

Youth Policy Institute Charter Schools (YPICS)

YPICS Regular Board Meeting

Date and Time

Monday June 24, 2024 at 6:00 PM PDT

Location

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

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>

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

YPI Charter Schools

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

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

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:00 PM
Opening Items			
A.	Record Attendance and Guests	Yesenia Zubia	
B.	Call the Meeting to Order	Mary Keipp	
C.	Additions/Corrections to Agenda	Mary Keipp	1 m
D.	Approval of May 20, 2024 Regular Board Meeting Minutes	Approve Minutes Mary Keipp	1 m

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:

	Purpose	Presenter	Time
<p>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.</p>			

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.

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 ypics.org 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.

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, info@romerocharter.org. All efforts will be made for reasonable accommodations.

III. Items Scheduled for Information			6:02 PM
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|--|-----|------------------------|-----|
| A. Board Committee Reports | FYI | | 4 m |
| 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. YPICS Director of Special Education's Report | FYI | Vashon Nutt | 2 m |
| C. YPICS Senior Director of Community Schools Partnerships' Report | FYI | Karina Favela-Barreras | 2 m |
| D. Bert Corona Charter School Executive Administrator's Report | FYI | Kevin Myers | 2 m |

	Purpose	Presenter	Time
E. Monseñor Oscar Romero Charter School Executive Administrator's Report	FYI	Freddy Zepeda	2 m
F. Bert Corona Charter High School Executive Administrator/ COO's Report	FYI	Ruben Duenas	2 m
G. YPICS Chief Accountability Officer's Report	FYI	Ena Lavan	2 m
H. CA Dashboard 2024 Local Indicators	FYI	Ena LaVan	3 m

Schools are required to measure their progress based on locally collected data and report their results through the CA School Dashboard using the Local Indicators Self-Reflection Tools and prompts. The schools are required to present the Local Indicators to the Board of Directors at the same meeting where the LCAP is to be adopted.

I. Williams Report for Q4 (April 1 to June 30, 2024)	FYI	Ena LaVan	3 m
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The report summarizes data on all complaints covered by the Williams settlement (instructional materials sufficiency, facilities, teacher vacancies and misassignments) with the number of resolved and unresolved complaints. The report will be submitted to LACOE.

IV. Consent Agenda Items

6:24 PM

A. Background

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.

B. Consent Items	Vote	Mary Keipp	1 m
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1. Approval of the YPICS Board of Trustees
2. Approval of YPICS Homeless Education Policies for FY24-25
3. Approval of FY24-25 YPICS calendars and revised bell schedules
4. Approval of E-Rate consulting renewal proposal for FY24-25 from Learningtech.org in the amount of \$11,120
5. Approval of continued CharterSafe membership for Workers' Compensation Insurance & Employer's Liability Coverage and Property & Liability Insurance for the FY24-25 in the amount of \$257,057

	Purpose	Presenter	Time
V. Items Scheduled For Action			6:25 PM
A. FY23-24 May Forecast	Vote	Irina Castillo	5 m
The administration recommends approval of the FY23-24 May forecast.			
B. FY23-24 Prop 28 Annual Report	Vote	Yvette King-Berg	2 m
The administration recommends approval of the FY23-24 Prop 28 Annual Report			
C. FY24-25 Consolidated Application for Funding	Vote	Irina Castillo	5 m
The administration recommends approval of FY24-25 Consolidated Application for Funding.			
D. FY24-25 LCAP	Vote	Ena LaVan	5 m
The administration recommends approval of the FY24-25 LCAP.			
E. FY24-25 EPA Spending Plan		Irina Castillo	5 m
The administration recommends approval of the FY24-25 EPA Spending Plan.			
F. FY24-25 Budget	Vote	Irina Castillo	5 m
The administration recommends approval of the FY24-25 budget.			
G. Board Resolution #2024-0624-01-Submission of MORCS Charter Renewal	Vote	Yvette King-Berg	5 m
The administration recommends approval of the MORCS charter renewal submission.			
H. FY24-25 Employee Handbook	Vote	Yvette King-Berg	5 m
The administration recommends approval of the proposed changes to the handbook.			
VI. Announcements			7:02 PM
A. Closing Announcements	FYI	Yvette King-Berg	2 m
VII. Closing Items			7:04 PM
A. Adjourn Meeting	Vote	Mary Keipp	

Coversheet

Approval of May 20, 2024 Regular Board Meeting Minutes

Section: I. Opening Items
Item: D. Approval of May 20, 2024 Regular Board Meeting Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for YPICS Regular Board Meeting on May 20, 2024

APPROVED

Youth Policy Institute Charter Schools (YPICS)

Minutes

YPICS Regular Board Meeting

Date and Time

Monday May 20, 2024 at 6:00 PM

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
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Monseñor Oscar Romero Charter School

2670 W. 11th Street Los Angeles, CA 90006

Trustees Present

C. Lopez, D. Cho, M. Keipp, W. Njboke

Trustees Absent

M. Green, S. Mendoza

Guests Present

E. LaVan (remote), F. Zepeda (remote), I. Castillo, J. Osorio, K. Myers, R. Bradford, R. Duenas, Y. Fuentes (remote), Y. King-Berg, Y. Zubia (remote)

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 May 20, 2024 at 6:08 PM.

C.

Additions/Corrections to Agenda

There were no additions or corrections to the agenda.

D. Approval of April 22, 2024 Regular Board Meeting Minutes

W. Njboke made a motion to approve the minutes from YPICS Regular Board Meeting on 04-22-24.

C. Lopez seconded the motion.

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

II. Communications

A. Presentations from the Public

There were no presentations from the Public.

III. Public Hearing

A. Public Hearing 2024-25 LCAPS Drafts

The YPICS Board of Trustees conducted a public hearing to receive recommendations from parents, community members, and staff regarding the 2024-2025 Local Control and Accountability Plans (LCAPs) and Budgets for Bert Corona Charter High School, Bert Corona Charter School, and Monseñor Oscar Romero Charter School.

IV. Items Scheduled for Information

A. Board Committee Reports

Academic Excellence: Executive Administrators are prepared to share growth data at this meeting. There is much to celebrate.

Fiscal Committee: We held a meeting before this one. We recommended that the Board accept the 9.6% increase in the medical plan. Next, we will meet for 2.5 hours on 6/04/24 to finalize next year's budget with a recommendation to bring the final budget back to the full Board on June 24, 2024

Technology Committee: We have not met since we put in Ring Central. We will submit the e-rate plan accurately and on time.

B. School Committee/ Council Reports for BCCS

School Executive Administrators were on hand to respond to questions and comments regarding council meeting reports.

C. School Committee/ Council Reports for MORCS

School Executive Administrators were on hand to respond to questions and comments regarding council meeting reports.

D. School Committee/ Council Reports for BCCHS

School Executive Administrators were on hand to respond to questions and comments regarding council meeting reports..

E. YPICS Director of Special Education's Report

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. In this case, the teachers were reportedly 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 they reviewed the plan, understood it, and provided the students with classroom accommodations.

Summary: It wasn't surprising that teachers at an Iowa high school reportedly failed to provide a student with 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 overseeing 504 services at the school initially shared the plan with teachers in GoogleWorkspace, 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..**

F. YPICS Senior Director of Community Schools Partnerships' Report

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.

G. 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 finished the administration of our final iReady diagnostic earlier this month and 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 explore places where we may be seeing equity gaps. The data and these gaps will help us look into student growth and performance more deeply and help us make decisions about goals, staffing, and support we will be putting in place for the 24-25 school year.

Overall, our students performed well and demonstrated significant improvement across the board. However, we need to identify gaps so we can continue to refine our practice and work to meet all our students' needs. A full equity report was included as a separate document in case the board wants to review all data points. Further explanation can be provided if board members are interested in the report.

H. Monseñor Oscar Romero Charter School Executive Administrator's Report

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. Completing our iReady diagnostic assessments shows that students demonstrated significant growth in Math and Reading. The following is a breakdown of the growth 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%.

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%.

I.

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

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..

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.

J. YPICS Chief Accountability Officer's Report

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.

K. YPICS Executive Director's Report

Big cuts, no new taxes: Gov. Newsom's plan to fix California's budget deficit 2 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..

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.

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.”

V. Consent Agenda Items

A. Background

B. Consent Items

C. Lopez made a motion to move the consent calendar.

D. Cho seconded the motion.

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

VI. Items Scheduled For Action

A. YPICS April 2024 Financials and Check Registers

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

W. Njboke seconded the motion.

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

B. SY24/25 YPICS Declaration of Need

D. Cho made a motion to approve the 24-25 Declaration of Needs (CL-500) for YPICS schools: Bert Corona Charter School, Bert Corona Charter High School and Monseñor Oscar Romero Charter School.

W. Njboke seconded the motion.

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

C.

**Local Assignment Option - Ed Code §44258.7 (Committee on Assignments):
Departmentalized**

C. Lopez made a motion to approve the Local Assignment Option Ed Code 44258.7
Committee on Assignments: Departmentalized.

W. Njboke seconded the motion.

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

D. Local Assignment Option - Ed Code §44258.3 (Craven): Departmentalized

C. Lopez made a motion to approve the local assignment option Ed Code 44258.3
Craven Departmentalized.

W. Njboke seconded the motion.

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

E. FY24/25 ExED Contracts

C. Lopez made a motion to approve the FY 24-25 ExED contracts for services.

D. Cho seconded the motion.

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

F. Items Above Executive Director's Spending Authority

C. Lopez made a motion to approve the following items above the spending authority of
the Executive Director: 1. SY23/24 Luminarias invoices not to exceed \$132,000 for
mental health services. 2. Monseñor Oscar Romero Charter School's iMac refresh
totaling \$63,335.74. 3. Green Works Solutions facility repairs contract totaling
\$214,513.75.

W. Njboke seconded the motion.

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

VII. Closed Session

A. Government Code 54957 PUBLIC EMPLOYEE: DISCIPLINE/ DISMISSAL/ RELEASE

The Board moved into Closed Session at 7:24 PM.

VIII. Open Session

A. Action Taken in Closed Session

Open Session resumed at 8:07 PM. No action was taken during Closed Session.

IX. Announcements

A. Closing Announcements

The next regular board meeting will be June 3, 2024.

X. 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 8:08 PM.

Respectfully Submitted,
Y. Zubia

Documents used during the meeting

- 24-05-16 MORCS DRAFT LCAP.pdf
- 24-05-16 BCCS DRAFT LCAP.pdf
- 24-05-16 BCCHS DRAFT LCAP.pdf
- YPICS SPED Director Report 5_20_24.pdf
- 5.20.24 Community Schools Board Report.docx.pdf
- 23-24 BCCS EA BoD Report (May).docx.pdf
- 23-24 iReady D3 Analysis_Equity Gap Analysis (April 25).pdf
- 23-24 MORCS EA BoD Report May 20 2024.pdf
- Board informative- 24-25 Teacher salary table.pdf
- 23-24 BCCHS EA BoD Report 5-17-24 (2).pdf
- 24-05-20 CAO BoD Report.pdf
- YPIOSCAR 8196 2023-2024 Renewal Letter.pdf
- ED Report May 2024 Final.pdf
- 24-25 YPICS School Year Calendar (to be approved) - 24-25 YPICS School Calendar (180).pdf
- 23-24 YPICS Financials Board Packet 04.24.pdf
- 24-25_YPICS_Declaration_of_Need.pdf
- TEACHER-CONSENT-FORM (4864-2418-2975.v1).pdf
- Neutral Local Assignment Option Section 44258.7 Board Materials and Plan (YPI) (4894-4922-5150.v1) (1).pdf
- EC 44258.3 Policy (4870-4395-6927.v1).pdf
- TEACHER-CONSENT-FORM (4864-2418-2975.v1).pdf
- YPI CS - ExED Notice of Terms Supplement 2024-25.pdf
- 2.) 24-25 Apple iMac Refresh for MORCS Media Arts Lab.pdf

- 3.) Greenworks Proejct Quote (May 2024).pdf

Coversheet

YPICS Director of Special Education's Report

Section: III. Items Scheduled for Information
Item: B. YPICS Director of Special Education's Report
Purpose: FYI
Submitted by:
Related Material: YPICS SPED Director Report 6_24_24.pdf



**YPI CHARTER SCHOOLS (YPICS)
DIRECTOR OF SPECIAL EDUCATION**

Submitted by: Vashon Nutt

June 24, 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
Total	12	1	3	0	21	111	6	0	5

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: ‘Thanks, but no thanks’ following request to ‘add IEP’ doesn’t trigger a referral

Case name: Harvard (IL) Cmty. Unit Sch. Dist. 50, 124 LRP8643 (OCR, Chicago (IL) 11/09/23).

Ruling: The Office for Civil Rights found insufficient evidence that an Illinois district discriminated against or failed to evaluate a third-grader with joint hypermobility in violation of ADA Title II and Section 504. It also found that the district did not fail to implement the child’s 504 plan. Nevertheless, the district promised to determine if compensatory services were due for any deficits resulting from the failure to provide occupational therapy consult services for hand-grip fatigue.

What it means: A district doesn’t fail to evaluate a student for special education if there was never a written request to initiate the process. This district informed the parent that she needed to make a request in writing if she wanted her daughter to be evaluated for special education, but the parent never did so. The district relied on that communication, the parent’s failure to follow the instruction, her response of “Thanks but NO thanks,” and the teachers’ lack of concerns to establish that it had no reason to evaluate the child and didn’t engage in disability discrimination.

Summary: Because the parent of a third-grader with a 504 plan never submitted a request for a special education evaluation in writing, and the Illinois district had no reason to suspect she had an IDEA disability, it didn’t fail to evaluate.

The child had a 504 plan for her diagnosis of joint hypermobility. The parent told district administrators that she wanted to “add an IEP with OHI” for her child and exempted from PE due to her disability. A staff member met with the parent and informed her that a request for an evaluation must be in writing. The parent responded, “Thanks But NO thanks,” which staff interpreted as the parent not wanting an evaluation.

The parent alleged that the district failed to timely evaluate her daughter for special education and discriminated.

Districts are prohibited from discriminating against children with disabilities under ADA Title II and Section 504, OCR explained. And they must conduct an evaluation of any child who, because of a disability, needs or is believed to need special education before making an initial placement or any subsequent significant change in placement, it added.

OCR found insufficient evidence of discrimination. The parent believed the district should have initiated an evaluation when she requested an IEP, OCR observed. However, the evidence established that, in response, district personnel informed her that she needed to submit a written request to initiate the referral process, and she didn’t do so. Teachers and staff had no concerns that would trigger the need for a special education evaluation, and they believed the child’s 504 plan was meeting her needs, OCR noted.

OCR also concluded that the district did not fail to implement the child's 504 plan. However, the district signed an agreement to resolve concerns about staff confusion about the implementation of updated 504 plans and clerical errors that impacted accommodations and services.

YPICS SPED Reclassification Rates

MORCS

- 4 students with IEPs were reclassified using standard criteria
- SPED Reclassification Rate $4/22 = 18\%$
- Schoolwide reclassification: $21/113 = 18.5\%$.

BCCS

- 6 students were reclassified based on their IEP/Alternative criteria
- 2 students with IEPs were reclassified based on standard criteria
- SPED Reclassification Rate $8/18 = 44\%$
- Schoolwide reclassification: $27/87 = 31\%$

BCCHS

- 1 student with an IEP was reclassified based on the Standard criteria
- SPED Reclassification Rate $1/20 = 5\%$
- Schoolwide reclassification: $2/66 = 3\%$

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

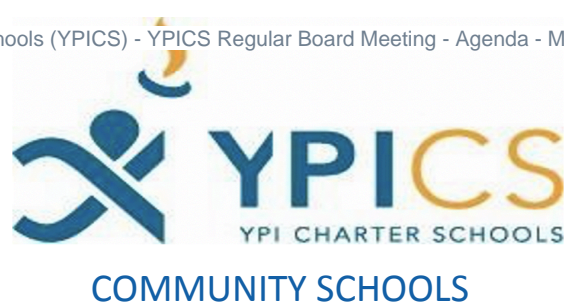
Antonieta Navarro Carrillo
Blanca Ruiz



Coversheet

YPICS Senior Director of Community Schools Partnerships' Report

Section: III. Items Scheduled for Information
Item: C. YPICS Senior Director of Community Schools Partnerships' Report
Purpose: FYI
Submitted by:
Related Material: 6.24.24 Community Schools Board Report.docx.pdf



Board Report
 Karina Favela-Barreras, Sr. Director of Community School Partnerships
 June 24, 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 continue utilizing the Panorama system to help track strategies and supports provided to students.
 - Counseling supports:
 - Luminarias counseling services
 - Interns across all schools
- [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

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 the Multi-Tiered System of Supports (MTSS) and Student Support and Progress Team (SSPT) meetings. Support and Coaching by School Psychologist and myself
- Conducted a feedback survey with MTSS team members and had a 65% response rate. Some key highlights from data findings:
 - 80% of respondents indicate that they use the Panorama System during MTSS meetings to help drive conversions and goal setting.
 - 87% of respondents indicate that they use the Infinite Campus System during MTSS meetings to help drive conversions and goal setting.
 - 50% of respondents state that for the most part interventions are tracked in Panorama and clearly understood by all members.
 - 54% of respondents state that SSPT meetings are scheduled in a timely fashion.
- *Survey findings will support planning training, tool development and school wide rollout 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.
- Summer programs will take place at all 3 school sites.
- Expanded Learning staff kicked off strategic planning on 6/18: Reflecting on 23/24 attendance data, tools and timelines to identify gaps and opportunities for next school year. The team will have 2 additional strategic planning meetings before the first day of 24/25 school year.
- Conducted Student Feedback survey with response rate as follows:
 - BCCS:
 - 80 students from BCCS with 61% of them currently participating in expanded learning programs.
 - 53% of respondents say that since joining an after school club, they feel a stronger connection to the school community.
 - 81% of respondents say that Program Staff (Teachers and/or Think Together Staff) make them want to learn more on the subject they teach.
 - 71% of respondents say that they feel like they can use the skills they learned outside of school.
 - *Highest % of clubs students identify as wanting to participant next school year:*
 - 27% Soccer
 - 22% Flag Football
 - 16% Lego Club



COMMUNITY SCHOOLS

- BCCHS:
 - 85 students from BCCS with 56% of them currently participating in expanded learning programs.
 - 91% of respondents say that since joining an after school club, they feel a stronger connection to the school community.
 - 96% of respondents say that Program Staff (Teachers and/or Think Together Staff) make them want to learn more on the subject they teach.
 - 85% of respondents say that they feel like they can use the skills they learned outside of school.
 - *Highest % of clubs students identify as wanting to participant next school year:*
 - 21% Soccer
 - 12% Volleyball
 - 11% Art Club
- MORCS:
 - 148 students from BCCS with 66% of them currently participating in expanded learning programs.
 - 82% of respondents say that since joining an after school club, they feel a stronger connection to the school community.
 - 80% of respondents say that Program Staff (Teachers and/or Think Together Staff) make them want to learn more on the subject they teach.
 - 85% of respondents say that they feel like they can use the skills they learned outside of school.
 - *Highest % of clubs students identify as wanting to participant next school year:*
 - 26% Soccer
 - 23% Volleyball
 - 18% Basketball
- *Survey findings will support planning training, tool development, partnerships and clubs to focus on for next school year.*

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,

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



COMMUNITY SCHOOLS

- 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: III. Items Scheduled for Information
Item: D. Bert Corona Charter School Executive Administrator's Report
Purpose: FYI
Submitted by:
Related Material: 23-24 BCCS EA BoD Report (June).docx.pdf



Board Report
Dr. Kevin Myers, Executive Administrator
June 24, 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.

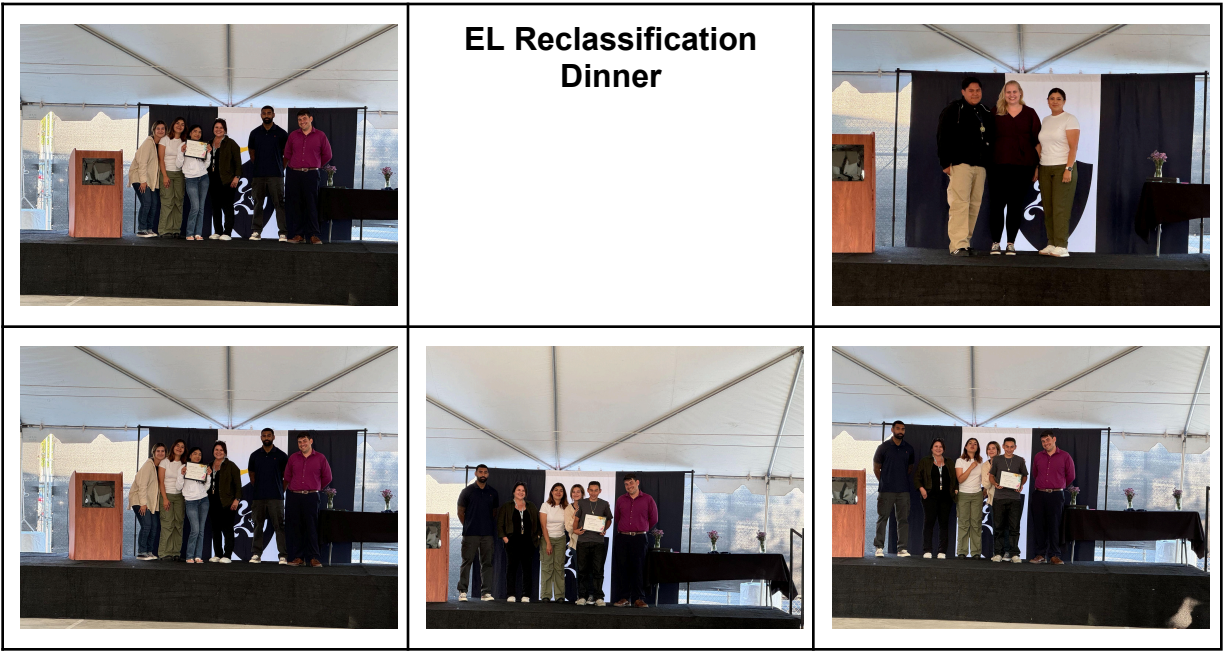
Instruction & Performance Data

For the last couple of weeks, we have been slowly receiving our CAASPP scores. We anticipate that we will have 100% of our data in July or August, and we will share our CAASPP reports with the board at that time. We also shared our iReady EOY results in May, so we don't have any internal data updates either

We do, however, have one exciting piece of data to share with our board in June. Last year, we set a goal to hit 25% reclassification in the 24-25 school year. This seemed like a high goal to set since we were excited about our 19% reclassification rate from the 22-23 school year. The team took that challenge and worked hard to make sure the needs of our ELs were met, and we are excited to report that we had a 31% reclassification rate for the 23-24 school year. As part of our celebration, our parent committee funded a celebration dinner for our reclassified students and their families. Students were able to identify which staff member they felt made the greatest impact on their success, and it was wonderful to see the staff presenting reclassification certifications to our students. Some photos of our reclassification celebration are below:



EL Reclassification Dinner





Culture & Climate

We ended our year strong and with a lot of growth from the previous year. We are proud of the culture we have built (and will continue to build) at BCCS. One exciting highlight of our school culture this year is our teacher and staff retention rate. During our re-organization process this school year, we were excited that everyone indicated that they wanted to return for the 24-25 school year. This was exciting, but even more exciting was that that desire held through the end of the school year. In the end, 47/50 staff members are returning (94%). For teachers, 16/18 are returning for next year (89%). One teacher who is not returning was not able to complete the requirements to earn his preliminary credential and the other we determined was not a good fit for our school.

It is also important to note that two of our 6th grade teachers will be looping up with their students to 7th grade. Last year, we ended up with 4 new teachers in 7th grade. This is reflected in 7th grade being our grade with the lowest growth and it was the grade where our YPICS and BCCS approaches were used the least. Looping, in and of itself, is a proven method for success in student growth, but we also know that spreading out our teachers who are dedicated to the YPICS approach will help build more continuity between our grade levels. We are excited for the change and the continued positive impact this will have on our school.

Community Schools

Our team has jumped into the community schools framework with both feet! We have engaged each year in a strategic planning process that helps us meet the needs of our various stakeholders, but our work through community schools and our program improvement support through LACOE have both contributed to our recreation of the process. This summer we are engaging in in-depth data analysis and planning with our staff, teachers, students, and parents, and our plan will continue through the school year with ongoing monitoring, sharing of data, and plan revision to help meet our needs.

One of the exciting parts of the strategic planning process was our “Street Data” day where we worked with our major stakeholder groups to gather feedback on our data and goals for the next school year. Everyone was very engaged in their discussions, and we got amazing feedback from our participants. They loved that they were able to participate in the planning process and that we worked as a team to do what is best for our students. Two parents discussed how this collaboration helps to solidify the school-to-home paradigm in which we are all partners to meet the needs of the community. Staff members and teachers shared how great it was to get feedback from various groups prior to planning and they felt like this would get us to a place of



more equitable support for our community members. It was great to hear them all speak so positively about the process and their experience with our team!

Operations

Since the last board meeting, we have been able to push our new families to complete their paperwork, helping us increase our enrollment from 324 to 340 for the 24-25 school year. This effort will continue throughout the summer, and we are hoping to increase our enrollment a bit more before the start of the school year in August.

Facilities

Last month, the board approved summer projects. We are well on our way and on track for having all projects completed for the new school year in August!

Coversheet

Monseñor Oscar Romero Charter School Executive Administrator's Report

Section: III. Items Scheduled for Information
Item: E. Monseñor Oscar Romero Charter School Executive Administrator's Report
Purpose: FYI
Submitted by:
Related Material: 23-24 MORCS EA BoD Report June 2024.pdf



YPICS Board Report
Freddy Zepeda, Executive Administrator
June 24, 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.

As we close the 23-24 school year, we are receiving results from testing that took place in the month of May. As of now, we have received all of our scores for ELPAC and 98% of our CAASPP scores (we are still waiting on 4 scores for SBAC ELA). Overall, we saw growth in most groups, with the only exception being a decline of 2.41% in our SWD group for Math. In regards to our English Learners and the ELPAC test, we saw growth of 8.3% in the proficiency range (for a total of 24.7%).

ELPAC

I am thrilled to share with you some outstanding news that highlights the dedication and hard work of our students, teachers, and staff. We have achieved an impressive 8.3% increase in proficiency on the English Language Proficiency Assessments for California (ELPAC). In comparison to the 22-23 school year, we saw the number of students who met proficiency on the ELPAC grow from 16.5% schoolwide to 24.7% schoolwide. This means that almost 1/4 of our English Learners were able to demonstrate proficiency on the ELPAC test.

This significant improvement is a testament to our collective commitment to academic excellence and the supportive learning environment we strive to create. It reflects the effectiveness of our targeted instructional strategies, the relentless efforts of our educators, and the perseverance of our students.

This achievement is not just a statistic; it is a story of growth, resilience, and the power of community. Our students have demonstrated remarkable progress in their language proficiency, which will open up new opportunities for them in their academic journeys and beyond. This success also underscores the importance of our continued focus on providing high-quality education and resources to all students, particularly our English language learners.

I am confident that, with our continued collaboration and commitment, we will build on



this success and achieve even greater milestones in the future. The following is a summary of our ELPAC student performance for the 22-23 and 23-24 school years:

- 22-23 - 16.5% reached proficiency (Level 4 - Well Developed) on the ELPAC
 - 15 students were eligible to reclassify
- 23-24 - 24.7% reached proficiency (Level 4 - Well Developed) on the ELPAC (increase of 8.3%)
 - 21 students are eligible to reclassify (an increase of 6 students)

CAASPP

I also want to highlight encouraging news of our recent performance on the California Assessment of Student Performance and Progress (CAASPP) tests in both English Language Arts (ELA) and Mathematics. Our school has seen slight but meaningful increases in performance levels across several key subgroups, including English Learners, Students with Disabilities, Economically Disadvantaged students, and Hispanic or Latino students.

These improvements, though modest, represent significant strides towards closing achievement gaps and ensuring equitable educational opportunities for all our students. Each percentage point of progress is a testament to the hard work and resilience of our students, the dedication and innovative teaching practices of our educators, and the support of our entire school community.

In particular, I would like to highlight:

- The progress made by our English Learners, who have shown marked improvements in both ELA and Math, reflecting their growing proficiency and confidence.
- The achievements of our Students with Disabilities, who continue to overcome challenges and make academic gains.
- The advancement of our Economically Disadvantaged students, who benefit from our targeted interventions and support programs.
- The growth seen in our Hispanic or Latino students, showcasing their increasing mastery and understanding in core subjects.

This success is a collective achievement and underscores the importance of our ongoing efforts to provide a supportive and inclusive learning environment. It is a reminder of what we can accomplish when we work together with a shared vision of excellence and equity.



As we celebrate this achievement, we remain focused on continuing our work to support all students in reaching their full potential. I am confident that, with your continued support and our collective commitment, we will achieve even greater success in the future.

The following breakdown highlights the schoolwide performance and the performance of our student groups in Mathematics and English Language Arts:

CAASPP ELA

- 22-23 Schoolwide - 19.79% of students met or exceeded standards for ELA
- 23-24 Schoolwide - 27% of students met or exceeded standards for ELA (increase of 7.21%)
- 22-23 SWD - 2.7% met or exceeded standards for ELA
- 23-24 SWD - 13% met or exceeded standards for ELA (increase of 10.3%)
- 22-23 ELs - 0% met or exceeded standards for ELA
- 23-24 ELs - 5% met or exceeded standards for ELA (increase of 5%)
- 22-23 ED - 20.65% met or exceeded standards for ELA
- 23-24 ED - 26% met or exceeded standards for ELA (increase of 5.45%)
- 22-23 Hispanic or Latino - 19.92% met or exceeded standards for ELA
- 23-24 Hispanic or Latino - 26% met or exceeded standards for ELA (increase of 6.08%)

CAASPP Math

- 22-23 Schoolwide - 8.28% of students met or exceeded standards for Math
- 23-24 Schoolwide - 9% of students met or exceeded standards for Math (increase of .72%)
- 22-23 SWD - 5.41% met or exceeded standards for Math
- 23-24 SWD - 3% met or exceeded standards for Math (decrease of 2.41%)
- 22-23 ELs - 0.90% met or exceeded standards for Math
- 23-24 ELs - 2% met or exceeded standards for Math (increase of 1.10%)
- 22-23 ED - 8.91% met or exceeded standards for Math
- 23-24 ED - 10% met or exceeded standards for Math (increase of 1.09%)
- 22-23 Hispanic or Latino - 8.12% met or exceeded standards for Math
- 23-24 Hispanic or Latino - 9% met or exceeded standards for Math (increase of 0.88%)

Coversheet

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

Section: III. Items Scheduled for Information
Item: F. Bert Corona Charter High School Executive Administrator/ COO's
Report
Purpose: FYI
Submitted by:
Related Material: 23-24 BCCHS EA BoD Report 6-24-24.pdf



BERTCORONA CHARTER HIGH SCHOOL

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

CAASPP

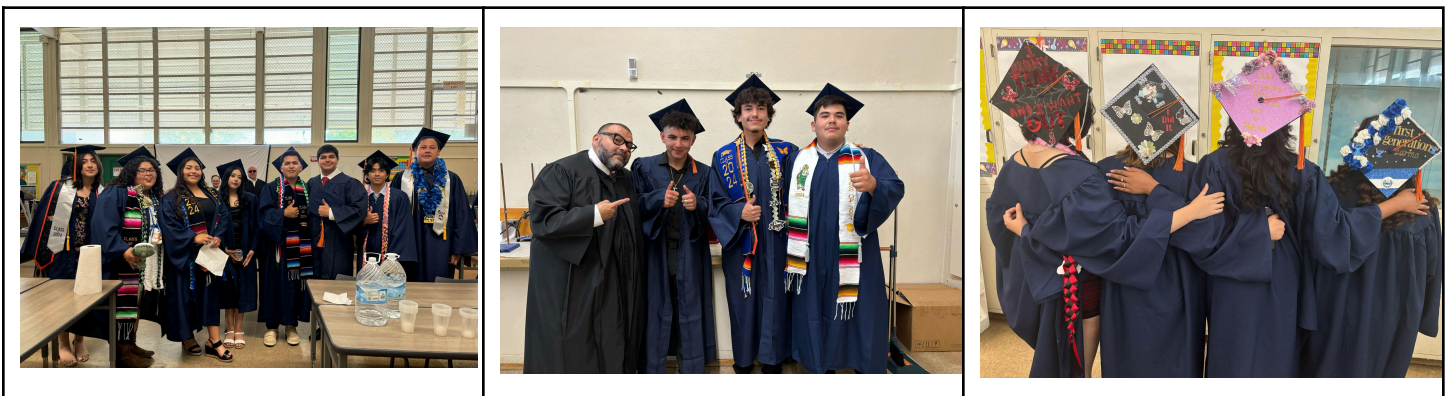
CAASPP scores are being received daily. We anticipate receiving all of our student data in July or August, and we will dive into the CAASPP data at that time and share the results with the board at that time.

College Readiness

Graduation

Graduation was held on the Maclay Middle School Quad. As usual, the ceremony was an emotional time for all in attendance. The Class of 2024 was a special class as it started during the pandemic. This year's ceremony had 4 valedictorians and a graduation rate of 96%. That is approximately a 10% increase from the previous class. In addition, we had 65% of our scholars complete the FAFSA, an increase of over 25% despite all the challenges with this year's application process. The A-G completion rate increased for the second consecutive year to 76% resulting in more of our scholars gaining admission to competitive UCs.

Graduating Seniors have been invited to attend the Summer Program to ensure that college-going students have the support they need to enroll and arrive at their new schools (colleges and universities). The summer before beginning college is plagued with "summer melt." Summer melt refers to students who decide not to attend college during the summer before their freshman year even though they have been accepted.



Community Schools

Summer Program

BCCHS, Think Together, and San Fernando Valley Partnership are partnering to provide a summer program for our students. Currently, 40 students are participating in the program. The Summer Program focuses on providing academic support for students (credit recovery), enrichment including art, silk screening, field trips, and athletic conditioning.



BERTCORONA
CHARTER HIGH SCHOOL



Operations

Facilities

We are still negotiating our final Prop 39 space offer for the 24-25 school year. The final offer will be an alternative agreement. The district will be adding the additional space not originally included in the overall square footage (for example: lofts in rooms 46 and 47) and reducing the space for student bathrooms that we do not use.

Coversheet

YPICS Chief Accountability Officer's Report

Section: III. Items Scheduled for Information
Item: G. YPICS Chief Accountability Officer's Report
Purpose: FYI
Submitted by:
Related Material: 24-06-24 CAO BoD Report.pdf

Ena LaVan, Chief Accountability Officer June 24, 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.

Update on MORCS 2024-25 Federal Program Monitoring (FPM)

On June 9, 2024, MORCS was notified the upcoming FPM Review will take place February 19 through 21, 2025. The programs for review will be:

- [Fiscal Stimulus Monitoring \(CA\)](#): Focus of review will be on Coronavirus Aid, Relief, and Economic Security (CARES) Act, the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA) Act, and the American Rescue Plan (ARP).
- [Student Support for Academic Enrichment \(SSAE\)](#): Focus on the use of Title IV, Part A funds is to improve students' academic achievement by increasing the capacity of states, local educational agencies (LEAs), schools, and local communities to:
 - Provide all students with access to a well-rounded education;
 - Improve school conditions for student learning; and
 - Improve the use of technology in order to improve the academic achievement and digital literacy of all students.

The links embedded above are to the 2023-24 versions of the review instruments; new instruments will be released after July 1, 2024, and online training will be provided July 31 through August 6 to prepare schools for a successful review.

LAUSD Charter Renewal Orientation Update

The charter renewal petition will be submitted in August 2024.

2023-24 Local Indicators

California's accountability system is based on a multiple measures system that assesses how local educational agencies (LEAs) and schools are meeting the needs of their students. Performance on these measures is reported through the California School Dashboard (Dashboard).

The Dashboard includes a concise set of state indicators and local indicators that are founded on the Local Control Funding Formula (LCFF) priorities but are also aligned to the measures required under Every Student Succeeds Act (ESSA). Those LCFF priorities for which there is no state level data collected are referred to as local indicators. The five local indicators which apply to charter schools are:

- Basic Services and Conditions (Priority 1)
- Implementation of State Academic Standards (Priority 2)
- Parent and Family Engagement (Priority 3)
- School Climate (Priority 6)
- Access to a Broad Course of Study (Priority 7)

In addition to being a public record of progress on the Dashboard, the local indicator process serves to inform process and planning within the Local Control and Accountability Plan (LCAP). LEAs are required to report the local indicator self-reflection results as part of a non-consent item at a public meeting of the local governing board/body in conjunction with the adoption of the LCAP.

To meet this performance standard, an LEA must report the data that it collected and analyzed to its governing board using the SBE-adopted self-reflection tool. This report must be presented as part of a non-consent item at the same meeting at which the LEA adopts its LCAP for the coming year.

The 2023-24 Local Indicator Self-Reflection for each school has been provided to the Board in advance of tonight's regularly scheduled meeting, and will be reviewed publicly for compliance with the statutory requirement.

The Local Indicators will be submitted to the CDE via the myCDEconnect portal on June 30th, and will be included in the 2024 School Dashboard to be released in November 2024.

Accountability Updates: The 2024 Dashboard

New Long-Term English Learners (LTEL) Student Group

The 2024 Dashboard will include a new "Long-Term English Learners" defined as "a pupil who has not attained English proficiency within 7 years of initial classification as an English learner." (SB 141)

The same n-size rules that govern Foster Youth and Homeless student groups will apply (e.g., 15 or more = Dashboard performance color; 30 or more = ESSA accountability).

The student group reporting will apply to all State indicators

- Suspension Rate
- Graduation Rate
- College/Career Indicator
- Chronic Absenteeism Indicator
- English/Language Arts & Mathematics Indicators
- English Language Progress Indicator (English learners overall AND LTELs as a student group)

New Science Academic Indicator

The 2024 Dashboard will include a new CAST-based indicator. There remain a few crucial decision-making points by departments at the CDE.

June 2025 California Practitioner's Advisory Group (CPAG)

- Review proposed Status Cut-Points
- Review of Change Cut Points
- Review of 5x5 Color Grid
- Inclusion of Indicator in State's Differentiated Assistance Criteria

July 2025 State Board of Education (SBE)

- Approve proposed Status Cut-Points
- Approve Change Cut Points
- Approve 5x5 Color Grid
- Inclusion of Indicator in ESSA Eligibility for 2026
- Dashboard 2024 Release - brief preview November; release November 22nd

CDE CA School Dashboard Releases

The Education Omnibus Trailer Bill, Senate Bill 114 (Chapter 48, Statutes of 2023) requires the California Department of Education (CDE) to release the California School Dashboard (Dashboard) earlier than in previous years. The new statutory deadlines are by December 1, 2024; November 15, 2025; and October 15, 2026.

Coversheet

CA Dashboard 2024 Local Indicators

Section: III. Items Scheduled for Information
Item: H. CA Dashboard 2024 Local Indicators
Purpose: FYI
Submitted by:
Related Material: 24-06-11 MORCS Final 2024_Local_Indicators.pdf
24-06-11 BCCHS Final 2024_Local_Indicators.pdf
24-06-11 BCCS Final 2024_Local_Indicators.pdf

2024-25 Local Performance Indicator Self-Reflection

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Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2021-22	17.0	62.2%	14.7%	0%	23.1%	0%	0%	0%

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0%

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

2. Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

3. Rate the LEA’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

Other Adopted Academic Standards

4. Rate the LEA’s progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education						N/A
Health Education Content Standards					5	
Physical Education Model Content Standards					5	
Visual and Performing Arts					5	
World Language						N/A

Support for Teachers and Administrators

5. Rate the LEA’s success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered					5

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

The LEA provides teachers 10 Professional Days and the opportunity for teachers, administrators, and staff to attend any workshop requested before school starts each year. Additional professional development opportunities addressing standards-based instruction are provided monthly throughout the school year; provided students with access to CCSS standards-aligned instructional materials and a broad course of study. All students, including all unduplicated students and students with exceptional needs, will have access to standards-aligned materials and additional instructional materials as outlined in our charter.

Metric/Method for Measuring: Teacher and student materials, purchase orders, invoices, and textbooks and materials in the classrooms.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education’s (CDE’s) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA’s progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA’s progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children.	5
4. Rate the LEA’s progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Building Relationships Between School Staff and Families.

Building positive relationships with students and families is a pillar of our LAUSD-approved charter petition. As a charter school intentionally designed to be small, we view the relationship between the school and home as essential to student success academically, socially, and emotionally during the most challenging time in a person’s development.

With class sizes of up to 27 students, teachers are expected to develop positive relationships with students and families. Through regular communication with parents/guardians, our teachers seek to partner with families and create a bond based on mutual trust and respect.

OUR SURVEY DATA STRENGTHS: Our 2023-24 Youth Truth Survey “Relationships” Theme data validates our efforts with families have been successful:

Families: “The degree to which families experience positive relationships in their school based on respect, care, and approachability.” (91% positive; 4.35 rating); “Teachers and students care about each other.”(87% positive); Communications & Feedback Theme (Overall 89% positive; 4.31 overall rating); Resources Theme (Overall 89% positive; 4.28 overall rating)

The school’s administrative structure - four teams, each with a dedicated administrator - instruction, school climate & culture, community schools, and operations, has been crucial to our learning community’s connection with our families. While the focus of each team is distinct, each has a responsibility to support teachers with family relationships in order to support the whole student. Additionally, members from each team serve on the MTSS and have roles in the McKinney-Vento support for students.

Instruction: The Coordinator of Instruction provides on-going oversight of the academic program and serves as a resource to teachers in communicating with parents/guardians about students’ academic progress.

School Culture and Climate: The Coordinator of SCC is responsible for communicating and monitoring behavioral expectations of students. We have found that the involvement of the SCC Coordinator in the day-to-day activities of the school has contributed to students' sense of safety and having an administrator to support with social and behavior expectations.

Community Schools (CS): The Coordinator of Community Schools manages relationships with external agencies that provide support to our families in various areas. The CS Team works with other members of the administrative team and classroom teachers to ensure appropriate resources can be directed to students/families through our Tier II and III interventions, as well as counseling and mental health services, as needed.

Operations: The Operations Team is usually the first relationship parents establish with the school upon enrollment. The enrollment process along with grade-level events, allows for the development of a strong relationship with families.

Parents are welcome to contact teachers regarding their child’s progress. The administrative teams described above are often involved with families to create a system of support for the student. Additionally, twice per year, we hold six days of in-person parent conferencing with teachers to discuss student progress.

Annually, the school holds a variety of cultural events representative of the ethnic and cultural backgrounds of our entire learning community. These events are intentionally integrated into our planning calendar each year to demonstrate respect for the various backgrounds of students, families, and staff. Over the years, they have become traditions, and the staff fully engages with students to understand the significance not only to the school but to the larger global context.

We also value parent involvement in our school– it helps their children understand their family values the school/education and serves as a source of pride when students see their parents on campus or participating in the school. It has also assisted in integrating new immigrants to the area by serving as a vehicle for parents to establish relationships with each other. We have been fortunate to have several parents who give their time to participate in School Advisory Council (SAC)/English Learner Advisory Committee (ELAC), and English Learner Parent Advisory Committee (EL-PAC), all of which have input and review our Local Control and Accountability Plan (LCAP). Highly involved parents have been our most important community ambassadors as they spread the word about the welcoming environment for parent voice and partnership at the school.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA’s focus area(s) for improvement in Building Relationships Between School Staff and Families.

The Youth Truth Survey “Relationships” Theme questions aligned to building relationships seek to gauge different aspects based on the stakeholder group. For the 2024-25 academic year, we will prioritize actions/activities directed to the following Youth Truth Survey "Relationships" items:

Students: “The degree to which students feel they receive support and personal attention from their teachers.” (51% positive;3.55 rating); “Students from my school treat adults with respect.” (45% positive); “The degree to which students feel welcome at their school and have collaborative relationships with their classmates.” (49% positive; rating 3.49)

Staff: “The degree to which staff experience positive relationships in their school based on respect, care, and approachability.” (44% positive; 3.88 rating)

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

The LEA continues to have strong relationships with families, as evidenced in parent participation rates in student-led parent conferences, parent workshops, Coffee with the Administrators, and parent surveys. In addressing the needs of the whole child and engaging parents and our school community to support each other the LEA has responded and addressed social, emotional, cultural needs, for our school community. The school should continue to provide access and communication between all stakeholders.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	5

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

The pre-service professional development in Summer 2023 included multiple sessions by Relay Graduate School of Education. Two sessions were specific to building relationships: "Harnessing Identity to Build Trust" and "Deepening Connections with Families & Students" (July 28, 2023). The school carried these themes through the academic year, and will do so again for the 2024-25 academic year.

Teachers are supported throughout the year through professional development building from the regular instructional coaching they receive from the Coordinator of Instruction. The Coordinators of Culture & Climate as well as the Community Schools Teams, regularly collaborate with administration to design relevant professional development for teachers to address PBIS implementation and MTSS. The school also has six days dedicated to individual teacher conferencing with parents (3 fall/3 spring). The average parent attendance for the school for the dedicated parent conferences over the current year exceeded 70%.

We maintain a section on the school website with resources for parents to assist the continuity of student learning at home, including direct links to various digital platforms. All of our curricula are digital and posted in Google Classroom for ease of student access at home, and available for parents to monitor at home. Parents also receive regular communications from teachers about the academic progress of their child; and parents receive a login to Infinite Campus so they can view student academic marks at any time. Teachers are available for conferencing by appointment throughout the year.

For special student populations, we have events and committees targeted to their needs. For example, this year we initiated SpEd Meet 'n Greet for both fall and spring semesters to better engage the parents of these students who may have gone "unseen" in their prior educational setting. This is aimed at ensuring parents that we are here to partner with them for their child's success in alignment with their IEPs.

Additionally, our ELAC/EL-PAC holds meetings aligned to data timelines to discuss the specific needs of the English learner population (e.g., CA Dashboard, state-verified data platform BOY-MOY-EOY; English Language Proficiency Assessments for California, reclassification consultation, etc.)

Our Board of Directors annually evaluates our parent involvement policy as a Title I school, and makes revisions accordingly. The SAC/PAC maintains the responsibilities of monitoring our Title I interventions. All parents are welcome to attend the meetings during the academic year and provide input on the program as it pertains to the performance of both our socioeconomically disadvantaged students and those in danger of not meeting standards.

