforts for the 24-25 school year.



**MONSEÑOR  
OSCAR  
ROMERO**  
CHARTER SCHOOL

**MONSEÑOR OSCAR ROMERO CHARTER SCHOOL** **BE MORE!** **A MEMBER OF THE YPICS FAMILY**



**Snacks and Beverages will be provided!**

**JOIN US FOR OUR PUMA PRIDE EXHIBITION!**

**TUESDAY  
MAY 14, 2024  
5:00 – 7:30 PM**


**Receive your first Uniform Polo free!** **Bring another interested family to be entered in our raffle twice!**

Come visit our booths and learn more about the programs and resources we offer. Join our student panel, watch our Cheer Team's showcase, enroll instantly and more!

**HIGHLIGHTS**

- Student Document Collection
- School Tours
- OLR Support (Student Profile)
- Resource/IEP Team
- Restorative Justice
- Student Panel
- Counseling Services
- Parent Ambassadors
- Community Schools Resources
- Think Together Afterschool Program
- Youth Cinema Project (YCP)

**RSVP NOW!** Call us to sign-up and don't forget to invite an additional family!



[www.romerocharter.org](http://www.romerocharter.org)  
[info@romerocharter.org](mailto:info@romerocharter.org)

2670 W 11th Street, Los Angeles, CA 90006  
Ph: 213.413.9600 / Fax: 213.413.9699



# Coversheet

## Bert Corona Charter High School Executive Administrator/ COO's Report

**Section:** IV. Items Scheduled for Information  
**Item:** I. Bert Corona Charter High School Executive Administrator/ COO's  
Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** Board informative- 24-25 Teacher salary table.pdf  
23-24 BCCHS EA BoD Report 5-17-24 (2).pdf



May 20, 2024

**TO:** YPICS Board of Directors  
**FROM:** Ruben Duenas, Chief Operations Officer  
**SUBJECT:** 24-25 Teacher Salary Table Adjustment

**BACKGROUND**

Since 2021, California’s minimum wage has been increasing. In late July 2023, the California Department of Finance announced effective January 1, 2024, the state’s minimum wage is set to increase to \$16 per hour. Currently, the California Director of Finance must determine on or before August 1 of each year whether to adjust the minimum wage for inflation, and if so, calculate the increase.

**Details**

Staff is exploring the attached proposed Teachers 24-25 Salary Table.

- 1) The base pay will increase to adjust for the increase in the California minimum wage.
- 2) The bonus will decrease from 5% to and vary between 3.57% and 4.09%.
- 3) The YPICS Total (base + bonus) is the same as the 23-24 YPICS Credentialed Teacher Salary Table.

The overall impact of the adjustments on this proposed Teachers 24-25 Salary Table will be zero.

YPICS Credentialed Teacher Salary Table (Approved ???)															
Level	Semster Units/ Years	1	2	3	4	5	6	7	8	9	10	11	12	13	14
<b>20</b>	<b>23-24 Base</b>	\$62,062	\$62,233	\$62,403	\$62,687	\$63,085	\$63,654	\$64,063	\$64,790	\$66,462	\$68,351	\$69,035	\$69,725	\$70,422	\$71,126
	<b>14 Units or less</b>	\$62,920	\$63,091	\$63,261	\$63,545	\$63,943	\$64,512	\$64,921	\$65,648	\$67,320	\$69,209	\$69,893	\$70,583	\$71,280	\$71,984
	<b>23-24 5%bonus</b>	\$3,103	\$3,112	\$3,120	\$3,134	\$3,154	\$3,183	\$3,203	\$3,240	\$3,323	\$3,418	\$3,452	\$3,486	\$3,521	\$3,556
	<b>24-25 bonus</b>	\$2,245	\$2,254	\$2,262	\$2,276	\$2,296	\$2,325	\$2,345	\$2,382	\$2,465	\$2,560	\$2,594	\$2,628	\$2,663	\$2,698
	<b>YPICS Total</b>	<b>\$65,165</b>	<b>\$65,344</b>	<b>\$65,523</b>	<b>\$65,822</b>	<b>\$66,239</b>	<b>\$66,836</b>	<b>\$67,266</b>	<b>\$68,030</b>	<b>\$69,785</b>	<b>\$71,769</b>	<b>\$72,486</b>	<b>\$73,211</b>	<b>\$73,943</b>	<b>\$74,683</b>
	<b>% 24-25 bonus</b>	3.57%	3.57%	3.58%	3.58%	3.59%	3.60%	3.61%	3.63%	3.66%	3.70%	3.71%	3.72%	3.74%	3.75%
	<b>% increase</b>		0.27%	0.27%	0.46%	0.63%	0.90%	0.64%	1.14%	2.58%	2.84%	1.00%	1.00%	1.00%	1.00%
<b>21</b>	<b>23-24 Base</b>	\$62,233	\$62,403	\$62,687	\$63,085	\$63,654	\$64,681	\$65,559	\$67,125	\$69,056	\$71,355	\$72,069	\$72,790	\$73,518	\$74,253
	<b>More than 14 Units</b>	\$63,091	\$63,261	\$63,545	\$63,943	\$64,512	\$65,539	\$66,417	\$67,983	\$69,914	\$72,213	\$72,927	\$73,648	\$74,376	\$75,111
	<b>23-24 5%bonus</b>	\$3,112	\$3,120	\$3,134	\$3,154	\$3,183	\$3,234	\$3,278	\$3,356	\$3,453	\$3,568	\$3,603	\$3,639	\$3,676	\$3,713
	<b>24-25 bonus</b>	\$2,254	\$2,262	\$2,276	\$2,296	\$2,325	\$2,376	\$2,420	\$2,498	\$2,595	\$2,710	\$2,745	\$2,781	\$2,818	\$2,855
	<b>YPICS Total</b>	<b>\$65,344</b>	<b>\$65,523</b>	<b>\$65,822</b>	<b>\$66,239</b>	<b>\$66,836</b>	<b>\$67,915</b>	<b>\$68,837</b>	<b>\$70,481</b>	<b>\$72,509</b>	<b>\$74,923</b>	<b>\$75,672</b>	<b>\$76,429</b>	<b>\$77,193</b>	<b>\$77,965</b>
	<b>% 24-25 bonus</b>	3.57%	3.58%	3.58%	3.59%	3.60%	3.63%	3.64%	3.67%	3.71%	3.75%	3.76%	3.78%	3.79%	3.80%
	<b>% increase</b>		0.27%	0.46%	0.63%	0.90%	1.61%	1.36%	2.39%	2.88%	3.33%	1.00%	1.00%	1.00%	1.00%
<b>22</b>	<b>23-24 Base</b>	\$62,403	\$62,687	\$63,085	\$63,654	\$64,394	\$65,560	\$67,773	\$69,748	\$71,750	\$75,064	\$75,814	\$76,573	\$77,338	\$78,112
	<b>More than 28 Units</b>	\$63,261	\$63,545	\$63,943	\$64,512	\$65,252	\$66,418	\$68,631	\$70,606	\$72,608	\$75,922	\$76,672	\$77,431	\$78,196	\$78,970
	<b>23-24 5%bonus</b>	\$3,120	\$3,134	\$3,154	\$3,183	\$3,220	\$3,278	\$3,389	\$3,487	\$3,587	\$3,753	\$3,791	\$3,829	\$3,867	\$3,906
	<b>24-25 bonus</b>	\$2,262	\$2,276	\$2,296	\$2,325	\$2,362	\$2,420	\$2,531	\$2,629	\$2,729	\$2,895	\$2,933	\$2,971	\$3,009	\$3,048
	<b>YPICS Total</b>	<b>\$65,523</b>	<b>\$65,822</b>	<b>\$66,239</b>	<b>\$66,836</b>	<b>\$67,613</b>	<b>\$68,838</b>	<b>\$71,162</b>	<b>\$73,235</b>	<b>\$75,337</b>	<b>\$78,817</b>	<b>\$79,605</b>	<b>\$80,401</b>	<b>\$81,205</b>	<b>\$82,017</b>
	<b>% 24-25 bonus</b>	3.58%	3.58%	3.59%	3.60%	3.62%	3.64%	3.69%	3.72%	3.76%	3.81%	3.83%	3.84%	3.85%	3.86%
	<b>% increase</b>		0.46%	0.63%	0.90%	1.16%	1.81%	3.38%	2.91%	2.87%	4.62%	1.00%	1.00%	1.00%	1.00%
<b>23</b>	<b>23-24 Base</b>	\$62,687	\$63,085	\$63,653	\$64,393	\$65,277	\$67,815	\$70,425	\$72,442	\$74,556	\$79,041	\$79,831	\$80,630	\$81,436	\$82,250
	<b>More than 42 Units</b>	\$63,545	\$63,943	\$64,511	\$65,251	\$66,135	\$68,673	\$71,283	\$73,300	\$75,414	\$79,899	\$80,689	\$81,488	\$82,294	\$83,108
	<b>23-24 5%bonus</b>	\$3,134	\$3,154	\$3,183	\$3,220	\$3,264	\$3,391	\$3,521	\$3,622	\$3,728	\$3,952	\$3,992	\$4,031	\$4,072	\$4,113

	<b>24-25 bonus</b>	\$2,276	\$2,296	\$2,325	\$2,362	\$2,406	\$2,533	\$2,663	\$2,764	\$2,870	\$3,094	\$3,134	\$3,173	\$3,214	\$3,255
	<b>% 24-25 bonus</b>	\$65,821	\$66,239	\$66,836	\$67,613	\$68,541	\$71,206	\$73,946	\$76,064	\$78,284	\$82,993	\$83,823	\$84,661	\$85,508	\$86,363
	<b>YPICS Total</b>	3.58%	3.59%	3.60%	3.62%	3.64%	3.69%	3.74%	3.77%	3.81%	3.87%	3.88%	3.89%	3.91%	3.92%
	<b>% increase</b>		0.63%	0.90%	1.16%	1.37%	3.89%	3.85%	2.86%	2.92%	6.01%	1.00%	1.00%	1.00%	1.00%
<b>24</b>	<b>23-24 Base</b>	\$63,085	\$63,654	\$64,394	\$65,278	\$67,815	\$70,467	\$73,175	\$75,275	\$77,856	\$82,890	\$83,719	\$84,556	\$85,402	\$86,256
	<b>More than 56 Units</b>	\$63,943	\$64,512	\$65,252	\$66,136	\$68,673	\$71,325	\$74,033	\$76,133	\$78,714	\$83,748	\$84,577	\$85,414	\$86,260	\$87,114
	<b>23-24 5%bonus</b>	\$3,154	\$3,183	\$3,220	\$3,264	\$3,391	\$3,523	\$3,659	\$3,764	\$3,893	\$4,145	\$4,186	\$4,228	\$4,270	\$4,313
	<b>24-25 bonus</b>	\$2,296	\$2,325	\$2,362	\$2,406	\$2,533	\$2,665	\$2,801	\$2,906	\$3,035	\$3,287	\$3,328	\$3,370	\$3,412	\$3,455
	<b>YPICS Total</b>	\$66,239	\$66,836	\$67,613	\$68,542	\$71,206	\$73,990	\$76,833	\$79,039	\$81,749	\$87,035	\$87,905	\$88,784	\$89,672	\$90,569
	<b>% 24-25 bonus</b>	3.59%	3.60%	3.62%	3.64%	3.69%	3.74%	3.78%	3.82%	3.86%	3.92%	3.93%	3.95%	3.96%	3.97%
	<b>% increase</b>		0.90%	1.16%	1.37%	3.89%	3.91%	3.84%	2.87%	3.43%	6.47%	1.00%	1.00%	1.00%	1.00%
<b>25</b>	<b>23-24 Base</b>	\$63,654	\$64,394	\$64,910	\$68,634	\$71,299	\$74,091	\$76,008	\$78,364	\$81,410	\$86,825	\$87,693	\$88,570	\$89,456	\$90,350
	<b>More than 70 Units</b>	\$64,512	\$65,252	\$65,768	\$69,492	\$72,157	\$74,949	\$76,866	\$79,222	\$82,268	\$87,683	\$88,551	\$89,428	\$90,314	\$91,208
	<b>23-24 5%bonus</b>	\$3,183	\$3,220	\$3,246	\$3,432	\$3,565	\$3,705	\$3,800	\$3,918	\$4,070	\$4,341	\$4,385	\$4,428	\$4,473	\$4,518
	<b>24-25 bonus</b>	\$2,325	\$2,362	\$2,388	\$2,574	\$2,707	\$2,847	\$2,942	\$3,060	\$3,212	\$3,483	\$3,527	\$3,570	\$3,615	\$3,660
	<b>YPICS Total</b>	\$66,836	\$67,613	\$68,156	\$72,066	\$74,864	\$77,796	\$79,809	\$82,283	\$85,480	\$91,166	\$92,078	\$92,998	\$93,928	\$94,868
	<b>% 24-25 bonus</b>	3.60%	3.62%	3.63%	3.70%	3.75%	3.80%	3.83%	3.86%	3.90%	3.97%	3.98%	3.99%	4.00%	4.01%
	<b>% increase</b>		1.16%	0.80%	5.74%	3.88%	3.92%	2.59%	3.10%	3.89%	6.65%	1.00%	1.00%	1.00%	1.00%
<b>26</b>	<b>23-24 Base</b>	\$64,681	\$65,221	\$67,125	\$71,369	\$74,147	\$77,052	\$78,985	\$81,734	\$84,978	\$90,674	\$91,581	\$92,497	\$93,422	\$94,356
	<b>More than 84 Units</b>	\$65,539	\$66,079	\$67,983	\$72,227	\$75,005	\$77,910	\$79,843	\$82,592	\$85,836	\$91,532	\$92,439	\$93,355	\$94,280	\$95,214
	<b>23-24 5%bonus</b>	\$3,234	\$3,261	\$3,356	\$3,568	\$3,707	\$3,853	\$3,949	\$4,087	\$4,249	\$4,534	\$4,579	\$4,625	\$4,671	\$4,718
	<b>24-25 bonus</b>	\$2,376	\$2,403	\$2,498	\$2,710	\$2,849	\$2,995	\$3,091	\$3,229	\$3,391	\$3,676	\$3,721	\$3,767	\$3,813	\$3,860
	<b>YPICS Total</b>	\$67,915	\$68,482	\$70,481	\$74,937	\$77,854	\$80,905	\$82,934	\$85,821	\$89,227	\$95,208	\$96,160	\$97,122	\$98,093	\$99,074
	<b>% 24-25 bonus</b>	3.63%	3.64%	3.67%	3.75%	3.80%	3.84%	3.87%	3.91%	3.95%	4.02%	4.03%	4.03%	4.04%	4.05%
	<b>% increase</b>		0.83%	2.92%	6.32%	3.89%	3.92%	2.51%	3.48%	3.97%	6.70%	1.00%	1.00%	1.00%	1.00%
<b>27</b>	<b>23-24 Base</b>	\$64,798	\$67,802	\$69,776	\$74,232	\$77,122	\$80,140	\$82,058	\$85,160	\$88,531	\$94,679	\$95,626	\$96,582	\$97,548	\$98,523
	<b>More than 98 Units</b>	\$65,656	\$68,660	\$70,634	\$75,090	\$77,980	\$80,998	\$82,916	\$86,018	\$89,389	\$95,537	\$96,484	\$97,440	\$98,406	\$99,381

	<b>23-24 5%bonus</b>	\$3,240	\$3,390	\$3,489	\$3,712	\$3,856	\$4,007	\$4,103	\$4,258	\$4,427	\$4,734	\$4,781	\$4,829	\$4,877	\$4,926
	<b>24-25 bonus</b>	\$2,382	\$2,532	\$2,631	\$2,854	\$2,998	\$3,149	\$3,245	\$3,400	\$3,569	\$3,876	\$3,923	\$3,971	\$4,019	\$4,068
	<b>YPICS Total</b>	\$68,038	\$71,192	\$73,265	\$77,943	\$80,978	\$84,147	\$86,161	\$89,418	\$92,958	\$99,413	\$100,407	\$101,411	\$102,425	\$103,450
	<b>% 24-25 bonus</b>	3.63%	3.69%	3.72%	3.80%	3.84%	3.89%	3.91%	3.95%	3.99%	4.06%	4.07%	4.08%	4.08%	4.09%
	<b>% increase</b>		4.64%	2.91%	6.39%	3.89%	3.91%	2.39%	3.78%	3.96%	6.94%	1.00%	1.00%	1.00%	1.00%
<b>Level</b>	<b>Semster Units/ Years</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>



Board Report  
Ruben Dueñas, Interim Executive Administrator  
May 20, 2024

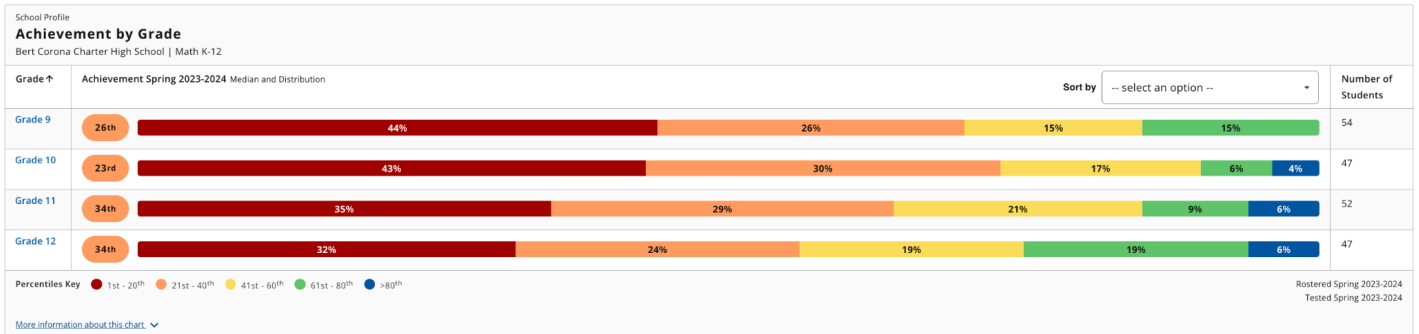
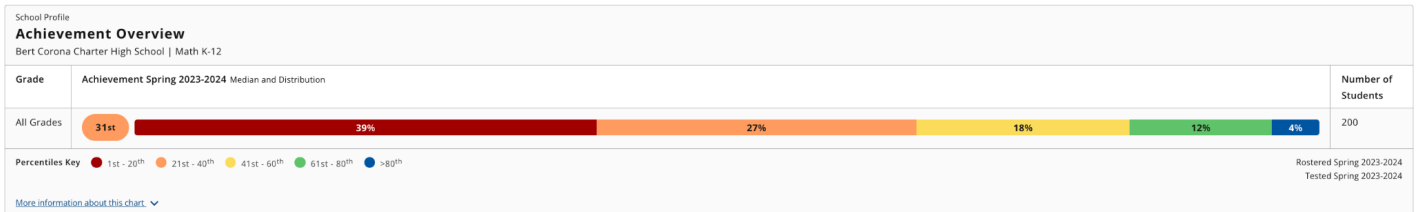
The mission of the YPI Charter Schools (YPICS) is to prepare students for academic success in high school, as well as post-secondary education; prepare students to be responsible and active participants in their community; and enable students to become lifelong learners. Students at YPI Charter Schools 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.