OUR SURVEY DATA STRENGTHS Youth Truth Engagement Theme:
 Families: “The degree to which families are engaged in their school and empowered to influence decision-making.” (Overall 86% positive; overall average rating 4.12); “My child is getting a high-quality education at this school.” (87% positive; 4.25 rating); “My school sets high expectations for students.” (88% positive; a decrease of 2%; 4.26 rating)

- Based on the analysis of educational partner input and local data, briefly describe the LEA’s focus area(s) for improvement in Building Partnerships for Student Outcomes.

The Youth Truth Survey Engagement Theme questions aligned to building partnerships for student outcomes seek to gauge different aspects based on the stakeholder group.

Students: “The degree to which students perceive themselves as engaged with their school and education.” (Overall 53% positive, which is a decline of 3%; Overall average rating 3.49)

Staff: “Students are getting a high-quality education at this school.” (62% positive; 3.54 rating); “My school sets high expectations for students.” (62% positive; 3.85 rating)

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Continue Parent Conference Days (6 days/year); increase parent engagement/attendance at schoolwide events; hold Fall & Spring SpEd events; set expectations for teacher communication "touch-points" about student progress; MTSS process

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
10. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA’s progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	5

Practices	Rating Scale Number
12. Rate the LEA’s progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	5

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Seeking Input for Decision-Making.

As a small charter school, we seek to involve parents and other community members in providing input for decisions that impact the school. The current charter petition describes the formal governance structure of the organization. Our Board encourages and expects the leadership to provide multiple opportunities to families and staff to engage in discussions to inform site-level decision making, and feedback to the Board on issues faced by the school. All families and staff have opportunities to provide input on plans for school improvement, such as the LCAP and event planning.

While families are encouraged to participate in local governing board meetings and site-based committees, we know that these opportunities may be at inconvenient times. To address this, we hold monthly Café con los directores (Coffee with the Principal) as an informal setting for parents/families to share their thoughts on a wide range of issues and to raise concerns that require addressing by the administration.

Throughout the year, the school holds workshops geared to parents on supporting their child’s learning, emotional well-being and wellness, bullying prevention, social media, college awareness, and readiness, among other topics. We maintain an “open door” policy for parents and staff to speak with the Executive Administrator about any concerns they may have related to the school and/or their child. Parents often use the open-door policy to meet with the executive administrator and other members of the administrative team.

Families:

- “The degree to which families are engaged in their school and empowered to influence decision-making.” (Overall 86% positive; overall average rating 4.12)

Staff:

- “The degree to which staff feel engaged in their work and empowered to influence their schools.” (Overall 73% positive; overall average rating 4.02)

2. Based on the analysis of educational partner input and local data, briefly describe the LEA’s focus area(s) for improvement in Seeking Input for Decision-Making.

While the data analysis from families and staff do not demonstrate a “need,” we continue to develop the capacity of our families and staff in participating in the various committees and engaging with our Board of Directors on policies/procedures and strategic planning that impact students, families and staff.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Maintain accurate engagement activity calendar on the website; upcoming events/reminder SIS-programmed calls, emails and text messages; backpack letters

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

The school uses the national survey developed by Youth Truth to annually evaluate multiple indicators of school climate and culture. As of the 2023-24 administration of the survey, Youth Truth does not have a method for disaggregating the respondent data by demographic groups. We understand this functionality will become available for the 2024-25 school year. The survey assesses the following themes: engagement, relationships, culture, academic challenge, belonging, communication & feedback, school safety, resources for support, and professional development/support.

The MORCS Youth Truth report synthesized feedback from 417 respondents across all students, parents/guardians, support staff, teachers, and administrators. The response rate was 71%.

Overall Youth Truth Survey Results for MORCS 2023-24 by theme area:

Engagement: Students 53%, Families 86%, Staff 73%
 Relationships: Students 51%, Families 91%, Staff 73%
 Culture: Students 46%, Families 88%, Staff 46%
 Belonging: Students 49%
 Communication & Feedback: Families 89%
 School Safety: Families 82%, Staff 67%
 Resources: Families 89%
 Professional Development & Support: Staff 75%

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Strengths

Engagement: Families 86%
 Relationships: Families 91%
 Culture: Families 88%
 Communication & Feedback: Families 89%
 School Safety: Families 82%
 Resources: Families 89%

Identified Needs

Engagement: Students 53%
 Relationships: Students 51%, Staff 73%
 Culture: Students 46%, Staff 46%
 Belonging: Students 49%
 School Safety: Staff 67%
 Professional Development & Support: Staff 75%

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

- School Climate & Culture Team: Focus building relationships with students; school culture; student engagement; belonging
- Instruction Team: Focus student academic engagement; high-quality professional development & teacher support
- Operations Team: Focus on school safety

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

All students have access to the broad course of study as described in the current charter petition. Our English learners receive the required ELD instruction to support their acquisition of English language mastery over the course of their enrollment. Students with Disabilities have full access to the core instructional program to prepare them for the rigors of high school/post secondary goals in alignment with their respective IEPs. These students also receive push-in support in their core courses, as well as designated supports from the RSP Teacher. Access to the broad course of study is monitored by review of the master schedule during the summer and winter prior to student programming using the SIS.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

100% of students have access to/are enrolled in a broad course of study described in the charter petition.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

We do not have any barriers to providing access to all students to the broad course of study described in the charter petition.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

All students have access to the broad course of study. We do not require any revisions or additional actions. Universal Access is available and provided to all students. Differentiated instruction and accommodations are provided with the General Education frameworks and course levels (Core Content). Broad course of study including courses described in EC sections 51210 and 51220(a)-(i). Programs and services developed and provided to unduplicated pupils; and programs and services developed for individuals with exceptional needs are provided as outlined in students' IEPs.

2024-25 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
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Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2021-22	13.1	45.4%	0%	0%	34.9%	0%	0%	19.7%

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0%

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

2. Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

3. Rate the LEA’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

Other Adopted Academic Standards

4. Rate the LEA’s progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education					5	
Health Education Content Standards					5	
Physical Education Model Content Standards					5	
Visual and Performing Arts					5	
World Language					5	

Support for Teachers and Administrators

5. Rate the LEA’s success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered					5

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

The LEA provides teachers 10 Professional Days and the opportunity for teachers, administrators, and staff to attend any workshop requested before school starts each year. Additional professional development opportunities addressing standards-based instruction are provided monthly throughout the school year; provided students with access to CCSS standards-aligned instructional materials and a broad course of study. All students, including all unduplicated students and students with exceptional needs, will have access to standards-aligned materials and additional instructional materials as outlined in our charter.

Administrators engage in regular meetings to support impactful high-quality instruction, conduct regular instructional walk throughs as part of the observation and feedback/coaching cycle, and provide relevant weekly professional development.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education’s (CDE’s) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA’s progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA’s progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children.	5
4. Rate the LEA’s progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Building Relationships Between School Staff and Families.

The BCCHS Youth Truth report synthesized feedback from 345 respondents across all students, parents/guardians, support staff, teachers, and administrators. The response rate was 72%.

Building positive relationships with students and families is a pillar of our LAUSD-approved charter petition. As a charter school intentionally designed to be small, we view the relationship between the school and home as essential to student success academically, socially, and emotionally, during the most challenging time in a person’s development.

With class sizes of up to 27 students, teachers are expected to develop positive relationships with students and families. Through regular communication with parents/guardians, our teachers seek to partner with families and create a bond based on mutual trust and respect.

Our 2023-24 Youth Truth Survey “Relationships” Theme data validates our efforts with families have been successful:

Families: “The degree to which families experience positive relationships in their school based on respect, care, and approachability.” (89% positive; increase 3%; 4.25 rating); “Teachers and students care about each other.” (88% positive; increase 12%; 4.12 rating)

The school’s administrative structure - four teams each with a dedicated administrator - instruction, school climate & culture, community schools, and operations, has been crucial to our learning community’s connection with our families. While the focus of each team is distinct, each has a responsibility to support teachers with family relationships in order to support the whole student. Additionally, members from each team serve on the MTSS and have roles in the McKinney-Vento support for students.

- Instruction: The Coordinator of Instruction provides on-going oversight of the academic program and serves as a resource to teachers in communicating with parents/guardians about students’ academic progress.

- **School Culture and Climate:** The Coordinator of SCC is responsible for communicating and monitoring behavioral expectations of students. We have found that the involvement of the SCC Coordinator in the day-to-day activities of the school has contributed to students' sense of safety and having an administrator to support with social and behavior expectations.
- **Community Schools:** The Coordinator of Community Schools manages relationships with external agencies which provide supports to our families in a variety of areas. The CS Team works with other members of the administrative team and classroom teachers to ensure appropriate resources can be directed to students/families through our Tier II and III interventions, as well as counseling and mental health services, as needed.
- **Operations:** The Operations Team is usually the first relationship parents establish with the school upon enrollment. The enrollment process along with grade-level events allows for the development of a strong relationship with families.

As a small high school our Guidance Counselor establishes personal relationships with each student’s family. To deepen the relationship and parent knowledge of preparing for college and career, the counselor provides several workshops each year on topics to educate parents on college and career readiness.

Parents are welcome to contact teachers regarding their child’s progress. The administrative teams described above are often involved with families to create a system of support for the student. Additionally, twice per year we hold six days of in-person parent conferencing with teachers to discuss student progress.

Annually, the school holds a variety of cultural events representative of the ethnic and cultural backgrounds of our entire learning community. These events are intentionally integrated into our planning calendar each year to demonstrate respect for the various backgrounds of students, families and staff. Over the years, they have become traditions, and the staff fully engages with students to understand the significance not only to the school but to the larger global context.

We also value parent involvement in our school– it helps their children understand their family values the school/education, and serves as a source of pride when students see their parents on campus or participating in the school. It has also assisted in integrating new immigrants to the area by serving as a vehicle for parents to establish relationships with each other. We have been fortunate to have several parents who give their time to participate in School Advisory Council (SAC)/English Learner Advisory Committee (ELAC), and English Learner Parent Advisory Committee (EL-PAC), all of which have input and review our Local Control and Accountability Plan (LCAP). Highly involved parents have been our most important community ambassadors as they spread the word about the welcoming environment for parent voice and partnership at the school.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA’s focus area(s) for improvement in Building Relationships Between School Staff and Families.

The Youth Truth Survey questions aligned to building relationships seek to gauge different aspects based on the stakeholder group. For the 2024-25 academic year, we will prioritize actions/activities directed to the following Youth Truth Survey "Relationships" items:

Students: “The degree to which students feel they receive support and personal attention from their teachers.” (40% positive; increase 7%; 3.55 rating); “Students treat adults with respect.” (36% positive; increase 4%); “The degree to which students feel welcome at their school and have collaborative relationships with their classmates.” (51% positive; increase 5%; rating 3.43)

Staff: “Staff treat students with respect.” (68% positive); “Students treat staff with respect.” (36% positive); Professional Development & Support theme (62% positive)

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

- Climate & Culture/Community Schools Team: MTSS, TFI, PBIS implementation
- College/Career Counselor: Expanding College Counseling
- Instructional Team: Relay & SchoolMint Grow

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA’s progress in providing professional learning and support to teachers and principals to improve a school’s capacity to partner with families.	5
6. Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home.	5
7. Rate the LEA’s progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA’s progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	5

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Building Partnerships for Student Outcomes.

OUR SURVEY DATA STRENGTHS - Families: Youth Truth Engagement Theme

- “The degree to which families are engaged in their school and empowered to influence decision-making.” (Overall 80% positive, which is an increase of 11%; overall average rating 3.97)
- “My child is getting a high-quality education at this school.” (84% positive; an increase of 2%; 4.12 rating)
- “My school sets high expectations for students.” (87% positive; 4.18 rating)
- “Discipline in this school is fair.” (78% positive; rating 3.97)
- Resources (Overall 90% positive; 4.22 overall rating)

The pre-service professional development in Summer 2023 included multiple sessions by Relay Graduate School of Education. Two sessions were specific to building relationships: “Harnessing Identity to Build Trust” and “Deepening Connections with Families & Students” (July 28, 2023). The school carried these themes through the academic year, and will do so again for the 2024-25 academic year.

Teachers are supported throughout the year through professional development building from the regular instructional coaching they receive from the Coordinator of Instruction. The Coordinators of Culture & Climate as well as the Community Schools Teams, regularly collaborate with administration to design relevant professional development for teachers to address PBIS implementation and MTSS. The school also has six days dedicated to individual teacher conferencing with parents (3 fall/3 spring). The average parent attendance for the school for the dedicated parent conferences over the current year exceeded 70%.

We maintain a section on the school website with resources for parents to assist the continuity of student learning at home, including direct links to various digital platforms. All of our curricula are digital and posted in Google Classroom for ease of student access at home, and available for parents to monitor at home. Parents also receive regular communications from teachers about the academic progress of their child; and parents receive a login to Infinite Campus so they can view student academic marks at any time. Teachers are available for conferencing by appointment throughout the year.

For special student populations, we have events and committees targeted to their needs. For example, this year we initiated SpEd Meet 'n Greet for both fall and spring semesters to better engage the parents of these students who may have gone "unseen" in their prior educational setting. This is aimed at ensuring parents that we are here to partner with them for their child's success in alignment with their IEPs.

Additionally, our ELAC/EL-PAC holds meetings aligned to data timelines to discuss the specific needs of the English learner population (e.g., CA Dashboard, state-verified data platform BOY-MOY-EOY; English Language Proficiency Assessments for California, reclassification consultation, etc.)

Our Board of Directors annually evaluates our parent involvement policy as a Title I school, and makes revisions accordingly. The SAC/PAC maintains the responsibilities of monitoring our Title I interventions. All parents are welcome to attend the meetings during the academic year and provide input on the program as it pertains to the performance of both our socioeconomically disadvantaged students and those in danger of not meeting standards.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

The Youth Truth Survey Engagement Theme questions aligned to building partnerships for student outcomes seek to gauge different aspects based on the stakeholder group.

Students: "The degree to which students perceive themselves as engaged with their school and education." (Overall 50% positive, which is an increase of 2%; Overall average rating 3.49); "I am getting a high-quality education at this school." (45% positive; 3.39 rating); "Most of my teachers don't let people give up when the work gets hard." (56% positive; 3.61 rating); "Discipline in this school is fair." (43% positive; increase 3%; rating 3.29)

Staff: "The degree to which staff feel engaged in their work and empowered to influence their schools." (Overall 80% positive; overall average rating 3.93); "Students are getting a high-quality education at this school." (63% positive; 3.7 rating); "My school sets high expectations for students." (57% positive; 3.53 rating); "Discipline in this school is fair." (37% positive; rating 2.9); Professional Development & Support (Overall 62% positive; 3.66 overall rating)

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Continue Parent Conference Days (6 days/year); increase parent engagement/attendance at schoolwide events; hold Fall & Spring SpEd events; set expectations for teacher communication "touch-points" about student progress; MTSS process.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
10. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA’s progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	5
12. Rate the LEA’s progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Seeking Input for Decision-Making.

As a small charter school, we seek to involve parents and other community members in providing input for decisions that impact the school. The current charter petition describes the formal governance structure of the organization. Our Board encourages and expects the leadership to provide multiple opportunities to families and staff to engage in discussions to inform site-level decision making, and feedback to the Board on issues faced by the school. All families and staff have opportunities to provide input on plans for school improvement, such as the LCAP and event planning.

While families are encouraged to participate in local governing board meetings and site-based committees, we know that these opportunities may be at inconvenient times. To address this, we hold monthly Café con los directores (Coffee with the Principal) as an informal setting for parents/families to share their thoughts on a wide range of issues and to raise concerns that require addressing by the administration.

Throughout the year, the school holds workshops geared to parents on supporting their child’s learning, emotional well-being and wellness, bullying prevention, social media, college awareness, and readiness, among other topics. We maintain an “open door” policy for parents and staff to speak with the Executive Administrator about any concerns they may have related to the school and/or their child. Parents often use the open-door policy to meet with the executive administrator and other members of the administrative team.

Families: “The degree to which families are engaged in their school and empowered to influence decision-making.” (Overall 80% positive which is an increase of 11%; overall average rating 4.12)
 Staff: “The degree to which staff feel engaged in their work and empowered to influence their schools.” (Overall 80% positive; overall average rating 3.93)

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

While the data analysis from families and staff do not demonstrate a “need,” we continue to develop the capacity of our families and staff in participating in the various committees and engaging with our Board of Directors on policies/procedures and strategic planning that impact students, families and staff.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Maintain accurate engagement activity calendar on the website; upcoming events/reminder SIS-programmed calls, emails and text messages

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

The school uses the national survey developed by Youth Truth to annually evaluate multiple indicators of school climate and culture. As of the 2023-24 administration of the survey, Youth Truth does not have a method for disaggregating the respondent data by demographic groups. We understand this functionality will become available for the 2024-25 school year. The survey assesses the following themes: engagement, relationships, culture, academic challenge, belonging, communication & feedback, school safety, resources for support, and professional development/support.

The BCCHS Youth Truth report synthesized feedback from 345 respondents across all students, parents/guardians, support staff, teachers, and administrators. The response rate was 72%.

Overall Youth Truth Survey Results (percent positive) for BCCHS 2023-24 by theme area:

Engagement: Students 50%, Families 80%, Staff 80%
 Relationships: Students 40%, Families 89%, Staff 84%
 Culture: Students 37%, Families 86%, Staff 45%
 Belonging: Students 51%
 Communication & Feedback: Families 90%
 School Safety: Families 85%, Staff 72%
 Resources: Families 90%
 Professional Development & Support: Staff 62%

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Strengths

Engagement: Families 80%, Staff 80%
 Relationships: Families 89%, Staff 84%
 Culture Families: 86%
 Communication & Feedback: Families 90%
 School Safety: Families 85%
 Resources: Families 90%

Identified Needs

Engagement: Students 50%
 Relationships: Students 40%
 Culture: Students 37%, Staff 45%
 Belonging: Students 51%
 School Safety: Staff 72%
 Professional Development & Support: Staff 62%

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

- School Climate & Culture Team: Focus building relationships with students; school culture; student engagement; belonging
- Instruction Team: Focus student academic engagement; high-quality professional development & support for teachers
- Operations Team: Focus on school safety

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

All students have access to the broad course of study as described in the current charter petition. Our English learners receive the required ELD instruction to support their acquisition of English language mastery over the course of their enrollment. Students with Disabilities have full access to the core instructional program to prepare them for the rigors of high school/post secondary goals in alignment with their respective IEPs. These students also receive push-in support in their core courses, as well as designated supports from the RSP Teacher. Access to the broad course of study is monitored by review of the master schedule during the summer and winter prior to student programming using the SIS.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

100% of students have access to/are enrolled in a broad course of study described in the charter petition.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

We do not have any barriers to providing access to all students to the broad course of study described in the charter petition.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

All students have access to the broad course of study. We do not require any revisions or additional actions. Universal Access is available and provided to all students. Differentiated instruction and accommodations are provided with the General Education frameworks and course levels (Core Content). Broad course of study including courses described in EC sections 51210 and 51220(a)-(i). Programs and services developed and provided to unduplicated pupils; and programs and services developed for individuals with exceptional needs are provided as outlined in students' IEPs.

At the high school level, we monitor the success through student transcripts, UC Doorways courses approved as meeting A-G requirements, and periodic review by WASC for maintaining successful accreditation.

2024-25 Local Performance Indicator Self-Reflection

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

Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2021-22	17.07	59.5%	3.5%	15.9%	21%	0%	0%	0%

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0%

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0%

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

2. Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

3. Rate the LEA’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

Other Adopted Academic Standards

4. Rate the LEA’s progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education						
Health Education Content Standards					5	
Physical Education Model Content Standards					5	
Visual and Performing Arts					5	
World Language						

Support for Teachers and Administrators

5. Rate the LEA’s success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered					5

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

The LEA provides teachers 10 Professional Days and the opportunity for teachers, administrators, and staff to attend any workshop requested before school starts each year. Additional professional development opportunities addressing standards-based instruction are provided monthly throughout the school year; provided students with access to CCSS standards-aligned instructional materials and a broad course of study. All students, including all unduplicated students and students with exceptional needs, will have access to standards-aligned materials and additional instructional materials as outlined in our charter.

Administrators engage in regular meetings to support impactful high-quality instruction, conduct regular instructional walk throughs as part of the observation and feedback/coaching cycle, and provide relevant weekly professional development.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education’s (CDE’s) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA’s progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA’s progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children.	5
4. Rate the LEA’s progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Building Relationships Between School Staff and Families.

Building positive relationships with students and families is a pillar of our LAUSD-approved charter petition. As a charter school intentionally designed to be small, we view the relationship between the school and home as essential to student success academically, socially, and emotionally during the most challenging time in a person’s development.

With class sizes of up to 27 students, teachers are expected to develop positive relationships with students and families. Through regular communication with parents/guardians, our teachers seek to partner with families and create a bond based on mutual trust and respect. Since 2019, BCSS has provided coordinated community services for a significant number of unhoused students and families. While this group is a small percentage of our enrollment, we recognize the destabilizing effects even temporary homelessness has on a family, and the impact on educational outcomes for the student.

OUR SURVEY DATA STRENGTHS: Our 2023-24 Youth Truth Survey “Relationships” Theme data validates our efforts with families have been successful:
 Families: “The degree to which families experience positive relationships in their school based on respect, care, and approachability.” (94% positive); “Teachers and students care about each other.” (88% positive; decrease 4%);
 Resources (Overall 89% positive; 4.29 overall rating)
 Staff: “The degree to which staff experience positive relationships in their school based on respect, care, and approachability.” (84% positive; increase 24%; 3.55 rating); “Staff treat students with respect.” (81% positive; an increase of 12%); “Staff and students care about each other.” (72% positive; increase 18%)

The school’s administrative structure - four teams, each with a dedicated administrator - instruction, school climate & culture, community schools, and operations, has been crucial to our learning community’s connection with our families. While the focus of each team is distinct, each has a responsibility to support teachers with family relationships in order to support the whole student. Additionally, members from each team serve on the MTSS and have roles in the McKinney-Vento support for students.

Instruction: The Coordinator of Instruction provides on-going oversight of the academic program and serves as a resource to teachers in communicating with parents/guardians about students’ academic progress.

School Culture and Climate: The Coordinator of SCC is responsible for communicating and monitoring behavioral expectations of students. We have found that the involvement of the SCC Coordinator in the day-to-day activities of the school has contributed to students' sense of safety and having an administrator to support with social and behavior expectations.

Community Schools (CS): The Coordinator of Community Schools manages relationships with external agencies that provide support to our families in various areas. The CS Team works with other members of the administrative team and classroom teachers to ensure appropriate resources can be directed to students/families through our Tier II and III interventions, as well as counseling and mental health services, as needed.

Operations: The Operations Team is usually the first relationship parents establish with the school upon enrollment. The enrollment process along with grade-level events, allows for the development of a strong relationship with families.

Parents are welcome to contact teachers regarding their child's progress. The administrative teams described above are often involved with families to create a system of support for the student. Additionally, twice per year, we hold six days of in-person parent conferencing with teachers to discuss student progress.

Annually, the school holds a variety of cultural events representative of the ethnic and cultural backgrounds of our entire learning community. These events are intentionally integrated into our planning calendar each year to demonstrate respect for the various backgrounds of students, families, and staff. Over the years, they have become traditions, and the staff fully engages with students to understand the significance not only to the school but to the larger global context.

We also value parent involvement in our school– it helps their children understand their family values the school/education and serves as a source of pride when students see their parents on campus or participating in the school. It has also assisted in integrating new immigrants to the area by serving as a vehicle for parents to establish relationships with each other. We have been fortunate to have several parents who give their time to participate in School Advisory Council (SAC)/English Learner Advisory Committee (ELAC), and English Learner Parent Advisory Committee (EL-PAC), all of which have input and review our Local Control and Accountability Plan (LCAP). Highly involved parents have been our most important community ambassadors as they spread the word about the welcoming environment for parent voice and partnership at the school.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

The Youth Truth Survey "Relationships" Theme questions aligned to building relationships seek to gauge different aspects based on the stakeholder group. For the 2024-25 academic year, we will prioritize actions/activities directed to the following Youth Truth Survey "Relationships" items:

Students:

- "The degree to which students feel they receive support and personal attention from their teachers." (44% positive; 3.45 rating)
- "Students from my school treat adults with respect." (39% positive; decrease 3%)
- "The degree to which students feel welcome at their school and have collaborative relationships with their classmates." (47% positive; decrease 1%; rating 3.41)

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

The LEA continues to have strong relationships with families, as evidence, in parent participation rates in student-led parent conferences, parent workshops, Coffee with the Administrators, and parent surveys. In addressing the needs of the whole child and engaging parents and our school community to support each other the LEA has responded

and addressed social emotional, cultural needs, for our school community. The school should continue to provide access and communication between all stakeholders.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA’s progress in providing professional learning and support to teachers and principals to improve a school’s capacity to partner with families.	5
6. Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home.	5
7. Rate the LEA’s progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA’s progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	5

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Building Partnerships for Student Outcomes.

The pre-service professional development in Summer 2023 included multiple sessions by Relay Graduate School of Education. Two sessions were specific to building relationships: “Harnessing Identity to Build Trust” and “Deepening Connections with Families & Students” (July 28, 2023). The school carried these themes through the academic year, and will do so again for the 2024-25 academic year.

Teachers are supported throughout the year through professional development building from the regular instructional coaching they receive from the Coordinator of Instruction. The Coordinators of Culture & Climate as well as the Community Schools Teams, regularly collaborate with administration to design relevant professional development for teachers to address PBIS implementation and MTSS. The school also has six days dedicated to individual teacher conferencing with parents (3 fall/3 spring). The average parent attendance for the school for the dedicated parent conferences over the current year exceeded 70%.

We maintain a section on the school website with resources for parents to assist the continuity of student learning at home, including direct links to various digital platforms. All of our curricula are digital and posted in Google Classroom for ease of student access at home, and available for parents to monitor at home. Parents also receive regular communications from teachers about the academic progress of their child; and parents receive a login to Infinite Campus so they can view student academic marks at any time. Teachers are available for conferencing by appointment throughout the year.

For special student populations, we have events and committees targeted to their needs. For example, this year we initiated SpEd Meet ‘n Greets for both fall and spring semesters to better engage the parents of these students who may have gone “unseen” in their prior educational setting. This is aimed at ensuring parents that we are here to partner with them for their child’s success in alignment with their IEPs.

Additionally, our ELAC/EL-PAC holds meetings aligned to data timelines to discuss the specific needs of the English learner population (e.g., CA Dashboard, state-verified data platform BOY-MOY-EOY; English Language Proficiency Assessments for California, reclassification consultation, etc.)

Our Board of Directors annually evaluates our parent involvement policy as a Title I school, and makes revisions accordingly. The SAC/PAC maintains the responsibilities of monitoring our Title I interventions. All parents are welcome to attend the meetings during the academic year and provide input on the program as it pertains to the performance of both our socioeconomically disadvantaged students and those in danger of not meeting standards.

OUR SURVEY DATA STRENGTHS Youth Truth Engagement Theme

Families:

- “The degree to which families are engaged in their school and empowered to influence decision-making.” (Overall 77% positive-; overall average rating 4.01)
- “My child is getting a high-quality education at this school.” (82% positive; 11% decrease; 4.06 rating)
- “My school sets high expectations for students.” (88% positive; decrease of 2%; 4.26 rating)

2. Based on the analysis of educational partner input and local data, briefly describe the LEA’s focus area(s) for improvement in Building Partnerships for Student Outcomes.

The Youth Truth Survey Engagement Theme questions aligned to building partnerships for student outcomes seek to gauge different aspects based on the stakeholder group.

Students:

“The degree to which students perceive themselves as engaged with their school and education.” (Overall 49% positive, which is an increase of 2%; Overall average rating 3.49)

Staff:

“Students are getting a high-quality education at this school.” (59% positive; 5% increase; 3.59 rating)

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Continue Parent Conference Days (6 days/year); increase parent engagement/attendance at schoolwide events; hold Fall & Spring SpEd events; set expectations for teacher communication "touch-points" about student progress; MTSS process.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4

Practices	Rating Scale Number
10. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA’s progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	5
12. Rate the LEA’s progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	5

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Seeking Input for Decision-Making.

As a small charter school, we seek to involve parents and other community members in providing input for decisions that impact the school. The current charter petition describes the formal governance structure of the organization. Our Board encourages and expects the leadership to provide multiple opportunities to families and staff to engage in discussions to inform site-level decision making, and feedback to the Board on issues faced by the school. All families and staff have opportunities to provide input on plans for school improvement, such as the LCAP and event planning.

While families are encouraged to participate in local governing board meetings and site-based committees, we know that these opportunities may be at inconvenient times. To address this, we hold monthly Café con los directores (Coffee with the Principal) as an informal setting for parents/families to share their thoughts on a wide range of issues and to raise concerns that require addressing by the administration.

Throughout the year, the school holds workshops geared to parents on supporting their child’s learning, emotional well-being and wellness, bullying prevention, social media, college awareness, and readiness, among other topics. We maintain an “open door” policy for parents and staff to speak with the Executive Administrator about any concerns they may have related to the school and/or their child. Parents often use the open-door policy to meet with the executive administrator and other members of the administrative team.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA’s focus area(s) for improvement in Seeking Input for Decision-Making.

While the data analysis from families and staff do not demonstrate a “need,” we continue to develop the capacity of our families and staff in participating in the various committees and engaging with our Board of Directors on policies/procedures and strategic planning that impact students, families and staff.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Maintain accurate engagement activity calendar on the website; upcoming events/reminder SIS-programmed calls, emails and text messages; backpack letters

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

The school uses the national survey developed by Youth Truth to annually evaluate multiple indicators of school climate and culture. As of the 2023-24 administration of the survey, Youth Truth does not have a method for disaggregating the respondent data by demographic groups. We understand this functionality will become available for the 2024-25 school year. The survey assesses the following themes: engagement, relationships, culture, academic challenge, belonging, communication & feedback, school safety, resources for support, and professional development/support.

The BCCS Youth Truth report synthesized feedback from 456 respondents across all students, parents/guardians, support staff, teachers, and administrators. The response rate was 59%.

Overall Youth Truth Survey Results for BCCS 2023-24 by theme area:

Engagement: Students 49%, Families 77%, Staff 83%
 Relationships: Students 44%, Families 94%, Staff 84%
 Culture: Students 39%, Families 87%, Staff 53%
 Belonging: Students 47%
 Communication & Feedback: Families 89%
 School Safety: Families 76%, Staff 53%
 Resources: Families 89%
 Professional Development & Support: Staff 81%

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Strengths
 Engagement: Staff 83%
 Relationships: Families 94% , Staff 84%
 Culture: Families 87%
 Communication & Feedback: Families 89%
 Resources: Families 89%
 Professional Development & Support: Staff 81%

Identified Needs
 Engagement: Students 49%, Families 77%
 Relationships: Students 44%
 Culture: Students 39%, Staff 53%
 Belonging: Students 47%
 School Safety: Families 76%, Staff 53%

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

- School Climate & Culture Team: Focus building relationships with students; school culture; student engagement; belonging
- Instruction Team: Focus student academic engagement
- Operations Team: Focus on school safety

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

All students have access to the broad course of study as described in the current charter petition. Our English learners receive the required ELD instruction to support their acquisition of English language mastery over the course of their enrollment. Students with Disabilities have full access to the core instructional program to prepare them for the rigors of high school/post secondary goals in alignment with their respective IEPs. These students also receive push-in support in their core courses, as well as designated supports from the RSP Teacher. Access to the broad course of study is monitored by review of the master schedule during the summer and winter prior to student programming using the SIS.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

100% of students have access to/are enrolled in a broad course of study described in the charter petition.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

We do not have any barriers to providing access to all students to the broad course of study described in the charter petition.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

All students have access to the broad course of study. We do not require any revisions or additional actions. Universal Access is available and provided to all students. Differentiated instruction and accommodations are provided with the General Education frameworks and course levels (Core Content). Broad course of study including courses described in EC sections 51210 and 51220(a)-(i).

Programs and services developed and provided to unduplicated pupils; and programs and services developed for individuals with exceptional needs are provided as outlined in students' IEPs.

Metric/Method for Measuring: Student transcripts/grades, Master Schedule, Push-in schedule

Coversheet

Williams Report for Q4 (April 1 to June 30, 2024)

Section: III. Items Scheduled for Information
Item: I. Williams Report for Q4 (April 1 to June 30, 2024)
Purpose: FYI
Submitted by:
Related Material: 24-06-13 LACOE Williams Q4_MORCS.pdf
24-06-13 LACOE Williams Q4_BCCS.pdf
24-06-13 LACOE Williams Q4_BCCHS.pdf



**Los Angeles County
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Williams Lawsuit Settlement Quarterly Report on Uniform Complaints 2023-2024

District Name: Monsenor Oscar Romero Charter Date: 6/13/24

Person completing this form: Yvette King-Berg Title: Executive Director

Quarter covered by this report (Check one below):

- 1st Quarter (July 1 to September 30)
- 2nd Quarter (October 1 to December 31)
- 3rd Quarter (January 1 to March 31)
- 4th Quarter (April 1 to June 30)

Date for information to be reported publicly at governing board meeting: 6/24/24

Please check the box that applies:

No complaints were filed with any school in the district during the quarter indicated above.

Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

	Number of Complaints Received in Quarter	Number of Complaints Resolved	Number of Complaints Unresolved
Instructional Materials	0	0	0
Facilities	0	0	0
Teacher Vacancy and Misassignment	0	0	0
TOTAL	0	0	0

Print Name of the District Superintendent Yvette King-Berg

Signature of District Superintendent Yvette King-Berg Date 6/13/24

Return the **Quarterly Summary** to:
Williams Legislation Implementation Project
Los Angeles County Office of Education
c/o Astrid Gonzales, Williams Settlement Legislation
9300 Imperial Highway, ASM/Williams ECW 283
Downey, CA 90242

Telephone: (562) 922-6393
FAX: (562) 803-8325
E-Mail: Gonzalez_Astrid@lacoed.edu



**Los Angeles County
Office of Education**
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Leading Educators

Williams Lawsuit Settlement Quarterly Report on Uniform Complaints 2023-2024

District Name: Bert Corona Charter School

Date: 6/13/24

Person completing this form: Yvette King-Berg

Title: Executive Director

Quarter covered by this report (Check one below):

- 1st Quarter (July 1 to September 30)
- 2nd Quarter (October 1 to December 31)
- 3rd Quarter (January 1 to March 31)
- 4th Quarter (April 1 to June 30)

Date for information to be reported publicly at governing board meeting: 6/24/24

Please check the box that applies:

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TOTAL	0	0	0

Print Name of the District Superintendent Yvette King-Berg

Signature of District Superintendent Yvette King-Berg Date 6/13/24

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Williams Lawsuit Settlement Quarterly Report on Uniform Complaints 2023-2024

District Name: Bert Corona Charter High School Date: 6/13/24

Person completing this form: Yvette King-Berg Title: Executive Director

Quarter covered by this report (Check one below):

- 1st Quarter (July 1 to September 30)
- 2nd Quarter (October 1 to December 31)
- 3rd Quarter (January 1 to March 31)
- 4th Quarter (April 1 to June 30)

Date for information to be reported publicly at governing board meeting: 6/24/24

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Teacher Vacancy and Misassignment	0	0	0
TOTAL	0	0	0

Print Name of the District Superintendent Yvette King-Berg

Signature of District Superintendent Yvette King Berg Date 6/13/24

Return the **Quarterly Summary** to:
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FAX: (562) 803-8325
E-Mail: Gonzalez_Astrid@lacoed.edu

Coversheet

Consent Items

Section: IV. Consent Agenda Items

Item: B. Consent Items

Purpose: Vote

Submitted by:

Related Material:

- 1.) Recommendation to approve Board of Trustees for 2024-2025 (1).pdf
- 2.) Board Brief Recommendation to approve 2024-2025 Homeless Education Policies for BCCS, B CCHS, and MORCS .pdf
- 2.) BCCS Homeless Education Policy June 24 2024.pdf
- 2.) BCCHS Homeless Education Policy June 2024.pdf
- 2.) MORCS Homeless Education Policy 06 24 2024.pdf
3. 24-25 BCCS Audit Calendar_Bell Schedule_Instructional Minutes - School Calendar.pdf
- 4.) Recommendation to approve E-Rate Consulting Renewal Proposal for Fiscal Year 2024-2025 from Learningtech.org.pdf
- 5.) Recommendation to approve Continued Membership in CharterSafe for All Mandated liability Coverages June 2024.pdf



YPI CHARTER SCHOOLS

June 24, 2024

TO: YPI Charter Schools
Board of Trustees

FROM: Yvette King-Berg
Executive Director

SUBJECT: Recommendation to approve Board of Directors for 2024-2025

Terms of office for the following board members will expire on June 30, 2024:

Michael Green	Board Treasurer Term Expires: 6/30/2024
Sandra Mendoza	Board Secretary Term Expires: 6/30/2024
Walter Njboke	Board Member Term Expires: 6/30/2024

ANALYSIS

An Ad Hoc Nominating Committee chaired by the Board Chair worked with the Executive Director and Chief Operations Officer to determine the following recommendation for the Board of Directors for the 2024-2025 school year:

Board Member	Term
Mary Keipp	Board Chair Term Expires: 6/30/2025
Cesar Lopez	Board Vice-Chair Expires: 6/30/2025
Michael Green	Board Treasurer Term Expires: 6/30/2026
Sandra Mendoza	Board Secretary Term Expires: 6/30/2026
Walter Njboke	Board Member Term Expires: 6/30/2026
Dean Cho	Board Member Term Expires: 6/30/25

RECOMMENDATION: The Ad Hoc Board Selection Committee recommends that the Board of Directors approve the slate of Directors



YPI CHARTER SCHOOLS

June 24, 2024

TO: YPI Charter Schools
Board of Directors

FROM: Yvette King-Berg
Executive Director

SUBJECT: Recommendation to approve 2024-2025 Homeless Education Policies for BCCS, BCCHS, and MORCS

BACKGROUND

The Elementary and Secondary Education Act (ESEA) of 1965 was reauthorized as the *Every Student Succeeds Act* (ESSA) and signed into law by President Barack Obama on December 10, 2015. The Local Educational Agency (LEA) Plan has been supplemented with an Addendum to the LCAP at the state level, which describes how federal funds are to be expended in support of goals expressed in the LCAP.

ANALYSIS

Title I, Part A, ESEA sections 722(g)(1)(I), 722(g)(1)(J)(i), 722(g)(1)(C), 722(g)(3)(E), and 722(g)(1)(J)(iii), defines the regulations of the Homeless Education Policy for schools participating in the federal *Every Student Succeeds Act*.

Each year, the policies for each school must be approved by the Board of Directors.

RECOMMENDATION

It is recommended that the Board of Directors approve the 2024-2025 Homeless Education Policies for BCCS, BCCHS, and MORCS.

Attachments: 2024-2025 Homeless Education Policies for BCCS, BCCHS, and MORCS.



**YPI Charter Schools
Bert Corona Charter School
Homeless Education Policy**

Bert Corona Charter School has designated Dr. Kevin Myers, or Designee, as the liaison for homeless children and youths. He may be reached at drmyer20s@coronacharter.org or (818) 834-5805.

Bert Corona Charter High School has designated Leticia Sepulveda, the community school coordinator, as the liaison for homeless children and youths. She may be reached at mrpelayo@coronacharter.org, or (818) 937-0168.

Bert Corona Charter School agrees to implement the following policy ensure that all children and youth who are homeless receive a free appropriate public education and are given opportunity to succeed in school, consistent with the McKinney-Vento Homeless Assistance Act and requirements of submitting the Consolidated Application for accessing federal categorical funding.

Bert Corona Charter School will ensure that children and youth who are homeless are free from discrimination, segregation, and harassment.

Information regarding this policy, including the educational rights of children and youth identified as homeless will be distributed to all students upon enrollment and once during the school year, provided to students who seek to withdraw from Bert Corona Charter School, as well as other places where children, youth, and families who are homeless receive services, including family and youth shelters, motels, campgrounds, welfare departments, health departments, and other social service agencies. This policy is also available at (insert charter school URL)

Definitions

Children and youth experiencing homelessness means children and youth who are otherwise legally entitled to or eligible for a free public education and who lack a fixed, regular, and adequate nighttime residence, including:

- Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, campgrounds, or trailer parks due to a lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting placement in foster care.
- Children and youth who have a primary nighttime residence that is a private or public place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
- Children and youth who are living in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting.
- Migratory children and youth who are living in a situation described above.

Board Approved: June 29, 2022

Revised: June 26, 2023

A child or youth will be considered to be homeless for as long as he or she is in a living situation described above.

Unaccompanied youth means a youth not in the physical custody of a parent or guardian, who meets the definition of homeless as defined above. The more general term youth also includes unaccompanied youth.

Enroll and *enrollment* means attending school and participating fully in all school activities.

Immediate means without delay.

Parent means a person having legal or physical custody of a child or youth.

Local liaison is the staff person designated by Bert Corona Charter School as the person responsible for carrying out the duties assigned to the local homeless education liaison by the McKinney-Vento Homeless Assistance Act.

Identification

Children and youth who qualify as homeless in Bert Corona Charter School will be identified. Data will be collected on the number of children and youth experiencing homelessness in Bert Corona Charter School; where they are living; their academic achievement (including state and local assessments); and the reasons for any enrollment delays or interruptions in their education.

School Selection

Each child and youth enrolled at Bert Corona Charter School identified as homeless has the right to remain enrolled. Services that are required to be provided, including transportation to and from the Bert Corona Charter School and services under federal and other programs, will not be considered in determining feasibility.

Enrollment

Enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, including:

- Proof of residency
- Transcripts/school records (Bert Corona Charter School must contact the student's previous school to obtain school records. Initial placement of students whose records are not immediately available can be made based on the student's age and information gathered from the student, parent, and previous schools or teachers.)
- Immunizations or immunization/health/medical/physical records (If necessary, the school must refer students to the local liaison to assist with obtaining immunizations and/or immunization and other medical records.)
- Proof of guardianship
- Birth certificate
- Unpaid school fees
- Lack of clothing that conforms to dress code
- Any factor related to the student's living situation

Board Approved: June 29, 2022

Revised: June 26, 2023

Unaccompanied youth must be enrolled immediately in school. They may either enroll themselves or be enrolled by a parent, non-parent caretaker, older sibling, or local liaison.

Services

Children and youth experiencing homelessness will be provided services comparable to services offered to other students in Bert Corona Charter School including:

- Transportation
- Title I, Part A services - Children and youth identified as homeless are automatically eligible for Title I, Part A services
- Educational services for which the student meets eligibility criteria, including special education and related services and programs for English language learners
- Vocational and technical education programs
- Gifted and talented programs
- Before- and after-school programs
- Free meals - On the day a child or youth identified as homeless enrolls in school, Bert Corona Charter School must submit the student's name to its food service program coordinator for immediate eligibility.

When applying any standing policy regarding tardiness or absences, any tardiness or absence related to a child or youth's living situation will be excused.

Disputes

If a dispute arises over any issue covered in this policy, the child or youth experiencing homelessness will be admitted immediately to Bert Corona Charter School pending final resolution of the dispute. The student will also have the rights of a student who is homeless to all appropriate educational services, transportation, free meals, and Title I, Part A, services while the dispute is pending.

Bert Corona Charter School will provide the parent or unaccompanied youth with a written explanation of its decision and the right to appeal and will refer the parent or youth to the local liaison immediately. The local liaison will ensure that the student is enrolled at Bert Corona Charter School and is receiving other services to which he or she is entitled and will resolve the dispute as expeditiously as possible. The parent or unaccompanied youth will be given every opportunity to participate meaningfully in the resolution of the dispute. The local liaison will keep records of all disputes in order to determine whether particular issues or schools are repeatedly delaying or denying the enrollment of children and youth identified as homeless. The parent, unaccompanied youth, or school district may appeal the Bert Corona Charter School's decision as provided in Bert Corona Charter School's formal dispute resolution process.

Training

The local liaison will conduct training regarding Title X requirements and sensitivity/awareness activities for all staff of Bert Corona Charter School.

Coordination

Board Approved: June 29, 2022

Revised: June 26, 2023

The local liaison will coordinate with and seek support from the local district and county coordinator for the Education of Homeless Children and Youth, public and private service providers in the community, housing and placement agencies, local liaisons in neighboring districts, and other organizations and agencies. Coordination will include conducting outreach and training through those agencies. Both public and private agencies will be encouraged to support the local liaison and Bert Corona Charter School in implementing this policy.

Board Approved: June 29, 2022
Revised: June 26, 2023



YPI CHARTER SCHOOLS
Bert Corona Charter High School
Homeless Education Policy

Bert Corona Charter High School has designated Silverio Pelayo, the community school coordinator, as the liaison for homeless children and youths. He may be reached at mrpelayo@coronachartere.org, or (818) 937-0168.

Bert Corona Charter High School agrees to implement the following policy to ensure that all homeless children and youth receive a free, appropriate public education and are given the opportunity to succeed in school, consistent with the McKinney-Vento Homeless Assistance Act and the requirements of submitting the Consolidated Application for accessing federal categorical funding.

Bert Corona Charter High School will ensure that children and youth who are homeless are free from discrimination, segregation, and harassment.

Information regarding this policy, including the educational rights of children and youth identified as homeless, will be distributed to all students upon enrollment and once during the school year, provided to students who seek to withdraw from Bert Corona Charter High School, as well as other places where children, youth, and families who are homeless receive services, including family and youth shelters, motels, campgrounds, welfare departments, health departments, and other social service agencies. This policy is also available at (insert charter school URL)

Definitions

Children and youth experiencing homelessness means children and youth who are otherwise legally entitled to or eligible for a free public education and who lack a fixed, regular, and adequate nighttime residence, including:

- Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, campgrounds, or trailer parks due to a lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting placement in foster care.
- Children and youth who have a primary nighttime residence that is a private or public place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
- Children and youth who live in a car park, park, public space, abandoned building, substandard housing, bus or train station, or similar setting.
- Migratory children and youth who are living in any situation described above.

A child or youth will be considered homeless for as long as he or she is in a living situation described above.

Unaccompanied youth means a youth not in the physical custody of a parent or guardian, who meets the definition of homeless as defined above. The more general term youth also includes unaccompanied youth.

Enroll and *enrollment* means attending school and participating fully in all school activities.

Immediate means without delay.

Parent means a person having legal or physical custody of a child or youth.

Local liaison is the staff person designated by Bert Corona Charter High School as the person responsible for carrying out the duties assigned to the local homeless education liaison by the McKinney-Vento Homeless Assistance Act.

Identification

Children and youth who qualify as homeless in Bert Corona Charter High School will be identified. Data will be collected on the number of children and youth experiencing homelessness in Bert Corona Charter High School; where they are living; their academic achievement (including state and local assessments); and the reasons for any enrollment delays or interruptions in their education.