Instruction & Performance Data

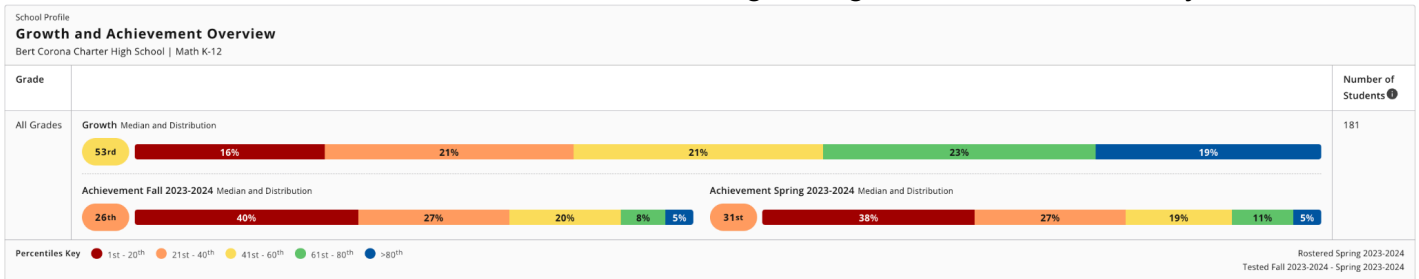
NWEA MAPs School Profile Spring Data

Math Single Term Achievement

34% of our students are near or above grade level in math. 18% are near or at grade level, 12% are at grade level, and 4 % are above grade level. The senior class has the highest proficiency of all grade levels with 44% of students near or above grade level. The 10th grade has the lowest with 27% of students near or above grade level.



63% of our students are close to or have exceeded their growth goal for the 23-24 school year in math.

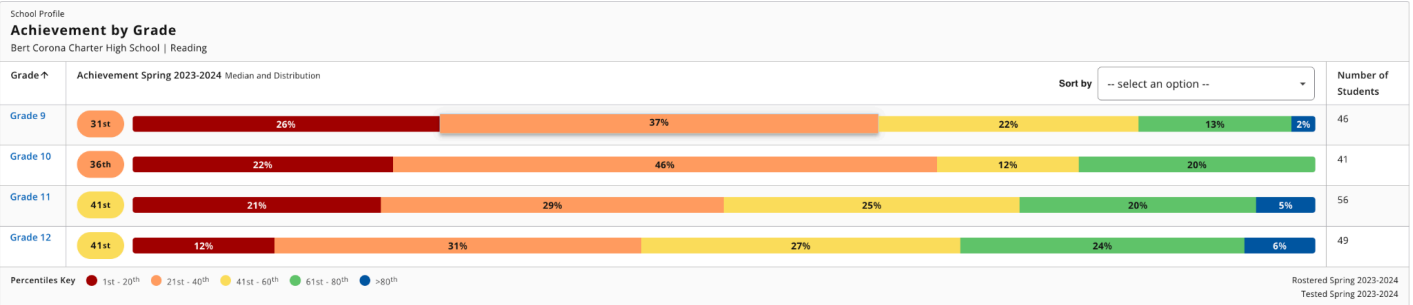
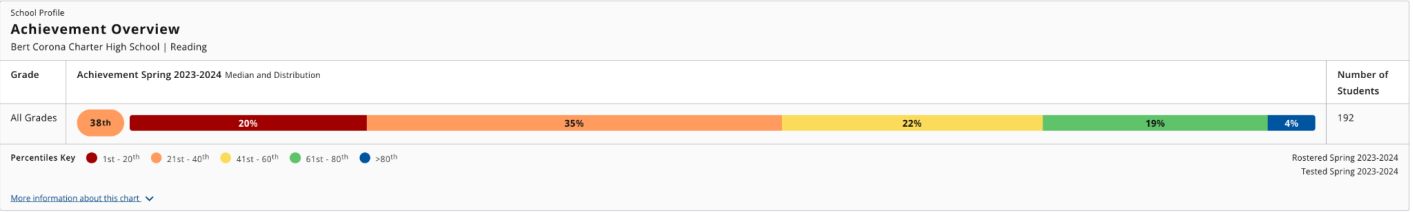


Reading Single Term Achievement Spring

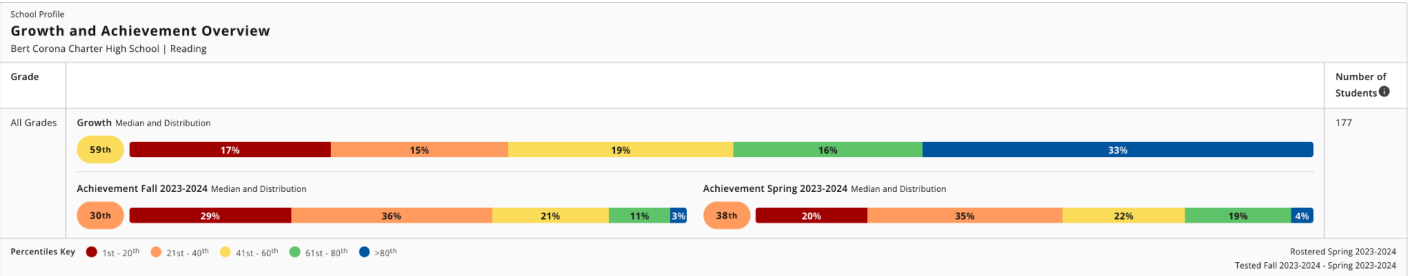
45% of our students are near or above grade level in Reading. 22% are near or at grade level, 19% are at grade level, and 4 % are above grade level. The senior class has the highest proficiency of all grade levels with 57% of students near or above grade level. The 10th grade has the lowest with 22% of students near or above grade level.



# BERTCORONA CHARTER HIGH SCHOOL

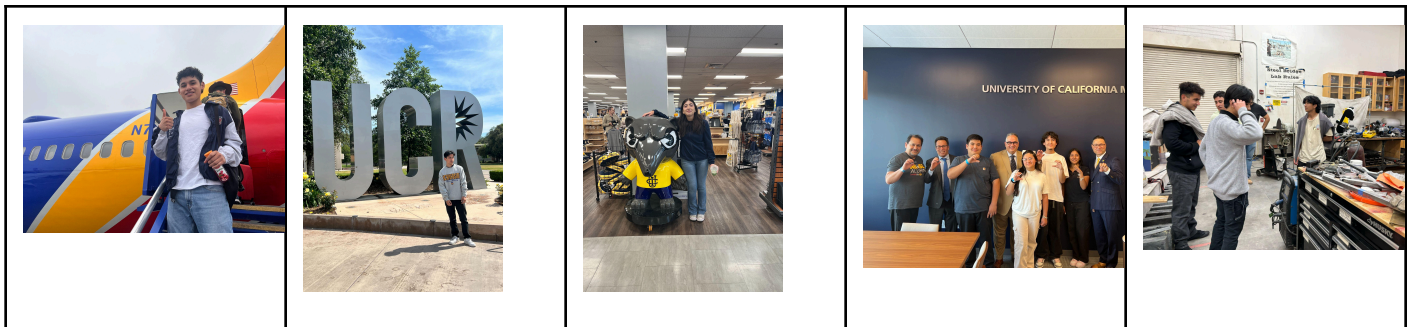


68% of our students are close to or have exceeded their growth goal for the 23-24 school year in Reading.



## College Readiness

Our seniors are making their final decisions about which university they will attend in the fall. Nationwide universities are changing their decision days as a result of challenges students and families are having with completing the new FAFSA application. We continue to support and encourage our students to challenge themselves to select the best university for them. Staff committed this year to making sure that all students would visit any California school that they were considering as a final choice. Students made final visits to UC Davis, UC Riverside, UC Irvine, UC Merced, and CSUN. At UC Merced, students were able to meet with UC Merced Chancellor Juan Sánchez Muñoz and Regent John A. Pérez.



## Culture & Climate

### Sports

Boys Volleyball wrapped up their season with a tough loss to Community Charter. Our Knights led the match 2 to 0 but could not close the match and lost 3 to 2. The team left everything they had on the court and played their hearts out. They returned home proud of their efforts this season as individuals and as a



## BERTCORONA CHARTER HIGH SCHOOL

team. It was a year of learning and growth. All but one of the players will be returning for the next school year and volleyball season.



### Community Schools

#### Drug Awareness Resources

BCCHS has been collaborating with the San Fernando Valley Partnership to support and educate our students about the negative effects of substance abuse. SFVP has been providing targeted group assistance for students for the past 6 months. Recently, SFVP placed a case manager on site to support students and staff. We look forward to more collaborative efforts to fortify our Tier I strategies and support with other social emotional learning opportunities.

### Operations

#### Facilities

LAUSD has completed the roof and foundation repairs to rooms 10, 11, 12, and 13. Staff has worked for 1 ½ years to get these repairs funded and completed by the LAUSD. We do not expect to have any more issues with rain for the foreseeable future (in these rooms). This year our math and English teachers have been displaced for an average of one week per month from their classrooms.

We are currently negotiating our final Prop 39 space offer from the 24-25 school year and working to ensure that we maximize the use of space available for our school community for the best price. In the 24-25 school year, BCCHS will comprise 40% of the student population on the Maclay Campus.



# Coversheet

## YPICS Chief Accountability Officer's Report

**Section:** IV. Items Scheduled for Information  
**Item:** J. YPICS Chief Accountability Officer's Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** 24-05-20 CAO BoD Report.pdf

**Ena LaVan, Chief Accountability Officer**  
**May 20, 2024**

*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.*

**LAUSD Independent Charter Renewal Orientation**

LAUSD’s Charter Division will be hosting a virtual orientation for the 2024-25 charter renewal cohort on Wednesday, May 22nd from 9 am to 1 pm via Zoom.

In late April, the CSD sent out the “Renewal Letter” for Monseñor Oscar Romero confirming the school’s identification as “Middle Performing” under the AB1505 criteria.

	MORCS
Current Expiration	June 30, 2025
Renewal Submission	July 1 - November 30, 2024
Applicable Dashboard	2023, if before November
AB1505 Track Determination	March 2024

We will keep the Board apprised of any needed documentation and/or changes in the CSD process.

**LAUSD Oversight Reports**

The 2023-24 Annual Performance-Based Oversight Report for **Bert Corona Charter High School** was received on May 2, 2024. The instructional visit was conducted on February 19, 2024.

Governance	Student Achievement & Educational Program	Organizational Management, Programs & Operations	Fiscal Operations
“3” Proficient	“1” Unsatisfactory	“3” Proficient	“3” Proficient

The rating for Students Achievement & Educational Program was due to BCCHS identification for Comprehensive Support & Improvement (CSI) based on the 2023 Dashboard performance for student groups.

**Federal Program Monitoring (FPM) MORCS 2024-25**

Last month, we informed the Board of the selection of Monsenor Oscar Romero for online Federal Program Monitoring by the California Department of Education. At MORCS, we have begun reviewing current documentation for Compensatory Education (Title I) and English Learner Programs to ensure compliance in these frequently reviewed programs. The formal notification from the CDE on which programs have been selected is expected to be sent before June.

The CDE will hold a week of online training in August to prepare schools identified for review during the 2024-25 academic year.

**LCAP Development for 2024-25**

All three LCAP drafts to be presented in this evening’s public hearing were reviewed using Loyola Marymount University’s Center for Equity for English Learner’s (CEEL). The drafts will also be submitted for review by the Director of Special Education and the Option 3 SELPA.

Revisions will be made based on additional feedback gathered from educational partners including the SAC, ELAC/EL-PAC, and teachers leading to the June adoption by the Board.

# Coversheet

## YPICS Executive Director's Report

**Section:** IV. Items Scheduled for Information  
**Item:** K. YPICS Executive Director's Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** YPIOSCAR 8196 2023-2024 Renewal Letter.pdf  
ED Report May 2024 Final.pdf



**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
**Charter Schools Division**

333 S. Beaudry Ave., 20<sup>th</sup> Floor  
Los Angeles, CA 90017

Office: (213) 241-0399 • Prop. 39: (213) 241-5130 • Fax: (213) 241-2054

**ALBERTO M. CARVALHO**  
Superintendent

**VERONICA ARREGUIN**  
Chief Strategy Officer

**JOSÉ COLE-GUTIÉRREZ**  
Director, Charter Schools Division

April 22, 2024

Monseñor Oscar Romero Charter Middle  
2670 W. 11th Street  
Los Angeles, CA 90006

Attention: Mary Keipp, Governing Board President  
Yvette King-Berg, Chief Executive Officer  
Freddy Zepeda, Executive Administrator

**SUBJECT: CHARTER SCHOOL RENEWAL FOR KIPP SOL ACADEMY**

Dear School Leader(s) and Governing Board President:

The Los Angeles Unified School District (LAUSD) Charter Schools Division's (CSD) records indicate that Monseñor Oscar Romero Charter Middle ("Charter School") charter will be considered for renewal in the upcoming 2024-2025 academic school year<sup>1</sup>. As Charter School prepares for this very important milestone, the CSD encourages your organization and school leadership to review and understand the renewal criteria, timelines and appeal processes set forth in the Charter Schools Act (Ed. Code, §§ 47600, *et seq.*),<sup>2</sup> the *LAUSD Policy and Procedures for Charter Schools*,<sup>3</sup> and other applicable requirements. The CSD looks forward to reviewing Charter School's renewal including the California Department of Education's (CDE) performance categories, the California School Dashboard (Dashboard) data, verified data, and other relevant data and information that may be provided as part of your renewal submission.

According to the March 2024 CDE Performance Categories, Charter School was identified as Middle Performing. Pursuant to Education Code section 47607.2, a chartering authority shall consider the following:

1. Schoolwide performance and performance of all student groups on the California School Dashboard and shall provide "greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal."
2. Clear and convincing evidence, demonstrated by verified data, showing either:

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<sup>1</sup> Education Code section 47607.4 provides that, "all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year.

<sup>2</sup> See [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=201920200AB1505](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201920200AB1505)

<sup>3</sup>See

<https://achieve.lausd.net/cms/lib/CA01000043/Centricity/Domain/106/LAUSD%20Policy%20and%20Procedures%20for%20Charter%20Schools%20Amended%20Rev%2001-25-22.pdf>

- a. The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school; or
- b. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

As a charter school identified as Middle Performing, verified data should be submitted along with the renewal application for consideration. The chartering authorizer must consider the above factors as part of the renewal decision. ((Ed. Code, §47607.2 (b).)

Additionally, Education Code section 47607(e), states that the chartering authority may deny the renewal of a charter school upon a finding that the school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors, or is not serving all pupils who wish to attend. Consistent with, and in furtherance of, Education Code section 47607(e), the *LAUSD Policy and Procedures for Charter Schools* outlines the factors that may be considered as part of the renewal analysis in determining whether the charter school has discriminatory enrollment and/or dismissal practices and/or substantial fiscal or governance concerns. It states, in part:

“Substantial fiscal factors may include, but are not limited to, issues related to the charter school’s fiscal solvency, mismanagement of funds, cash flow concerns, or outstanding financial liabilities owed to the District and/or others (e.g., contractual obligations, judgments/settlements, unpaid bills or debts, fee-for-service arrangements, facilities-related costs, Prop. 39 over-allocated space reimbursements, etc.).”

“Substantial governance factors may include, but are not limited to, issues related to the retention of faculty (such as school leadership and teachers) which rise to the level of disruption of delivery of educational programs; conflicts of interest; or, violations of the Brown Act or California Public Records Act.”

“... the LAUSD Board will also consider whether the charter school’s enrollment or dismissal practices are discriminatory as grounds for nonrenewal. (Ed. Code, § 47607(e).)”  
“Upon a finding that the charter school is not serving the pupils who wish to attend, LAUSD must identify evidence supporting this finding, including aggregate data reflecting pupil enrollment patterns at the charter school. (Ed. Code, § 47607(d).)”

If applicable, prior to any nonrenewal determination pursuant to the above, LAUSD will provide the charter school with at least 30 days’ notice of the alleged violation and reasonable opportunity to cure the violation, including a corrective action plan proposed by the charter school (Ed. Code, § 47607(e).), the LAUSD Board may deny a renewal petition only by making either of the following findings: 1) The corrective action proposed by the charter school has been unsuccessful, or 2) The violations are sufficiently severe or pervasive as to render a corrective action plan unviable. (*Id.*)

As Charter School approaches its charter renewal submission for the 2024-2025 school year, to the extent appropriate, please work with your school’s leadership, Governing Board, and legal counsel regarding the submission of the renewal application materials and to understand the renewal criteria, timelines, and appeal processes as referenced above. Please note that the CSD

provides this correspondence to support a transparent renewal process for Charter School. However, this correspondence should not be construed as an exhaustive listing of Charter School's performance record or indication of whether or not Charter School will be recommended for renewal by the CSD, or eventually approved by the LAUSD Board of Education (with or without benchmarks). Rather, the information provided herein is intended to support, inform, and/or guide Charter School's decision-making as it enters its final year of its current charter term.