School Selection

Each child and youth enrolled at Bert Corona Charter High School identified as homeless has the right to remain enrolled. Services that must be provided, including transportation to and from the Bert Corona Charter High School and services under federal and other programs, will not be considered in determining feasibility.

Enrollment

Enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, including:

- Proof of residency
- Transcripts/school records (Bert Corona Charter High School must contact the student's previous school to obtain school records. Initial placement of students whose records are not immediately available can be made based on the student's age and information gathered from the student, parent, and previous schools or teachers.)
- Immunizations or immunization/health/medical/physical records (If necessary, the school must refer students to the local liaison to assist with obtaining immunizations and/or immunization and other medical records.)

- Proof of guardianship
- Birth certificate
- Unpaid school fees
- Lack of clothing that conforms to the dress code.
- Any factor related to the student's living situation.

Unaccompanied youth must be enrolled immediately in school. They may either enroll themselves or be enrolled by a parent, non-parent caretaker, older sibling, or local liaison.

Services

Children and youth experiencing homelessness will be provided services comparable to services offered to other students in Bert Corona Charter High School including:

- Transportation
- Title I, Part A services - Children and youth identified as homeless are automatically eligible for Title I, Part A services
- Educational services for which the student meets eligibility criteria, including special education and related services and programs for English language learners
- Vocational and technical education programs
- Gifted and talented programs
- Before- and after-school programs
- Free meals - On the day a child or youth identified as homeless enrolls in school, Bert Corona Charter High School must submit the student's name to its food service program coordinator for immediate eligibility.

When applying any standing policy regarding tardiness or absences, any tardiness or absence related to a child or youth's living situation will be excused.

Disputes

Suppose a dispute arises over any issue covered in this policy. In that case, the child or youth experiencing homelessness will be admitted immediately to Bert Corona Charter High School pending final resolution of the dispute. The student will also have the rights of a student who is homeless to all appropriate educational services, transportation, free meals, and Title I, Part A, services while the dispute is pending.

Bert Corona Charter High School will provide the parent or unaccompanied youth with a written explanation of its decision and the right to appeal and will refer the parent or youth to the local liaison immediately. The local liaison will ensure that the student is enrolled at Bert Corona Charter High School and is receiving other services to which he or she is entitled and will resolve the dispute as expeditiously as possible. The parent or unaccompanied youth will be allowed to participate meaningfully in resolving the dispute. The local liaison will keep records of all conflicts to determine whether particular issues or schools are repeatedly delaying or denying the enrollment of children and youth identified as homeless. The parent, unaccompanied youth, or school district

may appeal the Bert Corona Charter High School's decision as provided in Bert Corona Charter High School's formal dispute resolution process.

Training

The local liaison will conduct training regarding Title X requirements and sensitivity/awareness activities for all staff of Bert Corona Charter High School.

Coordination

The local liaison will coordinate with and seek support from the local district and county coordinator for the Education of Homeless Children and Youth, public and private service providers in the community, housing and placement agencies, local liaisons in neighboring districts, and other organizations and agencies. Coordination will include conducting outreach and training through those agencies. Both public and private agencies will be encouraged to support the local liaison and Bert Corona Charter High School in implementing this policy.



Monseñor Oscar Romero Charter School

Homeless Education Policy

Monseñor Oscar Romero Charter School has designated Freddy Zepeda, or designee, as the liaison for homeless children and youths. He may be reached at mrzepeda@romerocharter.org or (213) 413-9600.

Monseñor Oscar Romero Charter School agrees to implement the following policy to ensure that all children and youth who are homeless receive a free appropriate public education and are given an opportunity to succeed in school, consistent with the McKinney-Vento Homeless Assistance Act and requirements of submitting the Consolidated Application for accessing federal categorical funding.

Monseñor Oscar Romero Charter School will ensure that children and youth who are homeless are free from discrimination, segregation, and harassment.

Information regarding this policy, including the educational rights of children and youth identified as homeless will be distributed to all students upon enrollment and once during the school year, provided to students who seek to withdraw from Monseñor Oscar Romero Charter School, as well as other places where children, youth, and families who are homeless receive services, including family and youth shelters, motels, campgrounds, welfare departments, health departments, and other social service agencies. This policy is also available at (insert charter school URL)

Definitions

Children and youth experiencing homelessness means children and youth who are otherwise legally entitled to or eligible for a free public education and who lack a fixed, regular, and adequate nighttime residence, including:

- Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, campgrounds, or trailer parks due to a lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting placement in foster care.
- Children and youth who have a primary nighttime residence that is a private or public place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
- Children and youth who are living in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting.
- Migratory children and youth who are living in any situation described above.

A child or youth will be considered to be homeless for as long as he or she is in a living situation described above.

Unaccompanied youth means a youth not in the physical custody of a parent or guardian, who meets the definition of homeless as defined above. The more general term youth also includes unaccompanied youth.

Enroll and *enrollment* means attending school and participating fully in all school activities.

Immediate means without delay.

Parent means a person having legal or physical custody of a child or youth.

Local liaison is the staff person designated by Monseñor Oscar Romero Charter School as the person responsible for carrying out the duties assigned to the local homeless education liaison by the McKinney-Vento Homeless Assistance Act.

Identification

Children and youth who qualify as homeless in Monseñor Oscar Romero Charter School will be identified. Data will be collected on the number of children and youth experiencing homelessness in Monseñor Oscar Romero Charter School; where they are living; their academic achievement (including state and local assessments); and the reasons for any enrollment delays or interruptions in their education.

School Selection

Each child and youth enrolled at Monseñor Oscar Romero Charter School identified as homeless has the right to remain enrolled. Services that are required to be provided, including transportation to and from the Monseñor Oscar Romero Charter School and services under federal and other programs, will not be considered in determining feasibility.

Enrollment

Enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, including:

- Proof of residency
- Transcripts/school records (Monseñor Oscar Romero Charter School must contact the student's previous school to obtain school records. Initial placement of students whose records are not immediately available can be made based on the student's age and information gathered from the student, parent, and previous schools or teachers.)
- Immunizations or immunization/health/medical/physical records (If necessary, the school must refer students to the local liaison to assist with obtaining immunizations and/or immunization and other medical records.)
- Proof of guardianship
- Birth certificate
- Unpaid school fees
- Lack of clothing that conforms to dress code
- Any factor related to the student's living situation

Board Approved: June 29, 2022

2

Revised: June 26, 2023

Unaccompanied youth must be enrolled immediately in school. They may either enroll themselves or be enrolled by a parent, non-parent caretaker, older sibling, or local liaison.

Services

Children and youth experiencing homelessness will be provided services comparable to services offered to other students in Monseñor Oscar Romero Charter School including:

- Transportation
- Title I, Part A services - Children and youth identified as homeless are automatically eligible for Title I, Part A services
- Educational services for which the student meets eligibility criteria, including special education and related services and programs for English language learners.
- Vocational and technical education programs
- Gifted and talented programs
- Before- and after-school programs
- Free meals - On the day a child or youth identified as homeless enrolls in school, Monseñor Oscar Romero Charter School must submit the student's name to its food service program coordinator for immediate eligibility.

When applying any standing policy regarding tardiness or absences, any tardiness or absence related to a child or youth's living situation will be excused.

Disputes

If a dispute arises over any issue covered in this policy, the child or youth experiencing homelessness will be admitted immediately to Monseñor Oscar Romero Charter School pending final resolution of the dispute. The student will also have the rights of a student who is homeless to all appropriate educational services, transportation, free meals, and Title I, Part A, services while the dispute is pending.

Monseñor Oscar Romero Charter School will provide the parent or unaccompanied youth with a written explanation of its decision and the right to appeal and will refer the parent or youth to the local liaison immediately. The local liaison will ensure that the student is enrolled at Monseñor Oscar Romero Charter School and is receiving other services to which he or she is entitled and will resolve the dispute as expeditiously as possible. The parent or unaccompanied youth will be given every opportunity to participate meaningfully in the resolution of the dispute. The local liaison will keep records of all disputes in order to determine whether particular issues or schools are repeatedly delaying or denying the enrollment of children and youth identified as homeless. The parent, unaccompanied youth, or school district may appeal the Monseñor Oscar Romero Charter School's decision as provided in Monseñor Oscar Romero Charter School's formal dispute resolution process.

Training

The local liaison will conduct training regarding Title X requirements and sensitivity/awareness activities for all staff of Monseñor Oscar Romero Charter School.

Coordination

Board Approved: June 29, 2022
Revised: June 26, 2023

The local liaison will coordinate with and seek support from the local district and county coordinator for the Education of Homeless Children and Youth, public and private service providers in the community, housing and placement agencies, local liaisons in neighboring districts, and other organizations and agencies. Coordination will include conducting outreach and training through those agencies. Both public and private agencies will be encouraged to support the local liaison and Monseñor Oscar Romero Charter School in implementing this policy.

Board Approved: June 29, 2022
Revised: June 26, 2023

4

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				0	0	0	0		
August	t	t			t	t	1	1	1			1	1	1	1	1			1	1	1	1	1			1	1	1	1	1	1	18				4	14	0	18		
September		h	1	1	1	1			1	1	1	1	1			1	1	1	1	1			t	t	1	1	1		1		18				4	14	0	18			
October	1	1	1	1			1	1	1	1	P			1	1	1	1	1			1	1	1	1			1	1	1	1	22				3	17	2	22			
November	1			1	1	1	1	1			h	1	1	1				1	1	1	1	1			h	h	h	h	h		15				3	12	0	15			
December		1	1	1	1	1			1	1	1	1	1			v	v	v	v			h	v	v	v	v			v	h	10	1	83				2	7	1	10	
January	h	v	v			t	t	1	1	1			1	1	1	1	1			h	1	1	1	1			1	1	1	1	17				3	14	0	17			
February			1	1	1	1	1			1	1	1	1	1			h	1	1	1	1			1	1	1	1	1			19				4	15	0	19			
March			1	1	1	1	1			1	1	1	1	P			1	1	1	1	1			1	1	1	1			h	19				2	14	3	19			
April	1	1	1	1			1	1	1	1	1			v	v	v	v	v			h	1	1	1	1			1	1	1	16				4	12	0	16			
May	1	1			1	1	1	1	1			1	1	1	1	1			1	1	1	1	1			h	1	1	1	1	21				3	17	1	21			
June		1	1	1	1	1			t	t	t	v	v			v	v	v	h	v			v	v	v	v	v			v		5	2	97				2	3	0	5
																	180		180				34	139	7	180															

Calendar Key													
1	Instructional Day	1	CPT day	1	Minimum Day	v	vacation	h	National Holiday	t	All Staff Training	P	All day Parent Conf
		1	CPT day	v	YPICS Leadership Mtg					nt	New Staff Training	1	1/2 day Parent Conf

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

2024-25 BCCS Bell Schedules

Shortened Day			
Period	Start Time	End Time	Minutes
Homeroom	8:15 AM	8:27 AM	12
Transition	8:27 AM	8:29 AM	2
Period 1	8:29 AM	9:06 AM	37
Field Time	9:06 AM	9:16 AM	0
Transition	9:16 AM	9:18 AM	2
Period 2	9:18 AM	9:55 AM	37
Transition	9:55 AM	9:57 AM	2
Period 3	9:57 AM	10:34 AM	37
Lunch	10:34 AM	11:14 AM	0
Transition	11:14 AM	11:16 AM	2
Period 4	11:16 AM	11:53 AM	37
Transition	11:53 AM	11:55 AM	2
Period 5	11:55 AM	12:32 PM	37
Transition	12:32 PM	12:34 PM	2
Period 6	12:34 PM	1:11 PM	37
Transition	1:11 PM	1:13 PM	2
Period 7	1:13 PM	2:03 PM	50
Instructional Minutes			298

Tuesday- Friday			
Period	Start Time	End Time	Min.
Homeroom	8:15 AM	8:25 AM	10
Transition	8:25 AM	8:28 AM	3
Period 1	8:28 AM	9:20 AM	52
Field Time	9:20 AM	9:35 AM	
Transition	9:35 AM	9:38 AM	3
Period 2	9:38 AM	10:30 AM	52
Transition	10:30 AM	10:33 AM	3
Period 3	10:33 AM	11:25 AM	52
Lunch	11:25 AM	12:05 PM	
Transition	12:05 PM	12:08 PM	3
Period 4	12:08 PM	1:00 PM	52
Transition	1:00 PM	1:03 PM	3
Period 5	1:03 PM	1:55 PM	52
Transition	1:55 PM	1:58 PM	3
Period 6	1:58 PM	2:50 PM	52
Transition	2:50 PM	2:53 PM	3
Period 7	2:53 PM	3:23 PM	30
Instructional Minutes			373

Minimum Day			
Period	Start Time	End Time	Min.
Period 1	8:15	8:45	30
Transition	8:45	8:47	2
Period 2	8:47	9:17	30
Transition	9:17	9:19	2
Period 3	9:19	9:49	30
Transition	9:49	9:51	2
Lunch	9:51	10:22	
Transition	10:22	10:24	2
Period 4	10:24	10:54	30
Transition	10:54	10:56	2
Period 5	10:56	11:26	30
Transition	11:26	11:28	2
Period 6	11:28	11:58	30
Transition	11:58	12:00	2
Period 7	12:00	12:30	30
Instructional Minutes			224

2024-25 BCCS Bell Schedules

Month	Shortened	Regular	Minimum	Total
	Day	Days	Days	Days
August	4	14	0	18
September	4	14	0	18
October	3	17	2	22
November	3	12	0	15
December	2	7	1	10
January	3	14	0	17
February	4	15	0	19
March	2	14	3	19
April	4	12	0	16
May	3	17	1	21
June	2	3	0	5
Total Days	34	139	7	180
Instructional Minutes	298	373	224	
Total Minutes	10,132	51,847	1,568	
Total Instructional Minutes			63,547	
MS Required Instructional Minutes	State Requirement		54,000	

Extra Minutes	9,547
Regular Day	373
Extra Days	24.2



TO: YPI Charter Schools Board of Directors

FROM: Ryan Bradford, YPICS Director of Technology and Integration

DATE: 6/18/24

SUBJECT: Recommendation to approve E-Rate Consulting Renewal Proposal for Fiscal Year 24-25 from Learningtech.org

BACKGROUND

Learningtech.org has been our E-Rate consultant since Mr. Duenas and Ms. King-Berg arrived at BCCS in 2006. E-Rate was a new and unknown federal program with seemingly unlimited potential, but neither knew how to access the plan to its fullest potential. Mr. Harvey was also hired in 2006 and continued to lead this effort until Mr. Bradford took over Mr. Harvey's role as Director of Technology and Integration. Today, Mr. Bradford and the YPICS Board Tech Committee, chaired by Board Member Dean Cho, have continued to provide strong guidance and support to the excellent YPICS tech plan.

ANALYSIS

Mark Miller and his team at Learningtech.org, including his sister Eileen Miller, have provided exceptional service at an exceptionally low cost to first Bert Corona Charter School, then to Monseñor Oscar Romero Charter School (while the school was still a concept without a location or any hope of construction), and finally Bert Corona Charter High School. For nearly seventeen years, federal funding has been leveraged to the maximum extent to ensure YPICS students have enjoyed high-speed Internet access that other schools only hoped for.

The cost for the nearly daily consulting work has been minimal, reflecting the commitment of Learningtech.org to support its partners to bring the highest level of

technology access to schools across California. The labor rate schedule is attached for board review.

RECOMMENDATION

It is recommended that the Board of Directors approve the renewal of the Learningtech.org E-Rate Consulting Proposal for Fiscal Year 24-25.

[Attachment: E-Rate Consulting Renewal Proposal and Scope of Work](#)



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The Miller Institute for Learning with Technology

Scope of Work – E-Rate Management Services

Learningtech.org will provide:

- E-Rate application preparation and compliance assistance services for the upcoming E-Rate funding year for these applications, as needed:
 - One (1) Category 1 application for services with continuing contracts
 - One (1) Category 1 application for newly competed and awarded services
 - One (1) Category 2 application for services with continuing contracts
- On-going E-Rate management services to follow-up on funding requests for up to two prior funding years

Application preparation and management services include:

- Confirmation that all needed administrative foundations are current (e.g., Entity Numbers, Letter(s) of Agency, E-Rate Productivity Center [EPC], FCC Registration Numbers, System for Award Management [SAM.gov])
- Planning and documentation relevant to required forms
- Management of a fair and open competitive bidding process, complying with federal, state, and local procurement rules, if needed
- Adherence to all E-Rate program rules and deadlines
- Submission of required forms (470, 471, 486, 472/474)
- Interface with E-Rate program (e.g., Program Integrity Assurance [PIA])
- Interface with service providers to facilitate processing of discounts
- Quality assurance on every published document and form
- Backup electronic document retention¹

Incremental fees apply for:

- More schools or sites than initially proposed/agreed upon, or since last year
- Category 2 competitive bidding and application for new products/services (e.g., equipment to facilitate Internal Connections, Basic Maintenance of Internal Connections, Managed Internal Broadband Services for leased or purchased equipment)
- Client delay in signing the **E-Rate Planning Recap**² for any service

Client will provide:

- **Information, including Client approval signature, required to complete the E-Rate Planning Recap by 10/16/24**
- Client Representatives form verified/updated annually, or as changes occur, including a primary and an alternate contact with valid email addresses and cell numbers
- Full access to the Applicant's E-Rate accounts for online systems (e.g., EPC)

¹ The *Applicant* is responsible for document retention for ten years from the last date of service. Consultant's electronic document retention provides backup.

² The E-Rate Planning Recap(s) summarize planning meetings, and any follow-up conversations or emails. These documents govern all subsequent E-Rate actions Learningtech.org will execute on behalf of Client for the upcoming E-Rate funding year.

- Payments to Learningtech.org on time, so that dunning is not required
- Sufficient opportunity to Learningtech.org to review every document relating to E-Rate eligible products/services, before signing (critical to ensuring compliance)
- **Prompt** response to routine document/information requests (without reminders). Items that may be requested of Client (Learningtech.org can help identify the appropriate documents) include but are not limited to:
 - Student enrollment and NSLP counts
 - Technology budget information required by program rules
 - Copies of service provider invoices and countersigned contracts
 - List of current technology vendors
 - Bid evaluation scores/decisions, signatures on vendor contracts and implementation documents (when competitive bidding is needed)

If Learningtech.org has requested feedback/comments on documents (e.g., draft RFP, RFP amendment, bid evaluation) and provided at least 2 reminders by electronic mail, and one phone attempt to the responsible person, without response, Learningtech.org is authorized to proceed to the next step in the process. Learningtech.org will note to file that client accepts Learningtech.org's best judgment on the issue(s) raised. Learningtech.org shall not be held liable for any loss of benefits, if the client later responds with a different preference.

Additional Services

Because they occur infrequently, the following services are *not* budgeted for in the routine E-Rate Management Services Scope of Work. These Additional Services are available at extra cost on a time and materials basis according to our *Labor Rate Schedule* and include:

- Filing of Waivers or Appeals or managing pending Appeals
- Recovery of Prior Year funds for special circumstances (e.g., invoice deadline missed)
- LAN, WAN, or WLAN network design in preparation for E-Rate
- Consultation on overall technology strategy, engineering design, curricular or pedagogical considerations
- Technology Plan development or revisions
- Professional Learning for client staff regarding E-Rate program or other topics
- Learningtech.org attendance/participation in Client board meetings
- High Scrutiny events (e.g., High Cost Review, On-site Audit, Selective Review, Competitive Bidding Review, Review of "budgeted amount allocated to resources not eligible for E-Rate support," more than 2 rounds of PIA per FRN, any review involving law enforcement)
- On-site visits (e.g., vendor walk-throughs), unless explicitly included in proposal
- Support with implementation of services (e.g., planning of rollout to multiple sites, service installation support), including modest travel arrangements as needed
- Assistance beyond routine checks with other funding sources (e.g., CTF, ECF)
- Special Construction or installment arrangements on large Category 2 projects
- Audits (e.g., review to help ensure appropriate document retention, USAC Beneficiary and Contributor Audit Program [BCAP], USAC Payment Quality Assurance [PQA])
- Compliance with Child Internet Protection Act [CIPA] requirements beyond routine review of current status and documentation

- Follow-up on funding requests from prior funding years more than two funding years old
- Addressing major historical problems (not caused by Learningtech.org)
- Complex Service Substitutions, Operational SPIN Changes (e.g., due to changes of plans, bankruptcy/failed performance of service provider)
- Change Order or “do-over” of work already completed due to change of applicant circumstances or preferences
- Additional applications during special E-Rate windows that are separate from the main annual application window

Additional Services will be provided only if needed, requested, and approved, then charged for on a time and materials basis – in addition to any normally applicable fixed fees – according to the following **Labor Rate Schedule**. For all services outside of the Scope of Work, these hourly rates apply. Normally, the only “materials costs” would be in situations where Learningtech.org personnel must travel to the school/district site.

Labor Rate Schedule

*Hourly Rates, Applicable to E-Rate Extra Cost Services, Time and Materials Projects or Project Elements
Effective through June 30, 2025; Annually adjustable to reflect inflation on July 1*

Category	Rate
Complex Consultations (Chief Technical Officer)	\$300.00
Vice Presidents; Server Installation/Configuration; Network Design, Complex Troubleshooting; Cabling Installation Supervision; Senior Instructor; Complex Web Programming; Complex Data Manipulation	\$250.00
E-Rate Application Support; Tech Plan Preparation Assistant; Instructor	\$200.00
Most Desktop/Laptop/Tablet/Phone Technical Support; Back Office Support; Static Web Page Creation/Editing; Assistant Instructor	\$125.00
Administrative or Clerical Support; Routine Data Entry; Most Intern Labor	\$75.00



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**E-Rate Consulting Renewal Proposal
School Year 2024-2025 / E-Rate Funding Year 2025-2026
YPI Charter Schools**

Learningtech.org appreciates the opportunity to provide E-Rate Consulting Services to your organization. During the past months, we facilitated Category 1 application(s) that requested a total of **\$52,674** and Category 2 application(s) that requested a total of **\$30,386** E-Rate discounts for Funding Year 2024-2025 [FY2024] (7/1/2024 – 6/30/2025).¹

We look forward to continuing our relationship and anticipate providing E-Rate Management Services for FY2025 (7/1/2025 – 6/30/2026) to your organization during School Year 2024 – 2025 (7/1/2024 – 6/30/2025), consistent with the attached **Scope of Work**.

Consistent with Paragraph 2 of the existing Consulting Agreement, our current contract automatically renews annually through 6/30/26. Further, this renewal proposal notifies Client of a need for other modifications, and includes the following considerations.

Key Assumptions:

- One (1) Category 1 application for services with continuing contracts (as needed)
- One (1) Category 1 application for newly competed and awarded services (as needed)
- One (1) Category 2 application for services with continuing contracts (as needed)
- On-going E-Rate management services to follow-up on funding requests for up to two prior funding years
- A separate consulting fee applies for additional schools or sites; please notify us immediately if a new school or site is opening in the next year
- A separate consulting fee applies for competitive bidding and application for new Category 2 products/services (e.g., equipment to facilitate Internal Connections, Basic Maintenance of Internal Connections, Managed Internal Broadband Services for leased or purchased equipment); please request a quote if you intend to pursue Category 2 funding

Your organization's estimated remaining Category 2 Pre-discount 5-year Budget is **\$24,960.13**

- **Client will provide information, including Client approval signature, required to complete the E-Rate Planning Recap² for each service by 10/16/24.** Work will begin on each application only upon Client approval signature on the related Planning Recap

¹ Additional California Teleconnect Fund [CTF] discounts are also anticipated for eligible Category 1 services for California applicants.

² The E-Rate Planning Recap(s) summarize planning meetings, and any follow-up conversations or emails. These documents govern all subsequent E-Rate actions Learningtech.org will execute on behalf of Client for the upcoming E-Rate funding year.

Early completion of certain steps is critical for successful and cost-effective E-Rate applications. Last-minute work tends to result in unrecoverable human errors, online systems slow to a grinding halt, and labor costs increase. When multiple clients wait until the last minute, these risks are multiplied. Therefore, Learningtech.org imposes these incentives to ensure that our clients are responsive in providing key documents and decisions that Learningtech.org cannot make on their behalf:

- Should Client approval be delayed for any Planning Recap beyond 10/16/24, a completion delay fee of 20% of the service fixed fee will be assessed for each unsigned Planning Recap
- Should Client approval be delayed beyond 11/13/24, an *incremental* completion delay fee of 25% of the service fixed fee will be assessed for each unsigned Planning Recap
- After 12/4/24:
 - Work will begin *after* work for all other clients has been completed. Learningtech.org will make best efforts to meet the application deadline, but without a guarantee of timely filing
 - Follow-up on funding requests for up to two prior funding years will continue

We always emphasize that “sooner is better” for E-Rate. Our goal is to reduce last-minute stress, as well as increased costs and risks of errors, for all involved in the process. Our intention is that no client will pay a completion delay fee; our team will do everything possible to help every Client meet these key deadlines.

Fees:

- The annual Fixed Fee amount is **\$11,120** and includes an adjustment for inflation
- Additional costs may be incurred if mutually agreed assumptions turn out to be inaccurate or if services are requested that are outside the stated Scope of Work
- Change fees may also apply should Client require changes *after* signing **E-Rate Planning Recap(s)**
- At Client’s preference, the Fixed Fee is payable:
 - In a single payment with 2% discount if paid by check/Automated Clearing House [ACH] within 10 days of invoice date, or
 - In 3 installments; we will assume you prefer installments unless we receive payment in full (less the 2% discount) within ten days of sending our invoice
- Invoices will be copied to Client’s E-Rate distribution list
- Late fees and/or finance charges up to the maximum amounts allowed by law shall be applied to past due accounts
- Clients wishing to use payment services that charge a transaction fee (e.g., Square, PayPal, credit cards) must pay the transaction fee

Discount Offerings:

- Clients who refer new business to Learningtech.org that result in a new contracted client by 10/16/24 will receive \$300 credit on their next invoice
- Clients who establish ACH for invoice payments by 7/1/24 will receive a one-time \$200 credit on their next invoice

Client hereby notifies Learningtech.org of intent to renew the existing contract with the above considerations. Executed on the date(s) set forth below, by duly authorized agents for the respective parties.

<u>The Miller Institute for Learning with Technology</u> <i>Authorized Representative For Consultant</i>	<u>YPI Charter Schools</u> <i>Authorized Representative For Client</i>
<u>Mark L. Miller, Ph.D.</u> <i>Name</i>	<u></u> <i>Name</i>
<u>President and Executive Director</u> <i>Title</i>	<u></u> <i>Title</i>
<u><i>Mark L. Miller</i></u> <i>Signature</i>	<u></u> <i>Signature</i>
<u>5/15/2024</u> <i>Date</i>	<u></u> <i>Date</i>



YPI CHARTER SCHOOLS

June 24, 2024

TO: YPI Charter Schools
Board of Directors

FROM: Ruben Duenas
Chief Operations Officer

SUBJECT: Recommendation to approve continued membership in CharterSAFE for Workers' Compensation Insurance & Employer's Liability Coverage and Property & Liability Insurance

BACKGROUND

As per our charter renewals, all YPI Charter schools are required to carry Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect the organization from claims that may arise from our operations pursuant to the Workers' Compensation Act. Workers' Compensation Insurance coverage must also include Employer's Liability coverage.

Additionally, the school must carry Property and Liability Insurance which includes coverage for Crime Insurance, Cyber Liability, Professional Educator's Errors and Omissions Liability coverage, Sexual Molestation and Abuse coverage, Employment Practices Legal Liability coverage, and excess/umbrella insurance. The YPI Charter Schools have been a member of the CharterSAFE Joint Powers Authority (JPA) since the JPA was established.

ANALYSIS

The YPI Charter Schools have been a member of the CharterSAFE Joint Powers Authority (JPA) since 2012. Premiums have remained cost-effective, and customer assistance and support are consistently excellent. The premium for 2024-2025 is **\$257,057**.

Additionally, YPICS obtains Property and Liability (P & L) through the JPA. In this new world of AB 218 (Child Sexual Assault), catastrophic wildfire devastation, and COVID-19, P & L insurance has seen a dramatic increase as insurance carriers leave California and options are few. We are fortunate to belong to a JPA which belongs to SELF. This excess layer of insurance has increased but CharterSafe has brought it within the CharterSAFE umbrella of insurance and has

been able to spread the cost over multiple insurance layers to keep costs down. Due to the current insurance environment, next year we should expect to see substantial rate increases for 2024-2025.

RECOMMENDATION

It is recommended that the Board of Directors approve continuing to purchase Workers' Compensation Insurance & Employer's Liability coverage and Property & Liability Insurance (which includes all the insurances listed above) from CharterSAFE.

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MEMBER CONTRIBUTION SUMMARY

YPI Charter Schools, Inc.

Coverage Effective: July 01, 2024 at 12:01 AM - July 01, 2025 at 12:00 AM

Your CharterSAFE Insurance Program includes the following coverages:

Liability & Property Package Member Contribution

\$172,747.00

Core Liability Program

- Directors & Officers Liability
- Employment Practices Liability
- Fiduciary Liability
- General Liability
- Employee Benefits Liability
- Educator's Legal Liability
- Childhood Sexual Assault Liability
- Law Enforcement Liability
- Automobile Liability & Physical Damage

Crime

- Property
- Student & Volunteer Accident

Additional Program Coverages

- Pollution Liability and First Party Remediation
- Terrorism Liability and Property
- Cyber Liability
- Deadly Weapons Protection

Workers' Compensation & Employer's Liability Member Contribution

\$102,310.00

Total Member Contribution

\$275,057.00

Member can choose one of two payment options when accepting the proposal online

Payment in Full - \$275,057.00

Installment Plan

- Deposit (25%) - Due Now - \$68,764.00
- 9 Monthly Installments - \$22,921.00

Coversheet

FY23-24 May Forecast

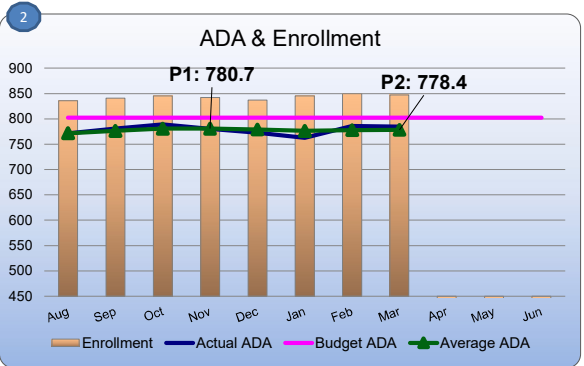
Section: V. Items Scheduled For Action
Item: A. FY23-24 May Forecast
Purpose: Vote
Submitted by:
Related Material: 23-24 YPICS Financials Board Packet 05.24.pdf

YPI CHARTER SCHOOLS, INC - Financial Dashboard (May 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 \$2.75M of restricted one-time funds. An additional \$3.28M remains available to spend through FY27/28.

3 Average Daily Attendance Analysis

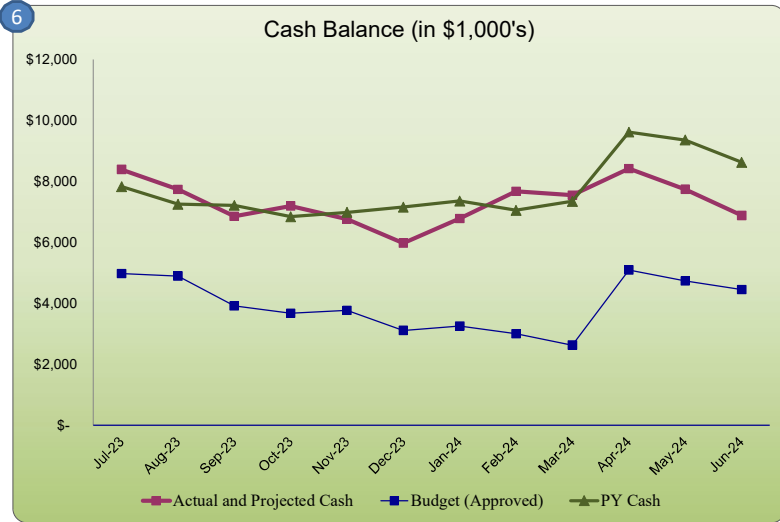
Category	Actual through Month 8	Actual P2	Budgeted P2	Better/ (Worse)	Prior Month Forecast	Prior Year P2
Enrollment	847	847	858	(11)	847	823
ADA %	92.7%	92.7%	93.5%	-0.8%	277.7%	90.2%
Average ADA	778.38	778.37	802.26	(23.89)	778.37	742.26

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 05/31/24	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	9,756,368	9,831,879	(75,511)	10,210,742	9,754,158
Federal Revenue	3,489,932	3,565,984	(76,052)	3,489,932	0	1,704,146	2,481,191	(777,045)	3,101,915	3,541,853
State Revenue	3,150,363	3,031,098	119,265	3,137,779	12,583	4,991,185	2,292,394	2,698,791	3,467,525	804,879
Other Local Revenue	1,184,895	887,978	296,916	1,163,715	21,179	1,092,638	753,028	339,610	1,037,193	2,459,463
Grants/Fundraising	58,478	50,500	7,978	58,088	390	38,187	30,512	7,675	68,873	120,115
TOTAL REVENUE	19,507,611	19,484,599	23,012	19,473,458	34,153	17,582,524	15,389,004	2,193,520	17,886,248	16,680,468
<i>Total per ADA</i>	25,062	24,287	775	25,018	44				24,097	22,244
<i>w/o Grants/Fundraising</i>	24,987	24,224	763	24,944	43				24,004	22,084
Certificated Salaries	6,153,011	6,615,375	(462,364)	6,200,867	47,856	5,467,203	5,882,656	(415,453)	5,318,471	4,790,308
Classified Salaries	3,144,704	3,112,967	(31,737)	3,148,196	3,491	2,800,732	2,784,646	(16,086)	2,541,261	1,990,644
Benefits	2,956,067	2,942,788	(13,279)	2,962,852	6,785	2,784,122	2,661,778	(122,344)	2,553,891	1,999,130
Student Supplies	2,024,444	1,886,653	(137,790)	2,013,885	(10,558)	1,569,065	1,676,860	107,795	1,884,948	1,486,062
Operating Expenses	4,672,784	4,305,598	(367,186)	4,593,567	(79,217)	3,895,864	3,961,929	66,065	4,473,332	5,228,640
Other	1,086,720	1,046,070	(40,650)	1,086,857	137	995,743	964,038	(31,705)	1,085,893	1,104,844
TOTAL EXPENSES	20,037,731	19,909,453	(128,278)	20,006,224	(31,506)	17,512,730	17,931,907	419,178	17,857,796	16,599,627
<i>Total per ADA</i>	25,743	24,817	(926)	25,703	40				24,059	22,137
NET INCOME / (LOSS)	(530,120)	(424,853)	(105,266)	(532,766)	2,646	69,795	(2,542,903)	2,612,698	28,452	80,840
OPERATING INCOME	407,285	476,052	(68,767)	408,927	(1,642)	936,397	(881,239)	1,817,636	969,426	1,051,695



Year-End Cash Balance

Projected	Budget	Variance
6,883,859	4,449,051	2,434,808

7 Balance Sheet

	6/30/2023	4/30/2024	5/31/2024	6/30/2024 FC
Assets				
Cash, Operating	8,625,994	8,461,512	7,783,374	6,927,555
Cash, Restricted	0	0	0	0
Accounts Receivable	3,968,631	529,100	529,100	3,428,605
Due From Others	8,248	3,056	3,062	3,062
Other Assets	2,373,882	2,068,735	2,104,251	2,226,697
Net Fixed Assets	26,448,133	25,887,700	25,912,513	25,837,560
Total Assets	41,424,888	36,950,102	36,332,299	38,423,479
Liabilities				
A/P & Payroll	1,865,242	1,067,914	955,304	932,581
Due to Others	1,561,497	410,833	384,205	765,434
Deferred Revenue	2,895,918	11,314	11,246	2,371,727
Other Liabilities	1,969,647	1,969,647	1,969,647	1,969,647
Total Debt	7,111,269	6,952,785	6,924,939	6,897,047
Total Liabilities	15,403,573	10,412,493	10,245,341	12,936,435
Equity				
Beginning Fund Bal.	25,992,865	26,021,317	26,021,317	26,021,317
Net Income/(Loss)	28,452	516,295	65,644	(534,270)
Total Equity	26,021,317	26,537,612	26,086,960	25,487,046
Total Liabilities & Equity	41,424,889	36,950,104	36,332,301	38,423,481
Available Line of Credit	500,000	500,000	500,000	500,000
Days Cash on Hand	186	162	149	132
Cash Reserve %	51%	44.4%	40.8%	36.3%



BERT CORONA CHARTER SCHOOL - Financial Dashboard (May 2024)

1 Key Performance Indicators

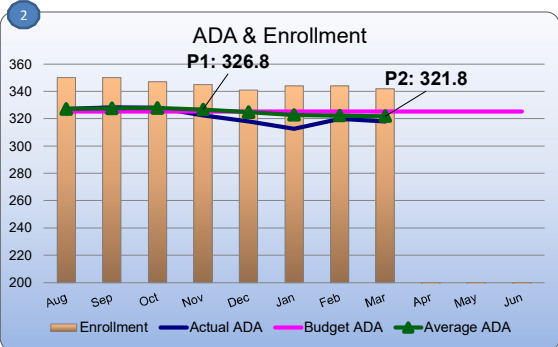
ADA vs. Budget ● Cash on Hand ●
 Net Income / (Loss) ● Year-End Cash ●

KEY POINTS

Enrollment is currently 4 students below budget, resulting in a \$54K decrease in LCFF Revenue.

Forecast includes \$1.01M of restricted one-time funds. An additional \$997K 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

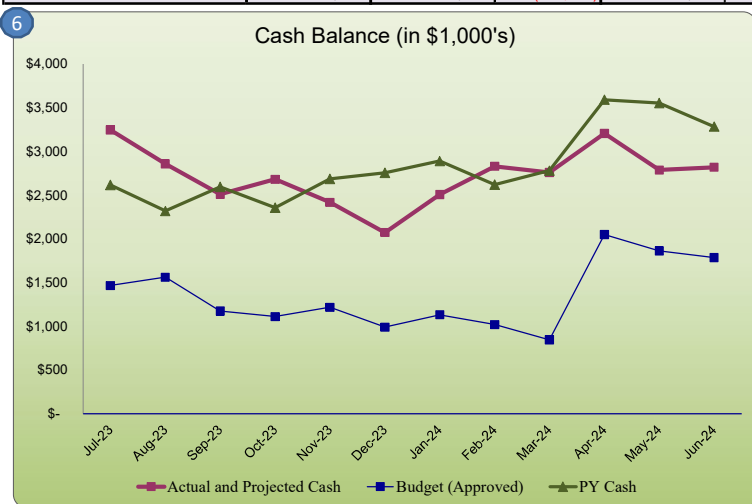
Category	Actual through Month 8	Actual P2	Budgeted P2	Better/ (Worse)	Prior Month Forecast	Prior Year P2
Enrollment	342	342	346	(4)	342	333
ADA %	93.0%	93.0%	94.0%	-1.0%	93.0%	92.0%
Average ADA	321.84	321.84	325.24	(3.40)	321.84	307.25

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 05/31/24	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	3,847,478	3,782,112	65,366	4,005,725	3,757,942
Federal Revenue	1,463,248	1,447,875	15,373	1,463,248	0	615,143	1,009,603	(394,460)	1,218,493	2,303,579
State Revenue	1,368,891	1,331,900	36,991	1,359,391	9,500	1,898,329	891,808	1,006,521	1,542,496	489,385
Other Local Revenue	451,800	400,719	51,081	446,518	5,282	427,256	342,981	84,276	356,226	951,200
Grants/Fundraising	26,730	25,500	1,230	26,730	0	4,849	5,762	(913)	22,447	36,957
TOTAL REVENUE	7,842,934	7,791,881	51,052	7,828,152	14,782	6,793,055	6,032,266	760,789	7,145,386	7,539,062
<i>Total per ADA</i>	<i>24,369</i>	<i>23,957</i>	<i>412</i>	<i>24,323</i>	<i>46</i>				<i>23,256</i>	<i>24,367</i>
<i>w/o Grants/Fundraising</i>	<i>24,286</i>	<i>23,879</i>	<i>407</i>	<i>24,240</i>	<i>46</i>				<i>23,183</i>	<i>24,247</i>
Certificated Salaries	2,201,138	2,290,162	89,024	2,211,329	10,192	1,964,516	2,046,039	81,523	1,882,882	1,596,989
Classified Salaries	1,111,010	1,087,410	(23,600)	1,115,206	4,196	982,766	966,918	(15,848)	900,343	730,580
Benefits	1,012,230	1,001,456	(10,774)	1,010,934	(1,296)	951,899	904,427	(47,472)	870,042	667,017
Student Supplies	904,426	864,135	(40,291)	899,143	(5,283)	710,147	766,380	56,232	865,254	630,309
Operating Expenses	2,520,621	2,343,324	(177,297)	2,484,596	(36,025)	2,136,874	2,149,108	12,234	2,456,016	3,363,915
Other	91,298	80,246	(11,052)	91,618	321	85,124	75,450	(9,674)	94,050	102,427
TOTAL EXPENSES	7,840,723	7,666,733	(173,990)	7,812,826	(27,897)	6,831,326	6,908,322	76,996	7,068,587	7,091,237
<i>Total per ADA</i>	<i>24,362</i>	<i>23,573</i>	<i>(790)</i>	<i>24,275</i>	<i>87</i>				<i>23,006</i>	<i>22,919</i>
NET INCOME / (LOSS)	2,211	125,148	(122,937)	15,325	(13,115)	(38,271)	(876,056)	837,784	76,798	447,826
OPERATING INCOME	93,509	205,394	(111,885)	106,944	(13,435)	46,852	(725,156)	772,008	170,849	550,252



7 Balance Sheet

	6/30/2023	4/30/2024	5/31/2024	6/30/2024 FC
Assets				
Cash, Operating	3,284,437	3,206,296	2,789,092	2,819,345
Cash, Restricted	0	0	0	0
Accounts Receivable	1,798,923	251,584	251,584	1,315,548
Due From Others	7,493	2,548	2,548	2,548
Other Assets	2,205,531	2,052,335	2,071,535	2,097,913
Net Fixed Assets	510,251	473,703	567,849	561,675
Total Assets	7,806,634	5,986,465	5,682,609	6,797,029
Liabilities				
A/P & Payroll	820,550	459,319	372,892	374,128
Due to Others	692,585	80,021	59,084	194,808
Deferred Revenue	1,004,596	0	0	936,979
Other Liabilities	1,969,647	1,969,647	1,969,647	1,969,647
Total Debt	0	0	0	0
Total Liabilities	4,487,377	2,508,988	2,401,623	3,475,562
Equity				
Beginning Fund Bal.	3,242,459	3,319,257	3,319,257	3,319,257
Net Income/(Loss)	76,798	158,221	(38,271)	2,211
Total Equity	3,319,257	3,477,478	3,280,986	3,321,468
Total Liabilities & Equity	7,806,634	5,986,465	5,682,609	6,797,030
Days Cash on Hand	172	152	131	133
Cash Reserve %	47.1%	41.5%	36.0%	36.4%

Year-End Cash Balance

Projected	Budget	Variance
2,819,345	1,786,152	1,033,193





BERT CORONA CHARTER SCHOOL

Financial Analysis

May 2024

Net Income

Bert Corona Charter School is projected to achieve a net income of \$2K in FY23-24 compared to \$125K in the board approved budget. Reasons for this negative \$123K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of May 31, 2024, the school's cash balance was \$2.79M. By June 30, 2024, the school's cash balance is projected to be \$2.82M, which represents a 36% reserve.

As of May 31, 2024, the Accounts Receivable balance was \$252K, down from \$252K in the previous month, due to the receipt of revenue earned in FY22-23.

As of May 31, 2024, the Accounts Payable balance, including payroll liabilities, totaled \$373K, compared to \$459K in the prior month.

As of May 31, 2024, BCCS had a zero debt balance.