The CSD will holistically evaluate Charter School's performance through the lens of the renewal criteria set forth by applicable law including the Charter Schools Act (and applicable state guidance) over the term of the charter and through the CSD's processes and procedures for ongoing oversight. Charter School should also conduct its own assessment on an ongoing basis to monitor performance that allows for improvements over time. Thus, Charter School approaching renewal should understand its status regarding renewal eligibility prior to its submission to the CSD for renewal.

In addition, if applicable, please submit a written plan, including implementation timelines, to address any areas of low performance or concern in key areas of operations, governance, facility related matters, and/or fiscal operations, to your assigned CSD administrator as part of the submission of your renewal petition. Please make every effort to resolve any outstanding issues (e.g., tiered intervention notices, outstanding financial liabilities owed to the District and/or others, etc.) and address any current benchmarks in advance of submitting your renewal application to the CSD.

The CSD will conduct a renewal orientation training session for all independent charter schools renewing in the upcoming 2024-2025 academic school year and information has been sent to the school.

If you have questions or would like to discuss the items outlined above and/or the upcoming renewal process, please contact:

**Specialist:** Dr. Blanca A.Monaster - [b.alvesmonaster@lausd.net](mailto:b.alvesmonaster@lausd.net)

**Fiscal Oversight Manager:** Cindy Delos Santos-Iya - [cindy.delossantos@lausd.net](mailto:cindy.delossantos@lausd.net)

Thank you for your timely attention to this matter.

Sincerely,

*Blanca A. Monaster*

Specialist, CSD

cc: José Cole Gutiérrez, Director, CSD  
Marla Willmott, Administrative Coordinator, CSD  
Lillian Lee, Fiscal Administrator, CSD  
Christian Mendez, Senior Coordinator, CSD  
Allan Villamor, Fiscal Oversight Administrator, CSD  
Cindy Delos Santos-Iya, Fiscal Oversight Manager, CSD



## ***EXECUTIVE DIRECTOR'S REPORT***

**May 20, 2024**

*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 life-long 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.*

### **National:**

CNN

#### **Brown v. Board at 70: Why the US still has far to go to achieve the promise of integration**

Published **May 17, 2024** by **Chandelis Duster, Nicquel Terry Ellis, Alex Leeds Matthews**

Brown v. Board of Education of Topeka, Kansas – the landmark Supreme Court decision that declared “separate but equal” education unconstitutional in the United States – remains one of the most consequential court cases in American history.

As the nation commemorates the ruling’s 70th anniversary, civil rights leaders and advocates tell CNN the case may have paved the way for more equal and integrated schools, but fierce – and continued – opposition to integration means the ruling in no way assured the end of segregated education in the United States.

Although progress has undoubtedly been made over the decades, research shows many school districts today are racially segregated because they are divided along residential and economic lines...

### **State:**

Cal Matters

#### **Big cuts, no new taxes: Gov. Newsom’s plan to fix California’s budget deficit**

**BY ALEXEI KOSEFF**  
**MAY 10, 2024**

## **IN SUMMARY**

Gavin Newsom proposes a mix of spending cuts and using reserves to balance the state budget. He says that core services will be largely untouched, but some existing programs would be affected.

Faced with ongoing weaknesses in state finances, Gov. Gavin Newsom put forward a [revised budget plan](#) today that he said aims to stabilize California in the longer term by addressing a “sizable deficit” estimated at \$56 billion over the next two fiscal years.

Looking beyond the typical annual budget cycle, [Newsom proposed](#) more than \$30 billion in ongoing and one-time spending cuts, including to education and climate objectives that have been among the governor’s own priorities, though he promised that “core programs” providing social services to needy Californians would be mostly untouched.

“These are propositions that I’ve long advanced, many of them. These are things that I’ve supported,” Newsom said [during a press conference in Sacramento](#). “But you’ve got to do it. We have to be responsible. We have to be accountable. We have to balance the budget.”

The governor’s proposal is an opening offer to the Legislature, which [faces a June 15 deadline to pass a balanced budget](#) or forgo its pay. That leaves a little more than a month for members to sort through Newsom’s solutions and negotiate a compromise that reflects their own concerns amid what is certain to be a fever pitch of lobbying from outside groups hoping to stave off cuts to their preferred programs.

The immediate reaction from Democratic leaders in the Assembly and Senate, who will negotiate a deal with the governor, was cautious and addressed few specifics.



“We are encouraged that the Governor’s May Revision improves budget prospects for future years and saves rainy-day reserves,” Assembly Speaker [Robert Rivas](#) of Salinas and Budget Committee chairperson [Jesse Gabriel](#) of Encino, said in a joint statement, but they added they “will continue to fight to protect core programs for California’s most vulnerable residents and essential classroom funding.”

Senate President Pro Tem [Mike McGuire](#) of Healdsburg and Budget Committee chairperson [Scott Wiener](#) of San Francisco, in a joint statement, said their past budgets “have uplifted communities and Californians — this year will be no different.”

Here are some key numbers from [Newsom’s revised budget for the 2024-25 fiscal year](#), which begins July 1:

**-7.3%**

With tax revenues coming in below expectations — about \$7 billion lower than [even the governor’s January projections](#) — this revised budget proposal is substantially smaller than the \$310.8 billion spending plan for the current fiscal year. Including the general fund, special funds and bonds, Newsom is proposing to spend \$288.1 billion on state programs next year, down about 7.3%.

**\$27.6 billion**

This is the remaining deficit that the Newsom administration projects for the upcoming fiscal year. Officials have known since last fall that the fiscal picture was bad, but estimates of just how deep the hole would be varied widely — from a more optimistic \$38 billion by Newsom’s Department of Finance in January to a dire [\\$73 billion by the nonpartisan Legislative Analyst’s Office](#).

That prompted Newsom and the Legislature to take “early action” last month to [reduce the deficit by more than \\$17 billion](#) ahead of the regular budget

process. Their plan included some program cuts, but mostly relied on new revenue, internal borrowing and funding delays and shifts for savings, earning criticism from Republican lawmakers for being “gimmicky” and “balanced on hopes and prayers.”

In addition to closing the remaining \$27.6 billion shortfall for 2024-25, Newsom wants to get a jump start on addressing another projected \$28.4 billion deficit in 2025-26.

Why does California have such a financial problem? The [reasons go back two years](#). A downturn in the stock market in 2022 hit capital gains, while high inflation pinched the housing market and the tech industry pulled back on initial public offerings as investments dropped. Those blows have continued as wealthy taxpayers carried forward their losses.

But the drops in revenue were [not fully reflected in the spending plan](#) that Newsom and legislators adopted last summer. Severe winter storms prompted the federal government to delay the income tax filing deadline for most Californians from April until November, and the state followed suit, giving an incomplete picture during the budget process. The state committed to funding programs that it subsequently realized it cannot afford.

### **\$21.5 billion**

The governor’s budget proposal relies on dipping into state reserve accounts, including \$12.2 billion from the rainy-day fund and \$900 million from a safety net reserve, spread out over two years. Separately, Newsom wants to use \$8.4 billion from a schools reserve account next year to stabilize funding for K-12 education that would otherwise drop.

Newsom also announced that he will ask the Legislature to create another new budget reserve account to help balance California’s volatile revenue picture from year-to-year. Under this plan, the state would set aside projected revenue above historical trends and hold off on spending it until it actually

materializes. Newsom said this is easier than amending the existing rainy-day fund to capture more money, which would require approval from the voters.

### **\$19.1 billion**

A large part of how Newsom wants to solve California's deficit involves clawing back \$19.1 billion in unspent funding that was promised just a few years ago, during brighter days when the state had a record surplus. Substantial cuts to one-time spending include \$2 billion for expanding broadband internet, \$820 million for health care workforce development, more than \$700 million for housing development, \$550 million for early education facilities, \$500 million for water storage, \$450 million for behavioral health infrastructure and \$136 million for cleaning up toxic substances in vulnerable communities.

### **\$13.7 billion**

Even more painful may be \$13.7 billion in proposed cuts to ongoing programs, including shrinking the [Middle Class Scholarship program for college students](#) by \$510 million annually and eliminating \$300 million for state and local public health programs. Newsom wants to take an additional 4,600 prison beds out of commission, which could save nearly \$81 million per year.

The governor proposed an overall reduction of nearly 8% to state operations, which he estimated would save \$2.2 billion in 2024-25 and more in the years ahead, though exactly how government agencies would absorb those cuts is still to be determined. Newsom is pushing to eliminate 10,000 vacant state government positions on top of that, which could save \$763 million annually.



Gov. Gavin Newsom addresses the media during a press conference unveiling his revised 2024-25 budget proposal at the Capitol Annex Swing Space in Sacramento on May 10, 2024. Photo by Fred Greaves, CalMatters

Social services programs such as supplemental income for elderly and disabled Californians, welfare and the earned income tax credit will be untouched, Newsom emphasized. That includes the recent [expansion of health coverage to low-income undocumented immigrants](#) of all ages.

“I just think that’s foundational,” Newsom said. “It’s something I believe in. It’s a core of, I think, who we are as a state.”

Other programs will — for now — merely be delayed. The governor proposed to pause an expansion of tens of thousands of subsidized child care slots until fiscal conditions improve, in part so that the state can instead continue to [increase pay for child care workers](#).

\$0

As he has several times in recent years, Newsom reiterated that he will not rely on tax hikes to close California’s budget gap, despite calls from many liberal lawmakers and interest groups.

“There are no new taxes. I’ve not been one of those promoting taxes,” the governor said, adding later, “No, I’m not prepared to increase taxes.”

But he did concede once again that he believes a broader overhaul of California’s volatile tax system is necessary, even if he was not willing to publicly share any of his ideas for the best way to do that.

“Should we reform the tax system? The answer is ‘yes,’” Newsom said. “How we do that is a more difficult and challenging conversation.”

Cal Matters

### [The day that bills die in CA Legislature](#)

Published **May 17, 2024**

How does it feel to have a proposal you care about get killed in California’s Legislature?

For Sen. [Scott Wiener](#), Thursday’s “suspense file” process — his 15th since he was elected to the Senate in 2016 — never gets “less stressful or anxiety-inducing.” ...

But some bills did make it out of the suspense file, including:

- [Senate Bill 1043](#) to expand reporting requirements for [behavioral treatment centers for teens](#), specifically their use of “seclusion rooms” and restraints;
- [SB 1214](#) to establish a commission to help [California commemorate the 250th anniversary](#) of the United States’ founding in 2026;
- [SB 1413](#) to set [standard time year-round](#), doing away with daylight saving time permanently;

- [Assembly Bill 2999](#) to require school districts, county offices of education and charter schools to develop [more “intentional” homework guidelines...](#)

Cal Matters

## Community schools so far survive CA proposed budget cuts

Published **May 17, 2024** by **Carolyn Jones**

### IN SUMMARY

Gov. Gavin Newsom launched the community school initiative with \$4.1 billion in grants to connect students and their families to medical care, counseling and other services.

Budget [cuts may be looming](#) for many California programs, but one multi-billion-dollar initiative has so far evaded the ax: an ambitious push to bring medical and dental care, counseling, parenting classes, cultural activities and other services to public schools.

Gov. Gavin Newsom has so far spared what’s known as the community school initiative, which pairs schools with local nonprofits and other government agencies to provide services to students and their parents. The goal is to transform schools into social service hubs with strong ties to families and the community – an approach that [research](#) shows can boost student attendance, reduce suspensions and raise test scores...

### **Local:**

Los Angeles Times

## **California public school enrollment drops again, but transitional kindergarten is up**

Published **May 17, 2024**

Enrollment at California’s public schools continued to decline this year, but by only .25%, or 15,000 students, state data showed, a much slower pace than the steep declines experienced during difficult pandemic years when classes were forced online.

A total of 5,837,690 students were enrolled in the 2023-24 school year, according to [data released Thursday from the state Department of Education](#). During the 2020-21 academic year, California experienced the largest drop in 20 years, losing 160,000 students.

Although the outflow of students may have been stanching, “I would characterize that as the thinnest of silver linings,” said Thomas Dee, a professor at Stanford Graduate School of Education. “The real story is that students haven’t returned, and our schools have yet to adjust to the new reality.”...

## **YPICS:**

On Thursday, May 9, 2024, from 4:30 pm-6:30 pm, YPICS participated in a Community Listening Session conducted by LACOE at Vaughn Charter School. The Los Angeles County Board of Supervisors created the Prevention and Promotion Systems Governing Committee. (PP GC) to improve collaboration coordination and strategic investments into the resources and opportunities that prevent adverse life outcomes and promote well-being so all students thrive. Participants engaged in a discussion about how LACOE can improve services preventing child abuse, neglect, and the well-being of students. Supervisor Lindsey Horvath was the guest speaker. Thank you to the Bert Corona Charter High School Team (Mr. Dueñas (YPICS COO), Mr. Silverio (BCCHS Community Schools Coordinator), and the Bert Corona Middle School Team (Dr. Myers, Executive Administrator; Ms. Sepulveda, BCCS Community Schools Coordinator; Ms. Kashani, Parent Coordinator, Student Leadership Team Members (6<sup>th</sup> Grade; Osmar Alfaro and Brisa Arguelles, 7<sup>th</sup> Grade, Jennifer Betancourt, and Roselyn Escamilla, and 8<sup>th</sup> Grade: Isaac Tejeda and Maria Tejeda and mom) and the LSC Team, Karina Favela-Barajas, the YPICS Senior Director of School Community Partnerships, and Executive Director King-Berg. The highlight of the evening was listening to the real solutions proposed by our middle school scholars.

# Coversheet

## Consent Items

**Section:** V. Consent Agenda Items

**Item:** B. Consent Items

**Purpose:** Vote

**Submitted by:**

**Related Material:**

24-25 YPICS School Year Calendar (to be approved) - 24-25 YPICS School Calendar (180).pdf



2024-25 YPICS School Year Calendar																																																										
Student Calendar																																																										
Mon	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Days	Sem	SemDays	Wks	Short	Reg	Min	Total																			
July	v	v	v	h	v				v	v	v	v	v			v	v	v	v	v			v	v	v	v	v			nt	nt	nt	0	1	83	33	0	0	0	0																		
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**Calendar Key**

1	Instructional Day	1	CPT day	1	Minimum Day	v	vacation	h	National Holiday	t	All Staff Training	p	All day Parent Conference
1	CPT day	v	YPICS Leadership Mtg	nt	New Staff Training	l	1/2 day Parent Conference						

Important Dates	
1st Day of School	8/7/2024
Labor Day	9/2/2024
Veteran's Day	11/11/2024
Thanksgiving Break	11/25-29/23
1st Semester Ends	12/15/2023
Winter Break	12/23/24 to 1/13/25
1st Day 2nd Semester	1/14/2025
M.L. King Jr. Day	1/20/2025
President's Day	2/17/2025
Cesar Chavez Day	3/31/2025
Spring Break	4/14- 4/18/24
Easter Observance	4/21/2025
Memorial Day	5/26/2025
Last Day of School	6/6/2025

Professional Development Dates			
New Teacher	7/29/2024	All Staff	9/23/2024
New Teacher	7/30/2024	All Staff	10/21/2024
New Teacher	7/31/2024	All Staff	1/13/2025
All Staff	8/1/2024	All Staff	2/10/2025
All Staff	8/2/2024	All Staff	3/3/2025
All Staff	8/5/2024	Site	6/9/2025
		Site	6/10/2025
		Site	6/11/2025

Grading Periods	Submit Grades	Grades lock	Final Post
F05	9/6/2024	9/8/2024	9/11/2024
F09	10/4/2024	10/6/2024	10/9/2024
F15	11/13/2024	11/15/2025	11/20/2024
F18	12/13/2024	12/13/2024	12/18/2024
S05	2/7/2025	2/9/2025	2/12/2025
S09	3/7/2025	3/9/2025	3/12/2025
S15	4/25/2025	4/27/2025	4/30/2025
S18*	5/16/2025	n/a	n/a
S21	6/6/2025	6/8/2025	6/11/2025

# Coversheet

## YPICS April 2024 Financials and Check Registers

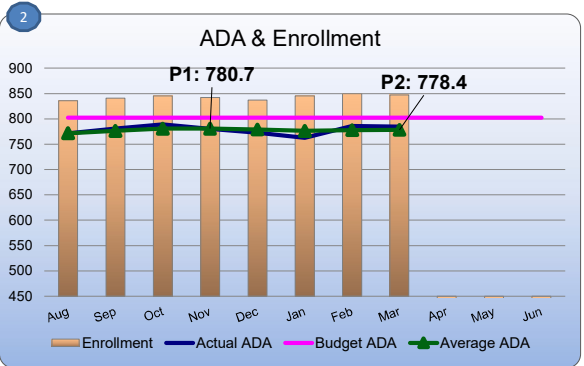
**Section:** VI. Items Scheduled For Action  
**Item:** A. YPICS April 2024 Financials and Check Registers  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 23-24 YPICS Financials Board Packet 04.24.pdf

## YPI CHARTER SCHOOLS, INC - Financial Dashboard (April 2024)

**1 Key Performance Indicators**

ADA vs. Budget ● Cash on Hand ●

Net Income / (Loss) ● Year-End Cash ●



**KEY POINTS**

Enrollment is currently 11 students below budget, resulting in a \$325K decrease in LCFF Revenue.

Forecast includes \$2.74M of restricted one-time funds. An additional \$3.29M remains available to spend through FY27/28.