Income Statement

Revenue

Total revenue for FY23-24 is projected to be \$7.84M, which is \$51K or 0.7% 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 \$7.84M, which is \$174K or 2.3% 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 (May 2024)

1 Key Performance Indicators

ADA vs. Budget ● Cash on Hand ●

Net Income / (Loss) ● Year-End Cash ●

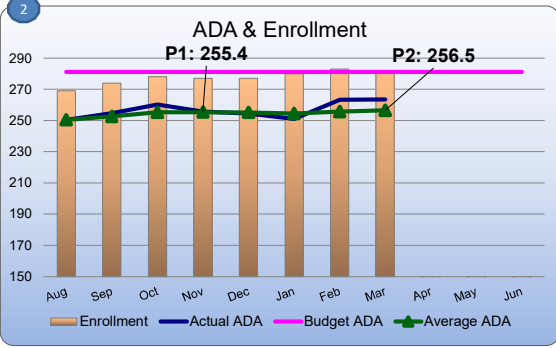
KEY POINTS

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

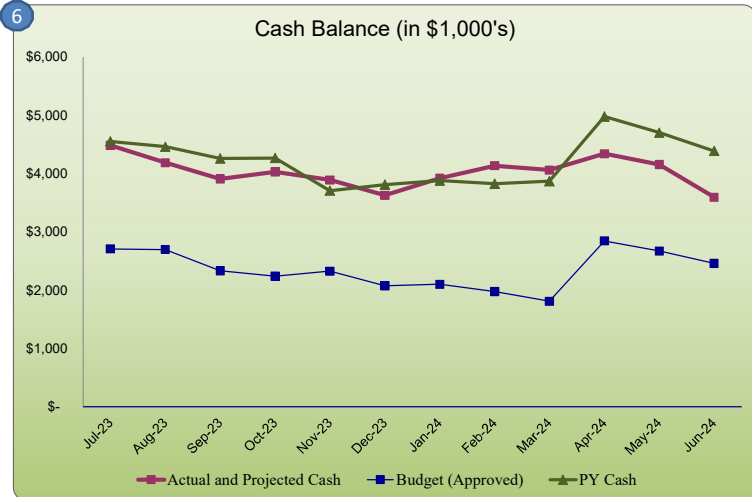
Category	Actual through Month 8	Actual P2	Budgeted P2	Better/ (Worse)	Prior Month Forecast	Prior Year P2
Enrollment	282	282	299	(17)	282	280
ADA %	92.8%	92.8%	94.0%	-1.2%	92.8%	92.0%
Average ADA	256.48	256.48	281.06	(24.58)	256.48	254.51

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 05/31/24	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	3,076,455	3,292,532	(216,077)	3,360,632	3,333,185
Federal Revenue	1,365,153	1,552,032	(186,880)	1,365,153	0	715,777	1,081,862	(366,085)	1,090,004	919,125
State Revenue	1,075,742	911,077	164,666	1,072,659	3,083	1,938,393	696,564	1,241,829	1,621,764	260,307
Other Local Revenue	424,727	260,469	164,258	417,009	7,718	383,629	216,275	167,353	400,778	846,358
Grants/Fundraising	5,079	5,000	79	5,079	0	1,079	4,750	(3,671)	11,460	40,750
TOTAL REVENUE	6,545,800	6,751,054	(205,254)	6,534,998	10,802	6,115,332	5,291,983	823,349	6,484,638	5,399,725
<i>Total per ADA</i>	<i>25,522</i>	<i>24,020</i>	<i>1,502</i>	<i>25,480</i>	<i>42</i>	<i>25,479</i>	<i>25,479</i>	<i>0</i>	<i>25,479</i>	<i>19,693</i>
<i>w/o Grants/Fundraising</i>	<i>25,502</i>	<i>24,002</i>	<i>1,500</i>	<i>25,460</i>	<i>42</i>	<i>25,434</i>	<i>25,434</i>	<i>0</i>	<i>25,434</i>	<i>19,544</i>
Certificated Salaries	1,898,784	2,222,794	(324,010)	1,926,642	27,858	1,681,078	1,980,368	(299,289)	1,605,293	1,532,235
Classified Salaries	899,615	903,811	(4,197)	903,925	4,311	790,698	802,586	(11,888)	774,512	554,472
Benefits	831,366	830,996	(370)	838,158	6,792	777,063	747,736	(29,328)	710,560	537,821
Student Supplies	722,550	653,272	(69,278)	718,393	(4,158)	550,443	577,791	(27,348)	628,998	609,929
Operating Expenses	1,806,546	1,817,346	(10,800)	1,774,207	(32,339)	1,510,953	1,666,007	(155,054)	1,874,014	1,650,127
Other	930,954	926,202	(4,752)	930,735	(219)	851,027	851,589	(562)	946,401	969,915
TOTAL EXPENSES	7,089,815	7,354,421	264,606	7,092,060	2,245	6,161,263	6,626,077	464,814	6,539,778	5,854,498
<i>Total per ADA</i>	<i>27,643</i>	<i>26,167</i>	<i>(1,476)</i>	<i>27,652</i>	<i>(9)</i>	<i>25,696</i>	<i>25,696</i>	<i>0</i>	<i>25,696</i>	<i>21,351</i>
NET INCOME / (LOSS)	(544,015)	(603,367)	59,352	(557,061)	13,047	(45,931)	(1,334,094)	1,288,163	(55,139)	(454,774)
OPERATING INCOME	241,775	177,670	64,105	228,509	13,265	675,955	102,674	573,282	746,343	366,070



7 Balance Sheet

	6/30/2023	4/30/2024	5/31/2024	6/30/2024 FC
Assets				
Cash, Operating	4,389,248	4,342,809	4,157,354	3,594,657
Cash, Restricted	0	0	0	0
Accounts Receivable	1,423,727	242,979	242,979	1,422,439
Due From Others	127	0	0	0
Other Assets	78,473	25,948	37,200	78,978
Net Fixed Assets	25,870,003	25,292,031	25,227,910	25,164,007
Total Assets	31,761,578	29,903,767	29,665,444	30,260,081
Liabilities				
A/P & Payroll	595,132	358,783	308,117	318,771
Due to Others	796,044	354,770	353,346	517,648
Deferred Revenue	1,145,408	11,314	11,246	956,904
Other Liabilities	0	0	0	0
Total Debt	7,111,269	6,952,785	6,924,939	6,897,047
Total Liabilities	9,647,852	7,677,652	7,597,649	8,690,369
Equity				
Beginning Fund Bal.	22,168,866	22,113,726	22,113,726	22,113,726
Net Income/(Loss)	(55,139)	112,389	(45,931)	(544,015)
Total Equity	22,113,726	22,226,115	22,067,795	21,569,711
Total Liabilities & Equity	31,761,578	29,903,768	29,665,444	30,260,081
Days Cash on Hand	279	251	241	208
Cash Reserve %	76.5%	68.9%	65.9%	57.0%

Year-End Cash Balance

Projected	Budget	Variance
3,594,657	2,460,242	1,134,416





MONSEÑOR OSCAR ROMERO CHARTER SCHOOL

Financial Analysis

May 2024

Net Income

Monsenor Oscar Romero Charter School is projected to achieve a net income of -\$544K in FY23-24 compared to -\$603K in the board approved budget. Reasons for this positive \$59K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of May 31, 2024, the school's cash balance was \$4.16M. By June 30, 2024, the school's cash balance is projected to be \$3.59M, which represents a 57% reserve.

As of May 31, 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 May 31, 2024, the Accounts Payable balance, including payroll liabilities, totaled \$308K, compared to \$359K in the prior month.

As of May 31, 2024, MORCS had a debt balance of \$6.92M compared to \$6.95M in the prior month. An additional \$28K will be paid this fiscal year.

Income Statement

Revenue

Total revenue for FY23-24 is projected to be \$6.55M, which is \$205K or 3.0% 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 \$80K

Interest - is projected to be over budget by \$113K.

Expenses

Total expenses for FY23-24 are projected to be \$7.09M, which is \$265K or 3.6% under budgeted expenditures of \$7.35M.

Certificated Salaries are projected to be lower than budget by \$324K

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 \$191K 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 (May 2024)

1 Key Performance Indicators

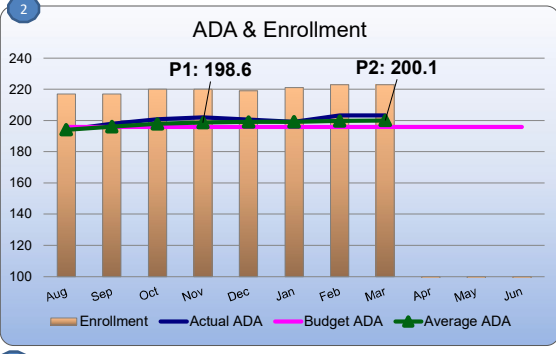
ADA vs. Budget ● Cash on Hand ●
 Net Income / (Loss) ● Year-End Cash ●

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

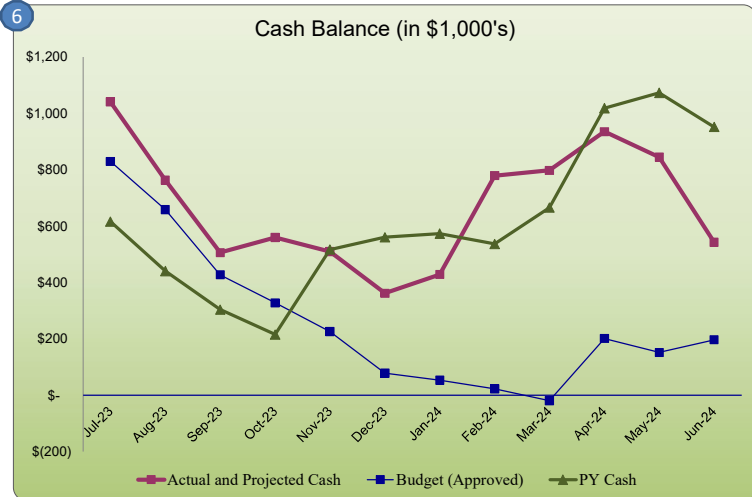
Category	Actual through Month 8	Actual P2	Budgeted P2	Better/ (Worse)	Prior Month Forecast	Prior Year P2
Enrollment	223	223	213	10	223	210
ADA %	91.9%	91.9%	92.0%	-0.1%	91.9%	89.0%
Average ADA	200.05	200.05	195.96	4.09	200.05	180.50

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 05/31/24	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	2,832,435	2,757,235	75,200	2,844,385	2,663,031
Federal Revenue	661,531	566,077	95,455	661,531	0	373,226	389,726	(16,500)	793,417	319,149
State Revenue	705,730	788,121	(82,391)	705,730	0	1,154,463	704,022	450,442	303,265	55,187
Other Local Revenue	292,937	226,790	66,147	289,873	3,064	266,322	193,772	72,550	276,601	498,496
Grants/Fundraising	26,669	20,000	6,669	26,279	390	32,259	20,000	12,259	34,967	42,408
TOTAL REVENUE	5,103,446	4,941,664	161,782	5,099,993	3,454	4,658,706	4,064,755	593,951	4,252,636	3,578,271
<i>Total per ADA</i>	<i>25,511</i>	<i>25,218</i>	<i>293</i>	<i>25,494</i>	<i>17</i>				<i>23,560</i>	<i>21,521</i>
<i>w/o Grants/Fundraising</i>	<i>25,378</i>	<i>25,116</i>	<i>262</i>	<i>25,362</i>	<i>15</i>				<i>23,367</i>	<i>21,266</i>
Certificated Salaries	1,615,513	1,634,020	18,507	1,625,354	9,840	1,423,095	1,442,460	19,365	1,417,641	1,205,361
Classified Salaries	801,023	805,110	4,088	802,893	1,870	721,620	724,893	3,273	554,770	467,551
Benefits	806,145	805,747	(398)	807,005	860	759,538	726,049	(33,489)	637,399	509,496
Student Supplies	385,336	359,556	(25,780)	385,336	0	301,124	323,313	22,189	381,289	236,691
Operating Expenses	1,426,526	1,244,752	(181,774)	1,409,030	(17,496)	1,246,703	1,141,662	(105,041)	1,210,453	1,026,636
Other	61,369	39,111	(22,258)	61,404	35	56,779	36,530	(20,249)	44,291	44,748
TOTAL EXPENSES	5,095,913	4,888,298	(207,615)	5,091,022	(4,890)	4,508,860	4,394,907	(113,953)	4,245,843	3,490,483
<i>Total per ADA</i>	<i>25,473</i>	<i>24,945</i>	<i>(528)</i>	<i>25,449</i>	<i>24</i>				<i>23,523</i>	<i>20,993</i>
NET INCOME / (LOSS)	7,534	53,366	(45,832)	8,970	(1,437)	149,846	(330,152)	479,998	6,793	87,788
OPERATING INCOME	68,903	92,478	(23,574)	70,375	(1,472)	206,625	(257,093)	463,718	51,084	132,536



7 Balance Sheet

	6/30/2023	4/30/2024	5/31/2024	6/30/2024 FC
Assets				
Cash, Operating	952,416	935,483	845,072	542,526
Cash, Restricted	0	0	0	0
Accounts Receivable	745,981	34,536	34,536	690,619
Due From Others	404	293	299	299
Other Assets	59,443	13,613	21,703	54,879
Net Fixed Assets	67,286	113,821	108,896	104,306
Total Assets	1,825,529	1,097,746	1,010,507	1,392,629
Liabilities				
A/P & Payroll	402,041	233,429	242,632	208,020
Due to Others	72,869	13,929	13,325	94,529
Deferred Revenue	745,915	0	0	477,843
Other Liabilities	0	0	0	0
Total Debt	(0)	(0)	(0)	(0)
Total Liabilities	1,220,824	247,357	255,957	780,392
Equity				
Beginning Fund Bal.	597,912	604,705	604,705	604,705
Net Income/(Loss)	6,793	245,685	149,846	7,534
Total Equity	604,705	850,390	754,551	612,239
Total Liabilities & Equity	1,825,529	1,097,747	1,010,508	1,392,630
Days Cash on Hand	83	68	61	39
Cash Reserve %	22.7%	18.6%	16.8%	10.8%

Year-End Cash Balance

	Projected	Budget	Variance
	542,526	197,082	345,444





Bert Corona Charter High School Financial Analysis May 2024

Net Income

Bert Corona Charter High School is projected to achieve a net income of \$8K in FY23-24 compared to \$53K in the board approved budget. Reasons for this negative \$46K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of May 31, 2024, the school's cash balance was \$845K. By June 30, 2024, the school's cash balance is projected to be \$543K, which represents a 11% reserve.

As of May 31, 2024, the Accounts Receivable balance was \$35K, down from \$35K in the previous month, due to the receipt of revenue earned in FY22-23.

As of May 31, 2024, the Accounts Payable balance, including payroll liabilities, totaled \$243K, compared to \$233K in the prior month.

As of May 31, 2024, BCHS had a zero debt balance.

Income Statement

Revenue

Total revenue for FY23-24 is projected to be \$5.10M, which is \$162K or 3.3% 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 \$5.10M, which is \$208K or 4.2% over budgeted expenditures of \$4.89M.

Intra-Agency Fees are projected to be higher than budget by \$124K 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
A016733	7 LAYER IT SOLUTIONS, INC.	5/7/2024	05/03/24-05/02/25 - SMARTNET RENEWAL FOR: CISCO ASA 5525	2,369.00
A016911	7 LAYER IT SOLUTIONS, INC.	5/15/2024	05/24 - SERVICE MANAGED NETWORK DEVICE	1,295.00
312277	AFLAC WORLDWIDE HEADQUARTERS	5/7/2024	04/24 - PREMIUM	1,471.56
312335	AFLAC WORLDWIDE HEADQUARTERS	5/31/2024	05/24 - PREMIUM	1,471.56
P053786	Amazon Capital Services	5/15/2024	BOOKS, ELECTRIC PENCIL SHARPENER, PENCILS, SANDWICH BAGS,ETC	4,802.71
P054226	Amazon Capital Services	5/22/2024	MAGAZINE STAND, FILE CABINETS, FILE FOLDERS, ETC	4,979.30
312300	ANA-JARESMI GALVAN	5/9/2024	05/24 - Final Check	276.70
312314	APPLE INC.	5/22/2024	(60) IPADS	36,447.02
312301	AT&T	5/15/2024	04/24 - FAX SERVICE	193.82
312278	AT&T MOBILITY	5/7/2024	03/20/24-04/19/24 - CELLPHONES, HOTSPOTS	1,769.59
312302	AT&T MOBILITY	5/15/2024	03/18/24-04/17/24 - CELLPHONES & WALKIES	1,499.48
P054228	BDJtech	5/22/2024	USBC CHARGERS	1,314.00
A016732	BEI CONSTRUCTION, INC.	5/7/2024	SALTO KEY ACCESS KEYCARD	4,792.98
312279	BUR-CAL TERMITE & PEST CONTROL INC.	5/7/2024	04/24/24 - PEST CONTROL	385.00
312303	CLIFTONLARSONALLEN LLP	5/15/2024	FY23-24 - AUDIT SERVICES - 1ST INSTALLMENT	10,849.65
P054225	COOL TEMP HEATING, INC	5/22/2024	04/26/24 - AC SERVICE	2,745.00
312315	CREATE NOW	5/22/2024	FY23-24 - GUITAR LESSONS, COMIC BOOK CREATION LESSONS	9,500.00
A016910	CROSS COUNTRY EDUCATION	5/15/2024	03/01/24-03/22/24 - SPED SERVICES - APE, BID, COTA, DHH, ERICS, OT, SLPA	5,373.16
A017105	CROSS COUNTRY EDUCATION	5/22/2024	04/11/24-04/30/24 - SUBSTITUTES	3,728.46
312280	CTL Corporation	5/7/2024	(330) CTL CHROMEBOOK	119,340.37
312328	DAVE ROSENBERG	5/24/2024	04/24/24 - SKY ZONE - RESERVATION - GRADUATE CELEBRATION	309.90
312327	DIEGO RAZO	5/24/2024	05/04/24 - DJ SERVICES - KNIGHTS PROM	600.00
312316	EMPLOYMENT DEVELOPMENT DEPARTMENT	5/22/2024	01/01/24-03/31/24 - SELD LOCAL EXPERIENCE CHARGE	252.19
312281	ENRIQUE VEGA	5/7/2024	04/30/24-05/03/24 - MEAL PER DIEM FOR BOOST CONFERENCE	152.25
312317	EXED	5/22/2024	04/24 - MANAGEMENT CONTRACT FEE	24,158.33
312282	FRESH START HEALTHY MEALS, INC.	5/7/2024	03/24 - STUDENT'S MEALS	50,836.15
312304	FRESH START HEALTHY MEALS, INC.	5/15/2024	04/24 - STUDENT'S MEALS	48,231.50
312283	FRONTIER	5/7/2024	04/13/24-05/12/24 - FAX SERVICE	290.67
312336	FRONTIER	5/31/2024	05/13/24-06/12/24 - FAX SERVICE	306.12
312313	GRADUATION SOURCE	5/17/2024	9" TASSEL 2023 SIGNET- ORANGE, DIPLOMA COVER, ETC	3,135.44
312329	GREEN WORKS SOLUTIONS	5/24/2024	1ST ADVANCE PAYMENT - BCCS SITE IMPROVEMENT	50,000.00
312330	GREEN WORKS SOLUTIONS	5/24/2024	2ND ADVANCE PAYMENT - BCCS SITE IMPROVEMENT	50,000.00
312284	HERNANDEZ JANITORIAL SERVICES	5/7/2024	04/16/24-04/30/24 - MAINTENANCE SERVICE	1,980.00
312318	HERNANDEZ JANITORIAL SERVICES	5/22/2024	05/01/24-05/15/24 - MAINTENANCE SERVICE	1,815.00
P053368	HESS AND ASSOCIATES, INC.	5/7/2024	FY23-24 2ND QUARTER RETIREMENT REPORT	360.00
312285	HOUGHTON MIFFLIN HARCOURT	5/7/2024	05/01/24-04/30/27 - MAP GROWTH K-12	8,869.50
P053787	IMPACT CANINE SOLUTIONS	5/15/2024	04/16/24-04/23/24 - CANINE SERVICE	840.00
P053372	JEANNETTE M CRUZ REIBER	5/7/2024	05/24 - MONTHLY CREDENTIALING SERVICES	700.00
P053374	JOANNA DIAZ	5/7/2024	04/03/24-04/30/24 - JANITORIAL SERVICES	3,400.00
312337	Karina Favela-Barreras	5/31/2024	05/28/24-05/31/24 - MEAL PER DIEM - 2024 NATIONAL COMMUNITY SCHOOLS CONFERENCE	228.25
312326	KARINA GAMEZ	5/24/2024	05/21/24 - APPLE - CELL PHONE REPAIR	186.32
E015256	KELLY SPICERS STORES	5/22/2024	COPY PAPER	1,745.10
312319	KEVIN MYERS	5/22/2024	DOLLAR TREE - STORAGE BINS, VON'S - FLOWERS - FOR DISSECTION, LOWE'S - EC	1,026.82
312286	KNOTTS BERRY FARM	5/7/2024	05/15/24 - FIELD TRIP - TICKETS - 6TH GRADE	2,840.00
312287	LA DEPT. OF WATER AND POWER	5/7/2024	04/01/24-04/29/24 - UTILITIES	5,565.29
312305	LA DEPT. OF WATER AND POWER	5/15/2024	03/01/24-04/30/24 - FIRE SERVICE CHARGES	237.44
312338	LA DEPT. OF WATER AND POWER	5/31/2024	04/16/24-05/14/24 - UTILITIES	3,648.86
312320	Latino Film Institute Youth Cinema Project	5/22/2024	05/24 - INSTRUCTIONAL SERVICE CINEMA FILM MAKING	5,405.06
A016914	LAW OFFICES OF YOUNG, MINNEY & CORR, LLP	5/15/2024	04/24 - LEGAL SERVICES	3,430.50
P053371	LUIS GIRON	5/7/2024	04/24 - LANDSCAPING SERVICE	800.00
312306	MAJOR METROPOLITAN SECURITY	5/15/2024	06/24 - FIRE ALARM MONITORING SERVICE	405.00
P053370	MARIA FATIMA ORTIZ	5/7/2024	04/20/24 - TRANSPORTATION - VENICE BEACH	2,890.00
312307	MARIA FATIMA ORTIZ	5/15/2024	05/04/24 - TRANSPORTATION - NEWPORT LANDING	2,180.00
312321	MARIA FATIMA ORTIZ	5/22/2024	05/01/24 - TRANSPORTATION - GOLF 'N' STUFF	2,760.00
E015000	MCCALLA COMPANY	5/7/2024	PLATINUM TISSUE, DISH SOAP, FACIAL TISSUE, BLACK LINERS	651.35
312288	MUSEUM OF TOLERANCE	5/7/2024	05/16/24 - FIELD TRIP - ADMISSION TICKETS - 8TH GRADE STUDENTS	1,404.00
P054227	MV Learning, LLC	5/22/2024	FY24-25 - LIASON TRAINING, ESSENTIAL STAFF TRAINING & RESOURCE BUNDLE	2,994.00
312275	MYKES CAFE	5/2/2024	03/22/24 - SENIOR BRUNCH	1,025.00
312322	NICHOLAS SILVA	5/22/2024	04/30/24-05/03/24 - MEAL PER DIEM FOR BOOST CONFERENCE	152.25
P053788	PETER HUANG AND LORETTA HUANG	5/15/2024	04/09/24-05/09/24 - ELECTRIC CHARGES	266.88
312331	PETER HUANG AND LORETTA HUANG	5/28/2024	06/24 - RENT	3,785.60
A017106	PRN NURSING CONSULTANTS, LLC	5/22/2024	04/01/24 - SPED SERVICES	1,325.00
312308	PUROSERVE	5/15/2024	05/24 - RENTALS	338.34
312289	Quadient Finance USA, Inc.	5/7/2024	04/24 - EQUIPMENT RENTAL	380.95
312276	REBECCA GOLDSMITH	5/2/2024	05/24 - FINAL CHECK	1,294.33
312290	REPUBLIC SERVICES #902	5/7/2024	05/24 - WASTE DISPOSAL SERVICE	1,639.16
P053376	RESTORATION APPAREL COMPANY, LLC	5/7/2024	(30) SOCCER JERSEYS	2,060.43
312339	RICHARD BENAVIDES	5/31/2024	REIM: HOUSE OF T-SHIRTS - SUPPLIES FOR ART 3 LESSON, ETC	182.92
312291	RICOH USA Inc.	5/7/2024	SHIPPING	2,610.83
312309	RICOH USA Inc.	5/15/2024	04/20/24-05/19/24 - COPIER LEASE	281.91
312340	RICOH USA Inc.	5/31/2024	SHIPPING	11.50
312325	Rise & Shine Catering	5/24/2024	06/07/24 - BREAKFAST BUFFET FOR CULMINATION	1,724.08
312299	ROSYABEL MOLINA	5/7/2024	05/24 - FINAL CHECK	1,473.74
312310	RUBEN DUENAS	5/15/2024	REIM: COSTCO - PIZZA - NWEA, ETC	1,131.31
312311	Ruben Duenas - Petty Cash	5/15/2024	01/10/24-01/17/24 - SOCCER REFEREE	880.00
312332	San Fernando Valley Japanese American Community Center	5/28/2024	06/24 - RENT	12,723.00

Check #	Vendor Name	Date	Description	Amount
312341	SARAI KASHANI	5/31/2024	05/28/24-05/31/24 - MEAL PER DIEM - 2024 NATIONAL COMMUNITY SCHOOLS CONF	228.25
312292	SCOOT EDUCATION INC.	5/7/2024	01/17/23 - SUBSTITUTES	16,881.00
A016912	SCOOT EDUCATION INC.	5/15/2024	04/29/24-05/03/24 - SUBSTITUTES	5,322.00
A017104	SCOOT EDUCATION INC.	5/22/2024	05/06/24-05/10/24 - SUBSTITUTES	8,061.00
312293	SHERRI PRESTON	5/7/2024	SMART & FINAL, TRADER JOE'S - INGREDIENTS FOR COOKING CLUB	159.76
312342	SHERRI PRESTON	5/31/2024	SMART & FINAL, TRADER JOE'S, AMAZON, GREENLAND - INGREDIENTS FOR COOKIN	340.17
312343	SILVERIO PELAYO	5/31/2024	05/28/24-05/31/24 - MEAL PER DIEM - 2024 NATIONAL COMMUNITY SCHOOLS CONF	228.25
312323	SOUTHERN CALIFORNIA GAS COMPANY	5/22/2024	04/11/24-05/10/24 - GAS CHARGES	399.11
312312	Sparkletts	5/15/2024	WATER COOLER RENTAL	172.86
312294	SUCCESS FOR ALL FOUNDATION, INC.	5/7/2024	01/30/24-01/31/24 - STAFF TRAINING - CONTRACT 104421	12,750.00
P054229	SUCCESS FOR ALL FOUNDATION, INC.	5/22/2024	04/15/24 - STAFF TRAINING - CONTRACT 104421	2,550.00
E015255	TEK TIME SYSTEMS, INC.	5/22/2024	CLOCK MACHINE PARTS & REPAIR	419.78
MAY 20:	Teresa Sale Benefits Consultant	5/1/2024	05/24 - HEALTH PREMIUM	110,812.03
JULY 20:	Teresa Sale Benefits Consultant	5/28/2024	07/24 - DENTAL PREMIUMS	6,893.53
JUNE 20	Teresa Sale Benefits Consultant	5/28/2024	06/24 - HEALTH PREMIUM	113,662.75
312295	Think Together	5/7/2024	INSTALLMENT #10 OF 10 - COMPREHENSIVE MANAGEMENT OF ASE	38,661.74
312324	Think Together	5/22/2024	ELOP SERERVICES	60,180.00
312296	TIME WARNER CABLE	5/7/2024	04/16/24-05/15/24 - INTERNET ACCOUNT# 9720	402.02
312344	TIME WARNER CABLE	5/31/2024	05/01/24-05/30/24 - INTERNET ACCOUNT# 2611	1,643.80
312297	UNUM	5/7/2024	05/24 - DISABILITY PREMIUMS	1,282.22
312345	UNUM	5/31/2024	06/24 - DISABILITY PREMIUMS	1,282.22
A016734	WAXIE SANITARY SUPPLY	5/7/2024	PAPER TOWELS, HAND SANITIZER, HAND SOAP, PACK LINER, ETC	1,957.34
A016913	WAXIE SANITARY SUPPLY	5/15/2024	FACIAL TISSUE, PAPER TOWELS, DISINFECTANT WIPES	977.00
312298	YESENIA VARGAS	5/7/2024	04/30/24-05/03/24 - MEAL PER DIEM FOR BOOST CONFERENCE	152.25
312346	YESENIA VARGAS	5/31/2024	05/28/24-05/31/24 - MEAL PER DIEM - 2024 NATIONAL COMMUNITY SCHOOLS CONF	228.25

918,173.96

Coversheet

FY23-24 Prop 28 Annual Report

Section: V. Items Scheduled For Action
Item: B. FY23-24 Prop 28 Annual Report
Purpose: Vote
Submitted by:
Related Material: Prop 28 MORCS Annual Report.pdf
Prop 28 BCCHS Annual Report.pdf
Prop 28 BCCS Annual Report.pdf

Proposition 28: Arts and Music in Schools Funding Annual Report Fiscal Year 2023-24

Name: Monsenor Oscar Romero Charter Middle

CDS Code: 1964733-0114959

Charter School Number: 931

Allocation Year: 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

MORCS Media Arts Pathway exposes students to the study of human communication through film, photography, video, audio, computer/digital arts, and interactive media. Students creatively employ the elements of space, time, light, motion, color, and sound to express their perspectives, feelings, and ideas about the world. MORCS partners with the Youth Cinema Project (YCP) to provide project based learning units that prepares students with the foundational skills necessary to enter the entertainment industry's multicultural future. MORCS also uses Prop 28 to purchase supplies and materials for student projects.

2. Number of full-time equivalent teachers (certificated). 0.0

3. Number of full-time equivalent personnel (classified). 0.0

4. Number of full-time equivalent teaching aides. 0.0

5. Number of students served. 50

6. Number of school sites providing arts education. 1

Date of Approval by Governing Board/Body 6/24/2024 12:00:00 AM

Annual Report Data URL

https://morcs.ypics.org/apps/pages/index.jsp?uREC_ID=4340585&type=d&pREC_ID=2535977

Submission Date 6/21/2024 11:24:16 AM

Proposition 28: Arts and Music in Schools Funding

Annual Report

Fiscal Year 2023-24

Name: Bert Corona Charter High
 CDS Code: 1964733-0132126
 Charter School Number: 1724
 Allocation Year: 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

The BCCHS Visual and Media Arts pathway exposes students to occupations that use visual art, digital media, and web-based tools and materials as a means of communication and expression. This career pathway requires students to develop knowledge and skills in visual art concepts and new and emerging digital processes so they can effectively create and communicate complex concepts in a broad range of occupations and professions. Prop 28 funds are used to purchase supplies and materials for student projects. Students explore graphic design, printing and 3D printing, game design, jewelry design, laser cutting and etching, photography, and fashion design.

2. Number of full-time equivalent teachers (certificated). 0.0

3. Number of full-time equivalent personnel (classified). 0.0

4. Number of full-time equivalent teaching aides. 0.0

5. Number of students served. 39

6. Number of school sites providing arts education. 1

Date of Approval by Governing Board/Body 6/24/2024 12:00:00 AM

Annual Report Data URL

https://bcchs.ypics.org/apps/pages/index.jsp?uREC_ID=4337905&type=d&pREC_ID=2535490

Submission Date 6/21/2024 11:29:45 AM

Proposition 28: Arts and Music in Schools Funding

Annual Report

Fiscal Year 2023-24

Name: Bert Corona Charter
 CDS Code: 1964733-0106872
 Charter School Number: 654
 Allocation Year: 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

BCCS expended its Prop 28 funds on locally developed arts clubs in partnership with Create Now. Create Now, provides artists/teachers that deliver after school programs connected to the arts. This year, they provided a comic book club and a guitar class. In the comic book club, students learned storyboarding and narrative techniques, leading to the creation of their own comic books which were published and bound for the students. In the guitar club, the students learned basic chords and showcased their learning by performing a short concert with Mariachi musicians at the end of the school year. In addition, other arts clubs were run by staff members: Drawing Club, Film Appreciation, and Photography.

- 2. Number of full-time equivalent teachers (certificated).** 0.1
- 3. Number of full-time equivalent personnel (classified).** 0.2
- 4. Number of full-time equivalent teaching aides.** 0.0
- 5. Number of students served.** 47
- 6. Number of school sites providing arts education.** 1

Date of Approval by Governing Board/Body 6/24/2024 12:00:00 AM

Annual Report Data URL

https://bccs.ypics.org/apps/pages/index.jsp?uREC_ID=4340566&type=d&pREC_ID=2535969

Submission Date 6/21/2024 11:42:26 AM

Coversheet

FY24-25 Consolidated Application for Funding

Section: V. Items Scheduled For Action
Item: C. FY24-25 Consolidated Application for Funding
Purpose: Vote
Submitted by:
Related Material: ConApp Spring 2023-24_Certified_MORCS.pdf
ConApp Spring 2023-24_Certified_BCHS.pdf
ConApp Spring 2023-24_Certified_BCCS.pdf

2022–23 Title II, Part A Fiscal Year Expenditure Report, 24 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2022 through June 30, 2024.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636
 Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2022–23 Title II, Part A allocation	\$13,787
Transferred–in amount	\$0
Transferred–out amount	\$0
2022–23 Total allocation	\$13,787

Professional Development Expenditures

Professional development for teachers	\$2,010
Professional development for administrators	\$2,715
Consulting/Professional services	\$0
Induction programs	\$4,800
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$4,262

Personnel and Other Authorized Activities

Certificated personnel salaries	\$0
Classified personnel salaries	\$0
Employee benefits	\$0
Developing or improving an evaluation system	\$0
Recruitment activities	\$0
Retention activities	\$0
Class size reduction	\$0

Program Expenditures

Direct administrative costs	\$0
Indirect costs	\$0
Equitable services for nonprofit private schools	\$0
Total expenditures	\$13,787
2022–23 Unspent funds	\$0

*****Warning*****

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California Department of Education

Consolidated Application

Monsenor Oscar Romero Charter Middle (19 64733 0114959)

Status: Certified
 Saved by: ExED Data Management
 Date: 6/20/2024 11:46 AM

2023–24 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2023 through June 30, 2024.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636
 Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2023–24 Title II, Part A allocation	\$12,048
Transferred–in amount	\$0
Transferred–out amount	\$0
2023–24 Total allocation	\$12,048

Professional Development Expenditures

Professional development for teachers	\$5,188
Professional development for administrators	\$0
Consulting/Professional services	\$0
Induction programs	\$5,200
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$0

Personnel and Other Authorized Activities

Certificated personnel salaries	\$1,462
Classified personnel salaries	\$0
Employee benefits	\$198
Developing or improving an evaluation system	\$0
Recruitment activities	\$0
Retention activities	\$0
Class size reduction	\$0

Program Expenditures

Direct administrative costs	\$0
Indirect costs	\$0
Equitable services for nonprofit private schools	\$0
Total expenditures	\$12,048
2023–24 Unspent funds	\$0

*****Warning*****

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2023–24 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA’s homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
 Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;
2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:
 - a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;
 - b) Includes a dispute resolution process;
 - c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;
3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

Homeless liaison first name	Freddy
Homeless liaison last name	Zepeda
Homeless liaison title	Executive Administrator
Homeless liaison email address (Format: abc@xyz.zyx)	mrzepeda@romerocharter.org
Homeless liaison telephone number (Format: 999-999-9999)	213-413-9600
Homeless liaison telephone extension	
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	0.05

Homeless Liaison Training Information

*****Warning*****

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2023–24 Homeless Education Policy, Requirements, and Implementation

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CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
 Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	Yes
Attendance officers and registrars	Yes
Teachers and instructional assistants	Yes
School counselors	Yes

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment	
Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA’s board approved the homeless education policy	06/26/2023
Does the LEA meet the above federal requirements	Yes
Compliance comment	
Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

Housing Questionnaire Identifying Homeless Children

Does your LEA use a housing questionnaire to assist with the identification of homeless children and youth	Yes
Does the housing questionnaire include best practices, rights, and protections afforded to homeless children and youth	Yes
Is the housing questionnaire made available in paper form	Yes
Did your LEA administer the housing questionnaire to all student body during the school year	Yes

Title I, Part A Homeless Expenditures

2023–24 Title I, Part A LEA allocation	\$123,068
2023–24 Title I, Part A direct or indirect services to homeless children reservation	\$100

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Monsenor Oscar Romero Charter Middle (19 64733 0114959)

Status: Certified
 Saved by: ExED Data Management
 Date: 6/20/2024 11:46 AM

2023–24 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
 Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

Amount of 2023–24 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children	\$0
Homeless services provided (Maximum 500 characters)	
No expenditures or encumbrances comment Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	Uniforms, computers, and other supplies were provided but paid for with other funds.

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Monsenor Oscar Romero Charter Middle (19 64733 0114959)

Status: Certified
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 Date: 6/20/2024 11:46 AM

2024–25 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca24assurancetoc.asp>.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Yvette King-Berg
Authorized Representative's Signature	
Authorized Representative's Title	Executive Director
Authorized Representative's Signature Date	06/24/2024

*****Warning*****

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Monsenor Oscar Romero Charter Middle (19 64733 0114959)

Status: Certified
 Saved by: ExED Data Management
 Date: 6/20/2024 11:46 AM

2024–25 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Yvette King-Berg
Authorized Representative's Title	Executive Director
Authorized Representative's Signature Date	06/24/2024
Comment	
If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

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2024–25 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	05/31/2018
Authorized Representative's Full Name	Yvette King-Berg
Authorized Representative's Title	Executive Director

*****Warning*****

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2024–25 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes
---	-----

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes
---	-----

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

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Monsenor Oscar Romero Charter Middle (19 64733 0114959)

Status: Certified
 Saved by: ExED Data Management
 Date: 6/20/2024 11:46 AM

2024–25 Title III English Learner Student Program Subgrant Budget

The purpose of this data collection form is to provide a proposed budget for English learner (EL) Student Program Subgrant funds only per the Title III English Learner Students Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Annie Abreu Park, Language Policy and Leadership Office, AAbreuPark@cde.ca.gov, 916-319-9620
 Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Estimated Allocation Calculation

Estimated English learner per student allocation	\$130.25
Estimated English learner student count	107
Estimated English learner student program allocation	\$13,937

Note: \$10,000 minimum program eligibility criteria

If the local educational agency's estimated English learner student program allocation is less than \$10,000, then it does not meet the minimum program eligibility criteria for direct funding status and requires further action. To receive instructions regarding the consortium application process, please go to the California Department of Education Title III EL Consortium Details web page at <https://www.cde.ca.gov/sp/el/t3/elconsortium.asp>.

Budget

Professional development activities	\$13,937
Program and other authorized activities	\$0
English Proficiency and Academic Achievement	\$0
Parent, family, and community engagement	\$0
Direct administrative costs (Amount cannot exceed 2% of the estimated English learner student program allocation)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$0
Total budget	\$13,937

*****Warning*****

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2024–25 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at <https://www.cde.ca.gov/fg/ac/sa/>.

2024–25 Request for authorization	
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

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2022–23 Title II, Part A Fiscal Year Expenditure Report, 24 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2022 through June 30, 2024.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636
 Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2022–23 Title II, Part A allocation	\$9,180
Transferred–in amount	\$0
Transferred–out amount	\$0
2022–23 Total allocation	\$9,180

Professional Development Expenditures

Professional development for teachers	\$957
Professional development for administrators	\$2,107
Consulting/Professional services	\$0
Induction programs	\$4,800
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$1,316

Personnel and Other Authorized Activities

Certificated personnel salaries	\$0
Classified personnel salaries	\$0
Employee benefits	\$0
Developing or improving an evaluation system	\$0
Recruitment activities	\$0
Retention activities	\$0
Class size reduction	\$0

Program Expenditures

Direct administrative costs	\$0
Indirect costs	\$0
Equitable services for nonprofit private schools	\$0
Total expenditures	\$9,180
2022–23 Unspent funds	\$0

*****Warning*****

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2023–24 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2023 through June 30, 2024.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636
 Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2023–24 Title II, Part A allocation	\$8,654
Transferred–in amount	\$0
Transferred–out amount	\$0
2023–24 Total allocation	\$8,654

Professional Development Expenditures

Professional development for teachers	\$6,169
Professional development for administrators	\$0
Consulting/Professional services	\$0
Induction programs	\$0
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$0

Personnel and Other Authorized Activities

Certificated personnel salaries	\$1,988
Classified personnel salaries	\$0
Employee benefits	\$497
Developing or improving an evaluation system	\$0
Recruitment activities	\$0
Retention activities	\$0
Class size reduction	\$0

Program Expenditures

Direct administrative costs	\$0
Indirect costs	\$0
Equitable services for nonprofit private schools	\$0
Total expenditures	\$8,654
2023–24 Unspent funds	\$0

*****Warning*****

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2023–24 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
 Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;
2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:
 - a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;
 - b) Includes a dispute resolution process;
 - c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;
3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

Homeless liaison first name	Ruben
Homeless liaison last name	Duenas
Homeless liaison title	Executive Administrator
Homeless liaison email address (Format: abc@xyz.zyx)	rduenas@ypics.org
Homeless liaison telephone number (Format: 999-999-9999)	818-270-1340
Homeless liaison telephone extension	
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	0.05

Homeless Liaison Training Information

Warning

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2023–24 Homeless Education Policy, Requirements, and Implementation

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CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
 Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	Yes
Attendance officers and registrars	Yes
Teachers and instructional assistants	Yes
School counselors	Yes

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment	
Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	06/26/2023
Does the LEA meet the above federal requirements	Yes
Compliance comment	
Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

Housing Questionnaire Identifying Homeless Children

Does your LEA use a housing questionnaire to assist with the identification of homeless children and youth	Yes
Does the housing questionnaire include best practices, rights, and protections afforded to homeless children and youth	Yes
Is the housing questionnaire made available in paper form	Yes
Did your LEA administer the housing questionnaire to all student body during the school year	Yes

Title I, Part A Homeless Expenditures

2023–24 Title I, Part A LEA allocation	\$73,421
2023–24 Title I, Part A direct or indirect services to homeless children reservation	\$99

*****Warning*****

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Bert Corona Charter High (19 64733 0132126)

Status: Certified
 Saved by: ExED Data Management
 Date: 6/20/2024 10:45 AM

2023–24 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA’s homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
 Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

Amount of 2023–24 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children	\$0
Homeless services provided (Maximum 500 characters)	
No expenditures or encumbrances comment Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	Uniforms, computers, and other supplies were provided but paid for with other funds.

*****Warning*****

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Bert Corona Charter High (19 64733 0132126)

Status: Certified
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 Date: 6/20/2024 10:45 AM

2024–25 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca24assurancetoc.asp>.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Yvette King-Berg
Authorized Representative's Signature	
Authorized Representative's Title	Executive Director
Authorized Representative's Signature Date	06/24/2024

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Bert Corona Charter High (19 64733 0132126)

Status: Certified
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2024–25 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Yvette King-Berg
Authorized Representative's Title	Executive Director
Authorized Representative's Signature Date	06/24/2024
Comment	
If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

*****Warning*****

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2024–25 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	05/31/2018
Authorized Representative's Full Name	Yvette King-Berg
Authorized Representative's Title	Executive Director

*****Warning*****

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2024–25 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes
---	-----

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes
---	-----

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

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2024–25 Title III English Learner Student Program Subgrant Budget

The purpose of this data collection form is to provide a proposed budget for English learner (EL) Student Program Subgrant funds only per the Title III English Learner Students Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Annie Abreu Park, Language Policy and Leadership Office, AAbreuPark@cde.ca.gov, 916-319-9620
 Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Estimated Allocation Calculation

Estimated English learner per student allocation	\$130.25
Estimated English learner student count	60
Estimated English learner student program allocation	\$7,815

Note: \$10,000 minimum program eligibility criteria

If the local educational agency's estimated English learner student program allocation is less than \$10,000, then it does not meet the minimum program eligibility criteria for direct funding status and requires further action. To receive instructions regarding the consortium application process, please go to the California Department of Education Title III EL Consortium Details web page at <https://www.cde.ca.gov/sp/el/t3/elconsortium.asp>.

Budget

Professional development activities	\$7,815
Program and other authorized activities	\$0
English Proficiency and Academic Achievement	\$0
Parent, family, and community engagement	\$0
Direct administrative costs (Amount cannot exceed 2% of the estimated English learner student program allocation)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$0
Total budget	\$7,815

*****Warning*****

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Bert Corona Charter High (19 64733 0132126)

Status: Certified
 Saved by: ExED Data Management
 Date: 6/20/2024 10:45 AM

2024–25 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at <https://www.cde.ca.gov/fg/ac/sa/>.

2024–25 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

*****Warning*****

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2022–23 Title II, Part A Fiscal Year Expenditure Report, 24 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2022 through June 30, 2024.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636
 Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2022–23 Title II, Part A allocation	\$15,480
Transferred–in amount	\$0
Transferred–out amount	\$0
2022–23 Total allocation	\$15,480

Professional Development Expenditures

Professional development for teachers	\$5,945
Professional development for administrators	\$0
Consulting/Professional services	\$0
Induction programs	\$7,200
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$2,335

Personnel and Other Authorized Activities

Certificated personnel salaries	\$0
Classified personnel salaries	\$0
Employee benefits	\$0
Developing or improving an evaluation system	\$0
Recruitment activities	\$0
Retention activities	\$0
Class size reduction	\$0

Program Expenditures

Direct administrative costs	\$0
Indirect costs	\$0
Equitable services for nonprofit private schools	\$0
Total expenditures	\$15,480
2022–23 Unspent funds	\$0

*****Warning*****

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2022–23 Title III English Learner YTD Expenditure Report, 24 Months

A report of year-to-date (YTD) expenditures by activity. Activity period covered is July 1, 2022 through June 30, 2024.

CDE Program Contact:

Annie Abreu Park, Language Policy and Leadership Office, AAbreuPark@cde.ca.gov, 916-319-9620
 Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Required and authorized Title III English Learner (EL) student program activities

An eligible entity receiving funds under the Every Student Succeeds Act section 3115 (c)-(d) shall use the funds for the supplementary services as part of the language instruction program for EL students.

Refer to the Program Information link above for required and authorized EL student program activities.

Refer to the Data Entry Instructions link above for Expenditure Report Instructions.

2022–23 Title III EL student program allocation	\$34,498
Transferred-in amount	\$0
2022–23 Total allocation	\$34,498
Object Code - Activity	
1000–1999 Certificated personnel salaries	\$0
2000–2999 Classified personnel salaries	\$0
3000–3999 Employee benefits	\$0
4000–4999 Books and supplies	\$0
5000–5999 Services and other operating expenditures	\$34,498
Direct administrative costs (amount cannot exceed 2% of the student program allocation plus transferred-in amount)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$0
Total year-to-date expenditures	\$34,498
2022–23 Unspent funds	\$0

*****Warning*****

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2023–24 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2023 through June 30, 2024.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636

Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2023–24 Title II, Part A allocation	\$13,840
Transferred–in amount	\$0
Transferred–out amount	\$0
2023–24 Total allocation	\$13,840

Professional Development Expenditures

Professional development for teachers	\$8,731
Professional development for administrators	\$0
Consulting/Professional services	\$0
Induction programs	\$0
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$0

Personnel and Other Authorized Activities

Certificated personnel salaries	\$4,087
Classified personnel salaries	\$0
Employee benefits	\$1,022
Developing or improving an evaluation system	\$0
Recruitment activities	\$0
Retention activities	\$0
Class size reduction	\$0

Program Expenditures

Direct administrative costs	\$0
Indirect costs	\$0
Equitable services for nonprofit private schools	\$0
Total expenditures	\$13,840
2023–24 Unspent funds	\$0

*****Warning*****

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Bert Corona Charter (19 64733 0106872)

Status: Certified
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 Date: 6/20/2024 10:34 AM

2023–24 Title III English Learner YTD Expenditure Report, 12 Months

A report of year-to-date (YTD) expenditures by activity. Activity period covered is July 1, 2023 through June 30, 2024.

CDE Program Contact:

Annie Abreu Park, Language Policy and Leadership Office, AAbreuPark@cde.ca.gov, 916-319-9620
 Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Required and authorized Title III English Learner (EL) student program activities

An eligible entity receiving funds under the Every Student Succeeds Act section 3115 (c)-(d) shall use the funds for the supplementary services as part of the language instruction program for EL students.

Refer to the Program Information link above for required and authorized EL student program activities.

Refer to the Data Entry Instructions link above for Expenditure Report Instructions.