**3 Average Daily Attendance Analysis**

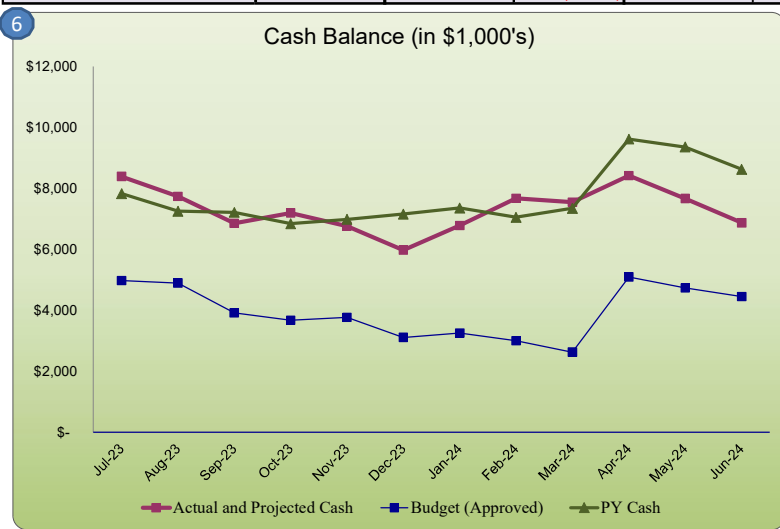
Category	Actual through Month 8	Actual P2	Budgeted P2	Better/ (Worse)	Prior Month Forecast	Prior Year P2
Enrollment	847	847	858	(11)	847	823
ADA %	92.7%	92.7%	93.5%	-0.8%	277.7%	90.2%
Average ADA	778.38	778.37	802.26	(23.89)	778.37	742.26

**4 LCFF Supplemental & Concentration Grant Factors**

Category	Budget	Forecast	Variance	Prior Year
Unduplicated Pupil %	91.61%	92.29%	0.68%	91.52%
3-Year Average %	90.85%	91.07%	0.22%	90.96%
District UPP C. Grant Cap	86.00%	85.67%	-0.33%	85.97%

**5 INCOME STATEMENT**

INCOME STATEMENT	Forecast	VS. Budget		VS. Last Month		FY 23-24 YTD			Historical	
	As of 04/30/24	FY 23-24 Budget	Variance B/(W)	Prior Month FC	Variance B/(W)	Actual YTD	Budget YTD	Variance B/(W)	FY 22-23	FY 21-22
Local Control Funding Formula	11,623,944	11,949,040	(325,096)	11,623,944	0	8,950,032	8,871,662	78,370	10,210,742	9,754,158
Federal Revenue	3,489,932	3,565,984	(76,052)	3,497,424	(7,492)	1,549,874	2,389,214	(839,340)	3,101,915	3,541,853
State Revenue	3,137,779	3,031,098	106,682	3,141,395	(3,616)	4,749,250	2,229,738	2,519,512	3,467,525	804,879
Other Local Revenue	1,167,866	887,978	279,888	1,183,573	(15,706)	984,081	688,843	295,238	1,037,193	2,459,463
Grants/Fundraising	58,088	50,500	7,588	57,993	95	31,543	28,356	3,186	68,873	120,115
<b>TOTAL REVENUE</b>	<b>19,477,609</b>	<b>19,484,599</b>	<b>(6,990)</b>	<b>19,504,329</b>	<b>(26,720)</b>	<b>16,264,779</b>	<b>14,207,813</b>	<b>2,056,966</b>	<b>17,886,248</b>	<b>16,680,468</b>
<i>Total per ADA</i>	25,024	24,287	736	25,058	(34)				24,097	22,244
<i>w/o Grants/Fundraising</i>	24,949	24,224	725	24,983	(34)				24,004	22,084
Certificated Salaries	6,200,867	6,615,375	(414,508)	6,269,404	68,537	4,970,920	5,335,609	(364,689)	5,318,471	4,790,308
Classified Salaries	3,148,196	3,112,967	(35,229)	3,152,614	4,418	2,485,307	2,479,950	(5,357)	2,541,261	1,990,644
Benefits	2,962,852	2,942,788	(20,063)	2,959,386	(3,466)	2,534,901	2,421,141	(113,760)	2,553,891	1,999,130
Student Supplies	2,013,885	1,886,653	(127,232)	2,044,750	30,865	1,411,800	1,573,479	(161,679)	1,884,948	1,486,062
Operating Expenses	4,590,523	4,305,598	(284,925)	4,538,278	(52,244)	3,432,436	3,618,260	(185,824)	4,473,332	5,228,640
Other	1,086,857	1,046,070	(40,787)	1,088,704	1,847	908,969	881,610	(27,358)	1,085,893	1,104,844
<b>TOTAL EXPENSES</b>	<b>20,003,180</b>	<b>19,909,453</b>	<b>(93,727)</b>	<b>20,053,136</b>	<b>49,956</b>	<b>15,744,333</b>	<b>16,310,050</b>	<b>565,717</b>	<b>17,857,796</b>	<b>16,599,627</b>
<i>Total per ADA</i>	25,699	24,817	(882)	25,763	(64)				24,059	22,137
<b>NET INCOME / (LOSS)</b>	<b>(525,571)</b>	<b>(424,853)</b>	<b>(100,718)</b>	<b>(548,807)</b>	<b>23,236</b>	<b>520,446</b>	<b>(2,102,237)</b>	<b>2,622,682</b>	<b>28,452</b>	<b>80,840</b>
<b>OPERATING INCOME</b>	<b>411,971</b>	<b>476,052</b>	<b>(64,081)</b>	<b>394,732</b>	<b>17,239</b>	<b>1,311,861</b>	<b>(581,459)</b>	<b>1,893,320</b>	<b>969,426</b>	<b>1,051,695</b>



**Year-End Cash Balance**

Projected	Budget	Variance
6,873,863	4,449,051	2,424,812

**7 Balance Sheet**

	6/30/2023	3/31/2024	4/30/2024	6/30/2024 FC
<b>Assets</b>				
Cash, Operating	8,625,994	7,591,050	8,461,512	6,917,559
Cash, Restricted	0	0	0	0
Accounts Receivable	3,968,631	544,278	529,100	3,555,730
Due From Others	8,248	3,056	3,056	3,056
Other Assets	2,373,882	2,082,985	2,068,735	2,242,526
Net Fixed Assets	26,448,133	25,958,124	25,887,700	25,737,423
<b>Total Assets</b>	<b>41,424,888</b>	<b>36,179,493</b>	<b>36,950,102</b>	<b>38,456,293</b>
<b>Liabilities</b>				
A/P & Payroll	1,865,242	862,852	1,067,914	947,462
Due to Others	1,561,497	422,142	410,833	769,251
Deferred Revenue	2,895,918	11,314	11,314	2,381,295
Other Liabilities	1,969,647	1,969,647	1,969,647	1,969,647
Total Debt	7,111,269	6,968,989	6,952,785	6,897,047
<b>Total Liabilities</b>	<b>15,403,573</b>	<b>10,234,944</b>	<b>10,412,493</b>	<b>12,964,701</b>
<b>Equity</b>				
Beginning Fund Bal.	25,992,865	26,021,317	26,021,317	26,021,317
Net Income/(Loss)	28,452	(76,766)	516,295	(529,722)
<b>Total Equity</b>	<b>26,021,317</b>	<b>25,944,551</b>	<b>26,537,612</b>	<b>25,491,595</b>
<b>Total Liabilities &amp; Equity</b>	<b>41,424,889</b>	<b>36,179,495</b>	<b>36,950,104</b>	<b>38,456,295</b>
Available Line of Credit	500,000	500,000	500,000	500,000
Days Cash on Hand	186	145	162	132
Cash Reserve %	51%	39.7%	44.4%	36.3%

## BERT CORONA CHARTER SCHOOL - Financial Dashboard (April 2024)

**1 Key Performance Indicators**

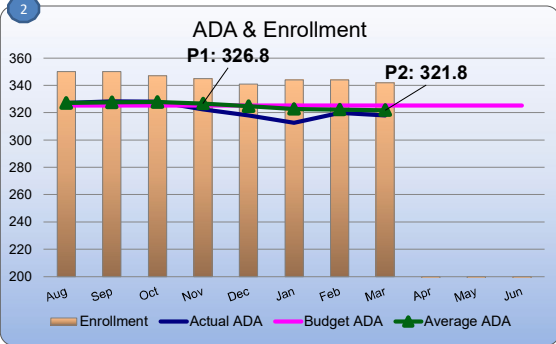
ADA vs. Budget ● Cash on Hand ●  
 Net Income / (Loss) ● Year-End Cash ●

**KEY POINTS**

Enrollment is currently 4 students below budget, resulting in a \$54K decrease in LCFF Revenue.

Forecast includes \$1.00M of restricted one-time funds. An additional \$1.01M remains available to spend through FY27/28.

New ASC-842 Lease standard implementation resulting in \$33K increase in rent cost.



**3 Average Daily Attendance Analysis**

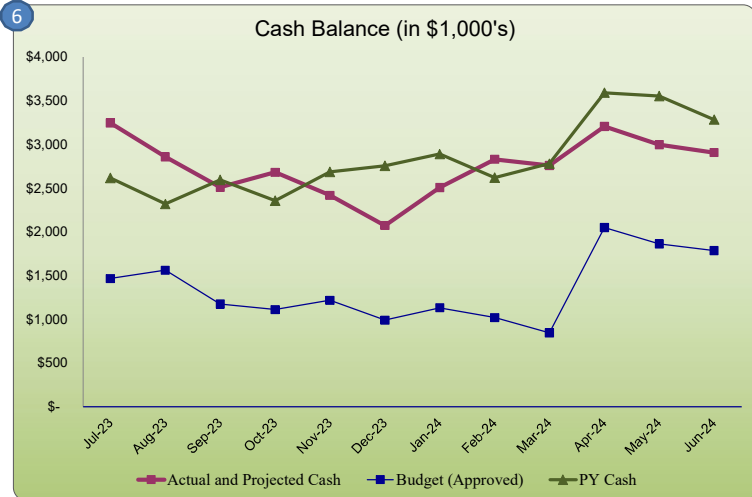
Category	Actual through Month 8	Actual P2	Budgeted P2	Better/ (Worse)	Prior Month Forecast	Prior Year P2
Enrollment	342	342	346	(4)	342	333
ADA %	93.0%	93.0%	94.0%	-1.0%	93.0%	92.0%
Average ADA	321.84	321.84	325.24	(3.40)	321.84	307.25

**4 LCFF Supplemental & Concentration Grant Factors**

Category	Budget	Forecast	Variance	Prior Year
Unduplicated Pupil %	87.9%	88.0%	0.1%	87.8%
3-Year Average %	86.7%	86.7%	0.0%	87.0%
District UPP C. Grant Cap	86.0%	85.7%	-0.3%	86.0%

**5 INCOME STATEMENT**

INCOME STATEMENT	Forecast	VS. Budget		VS. Last Month		FY 23-24 YTD			Historical	
	As of 04/30/24	FY 23-24 Budget	Variance B/(W)	Prior Month FC	Variance B/(W)	Actual YTD	Budget YTD	Variance B/(W)	FY 22-23	FY 21-22
Local Control Funding Formula	4,532,265	4,585,888	(53,622)	4,532,265	0	3,562,857	3,444,803	118,054	4,005,725	3,757,942
Federal Revenue	1,463,248	1,447,875	15,373	1,466,701	(3,454)	555,070	967,177	(412,108)	1,218,493	2,303,579
State Revenue	1,359,391	1,331,900	27,491	1,361,066	(1,675)	1,845,780	859,056	986,725	1,542,496	489,385
Other Local Revenue	446,518	400,719	45,799	456,100	(9,582)	375,153	312,783	62,370	356,226	951,200
Grants/Fundraising	26,730	25,500	1,230	26,730	0	4,849	5,743	(894)	22,447	36,957
<b>TOTAL REVENUE</b>	<b>7,828,152</b>	<b>7,791,881</b>	<b>36,270</b>	<b>7,842,863</b>	<b>(14,711)</b>	<b>6,343,709</b>	<b>5,589,562</b>	<b>754,147</b>	<b>7,145,386</b>	<b>7,539,062</b>
<i>Total per ADA</i>	<i>24,323</i>	<i>23,957</i>	<i>366</i>	<i>24,369</i>	<i>(46)</i>				<i>23,256</i>	<i>24,367</i>
<i>w/o Grants/Fundraising</i>	<i>24,240</i>	<i>23,879</i>	<i>361</i>	<i>24,286</i>	<i>(46)</i>				<i>23,183</i>	<i>24,247</i>
Certificated Salaries	2,211,329	2,290,162	78,832	2,241,755	30,426	1,791,751	1,857,526	65,775	1,882,882	1,596,989
Classified Salaries	1,115,206	1,087,410	(27,795)	1,113,691	(1,514)	865,633	852,956	(12,677)	900,343	730,580
Benefits	1,010,934	1,001,456	(9,478)	1,010,303	(631)	861,752	819,422	(42,330)	870,042	667,017
Student Supplies	899,143	864,135	(35,008)	928,834	29,691	671,522	717,788	46,265	865,254	630,309
Operating Expenses	2,484,083	2,343,324	(140,758)	2,449,572	(34,511)	1,915,046	1,954,892	39,847	2,456,016	3,363,915
Other	91,618	80,246	(11,372)	93,679	2,061	79,270	70,654	(8,616)	94,050	102,427
<b>TOTAL EXPENSES</b>	<b>7,812,313</b>	<b>7,666,733</b>	<b>(145,580)</b>	<b>7,837,834</b>	<b>25,521</b>	<b>6,184,975</b>	<b>6,273,239</b>	<b>88,264</b>	<b>7,068,587</b>	<b>7,091,237</b>
<i>Total per ADA</i>	<i>24,274</i>	<i>23,573</i>	<i>(701)</i>	<i>24,353</i>	<i>(79)</i>				<i>23,006</i>	<i>22,919</i>
<b>NET INCOME / (LOSS)</b>	<b>15,838</b>	<b>125,148</b>	<b>(109,309)</b>	<b>5,029</b>	<b>10,810</b>	<b>158,734</b>	<b>(683,677)</b>	<b>842,411</b>	<b>76,798</b>	<b>447,826</b>
<b>OPERATING INCOME</b>	<b>107,457</b>	<b>205,394</b>	<b>(97,937)</b>	<b>98,708</b>	<b>8,749</b>	<b>238,004</b>	<b>(542,369)</b>	<b>780,373</b>	<b>170,849</b>	<b>550,252</b>



**7 Balance Sheet**

	6/30/2023	3/31/2024	4/30/2024	6/30/2024 FC
<b>Assets</b>				
Cash, Operating	3,284,437	2,761,139	3,206,809	2,906,954
Cash, Restricted	0	0	0	0
Accounts Receivable	1,798,923	265,729	251,584	1,319,671
Due From Others	7,493	2,548	2,548	2,548
Other Assets	2,205,531	2,061,336	2,052,335	2,108,685
Net Fixed Assets	510,251	479,556	473,703	461,355
<b>Total Assets</b>	<b>7,806,634</b>	<b>5,570,307</b>	<b>5,986,978</b>	<b>6,799,212</b>
<b>Liabilities</b>				
A/P & Payroll	820,550	358,449	459,319	351,769
Due to Others	692,585	85,123	80,021	196,222
Deferred Revenue	1,004,596	0	0	946,479
Other Liabilities	1,969,647	1,969,647	1,969,647	1,969,647
Total Debt	0	0	0	0
<b>Total Liabilities</b>	<b>4,487,377</b>	<b>2,413,219</b>	<b>2,508,988</b>	<b>3,464,117</b>
<b>Equity</b>				
Beginning Fund Bal.	3,242,459	3,319,257	3,319,257	3,319,257
Net Income/(Loss)	76,798	(162,168)	158,734	15,838
<b>Total Equity</b>	<b>3,319,257</b>	<b>3,157,089</b>	<b>3,477,991</b>	<b>3,335,095</b>
<b>Total Liabilities &amp; Equity</b>	<b>7,806,634</b>	<b>5,570,307</b>	<b>5,986,978</b>	<b>6,799,212</b>
<b>Days Cash on Hand</b>	<b>172</b>	<b>130</b>	<b>152</b>	<b>137</b>
<b>Cash Reserve %</b>	<b>47.1%</b>	<b>35.7%</b>	<b>41.5%</b>	<b>37.7%</b>

**Year-End Cash Balance**

Projected	Budget	Variance
2,906,954	1,786,152	1,120,802





## BERT CORONA CHARTER SCHOOL

### Financial Analysis

### April 2024

#### Net Income

Bert Corona Charter School is projected to achieve a net income of \$16K in FY23-24 compared to \$125K in the board approved budget. Reasons for this negative \$109K variance are explained below in the Income Statement section of this analysis.

#### Balance Sheet

As of April 30, 2024, the school's cash balance was \$3.21M. By June 30, 2024, the school's cash balance is projected to be \$2.91M, which represents a 38% reserve.

As of April 30, 2024, the Accounts Receivable balance was \$252K, down from \$266K in the previous month, due to the receipt of revenue earned in FY22-23.

As of April 30, 2024, the Accounts Payable balance, including payroll liabilities, totaled \$459K, compared to \$358K in the prior month.

As of April 30, 2024, BCCS had a zero debt balance.

#### Income Statement

##### *Revenue*

Total revenue for FY23-24 is projected to be \$7.83M, which is \$36K or 0.5% over budgeted revenue of \$7.79M.

**Interest** - is projected to be over budget by \$63K.

##### *Expenses*

Total expenses for FY23-24 are projected to be \$7.81M, which is \$146K or 1.9% over budgeted expenditures of \$7.67M.

**Core Curriculum** are projected to be higher than budget by \$27K

**Books & Other Reference Materials** are projected to be higher than budget by \$25K

**Nutrition Program Food Supplies** are projected to be higher than budget by \$49K due to higher cost rates for the nutrition program.

**Rent Expenses** are projected to be higher than budget by \$33K due to the implementation of the new lease standard.

**Field Trips** are projected to be lower than budget by \$45K

**Contracted Substitute Teacher costs** are projected to be higher than budget by \$100K.

**SPED costs** are projected to be higher than budget by \$59K.

*This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$20,000 and 10%.*



## **ADA**

Budgeted P2 ADA is 325.24 based on enrollment of 346 and a 94.0% attendance rate.

Forecast P2 ADA is 321.84 based on enrollment of 342 and a 93.0% attendance rate.

Actual ADA through Month 8 is 321.84 with ending enrollment of 342 and a 93.0% attendance rate.

In Month 8, ADA was 317.92 with a 92.8% attendance rate.

*This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$20,000 and 10%.*

## MONSEÑOR OSCAR ROMERO CHARTER SCHOOL - Financial Dashboard (April 2024)

**1 Key Performance Indicators**

ADA vs. Budget ● Cash on Hand ●  
 Net Income / (Loss) ● Year-End Cash ●

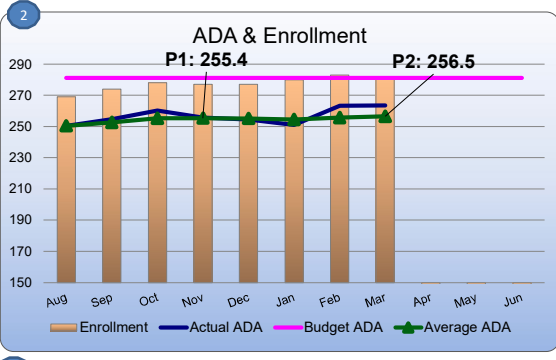
**KEY POINTS**

Enrollment is currently 17 students below budget, resulting in a \$347K decrease in LCFF Revenue.

Forecast includes \$1.04M of restricted one-time funds. An additional \$1.06M remains available to spend through FY27/28.

LCS allocation reduced by \$162K due to lower enrollment

Interest Income is projected to be \$114K



**3 Average Daily Attendance Analysis**

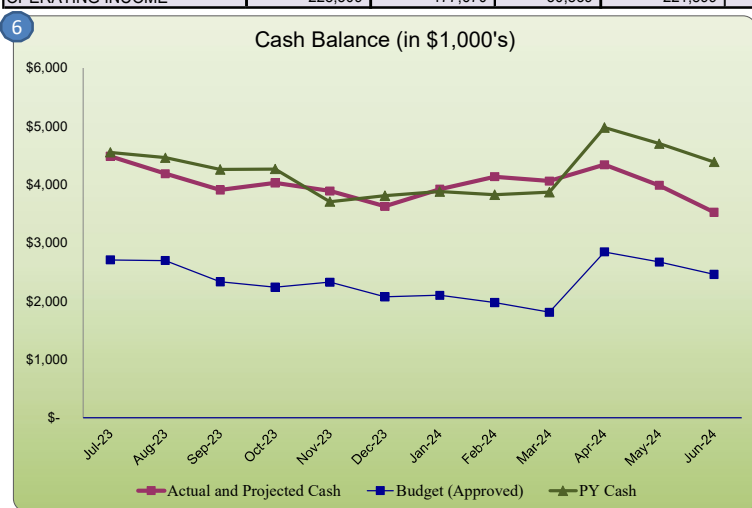
Category	Actual through Month 8	Actual P2	Budgeted P2	Better/ (Worse)	Prior Month Forecast	Prior Year P2
Enrollment	282	282	299	(17)	282	280
ADA %	92.8%	92.8%	94.0%	-1.2%	92.8%	92.0%
Average ADA	256.48	256.48	281.06	(24.58)	256.48	254.51

**4 LCFF Supplemental & Concentration Grant Factors**

Category	Budget	Forecast	Variance	Prior Year
Unduplicated Pupil %	95.7%	94.9%	-0.7%	95.7%
3-Year Average %	95.9%	95.6%	-0.2%	95.5%
District UPP C. Grant Cap	86.0%	86.0%	-0.0%	86.0%

**5 INCOME STATEMENT**

INCOME STATEMENT	Forecast	VS. Budget		VS. Last Month		FY 23-24 YTD			Historical	
	As of 04/30/24	FY 23-24 Budget	Variance B/(W)	Prior Month FC	Variance B/(W)	Actual YTD	Budget YTD	Variance B/(W)	FY 22-23	FY 21-22
Local Control Funding Formula	3,675,099	4,022,476	(347,377)	3,675,099	0	2,859,841	2,981,708	(121,867)	3,360,632	3,333,185
Federal Revenue	1,365,153	1,552,032	(186,880)	1,366,441	(1,289)	653,135	1,050,011	(396,876)	1,090,004	919,125
State Revenue	1,072,659	911,077	161,582	1,073,468	(809)	1,763,167	671,531	1,091,637	1,621,764	260,307
Other Local Revenue	417,009	260,469	156,540	418,371	(1,362)	345,866	197,176	148,689	400,778	846,358
Grants/Fundraising	5,079	5,000	79	5,079	0	1,079	4,750	(3,671)	11,460	40,750
<b>TOTAL REVENUE</b>	<b>6,534,998</b>	<b>6,751,054</b>	<b>(216,056)</b>	<b>6,538,458</b>	<b>(3,460)</b>	<b>5,623,088</b>	<b>4,905,175</b>	<b>717,913</b>	<b>6,484,638</b>	<b>5,399,725</b>
<i>Total per ADA</i>	<i>25,480</i>	<i>24,020</i>	<i>1,460</i>	<i>25,493</i>	<i>(13)</i>	<i>25,479</i>	<i>25,434</i>	<i>25,434</i>	<i>25,479</i>	<i>19,693</i>
<i>w/o Grants/Fundraising</i>	<i>25,460</i>	<i>24,002</i>	<i>1,458</i>	<i>25,473</i>	<i>(13)</i>	<i>25,434</i>	<i>25,434</i>	<i>25,434</i>	<i>25,434</i>	<i>19,544</i>
Certificated Salaries	1,926,642	2,222,794	296,152	1,946,471	19,829	1,520,247	1,793,727	273,481	1,605,293	1,532,235
Classified Salaries	903,925	903,811	(114)	907,307	3,382	700,641	714,691	14,050	774,512	554,472
Benefits	838,158	830,996	(7,162)	835,792	(2,365)	704,811	677,115	(27,697)	710,560	537,821
Student Supplies	718,393	653,272	(65,120)	716,299	(2,094)	491,499	541,472	49,972	628,998	609,929
Operating Expenses	1,774,207	1,817,346	43,139	1,765,525	(8,683)	1,318,183	1,514,667	196,484	1,874,014	1,650,127
Other	930,735	926,202	(4,534)	930,517	(219)	775,318	776,952	1,634	946,401	969,915
<b>TOTAL EXPENSES</b>	<b>7,092,060</b>	<b>7,354,421</b>	<b>262,361</b>	<b>7,101,911</b>	<b>9,851</b>	<b>5,510,699</b>	<b>6,018,624</b>	<b>507,926</b>	<b>6,539,778</b>	<b>5,854,498</b>
<i>Total per ADA</i>	<i>27,652</i>	<i>26,167</i>	<i>(1,485)</i>	<i>27,690</i>	<i>(38)</i>	<i>25,696</i>	<i>25,696</i>	<i>25,696</i>	<i>25,696</i>	<i>21,351</i>
<b>NET INCOME / (LOSS)</b>	<b>(557,061)</b>	<b>(603,367)</b>	<b>46,306</b>	<b>(563,453)</b>	<b>6,391</b>	<b>112,389</b>	<b>(1,113,449)</b>	<b>1,225,838</b>	<b>(55,139)</b>	<b>(454,774)</b>
<b>OPERATING INCOME</b>	<b>228,509</b>	<b>177,670</b>	<b>50,839</b>	<b>221,899</b>	<b>6,610</b>	<b>770,153</b>	<b>198,012</b>	<b>572,141</b>	<b>746,343</b>	<b>366,070</b>



**7 Balance Sheet**

	6/30/2023	3/31/2024	4/30/2024	6/30/2024 FC
<b>Assets</b>				
Cash, Operating	4,389,248	4,061,422	4,342,809	3,524,958
Cash, Restricted	0	0	0	0
Accounts Receivable	1,423,727	242,979	242,979	1,532,180
Due From Others	127	0	0	0
Other Assets	78,473	26,784	25,948	79,816
Net Fixed Assets	25,870,003	25,351,360	25,292,031	25,164,225
<b>Total Assets</b>	<b>31,761,578</b>	<b>29,682,545</b>	<b>29,903,767</b>	<b>30,301,179</b>
<b>Liabilities</b>				
A/P & Payroll	595,132	292,534	358,783	369,907
Due to Others	796,044	356,504	354,770	520,588
Deferred Revenue	1,145,408	11,314	11,314	956,972
Other Liabilities	0	0	0	0
Total Debt	7,111,269	6,968,989	6,952,785	6,897,047
<b>Total Liabilities</b>	<b>9,647,852</b>	<b>7,629,341</b>	<b>7,677,652</b>	<b>8,744,514</b>
<b>Equity</b>				
Beginning Fund Bal.	22,168,866	22,113,726	22,113,726	22,113,726
Net Income/(Loss)	(55,139)	(60,522)	112,389	(557,061)
<b>Total Equity</b>	<b>22,113,726</b>	<b>22,053,204</b>	<b>22,226,115</b>	<b>21,556,665</b>
<b>Total Liabilities &amp; Equity</b>	<b>31,761,578</b>	<b>29,682,545</b>	<b>29,903,768</b>	<b>30,301,179</b>
Days Cash on Hand	279	235	251	204
Cash Reserve %	76.5%	64.3%	68.9%	55.9%

**Year-End Cash Balance**

	Projected	Budget	Variance
	3,524,958	2,460,242	1,064,716





## MONSEÑOR OSCAR ROMERO CHARTER SCHOOL

### Financial Analysis

### April 2024

#### Net Income

Monsenor Oscar Romero Charter School is projected to achieve a net income of -\$557K in FY23-24 compared to -\$603K in the board approved budget. Reasons for this positive \$46K variance are explained below in the Income Statement section of this analysis.

#### Balance Sheet

As of April 30, 2024, the school's cash balance was \$4.34M. By June 30, 2024, the school's cash balance is projected to be \$3.53M, which represents a 56% reserve.

As of April 30, 2024, the Accounts Receivable balance was \$243K, down from \$243K in the previous month, due to the receipt of revenue earned in FY22-23.

As of April 30, 2024, the Accounts Payable balance, including payroll liabilities, totaled \$359K, compared to \$293K in the prior month.

As of April 30, 2024, MORCS had a debt balance of \$6.95M compared to \$6.97M in the prior month. An additional \$56K will be paid this fiscal year.

#### Income Statement

##### *Revenue*

Total revenue for FY23-24 is projected to be \$6.54M, which is \$216K or 3.2% under budgeted revenue of \$6.75M.

**LCFF Revenue** – is projected to be below budget by \$347K due to lower ADA

**Other Federal Revenue** - is projected to be below budget by \$152K due to using ESSER II funds during FY22-23.

**ELOP Revenue** - is projected to be above budget by \$77K

**Interest** - is projected to be over budget by \$113K.

##### *Expenses*

Total expenses for FY23-24 are projected to be \$7.09M, which is \$262K or 3.6% under budgeted expenditures of \$7.35M.

**Certificated Salaries** are projected to be lower than budget by \$296K

**Core Curriculum** are projected to be higher than budget by \$20K

**Books & Other Reference Materials** are projected to be higher than budget by \$42K

**Contracted Substitute Costs** are projected to be higher than budget by \$60K

**Intra-Agency Fees** are projected to be lower than budget by \$178K due to the lower ADA

*This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$20,000 and 10%.*





## **ADA**

Budgeted P2 ADA is 281.06 based on enrollment of 299 and a 94.0% attendance rate.

Forecast P2 ADA is 256.48 based on enrollment of 282 and a 92.8% attendance rate.

Actual ADA through Month 8 is 256.48 with ending enrollment of 282 and a 92.8% attendance rate.

In Month 8, ADA was 263.54 with a 93.1% attendance rate.

*This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$20,000 and 10%.*

## Bert Corona Charter High School - Financial Dashboard (April 2024)

**1 Key Performance Indicators**

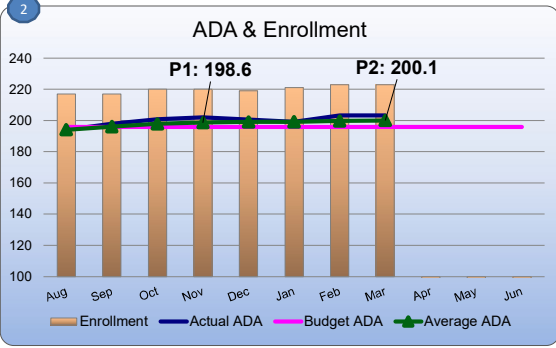
ADA vs. Budget ● Cash on Hand ●  
 Net Income / (Loss) ● Year-End Cash ●

**KEY POINTS**

Enrollment is currently 10 students above budget, resulting in a \$76K increase in LCFF Revenue.

Forecast includes \$699K of restricted one-time funds. An additional \$267K remains available to spend through FY27/28.

LCS allocation increased by \$104K mainly due to lower enrollment at MORCS



**3 Average Daily Attendance Analysis**

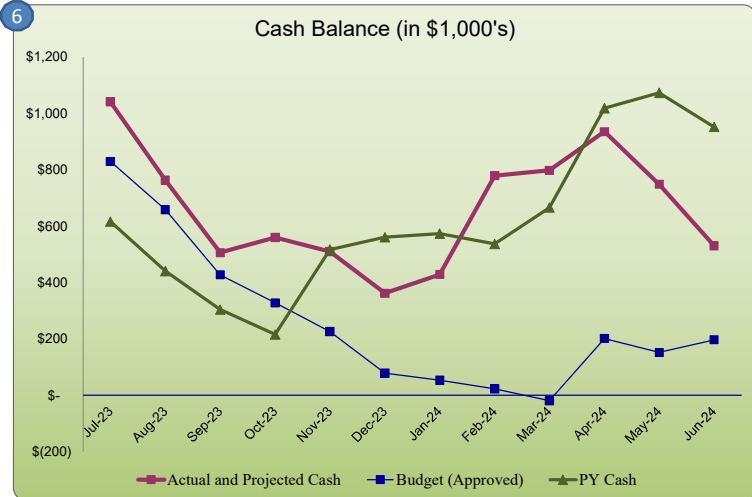
Category	Actual through Month 8	Actual P2	Budgeted P2	Better/ (Worse)	Prior Month Forecast	Prior Year P2
Enrollment	223	223	213	10	223	210
ADA %	91.9%	91.9%	92.0%	-0.1%	91.9%	89.0%
Average ADA	200.05	200.05	195.96	4.09	200.05	180.50

**4 LCFF Supplemental & Concentration Grant Factors**

Category	Budget	Forecast	Variance	Prior Year
Unduplicated Pupil %	92.0%	95.9%	3.8%	92.0%
3-Year Average %	90.7%	92.1%	1.4%	91.1%
District UPP C. Grant Cap	86.0%	86.0%	-0.0%	86.0%

**5 INCOME STATEMENT**

INCOME STATEMENT	Forecast	VS. Budget		VS. Last Month		FY 23-24 YTD			Historical	
	As of 04/30/24	FY 23-24 Budget	Variance B/(W)	Prior Month FC	Variance B/(W)	Actual YTD	Budget YTD	Variance B/(W)	FY 22-23	FY 21-22
Local Control Funding Formula	3,416,579	3,340,677	75,903	3,416,579	0	2,527,334	2,445,152	82,182	2,844,385	2,663,031
Federal Revenue	661,531	566,077	95,455	664,282	(2,750)	341,669	372,026	(30,357)	793,417	319,149
State Revenue	705,730	788,121	(82,391)	706,861	(1,131)	1,140,303	699,151	441,151	303,265	55,187
Other Local Revenue	289,873	226,790	63,083	299,501	(9,628)	248,596	178,884	69,711	276,601	498,496
Grants/Fundraising	26,279	20,000	6,279	26,184	95	25,615	17,863	7,751	34,967	42,408
<b>TOTAL REVENUE</b>	<b>5,099,993</b>	<b>4,941,664</b>	<b>158,329</b>	<b>5,113,407</b>	<b>(13,414)</b>	<b>4,283,516</b>	<b>3,713,077</b>	<b>570,439</b>	<b>4,252,636</b>	<b>3,578,271</b>
<i>Total per ADA</i>	<i>25,494</i>	<i>25,218</i>	<i>276</i>	<i>25,561</i>	<i>(67)</i>				<i>23,560</i>	<i>21,521</i>
<i>w/o Grants/Fundraising</i>	<i>25,362</i>	<i>25,116</i>	<i>247</i>	<i>25,430</i>	<i>(68)</i>				<i>23,367</i>	<i>21,266</i>
Certificated Salaries	1,625,354	1,634,020	8,667	1,627,758	2,404	1,296,404	1,306,483	10,079	1,417,641	1,205,361
Classified Salaries	802,893	805,110	2,217	805,317	2,425	647,679	648,440	761	554,770	467,551
Benefits	807,005	805,747	(1,258)	808,170	1,164	691,352	658,129	(33,224)	637,399	509,496
Student Supplies	385,336	359,556	(25,780)	388,604	3,268	242,383	305,157	62,774	381,289	236,691
Operating Expenses	1,405,986	1,244,752	(161,233)	1,412,532	6,547	1,108,159	1,038,572	(69,587)	1,210,453	1,026,636
Other	61,404	39,111	(22,293)	61,409	4	51,854	33,578	(18,276)	44,291	44,748
<b>TOTAL EXPENSES</b>	<b>5,087,978</b>	<b>4,888,298</b>	<b>(199,680)</b>	<b>5,103,790</b>	<b>15,812</b>	<b>4,037,831</b>	<b>3,990,359</b>	<b>(47,472)</b>	<b>4,245,843</b>	<b>3,490,483</b>
<i>Total per ADA</i>	<i>25,434</i>	<i>24,945</i>	<i>(488)</i>	<i>25,513</i>	<i>(79)</i>				<i>23,523</i>	<i>20,993</i>
<b>NET INCOME / (LOSS)</b>	<b>12,015</b>	<b>53,366</b>	<b>(41,352)</b>	<b>9,617</b>	<b>2,398</b>	<b>245,685</b>	<b>(277,282)</b>	<b>522,968</b>	<b>6,793</b>	<b>87,788</b>
<b>OPERATING INCOME</b>	<b>73,419</b>	<b>92,478</b>	<b>(19,058)</b>	<b>71,026</b>	<b>2,393</b>	<b>297,539</b>	<b>(210,126)</b>	<b>507,665</b>	<b>51,084</b>	<b>132,536</b>



**7 Balance Sheet**

Balance Sheet	6/30/2023	3/31/2024	4/30/2024	6/30/2024 FC
<b>Assets</b>				
Cash, Operating	952,416	798,087	935,483	530,366
Cash, Restricted	0	0	0	0
Accounts Receivable	745,981	35,570	34,536	703,880
Due From Others	404	293	293	293
Other Assets	59,443	14,215	13,613	55,482
Net Fixed Assets	67,286	118,776	113,821	104,270
<b>Total Assets</b>	<b>1,825,529</b>	<b>966,942</b>	<b>1,097,746</b>	<b>1,394,292</b>
<b>Liabilities</b>				
A/P & Payroll	402,041	201,672	233,429	209,403
Due to Others	72,869	14,530	13,929	90,328
Deferred Revenue	745,915	0	0	477,843
Other Liabilities	0	0	0	0
Total Debt	(0)	(0)	(0)	(0)
<b>Total Liabilities</b>	<b>1,220,824</b>	<b>216,202</b>	<b>247,357</b>	<b>777,574</b>
<b>Equity</b>				
Beginning Fund Bal.	597,912	604,705	604,705	604,705
Net Income/(Loss)	6,793	146,036	245,685	12,015
<b>Total Equity</b>	<b>604,705</b>	<b>750,741</b>	<b>850,390</b>	<b>616,720</b>
<b>Total Liabilities &amp; Equity</b>	<b>1,825,529</b>	<b>966,943</b>	<b>1,097,747</b>	<b>1,394,294</b>
<b>Days Cash on Hand</b>	<b>83</b>	<b>58</b>	<b>68</b>	<b>39</b>
<b>Cash Reserve %</b>	<b>22.7%</b>	<b>15.8%</b>	<b>18.6%</b>	<b>10.6%</b>

**Year-End Cash Balance**

Projected	Budget	Variance
530,366	197,082	333,284





## Bert Corona Charter High School Financial Analysis April 2024

### Net Income

Bert Corona Charter High School is projected to achieve a net income of \$12K in FY23-24 compared to \$53K in the board approved budget. Reasons for this negative \$41K variance are explained below in the Income Statement section of this analysis.