2023–24 Title III EL student program allocation	\$32,326
Transferred-in amount	\$0
2023–24 Total allocation	\$32,326
Object Code - Activity	
1000–1999 Certificated personnel salaries	\$0
2000–2999 Classified personnel salaries	\$0
3000–3999 Employee benefits	\$0
4000–4999 Books and supplies	\$0
5000–5999 Services and other operating expenditures	\$32,326
Direct administrative costs (amount cannot exceed 2% of the student program allocation plus transferred-in amount)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$0
Total year-to-date expenditures	\$32,326
2023–24 Unspent funds	\$0

*****Warning*****

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2023–24 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA’s homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
 Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;
2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:
 - a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;
 - b) Includes a dispute resolution process;
 - c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;
3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

Homeless liaison first name	Kevin
Homeless liaison last name	Myers
Homeless liaison title	Executive Administrator
Homeless liaison email address (Format: abc@xyz.zyx)	drmyers@coronacharter.org
Homeless liaison telephone number (Format: 999-999-9999)	818-585-2305
Homeless liaison telephone extension	
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	0.05

Homeless Liaison Training Information

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2023–24 Homeless Education Policy, Requirements, and Implementation

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CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
 Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	Yes
Attendance officers and registrars	Yes
Teachers and instructional assistants	Yes
School counselors	Yes

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment	
Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	06/26/2023
Does the LEA meet the above federal requirements	Yes
Compliance comment	
Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

Housing Questionnaire Identifying Homeless Children

Does your LEA use a housing questionnaire to assist with the identification of homeless children and youth	Yes
Does the housing questionnaire include best practices, rights, and protections afforded to homeless children and youth	Yes
Is the housing questionnaire made available in paper form	Yes
Did your LEA administer the housing questionnaire to all student body during the school year	Yes

Title I, Part A Homeless Expenditures

2023–24 Title I, Part A LEA allocation	\$118,440
2023–24 Title I, Part A direct or indirect services to homeless children reservation	\$99

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Bert Corona Charter (19 64733 0106872)

Status: Certified
 Saved by: ExED Data Management
 Date: 6/20/2024 10:34 AM

2023–24 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA’s homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
 Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

Amount of 2023–24 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children	\$560
Homeless services provided (Maximum 500 characters)	student clothing
No expenditures or encumbrances comment Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	

*****Warning*****

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Bert Corona Charter (19 64733 0106872)

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2024–25 Certification of Assurances

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CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Yvette King-Berg
Authorized Representative's Signature	
Authorized Representative's Title	Executive Director
Authorized Representative's Signature Date	06/24/2024

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2024–25 Protected Prayer Certification

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CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Yvette King-Berg
Authorized Representative's Title	Executive Director
Authorized Representative's Signature Date	06/24/2024
Comment	
If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

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2024–25 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

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In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	05/31/2018
Authorized Representative's Full Name	Yvette King-Berg
Authorized Representative's Title	Executive Director

*****Warning*****

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2024–25 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes
---	-----

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes
---	-----

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

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Bert Corona Charter (19 64733 0106872)

Status: Certified
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 Date: 6/20/2024 10:34 AM

2024–25 Title III English Learner Student Program Subgrant Budget

The purpose of this data collection form is to provide a proposed budget for English learner (EL) Student Program Subgrant funds only per the Title III English Learner Students Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Annie Abreu Park, Language Policy and Leadership Office, AAbreuPark@cde.ca.gov, 916-319-9620
 Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Estimated Allocation Calculation

Estimated English learner per student allocation	\$130.25
Estimated English learner student count	86
Estimated English learner student program allocation	\$11,202

Note: \$10,000 minimum program eligibility criteria

If the local educational agency's estimated English learner student program allocation is less than \$10,000, then it does not meet the minimum program eligibility criteria for direct funding status and requires further action. To receive instructions regarding the consortium application process, please go to the California Department of Education Title III EL Consortium Details web page at <https://www.cde.ca.gov/sp/el/t3/elconsortium.asp>.

Budget

Professional development activities	\$11,202
Program and other authorized activities	\$0
English Proficiency and Academic Achievement	\$0
Parent, family, and community engagement	\$0
Direct administrative costs (Amount cannot exceed 2% of the estimated English learner student program allocation)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$0
Total budget	\$11,202

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

Bert Corona Charter (19 64733 0106872)

Status: Certified
 Saved by: ExED Data Management
 Date: 6/20/2024 10:34 AM

2024–25 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at <https://www.cde.ca.gov/fg/ac/sa/>.

2024–25 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

Coversheet

FY24-25 LCAP

Section: V. Items Scheduled For Action
Item: D. FY24-25 LCAP
Purpose: Vote
Submitted by:
Related Material: 24-06-24 BCCS Local Control & Accountability Plan 2024-25.pdf
24-06-24 BCCHS Local Control & Accountability Plan 2024-25.pdf
24-06-24 MORCS Local Control & Accountability Plan 2024-25.pdf

LCFF Budget Overview for Parents

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

CDS Code: 19647330106872

School Year: 2024-25

LEA contact information:

Yvette King Berg

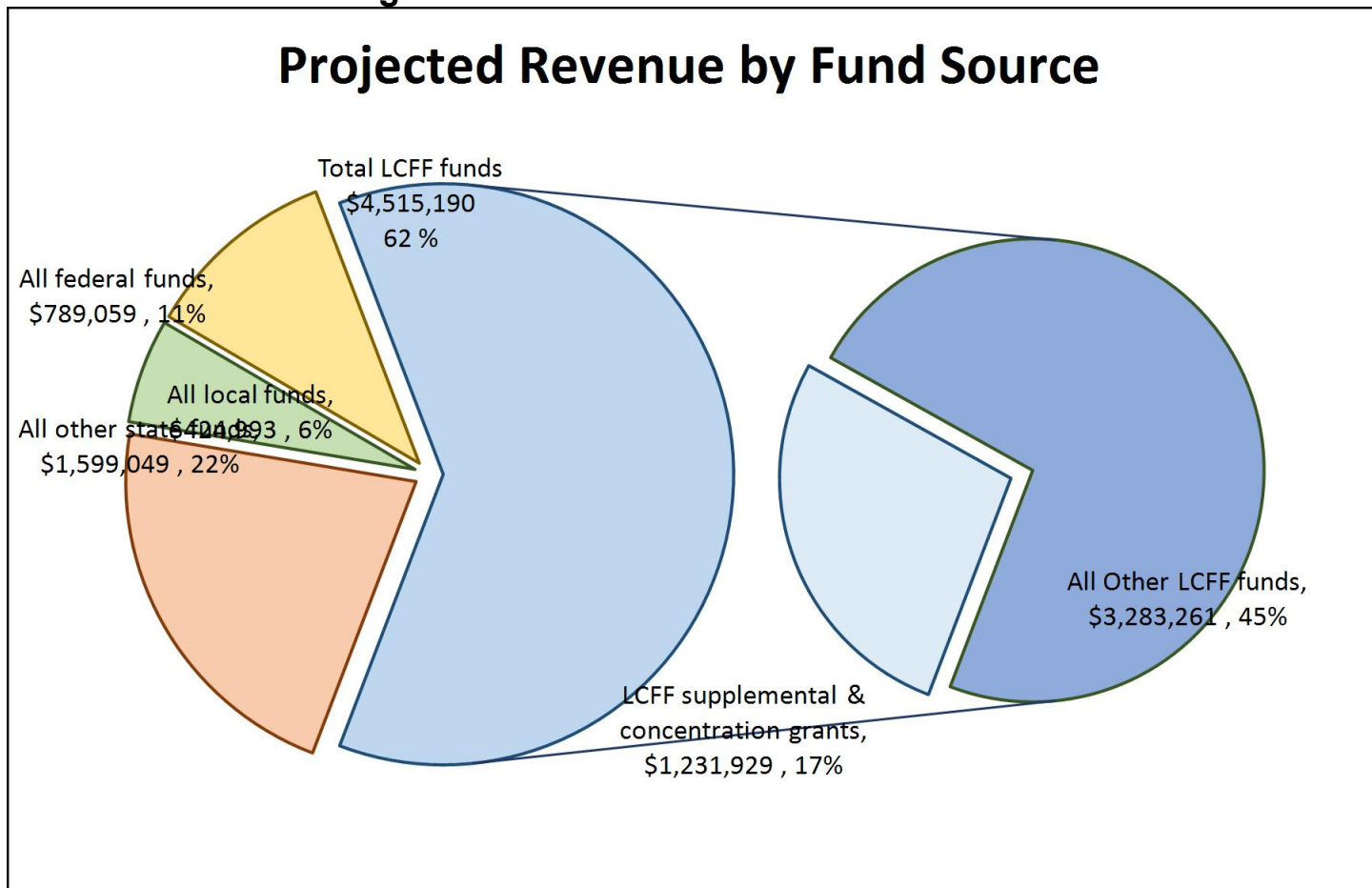
Executive Director

ykingberg@ypics.org

(818) 305-2791

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

Budget Overview for the 2024-25 School Year

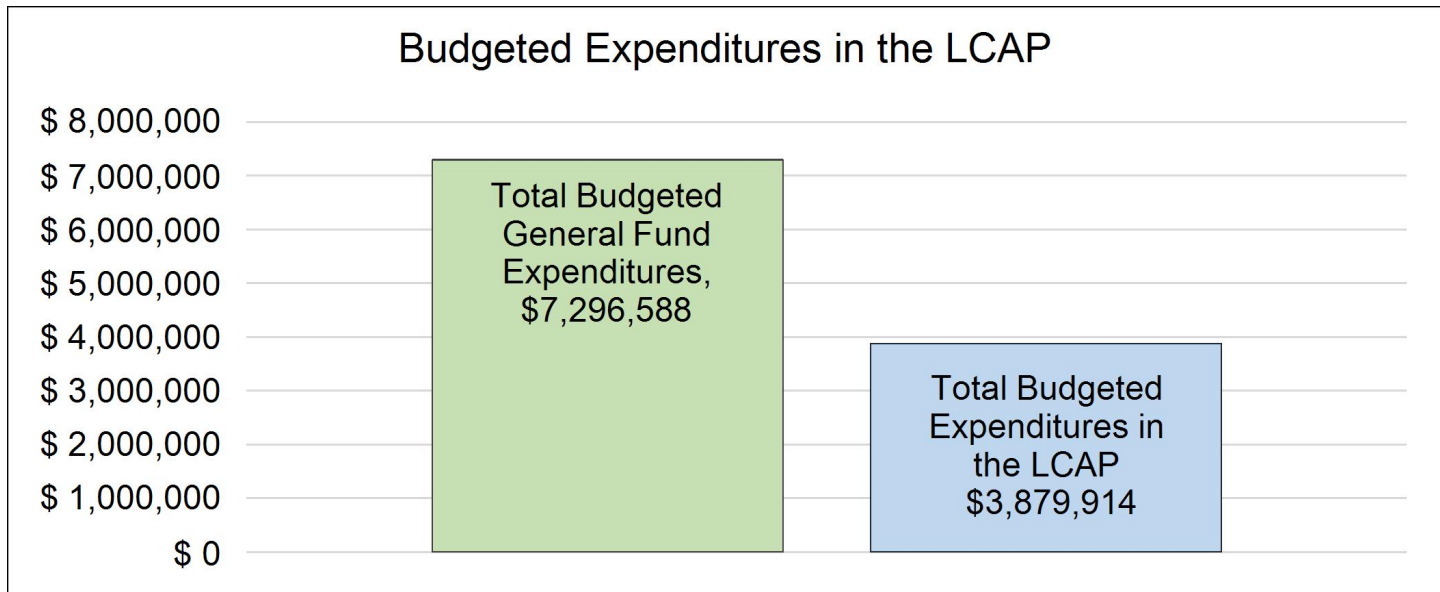


This chart shows the total general purpose revenue Bert Corona Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Bert Corona Charter School is \$7,328,291, of which \$4,515,190 is Local Control Funding Formula (LCFF), \$1,599,049 is other state funds, \$424,993 is local funds, and \$789,059 is federal funds. Of the \$4,515,190 in LCFF Funds, \$1,231,929 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Bert Corona Charter School plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Bert Corona Charter School plans to spend \$7,296,588 for the 2024-25 school year. Of that amount, \$3,879,914 is tied to actions/services in the LCAP and \$3,416,674 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

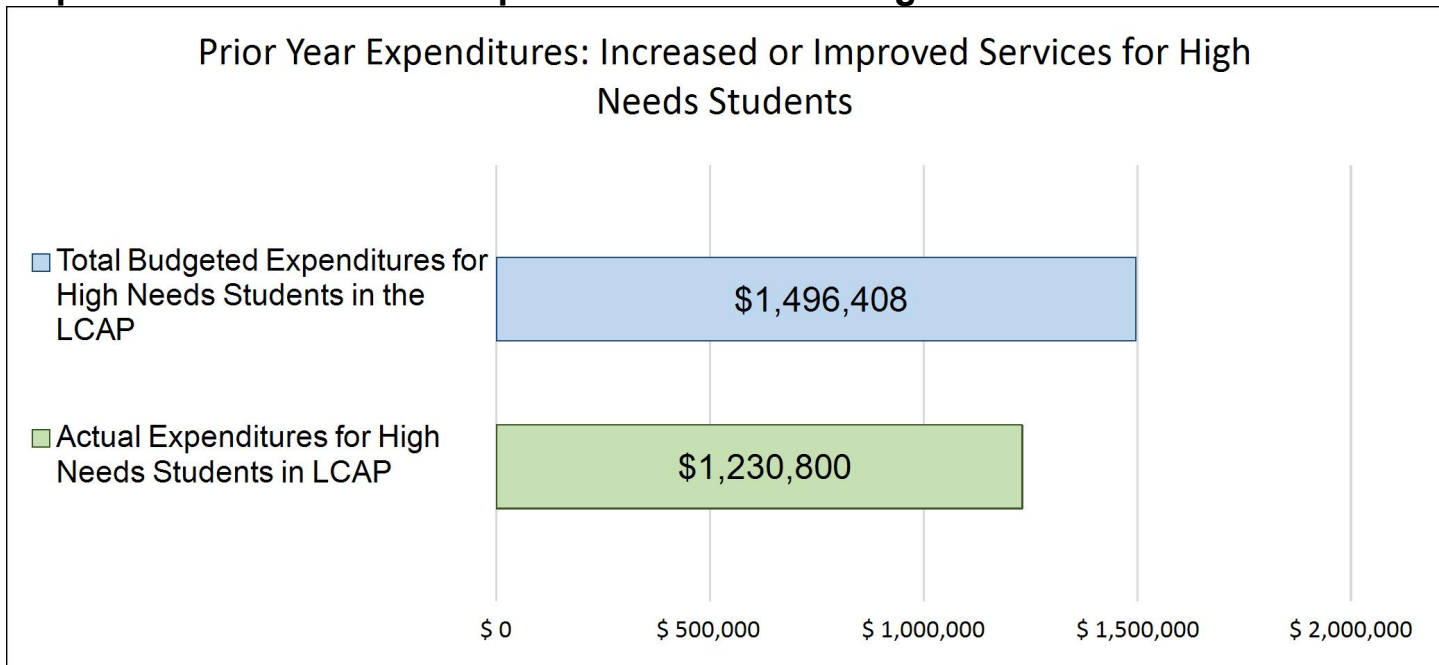
Funds not included in the LCAP consist of Child Nutrition, Special Education, Entitlement/Encroachment, Services & Other Operating Expenses, and Depreciation Expenses.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Bert Corona Charter School is projecting it will receive \$1,231,929 based on the enrollment of foster youth, English learner, and low-income students. Bert Corona Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Bert Corona Charter School plans to spend \$1,259,981 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



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

The text description of the above chart is as follows: In 2023-24, Bert Corona Charter School's LCAP budgeted \$1,496,408 for planned actions to increase or improve services for high needs students. Bert Corona Charter School actually spent \$1,230,800 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-265,608 had the following impact on Bert Corona Charter School's ability to increase or improve services for high needs students:

Original projected funds for S&C was an overestimation; the final S&C allocation was much lower. All S&C funds were exhausted for 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update 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

Goals and Actions

Goal

Goal #	Description
1	<p>Goal 1. Conditions of Learning</p> <p>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.</p> <p>(State Priorities: 1 Basic Services, 2 Implementation of State Standards, 7 Course Access)</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>All classroom teachers will hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and appropriate EL authorization; all teachers will be appropriately assigned.</p> <p>Priority 1 Basic Services</p>	<p>100% All classroom teachers hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and have appropriate EL authorization. All teachers were appropriately assigned.</p>	<p>63.2% Clear (Source: CDE DataQuest, 2020-21 Teaching Assignment Monitoring Outcomes by Full-Time Equivalent 2020-21)</p> <p>[NOTE: Originally reported as “100% of classroom teachers will hold a valid CA Teaching Credential as defined by the CA Commission on Teacher Credentialing and appropriate EL-authorization. All teachers appropriately assigned.”]</p>	<p>TBD - 2021-22 Teaching Assignment Monitoring Outcomes</p>	<p>2021-22 TAMO 59.9% Teachers "Clear"</p>	<p>All classroom teachers will hold a valid CA Teaching Credential as defined by the CA Commission on Teacher Credentialing and appropriate EL-authorization; all teachers will be appropriately assigned</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Access to standards-aligned curricular and instructional materials Priority 1 Basic Services	100% of teachers/students with access to standards-aligned curricula (ELA, ELD, math, science, social science, and social science)	100% of teachers/students with access to standards-aligned curricula (ELA, ELD, math, science, social science, and social science)	100% teachers/ students with access to standards- aligned curricula (ELA, ELD, math, science, social science, and social science) (Source: As reported in the 2023 Local Indicators Self Reflection Tool, May 2023)	100% of teachers/students with access to standards aligned curricula (ELA, ELD, math, science, social science, and social science) (Source: 2023 Williams Instructional Materials Review)	100% of teachers/students with access to standards aligned curricula (ELA, ELD, math, science, social science, and social science)
Implementation and sustainability of academic content standards, as measured by the Local Indicator Rubric on the California Accountability Dashboard Priority 2 Implementation of adopted State Standards	Same as Year 2 Outcome	N/A	Implementation of State Standards 2023 ELA 5 ELD 5 Math 5 NGSS 5 History 5 CTE 5 Health 5 Phys. Ed 5	Implementation of State Standards ELA 5 ELD 5 Math 5 NGSS 5 History 5 CTE 5 Health 5 Phys. Ed. 5 (Current local reporting)	Implementation of State Standards ELA 5 ELD 5 Math 5 NGSS 5 History 5 CTE 5 Health 5 Phys. Ed. 5
Teachers will participate in ongoing research-based professional development in the areas of English	100% Teachers participated in professional development throughout the	100% of teachers participated in professional development for 21-22	100% of teachers participated in professional development for 22-23	100% Teachers participating in professional development for 23-24	100% Teachers participating in professional development

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Language Arts, Math, Next Generation Science Standards (NGSS), English Language Development (ELD), Technology, and Differentiated instruction to meet the needs of all students and subgroups. Priority 2 Implementation of adopted State Standards	physical closure of the Charter School.			(Current local reporting)	
Student Access to a Broad Course of Study Priority 7 Course Access	100% of students have access to a broad course of study	100% of students have access to a broad course of study CA Dashboard Local Indicator “Met” (Source: CDE, CA School Dashboard 2022)	100% of students have access to a broad course of study CA Dashboard Local Indicator “Met” (Source: As reported in the Local Indicators 2023 Self-Reflection Tool)	100% of students have access to a broad course of study (Current local reporting)	100% of students have access to a broad course of study
School facilities are clean and maintained in good repair with daily spot check and Site Inspection Lists with > 90% of items in compliance or good standing.	100% The Charter School developed a cleaning regiment based on best practices for reopening schools from the California Department of Public	100% of facilities clean and maintained in good repair	Overall Facility Rating as measured by FIT “Exemplary” (Source: As reported in the SARC, February 2023)	Overall Facility Rating as measured by FIT “Good” (Source: 2023 Williams Facility Review by LACOE in November 2023)	School facilities are clean and maintained in good repair with daily spot check and Site Inspection Lists with > 90% of items in compliance or good standing

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1 Basic Services	Health (6/5/2020) and the California Department of Education (6/8/2020)				

Goal Analysis

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

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

There are no substantive differences between the planned actions and actual implementation. All actions for credentialing, curricular materials, standards-based instruction, professional development, and facilities maintenance have been carried out as planned.

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.

There were no material differences between budgeted expenditures and estimated actual expenditures through June 30, 2024.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Based on our oversight review, CALSAAS monitoring, and our Williams inspection with LACOE, our actions have been effective for all areas of Goal 1.

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

Goal 1 remains unchanged for the 2024-25 LCAP. Metrics have been revised for clarity and transparency for state required data. Desired outcomes have been modified based on most recent available data [e.g., the baseline year for local data reflecting 2023-24; state data reflecting 2022-23]. Actions have largely remained the same.

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

Goals and Actions

Goal

Goal #	Description
2	<p>Goal 2. Annual Growth & Achievement in English Language Arts</p> <p>Increase student achievement in English/Language Arts</p> <p>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 and local assessments, and ensure the necessary targeted acceleration and supports are delivered in a timely manner to maximize student growth.</p> <p>(State Priorities: 4 Pupil Achievement, 8 Other Pupil Outcomes)</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase student achievement in English/Language Arts as measured by the SBAC [NOTE: The original metric in 22-23 was “English Language Arts – Proficiency”] Priority 4 Pupil Achievement	<p>SBAC ELA 2019 Met/Exceeded</p> <p>16.76% All (-78.2 DFS)</p> <p>16.98% Latino (-78.9 DFS)</p>	<p>N/A</p> <p>CA Dashboard 2021 – Not published due to COVID</p>	<p>SBAC ELA 2022 Met/Exceeded</p> <p>24.47% All (-73.6 DFS)</p> <p>24.69% Latino (-74.2 DFS)</p>	<p>CA Dashboard 2023/ SBAC ELA 2023 Met/Exceeded</p> <p>17.02% All (-84.9 DFS "Red")</p> <p>17.31% Latino (-83.7 DFS "Red")</p>	Annually decrease the negative DFS and improve the percentage of students demonstrating growth on SBAC ELA standards
Increase the percentage of students demonstrating growth on Local ELA Assessment (BOY to EOY)	Same as Year 2 Outcome	N/A	<p>iReady Reading Growth 2022-23</p> <p>Grade 5</p> <p>82% Annual Typical</p> <p>4% Annual Stretch</p>	<p>2023-24 iReady Reading Growth Diagnostic [EOY]</p> <p>60% meeting typical growth</p> <p>22% meeting stretch growth</p>	Increase students demonstrating growth and improving level placement on local iReady assessment

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 8 Other Pupil Outcomes			82% Improved Placement Grade 6 72% Annual Typical 9% Annual Stretch 66% Improved Placement Grade 7 63% Annual Typical 28% Annual Stretch 55% Improved Placement Grade 8 66% Annual Typical 31% Annual Stretch 63% Improved Placement	(Source: iReady Platform)	

Goal Analysis

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

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

There are no substantive differences between planned actions and actual implementation of actions. All teachers are trained and monitored on their implementation of Success for All ("SFA") aligned strategies and SFA programming.

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.

There were no material differences between budgeted expenditures and estimated actual expenditures through June 30, 2024.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Based on our mid-year iReady data, our actions are effective in our goal to increase English Language Arts performance. Our students reached a median typical growth of 75% by the second diagnostic in December, indicating that they are on track to meet or exceed 100% typical growth by the end of the school year. Moreover, all grade levels are progressing towards our goal of 51% of students attaining improved placement. In December, their achievement in this area was as follows: 5th- 38%, 6th- 47%, 7th-42%, 8th- 50%.

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

For 2024-25, this goal has been expanded to include English learner progress in ELD and ELPAC which eliminated the need for the Goal #4 from 2023-24. All EL-related metrics have been added here and desired outcomes have been modified based on most recent available data [e.g., the baseline year for local data reflecting 2023-24; state data reflecting 2022-23]. Actions related to supporting ELs and dually-identified students have been created.

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

Goals and Actions

Goal

Goal #	Description
3	<p>Goal 3. Annual Growth and Achievement in Mathematics & Science</p> <p>Increase student achievement in Mathematics and Science</p> <p>Maintain high standards for our community to engage students in high levels of achievement in mathematics 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.</p> <p>(State Priorities: Priority 4 Pupil Achievement, Priority 8 Other Pupil Outcomes)</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student achievement in Mathematics as measured by the SBAC [NOTE: The original metric in 22-23 was “Mathematics Proficiency”] Priority 4 Pupil Achievement	SBAC Math 2019 Met/exceeded 11.44% All Students (-109.5 DFS) 11.23% Latino (-110.8 DFS) (Source: CA School Dashboard)	N/A CA Dashboard 2021 – Not published due to COVID	SBAC Math 2022 Met/exceeded 12.46% All Students (-120.7 DFS) 12.27% Latino (-121 DFS) (Source: CA School Dashboard)	CA Dashboard 2023/ SBAC Math 2023 Met/Exceeded 10.74% All (-134.8 DFS "Red") 10.8% Latino (-134.6 DFS "Red")	Annually decrease the negative DFS and improve the percentage of students demonstrating growth on SBAC Math standards
Increase the percentage of students demonstrating growth on Local Math Assessment (BOY to EOY) Priority 8 Other Pupil Outcomes	Same as Year 2 Outcome	N/A	iReady Math Growth 2022-23 Grade 5 31% Annual Typical 0% Annual Stretch 46% Improved Placement	2023-24 iReady Mathematics Growth Diagnostic [EOY] 60% meeting typical growth 21% meeting stretch growth (Source: iReady Platform)	Increase students demonstrating growth and improving level placement on local iReady assessment

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Grade 6 45% Annual Typical 8% Annual Stretch 52% Improved Placement Grade 7 39% Annual Typical 10% Annual Stretch 46% Improved Placement Grade 8 62% Annual Typical 25% Annual Stretch 59% Improved Placement		
Next Generation (Science) as measured by CAST Priority 4 Pupil Achievement	CAST 2019 Met/exceeded 5.68% All 5.92% Latino Nearly Met 65.25% All 65.19% Latino	N/A	CAST 2022 Met/exceeded 7.09% All 7.2% Latino Nearly Met 66.93% All 67.2% Latino	CAST 2023 Met/exceeded 12.28% All 13.08% Latino Nearly Met 59.65% All 59.81% Latino	Annually decrease %age of "Nearly Met"

Goal Analysis

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

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

There are no substantive differences between planned and and implemented actions. All students have access to grade level acceleration and study daily and we are using IronBox to address math fluency needs.

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.

There were no material differences between budgeted expenditures and estimated actual expenditures through June 30, 2024.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Based on our mid-year iReady data, our actions are effective in our goal to increase math performance. Our students reached a median typical growth of 70% by the second diagnostic in December, indicating that they are on track to meet or exceed 100% typical growth by the end of the school year. Moreover, all grade levels are progressing towards our goal of 51% of students attaining improved placement. In December, their achievement in this area was as follows: 5th- 38%, 6th- 55%, 7th- 37%, 8th- 39%.

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

Goal 3 remains unchanged for the 2024-25 LCAP. Metrics have been revised for clarity and transparency for state required data. Desired outcomes have been modified based on most recent available data [e.g., the baseline year for local data reflecting 2023-24; state data reflecting 2022-23]. Actions have largely remained the same, however a focus on co-planning has been added based on the impact on local assessment.

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

Goals and Actions

Goal

Goal #	Description
4	<p>Goal 4. Growth and Achievement for Special Student Populations Annual growth for Socioeconomically Disadvantaged, English Learners & Students with Disabilities Ensure English learners and Students with Disabilities are demonstrating annual growth and progress in the mastery of state standards in English, mathematics and science. (State Priorities: 4 Pupil Achievement, 8 Other Student Outcomes)</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Progress Indicator – ELs making progress towards English language Proficiency (ELPI) Priority 4 Pupil Achievement	37.2% making progress towards English language proficiency "Low" (Source: 2019 CA School Dashboard)	N/A CA Dashboard 2021 – Not published due to COVID	45.2% making progress towards English language proficiency "Medium" (Source: 2022 CA School Dashboard)	56.9% making progress towards English language proficiency "Blue" (Source: 2023 CA School Dashboard)	Annually increase English learner growth in English proficiency as measured by the CA Dashboard English Learner Progress Indicator (ELPI)
English learner proficiency as measured by ELPAC Priority 4 Pupil Achievement	10.23% Proficient 27.27% Level 3 45.45% Level 2 17.05% Level 1 (Source: English Language Proficiency or Summative ELPAC 2018-19)	12.26% Proficient 25.47% Level 3 42.45% Level 2 19.81% Level 1 (Source: English Language Proficiency or Summative ELPAC 2020-21)	11.11% Proficient 34.26% Level 3 36.11% Level 2 18.52% Level 1 (Source: English Language Proficiency or Summative ELPAC 2021-22)	18.58% Proficient 35.4% Level 3 31.86% Level 2 14.16% Level 1 (Source: English Language Proficiency or Summative ELPAC 2022-23)	Continue to increase the number of English Proficiency as measured by ELPAC

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reclassification Rate of EL to RFEP Priority 4 Pupil Achievement	27.1% Reclassification Rate (Source: DataQuest CDE 2018-19)	0% Reclassification Rate (Source: DataQuest CDE 2020-21)	TBD - Reclassification Rate for 2021-22 pending	17.79% Reclassification Rate 2022-23	Annually increase reclassification of English learners
SWD/SED/ELs student achievement in English/Language Arts as measured by the SBAC Priority 4 Pupil Achievement	SBAC ELA 2019 SWD (-137 DFS) 2.6% Met/exceeded 22.08% Nearly Met 75.32% Not Met SED (-78.2 DFS) 16.72% Met/exceeded 30.55% Nearly Met 52.73% Not Met EL (-107.2 DFS) 0% Met/exceeded 14.77% Nearly Met 85.23% Not Met	N/A CA Dashboard 2021 – Not published due to COVID	SBAC ELA 2022 SWD (-156.8 DFS) 4.76% Met/exceeded 12.7% Nearly Met 82.54% Not met SED (-75.5 DFS) 11.03% Met/exceeded 23.79% Nearly Met 65.17% Not Met EL (-124.1 DFS) 3.7% Met/exceeded 19.44% Nearly Met 76.85% Not met	CA Dashboard 2023/ SBAC ELA 2023 Met/Exceeded SWD (-143.1 DFS "Orange") 2.74% Met/exceeded 9.59% Nearly met 87.67% Not met SED (-87.4 DFS "Red") 16.37% Met/exceeded 28.47% Nearly met 55.16% Not met EL (-133.7 DFS "Red") 0.92% Met/exceeded 17.43% Nearly met 81.65% Not met	Annually decreasing the percentage of SWD/SED/ELs "Not Meeting" and increase percentage of "Meeting/Exceeding"
Increase the percentage of SWD/SED/ELs demonstrating growth on Local ELA Assessment (BOY to EOY)	Same as Year 2 Outcome	N/A	iReady Reading Growth 2022-23 SWD xx% Annual Typical Growth xx% Annual Stretch Growth	Improved placement BOY to MOY EL- 52% SWD- 55%	Annually increase percentage of SWD/SED/ELs demonstrating growth in reading as measured by local assessments in ELA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 8 Other Pupil Outcomes			xx% with Improved Placement SED xx% Annual Typical Growth xx% Annual Stretch Growth xx% with Improved Placement ELs xx% Annual Typical Growth xx% Annual Stretch Growth xx% with Improved Placement		
SWD/SED/ELs student achievement in Math as measured by the SBAC Priority 4 Pupil Achievement	SBAC Math 2019 SWD (-176.7 DFS) 1.3% Met/exceeded 9.09% Nearly Met 89.61% Not met SED (-109.9 DFS) 11.9% Met/exceeded 22.51% Nearly Met 65.59% Not Met EL (-138.8 DFS) 0% Met/exceeded 9.09% Nearly Met 90.91% Not met	N/A CA Dashboard 2021 – Not published due to COVID	SBAC Math 2022 SWD (-182.7 DFS) 1.56% Met/exceeded 14.06% Nearly Met 84.38% Not met SED (-122.4 DFS) 11.03% Met/exceeded 23.79% Nearly Met 65.17% Not Met EL (-165.2 DFS) 1.85% Met/exceeded 12.96% Nearly Met 85.19% Not met	CA Dashboard 2023/ SBAC Math 2023 Met/Exceeded SWD (-182.8 DFS "Red") 2.74% Met/exceeded 5.48% Nearly met 91.78% Not met SED (-136.4 DFS "Red") 10.56% Met/exceeded 13.38% Nearly met 76.06% Not met	Annually decrease the percentage of SWD/SED/ELs “Not Meeting” and increase percentage of “Meeting/Exceeding”

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				EL (-182.8 DFS "Red") 0% Met/exceeded 5.41% Nearly met 94.59% Not met	
Increase the percentage of SWD/SED/ELs demonstrating growth on Local Math Assessment (BOY to EOY) Priority 8 Other Pupil Outcomes	Same as Year 2 Outcome	N/A	iReady Math Growth 2022-23 SWD xx% Annual Typical Growth xx% Annual Stretch Growth xx% with Improved Placement SED xx% Annual Typical Growth xx% Annual Stretch Growth xx% with Improved Placement ELs xx% Annual Typical Growth xx% Annual Stretch Growth xx% with Improved Placement	Improved placement BOY to MOY EL- 44% SWD- 30%	Annually increase percentage of SWD/SED/ELs demonstrating growth in math as measured by local assessments
Next Generation (Science) as	CAST 2019	N/A	CAST 2022	CAST 2023	Annually decrease the percentage of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
measured by CAST for SWD/SED/ELs Priority 4 Pupil Achievement	SWD 0% Met/exceeded 41.67% Nearly Met 58.33% Not met		SWD 0% Met/exceeded 50% Nearly Met 50% Not met	SWD 0% Met/exceeded 45.83% Nearly Met 54.17% Not met	SWD/SED/ELs “Not Meeting” and increase percentage of “Meeting/Exceeding”
	SED 5.22% Met/exceeded 64.35 Nearly Met 30.43% Not Met		SED 8.34% Met/exceeded 65.74% Nearly Met 25.93% Not Met	SED 9.28% Met/exceeded 62.89% Nearly Met 27.84% Not Met	
	EL 0% Met/exceeded 58.33% Nearly Met 41.67% Not met		EL 0% Met/exceeded 56.1% Nearly Met 43.9% Not met	EL 0% Met/exceeded 43.59% Nearly Met 56.41% Not met	

Goal Analysis

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

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

There are no substantive differences between planned actions and actual implementation. All EL students receive ELD instruction, and special populations have priority access to acceleration, study hall, and ELOs.

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.

There were no material differences between budgeted expenditures and estimated actual expenditures through June 30, 2024.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Overall, actions have been effective. Based on the mid-year iReady diagnostic in December, ELs had already achieved 70% typical growth in math and 75% typical growth in reading. Students with special needs achieved 75% typical growth in reading, and 70% in math. Students identified as SED achieved 75% typical growth in reading and 62% in math.

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

This goal has been merged with Goal 2 for the 2024-25 LCAP, and all associated metrics and actions have also been moved.

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

Goals and Actions

Goal

Goal #	Description
5	Goal 5. Positive School Climate & Culture Engage students, teachers and parents as partners to strengthen the school climate and increase their understanding of the focus to improve successful secondary outcomes. (State Priorities: 3 Parental Involvement, 5 Student Engagement, 6 School Climate)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School efforts to increase Parent involvement through input in decision-making via board meetings, SSC, ELAC, and engagement through workshops/trainings Priority 3 Parental Involvement	Same as Year 2 Outcome	N/A	10 Board Meetings held 10 SAC/ELAC meetings held	Monthly EL-PAC and SAC meetings being implemented (missed November)	Maintain monthly meetings of the Board of Directors and SAC Maintain monthly Monthly Parent Trainings/ Workshops to promote college awareness/attendance
Increase parent participation rate on parent survey Priority 3 Parental Involvement	Same as Year 2 Outcome	N/A	31% Parent Participation 89% Input in decision-making 92% Satisfaction	37% participation	Annual improvement in parent survey participation rate and ratings of satisfaction
Increase student participation rate on student survey and positive ratings	Same as Year 2 Outcome	N/A	88% Student Participation 52% Belonging 62% Relationships	81% participation	Annual improvement in student survey participation rate and ratings by students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(School Safety & Connectedness) Priority 5 Student Engagement /Priority 6 School Climate					
Increase teacher participation rate on school survey Priority 6 School Climate	Same as Year 2 Outcome	N/A	77% Teacher Participation 75% Relationships/ School Culture	71% participation	Annual improvement in teacher survey participation rate and ratings of satisfaction
Decrease Chronic Absenteeism rate Priority 5 Student Engagement	2019 Chronic Absenteeism 7% All 7.7% SWD 5.6% EL 6.7% Latino 6.9% SED	(ADA and enrollment dropped due to COVID-19 absences and due to operating in the hardest-hit county, city, and community with the highest cases, highest, hospitalizations, and highest death rates in the community).	2022 Chronic Absenteeism Indicator "Very High" 27.2% All 27.3% SWD 26.6% EL 26.3% Latino 27.5% SED	2023 Chronic Absenteeism Indicator "Red" 30.3% All "Red" 31% SWD "Red" 26.7% EL "Red" 28.8% Latino "Red" 30% SED "Red"	The school will annually decrease and maintain a chronic absenteeism rate below 7%.
Suspension Rate Priority 6 School Climate	2019 Suspension Rate 6.2% All 5.1% SWD 3.3% EL 6.1% Latino 6.6% SED	Maintained below 1%	2022 Suspension Rate Indicator "Medium" 2.8% All 3% SWD 4.6% EL 3% Latino 3.3% SED	2023 Suspension Rate Indicator "Orange" 3.3% All 2.4% SWD "Green" 5% EL "Orange" 3.2% Latino "Yellow" 3.2% SED "Yellow"	The school will decrease and maintain a suspension rate below 6.2%.
Expulsion Rate	0% Expulsion Rate	Maintained below 1%	0% Expulsions	0% Expulsions	The school will continue to maintain

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 6 School Climate				Locally tracked data	an expulsion rate below 1%.
Middle School Dropout Rates Priority 5 Student Engagement	Same as Year 2 Outcome	N/A	0% MS Dropout rate	0% MS Dropout rate	Dropout rate < 1%
Increase Average Daily Attendance Priority 5 Student Engagement	School will continue to maintain ADA rate at or above 96%	Met modified metric [NOTE: Due to COVID-19 Attendance Committee specific vision and goal(s) for outreach (2021-22), and enrollment in 22-23. The team continues to address the issues and have a detailed action plan and/or a marketing strategy calendar which includes quarterly check-ins to ensure that the implementation is successful.]	92% ADA (P-2 reporting 22-23)	93% Attendance Rate 321.84 ADA through Month 8 (Source: BCCS Financial Analysis Report, May 20, 2024)	94% [NOTE: Modified]

Goal Analysis

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

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

There are no substantive differences between planned actions and actual implementation. Our student activities and culture are strong, parents are supported with on-boarding, and we have frequent communication and engagement opportunities for parents.

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.

There were no material differences between budgeted expenditures and estimated actual expenditures through June 30, 2024.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Based on our Tiered Fidelity Inventory (PBIS, Tier 1) student surveys, parent surveys, and general feedback, our strategies have been effective in progressing towards our goal. For our TFI, we have increased fidelity of practice from 37% to 67% over the course of the first semester. In our Youth Truth survey, parents and students responded positively to questions about culture, demonstrating an increase in positive responses compared to the survey in 2022-23 school year. Additionally, student and parent responses indicated that BCCS performs above average when compared to schools nationally, with responses in the 70th percentile for students and the 90th percentile range for parents.

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

The focus on Climate/Culture has been changed for 2024-25--- it will now be Goal #4 and be expanded to explicitly address engagement of parents and students. The new 2024-25 goal reads: "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." Metrics have been revised for clarity and transparency for state required data. Desired outcomes have been modified based on most recent available data [e.g., the baseline year for local data reflecting 2023-24; state data reflecting 2022-23].

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

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

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

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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired 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, desired 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.

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 process 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 CAFE) 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 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 (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 & 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. 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 & 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.

Students: Based on Youth Truth and teacher-student engagement around the results, we will continue to build upon our climate and culture focus to increase sense of safety/belonging, positive and supportive relationships.

Parents/Guardians: Continue engagement efforts to keep parents informed regarding individual student academic progress and schoolwide performance/outcomes.

Administrators, Teachers & Support Staff: Extend culture/climate efforts to include focus on staff climate/culture; professional development to include state data; increased professional support; more focus on school safety.