### Balance Sheet

As of April 30, 2024, the school's cash balance was \$936K. By June 30, 2024, the school's cash balance is projected to be \$530K, which represents a 11% reserve.

As of April 30, 2024, the Accounts Receivable balance was \$35K, down from \$36K in the previous month, due to the receipt of revenue earned in FY22-23.

As of April 30, 2024, the Accounts Payable balance, including payroll liabilities, totaled \$233K, compared to \$202K in the prior month.

As of April 30, 2024, BCCHS had a zero debt balance.

### Income Statement

#### *Revenue*

Total revenue for FY23-24 is projected to be \$5.10M, which is \$158K or 3.2% over budgeted revenue of \$4.94M.

**LCFF Revenue** – is projected to be above budget by \$76K due to higher enrollment and ADA.

**Other Federal Revenue** - is projected to be over budget by \$102K due to moving more ESSER II and III funds into the current year.

**Other State Revenue** - is projected to be below budget by \$85K

#### *Expenses*

Total expenses for FY23-24 are projected to be \$5.09M, which is \$200K or 4.1% over budgeted expenditures of \$4.89M.

**Intra-Agency Fees** are projected to be higher than budget by \$110K mainly due to the lower enrollment at MORCS and BCCS

### ADA

Budgeted P2 ADA is 195.96 based on enrollment of 213 and a 92.0% attendance rate.

Forecast P2 ADA is 200.05 based on enrollment of 223 and a 91.9% attendance rate.

Actual ADA through Month 8 is 200.05 with ending enrollment of 223 and a 91.9% attendance rate.

*This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$20,000 and 10%.*



In Month 8, ADA was 203.31 with a 91.4% attendance rate.

*This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$20,000 and 10%.*

**YPI Charter Schools  
Check Register  
From 04/01/24 to 04/30/24**

Check #	Vendor Name	Date	Description	Amount
312260	7 LAYER IT SOLUTIONS, INC.	4/25/2024	BARRACUDA WEB SECURITY	17,105.00
P052887	AFC Urgent Care Granada Hills	4/26/2024	11/03/23 - TB SCREENINGS	50.00
P051792	Amazon Capital Services	4/4/2024	CARDSTOCK	414.19
P052438	Amazon Capital Services	4/18/2024	MOISTURIZING OIL, NAIL ACCESORIES, NAIL POLISH REMOVAL, ETC	1,683.63
P052885	Amazon Capital Services	4/26/2024	SCIENTIFIC CALCULATORS, HEADPHONES	4,349.83
312222	ANITA BAUER-HOOK	4/3/2024	04/24 - FINAL CHECK	1,487.97
312243	ARMAN A KIAN	4/11/2024	RC CAR COURSE, RC CAR	1,322.72
312230	AT&T	4/9/2024	03/24 - FAX SERVICE	194.58
312231	AT&T MOBILITY	4/9/2024	02/20/24-03/19/24 - CELLPHONES, HOTSPOTS	3,311.51
E014567	BUR-CAL TERMITE & PEST CONTROL INC.	4/9/2024	03/27/24- PEST CONTROL	385.00
312247	CLIFTONLARSONALLEN LLP	4/18/2024	FY22-23 - AUDIT SERVICES	2,730.00
A016102	CROSS COUNTRY EDUCATION	4/4/2024	02/24 - SPED SERVICES - APE, BID, DIS, DHH, ERICS, SLPA, SLP	17,530.35
A016167	CROSS COUNTRY EDUCATION	4/9/2024	11/23 - SPED SERVICES - APE, BID, COTA, DHH, ERICS, SLP	21,742.00
312261	CROSS COUNTRY EDUCATION	4/25/2024	12/01/23-12/15/23 - SPED SERVICES - APE, BID, COTA, DHH, ERICS, OT, PSYCH, SLPA	27,945.09
P051940	DAVEY'S LOCKER SPORTFISHING	4/9/2024	05/04/25 - FIELD TRIEP - WHALE WATCHING	4,646.00
312244	DEAN CHO	4/11/2024	03/18/24 - MEAL PER DIEM FOR CCSA CONFERENCE	55.50
312232	DISNEYLAND RESORT	4/9/2024	05/28/24 - GRAD NITE TICKETS	8,569.00
P051938	Document Tracking Services	4/9/2024	04/15/24-05/15/25- DOCUMENT TRACKING SERVICE, ETC	1,165.00
312248	EDLIO, LLC	4/18/2024	01/01/25-06/30/25 - WEBSITE CONTENT MANAGEMENT SYSTEM	1,750.00
312246	EDWARD BERG	4/18/2024	04/15 PAYROLL PAYMENT	311.63
312262	EXED	4/25/2024	03/24 - MANAGEMENT CONTRACT FEE, POSTAGE	24,216.75
312233	FRESH START HEALTHY MEALS, INC.	4/9/2024	03/24 - STUDENTS MEALS	63,228.21
P051942	GREEN WORKS SOLUTIONS	4/9/2024	LIGHT FIXTURE REPLACEMENT - LUNCH AREA	351.00
312249	GREEN WORKS SOLUTIONS	4/18/2024	REPAIRS FOR FACIA BOARD & DAMAGED GUTTER	4,615.00
312234	HERNANDEZ JANITORIAL SERVICES	4/9/2024	03/16/24-03/31/24 - MAINTENANCE SERVICE	1,485.00
312263	HERNANDEZ JANITORIAL SERVICES	4/25/2024	04/01/24-04/15/24 - MAINTENANCE SERVICE	1,815.00
P051939	IMPACT CANINE SOLUTIONS	4/9/2024	03/05/24 - CANINE SERVICE	210.00
E014884	Inland Overhead Door Company	4/26/2024	KEY REPLACEMENT - CLASSROOMS C-101 & C-114	1,037.00
312235	ISIS PENA	4/9/2024	03/17/24 - BREAKFAST - PARENT CONFERENCE	186.45
312223	JAHAIRA OSORIO	4/4/2024	TARGET - CANDY, KENN CLEANERS - TABLE CLOTH CLEANING	384.59
312236	Jaime Martinez	4/9/2024	04/24 - SCHOLA RECRUITMENT PRO	10,500.00
P052886	JEANNETTE M CRUZ REIBER	4/26/2024	04/24 - MONTHLY CREDENTIALING SERVICES	700.00
P051791	JOANNA DIAZ	4/4/2024	03/01/24-03/22/24 - JANITORIAL SERVICES	2,210.00
E014566	KELLY SPICERS STORES	4/9/2024	COPY PAPER	500.96
312250	LA DEPT. OF WATER AND POWER	4/18/2024	02/15/24-03/15/24 - UTILITIES	7,588.13
312264	LA DEPT. OF WATER AND POWER	4/25/2024	03/15/24-04/16/24 - UTILITIES	3,629.21
P052888	Latino Film Institute Youth Cinema Project	4/26/2024	04/24 - INSTRUCTIONAL SERVICE CINEMA FILM MAKING	5,405.06
A016101	LAW OFFICES OF YOUNG, MINNEY & CORR, LLP	4/4/2024	1/31/24 - LEGAL SERVICE	75.00
A016587	LAW OFFICES OF YOUNG, MINNEY & CORR, LLP	4/26/2024	03/24 - LEGAL SERVICES	5,288.67
312259	LOS ANGELES UNIFIED SCHOOL DISTRICT	4/22/2024	MORCS, Non-Prop. 39 Pro Rata Share, November 2023 - April 2024	49,684.26
P051941	LUIS GIRON	4/9/2024	03/24 - LANDSCAPING SERVICE	1,000.00
312251	MAJOR METROPOLITAN SECURITY	4/18/2024	05/24 - BURGLAR ALARM MONITORING SERVICE	405.00
312237	MARIA FATIMA ORTIZ	4/9/2024	02/24/24 - STUDENT TRANSPORTATION - VENICE BEACH	650.00
312257	MARIA FATIMA ORTIZ	4/18/2024	04/06/24 - TRANSPORTATION - PAULEY PAVILION	650.00
312224	Mary Keipp	4/4/2024	03/18/24-03/21/24 MEAL PER DIEM FOR CCSA CONFERENCE	143.25
E014883	MCCALLA COMPANY	4/26/2024	TRASH CAN LINERS, PAPER TOWELS, PLATINUM TISSUE, ETC	292.93
312245	MICHAEL GREEN	4/11/2024	03/18/24 - MEAL PER DIEM FOR CCSA CONFERENCE	55.50
P051943	MYKES CAFE	4/9/2024	03/22/24 - SENIOR BRUNCH	1,025.00
312265	OSCAR RODRIGUEZ	4/25/2024	VAN NUYS GOLD - 04/11/24 - FIELDTRIP - RANGE LARGE BUCKET	112.00
P052436	PETER HUANG AND LORETTA HUANG	4/18/2024	03/11/24-04/09/24 - ELECTRIC CHARGES	183.94
312266	PETER HUANG AND LORETTA HUANG	4/25/2024	05/24 - RENT	3,785.60
A016103	PRN NURSING CONSULTANTS, LLC	4/4/2024	02/20/24-02/29/24 - COORDINATING SERVICE, ETC	2,309.70
A016168	PRN NURSING CONSULTANTS, LLC	4/9/2024	03/07/24 - SPED SERVICES	235.00
A016386	PRN NURSING CONSULTANTS, LLC	4/18/2024	03/04/24 - SPED SERVICES	1,410.00
E014882	Pro-Ed, Inc	4/26/2024	CAS2 - STUDENT RESP BKLT & EXAMINER RECORDS	696.69
312267	PUC NATIONAL	4/25/2024	09/01/23-06/30/2024 - INDUCTION PROGRAM	12,700.00
312238	PUROSERVE	4/9/2024	04/24- FILTER SERIVCE RENTAL, 04/24- RO RENTAL, 04/24 - CABINET RENTAL	198.92
312252	PUROSERVE	4/18/2024	04/24 - RENTALS	139.42
312239	Quadient Finance USA, Inc.	4/9/2024	01-24 and 03/24 - POSTAGE RENTAL	287.54
312240	REPUBLIC SERVICES #902	4/9/2024	04/24 - WASTE DISPOSAL SERVICE	1,567.52
312225	RICHARD BENAVIDES	4/4/2024	REIM: MICHAEL'S - ART SUPPLIES, ETC	954.84
312253	RICHARD BENAVIDES	4/18/2024	REIM: ART SUPPLIES	203.99
312226	RICOH USA Inc.	4/4/2024	SHIPPING	11.50
312241	RICOH USA Inc.	4/9/2024	04/13/24-05/12/24 - COPIER LEASE	11,049.30
312254	RICOH USA Inc.	4/18/2024	03/20/24-04/19/24 - COPIER LEASE	281.91
E014881	RINGCENTRAL, INC.	4/26/2024	CALLING CREDITS - NEW PURCHASE	25.16
312255	RUBEN DUENAS	4/18/2024	03/18/24-03/21/24 - MEAL PER DIEM FOR CCSA CONFERENCE	145.00
312268	San Fernando Valley Japanese American Community Center	4/25/2024	05/24 - RENT	12,723.00
P052889	SAN JOAQUIN COUNTY OFFICE OF EDUCATION	4/26/2024	EDJOIN ACCOUNT FEES - ONE YEAR TERM	1,200.00
312269	SCOOT EDUCATION INC.	4/25/2024	08/22/23-08/25/23 - SUBSTITUTES	31,123.00
E014568	SKY SPORTSWEAR	4/9/2024	CREWNECKS, SCREEN PRINTING	2,505.00
312270	SOUTHERN CALIFORNIA GAS COMPANY	4/25/2024	03/13/24-04/11/24 - GAS CHARGES	527.59
312242	Sparkletts	4/9/2024	03/24 - WATER BOTTLED SERVICE	78.45
312271	Sparkletts	4/25/2024	03/24 - WATER BOTTLED SERVICE	201.34
312272	STAPLES	4/25/2024	LAMINATING FILM	232.45
P051790	SUCCESS FOR ALL FOUNDATION, INC.	4/4/2024	02/23/24 - STAFF TRAINING - CONTRACT 104421	2,550.00

Check #	Vendor Name	Date	Description	Amount
312227	Think Together	4/4/2024	INSTALLMENT #9 OF 10 - ASES	38,661.74
312228	TIME WARNER CABLE	4/4/2024	02/16/24-03/15/2024 - INTERNET ACCOUNT # 9720	795.69
312273	TIME WARNER CABLE	4/25/2024	04/14/24-05/13/24 - INTERNET ACCOUNT# 0556	1,275.23
312229	UNUM	4/4/2024	04/24 - DISABILITY PREMIUMS	2,856.84
A016586	WAXIE SANITARY SUPPLY	4/26/2024	HAND SANITIZER, HAND WASH, TRASH GARBAGE BAGS, ETC	1,927.24
312256	YARIJANIAN & ASSOCIATES, PC	4/18/2024	12/05/23-04/02/24 - LEGAL SERVICES	7,500.00
				<u>444,536.57</u>

# Coversheet

## SY24/25 YPICS Declaration of Need

**Section:** VI. Items Scheduled For Action  
**Item:** B. SY24/25 YPICS Declaration of Need  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 24-25\_YPICS\_Declaration\_of\_Need.pdf





The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on \_\_\_/\_\_\_/\_\_\_, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, \_\_\_\_\_.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

\_\_\_\_\_

*Name*

*Signature*

*Title*

\_\_\_\_\_

*Fax Number*

*Telephone Number*

*Date*

\_\_\_\_\_

*Mailing Address*

\_\_\_\_\_

*E-Mail Address*

- *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

**AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS**

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

**Type of Emergency Permit**

**Estimated Number Needed**

CLAD/English Learner Authorization (applicant already holds teaching credential)

\_\_\_\_\_

Bilingual Authorization (applicant already holds teaching credential)

\_\_\_\_\_

List target language(s) for bilingual authorization:

\_\_\_\_\_

Resource Specialist

\_\_\_\_\_

Teacher Librarian Services

\_\_\_\_\_

Emergency Transitional Kindergarten (ETK)

\_\_\_\_\_

**LIMITED ASSIGNMENT PERMITS**

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year’s actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	
Special Education	
TOTAL	

**Authorizations for Single Subject Limited Assignment Permits**

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture		Mathematics	
Art		Music	
Business		Physical Education	
Dance		Science: Biological Sciences	
English		Science: Chemistry	
Foundational-Level Math		Science: Geoscience	
Foundational-Level Science		Science: Physics	
Health		Social Science	
Home Economics		Theater	
Industrial & Technology Education		World Languages (specify)	

**EFFORTS TO RECRUIT CERTIFIED PERSONNEL**

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to [www.cde.ca.gov](http://www.cde.ca.gov) for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

**EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL**

Has your agency established a District Intern program? Yes      No

If no, explain. \_\_\_\_\_

Does your agency participate in a Commission-approved college or university internship program? Yes                  No

If yes, how many interns do you expect to have this year? \_\_\_\_\_

If yes, list each college or university with which you participate in an internship program.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If no, explain why you do not participate in an internship program.

\_\_\_\_\_  
\_\_\_\_\_

ATTACHMENT –

LIST OF LA COUNTY YPI CHARTER SCHOOLS DBA BERT CORONA CHARTER SCHOOL, MONSEÑOR OSCAR ROMERO CHARTER SCHOOL, AND BERT CORONA CHARTER HIGH SCHOOL

BCCS	19	64733	0106872
MORCS	19	64733	0114959
BCCHS	19	64733	0132126

## Coversheet

### Local Assignment Option - Ed Code §44258.7 (Committee on Assignments): Departmentalized

**Section:** VI. Items Scheduled For Action

**Item:** C. Local Assignment Option - Ed Code §44258.7 (Committee on Assignments): Departmentalized

**Purpose:** Vote

**Submitted by:**

**Related Material:**

TEACHER-CONSENT-FORM (4864-2418-2975.v1).pdf

Neutral Local Assignment Option Section 44258.7 Board Materials and Plan (YPI) (4894-4922-515 0.v1) (1).pdf

# TEACHER CONSENT FORM

Pursuant to the Education Code, written documentation is required from the district obtaining the teacher's consent prior to making assignment(s) outside of the teacher's current credential authorization.