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)	59.5% "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	\$354,714.00	No

		reasonable timeframe. Using the CDE's Facilities Inspection Tool (FIT), annual review >90% of items meeting the "good" standard or better.		
1.2	Standards-Based Instruction (Certificated Teachers)	Credentialed teachers to deliver effective standards-based instruction and support student achievement in the California Content Standards. Additionally, teachers will 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.	\$1,245,650.00	No
1.3	Paraprofessionals (Academic Tutors & Behavior Support)	Tutors will be assigned to classes based on student needs to increase academic success for the students by providing targeted individual and/or group tutoring and supports as necessary; support teachers with instructional goals and objectives; and review student data and create individualized tutoring plans. Special Education paraprofessionals are assigned based on students' IEPs. The BII will provide dedicated support to assigned students(s) to improve student academic skills and meet the behavioral expectations as defined in the IEP.	\$294,099.00	Yes
1.4	Core Instructional Materials/Licenses & State-Verified Assessments	Provide teachers and students with the necessary standards-based curricula across the core and to ensure all students have access to grade-level content. School-wide assessments administered 3xs/year in English/language arts and mathematics using verified data source (iReady) to monitor student growth and progress.[Curriculum: iReady Language Arts & Math, TCI, Stile electronic core curriculum]	\$42,891.00	No
1.5	Supplemental Instructional Materials & Support	Teachers will apply differentiated instructional support to students who demonstrate skill gaps in reading, writing and mathematics to improve their performance. Supplemental instructional materials will be used to provide instructional scaffolds for targeted student needs [e.g., consumable supplemental materials including workbooks for IronBox, No Red Ink, iReady Personalized Instruction for ELA & math, ELLevation math, Stile X Unit Booklets, Thinking Nation, etc.] Additionally, support will be provided to the school focusing on analysis and progress monitoring data to address	\$64,844.00	Yes

		the differentiated needs evidenced in state data for specific student groups.		
1.6	Multi-Tiered System of Supports (MTSS) Team	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, & 3]. Through the work of the MTSS Team, students identified for tiered supports will be directed to community based partners/resources (Luminarias, GRYD) and engage with on-site personnel to improve behavior and academic outcomes (Ripple Effects, Insights to Behavior).	\$63,667.00	Yes
1.7	Technology Integration	Provide sufficient IT Support to the school in order to maintain 1:1 devices to students and ensure they are in working order. 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.)	\$195,135.00	Yes
1.8	EL-focused Professional Development	<p>Provide on-going professional development for all staff members on strategies and approaches proven to accelerate learning for English Learners, 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 for English Learners Supporting the Growth of English Learners & Dually-Identified Students</p> <ul style="list-style-type: none"> • Quality implementation of the English Learner Master Plan aligned to the CA English Learner Roadmap • Implementation of strategies to support EL acquisition/mastery of the English language (speaking, listening, reading, writing) 	\$20,500.00	Yes

		<ul style="list-style-type: none"> • Understanding the language needs of ELD in acquisition of academic language • Use of ELlevation platform for professional development modules, progress monitoring of students who are EL and those who have reclassified (RFEP) <p>(Title III, LEP - \$11,723)</p>		
<p>1.9</p>	<p>Effective Instructional Leadership/Coordinator of Instruction Support for Impactful & Effective Instruction</p>	<p>New implementation of standards-based planning platform will be led by the Coordinator of Instruction. Continuing implementation and in-house support of RELAY'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; and documented visitations via online platform. The school will implement these strategies schoolwide.</p> <p>The school's regular weekly professional development for the academic year will include:</p> <ul style="list-style-type: none"> • Support to teachers on use of online planning platform for effective planning for instruction • YPICS Hallmarks: Standards-based grading, project-based learning, and service learning • Universal Design for Learning (UDL) training for administration and staff to create flexible learning learning environments and learning spaces that can accommodate individual learning differences. • Backwards Design training prioritizing the intended learning outcomes instead of topics to be covered, and most importantly facilitating student learning. • Curricular support (Stile, iReady, Thinking Nation, TCI) • Teachers requiring BTSA will be supported by an onsite mentor. <p>The Executive Administrator in maintaining sustained focus on instructional improvement, will also dedicate time and resources to supporting the needs of the most vulnerable student groups to ensure equity gaps and barriers to student success are addressed (e.g., LI, EL, FY). Through</p>	<p>\$409,525.00</p>	<p>Yes</p>

		regular collaboration with the Executive Director and the Accountability Officer, the group will engage in classroom observations and data review to monitor growth and outcomes of the LCFF targeted groups.		
1.10	Effective Operations Team	<p>The Operations Team is charged with monitoring the daily functions of the school site to ensure effective processes/procedures are in place and executed in a professional manner to support a nurturing, welcoming, and safe environment for all stakeholders. As the first line of interaction for parents, the operations team will develop relationships with parents/guardians/students that increase their positive engagement with the school (e.g., enrollment process, knowledgeable source of information regarding available school resources, etc.) Additionally, the team plays a crucial role in increasing the connectedness and satisfaction of families with the school, and promoting regular student attendance.</p> <p>The Operations Team will execute its responsibilities for compliance adherence to fiscal policies and procedures, meal program implementation/monitoring, attendance accounting, CALPADs reporting, school safety, outreach/enrollment, and additional areas as-needed.</p>	\$620,175.00	No

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)	2023-24 iReady Reading Growth Diagnostic [EOY] 60% meeting typical growth 22% meeting stretch growth (Source: iReady Platform)			iReady Reading Growth Diagnostic [BOY to EOY] 70% meeting typical growth 30% meeting stretch growth	

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)	TBD% Reclassification Rate for 2022-23 (Source: Internal Reclassification Rate data reported to CALPADS - 21 students)			20% 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	ELA/ELD 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) and differentiating 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.</p> <p>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).</p> <p>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 alternative process for students with IEPs.</p>	\$0.00	Yes

<p>2.2</p>	<p>Accelerations for Language Arts (Tiers 2 & 3)</p>	<p>Based on results from iReady Reading Diagnostic, students will receive placement in an iReady ELA Personalized Pathway. 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. This will also serve as an identifier for groupings afterschool tutoring. During the school day, flexible program support classes will be provided for students who have been identified as requiring focused standards-based support.</p>	<p>\$7,000.00</p>	<p>Yes</p>
<p>2.3</p>	<p>Designated ELD</p>	<p>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. Monitoring progress of dually identified students for application of alternate reclassification criteria.</p>	<p>\$95,025.00</p>	<p>No</p>
<p>2.4</p>	<p>Reading & Writing Across the Curriculum</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., 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 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:</p>	<p>\$1,000.00</p>	<p>No</p>

		Narrative, Informational, Opinion; Grades 6-8: Narrative, Explanatory, Argumentative).		
2.5	Critical Thinking & Writing Skills Development for Social Science	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.	\$0.00	Yes

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)	2023-24 iReady Mathematics Growth Diagnostic [BOY to EOY] 60% meeting typical growth 21% meeting stretch growth (Source: iReady Platform)			2023-24 iReady Mathematics Growth Diagnostic [BOY to EOY] 70% meeting typical growth 30% 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	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 & 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>	\$0.00	No
3.2	Accelerations for Mathematics (Tiers 2 & 3)	<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 two independent math lessons per week. This monitoring of individual student pathway progress is crucial to see growth, and to inform teachers 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>		Yes

		Additionally, students will have access to after school learning opportunities.		
3.3	NGSS Science Supplemental Resource	NGSS core curriculum will be supplemented with the use of Stile X to support access to grade-level standards for the diverse needs of our students (i.e., English learners, low-income, students with disabilities). These supplemental materials serve as a resource to hone in on mastery of critical concepts for each instructional unit. Students will have regular practice in structured note-taking, science vocabulary development, how to take science assessments which are language-dependent. Additional resources for support include videos, flashcards, and practice tests.		Yes

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)	93% Attendance Rate 321.84 ADA through Month 8 (Source: BCCS Financial Analysis Report, May 20, 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"			Decrease Chronic absenteeism to <10%	

		26.7% English learners "Red" 31% SED				
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, https://www.ed-data.org/school/Los-Angeles/Los-Angeles-Unified/Bert-Corona-Charter)			Maintain expulsion rate <1%	
4.5	Middle School Dropout Rate (Priority 5)	0% 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			Participation: 95% Rating/area: 4.0	

		Survey administered for 2023-24)				
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			Participation: 95% Rating/area: 4.0	

(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
4.1	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"> 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 	\$68,851.00	Yes

		<p>(ELAC), and English Learner Parent Advisory Committee (EL-PAC)]</p> <ul style="list-style-type: none"> • 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. • Coordinator of Culture & 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. • 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. Additionally, there is a Parent Coordinator who will host workshops around supporting their child in the home. • 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). • Parent Coordinator serves as the bridge between home and school 		
<p>4.2</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>\$2,000.00</p>	<p>No</p>

<p>4.3</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 thoughtful approach, we will address the importance of regular school attendance, and the myriad of community services available to them.</p>	<p>\$3,500.00</p>	<p>Yes</p>
<p>4.4</p>	<p>Positive Behavior & Intensive Support (PBIS)</p>	<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 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.</p>	<p>\$1,200.00</p>	<p>No</p>
<p>4.5</p>	<p>MTSS for Chronic Absenteeism</p>	<p>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.</p>	<p>\$0.00</p>	<p>Yes</p>
<p>4.6</p>	<p>School Climate & Culture Team Staffing</p>	<p>The school will maintain a fully staffed Climate and Culture Team consisting of a Coordinator of Climate/Culture, SCC Manager, SCC Assistant, and Campus Aides. This team is charged with maintaining a positive school climate/culture to increase student belonging and connection to school. (Title I - \$118,440, Title IV, SSAE - \$10,017)</p>	<p>\$390,138.00</p>	<p>Yes</p>

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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
\$1231929	\$151046

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
37.522%	0.000%	\$0.00	37.522%

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>Action: Paraprofessionals (Academic Tutors & Behavior Support)</p> <p>Need: Our students who are low-income, English learner, and/or have IEPs demonstrate the highest need based on local assessments and SBAC.</p>	BCCS students with below grade-level skills in reading and mathematics require additional focused support throughout the core courses to demonstrate growth on local assessments and state assessments.	iReady, SBAC, MTSS

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>Scope: Schoolwide</p>		
<p>1.5</p>	<p>Action: Supplemental Instructional Materials & Support</p> <p>Need: Local data demonstrates students are not performing at CCSS grade-level standards due to language and mathematics gaps. The 2023 CA Dashboard for the LCFF targeted student groups were well below the state, and disaggregated iReady data shows growth but students still not at grade level.</p> <p>Scope: Schoolwide</p>	<p>Supplemental resources are necessary to work on closing gaps that impede access to grade-level standards in both areas.</p>	<p>iReady, state assessments</p>
<p>1.6</p>	<p>Action: Multi-Tiered System of Supports (MTSS) Team</p> <p>Need: Using the 2023 Dashboard as well as local data points, students present a variety of needs which affect their academic, social, and emotional development/success.</p> <p>Scope: Schoolwide</p>	<p>As the school serves a large number of UDP and students with special needs, we seek to not overwhelm families but to provide a coordinated system of support and resources which start with the school. The MTSS Team will accept referrals and consistently monitor a caseload of students referred using multiple data points.</p>	<p>Discipline referrals, academic data, attendance</p>
<p>1.7</p>	<p>Action: Technology Integration</p>	<p>As the majority of students are identified as either LI and/or EL, it is imperative they are provided with a device in good working order for duration of their</p>	<p>iReady, academic marks, device repairs</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>Need: A pillar of our LAUSD-approved charter petition is the integration of technology for all students to ensure they are developing skills for the world of college and career. All students are provided with a device in order to access various digital resources/platform for instruction</p> <p>Scope: Schoolwide</p>	<p>enrollment. EL/LI are able to access platforms for supplemental support from home which increases the likelihood of their growth in all content areas.</p>	
<p>1.8</p>	<p>Action: EL-focused Professional Development</p> <p>Need: 15% of our RFEP students are within the 4-year progress monitoring period and demonstrate a need for additional support for growth in ELA. Current ELs (24%) including Newcomers, face the greatest barriers to English mastery and reclassification. Teachers and tutors require on-going professional development on effective strategies to support EL/LTEL/RFEP for language mastery and meeting grade-level standards.</p> <p>Scope: Schoolwide</p>	<p>The action is being provided on a schoolwide basis to address the needs of current ELs (including newcomers, LTELs) and students who have redesignated as RFEP but have ongoing language needs to meet grade-level standards.</p>	<p>iReady, ELA/ELD course grades,</p>
<p>1.9</p>	<p>Action: Effective Instructional Leadership/Coordinator of Instruction Support for Impactful & Effective Instruction</p> <p>Need:</p>	<p>Preview of lesson plans to include high impact strategies for LCFF targeted student groups will be followed by observations and coaching sessions with individual teachers. The feedback/coaching follow-up on the outcome data to assess the impact of instruction. The reflection on the</p>	<p>Teacher engagement in professional development, classroom observations, lesson plan review, number of observation/coaching/feedback sessions</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>An area we are focused on is impactful first teaching that addresses the specific needs of LCFF-targeted students in instructional planning and delivery. Teacher lesson plans are required to include descriptions of supports for these students.</p> <p>Scope: Schoolwide</p>	<p>outcomes will be the basis for coaching to improve student group academic performance.</p>	
<p>1.10</p>	<p>Action: Effective Operations Team</p> <p>Need: As a "first-line" for building relationships with families, the Coordinator of Operations with represent the team as part of the MTSS process with a focus on chronic absenteeism and engaging families.</p> <p>Scope:</p>	<p>The Ops Team is the first interaction with families in the enrollment process. All members of the team will focus on creating relationships with families characterized by trust and support to ensure they maintain engaged with the school throughout the time their child(ren)'s enrollment at the school.</p>	<p>Regular attendance of students, parent attendance for meetings, chronic absenteeism</p>
<p>2.1</p>	<p>Action: ELA/ELD Co-planning for Instruction & Assessment</p> <p>Need: The majority of our students even if not currently EL, have been EL at some point in their academic career. Current ELs including Newcomers, face the greatest barriers to English mastery and reclassification.</p> <p>Scope: Schoolwide</p>	<p>Employing the Co-Planning Model through the LAUSD Option 3 Charter Operated Programs (COP) will allow for better integration of strategies into the planning process to address the needs of students in English/language arts.</p>	<p>iReady ELA, reclassification rates and progress monitoring of ELs and RFEPs still in the auditing period post reclass.</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>2.2</p>	<p>Action: Accelerations for Language Arts (Tiers 2 & 3)</p> <p>Need: Based on student needs in language arts and/or mathematics (using SBAC, iReady, course grades), students will be identified for participation/programming into academic support classes to improve student growth/outcomes. Our student population as a whole benefits from assessment/support in areas impeding</p> <p>Scope: Schoolwide</p>	<p>Students who are performing two or more below grade-level will receive targeted academic acceleration to bring them closer to grade-level.</p>	<p>iReady Personalized Pathways, iReady assessments</p>
<p>2.5</p>	<p>Action: Critical Thinking & Writing Skills Development for Social Science</p> <p>Need: Students demonstrate skill gaps in grade-level reading and writing as evidenced by SBAC and local assessment scores. Supplemental instructional materials will be used to develop student vocabulary, reading and writing skills.</p> <p>Scope: Schoolwide</p>	<p>The use of supplemental instructional curriculum in social science will be used to provide engaging content for development of critical thinking skills and applications to writing, specifically document-based questions (DBQs).</p>	<p>Student DBQ scores, student writing assessment scores</p>
<p>3.2</p>	<p>Action: Accelerations for Mathematics (Tiers 2 & 3)</p> <p>Need: Mathematics continues to be an area of growth for the entire school. Of particular note is the performance of the student groups on</p>	<p>Our four significant student groups (English Learner, Hispanic, Socioeconomically Disadvantaged and Students with Disabilities) are all performing more than 130.0 points below standard & state performance.</p>	<p>iReady Pathway progress/growth, iReady local assessment</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 CA Dashboard with all four significant student groups identified as "Red".</p> <p>Scope: Schoolwide</p>		
<p>3.3</p>	<p>Action: NGSS Science Supplemental Resource</p> <p>Need: The 2024 CA Dashboard will be the debut of the Science Indicator. Our 2023 CAST performance for student groups meeting/exceeding ranged from 0-13.08%, and nearly met ranged from 0-62.89%.</p> <p>Scope: Schoolwide</p>	<p>The Stile X Supplemental Resources will address a variety of needs posed by different student groups.</p>	<p>Science course grades, CAST scores</p>
<p>4.1</p>	<p>Action: Parent Engagement Activities & Increasing Parent Capacity for Decision-Making</p> <p>Need: The engagement of parents for the significant student groups (EL, LI, SwD) is an area for improvement. There is a need to engage these families to effectively support their child(ren) at home and provide a parent education component on the mission/vision of the school in meeting goals/outcomes established in the charter petition.</p> <p>Scope: Schoolwide</p>	<p>The school needs to increase parent engagement and understanding of the mission/vision.</p>	<p>Chronic absenteeism, parent attendance at schoolwide events</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>4.3</p>	<p>Action: Engagement of Parents of Underserved Groups</p> <p>Need: The engagement of parents for vulnerable student groups (SwD, dually identified) is an area for improvement. There is a need to engage these families to effectively support their child(ren) academic and personal success.</p> <p>Scope: Schoolwide</p>	<p>Through the Parent Coordinator and Community Schools Team, develop positive relationships with families in an inclusive manner to maintain sustained involvement.</p>	<p>Chronic Absenteeism, parent attendance for meetings, volunteering</p>
<p>4.5</p>	<p>Action: MTSS for Chronic Absenteeism</p> <p>Need: On the 2023 Dashboard, the schoolwide chronic absenteeism indicator was "Red" with all significant student groups (English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities). The range of chronic absenteeism was 26.7% to 30.3%.</p> <p>Scope: Schoolwide</p>	<p>Conducting a tiered-intervention process to engage parents on the importance of regular attendance especially for the vulnerable student groups.</p>	<p>Student attendance rates, MTSS Chronic absenteeism tracking</p>
<p>4.6</p>	<p>Action: School Climate & Culture Team Staffing</p> <p>Need: On the 2023 Dashboard, the schoolwide chronic absenteeism indicator was "Red" with all significant student groups (English</p>	<p>Regular attendance of students, discipline referrals</p>	<p>Student attendance rates, MTSS Chronic absenteeism tracking</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>Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities). The range of chronic absenteeism was 26.7% to 30.3%. The 2023 Suspension Rate Indicator was "Orange" with 3.3% of students being suspended at least one day.</p> <p>Scope: 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.

The additional concentration grant funding for support staff including paraprofessionals for students identified as needing extra help with literacy and/or math state standards.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1:20
Staff-to-student ratio of certificated staff providing direct services to students		1:19

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	3283261	1231929	37.522%	0.000%	37.522%

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	\$3,382,432.00	\$295,206.00		\$202,276.00	\$3,879,914.00	\$3,196,626.00	\$683,288.00

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					\$96,192.00	\$258,522.00	\$354,714.00				\$354,714.00
1	1.2	Standards-Based Instruction (Certificated Teachers)	All	No					\$1,245,650.00	\$0.00	\$1,245,650.00				\$1,245,650.00
1	1.3	Paraprofessionals (Academic Tutors & Behavior Support)	English Low Learners Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: BCCS		\$292,599.00	\$1,500.00	\$294,099.00				\$294,099.00
1	1.4	Core Instructional Materials/Licenses & State-Verified Assessments	All	No					\$0.00	\$42,891.00	\$42,891.00				\$42,891.00
1	1.5	Supplemental Instructional Materials & Support	English Low Learners Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: BCCS		\$0.00	\$64,844.00	\$64,844.00				\$64,844.00
1	1.6	Multi-Tiered System of Supports (MTSS) Team	English Low Learners Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: BCCS		\$0.00	\$63,667.00	\$63,667.00				\$63,667.00
1	1.7	Technology Integration	English Low Learners Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: BCCS		\$108,135.00	\$87,000.00	\$180,075.00			\$15,060.00	\$195,135.00
1	1.8	EL-focused Professional Development	English Low Learners Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: BCCS		\$0.00	\$20,500.00	\$8,777.00			\$11,723.00	\$20,500.00
1	1.9	Effective Instructional Leadership/Coordinator of Instruction Support for Impactful & Effective Instruction	English Low Learners Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: BCCS		\$279,861.00	\$129,664.00	\$409,525.00				\$409,525.00

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
1	1.10	Effective Operations Team	All	No			Specific Schools: BCCS		\$620,175.00	\$0.00	\$437,986.00	\$153,296.00		\$28,893.00	\$620,175.00
2	2.1	ELA/ELD Co-planning for Instruction & Assessment	English Low Learners Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: BCCS		\$0.00	\$0.00	\$0.00				\$0.00
2	2.2	Accelerations for Language Arts (Tiers 2 & 3)	English Low Learners Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: BCCS		\$0.00	\$7,000.00	\$7,000.00				\$7,000.00
2	2.3	Designated ELD	English Learners All	No					\$95,025.00	\$0.00	\$38,010.00	\$57,015.00			\$95,025.00
2	2.4	Reading & Writing Across the Curriculum	All	No					\$0.00	\$1,000.00				\$1,000.00	\$1,000.00
2	2.5	Critical Thinking & Writing Skills Development for Social Science	English Low Learners Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: BCCS		\$0.00	\$0.00	\$0.00				\$0.00
3	3.1	Mathematics Co-planning for Instruction & Assessment	All	No					\$0.00	\$0.00	\$0.00				\$0.00
3	3.2	Accelerations for Mathematics (Tiers 2 & 3)	English Low Learners Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: BCCS								
3	3.3	NGSS Science Supplemental Resource	English Low Learners Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: BCCS								
4	4.1	Parent Engagement Activities & Increasing Parent Capacity for Decision-Making	English Low Learners Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: BCCS		\$68,851.00	\$0.00	\$68,851.00				\$68,851.00
4	4.2	Leadership Development for Students	All	No					\$0.00	\$2,000.00	\$2,000.00				\$2,000.00
4	4.3	Engagement of Parents of Underserved Groups	English Low Learners Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: BCCS		\$0.00	\$3,500.00	\$3,500.00				\$3,500.00
4	4.4	Positive Behavior & Intensive Support (PBIS)	All	No					\$0.00	\$1,200.00	\$1,200.00				\$1,200.00
4	4.5	MTSS for Chronic Absenteeism	English Low Learners Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: BCCS		\$0.00	\$0.00	\$0.00				\$0.00
4	4.6	School Climate & Culture Team Staffing	English Low Learners Income	Yes	Schoolwide	English Learners	Specific Schools:		\$390,138.00	\$0.00	\$159,643.00	\$84,895.00		\$145,600.00	\$390,138.00

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
						Low Income	BCCS								

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]
3283261	1231929	37.522%	0.000%	37.522%	\$1,259,981.00	0.000%	38.376 %	Total:	\$1,259,981.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$1,259,981.00

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 (%)
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This table is automatically generated and calculated from this LCAP.

1	1.3	Paraprofessionals (Academic Tutors & Behavior Support)	Yes	Schoolwide	English Learners Low Income	Specific Schools: BCCS	\$294,099.00	
1	1.5	Supplemental Instructional Materials & Support	Yes	Schoolwide	English Learners Low Income	Specific Schools: BCCS	\$64,844.00	
1	1.6	Multi-Tiered System of Supports (MTSS) Team	Yes	Schoolwide	English Learners Low Income	Specific Schools: BCCS	\$63,667.00	
1	1.7	Technology Integration	Yes	Schoolwide	English Learners Low Income	Specific Schools: BCCS	\$180,075.00	
1	1.8	EL-focused Professional Development	Yes	Schoolwide	English Learners Low Income	Specific Schools: BCCS	\$8,777.00	
1	1.9	Effective Instructional Leadership/Coordinator of Instruction Support for Impactful & Effective Instruction	Yes	Schoolwide	English Learners Low Income	Specific Schools: BCCS	\$409,525.00	
1	1.10	Effective Operations Team				Specific Schools: BCCS	\$437,986.00	

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 (%)
2	2.1	ELA/ELD Co-planning for Instruction & Assessment	Yes	Schoolwide	English Learners Low Income	Specific Schools: BCCS	\$0.00	
2	2.2	Accelerations for Language Arts (Tiers 2 & 3)	Yes	Schoolwide	English Learners Low Income	Specific Schools: BCCS	\$7,000.00	
2	2.5	Critical Thinking & Writing Skills Development for Social Science	Yes	Schoolwide	English Learners Low Income	Specific Schools: BCCS	\$0.00	
3	3.2	Accelerations for Mathematics (Tiers 2 & 3)	Yes	Schoolwide	English Learners Low Income	Specific Schools: BCCS		
3	3.3	NGSS Science Supplemental Resource	Yes	Schoolwide	English Learners Low Income	Specific Schools: BCCS		
4	4.1	Parent Engagement Activities & Increasing Parent Capacity for Decision-Making	Yes	Schoolwide	English Learners Low Income	Specific Schools: BCCS	\$68,851.00	
4	4.3	Engagement of Parents of Underserved Groups	Yes	Schoolwide	English Learners Low Income	Specific Schools: BCCS	\$3,500.00	
4	4.5	MTSS for Chronic Absenteeism	Yes	Schoolwide	English Learners Low Income	Specific Schools: BCCS	\$0.00	
4	4.6	School Climate & Culture Team Staffing	Yes	Schoolwide	English Learners Low Income	Specific Schools: BCCS	\$159,643.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$4,135,108.00	\$3,768,481.00

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)
This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.					
1	1.1	Facility, Maintenance, Custodial & Security	No	\$253,638.00	\$320,810
1	1.2	Administration	Yes	\$916,645.00	\$700,000
1	1.3	Credentialed Classroom Teachers	No	\$1,594,460.00	\$1,500,000
1	1.4	Paraprofessionals	Yes	\$314,218.00	\$300,000
1	1.5	Professional Development	Yes	\$304,241.00	\$150,000
1	1.6	Core Instructional Materials & Licenses	Yes	\$87,356.00	\$110,200
1	1.7	Technology	Yes	\$189,425.00	\$150,000
1	1.8	Local Assessments	Yes		
2	2.1	SFA Instructional Strategies for Skill Acceleration	Yes	\$3,676.00	\$3,676
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	\$100,000
4	4.2	Acceleration & Study Hall	Yes		
4	4.3	Expanded Learning Opportunities Summer Learning & Enrichment	Yes	\$205,980.00	\$265,889
5	5.1	Student Activities & Incentives	Yes	\$124,906.00	\$124,906
5	5.2	Enrollment and Outreach- Schola	No	\$40,000.00	\$40,000
5	5.3	Parent/ Guardian Engagement	No		\$3,000
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)
\$1,230,545	\$1,496,408.00	\$1,230,800.00	\$265,608.00	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	\$485,000		
1	1.4	Paraprofessionals	Yes	\$228,083.00	\$230,000		
1	1.5	Professional Development	Yes	\$274,870.00	\$150,000		
1	1.6	Core Instructional Materials & Licenses	Yes	\$87,356.00	\$112,124		
1	1.7	Technology	Yes	\$189,425.00	\$150,000		
1	1.8	Local Assessments	Yes				
2	2.1	SFA Instructional Strategies for Skill Acceleration	Yes	\$3,676.00	\$3,676		
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	\$100,000		

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)
3,301,217	\$1,230,545		37.275%	\$1,230,800.00	0.000%	37.283%	\$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.

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"> • Enter the metric number.
Metric
<ul style="list-style-type: none"> • 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.
Baseline
<ul style="list-style-type: none"> • Enter the baseline when completing the LCAP for 2024–25. <ul style="list-style-type: none"> ○ 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). ○ 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. ○ Indicate the school year to which the baseline data applies. ○ The baseline data must remain unchanged throughout the three-year LCAP. <ul style="list-style-type: none"> ▪ 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

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 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . 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

LCFF Budget Overview for Parents

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

CDS Code: 19647330132126

School Year: 2024-25

LEA contact information:

Yvette King Berg

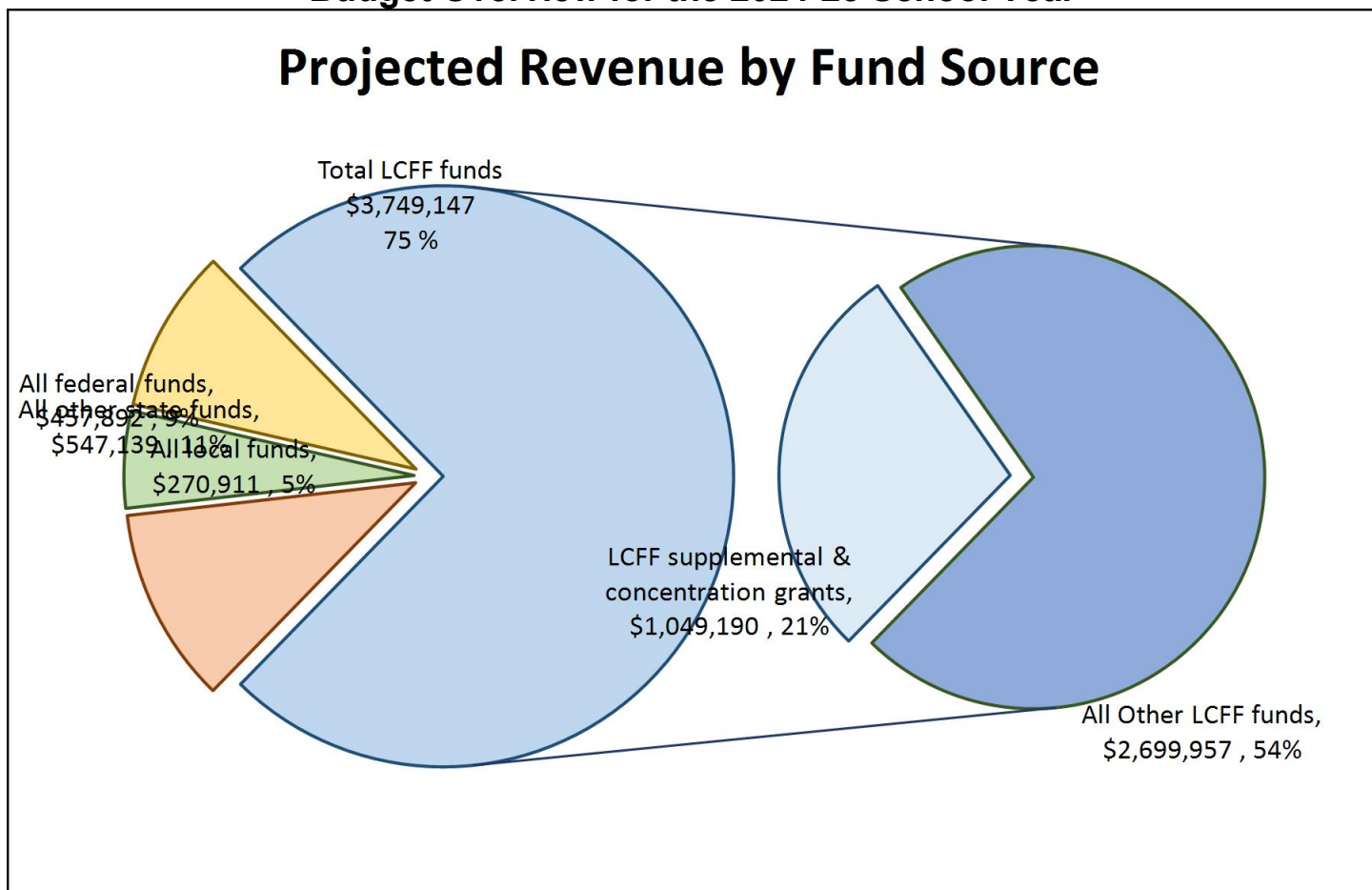
Executive Director

ykingberg@ypics.org

(818) 305-2791

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

Budget Overview for the 2024-25 School Year

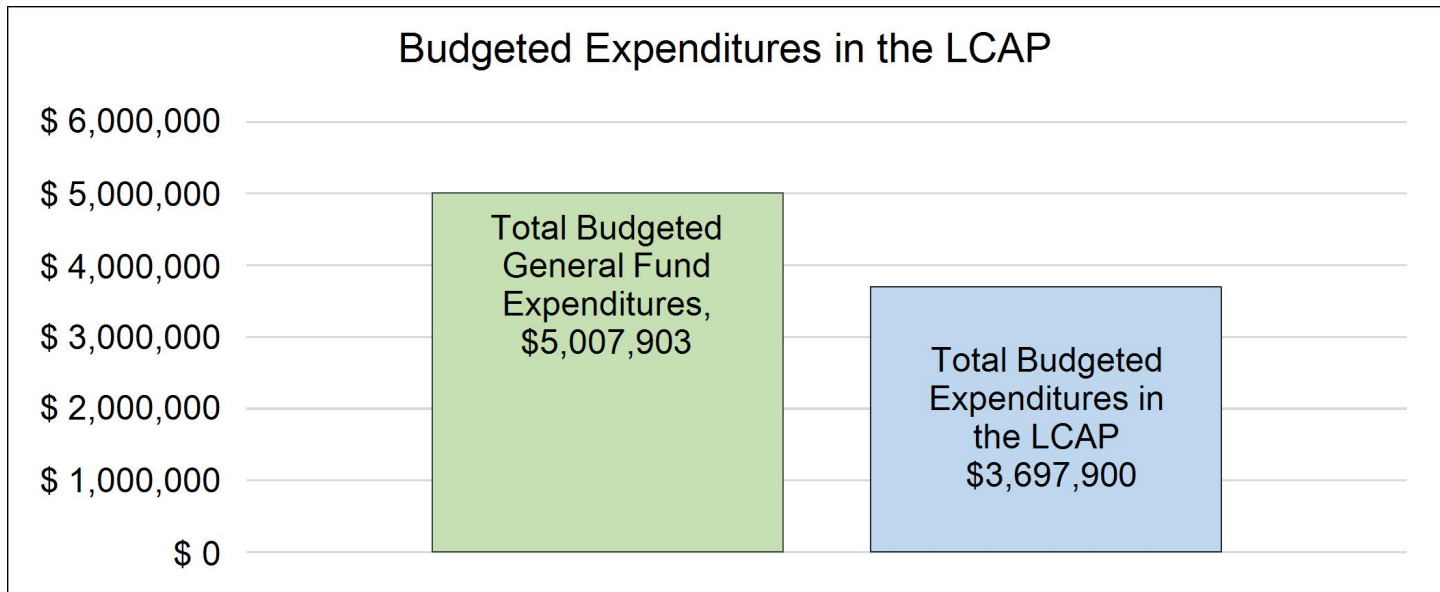


This chart shows the total general purpose revenue Bert Corona Charter High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Bert Corona Charter High School is \$5,025,089, of which \$3,749,147 is Local Control Funding Formula (LCFF), \$547,139 is other state funds, \$270,911 is local funds, and \$457,892 is federal funds. Of the \$3,749,147 in LCFF Funds, \$1,049,190 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Bert Corona Charter High School plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Bert Corona Charter High School plans to spend \$5,007,903 for the 2024-25 school year. Of that amount, \$3,697,900 is tied to actions/services in the LCAP and \$1,310,003 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

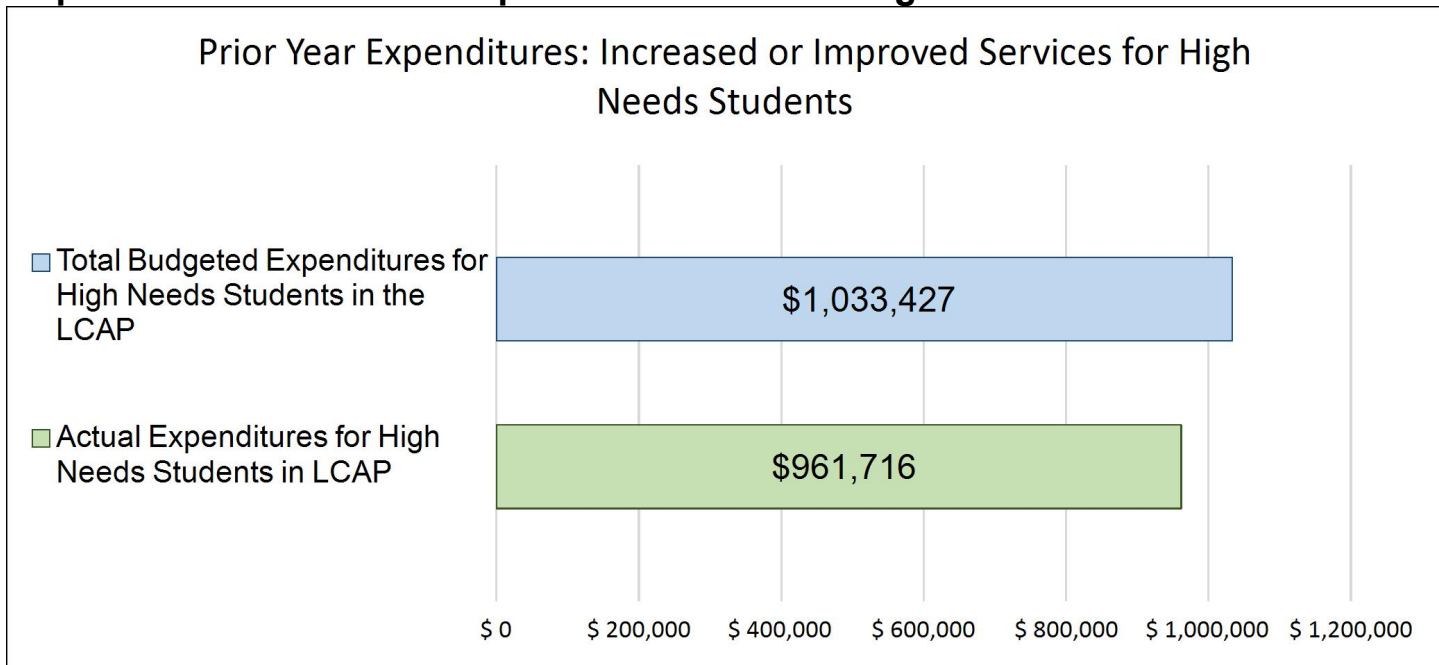
Funds not included in the LCAP consist of Child Nutrition, Special Education, Entitlement/Encroachment, Services & Other Operating Expenses, and Depreciation Expenses.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Bert Corona Charter High School is projecting it will receive \$1,049,190 based on the enrollment of foster youth, English learner, and low-income students. Bert Corona Charter High School must describe how it intends to increase or improve services for high needs students in the LCAP. Bert Corona Charter High School plans to spend \$1,099,446 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



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

The text description of the above chart is as follows: In 2023-24, Bert Corona Charter High School's LCAP budgeted \$1,033,427 for planned actions to increase or improve services for high needs students. Bert Corona Charter High School actually spent \$961,716 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-71,711 had the following impact on Bert Corona Charter High School's ability to increase or improve services for high needs students:

The school originally included more expenditures based on the projected budget. However, actual enrollment and S&C funds were lower. For final allocation of S&C, all funds were spent.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update 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

Goals and Actions

Goal

Goal #	Description
1	<p>Goal 1. Conditions of Learning</p> <p>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.</p> <p>(State Priorities: 1 Basic Services, 2 Implementation of State Standards, 7 Course Access)</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All classroom teachers will hold a valid CA Teaching Credential as defined by the CA Commission on Teacher Credentialing and appropriate EL-authorization; all teachers will be appropriately assigned Priority 1 Basic Services	100% All classroom teachers hold a valid CA Teaching Credential as defined by the CA Commission on Teacher Credentialing and have appropriate EL authorization. All teachers were appropriately assigned.	<p>83.3% Clear (Source: CDE DataQuest, 2020-21 Teaching Assignment Monitoring Outcomes by Full-Time Equivalent 2020-21)</p> <p>[NOTE: Originally reported as “100% of classroom teachers will hold a valid CA Teaching Credential as defined by the CA Commission on Teacher Credentialing and appropriate EL-authorization. All teachers appropriately assigned.”]</p>	TBD - 2021-22 Teaching Assignment Monitoring Outcomes	2021-22 TAMO 45.4% Teachers with "Clear"	All classroom teachers will hold a valid CA Teaching Credential as defined by the CA Commission on Teacher Credentialing and appropriate EL-authorization; all teachers will be appropriately assigned.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Access to standards-aligned curricular and instructional materials	100% of teachers/students with access to standards-aligned curricula (ELA, 100% of teachers/students with access to standards-aligned curricula (ELA, ELD, math, science, social science, and social science)	100% of teachers/students with access to standards-aligned curricula (ELA, 100% of teachers/students with access to standards-aligned curricula (ELA, ELD, math, science, social science, and social science)	100% of teachers/students with access to standards-aligned curricula (ELA, 100% of teachers/students with access to standards-aligned curricula (ELA, ELD, math, science, social science, and social science)	100% of teachers/students with access to standards-aligned curricula (ELA, ELD, math, science, social science, and social science)	100% of teachers/students with access to standards-aligned curricula (ELA, 100% of teachers/students with access to standards-aligned curricula (ELA, ELD, math, science, social science, and social science)
Implementation and sustainability of academic content standards, as measured by the Local Indicator Rubric on the California Accountability Dashboard Priority 2 Implementation of adopted State Standards	Same as Year 2 Outcome	N/A	Implementation of State Standards 2023 ELA 5 ELD 5 Math 5 NGSS 5 History 5 CTE 5 Health Ed. 5 Phys. Ed. 5 VAPA 5 World Language 5 (Source: As reported in the Local Indicators 2023 Self-Reflection Tool)	Implementation of State Standards Local Indicator Reported 2022 ELA 5 ELD 5 Math 5 NGSS 5 History 5 CTE 5 Health Ed. 5 Phys. Ed. 5 VAPA 5 World Language 5	Implementation of State Standards ELA 5 ELD 5 Math 5 NGSS 5 History 5 CTE 5 Health Ed. 5 Phys. Ed. 5 VAPA 5 World Language 5
Teachers will participate in ongoing research-based	96% Teachers participated in professional	96% of teacher participated in professional	100% of teacher participated in professional	100% of teacher participated in professional	100% of teachers participating in

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
professional development in the areas of English Language Arts, Math, Next Generation Science Standards (NGSS), English Language Development (ELD), Technology, and Differentiated instruction to meet the needs of all students and subgroups. Priority 2 Implementation of adopted State Standards	development throughout the physical closure of the Charter School.	development during 21-22	development as it pertains to their content area/field during 22-23	development as it pertains to their content area/field during 23-24	professional development
Student Access to a Broad Course of Study Priority 7 Course Access	100% of students have access to a broad course of study	100% of students have access to a broad course of study CA Dashboard Local Indicator “Met” (Source: CDE, CA School Dashboard 2022)	100% of students have access to a broad course of study CA Dashboard Local Indicator “Met” (Source: As reported in the Local Indicators 2023 Self-Reflection Tool)	100% of students have access to a broad course of study	100% of students have access to a broad course of study
School facilities are clean and maintained in good repair with daily spot check and Site Inspection Lists	100% The Charter School developed a cleaning regiment based on best practices for	100% of facilities clean and maintained in good repair	Overall Facility Rating as measured by FIT “Good”	Overall Facility Rating as measured by FIT “Good”	School facilities are clean and maintained in good repair with daily spot check and Site Inspection Lists

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
with > 90% of items in compliance or good standing. Priority 1 Basic Services	reopening schools from the California Department of Public Health (6/5/2020) and the California Department of Education (6/8/2020)		(Source: As reported in the SARC, February 2023)	(Source: As reported in the SARC, December 2023)	with > 90% of items in compliance or good standing

Goal Analysis

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

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

The majority of actions were implemented as planned with the exception of the hiring of a Parent Coordinator (Action 1.2) and the costs associated with professional development were lower as much of the topics were covered using internal resources (Action 1.5).

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.

There were no material differences between budgeted expenditures and estimated actual expenditures through June 30, 2024.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions provided in Goal 1 were all directed to creating a safe and nurturing environment, conducive to learning. All teachers have valid CA teaching credentials. According to the Williams Site Visit from the LA County Office of Education, students have access to standards-aligned curricular and instructional materials. The inspection also found BCCHS to 97.10% FIT score. Students have access to a broad course of study including A-G approved courses, dual enrollment and CTE courses. School staff has been provided research-based professional development from Relay Graduate School of Education, on Multi-tiered Systems of Support (MTSS), and PBIS Framework Implementation. As we look to the coming academic year, staff must continue to collaborate with LAUSD staff to ensure facilities are maintained properly focusing on adequate roofing and have sufficient electrical outlets for programing in each classroom and office.

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

Goal 1 remains unchanged for the 2024-25 LCAP. Metrics have been revised for clarity and transparency for state required data. Desired outcomes have been modified based on most recent available data [e.g., the baseline year for local data reflecting 2023-24; state data reflecting 2022-23]. Actions have largely remained the same.

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

Goals and Actions

Goal

Goal #	Description
2	<p>Goal 2. Annual Growth & Achievement in English Language Arts</p> <p>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 and local assessments, and ensure the necessary targeted acceleration and supports are delivered in a timely manner to maximize student growth.</p> <p>(State Priorities: 4 Pupil Achievement, 8 Other Pupil Outcomes)</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Increase student achievement in English/Language Arts as measured by the SBAC</p> <p>[NOTE: The original metric in 22-23 was “English Language Arts – Proficiency”] Priority 4 Pupil Achievement Involvement</p>	<p>SBAC ELA 2019 %Met & Exceeded</p> <p>38% All students 38.7% Latino 41.8% SED (Source: CA School Dashboard 2019)</p>	<p>N/A</p> <p>CA Dashboard 2021 – Not published due to COVID</p>	<p>SBAC ELA 2022 %Met & Exceeded</p> <p>53% All students (-20 DFS) 38.7% Latino (-22.2 DFS) 41.8% SED (-22.6 DFS)</p> <p>(Source: CA School Dashboard 2019)</p>	<p>CA Dashboard 2023 "Red"</p> <p>SBAC ELA 2023 %Met & Exceeded</p> <p>33.33% All students (-62.5 DFS "Red")</p> <p>33.33% Latino (-59.6 DFS "Red")</p> <p>34.88% SED (-59.2 DFS "Red")</p>	<p>Annually increase students meeting/exceeding standards</p>
<p>Increase the percentage of students demonstrating growth on Local ELA</p>	<p>Same as Year 2 Outcome</p>	<p>N/A</p>	<p>NWEA 2022-23 Growth</p> <p>39% At/Above Grade-level</p>	<p>EOY NWEA Reading Achievement</p> <p>30% near/at grade-level 25% at grade-level</p>	<p>Annually increase percentage of students demonstrating growth in NWEA reading as</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Assessment (BOY to EOY) Priority 8 Other Pupil Outcomes			53% Students demonstrating growth BOY to EOY	5% above grade-level EOY NWEA Reading Growth 52% met/exceed personal growth goal 25% close to growth goal	measured by local assessments

Goal Analysis

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

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

The majority of actions were implemented as planned. Students who scored below average on NWEA MAP Reading Assessment were programmed to receive additional support from the Literacy Specialist. The Specialist uses Success for All (SFA) instructional strategies to support students in improving literacy skills and exposes students to the format of questioning on state assessments. During Seminar instructional blocks, teachers use CAASPP/SBAC practice 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. This strategy is also used in English classes (9-12).

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.

There were no material differences between budgeted expenditures and estimated actual expenditures through June 30, 2024.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The 23-24 Winter NWEA MAP Assessment data was 43% students are at or above grade level; 59% students achieved "average to high growth" from the Fall to Winter assessment. In regards to the NWEA MAP Conditional Growth Index, 10th and 11th grade students exceeded the growth goal with a 2.78 and 1.02 score respectively. More support needs to be provided to the 9th and 12th grade ELA teachers to ensure fidelity of strategy implementation focused on effective planning and integration of highly effective strategies including academic monitoring as they have not met the growth goal with a score of -1.34 and -0.82 respectively.

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

For 2024-25, this goal has been expanded to include English learner progress in ELD and ELPAC. All EL-related metrics have been added here and desired outcomes have been modified based on most recent available data [e.g., the baseline year for local data reflecting 2023-24; state data reflecting 2022-23]. Actions related to supporting ELs and dually-identified students have been created.

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

Goals and Actions

Goal

Goal #	Description
3	<p>Goal 3. Annual Growth & Achievement in Mathematics and Science</p> <p>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.</p> <p>(State Priorities: Priority 4 Pupil Achievement, Priority 8 Other Pupil Outcomes)</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Student achievement in Mathematics as measured by the SBAC</p> <p>[NOTE: The original metric in 22-23 was “Mathematics Proficiency”] Priority 4 Pupil Achievement</p>	<p>SBAC Math 2019 %Met/exceeded</p> <p>12.9% All Students 13.1% Latino 13% SED</p> <p>(Source: CA School Dashboard)</p>	<p>N/A</p> <p>CA Dashboard 2021 – Not published due to COVID</p>	<p>SBAC Math 2022 CA Dashboard Indicator "Very Low"</p> <p>%Met/exceeded</p> <p>8% All Students (-128.2 DFS) 6.1% Latino (-131.4 DFS) 8.5% SED (-131.8 DFS)</p> <p>(Source: CA School Dashboard)</p>	<p>CA Dashboard 2023 "Red"</p> <p>SBAC Math 2023 %Met/exceeded</p> <p>4.16% All students (-153.5 DFS "Red") 4.44% Latino (-156.7 DFS "Red") 4.66% SED (-154.6 DFS "Red")</p>	<p>Annually increase students meeting/exceeding standards</p>
<p>Increase the percentage of students demonstrating growth</p>	<p>Same as Year 2 Outcome</p>	<p>N/A</p>	<p>NWEA Math Growth 2022-23 28% At/Above Grade-level</p>	<p>EOY NWEA Math Achievement 20% near/at grade-level</p>	<p>Annually increase percentage of students demonstrating growth</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
on Local Math Assessment (BOY to EOY) Priority 8 Other Pupil Outcomes			53% Students demonstrating growth BOY to EOY	15% at grade-level 7% above grade-level EOY NWEA Math Growth 50% met/exceed personal growth goal 25% close to growth goal	in reading as measured by local assessments NOTE: Previously reported as “Use of Verifiable Data i-Ready results: Reading 172% of student typical growth All grades 165% to 200% growth 13% of students at grade to 24% Mathematics 122% of student typical growth All grades 28% of students at grade”
Next Generation (Science) as measured by CAST Priority 4 Pupil Achievement	CAST 2019 %Met/exceeded 17% All Students 15% Latino 21% SED %Nearly Met 68% All Students 70% Latino 67% SED (Source: CDE CAASPP 2019)	N/A	CAST 2022 %Met/exceeded 3.7% All Students 3.7% Latino 4% SED %Nearly Met 37% All Students 37% Latino 36% SED (Source: CDE CAASPP 2022)	CAST 2023 %Met/exceeded 20% All students 18.37% Latino 22.22% SED %Nearly Met 66% All students 67.35% Latino 68.89% SED	Annually decrease %age of "Nearly Met"

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Goal Analysis

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

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

The majority of actions were implemented as planned. Students who scored below average on NWEA MAP Math assessment are programmed into an instructional block where students receive support and acceleration in math. NWEA MAP scores and academic course grades are being used to identify students to attend tutorial program in 10-week blocks for skill improvement after school. Seminar instructional block focuses 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 math assessments including performance tasks. Math teachers are also using the same strategies.

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.

There were no material differences between budgeted expenditures and estimated actual expenditures through June 30, 2024.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

At the 23-24 Winter NWEA MAP assessment 35% of the students are at or above grade level. 41% of students have achieved average to high growth from the Fall to Winter MAP Assessment. In regards to the NWEA MAP Conditional Growth Index the 11th and 12th grade have exceeded the growth goal with a 0.49 and 1.31 score respectively. More support needs to be provided to the 9th and 10th grade as they have not met the growth goal with a score of -0.58 and -1.28 respectively.

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

Goal 3 remains unchanged for the 2024-25 LCAP. Metrics have been revised for clarity and transparency for state required data. Desired outcomes have been modified based on most recent available data [e.g., the baseline year for local data reflecting 2023-24; state data

reflecting 2022-23]. Actions have largely remained the same, however a focus on co-planning has been added based on the impact on local assessment.