District Name: \_\_\_\_\_ School Site: \_\_\_\_\_

Name of School Site Administrator: \_\_\_\_\_

Teacher Name: \_\_\_\_\_ SS #: \_\_\_\_\_

Teaching Credential Held: \_\_\_\_\_

Assignment: \_\_\_\_\_ Grade Level: \_\_\_\_\_

Date of Assignment: \_\_\_\_\_ Beginning Date: \_\_\_\_\_ Ending Date: \_\_\_\_\_

## Limited Assignment Permit

\_\_\_ General Education Multiple or Single subject (GELAP) \_\_\_\_\_  
(Subject Area)

\_\_\_ Special Education (SELAP) \_\_\_\_\_  
(Area of Specialization)

## General Education Local Assignment Options

- |                  |            |                        |            |
|------------------|------------|------------------------|------------|
| ___ EC 44256 (b) | Grade K-8  | ___ EC 44258.2         | Grade 5-8  |
| ___ EC 44258.3   | Grade K-12 | ___ EC 44258.7 (c) (d) | Grade K-12 |
| ___ EC 44263     | Grade K-12 | ___ EC 44865           | Grade K-12 |

## Other Local Teaching Assignment Options

\_\_\_ EC or Title 5: \_\_\_\_\_

I, \_\_\_\_\_ mutually consent to this assignment.

\_\_\_\_\_  
*Teacher's Signature*

\_\_\_\_\_  
*Date Signed*

## Commonly used Education Codes

**EC 44256 (b)** The governing board of a school district by resolution may authorize the holder of a multiple subject teaching credential or a standard elementary credential to teach any subject in departmentalized classes to a given class or group of students below grade 9, provided that the teacher has completed at least 12 semester units, or six upper division or graduate units, of coursework at an accredited institution in each subject to be taught. The authorization shall be with the teacher's consent.

**EC 44258.2** The holder of a single subject teaching credential or a standard secondary teaching credential may, with his or her consent, be assigned by action of the governing board to teach classes in grades 5 to 8, inclusive, in a middle school, if he or she has a minimum of 12 semester units, or six upper division or graduate units, of coursework at an accredited institution in the subject to which he or she is assigned.

**EC 44263** A teacher licensed pursuant to the provisions of this article may be assigned, with his or her consent, to teach a single subject class in which he or she has 18 semester hours of coursework or nine semester hours of upper division or graduate coursework or a multiple subject class if he or she holds at least 60 semester hours equally distributed among the 10 areas of a diversified major set forth in Section 44314. A three-semester-unit variance in any of the required 10 areas may be allowed. The governing board of the school district by resolution shall provide specific authorization for the assignment. The authorization of the governing board shall remain valid for one year and may be renewed annually.

**EC 44258.3 (a)** The governing board of a school district may assign the holder of a credential, other than an emergency permit, to teach any subjects in departmentalized classes in kindergarten or any of grades 1 to 12, inclusive, provided that the governing board verifies, prior to making the assignment, that the teacher has adequate knowledge of each subject to be taught and the teacher consents to that assignment.

### **EC 44258.7 (c) & (d)**

(c) A teacher employed on a full-time basis who teaches kindergarten or any of grades 1 to 12, inclusive, and who has special skills and preparation outside of his or her credential authorization may, with his or her consent, be assigned to teach an elective course in the area of the special skills or preparation, provided that the assignment is first approved by a committee on assignments. For purposes of this subdivision an "elective course" is a course other than English, mathematics, science, or social studies. The membership of the committee on assignments shall include an equal number of teachers, selected by teachers, and school administrators, selected by school administrators.

(d) Assignments approved by the committee on assignments shall be for a maximum of one school year, but may be extended by action of the committee upon application by the school site administrator and the affected teacher.

### **EC 44865**

A valid teaching credential issued by the State Board or the Commission on Teacher Credentialing, based on a bachelor's degree, student teaching, and special fitness to perform, shall be deemed qualifying for assignment as a teacher in the following assignments, provided that the assignment of a teacher to a position for which 9/6/2011 qualifications are prescribed by this section shall be made only with the consent of the teacher:

- (a) Home teacher
- (b) Classes organized primarily for adults
- (c) Hospital classes
- (d) Necessary small high schools
- (e) Continuation schools
- (f) Alternative schools
- (g) Opportunity schools
- (h) Juvenile court schools
- (i) County community school
- (j) District community day schools
- (k) Independent study

**Instruction of subject areas for which no credential exists (non-CTE):**

**Title V 80005(b)** The holder of a teaching credential based on a baccalaureate degree and a teacher preparation program, including student teaching or the equivalent, may be assigned, with his or her consent, to teach subject-matter classes which do not fall within or are not directly related to the broad subject areas listed in (a) if the employing agency has determined the teacher has the requisite knowledge and skills. Verification of this decision must be kept on file in the office of the employing agency for purposes of the monitoring of certificated assignments pursuant to Education Code Section 44258.9(b). Such courses may include, but are not limited to, life skills, conflict management, study skills, leadership, teen skills, and study hall. Service in such assignments is limited to the grade level authorized by the teaching credential.

**Service as a school site, school district, or county staff developer:**

**Title V 80020.4(a) & (b)-**

(a) The holder of a California teaching credential based on a baccalaureate degree and a teacher preparation program, including student teaching or the equivalent, may serve as school-site, school district, and or county staff developer in grades twelve and below, including preschool, and in classes organized primarily for adults.

(b) A teacher serving as the staff developer for a specific subject must hold a credential in the subject or have his or her expertise in the subject verified and approved by the local governing board.

**Service to develop, direct, implement or coordinate programs designed to improve instruction and enhance learning at a school site:**

**Title 5 Section 80020.4.1(a)** The holder of a California teaching credential based on a baccalaureate degree and a teacher preparation program, including student teaching or the equivalent may develop, direct, implement, or coordinate programs designed to improve instruction and enhance student learning at the school site in grades twelve and below, including preschool, and in classes organized primarily for adults.





## **Youth Policy Institute Charter Schools Board Policy Regarding the Use of Local Assignment Option**

### **Discussion/Action Item**

Current law provides various ways for local governing boards of charter schools to assign credentialed teachers to serve in subject-matter areas in grades K-12. One option is Education Code § 44258.7, which provides that charter school credentialed (non-emergency) teachers who have special skills and preparation outside of their credential authorization may, with their consent, be assigned to teach an elective course in the area of the special skills or preparation, provided that the assignment is first approved by a Committee on Assignments.

This policy is to establish Youth Policy Institute’s plan (in **Attachment A**) to implement these options.

#### **Recommendation:**

The administration recommends approval of this Board Policy to provide greater flexibility in local teacher assignments in grades K-12.

#### **Approval:**

Youth Policy Institute hereby adopts the attached Local Assignment Option plan in accordance with Education Code § 44258.7.

\_\_\_\_\_  
(Board President)

\_\_\_\_\_  
(Executive Director)

\_\_\_\_\_  
(Date)

## **Attachment A Youth Policy Institute Plan**

### **Education Code § 44258.7**

Purpose: It is the intent of Youth Policy Institute to facilitate the assignment of teachers in accordance with EC § 44258.7 when they consent to such assignments and when it has been verified that they are qualified for the requested assignment(s). The following procedures are intended to address the implementation of this Plan.

1. Site Administrator identifies a subject matter assignment need at one of the Youth Policy Institute.
2. Site Administrator determines whether any existing staff or candidates have the appropriate credential and are interested in the assignment or whether EC § 44258.7 should be used.
3. Site Administrator identifies consenting teacher for possible assignment pursuant to EC § 44258.7 or a teacher may request to fill the assignment.
4. Teacher submits a petition form to teach in the position. (**Attachment A.1** for form draft). The petition denotes criteria upon which petition is based, teacher consent, site administrator's recommendation of assignment, and that the assignment is for one (1) year and may be extended for additional time if the teacher and Youth Policy Institute consents.
5. A Committee on Assignments of 6 persons shall be created and will consist of an equal number of teachers and administrators. Teacher membership shall be determined by a vote of the Teacher Hiring Committee, and administrator membership will be determined by the Site Administrator. Terms of membership shall be two (2) academic years, subject to renewal.
6. The Committee on Assignments conducts, prior to the beginning of the assignment, an assessment in accordance with EC § 44258.7. This assessment must determine evidence of the candidate's special skills and preparation which are to be taught.

One or more of the following criteria may be used in the review:

- a. Successful prior teaching experience of the subject
- b. Successful completion of intensive professional development in the subject to be taught
- c. Review of portfolio containing evidence of demonstrated knowledge
- d. Results of oral interviews
- e. Practical experience
- f. Passage of an examination that is valid for the subject and grade level
- g. Observation over time of the teacher in the subject and/or grade level currently being taught
- h. Observation of a demonstration lesson in the subject and at the grade level to be taught
- i. Use of an agreed upon Professional Growth Plan to assist the teacher in serving in



- the position
  - j. Successful completion of college or university course work in the subject to be taught
  - k. Successful prior work experience in the content area
7. The Committee on Assignments makes a final disposition on whether to recommend that a teacher be assigned under EC § 44258.7. The Committee on Assignments informs the Site Administrator of the results of the review, and records on form (**Attachment A.2** for form draft).

Note:

- Youth Policy Institute will report to its chartering authority instances when this assignment option is used. This reporting would most likely occur during the assignment monitoring activities in accordance with EC §44258.9.



**Attachment A.1**

**Youth Policy Institute  
Petition to Teach Departmentalized Subjects Under EC § 44258.7**

This form is to be used by a credentialed teacher and a site administrator to request verification of special skills and preparation to teach an elective course in the area of the special skills or preparation in kindergarten or any of grades 1 through 12 in accordance with EC § 44258.7.

Teacher: \_\_\_\_\_

School: \_\_\_\_\_

Subject(s) being requested: \_\_\_\_\_

Initial Request

Subsequent Request

Briefly describe why you feel you have adequate special skills and preparation to teach the requested subject(s).

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Check the additional criteria upon which this petition is based. Attach appropriate evidence for each criterion checked.

- College/university course work
- Relevant on-the-job experience or previous teaching in the subject area Relevant volunteer experience
- Subject-matter examination
- Demonstrated competency in the subject to be taught Portfolio related to subject(s)
- Relevant professional growth activities
- Recommendations from other special skills specialist or experts
- Other (specify)

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Describe any other circumstances or criteria to be considered regarding this petition. Attach any documentation that helps to substantiate this information.

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If approved, I consent to the assignment under EC § 44258.7.

\_\_\_\_\_  
Teacher's signature

\_\_\_\_\_  
Date

If approved, the teacher will be assigned to teach the subject area(s) requested on the front page of this form.

\_\_\_\_\_  
Administrator's signature

\_\_\_\_\_  
Date



## Attachment A.2

### Youth Policy Institute Assessment of Adequacy of Special Skills and Preparation by the Committee on Assignments

This form is to be used in assessing the adequacy of special skills and preparation of the subject(s) a teacher is petitioning to teach as an elective course, in kindergarten or in any of grades 1 through 12, in accordance with EC § 44258.7.

Teacher: \_\_\_\_\_

Subject(s) being requested: \_\_\_\_\_

Committee Team Leader: \_\_\_\_\_

Committee Team Members:

\_\_\_\_\_  
\_\_\_\_\_

Special skills specialist on Committee consulted: \_\_\_\_\_

The following methods were used to determine the adequacy of special skills and preparation of the petitioning teacher (please check elements considered):

- Successful prior teaching of the subject
- Successful completion of intensive professional development in the subject
- Review of a portfolio containing evidence of demonstrated knowledge
- Results of a semi-structured interview
- Successful completion of college or university course work in the subject
- Passage of an examination related to the course, grade level and state framework for the subject to be taught
- Observation of the teacher in the subject and grade level currently being taught
- Observation of a demonstration lesson in the subject to be taught at the grade level to be taught
- Successful prior work experience in the content area Proof of professional performance in the content area
- Other (specify) \_\_\_\_\_



The results of the methods indicated on the first page of this form are as follows:

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Based upon the assessments indicated, the Committee on Assignments recommends the following action:

- APPROVAL** of the petition based upon verification of adequate knowledge at a level justifying:
  - Clear verification
  - Approval with professional growth/support plan
- DISAPPROVAL** of the petition

The Committee on Assignments recommends that the following elements be included in the professional growth/support plan:

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\_\_\_\_\_  
Committee on Assignment Representative's Signature

\_\_\_\_\_  
Date

# Coversheet

## Local Assignment Option - Ed Code §44258.3 (Craven): Departmentalized

**Section:** VI. Items Scheduled For Action  
**Item:** D. Local Assignment Option - Ed Code §44258.3 (Craven):  
Departmentalized  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** EC 44258.3 Policy (4870-4395-6927.v1).pdf  
TEACHER-CONSENT-FORM (4864-2418-2975.v1).pdf





## **Youth Policy Institute Charter Schools Board Policy Regarding the Use of Local Assignment Option**

### **Discussion/Action Item**

Current law provides various ways for local governing boards to assign credentialed teachers to serve in subject-matter areas in grades K-12. One option is Education Code § 44258.3 which allows local school districts/charter schools to assign credentialed (non-emergency) teachers to teach departmentalized classes in grades K-12, irrespective of the designations on their teaching credentials, as long as the teacher's subject matter competence is verified according to policy and procedures approved by the governing board and the teacher consents to the assignment.

This Policy is presented to the Board for discussion or action. This policy is to establish the School's plan (attached) to implement these options.

### **Recommendation:**

The administration recommends approval of the Policy to provide greater flexibility in local teacher assignments in grades K-12.

## *School Plan*

### **Education Code §44258.3**

**Purpose:** It is the intent of New Los Angeles Charter Schools (“NLACS”) to facilitate the assignment of teachers in accordance with EC § 44258.3 when they consent to such assignments and when it has been verified that they are qualified for the requested assignment(s). The following procedures are intended to provide for the implementation of this Policy.

1. Site Administrator identifies a subject-matter assignment need at a local school site.
2. Site Administrator determines whether any existing staff have the appropriate credential and are interested in the assignment or whether EC § 44258.3 should be used.
3. Site Administrator identifies consenting teacher for possible assignment pursuant to EC § 44258.3 or a teacher may request to fill the assignment.
4. Teacher submits a petition form to teach in the position. The petition denotes criteria upon which petition is based, teacher consent, site administrator’s recommendation of assignment, and that the assignment is for one year and may be extended for additional time if the teacher and the School consent.
5. A review panel, selected by the School, will consist of site administrators, teachers, and administrators. This Assignment Review Panel conducts, prior to the beginning of the assignment, an assessment in accordance with EC § 44258.3. This assessment must determine evidence of the candidate's knowledge of the subject matter to be taught and at the grade level to be taught.

One or more of the following criteria may be used in the review:

- a. Successful prior teaching experience of the subject
- b. Successful completion of intensive professional development in the subject to be taught
- c. Review of portfolio containing evidence of demonstrated knowledge
- d. Results of oral interviews
- e. Practical experience
- f. Passage of an examination that is valid for the subject and grade level
- g. Observation over time of the teacher in the subject in the grade level currently being taught
- h. Observation of a demonstration lesson in the subject and at the grade level to be taught
- i. Professional Growth Plan - The petitioning teacher and administrator have come to mutual agreement that a professional growth plan is necessary for the teacher to serve in the position
- j. Successful completion of college or university course work in the subject to be taught



- k. Successful prior work experience in the content area
6. The Assignment Review Panel makes a final disposition on whether to recommend that a teacher be assigned under EC § 44258.3. The Assignment Review Panel informs the designee of the School of the results of the review.

**Note:**

- The School is responsible for reporting during assignment monitoring activities instances when this assignment option is used. This reporting would most likely occur during the assignment monitoring activities in accordance with EC § 44258.9. The school may forward a copy of their board-approved policies that may assist the county office of education during the monitoring process.



New Los Angeles Charter Schools

**Petition to Teach Departmentalized Subjects Under EC §44258.3**

*This form is to be used by a credentialed teacher and a site administrator to request verification of adequate knowledge to teach specified subjects in a departmentalized setting in kindergarten or any of grades 1 through 12 in accordance with EC § 44258.3.*

Teacher: \_\_\_\_\_ SSN: \_  
\_\_\_\_\_

School: \_\_\_\_\_

Subject(s) being requested: \_  
\_\_\_\_\_

- Initial Request
- Subsequent Request

Briefly describe why you feel you have adequate subject-matter knowledge to teach the requested subject(s).

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Check the additional criteria upon which this petition is based. Attach appropriate evidence for each criterion checked.

- College/university course work
- Relevant on-the-job experience or previous teaching in the subject area
- Relevant volunteer experience
- Subject-matter examination



- Demonstrated competency in the subject to be taught
- Portfolio related to subject(s)
- Relevant professional growth activities
- Recommendations from other subject-matter specialists or experts
- Other (specify) \_

Describe any other circumstances or criteria to be considered regarding this petition. Attach any documentation that helps to substantiate this information.

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If approved, I consent to the assignment under EC §44258.3.

\_\_\_\_\_  
Teacher's signature

\_\_\_\_\_  
Date

If approved, the teacher will be assigned to teach the subject area(s) requested on the front page of this form.

\_\_\_\_\_  
Administrator's signature

\_\_\_\_\_  
Date



New Los Angeles Charter Schools

**Assessment of Adequacy of Subject-Matter Knowledge**

*This form is to be used in assessing the adequacy of subject-matter knowledge of the subject(s) a teacher is petitioning to teach in a departmentalized setting, in kindergarten or in any of grades 1 through 12, in accordance with EC § 44258.3.*

Teacher: \_\_\_\_\_ SSN: \_  
\_\_\_\_\_

Subject(s) being requested: \_  
\_\_\_\_\_

**Assessment Team Leader:** \_\_\_\_\_  
\_\_\_\_\_

**Assessment Team Members:**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Subject-Matter Specialist on Team/Consulted

The assessment of the petitioner's adequacy of knowledge of the subject-matter and appropriate state framework for the subject(s) being requested yielded the following:

*Course of Study:*  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**State Framework(s):**

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The following methods were used to determine the adequacy of subject-matter knowledge of the petitioning teacher:

- Successful prior teaching of the subject
- Successful completion of intensive professional development in the subject
- Review of a portfolio containing evidence of demonstrated knowledge
- Results of a semi-structured interview
- Successful completion of college or university course work in the subject
- Passage of an examination related to the course, grade level and state framework for the subject to be taught
- Observation of the teacher in the subject and grade level currently being taught
- Observation of a demonstration lesson in the subject to be taught at the grade level to be taught
- Successful prior work experience in the content area
- Proof of professional performance in the content area
- Other (specify) \_

Based upon the assessments indicated, we recommend the following action:

- APPROVAL** of the petition based upon verification of adequate knowledge at a level justifying:
  - Clear verification
  - Approval with professional growth/support plan
- DISAPPROVAL** of the petition

The panel recommends that the following elements be included in the professional growth/support plan:

---

Assessment Team Leader's Signature

---

Date

# TEACHER CONSENT FORM

Pursuant to the Education Code, written documentation is required from the district obtaining the teacher's consent prior to making assignment(s) outside of the teacher's current credential authorization.