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

Goals and Actions

Goal

Goal #	Description
4	<p>Goal 4. Annual Growth and Achievement for Special Student Populations Annual growth for English Learners & Students with Disabilities Ensure English learners and Students with Disabilities are demonstrating annual growth and progress in the mastery of state standards in English, mathematics and science. (State Priorities: 4 Pupil Achievement, 8 Other Student Outcomes)</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Progress Indicator – ELs making progress towards English language Proficiency (ELPI) Priority 4 Pupil Achievement	28% making progress towards English language proficiency (Source: 2019 CA School Dashboard)	N/A CA Dashboard 2021 – Not published due to COVID	47.4% making progress towards English language proficiency “Low” (Source: 2022 CA School Dashboard)	24.3% making progress towards English language proficiency “Red” (Source: 2023 CA Dashboard)	Annually increase English learner growth in English proficiency as measured by the CA Dashboard English Learner Progress Indicator (ELPI)
English learner proficiency as measured by ELPAC Priority 4 Pupil Achievement	3.2% Proficient 19.4% Level 3 45.2% Level 2 32.4% Level 1 (Source: CDE English Language Proficiency for Summative ELPAC 2018-19)	8.3% Proficient 38.9% Level 3 36.1% Level 2 16.7% Level 1 (Source: CDE English Language Proficiency for Summative ELPAC 2020-21)	18% Proficient 38.5% Level 3 28.2% Level 2 15.4% Level 1 (Source: CDE English Language Proficiency for Summative ELPAC 2021-22)	4.55% Proficient 31.82% Level 3 27.27% Level 2 36.36% Level 1 (Source: CDE English Language Proficiency for Summative ELPAC 2022-23)	Continue to increase the number of English Proficiency as measured by ELPAC

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reclassification Rate of EL to RFEP Priority 4 Pupil Achievement	23.53% Reclassification Rate (Source: Ed-Data, Redesignated Fluent English Proficient 2019-20)	16.22% Reclassification Rate (Source: Ed-Data, Redesignated Fluent English Proficient 2020-21)	TBD - Reclassification Rate for 2021-22 pending	2.08% Reclassification Rate for 2022-23	23.5% Reclassification Rate
SWD & English learner student achievement in English/Language Arts as measured by the SBAC Priority 4 Pupil Achievement	SBAC ELA 2019 SWD (-78.7 DFS) 20% Met/exceeded 26.7% Nearly Met 53.3% Not met EL (-107 DFS) *NOTE* Data suppressed because 10 or fewer students tested, and in order to protect student privacy	N/A CA Dashboard 2021 – Not published due to COVID	SBAC ELA 2022 SWD (-107.4 DFS) 18.2% Met/exceeded 27.3% Nearly met 54.6% Not met EL (-124.8 DFS) *NOTE* Data suppressed because 10 or fewer students tested, and in order to protect student privacy	SBAC ELA 2023 SWD (-178.7 DFS) 18.18% Met 9.09% Nearly met 72.73% Not met EL (-155.6 DFS) N/A data suppressed	Annually decreasing the percentage of ELs/SWD “Not Meeting” and increase percentage of “Meeting/Exceeding”
Increase the percentage of SWD &/or English learners demonstrating growth on Local ELA Assessment (BOY to EOY) Priority 8 Other Pupil Outcomes	Same as Year 2 Outcome	N/A	NWEA Reading & Language Growth 2022-23 At/above grade-level 22% ELs 13% SWD Students demonstrating growth BOY to EOY 54% ELs 50% SWD	N/A NWEA has removed reports which provide disaggregated student performance	Annually increase percentage of SWD and English learners demonstrating growth in reading as measured by local assessments

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SWD & English learner student achievement in Math as measured by the SBAC Priority 4 Pupil Achievement	SBAC Math 2019 SWD (-158 DFS) 6.7% Met/exceeded 13.3% Nearly Met 80% Not met EL (-163 DFS) *NOTE* Data suppressed because 10 or fewer students tested, and in order to protect student privacy	N/A CA Dashboard 2021 – Not published due to COVID	SBAC Math 2022 SWD (-170.3 DFS) 0% Met/exceeded 18.2% Nearly met 81.8% Not met EL (-203 DFS) *NOTE* Data suppressed because 10 or fewer students tested, and in order to protect student privacy	SBAC Math 2023 SWD (-205.3 DFS) 0% Met/exceeded 0% Nearly met 100% Not met EL (-193.6 DFS) N/A data suppressed	Annually decreasing the percentage of ELs/SWD “Not Meeting” and increase percentage of “Meeting/Exceeding”
Increase the percentage of English learners demonstrating growth on Local Math Assessment (BOY to EOY) Priority 8 Other Pupil Outcomes	Same as Year 2 Outcome	N/A	NWEA Math Growth 2022-23 At/above grade-level 10% ELs 2% SWD Students demonstrating growth BOY to EOY 56% ELs 52% SWD	N/A NWEA has removed reports which provide disaggregated student performance	Annually increase percentage of SWD and English learners demonstrating growth in math as measured by local assessments

Goal Analysis

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

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

The majority of actions were implemented as planned. Teachers are trained in SFA instructional strategies. The Reading Specialist assists teachers and students in English Language Development. Professional development has been provided to teachers on strategies for LTELs.

Students with IEPs receive both push-in (during core) and RSP Lab support. The RSPs and core teachers regularly collaborate for instructional planning.

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.

There were no material differences between budgeted expenditures and estimated actual expenditures through June 30, 2024.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The outcomes for actions in this goal have been mixed-- local assessment data has shown improvement in student growth. However, for grade 11, we await the 2024 state assessment scores to provide more insight on the impact.

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

This goal has been merged with Goal 2 for the 2024-25 LCAP, and all associated metrics and actions have also been moved. The new Goal #4, designed to focus on college/career-readiness, reads: "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 postsecondary options including college and/or career." This was done to address outcomes for the CCI on the CA Dashboard. Some metrics have been moved from goal 5 2023-24 for alignment and clarity regarding desired outcomes.

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

Goals and Actions

Goal

Goal #	Description
5	Goal 5. Positive School Climate & Culture Engage students, teachers and parents as partners to strengthen the school climate and increase their understanding of the focus to improve successful secondary outcomes. (State Priorities: 3 Parental Involvement, 5 Student Engagement, 6 School Climate)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School efforts to increase Parent involvement through input in decision-making via board meetings, SSC, ELAC, and engagement through workshops/trainings Priority 3 Parental Involvement	Same as Year 2 Outcome	N/A	10 Board Meetings held 10 SAC (School Advisory Committee) meetings held Monthly Parent Trainings/ Workshops held (promote college awareness/attendance, financial aid, etc.)	7 Board & Committee meetings held SAC, Parent Trainings/ Workshops held (promote college awareness/attendance, financial aid, etc.)	Maintain monthly meetings of the Board of Directors and SAC Maintain monthly Monthly Parent Trainings/ Workshops to promote college awareness/attendance, financial aid, etc.
Increase parent participation rate on parent survey Priority 3 Parental Involvement	Same as Year 2 Outcome	N/A	61% Parent Participation 77% Input in decision-making 86% Satisfaction	3.97 Engagement 4.23 Communication/ Feedback 4.19 Safety 65% Families responded to Youth Truth Survey	Annually increase and ratings of satisfaction by parents

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase student participation rate on student survey and positive ratings (School Safety & Connectedness) Priority 5 Student Engagement /Priority 6 School Climate	Same as Year 2 Outcome	N/A	75% Student Participation 55% Belonging 42% Relationships	3.45 Engagement 3.34 Relationships 3.38 Culture 3.43 Belonging 82% Students responded to Youth Truth Survey	Annually increase and ratings of satisfaction by students
Increase teacher participation rate on school survey Priority 6 School Climate	Same as Year 2 Outcome	N/A	57% Staff Participation 81% Relationships/ School Culture	3.36 Positive Culture 4.06 Positive Relationships 3.93 Engagement 3.8 Safety 67% Staff responded to Youth Truth Survey	Annually increase and ratings of satisfaction by teachers
Decrease Chronic Absenteeism rate Priority 5 Student Engagement	2019 Chronic Absenteeism 21.2% All 21.5% SWD 22.2% EL 20.7% Latino 21.5% SED	2021 Chronic Absenteeism 22.1% All 24.5% SWD 18.4% EL 21.5% Latino 22.4% SED	2022 Chronic Absenteeism 43.3% All 49.1% SWD 44.4% EL 43.7% Latino 42.7% SED	2023 Chronic Absenteeism 36.3% All 40% SWD 37.5 EL 36.7% Latino 36.7% SED (Source: DataQuest)	The school will annually decrease and maintain a chronic absenteeism rate below 7%.
Suspension Rate Priority 6 School Climate	2019 Suspension Rate Indicator "Green" 1.9% All 3% SWD 0% EL	Maintained below 1%	2022 Suspension Rate Indicator "Medium" 5.1% All 7.5% SWD	2023 Suspension Rate Indicator "Green" 1.8% All 0% SWD "Blue"	The school will decrease and maintain a suspension rate below 6.2%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	1.9% Latino 1.8% SED		6.7% EL 5.2% Latino 5.7% SED	0% EL "Blue" 1.9% Latino "Green" 2% SED "Green" (Source: DataQuest)	
Expulsion Rate Priority 6 School Climate	0% Expulsion Rate	Maintained below 1%	0% Expulsion Rate (Source: CDE DataQuest, 2021-22 Expulsion Rate)	0% Expulsion Rate (Source: DataQuest 2022-2023 Expulsion Report)	The school will continue to maintain an expulsion rate below 1%.
High School Dropout Rates Priority 5 Student Engagement	10.9% Cohort Dropout Rate 2019-20 4.5% Cohort Dropout Rate 2018-19 (Source: Ed-Data, Cohort Dropouts)	5.9% Cohort Dropout Rate 2020-21	0% Cohort Dropout Rate 2021-22 (Source: CDE DataQuest, 2021-22 Four-Year Adjusted Cohort Outcome Report)	7.5% Cohort Dropouts (Source: Ed-data 2022- 23 http://www.eddata.org/ ShareData/Ht ml/114934)	Maintain a HS dropout rate <2%
Graduation Rate	96.3% Cohort Graduation Rate 2019-20 93.2% Cohort Graduation Rate 2018-19 (Source: Ed-Data, Cohort Graduates) NOTE: Originally reported as "N/A - No color assigned for the Graduation Rate	68.6% Cohort Graduation Rate 2020-21 (Source: Ed-Data, Cohort Graduates) NOTE: Originally reported as "N/A - No color assigned for the Graduation Rate Indicator on the Dashboard. (93.3%)"	97.2% Graduated (Source: CA School Dashboard 2021-22) 96.3% Cohort Graduation Rate 2021-22 (Source: CDE DataQuest, 2021-22 Four-Year Adjusted Cohort Outcome Report)	2023 Dashboard Graduation Indicator 92.5% All Students "Yellow" 66.7% SWD 78.6% English learner 92.2% SED "Yellow"	N/A - No color assigned for the Graduation Rate Indicator on the Dashboard. (93.3%)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Indicator on the Dashboard. (93.3%)”				
College/Career Readiness	% AP Exams 3 or better (2018-19) 53.7%	53.7% AP Exams 3 or better (2018-19)	65.4% Graduates meeting A-G coursework requirements (Source: CDE DataQuest, 2021-22 Four-Year Adjusted Cohort Graduation Rate Report)	Graduates "prepared" as measured by the Dashboard College/Career Indicator (CCI) 45% School 50% Hispanic 45% SED 25% EL 20% SwD	Annually increase % Graduates meeting A-G coursework requirements Increase % Students scoring AP Exams 3 or better
Increase Average Daily Attendance Priority 5 Student Engagement	School will continue to maintain ADA rate at or above 94%	School will continue to maintain ADA rate at or above 94% Met modified-Due to COVID-19 Attendance Committee specific vision and goal(s) for outreach (2021-22) and enrollment in 22-23. The team continues to address the issues and have a detailed action plan and/or a marketing strategy calendar.	89% ADA (P-2 Reporting 22-23)	91.9% Attendance Rate 200.05 ADA through Month 8 (Source: BCCHS Financial Analysis Report, May 20, 2024)	School will continue to maintain ADA rate at or above 94%

Goal Analysis

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

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

The majority of actions were implemented as planned. Programs are being implemented to increase student engagement including expanding the Career Technical Education Visual and Media Arts Program, and Dual Enrollment. A PBIS Framework is being implemented by the PBIS Tier I team and MTSS Team to ensure support is being provided to students including student activities, and full CIF Sports Program. Parent engagement activities are being implemented and participation continues to grow but has not reached pre pandemic levels.

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.

There were no material differences between budgeted expenditures and estimated actual expenditures through June 30, 2024.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The majority of actions were implemented as planned. Programs are being implemented to increase student engagement including expanding the Career Technical Education Visual and Media Arts Program, and Dual Enrollment. A PBIS Framework is being implemented by the PBIS Tier I team and MTSS Team to ensure support is being provided to students including student activities, and full CIF Sports Program. Parent engagement activities are being implemented and participation continues to grow but has not reached pre pandemic levels.

Staff is working to increase Average Daily Attendance by increasing support services for students specifically targeting chronically absent students. Efforts are working as we see students coming to school more frequently. This has led to a current ADA of 92.5%. First time instruction and regular attendance are key to College/Career Readiness. The class of 2023 had 67% of the students meeting A-G coursework requirements. Culture and climate is also important to ensuring student success. This year 1 student was suspended and) students have been expelled. Staff is implementing PBIS/MTSS Framework and utilizing alternatives to suspension. Collaboration and feedback from community members is important and we have focused on ensuring we get feedback from each stakeholder. Participation of each stakeholder group has increased: 67% staff participation, 82% student participation, and 65% parent participation. The surveys show areas of growth continue to include staff culture (45%), Student Belonging (51%), student relationships (40%), The School Culture/Climate and Community Schools teams are implementing a PBIS/MTSS Framework. An additional focus is on student clubs/activities, and CIF Sports Program.

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

The goal has been expanded for 2024-25 to explicitly address engagement of parents and students. The new 2024-25 goal reads: "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." Metrics have been revised for clarity and transparency for state required data. Desired outcomes have been modified based on most recent available data [e.g., the baseline year for local data reflecting 2023-24; state data reflecting 2022-23]. Metrics relating to CCI have been moved to goal 4 for the coming year.

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

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

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

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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired 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, desired 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.

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 3x 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.

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 & 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 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 (45% positive) and professional development & 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 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</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 & 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: Based on Youth Truth and teacher-student engagement around the results, we will continue to build upon our climate and culture focus; activities to increase belonging and relationships; improve instructional engagement

Parents/Guardians: Continue engagement efforts to keep parents informed regarding academic progress and schoolwide performance/outcomes.

Administrators, Teachers & Support Staff: Extend culture/climate efforts to include focus on staff climate/culture; professional development to include state data; increased professional support.

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.	\$296,500.00	No
1.2	Standards-Based Instruction	Credentialed teachers to deliver effective standards-based instruction and support student achievement in the California Content Standards.	\$931,187.00	No

	(Certificated Teachers)	Additionally, teachers will 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.		
1.3	Paraprofessionals (Academic Tutors & Behavior Support)	Tutors will be assigned to classes based on student needs to increase academic success for the students by providing targeted individual and/or group tutoring and supports as necessary; support teachers with instructional goals and objectives; and review student data and create individualized tutoring plans. Special Education paraprofessionals are assigned based on students' IEPs. The BII will provide dedicated support to assigned students(s) to improve student academic skills and meet the behavioral expectations as defined in the IEP.	\$188,809.00	Yes
1.4	Core Instructional Materials/Licenses, and State-Verified Assessments	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.)	\$17,250.00	No
1.5	Supplemental Instructional Materials & Support	Teachers will apply differentiated instructional supports for students who demonstrate skill gaps in reading, writing and mathematics to improve their performance. Supplemental instructional materials will be used to provide instructional scaffolds for targeted student needs [e.g., consumable supplemental materials including workbooks for IronBox, No Red Ink, ELLevation math, Thinking Nation, etc.] Additionally, support will be	\$22,257.00	Yes

		provided to the school focusing on analysis and progress monitoring data to address the differentiated needs evidenced in state data for specific student groups.		
1.6	Multi-Tiered System of Supports (MTSS) Team	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, & 3]. Through the work of the MTSS Team, students identified for tiered supports will be directed to community based partners/resources (Luminarias, GRYD) and engage with on-site personnel to improve behavior and academic outcomes (Ripple Effects, Insights to Behavior).	\$55,667.00	Yes
1.7	Technology Integration	Provide sufficient IT Support to the school in order to maintain 1:1 devices to students and ensure they are in working order. 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.)	\$126,468.00	Yes
1.8	EL-focused Professional Development	<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, 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 for English Learners Supporting the Growth of English Learners & Dually-Identified Students</p> <ul style="list-style-type: none"> Quality implementation of the English Learner Master Plan aligned to the CA English Learner Roadmap 	\$6,000.00	Yes

		<ul style="list-style-type: none"> • Implementation of strategies to support EL acquisition/mastery of the English language (speaking, listening, reading, writing) • Understanding the language needs of ELD in acquisition of academic language • Strategies for supporting Students with Disabilities in the general education classroom • Use of ELLevation platform for professional development modules, progress monitoring of students who are EL and those who have reclassified (RFEP) 		
<p>1.9</p>	<p>Effective Instructional Leadership/Coordinator of Instruction (Support for Impactful & Effective Instruction)</p>	<p>New implementation of standards-based planning platform will be led by the Coordinator of Instruction. Continuing implementation and in-house support of RELAY'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; and documented visitations via online platform. The school will implement these strategies schoolwide.</p> <p>The school's regular weekly professional development for the academic year will include:</p> <ul style="list-style-type: none"> • Support to teachers on use of online planning platform for effective planning for instruction • YPICS Hallmarks: Standards-based grading, project-based learning, and service learning • Universal Design for Learning (UDL) training for administration and staff to create flexible learning environments and learning spaces that can accommodate individual learning differences. • Backwards Design training prioritizing the intended learning outcomes instead of topics to be covered, and most importantly facilitating student learning. • Curricular support • Teachers requiring BTSA will be supported by an onsite mentor. <p>The Executive Administrator in maintaining sustained focus on instructional improvement, will also dedicate time and resources to supporting the needs of the most vulnerable student groups to ensure equity gaps and</p>	<p>\$325,125.00</p>	<p>Yes</p>

		barriers to student success are addressed (e.g., LI, EL, FY). Through regular collaboration with the Executive Director and the Accountability Officer, the group will engage in classroom observations and data review to monitor growth and outcomes of the LCFF targeted groups.		
1.10	Effective Operations Team	The Operations Team is charged with monitoring the daily functions of the school site to ensure effective processes/procedures are in place and executed in a professional manner to support a nurturing, welcoming, and safe environment for all stakeholders. As the first line of interaction for parents, the operations team will develop relationships with parents/guardians/students that increase their positive engagement with the school (e.g., enrollment process, knowledgeable source of information regarding available school resources, etc.) Additionally, the team plays a crucial role in increasing the connectedness and satisfaction of families with the school, and promoting regular student attendance. The Operations Team will execute its responsibilities for compliance adherence to fiscal policies and procedures, meal program implementation/monitoring, attendance accounting, CALPADs reporting, school safety, outreach/enrollment, and additional areas as-needed.	\$452,528.00	No
1.11	Commitment to Equity for Special Populations	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.	\$374,241.00	No

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)	EOY NWEA Reading Achievement 22% near/at grade-level 19% at grade-level 4% above grade-level EOY NWEA Reading Growth 49% met/exceed personal growth goal			EOY NWEA Reading Achievement 30% near/at grade-level 25% at grade-level 5% above grade-level EOY NWEA Reading Growth	

		19% close to growth goal (Spring 2024 NWEA MAP)			52% met/exceed personal growth goal 25% close to growth goal
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 EL "No color" -155.6 DFS SwD "No color" -178.7 DFS			ELA Dashboard Indicator "Yellow"
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)	2.08% Reclassification Rate 2022-23			10% Reclassification Rate

Goal Analysis [2023-24]

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

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

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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	ELA/ELD 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).</p> <p>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).</p> <p>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.</p>	\$0.00	Yes
2.2	Accelerations in English/Language Arts (Tiers 2 & 3)	<p>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.</p> <p>Flexible pull-out will be provided for students who have been identified as requiring focused standards-based support in reading. Students will have</p>	\$107,092.00	No Yes

		access to ELA-based extended learning opportunities to enable progress in standards mastery.		
2.3	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.	\$0.00	No
2.4	ELA Instructional Support Courses	<p>Grades 9 & 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>	\$0.00	No
2.5	Junior/Senior Seminar - Reading & Writing	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	\$0.00	No

		<p>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 tasks will provide necessary information for teachers to group students for targeted instruction for writing improvement.</p>		
<p>2.6</p>	<p>Social Science - Critical Thinking & 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 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.</p>	<p>\$0.00</p>	<p>Yes</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, 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)	EOY NWEA Math Achievement 18% near/at grade-level 12% at grade-level 4% above grade-level EOY NWEA Math Growth 42% met/exceed personal growth goal 21% close to growth goal			EOY NWEA Math Achievement 20% near/at grade-level 15% at grade-level 7% above grade-level EOY NWEA Math Growth 50% met/exceed personal growth goal	

		(Spring 2024 NWEA MAP)			25% close to growth goal	
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 SwD "No color" -205.3 DFS			CA Dashboard Mathematics Indicator "Orange"	
3.3	CAST - California Science Test (Priority 4)	2023 CAST 20% met/exceeded			>50% meet/exceed	

Goal Analysis [2023-24]

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	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 & 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>	\$0.00	No
3.2	Accelerations for Mathematics (Tiers 2 & 3)	<p>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.</p> <p>Targeted Math Tutoring afters school will be provided 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</p>	\$0.00	Yes
3.3	Junior and Senior Seminars (Math component)	<p>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.</p>	\$0.00	No

3.4	NGSS & College-preparatory Science	College preparatory lab science courses will include investigations and experiments aligned to NGSS standards.	\$0.00	No
3.5	Study Hall/Homework Help	Study Hall: Facilitated by a certificated teacher, study hall is focused on pathway completion and re-do mastery assignments.	\$0.00	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)	93% Passed ELA course with C- or better (Source: Infinite Campus Final 2024 ELA Grades)			Increase ELA Annual course passage with "C-" or better	
4.2	Mathematics Course Passage with "C-" or better (Priority 8)	92% Passed math course with C- or better (Source: Infinite			Increase Math Annual course	

		Campus Final 2024 Math Grades)			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") NOTE: Locally tracked data for the Class of 2023 was 58%			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") NOTE: Locally tracked data for the Class of 2023 66% Graduates completed A-G course requirements with C or better			90% 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			95% Cohort graduates successful completion of CTE Pathway & A-G Coursework	

		Requirements and CTE Completion Report")			
4.6	Passage of AP Exam (Priority 4)	34% Students passing an AP exam with "3" or better (Source: 2023 CollegeBoard Advanced Placement Results average)			40% 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 Reports "Met UC/CSU Requirements and CTE Completion Report")			95% Graduates meeting UC/CSU requirements
4.8	Successful Completion of 2 Semesters or 3 Trimesters Dual Enrollment with Course Grade of C- or better (Priority 8)	0% Graduates 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") NOTE: Locally tracked data for the Class of 2023 was 15% of graduates with successful completion of 2 semesters with C- or better			25% Graduates 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 (Source: Dashboard Additional Reports "College/Career Levels and Measure Report 2023")			45% 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, College/Career Indicator)			Graduates "prepared" as measured by the Dashboard College/Career Indicator (CCI) 45% School 50% Hispanic 45% SED 25% EL 20% SwD	

Goal Analysis [2023-24]

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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	<p>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.</p> <p>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 importance of pursuing a college degree, and the necessary preparations for college (e.g. coursework, graduation, college testing, financing, etc.)</p>	\$160,167.00	Yes
4.2	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.	\$16,625.00	No
4.3	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.	\$101,378.00	No

<p>4.4</p>	<p>Dual Enrollment-LAMC Partnership</p>	<p>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.</p>	<p>\$0.00</p>	<p>No</p>
<p>4.5</p>	<p>Advisory with SEL Component</p>	<p>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.]</p>	<p>\$0.00</p>	<p>No</p>

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)	91.9% Attendance Rate 200.05 ADA through Month 8 (Source: BCCHS Financial Analysis Report, May 20, 2024)			95% Attendance Rate	
5.2	Chronic Absenteeism Rate (Priority 5)	36.3% All Students 40% SWD 37.5% English learner 36.7% Hispanic			Chronic absenteeism under 15%	

		36.7% SED (Source: Ed-data 2022-23, http://www.ed-data.org/ShareData/Html/114936)				
5.3	High School Cohort Dropout Rate (Priority 5)	7.5% Cohort Dropouts (Source: Ed-data 2022-23 http://www.ed-data.org/ShareData/Html/114934)				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				Participation: 95% Rating/area: 4.0

		82% 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)				
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 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)			Participation: 95% Rating/area: 4.0	
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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
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<p>5.1</p>	<p>Parent Engagement Activities & Increasing Parent Capacity for Decision-Making</p>	<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"> • 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)] • 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. • Coordinator of Culture & 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. • 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. • 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) • 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. 	<p>\$0.00</p>	<p>Yes</p>
<p>5.2</p>	<p>Engagement of Parents of</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</p>	<p>\$0.00</p>	<p>Yes</p>

	<p>Underrepresented Groups</p>	<p>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 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 & Greets, and IEP meetings.</p>		
<p>5.3</p>	<p>Student Activities & Sports Program</p>	<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>	<p>\$52,000.00</p>	<p>No</p>
<p>5.4</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>\$5,000.00</p>	<p>No</p>

<p>5.5</p>	<p>Positive Behavior & Intensive Support (PBIS) including Climate/Culture Staffing</p>	<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 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.</p>	<p>\$381,944.00</p>	<p>Yes</p>
<p>5.6</p>	<p>Monthly Climate & 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>	<p>\$600.00</p>	<p>No</p>
<p>5.7</p>	<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>	<p>\$77,152.00</p>	<p>No</p>

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
\$1,049,190	\$124,212

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
38.860%	0.000%	\$0.00	38.860%

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>Action: Paraprofessionals (Academic Tutors & Behavior Support)</p> <p>Need: Our students who are low-income, English learner, RFEP and/or have IEPs demonstrate the highest need based on local assessments and standards-based course grades.</p>	BCCHS students with below grade-level skills in reading and mathematics require additional focused support throughout the core courses to demonstrate growth on local assessments and state assessments.	NWEA MAP, course grades, MTSS

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>Scope: Schoolwide</p>		
<p>1.5</p>	<p>Action: Supplemental Instructional Materials & Support</p> <p>Need: Local data demonstrates students are not performing at CCSS grade-level standards due to language and mathematics gaps. The 2023 CA Dashboard for the LCFF targeted student groups were well below the state, and disaggregated NWEA data shows growth but students still not at grade level.</p> <p>Scope: Schoolwide</p>	<p>Supplemental resources are necessary to work on closing gaps that impede access to grade-level standards in both areas.</p>	<p>NWEA, course grades</p>
<p>1.6</p>	<p>Action: Multi-Tiered System of Supports (MTSS) Team</p> <p>Need: Using the 2023 Dashboard as well as local data points, students present a variety of needs which affect their academic, social, and emotional development/success.</p> <p>Scope: Schoolwide</p>	<p>As the school serves a large number of UDP and students with special needs, we seek to not overwhelm families but to provide a coordinated system of support and resources which start with the school. The MTSS Team will accept referrals and consistently monitor a caseload of students referred using multiple data points.</p>	<p>Discipline referrals, academic data, attendance</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>1.7</p>	<p>Action: Technology Integration</p> <p>Need: A pillar of our LAUSD-approved charter petition is the integration of technology for all students to ensure they are developing skills for the world of college and career. All students are provided with a device in order to access various digital resources/platform for instruction.</p> <p>Scope: Schoolwide</p>	<p>As the majority of students are identified as either LI and/or EL, it is imperative they are provided with a device in good working order for duration of their enrollment. EL/LI are able to access platforms for supplemental support from home which increases the likelihood of their growth in all content areas.</p>	<p>NWEA, academic marks, device repairs</p>
<p>1.8</p>	<p>Action: EL-focused Professional Development</p> <p>Need: The BCCHS enrollment is 95% socioeconomically disadvantaged, 26% English learner, 26% SpEd, and 10% students dually identified. Another important 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>Scope:</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; ELA/ELD course grades, NWEA</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		
1.9	<p>Action: Effective Instructional Leadership/Coordinator of Instruction (Support for Impactful & Effective Instruction)</p> <p>Need: An area we are focused on is impactful first teaching that addresses the specific needs of LCFF-targeted students in instructional planning and delivery. Teacher lesson plans are required to include descriptions of supports for these students.</p> <p>Scope: Schoolwide</p>	<p>Preview of lesson plans to include high impact strategies for LCFF targeted student groups will be followed by observations and coaching sessions with individual teachers. The feedback/coaching follow-up on the outcome data to assess the impact of instruction. The reflection on the outcomes will be the basis for coaching to improve student group academic performance.</p>	<p>Teacher engagement in professional development, classroom observations, lesson plan review, number of observation/coaching/feed back sessions</p>
1.10	<p>Action: Effective Operations Team</p> <p>Need: As a "first-line" for building relationships with families, the Coordinator of Operations with represent the team as part of the MTSS process with a focus on chronic absenteeism and engaging families.</p> <p>Scope:</p>	<p>The Ops Team is the first interaction with families in the enrollment process. All members of the team will focus on creating relationships with families characterized by trust and support to ensure they maintain engaged with the school throughout the time their child(ren)'s enrollment at the school.</p>	<p>Regular attendance of students, parent attendance for meetings, chronic absenteeism</p>
2.1	<p>Action: ELA/ELD Co-planning for Instruction & Assessment</p> <p>Need:</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-</p>	<p>2.1 NWEA Reading growth, 2.2 CA Dashboard ELA Indicator, 2.3 CA Dashboard English Language Progress</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 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>Scope: Schoolwide</p>	<p>wide basis to address the needs of the student groups described above.</p>	<p>Indicator, 2.4 Reclassification Rate</p>
<p>2.2</p>	<p>Action: Accelerations in English/Language Arts (Tiers 2 & 3)</p> <p>Need: Based on student needs in language arts and/or mathematics (using SBAC, NWEA, course grades), students will be identified for participation/programming into academic support classes to improve student growth/outcomes. Our student population as a whole benefits from assessment/support in areas impeding grade-level skills/competencies.</p> <p>Scope: Schoolwide</p>	<p>Students who are performing two or more years below grade-level will receive targeted academic acceleration to bring them closer to grade-level.</p>	<p>NWEA, academic marks</p>
<p>2.6</p>	<p>Action: Social Science - Critical Thinking & Writing Skills Development</p>	<p>The use of supplemental instructional curriculum in social science will be used to provide engaging content for development of critical thinking skills and applications to writing, specifically document-</p>	<p>Student DBQ scores, student writing assessment scores</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>Need: Students demonstrate skill gaps in grade-level reading and writing as evidenced by SBAC and local assessment scores. Supplemental instructional materials will be used to develop student vocabulary, reading and writing skills.</p> <p>Scope: Schoolwide</p>	<p>based questions (DBQs).</p>	
<p>3.2</p>	<p>Action: Accelerations for Mathematics (Tiers 2 & 3)</p> <p>Need: Mathematics continues to be an area of growth for the entire school. Of particular note is the performance of the student groups on the CA Dashboard with all four significant student groups identified as "Red".</p> <p>Scope: Schoolwide</p>	<p>Our four significant student groups (English Learner, Hispanic, Socioeconomically Disadvantaged and Students with Disabilities) are all performing more than 153.0 points below standard & state performance.</p>	<p>Course grades, NWEA</p>
<p>5.1</p>	<p>Action: Parent Engagement Activities & Increasing Parent Capacity for Decision-Making</p> <p>Need: The engagement of parents for the significant student groups (EL, LI, SwD) is an area for improvement. There is a need to engage these families to effectively support their child(ren) at home and provide a parent education component on the mission/vision of the school in meeting goals/outcomes established in the charter petition.</p>	<p>The school needs to increase parent engagement and understanding of the mission/vision.</p>	<p>Chronic absenteeism, parent attendance at schoolwide events</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>Scope: Schoolwide</p>		
<p>5.2</p>	<p>Action: Engagement of Parents of Underrepresented Groups</p> <p>Need: 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. Through the Parent Coordinator and Community Schools Team, develop positive relationships with families in an inclusive manner to maintain sustained involvement.</p> <p>Scope: Schoolwide</p>	<p>The action is being provided on a schoolwide basis in order to reach the large SED population at the school.</p>	<p>Student attendance, chronic absenteeism, parent attendance for meetings, graduation rate, high school dropout rate</p>
<p>5.5</p>	<p>Action:</p>	<p>Irregular attendance of students, and discipline referrals disrupt the continuity of instruction that</p>	<p>Student attendance and discipline referral rates,</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>Positive Behavior & Intensive Support (PBIS) including Climate/Culture Staffing</p> <p>Need: The 2023 Chronic Absenteeism data in DataQuest, demonstrates this is a concern schoolwide and for all significant student groups (English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities).</p> <p>Scope: Schoolwide</p>	<p>students receive. The use of Mentors and members of the SCC Team are charged with maintaining active monitoring system to ensure students are in regular attendance and have minimal disruptions in climate.</p>	<p>MTSS Chronic absenteeism tracking</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
<p>4.1</p>	<p>Action: Culture of College Readiness</p> <p>Need: Based on the CCR Indicator on the 2023 Dashboard, the school was rated "Very Low" with 7.5% of the graduates meeting the preparedness standard. The Hispanic and SED student groups were identified but English learners were not due to the small student group size in the graduating class. The UDP for 24-25 is 94.6%</p> <p>Scope:</p>	<p>The Coordinator of College/Career Readiness is charged to provide programming (e.g., student and parent workshops, staff professional development, etc.) to ensure students at all grade levels are actively planning under the Coordinator's guidance, for post-secondary success. With almost 95% UDP, it is imperative that the Coordinator maintain targeted plans for each grade level for completion of the CTE Pathway, successful A-G completion, as well as college entrance examinations. Additionally, depending on student need, the Coordinator maintains student-specific plans for course enrollments, credit recovery and dual enrollment.</p>	<p>Course Passage with "C-" or better (ELA, Math), Successful A-G Course Completion, CTE Pathway Completion, Successful Completion of Dual Enrollment, FAFSA completion/submission, engagement of students/families in college/career events</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(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.

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.

The additional concentration grant funding for Reading Specialist to enhance student performance in reading and support staff including paraprofessionals for students identified as needing extra help with literacy and/or math state standards.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1:18
Staff-to-student ratio of certificated staff providing direct services to students		1:15

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	2,699,957	1,049,190	38.860%	0.000%	38.860%

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	\$3,065,544.00	\$471,506.00		\$160,940.00	\$3,697,990.00	\$2,131,093.00	\$1,566,897.00

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					\$0.00	\$296,500.00	\$296,500.00				\$296,500.00
1	1.2	Standards-Based Instruction (Certificated Teachers)	All	No					\$0.00	\$931,187.00	\$931,187.00				\$931,187.00
1	1.3	Paraprofessionals (Academic Tutors & Behavior Support)	English Low Learners Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: BCCHS		\$188,809.00	\$0.00	\$71,635.00	\$117,174.00			\$188,809.00
1	1.4	Core Instructional Materials/Licenses, and State-Verified Assessments	All	No					\$0.00	\$17,250.00	\$9,000.00	\$8,250.00			\$17,250.00
1	1.5	Supplemental Instructional Materials & Support	English Low Learners Income	Yes	Schoolwide	English Learners Low Income			\$0.00	\$22,257.00	\$22,257.00				\$22,257.00
1	1.6	Multi-Tiered System of Supports (MTSS) Team	English Low Learners Income	Yes	Schoolwide	English Learners Low Income			\$0.00	\$55,667.00	\$55,667.00				\$55,667.00
1	1.7	Technology Integration	English Low Learners Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: BCCHS		\$67,968.00	\$58,500.00	\$117,029.00			\$9,439.00	\$126,468.00
1	1.8	EL-focused Professional Development	English Learners	Yes	Schoolwide	English Learners			\$0.00	\$6,000.00	\$6,000.00				\$6,000.00
1	1.9	Effective Instructional Leadership/Coordinator of Instruction (Support for Impactful & Effective Instruction)	English Low Learners Income	Yes	Schoolwide	English Learners Low Income			\$325,125.00	\$0.00	\$325,125.00				\$325,125.00

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
1	1.10	Effective Operations Team	All	No					\$452,528.00	\$0.00	\$448,497.00			\$4,031.00	\$452,528.00
1	1.11	Commitment to Equity for Special Populations	Students with Disabilities	No					\$268,930.00	\$105,311.00	\$105,311.00	\$268,930.00			\$374,241.00
2	2.1	ELA/ELD Co-planning for Instruction & Assessment	English Low Learners Income	Yes	Schoolwide	English Learners Low Income			\$0.00	\$0.00	\$0.00				\$0.00
2	2.2	Accelerations in English/Language Arts (Tiers 2 & 3)	All English Low Learners Income	No Yes	Schoolwide	English Learners Low Income	Specific Schools: BCCHS		\$107,092.00	\$0.00	\$96,383.00			\$10,709.00	\$107,092.00
2	2.3	Designated ELD	English Learners All	No					\$0.00	\$0.00	\$0.00				\$0.00
2	2.4	ELA Instructional Support Courses	All	No					\$0.00	\$0.00	\$0.00				\$0.00
2	2.5	Junior/Senior Seminar - Reading & Writing	All	No					\$0.00	\$0.00	\$0.00				\$0.00
2	2.6	Social Science - Critical Thinking & Writing Skills Development	English Low Learners Income	Yes	Schoolwide	English Learners Low Income			\$0.00	\$0.00	\$0.00				\$0.00
3	3.1	Mathematics Co-planning for Instruction & Assessment	All	No					\$0.00	\$0.00	\$0.00				\$0.00
3	3.2	Accelerations for Mathematics (Tiers 2 & 3)	English Low Learners Income	Yes	Schoolwide	English Learners Low Income			\$0.00	\$0.00	\$0.00				\$0.00
3	3.3	Junior and Senior Seminars (Math component)	All	No					\$0.00	\$0.00	\$0.00				\$0.00
3	3.4	NGSS & College-preparatory Science	All	No					\$0.00	\$0.00	\$0.00				\$0.00
3	3.5	Study Hall/Homework Help	All	No					\$0.00	\$0.00	\$0.00				\$0.00
4	4.1	Culture of College Readiness	English Foster Low Learners Youth Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: BCCHS		\$160,167.00	\$0.00	\$160,167.00				\$160,167.00
4	4.2	Credit Recovery Opportunities	All	No					\$0.00	\$16,625.00	\$16,625.00				\$16,625.00

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
4	4.3	Career/Technical Education: Media Arts Pathway	All	No					\$101,378.00	\$0.00	\$101,378.00				\$101,378.00
4	4.4	Dual Enrollment- LAMC Partnership	All	No					\$0.00	\$0.00	\$0.00				\$0.00
4	4.5	Advisory with SEL Component	All	No					\$0.00	\$0.00	\$0.00				\$0.00
5	5.1	Parent Engagement Activities & Increasing Parent Capacity for Decision-Making	English Low Learners Income	Yes	Schoolwide	English Learners Low Income			\$0.00	\$0.00	\$0.00				\$0.00
5	5.2	Engagement of Parents of Underrepresented Groups	English Foster Low Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income			\$0.00	\$0.00	\$0.00				\$0.00
5	5.3	Student Activities & Sports Program	All	No					\$0.00	\$52,000.00	\$52,000.00				\$52,000.00
5	5.4	Leadership Development for Students	All	No					\$0.00	\$5,000.00	\$5,000.00				\$5,000.00
5	5.5	Positive Behavior & Intensive Support (PBIS) including Climate/Culture Staffing	English Foster Low Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income			\$381,944.00	\$0.00	\$245,183.00			\$136,761.00	\$381,944.00
5	5.6	Monthly Climate & Culture Programming (Absenteeism Reduction)	All	No					\$0.00	\$600.00	\$600.00				\$600.00
5	5.7	Mentorship Interns for At-Promise Students	All	No					\$77,152.00	\$0.00		\$77,152.00			\$77,152.00

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]
2,699,957	1,049,190	38.860%	0.000%	38.860%	\$1,099,446.00	0.000%	40.721 %	Total:	\$1,099,446.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$160,167.00
								Schoolwide Total:	\$939,279.00

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 (%)
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This table is automatically generated and calculated from this LCAP.

1	1.3	Paraprofessionals (Academic Tutors & Behavior Support)	Yes	Schoolwide	English Learners Low Income	Specific Schools: BCCHS	\$71,635.00	
1	1.5	Supplemental Instructional Materials & Support	Yes	Schoolwide	English Learners Low Income		\$22,257.00	
1	1.6	Multi-Tiered System of Supports (MTSS) Team	Yes	Schoolwide	English Learners Low Income		\$55,667.00	
1	1.7	Technology Integration	Yes	Schoolwide	English Learners Low Income	Specific Schools: BCCHS	\$117,029.00	
1	1.8	EL-focused Professional Development	Yes	Schoolwide	English Learners		\$6,000.00	
1	1.9	Effective Instructional Leadership/Coordinator of Instruction (Support for Impactful & Effective Instruction)	Yes	Schoolwide	English Learners Low Income		\$325,125.00	
2	2.1	ELA/ELD Co-planning for Instruction & Assessment	Yes	Schoolwide	English Learners Low Income		\$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 (%)
2	2.2	Accelerations in English/Language Arts (Tiers 2 & 3)	Yes	Schoolwide	English Learners Low Income	Specific Schools: BCCHS	\$96,383.00	
2	2.6	Social Science - Critical Thinking & Writing Skills Development	Yes	Schoolwide	English Learners Low Income		\$0.00	
3	3.2	Accelerations for Mathematics (Tiers 2 & 3)	Yes	Schoolwide	English Learners Low Income		\$0.00	
4	4.1	Culture of College Readiness	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: BCCHS	\$160,167.00	
5	5.1	Parent Engagement Activities & Increasing Parent Capacity for Decision-Making	Yes	Schoolwide	English Learners Low Income		\$0.00	
5	5.2	Engagement of Parents of Underrepresented Groups	Yes	Schoolwide	English Learners Foster Youth Low Income		\$0.00	
5	5.5	Positive Behavior & Intensive Support (PBIS) including Climate/Culture Staffing	Yes	Schoolwide	English Learners Foster Youth Low Income		\$245,183.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$2,911,963.00	\$2,668,020.00

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)
This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.					
1	1.1	Facility, Custodial, Safety & Security	No	\$220,000.00	\$230,000
1	1.2	Administration	Yes	\$623,415.00	\$600,000
1	1.3	Credentialed Teachers	No	\$1,179,673.00	\$1,000,000
1	1.4	Paraprofessionals	No	\$225,329.00	\$250,000
1	1.5	Professional Development	Yes	\$226,654.00	\$150,000
1	1.6	Core Instructional Materials & Licenses	Yes	\$63,872.00	\$60,000
1	1.7	Technology	Yes	\$88,821.00	\$88,821
1	1.8	Local Assessments	No		
2	2.1	ELA Interventions	Yes	\$106,802.00	\$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	\$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	\$20,000
5	5.3	Culture of College Readiness	Yes	\$133,962.00	\$133,962.00
5	5.4	Dual Enrollment	No		
5	5.5	Credit Recovery	Yes	\$15,600.00	\$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	\$8,000.00
5	5.7	Parent/Guardian Engagement	No	\$1,000.00	\$1,000.00
5	5.8	Positive Behavioral Interventions & Supports	No	\$1,000.00	\$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)
\$950,563	\$1,033,427.00	\$961,716.00	\$71,711.00	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	\$537,658.00		
1	1.5	Professional Development	Yes	\$217,839.00	\$150,000		
1	1.6	Core Instructional Materials & Licenses	Yes	\$63,872.00	\$60,000		
1	1.7	Technology	Yes	\$88,821.00	\$88,821.00		
2	2.1	ELA Interventions	Yes	\$106,802.00	\$106,802.00		
2	2.2	ELA Instructional Support Courses	Yes				
3	3.2	Targeted Math Tutoring	Yes	\$2,835.00	\$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	\$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)
\$2,466,016	\$950,563	0	38.547%	\$961,716.00	0.000%	38.999%	\$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.