District Name: \_\_\_\_\_ School Site: \_\_\_\_\_

Name of School Site Administrator: \_\_\_\_\_

Teacher Name: \_\_\_\_\_ SS #: \_\_\_\_\_

Teaching Credential Held: \_\_\_\_\_

Assignment: \_\_\_\_\_ Grade Level: \_\_\_\_\_

Date of Assignment: \_\_\_\_\_ Beginning Date: \_\_\_\_\_ Ending Date: \_\_\_\_\_

## Limited Assignment Permit

\_\_\_ General Education Multiple or Single subject (GELAP) \_\_\_\_\_  
(Subject Area)

\_\_\_ Special Education (SELAP) \_\_\_\_\_  
(Area of Specialization)

## General Education Local Assignment Options

- |                  |            |                        |            |
|------------------|------------|------------------------|------------|
| ___ EC 44256 (b) | Grade K-8  | ___ EC 44258.2         | Grade 5-8  |
| ___ EC 44258.3   | Grade K-12 | ___ EC 44258.7 (c) (d) | Grade K-12 |
| ___ EC 44263     | Grade K-12 | ___ EC 44865           | Grade K-12 |

## Other Local Teaching Assignment Options

\_\_\_ EC or Title 5: \_\_\_\_\_

I, \_\_\_\_\_ mutually consent to this assignment.

\_\_\_\_\_  
*Teacher's Signature*

\_\_\_\_\_  
*Date Signed*



## Commonly used Education Codes

**EC 44256 (b)** The governing board of a school district by resolution may authorize the holder of a multiple subject teaching credential or a standard elementary credential to teach any subject in departmentalized classes to a given class or group of students below grade 9, provided that the teacher has completed at least 12 semester units, or six upper division or graduate units, of coursework at an accredited institution in each subject to be taught. The authorization shall be with the teacher's consent.

**EC 44258.2** The holder of a single subject teaching credential or a standard secondary teaching credential may, with his or her consent, be assigned by action of the governing board to teach classes in grades 5 to 8, inclusive, in a middle school, if he or she has a minimum of 12 semester units, or six upper division or graduate units, of coursework at an accredited institution in the subject to which he or she is assigned.

**EC 44263** A teacher licensed pursuant to the provisions of this article may be assigned, with his or her consent, to teach a single subject class in which he or she has 18 semester hours of coursework or nine semester hours of upper division or graduate coursework or a multiple subject class if he or she holds at least 60 semester hours equally distributed among the 10 areas of a diversified major set forth in Section 44314. A three-semester-unit variance in any of the required 10 areas may be allowed. The governing board of the school district by resolution shall provide specific authorization for the assignment. The authorization of the governing board shall remain valid for one year and may be renewed annually.

**EC 44258.3 (a)** The governing board of a school district may assign the holder of a credential, other than an emergency permit, to teach any subjects in departmentalized classes in kindergarten or any of grades 1 to 12, inclusive, provided that the governing board verifies, prior to making the assignment, that the teacher has adequate knowledge of each subject to be taught and the teacher consents to that assignment.

### **EC 44258.7 (c) & (d)**

(c) A teacher employed on a full-time basis who teaches kindergarten or any of grades 1 to 12, inclusive, and who has special skills and preparation outside of his or her credential authorization may, with his or her consent, be assigned to teach an elective course in the area of the special skills or preparation, provided that the assignment is first approved by a committee on assignments. For purposes of this subdivision an "elective course" is a course other than English, mathematics, science, or social studies. The membership of the committee on assignments shall include an equal number of teachers, selected by teachers, and school administrators, selected by school administrators.

(d) Assignments approved by the committee on assignments shall be for a maximum of one school year, but may be extended by action of the committee upon application by the school site administrator and the affected teacher.

### **EC 44865**

A valid teaching credential issued by the State Board or the Commission on Teacher Credentialing, based on a bachelor's degree, student teaching, and special fitness to perform, shall be deemed qualifying for assignment as a teacher in the following assignments, provided that the assignment of a teacher to a position for which 9/6/2011 qualifications are prescribed by this section shall be made only with the consent of the teacher:

- (a) Home teacher
- (b) Classes organized primarily for adults
- (c) Hospital classes
- (d) Necessary small high schools
- (e) Continuation schools
- (f) Alternative schools
- (g) Opportunity schools
- (h) Juvenile court schools
- (i) County community school
- (j) District community day schools
- (k) Independent study

**Instruction of subject areas for which no credential exists (non-CTE):**

**Title V 80005(b)** The holder of a teaching credential based on a baccalaureate degree and a teacher preparation program, including student teaching or the equivalent, may be assigned, with his or her consent, to teach subject-matter classes which do not fall within or are not directly related to the broad subject areas listed in (a) if the employing agency has determined the teacher has the requisite knowledge and skills. Verification of this decision must be kept on file in the office of the employing agency for purposes of the monitoring of certificated assignments pursuant to Education Code Section 44258.9(b). Such courses may include, but are not limited to, life skills, conflict management, study skills, leadership, teen skills, and study hall. Service in such assignments is limited to the grade level authorized by the teaching credential.

**Service as a school site, school district, or county staff developer:**

**Title V 80020.4(a) & (b)-**

(a) The holder of a California teaching credential based on a baccalaureate degree and a teacher preparation program, including student teaching or the equivalent, may serve as school-site, school district, and or county staff developer in grades twelve and below, including preschool, and in classes organized primarily for adults.

(b) A teacher serving as the staff developer for a specific subject must hold a credential in the subject or have his or her expertise in the subject verified and approved by the local governing board.

**Service to develop, direct, implement or coordinate programs designed to improve instruction and enhance learning at a school site:**

**Title 5 Section 80020.4.1(a)** The holder of a California teaching credential based on a baccalaureate degree and a teacher preparation program, including student teaching or the equivalent may develop, direct, implement, or coordinate programs designed to improve instruction and enhance student learning at the school site in grades twelve and below, including preschool, and in classes organized primarily for adults.

# Coversheet

## FY24/25 ExED Contracts

**Section:** VI. Items Scheduled For Action  
**Item:** E. FY24/25 ExED Contracts  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** YPI CS - ExED Notice of Terms Supplement 2024-25.pdf

**Excellent Education Development Management and Accounting Services Agreement - NOTICE OF TERMS SUPPLEMENT**

Reference is made to that certain Excellent Education Development Management and Accounting Services Agreement between YPI Charter Schools, Inc, a California nonprofit public benefit corporation (“Client”), and Excellent Education Development (“ExED”), a California nonprofit public benefit corporation, dated the 30th day of June 2021 (the “Agreement”). Capitalized terms not defined herein shall have the meanings set forth in the Agreement.

Unless ExED receives a Notice of Non-Renewal within 60 days of the date hereof, the Agreement Term is hereby extended for a period of one year from June 30th of the year in which this Notice of Terms Supplement (“Notice”) is delivered on the same terms and conditions as contained in the Agreement and as modified by any prior Notices, except as expressly set forth below.

**1. SERVICE FEES AND RELATED EXPENSES.**

a. ExED’s fees and related charges are hereby amended, modified, and/or supplemented as follows:

(i) Effective July 1<sup>st</sup> of the current year, ExED’s fees are hereby increased as follows:

- (1) Basic Services: \$21,833.33 per month (i.e., \$262,000 per annum)
- (2) CALPADS Reporting Services: \$3,437.50 per month (i.e., \$41,250 per annum)

(ii) Effective July 1<sup>st</sup> of the current year, ExED’s other fees are increased as follows:

- (1) Budgeting
  - a. Budgets for new charter petitions \$3,650
- (2) Financial Management, Reporting, and Forecasting
  - a. Facility financing work (per hour) \$145
- (3) Accounting and Bookkeeping
  - a. Rush checks (per check) \$38
- (4) Payroll Processing and Retirement Reporting
  - a. Late payroll submission (per pay period) \$140
  - b. Supplemental payroll (per check) \$55
  - c. Prior pay period adjustment (per employee) \$330
  - d. STRS or PERS audit corrections (per hour) \$145
- (5) Compliance and Data Management
  - a. Monthly attendance (per month revised) \$120
  - b. Prior year P-2 adjustment \$330
  - c. CALPADS UPC adjustment \$575
  - d. Mid-year orientation workshops \$215

(6) The Supplemental Fee Schedule (per hour)

- a. VP or Director \$145
- b. Manager \$83
- c. Other Staff \$55

(iii) Effective July 1st of the current year, the fees for ExED’s additional CALPADS Reporting Services are increased as follows:

- (1) Client transitions to a new SIS - 1 School
  - a. Transition to Aeries or PowerSchool \$3,350
  - b. Transition to Another SIS \$5,550
- (2) Client transitions to a new SIS – 2+ Schools
  - a. Transition to Aeries or PowerSchool \$6,700
  - b. Transition to Another SIS \$11,150
- (3) CALPADS mid-year orientation workshops (per workshop): \$215
- (4) The Supplemental Fee Schedule (per hour)
  - a. VP or Director \$145
  - b. Manager \$83
  - c. Other Staff \$55

2. **OTHER CHANGES.**

- a. The Agreement is hereby amended, modified, and/or supplemented as follows:
  - (i) Schedule A, Summary of Basic Services to be Performed by ExED
    - (1) Compliance and Fiscal Reporting in Compliance and Data Management Services to be amended to include the following additional services to be performed by ExED:
      - a. Prepare and submit federal and state expenditure reporting as appropriate, including expenditure reporting for one-time funding sources (ESSER, GEER, In Person Instruction, Expanded Learning Opportunity Grant, Arts Music and Instructional Materials Discretionary Block Grant, Learning Recovery Emergency Block Grant, Educator Effectiveness, and the Universal Pre-K Planning Grant)

3. **AGREEMENT IN FULL FORCE IN EFFECT; NOTICE OF NON-RENEWAL REQUIRED TO TERMINATE.**

- a. The Agreement remains in full force and effect, on its original terms and conditions, except as may be modified by this (and any prior) Notices. The Agreement, together with this Notice (and any prior Notices), shall be taken together and construed as the complete agreement of the parties. If Client does not wish to extend the Term of the Agreement as described in this

Notice, Client is required by the terms of the Agreement to deliver a Notice of Non-Renewal to ExED no later than 60 days from the date of this Notice.

We thank you for our long-standing partnership,

ExED:

By:     *Tait G. Anderson*    

Dated:     May 12, 2024    

Name:     Tait G. Anderson    

Title:     CFO/COO

# Coversheet

## Items Above Executive Director's Spending Authority

**Section:** VI. Items Scheduled For Action  
**Item:** F. Items Above Executive Director's Spending Authority  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 2.) 24-25 Apple iMac Refresh for MORCS Media Arts Lab.pdf  
3.) Greenworks Proejct Quote (May 2024).pdf



**TO:** YPI Charter Schools Board of Directors

**FROM:** Ryan Bradford, YPICS Director of Technology and Integration

**DATE:** 5/17/24

**SUBJECT:** Recommendation to purchase iMacs for MORCS Media Arts Lab

**BACKGROUND:**

This fall, the iMacs in the MORCS Media Arts Lab are reaching their end of life. When an Apple device reaches its end of life, it is still usable, but it is no longer eligible for operating system updates and will, over time, become incompatible with most major software platforms. Not having access to operating system updates presents a cyber security risk. No longer having access to major software platforms places our students at a disadvantage because they will not use industry-standard platforms.

**ANALYSIS**

To ensure that our network is safe and that students can access the platforms required for multimedia creation, we must purchase new MORCS Media Arts Lab devices. After evaluating the needs of our Media Arts program and consulting with our Apple representative, we have decided to buy Apple 24-inch M3 iMacs. The M3 iMac is the current generation of iMac, so it will be several years before Apple discontinues support for it. The device is compatible with all of our current Media Arts programs.



Number of Devices Being Ordered	Cost per device	4 Year Apple Care+ for Schools	E-Waste Cost per device	Estimated Tax per device	Total Cost
30	\$1,772.82	\$165.62	\$5.00	\$168.42	\$2,111.86
<b>TOTAL COST</b>					<b>\$63,355.74</b>

### IMPLEMENTATION PLAN

Below is an overview of our implementation plan for getting the devices into the hands of our students.

- May 2024 - YPICS Director of Technology and Integration will contact Apple to start the purchasing process.
- June 2024 - YPICS tech team will set up, inventory, and deploy the iMacs to the classroom
- August 2024 - Students will start using the devices in the Media Arts Lab.

### RECOMMENDATION

It is recommended that the Board of Directors approve the purchase of the iMacs so we can refresh the MORCS Media Arts Lab. Upon Board approval, we will immediately begin the procurement process and implementation plan.



# Apple Inc. Education Price Quote

**Customer:**

Ryan Bradford  
 YPI CHARTER SCHOOLS INC  
 Email: mrbradford@ypics.org

**Apple Inc:**

Alan Cohen  
 Email: alan\_cohen@apple.com

**Apple Quote:**

2212764038

**Quote Date:**

May 01, 2024

**Quote Valid Until:**

May 31, 2024

**Quote Comments:**

Item #	Details	Qty	Unit List Price	Disc. Per Unit	Unit Disc. Price	Extended Disc. Price
1	<b>24-inch iMac with Retina 4.5K display: Apple M3 chip with 8-core CPU and 10-core GPU - Pink</b> Part Number: Z19N <b>Configuration:</b> 065-CFQ0 : Apple M3 chip with 8-core CPU with 4 performance cores and 4 efficiency cores, 10-core GPU and 16-core Neural Engine 065-CFQ2 : 16GB unified memory 065-CFQ5 : 512GB SSD storage 065-CFT1 : Magic Mouse 065-CFQ8 : Gigabit Ethernet 065-CFQ9 : Two Thunderbolt / USB 4 ports 065-CFQC : Two USB 3 ports 065-CG0H : None 065-CFV3 : Magic Keyboard with Touch ID and Numeric Keypad - US English 065-CFYP : Accessory Kit	30	\$1,809.00	\$36.18	\$1,772.82	\$53,184.60
2	<b>4-Year AppleCare+ for Schools - iMac</b> Part Number: S7735LL/A	30	\$169.00	\$3.38	\$165.62	\$4,968.60

<b>Extended Education List Price Total</b>	<b>\$59,340.00</b>
<b>Total Discount</b>	<b>\$1,186.80</b>
<b>Extended Discounted Price Subtotal</b>	<b>\$58,153.20</b>
eWaste Fee/Recycling Fee	\$150.00
Additional Tax	\$0.00
Estimated Tax	\$5,052.54
Total Tax	\$5,052.54

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Apple Quote ID: 2212764038

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Date of last revision – December 8th, 2022

**Extended Discounted Total Price\*** **\$63,355.74**

*\*In most cases Extended Discounted Total Price does not include Sales Tax  
\*If applicable, eWaste/Recycling Fees are included. Standard shipping is complimentary.*

## Disclosure

This document has been created for you as Apple Quote ID **2212764038**.

**Your institution's Authorized Purchaser may submit an order online** at <https://ecommerce.apple.com>. Go to the Quote area of your Apple Online Store, click on it and convert to an order.

- If you're the authorized purchaser and need assistance in registering for access to the Apple Online Store, please contact your Apple Sales Representative.

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Date of last revision – December 8th, 2022

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# Green Works Solutions

**QUOTE**

**Licensed, Bonded & Insured Lic #944922**

PO Box 4921  
Chatsworth, CA 91311  
818-305-8026

**DATE: 04/26/2024**

**Client:**

Bert Corona Charter MS

**Jobsite:**

9400 Remick Ave  
Pacoima, CA 91331

DESCRIPTION	AMOUNT
Girls Bathroom - stall 4 valve continues to run/stall 3 valve flushes on its own	\$ 1,587.50
Girls Bathroom - Install hard top roof/Vinyl flooring, trougher sinks/bathroom stalls, tile walls	\$ 43,813.75
Boys Bathroom - Replace existing sinks/fixtures with trougher sink and faucets	\$ 9,000.00
Water Dispenser - Replace missing parts (admin bldg)	<b>3rd Party</b>
Classroom lights - Rm 2 & 13 light fixtures not working	\$ 1,375.00
Electrical Outlets - Cafeteria outlets keep tripping (install two dedicated circuits)	\$ 4,375.00
Ramps - Install (9) 4x5 steel plates - 2 and 3	\$ 3,750.00
Bungalows (Rm 2) - Replace damaged T-11, paint exterior, replace warped panels, fill gaps	\$ 8,125.00
Railing/Signs/Repair mailbox/Tech Railing	\$ 2,500.00
Replace flooring - Carpet room A, 1, 5, 8, 9, 10, 11	\$ 54,000.00
Trees - top off & prune pine/remove palm & prune tree line at rooms 14&15	\$ -
Field reseed - remove 1" to 1-1/2" of existing soil and add new soil, topping, fertilizer, and starter	\$ 13,000.00
Black Fence - Complete fence run to Temple fence	\$ 462.50
Windows - replace windows rooms 10, 11, 12, 13, 14, 15	\$ 23,137.50
Track - Replace/reinstall track (rock dust)	\$ 26,625.00
Paint sheds - admin, leadership, lunch sheds - replace fascia board with cement board	\$ 2,600.00
Water Fountain - dispenser not functioning (admin bldg)	<b>3rd Party</b>
Install timers for exterior lights - rm 15, 3, and main office - run wire to control from admin bldg	\$ -
Garden lights - 3 ground spots broken from box/2 in lieracy garden/1 in planter near main gate	\$ -
1 behind planter near main gate can be replaced with low voltage	\$ 4,375.00
SFA Bin - install lighting, Maintenance Bin (new) - install lighting, install shelving	\$ 7,000.00
Recondition Ramps - admin, main, 1, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15	\$ 8,787.50
<b>Balance:</b>	
	<b>\$ 214,513.75</b>

**THANK YOU FOR YOUR BUSINESS**

Make all checks payable to: **Green Works Solutions**

Green Works Development Inc dba Green Works Solutions  
PO Box 4921 Chatsworth, CA 91313