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"> ● Enter the metric number.
Metric
<ul style="list-style-type: none"> ● 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.
Baseline
<ul style="list-style-type: none"> ● Enter the baseline when completing the LCAP for 2024–25. <ul style="list-style-type: none"> ○ 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). ○ 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. ○ Indicate the school year to which the baseline data applies. ○ The baseline data must remain unchanged throughout the three-year LCAP. <ul style="list-style-type: none"> ▪ 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

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 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . 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

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Monsenor Oscar Romero Charter School

CDS Code: 19647330114959

School Year: 2024-25

LEA contact information:

Yvette King Berg

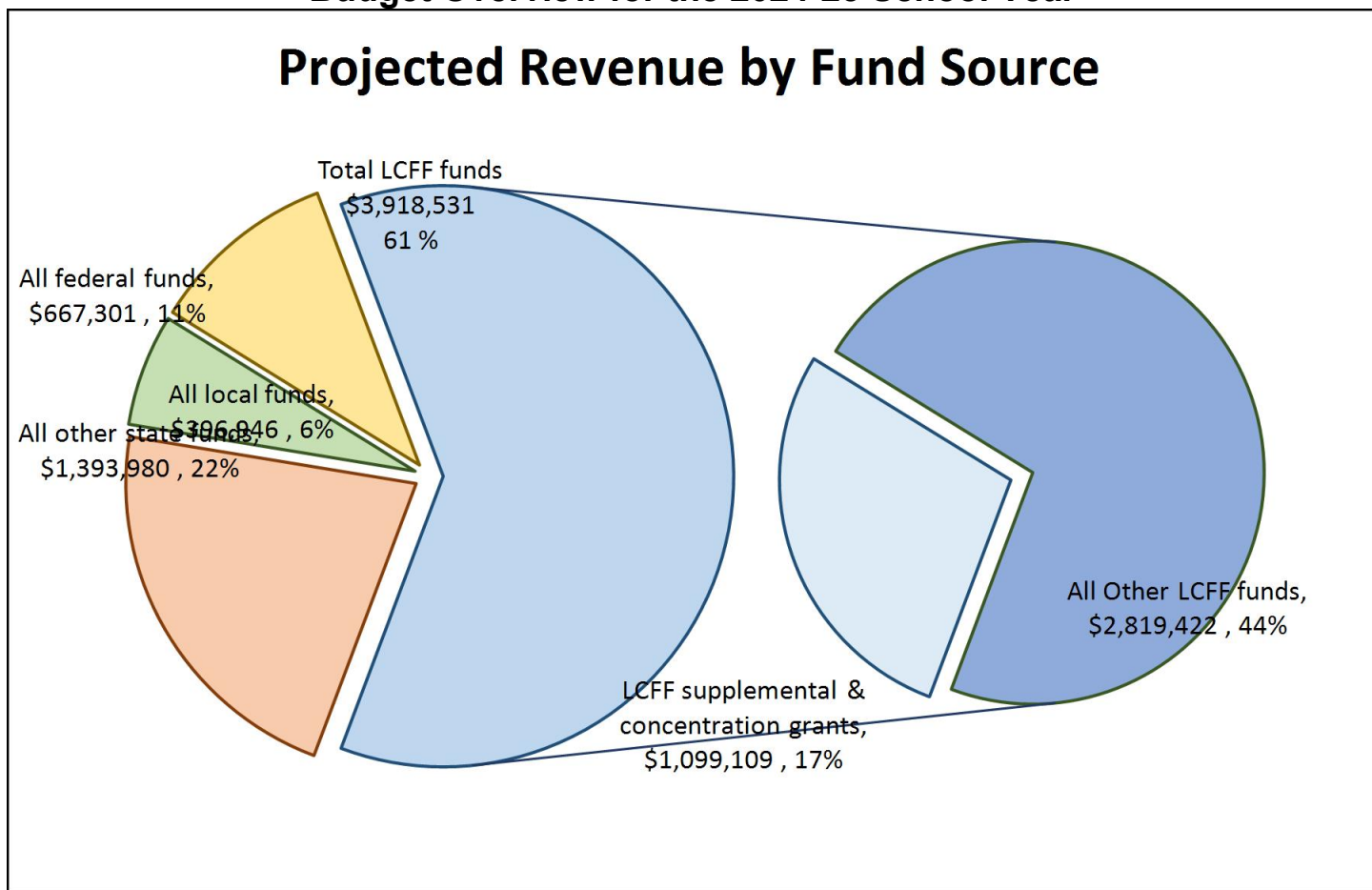
Executive Director

ykingberg@ypics.org

(818) 305-2791

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

Budget Overview for the 2024-25 School Year

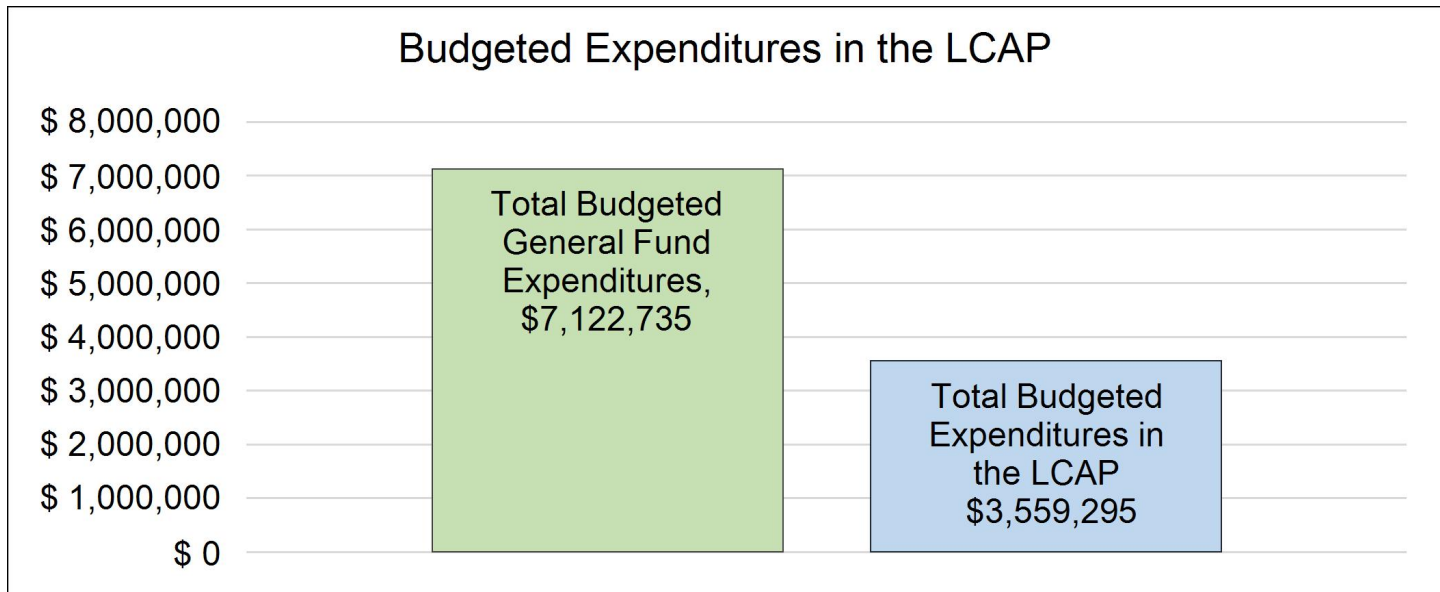


This chart shows the total general purpose revenue Monsenor Oscar Romero Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Monsenor Oscar Romero Charter School is \$6,376,758, of which \$3,918,531 is Local Control Funding Formula (LCFF), \$1,393,980 is other state funds, \$396,946 is local funds, and \$667,301 is federal funds. Of the \$3,918,531 in LCFF Funds, \$1,099,109 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Monsenor Oscar Romero Charter School plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Monsenor Oscar Romero Charter School plans to spend \$7,122,735 for the 2024-25 school year. Of that amount, \$3,559,295 is tied to actions/services in the LCAP and \$3,563,440 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

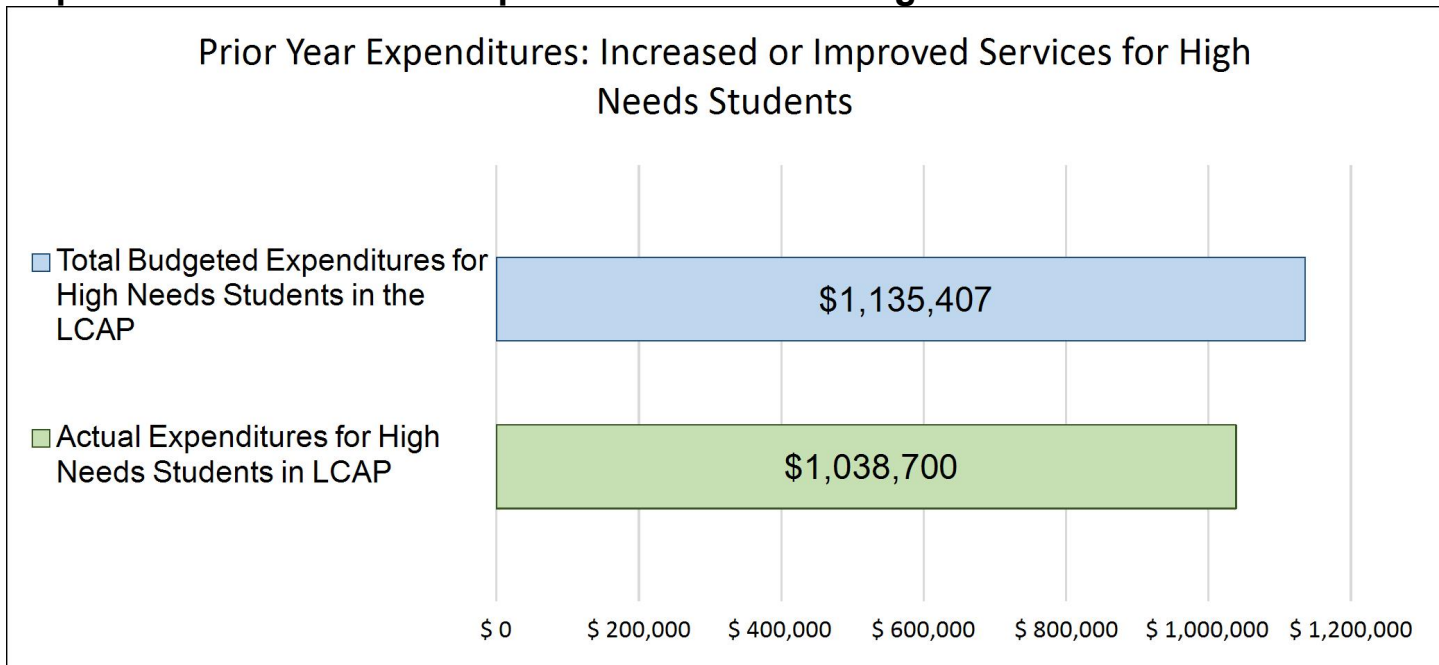
Funds not included in the LCAP consist of Child Nutrition, Special Education, Entitlement/Encroachment, Services & Other Operating Expenses, and Depreciation Expenses.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Monsenor Oscar Romero Charter School is projecting it will receive \$1,099,109 based on the enrollment of foster youth, English learner, and low-income students. Monsenor Oscar Romero Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Monsenor Oscar Romero Charter School plans to spend \$1,099,109 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



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

The text description of the above chart is as follows: In 2023-24, Monsenor Oscar Romero Charter School's LCAP budgeted \$1,135,407 for planned actions to increase or improve services for high needs students. Monsenor Oscar Romero Charter School actually spent \$1,038,700 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-96,707 had the following impact on Monsenor Oscar Romero Charter School's ability to increase or improve services for high needs students:

Original projected funds for S&C was an overestimation; the final S&C allocation was much lower. All S&C funds were exhausted for 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

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

Goals and Actions

Goal

Goal #	Description
1	<p>Goal 1. Conditions of Learning</p> <p>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.</p> <p>(State Priorities: 1 Basic Services, 2 Implementation of State Standards, 7 Course Access)</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>All classroom teachers will hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and appropriate EL authorization; all teachers will be appropriately assigned.</p> <p>Priority 1 Basic Services</p>	<p>100% All classroom teachers hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and have appropriate EL authorization. All teachers were appropriately assigned.</p>	<p>40.8% Clear (Source: CDE DataQuest, 2020-21 Teaching Assignment Monitoring Outcomes by Full-Time Equivalent 2020-21)</p> <p>[NOTE: Originally reported as “100% of classroom teachers will hold a valid CA Teaching Credential as defined by the CA Commission on Teacher Credentialing and appropriate EL-authorization. All teachers appropriately assigned.”]</p>	<p>TBD - 2021-22 Teaching Assignment Monitoring Outcomes</p>	<p>2021-22 TAMO 62.2% Teachers "Clear"</p>	<p>All classroom teachers will hold a valid CA Teaching Credential as defined by the CA Commission on Teacher Credentialing and appropriate EL-authorization; all teachers will be appropriately assigned</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Access to standards-aligned curricular and instructional materials Priority 1 Basic Services	100% of teachers/students with access to standards-aligned curricula (ELA, ELD, math, science, social science, and social science)	100% of teachers/students with access to standards-aligned curricula (ELA, ELD, math, science, social science, and social science)	100% teachers/ students with access to standards- aligned curricula (ELA, ELD, math, science, social science, and social science) (Source: As reported in the 2023 Local Indicators Self Reflection Tool, May 2023)	100% of teachers/students with access to standards-aligned curricula (ELA, ELD, math, science, social science, and social science) (Source: 2023 Williams Instructional Materials Review by LACOE August 2023)	100% of teachers/students with access to standards-aligned curricula (ELA, ELD, math, science, social science, and social science)
Implementation and sustainability of academic content standards, as measured by the Local Indicator Rubric on the California Accountability Dashboard Priority 2 Implementation of adopted State Standards	Same as Year 2 Outcome	N/A	Implementation of State Standards 2023 ELA 5 ELD 5 Math 5 NGSS 5 History 5 CTE 5 Health 5 Phys. Ed 5	Implementation of State Standards ELA 5 ELD 5 Math 5 NGSS 5 History 5 CTE 5 Health 5 Phys. Ed. 5 (Local info to be reported in LCAP)	Implementation of State Standards ELA 5 ELD 5 Math 5 NGSS 5 History 5 CTE 5 Health 5 Phys. Ed. 5
Teachers will participate in ongoing research-based professional development in the areas of English Language Arts, Math,	100% Teachers participated in professional development throughout the physical closure of the Charter School.	~90% of teachers participated in professional development 21-22	100% of teachers participated in professional development for 22-23	100% of teachers participated in professional development for 23-24 to-date	100% Teachers participating in professional development

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Next Generation Science Standards (NGSS), English Language Development (ELD), Technology, and Differentiated instruction to meet the needs of all students and subgroups. Priority 2 Implementation of adopted State Standards					
Student Access to a Broad Course of Study Priority 7 Course Access	100% of students have access to a broad course of study	100% of students have access to a broad course of study CA Dashboard Local Indicator “Met” (Source: CDE, CA School Dashboard 2022)	100% of students have access to a broad course of study CA Dashboard Local Indicator “Met” (Source: As reported in the Local Indicators 2023 Self-Reflection Tool)	100% of students have access to a broad course of study Locally tracked data	100% of students have access to a broad course of study
School facilities are clean and maintained in good repair with daily spot check and Site Inspection Lists	100% The Charter School developed a cleaning regiment based on best practices for reopening schools	100% of facilities clean and maintained in good repair	Overall Facility Rating as measured by FIT “Exemplary” (Source: As reported in the SARC, February 2023)	Overall Facility Rating as measured by FIT “Exemplary” (Source: Williams Facility Review December 2023)	School facilities are clean and maintained in good repair with daily spot check and Site Inspection Lists

Goal Analysis

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

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

There are no substantive differences between the planned actions and actual implementation. All actions for credentialing, curricular materials, standards-based instruction, professional development, and facilities maintenance have been carried out as planned.

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.

There were no material differences between budgeted expenditures and estimated actual expenditures through June 30, 2024.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Based on our oversight review, CALSAAS monitoring, and our Williams inspection with LACOE, our actions have been effective for all areas of Goal 1. Implementation of professional development has equipped out teachers to implement state standards and core curriculum effectively.

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

Goal 1 remains unchanged for the 2024-25 LCAP. Metrics have been revised for clarity and transparency for state required data. Desired outcomes have been modified based on most recent available data [e.g., the baseline year for local data reflecting 2023-24; state data reflecting 2022-23]. Actions have largely remained the same.

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

Goals and Actions

Goal

Goal #	Description
2	<p>Goal 2. Annual Growth & Achievement in English Language Arts</p> <p>Increase student achievement in English/Language Arts</p> <p>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 and local assessments, and ensure the necessary targeted acceleration and supports are delivered in a timely manner to maximize student growth.</p> <p>(State Priorities: 4 Pupil Achievement, 8 Other Pupil Outcomes)</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase student achievement in English/Language Arts as measured by the SBAC Priority 4 Pupil Achievement	<p>SBAC ELA 2019 Met/Exceeded</p> <p>22.2% All (-73.7 DFS)</p> <p>22.2% Latino (-73.9 DFS)</p> <p>21.8% SED (-74.1 DFS)</p>	<p>N/A</p> <p>CA Dashboard 2021 – Not published due to COVID</p>	<p>SBAC ELA 2022 Met/Exceeded</p> <p>23.8% All (-63.1 DFS)</p> <p>23.3% Latino (-63.5 DFS)</p> <p>23.7% SED (-63.7 DFS)</p>	<p>2023 Dashboard & SBAC ELA Met/Exceeded</p> <p>19.79% All students (-81.1 DFS "Red")</p> <p>19.92% Latino (-81.4 DFS "Red")</p> <p>20.65% SED (-78.9 DFS "Red")</p>	<p>Annually decrease the negative DFS and improve the percentage of students demonstrating growth on SBAC ELA standards</p>
Increase the percentage of students demonstrating growth on Local ELA Assessment (BOY to EOY)	Same as Year 2 Outcome	N/A	<p>iReady Reading Growth 2022-23</p> <p>Grade 6</p> <p>57% Annual Typical</p> <p>22% Annual Stretch</p> <p>59% Improved Placement</p>	<p>BOY to MOY</p> <p>56% improved placement</p> <p>58% met typical growth</p>	<p>Increase students demonstrating growth and improving level placement on local iReady assessment</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 8 Other Pupil Outcomes			Grade 7 50% Annual Typical 21% Annual Stretch 46% Improved Placement Grade 8 63% Annual Typical 27% Annual Stretch 65% Improved Placement		

Goal Analysis

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

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

There are no substantive differences between planned actions and actual implementation of actions. Teachers are trained and monitored on their implementation of iReady curriculum and are also trained and monitored on their implementation of SFA aligned strategies to continue their work in accelerating and closing skill gaps in ELA.

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.

There were no material differences between budgeted expenditures and estimated actual expenditures through June 30, 2024.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Our mid-year iReady data shows that our actions are effective in making progress towards our goal to increase English Language Arts performance. As of our winter iReady assessment, 57% of our students have met their typical growth goal and 56% have improved at least 1 level placement.

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

For 2024-25, this goal has been expanded to include English learner progress in ELD and ELPAC which eliminated the need for the Goal #4 from 2023-24. All EL-related metrics have been added here and desired outcomes have been modified based on most recent available data [e.g., the baseline year for local data reflecting 2023-24; state data reflecting 2022-23]. Actions related to supporting ELs and dually-identified students have been created.

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

Goals and Actions

Goal

Goal #	Description
3	<p>Goal 3. Annual Growth and Achievement in Mathematics & Science</p> <p>Increase student achievement in Mathematics and Science</p> <p>Maintain high standards for our community to engage students in high levels of achievement in mathematics 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.</p> <p>(State Priorities: Priority 4 Pupil Achievement, Priority 8 Other Pupil Outcomes)</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student achievement in Mathematics as measured by the SBAC Priority 4 Pupil Achievement	<p>SBAC Math 2019 % Met/exceeded</p> <p>10.98% All Students (-119.8 DFS)</p> <p>10.84% Latino (-120.3 DFS)</p> <p>10.94% SED (-120.3)</p> <p>(Source: CA School Dashboard)</p>	<p>N/A</p> <p>CA Dashboard 2021 – Not published due to COVID</p>	<p>SBAC Math 2022 % Met/exceeded</p> <p>10.25% All Students (-115.8 DFS)</p> <p>9.97% Latino (-115.8 DFS)</p> <p>(Source: CA School Dashboard)</p>	<p>CA Dashboard /SBAC Math 2023 "Red"</p> <p>8.28% All Students (-126 DFS "Red")</p> <p>9.97% Latino (-125.2 DFS "Red")</p> <p>(Source: CA School Dashboard)</p>	<p>Annually decrease the negative DFS and improve the percentage of students demonstrating growth on SBAC Math standards</p>
Increase the percentage of students demonstrating growth on Local Math Assessment (BOY to EOY)	<p>Same as Year 2 Outcome</p>	<p>N/A</p>	<p>iReady Math Growth 2022-23</p> <p>Grade 6</p> <p>64% Annual Typical</p> <p>22% Annual Stretch</p> <p>62% Improved Placement</p>	<p>BOY to MOY</p> <p>48% improved placement</p> <p>43% met typical growth</p>	<p>Increase students demonstrating growth and improving level placement on local iReady assessment</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 8 Other Pupil Outcomes			Grade 7 57% Annual Typical 13% Annual Stretch 58% Improved Placement Grade 8 58% Annual Typical 27% Annual Stretch 59% Improved Placement		
Next Generation (Science) as measured by CAST Priority 4 Pupil Achievement	CAST 2019 Met/exceeded 7.77% All 7.77% Latino 8.25% SED Nearly Met 60.2% All 60.2% Latino 59.8% SED	N/A	CAST 2022 Met/exceeded 9.73% All 8.93% Latino 10.5% SED Nearly Met 61.1% All 61.6% Latino 59.1% SED	CAST 2023 Met/exceeded 12.94% All 13.09% Latino 14.86% SED Nearly Met 60% All 59.52% Latino 59.46% SED	Annually decrease %age of "Nearly Met"

Goal Analysis

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

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

There are no substantive differences between planned and implemented actions. All students have access to grade level acceleration and study daily and we are using IronBox to address math fluency needs.

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.

There were no material differences between budgeted expenditures and estimated actual expenditures through June 30, 2024.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Based on our mid-year iReady data, our actions are effective in our goal to increase math performance. Our students reached a typical growth median of 77% in their Math diagnostic in December 2023, and 44% of students have met their typical growth goal as defined by the iReady diagnostic. In addition, 48% of our students have currently improved at least 1 placement level in their iReady diagnostic. This is due in part to strong monitoring and implementation of the iReady curriculum, designated time to support mathematics during study hall, and the use of Iron Box materials to improve identified gaps in learning in the area of Mathematics.

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

Goal 3 remains unchanged for the 2024-25 LCAP. Metrics have been revised for clarity and transparency for state required data. Desired outcomes have been modified based on most recent available data [e.g., the baseline year for local data reflecting 2023-24; state data reflecting 2022-23]. Actions have largely remained the same, however a focus on co-planning has been added based on the impact on local assessment.

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

Goals and Actions

Goal

Goal #	Description
4	Goal 4. Growth and Achievement for Special Student Populations Ensure Socioeconomically Disadvantaged, English learners and Students with Disabilities are demonstrating annual growth and progress in the mastery of state standards in English, mathematics and science. (State Priorities: 4 Pupil Achievement, 8 Other Student Outcomes)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Progress Indicator – ELs making progress towards English language Proficiency (ELPI) Priority 4 Pupil Achievement	52.8% making progress towards English language proficiency (Source: 2019 CA School Dashboard)	N/A CA Dashboard 2021 – Not published due to COVID	61% making progress towards English language proficiency (Source: 2022 CA School Dashboard)	45.1% making progress towards English language proficiency "Orange" (Source: 2023 CA School Dashboard)	Annually increase English learner growth in English proficiency as measured by the CA Dashboard English Learner Progress Indicator (ELPI)
English learner proficiency as measured by ELPAC Priority 4 Pupil Achievement	11.96% Proficient 38.04% Level 3 34.78% Level 2 15.22% Level 1 (Source: English Language Proficiency for Summative ELPAC 2018-19)	11.58% Proficient 32.63% Level 3 34.74% Level 2 21.05% Level 1 (Source: English Language Proficiency for Summative ELPAC 2020-21)	18.42% Proficient 42.98% Level 3 20.18% Level 2 18.42% Level 1 (Source: English Language Proficiency for Summative ELPAC 2021-22)	14.55% Proficient 33.64% Level 3 28.18% Level 2 23.64% Level 1 (Source: English Language Proficiency for Summative ELPAC 2022-23)	Continue to increase the number of English Proficiency as measured by ELPAC

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reclassification Rate of EL to RFEP Priority 4 Pupil Achievement	16.7% Reclassification Rate (Source: DataQuest CDE 2018-19)	4.4% Reclassification Rate (Source: DataQuest CDE 2019-20)	TBD - Reclassification Rate for 2021-22 pending	12.39% Reclassification Rate 2022-23	Annually increase reclassification of English learners
SWD/SED/ELs student achievement in English/Language Arts as measured by the SBAC Priority 4 Pupil Achievement	SBAC ELA 2019 SWD (-133 DFS) 2.56% Met/exceeded 17.95% Nearly Met 79.49% Not met EL (-100.7 DFS) 0% Met/exceeded 16.85% Nearly Met 83.15% Not met	N/A CA Dashboard 2021 – Not published due to COVID	SBAC ELA 2022 SWD (-117.1 DFS) 9.38% Met/exceeded 28.13% Nearly Met 62.5% Not met SED (-63.7 DFS) 23.68% Met/exceeded 34.96% Nearly Met 41.35% Not met EL (-105.1 DFS) 5.41% Met/exceeded 26.13% Nearly Met 68.47% Not met	2023 Dashboard & SBAC ELA 2.7% SWD (-139 DFS "Red") 18.92% Nearly Met 78.38% Not met 20.65% SED (-78.9 DFS "Red") 25.51% Nearly Met 53.58% Not met 0% EL (-119.2 DFS "Red") 15.32% Nearly Met 84.68% Not met	Annually decreasing the percentage of ELs/SWD “Not Meeting” and increase percentage of “Meeting/Exceeding”
Increase the percentage of SWD/SED/ELs demonstrating growth on Local ELA Assessment (BOY to EOY) Priority 8 Other Pupil Outcomes	Same as Year 2 Outcome	N/A	iReady Reading Growth 2022-23 ELs 53% Annual Typical Growth xx% Annual Stretch Growth xx% with Improved Placement SED	Improved placement: 53% SWD 57% SED 56% EL Typical growth: 63% SWD 58% SED 56% EL	Annually increase percentage of SWD, SED, and English learners demonstrating growth in reading as measured by local assessments in ELA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			xx% Annual Typical Growth xx% Annual Stretch Growth xx% with Improved Placement SWD 68% Annual Typical Growth xx% Annual Stretch Growth xx% with Improved Placement		
SWD/SED/ELs student achievement in Math as measured by the SBAC Priority 4 Pupil Achievement	SBAC Math 2019 SWD (-197.1 DFS) 2.56% Met/exceeded 7.69% Nearly Met 89.74% Not met EL (-147.7 DFS) 0% Met/exceeded 4.6% Nearly Met 95.4% Not met	N/A	SBAC Math 2022 SWD (-156.2 DFS) 9.38% Met/exceeded 12.5% Nearly Met 78.13% Not met SED (-117.8 DFS) 10.08% Met/exceeded 25.37% Nearly Met 64.55% Not Met EL (-153 DFS) 0.89% Met/exceeded 14.29% Nearly Met 84.82% Not met	CA Dashboard /SBAC Math 2023 SWD (-171.3 DFS "Red") 5.41% Met/exceeded 5.41% Nearly Met 89.19% Not met SED (-125.4 DFS "Red") 9.91% Met/exceeded 20.65% Nearly Met 70.45% Not Met EL (-157 DFS "Red") 0.90% Met/exceeded 10.81% Nearly Met 88.29% Not met	Annually decreasing the percentage of ELs/SWD “Not Meeting” and increase percentage of “Meeting/Exceeding”

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the percentage of SWD/SED/ELs demonstrating growth on Local Math Assessment (BOY to EOY) Priority 8 Other Pupil Outcomes	Same as Year 2 Outcome	N/A	iReady Math Growth 2022-23 ELs 55% Annual Typical Growth xx% Annual Stretch Growth xx% with Improved Placement SED xx% Annual Typical Growth xx% Annual Stretch Growth xx% with Improved Placement SWD 52% Annual Typical Growth xx% Annual Stretch Growth xx% with Improved Placement	Improved placement: 63% SWD 49% SED 50% EL Typical growth: 56% SWD 43% SED 44% EL	Annually increase percentage of SWD and English learners demonstrating growth in math as measured by local assessments
Next Generation (Science) as measured by CAST for SWD/SED/ELs Priority 4 Pupil Achievement	CAST 2019 SWD 5.88% Met/exceeded 29.41% Nearly Met 64.71% Not met SED 8.25% Met/exceeded		CAST 2022 SWD 0% Met/exceeded 46.15% Nearly Met 53.85% Not met SED 10.47% Met/exceeded	CAST 2023 SWD N/A Data suppressed SED 14.86% Met/exceeded 59.46% Nearly Met 25.68% Not met	Annually decreasing the percentage of ELs/SWD “Not Meeting” and increase percentage of “Meeting/Exceeding”

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	59.79% Nearly Met 31.96% Not met EL 0% Met/exceeded 38.24% Nearly Met 61.76% Not met		59.05% Nearly Met 30.48% Not met EL 0% Met/exceeded 42.11% Nearly Met 57.89% Not met	EL 0% Met/exceeded 51.72% Nearly Met 48.28% Not met	

Goal Analysis

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

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

There are no substantive differences between planned actions and actual implementation. All EL students receive ELD instruction, and special populations have priority access to acceleration, study hall, and ELOs.

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.

There were no material differences between budgeted expenditures and estimated actual expenditures through June 30, 2024.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Overall actions have been effective. Based on the mid-year iReady diagnostic in December, 44% of ELs have achieved their typical growth goal and 50% have improved at least 1 placement level in Mathematics; 56% of ELs have achieved their typical growth goal and 55% have improved at least 1 placement level in Reading; 62% of SPED students have achieved their typical growth goal and 66% have improved at least 1 placement level in Mathematics; 62% of SPED students have achieved their typical growth goal and 52% have improved at least 1 placement level in Reading. Implementation of Ellevation strategies to support subgroup populations across all content classes have played a role in making content equitable and accessible for students.

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

This goal has been merged with Goal 2 for the 2024-25 LCAP, and all associated metrics and actions have also been moved.

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

Goals and Actions

Goal

Goal #	Description
5	<p>Goal 5. Positive School Climate & Culture</p> <p>Engage students, teachers and parents as partners to strengthen the school climate and increase their understanding of the focus to improve successful secondary outcomes.</p> <p>(State Priorities: 3 Parental Involvement, 5 Student Engagement, 6 School Climate)</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School efforts to increase Parent involvement through input in decision-making via board meetings, SAC/ELAC, and engagement through workshops/trainings Priority 3 Parental Involvement	Same as Year 2 Outcome	N/A	10 Board Meetings held 10 SAC/ELAC meetings held	Parent involvement events held	<p>Maintain monthly meetings of the Board of Directors and SAC/ELA</p> <p>Maintain monthly Monthly Parent Trainings/ Workshops to promote college awareness/attendance</p>
Increase parent participation rate on parent survey Priority 3 Parental Involvement	Same as Year 2 Outcome	N/A	50% Parent Participation 92% Input in decision-making 84% Satisfaction	71% Participation	Annually improve parent survey participation rate and ratings of satisfaction
Increase student participation rate on student survey and	Same as Year 2 Outcome	N/A	77% Student Participation 64% Belonging	79% Participation	Annually improve student survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
positive ratings (School Safety & Connectedness) Priority 5 Student Engagement /Priority 6 School Climate			92% Relationships		participation rate and ratings by students
Increase teacher participation rate on school survey Priority 6 School Climate	Same as Year 2 Outcome	N/A	35% Staff Participation 100% Relationships/ School Culture	29% Participation	Annually improve teacher survey participation rate and ratings of satisfaction
Decrease Chronic Absenteeism rate Priority 5 Student Engagement	2019 Chronic Absenteeism 6.8% All 12.2% SWD 10.6% EL 6.9% Latino 6.9% SED	(ADA and enrollment dropped due to COVID-19 absences and due to operating in the hardest-hit county, city, and community with the highest cases, highest, hospitalizations, and highest death rates in the community).	2022 Chronic Absenteeism Indicator "Very High" 20.1% All 18.9% SWD 21.3% EL 20.3% Latino 19.9% SED	2023 Chronic Absenteeism Indicator "Red" 24.8% All 28.9% SWD 24.6% EL 24.7% Latino 25.1% SED	The school will annually decrease and maintain a chronic absenteeism rate below 6.8%.
Suspension Rate Priority 6 School Climate	2019 Suspension Rate 12% All 14.6% SWD 13.8% EL 6.9% Latino 12.7% SED	<1% suspension and expulsion rate Due to COVID-19 Attendance Committee specific vision and goal(s) for outreach (2021-22). and enrollment in 22-23. The team continues to address the issues and have a	2022 Suspension Rate Indicator "Medium" 2.3% All 2.7% SWD 2.4% EL 2% Latino 2.4% SED	2023 Suspension Rate Indicator "Green" 0.7% All 0.7% Latino 0.7% SED 1.7% EL 0% SWD ("Blue")	The school will decrease and maintain a suspension rate below 0.5%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		detailed action plan and/or a marketing strategy calendar which includes quarterly check-ins to ensure that the implementation is successful			
Expulsion Rate Priority 6 School Climate	0% Expulsion Rate	0% Expulsion Rate	0% Expulsion Rate (Source: Ed-Data, 2022)	0% Expulsion Rate for 2022-23	The school will continue to maintain an expulsion rate below 1%.
Dropout Rate Priority 5 Student Engagement	Same as Year 2 Outcome	N/A	0% MS Dropout Rate	0% MS Dropout Rate	Maintain a middle school dropout rate <1%
Increase Average Daily Attendance Priority 5 Student Engagement	School will continue to maintain ADA rate at or above 97.4%	Use a (2019-20), to 318 strategic planning process to identify a (2020-21), to 295 specific vision and goal(s) for outreach (2021-22), and enrollment in 22-23. The team continues to address the issues and have determined a detailed action plan and/or a marketing strategy calendar which includes quarterly check-ins to ensure that the implementation is successful.	92% (P-2 Attendance 2022-23)	92.8% Attendance Rate 256.48 ADA through Month 8 (Source: MORCS Financial Analysis Report, May 20, 2024)	School will continue to maintain ADA rate at or above 97.4%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>The school is on target to increasing ADA and enrollment is up by 60 students, more than 20 students above at the same time last year. (ADA and enrollment have dropped due to COVID-19 absences and due to operating in the hardest-hit county, city, and community with the highest cases, highest, hospitalizations, and highest death rates in the community).</p>			

Goal Analysis

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

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

There are no substantive differences between planned actions and actual implementation. Our student activities and culture are strong, parents are supported with on-boarding, and we have frequent communication and engagement opportunities for parents.

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.

There were no material differences between budgeted expenditures and estimated actual expenditures through June 30, 2024.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Based on our Tiered Fidelity Inventory (PBIS, Tier 1) student surveys, parent surveys, and general feedback, our strategies have been effective in progressing towards our goal. For our TFI, we have increased fidelity of practice from 57% to 68% over the course of the first semester. Our Youth Truth survey also shows that our students and parents responded positively to questions regarding culture, school safety, equity & inclusion. Additionally, our school responses in the area of culture were at the 82nd percentile for students and 93rd percentile for families, both within range indicative of strong practices when compared to CA schools.

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

The focus on Climate/Culture has been changed for 2024-25--- it will now be Goal #4 and be expanded to explicitly address engagement of parents and students. The new 2024-25 goal reads: "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." Metrics have been revised for clarity and transparency for state required data. Desired outcomes have been modified based on most recent available data [e.g., the baseline year for local data reflecting 2023-24; state data reflecting 2022-23].

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

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

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

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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired 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, desired 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.

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
Monsenor 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 & 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 & 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: Based on Youth Truth and teacher-student engagement around the results, we will continue to build upon our climate and culture focus to increase positive environment and relationships.

Parents/Guardians: Continue engagement efforts to keep parents informed regarding academic progress and schoolwide performance/outcomes.

Administrators, Teachers & Support Staff: Extend culture/climate efforts to include focus on staff climate/culture; professional development to include state data; increased professional support.

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)	62.2% "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) (Source: LACOE Williams Instructional Visit, December 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: 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	
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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 reasonable timeframe. Using the CDE's Facilities Inspection Tool (FIT), annual review >90% of items meeting the "good" standard or better.	\$229,437.00	No

1.2	Standards-Based Instruction (Certificated Teachers)	Credentialed teachers to deliver effective standards-based instruction and support student achievement in the California Content Standards. Additionally, teachers will 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.	\$1,278,957.00	No
1.3	Paraprofessionals (Academic Tutors & Behavior Support)	Tutors will be assigned to classes based on student needs to increase academic success for the students by providing targeted individual and/or group tutoring and supports as necessary; support teachers with instructional goals and objectives; and review student data and create individualized tutoring plans. Special Education paraprofessionals are assigned based on students' IEPs. The BII will provide dedicated support to assigned students(s) to improve student academic skills and meet the behavioral expectations as defined in the IEP.	\$215,587.00	Yes
1.4	Core Instructional Materials/Licenses & State-Verified Assessments	Provide teachers and students with the necessary standards-based curricula across the core and to ensure all students have access to grade-level content. School-wide assessments administered 3xs/year in English/language arts and mathematics using verified data source (iReady) to monitor student growth and progress.[Curriculum: iReady Language Arts & Math, TCI, Stile electronic core curriculum]	\$28,021.00	No
1.5	Supplemental Instructional Materials & Support	Teachers will apply differentiated instructional support to students who demonstrate skill gaps in reading, writing and mathematics to improve their performance. Supplemental instructional materials will be used to provide instructional scaffolds for targeted student needs [e.g., consumable supplemental materials including workbooks for IronBox, No Red Ink, iReady Personalized Instruction for ELA & math, ELLevation math, Stile X Unit Booklets, Thinking Nation, etc.] Additionally, support will be provided to the school focusing on analysis and progress monitoring data to address the differentiated needs evidenced in state data for specific student groups.	\$200,701.00	Yes

<p>1.6</p>	<p>Multi-Tiered System of Supports (MTSS) Team</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, & 3]. Through the work of the MTSS Team, students identified for tiered supports will be directed to community based partners/resources (Luminarias, GRYD) and engage with on-site personnel to improve behavior and academic outcomes (Ripple Effects, Insights to Behavior).</p>	<p>\$61,950.00</p>	<p>Yes</p>
<p>1.7</p>	<p>Technology Integration</p>	<p>Provide sufficient IT Support to the school in order to maintain 1:1 devices to students and ensure they are in working order. 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.)</p>	<p>\$195,601.00</p>	<p>Yes</p>
<p>1.8</p>	<p>EL-focused Professional Development</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 for English Learners Supporting the Growth of English Learners & Dually-Identified Students</p> <ul style="list-style-type: none"> • Quality implementation of the English Learner Master Plan aligned to the CA English Learner Roadmap • Implementation of strategies to support EL acquisition/mastery of the English language (speaking, listening, reading, writing) • Understanding the language needs of ELD in acquisition of academic language 	<p>\$12,000.00</p>	<p>Yes</p>

		<ul style="list-style-type: none"> • Strategies for supporting Students with Disabilities in the general education classroom • Use of ELlevation platform for professional development modules, progress monitoring of students who are EL and those who have reclassified (RFEP) 		
<p>1.9</p>	<p>Effective Instructional Leadership/Coordinator of Instruction Support for Impactful & Effective Instruction</p>	<p>New implementation of standards-based planning platform will be led by the Coordinator of Instruction. Continuing implementation and in-house support of RELAY'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; and documented visitations via online platform. The school will implement these strategies schoolwide.</p> <p>The school's regular weekly professional development for the academic year will include:</p> <ul style="list-style-type: none"> • Support to teachers on use of online planning platform for effective planning for instruction • YPICS Hallmarks: Standards-based grading, project-based learning, and service learning • Universal Design for Learning (UDL) training for administration and staff to create flexible learning environments and learning spaces that can accommodate individual learning differences. • Backwards Design training prioritizing the intended learning outcomes instead of topics to be covered, and most importantly facilitating student learning. • Curricular support (Stile, iReady, Thinking Nation, TCI) • Teachers requiring BTSA will be supported by an onsite mentor. <p>The Executive Administrator in maintaining sustained focus on instructional improvement, will also dedicate time and resources to supporting the needs of the most vulnerable student groups to ensure equity gaps and barriers to student success are addressed (e.g., LI, EL, FY). Through regular collaboration with the Executive Director and the Accountability</p>	<p>\$388,545.00</p>	<p>Yes</p>

		<p>Officer, the group will engage in classroom observations and data review to monitor growth and outcomes of the LCFF targeted groups.</p>		
<p>1.10</p>	<p>Effective Operations Team</p>	<p>The Operations Team is charged with monitoring the daily functions of the school site to ensure effective processes/procedures are in place and executed in a professional manner to support a nurturing, welcoming, and safe environment for all stakeholders. As the first line of interaction for parents, the operations team will develop relationships with parents/guardians/students that increase their positive engagement with the school (e.g., enrollment process, knowledgeable source of information regarding available school resources, etc.) Additionally, the team plays a crucial role in increasing the connectedness and satisfaction of families with the school, and promoting regular student attendance. The Operations Team will execute its responsibilities for compliance adherence to fiscal policies and procedures, meal program implementation/monitoring, attendance accounting, CALPADs reporting, school safety, outreach/enrollment, and additional areas as-needed.</p>	<p>\$415,402.00</p>	<p>No</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 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)	2023-24 iReady Reading Growth Diagnostic EOY 72% met/exceeded typical growth 34% met/exceeded stretch growth (Source: iReady Platform)			iReady Reading Growth Diagnostic EOY 85% meeting typical growth 50% meeting stretch growth	

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)	12.39% Reclassification Rate for 2022-23			20% 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	ELA/ELD 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) and differentiating 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.</p> <p>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).</p> <p>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 alternative process for students with IEPs.</p>	\$0.00	Yes
2.2	Accelerations for Language Arts (Tiers 2 & 3)	<p>Based on results from iReady Reading Diagnostic, students will receive placement in an iReady ELA Personalized Pathway. 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. This will also serve as an identifier for groupings afterschool tutoring.</p>	\$7,000.00	Yes

		During the school day, flexible program support classes will be provided for students who have been identified as requiring focused standards-based support.		
2.3	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. Monitoring progress of dually identified students for application of alternate reclassification criteria.	\$0.00	No
2.4	Reading & Writing Across the Curriculum	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., 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 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., Grades 6-8: Narrative, Explanatory, Argumentative).	\$1,000.00	No
2.5	Critical Thinking & Writing Skills Development for Social Science	All grade-levels will use Thinking Nation as a supplemental instructional platform to provide rigorous social science writing content. Students in grades 6-8 will have access to the curriculum which prioritizes disciplinary thinking skills such as curated research papers focusing on causation,	\$0.00	Yes

		<p>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>		
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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)	2023-24 iReady Mathematics Growth Diagnostic [BOY to EOY] 68% met/exceeded typical growth 35% met/exceeded growth (Source: iReady Platform)			2023-24 iReady Mathematics Growth Diagnostic [BOY to EOY] 75% meeting typical growth 45% 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	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 & 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>	\$0.00	No
3.2	Accelerations for Mathematics (Tiers 2 & 3)	<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 two independent math lessons per week. This monitoring of individual student pathway progress is crucial to see growth, and to inform teachers 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>	\$0.00	Yes

		Additionally, students will have access to after school learning opportunities.		
3.3	NGSS Science Supplemental Resource	NGSS core curriculum will be supplemented with the use of Stile X to support access to grade-level standards for the diverse needs of our students (i.e., English learners, low-income, students with disabilities). These supplemental materials serve as a resource to hone in on mastery of critical concepts for each instructional unit. Students will have regular practice in structured note-taking, science vocabulary development, how to take science assessments which are language-dependent. Additional resources for support include videos, flashcards, and practice tests.	\$0.00	Yes

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)	92.8% Attendance Rate 256.48 ADA through Month 8 (Source: MORCS Financial Analysis Report, May 20, 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"			Chronic Absenteeism Dashboard Indicator "Yellow"	

		28.9% SWD "Red"			
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, https://www.ed-data.org/school/Los-Angeles/Los-Angeles-Unified/Monsenor-Oscar-Romero-Charter-Middle)			Maintain expulsion rate <1%
4.5	Middle School Dropout Rate (Priority 5)	0% 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 29% 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.

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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	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"> 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)] Coordinator of Instruction will be responsible for planning and delivering workshops related to educating parents/guardians on 	\$75,980.00	No Yes

		<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.</p> <ul style="list-style-type: none"> • Coordinator of Culture & 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. • 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. Additionally, there is a Parent Coordinator who will host workshops around supporting their child in the home. • 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). • Parent Coordinator serves as the bridge between home and school 		
<p>4.2</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>\$2,000.00</p>	<p>No</p>
<p>4.3</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,</p>	<p>\$3,000.00</p>	<p>Yes</p>

		and Operations will develop a multi-faceted approach to developing and maintaining supportive relationships over the academic year. Through a thoughtful approach, we will address the importance of regular school attendance, and the myriad of community services available to them.		
4.4	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.	\$1,200.00	No
4.5	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.	\$77,927.00	Yes
4.6	School Climate & Culture Team Staffing	The school will maintain a fully staffed Climate and Culture Team consisting of a Coordinator of Climate/Culture, SCC Manager, SCC Assistant, and Campus Aides. This team is charged with maintaining a positive school climate/culture to increase student belonging and connection to school.	\$364,987.00	Yes

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
\$1,099,109	\$129,707

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
38.984%	0.000%	\$0.00	38.984%

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>Action: Paraprofessionals (Academic Tutors & Behavior Support)</p> <p>Need: Our students who are low-income, English learner, and/or have IEPs demonstrate the highest need based on local assessments and SBAC.</p>	MORCS students with below grade-level skills in reading and mathematics require additional focused support throughout the core courses to demonstrate growth on local assessments and state assessments.	iReady, SBAC, MTSS

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>Scope: Schoolwide</p>		
<p>1.5</p>	<p>Action: Supplemental Instructional Materials & Support</p> <p>Need: Local data demonstrates students are not performing at CCSS grade-level standards due to language and mathematics gaps. The 2023 CA Dashboard for the LCFF targeted student groups were well below the state, and disaggregated iReady data shows growth but students still not at grade level.</p> <p>Scope: Schoolwide</p>	<p>Supplemental resources are necessary to work on closing gaps that impede access to grade-level standards in both areas.</p>	<p>iReady, state assessments</p>
<p>1.6</p>	<p>Action: Multi-Tiered System of Supports (MTSS) Team</p> <p>Need: Using the 2023 Dashboard as well as local data points, students present a variety of needs which affect their academic, social, and emotional development/success.</p> <p>Scope: Schoolwide</p>	<p>As the school serves a large number of UDP and students with special needs, we seek to not overwhelm families but to provide a coordinated system of support and resources which start with the school. The MTSS Team will accept referrals and consistently monitor a caseload of students referred using multiple data points.</p>	<p>Discipline referrals, academic data, attendance</p>
<p>1.7</p>	<p>Action: Technology Integration</p>	<p>As the majority of students are identified as either LI and/or EL, it is imperative they are provided with a device in good working order for duration of their</p>	<p>iReady, academic marks, device repairs</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>Need: A pillar of our LAUSD-approved charter petition is the integration of technology for all students to ensure they are developing skills for the world of college and career. All students are provided with a device in order to access various digital resources/platform for instruction</p> <p>Scope: Schoolwide</p>	<p>enrollment. EL/LI are able to access platforms for supplemental support from home which increases the likelihood of their growth in all content areas.</p>	
<p>1.8</p>	<p>Action: EL-focused Professional Development</p> <p>Need: The majority of our students even if not currently EL, have been EL at some point in their academic career. Current ELs including Newcomers, face the greatest barriers to English mastery and reclassification. Teachers and tutors require on-going professional development on effective strategies to support EL/LTEL/RFEP for language mastery and meeting grade-level standards</p> <p>Scope: Schoolwide</p>	<p>The action is being provided on a schoolwide basis to address the needs of current ELs (including newcomers, LTELs) and students who have redesignated as RFEP but have ongoing language needs to meet grade-level standards.</p>	<p>iReady, ELA/ELD course grades</p>
<p>1.9</p>	<p>Action: Effective Instructional Leadership/Coordinator of Instruction Support for Impactful & Effective Instruction</p> <p>Need:</p>	<p>Preview of lesson plans to include high impact strategies for LCFF targeted student groups will be followed by observations and coaching sessions with individual teachers. The feedback/coaching follow-up on the outcome data to assess the impact of instruction. The reflection on the outcomes will be the basis for coaching to improve student group academic performance.</p>	<p>Teacher engagement in professional development, classroom observations, lesson plan review, number of observation/coaching/feedback sessions</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>An area we are focused on is impactful first teaching that addresses the specific needs of LCFF-targeted students in instructional planning and delivery. Teacher lesson plans are required to include descriptions of supports for these students.</p> <p>Scope: Schoolwide</p>		
<p>1.10</p>	<p>Action: Effective Operations Team</p> <p>Need: As a "first-line" for building relationships with families, the Coordinator of Operations with represent the team as part of the MTSS process with a focus on chronic absenteeism and engaging families.</p> <p>Scope:</p>	<p>The Ops Team is the first interaction with families in the enrollment process. All members of the team will focus on creating relationships with families characterized by trust and support to ensure they maintain engaged with the school throughout the time their child(ren)'s enrollment at the school.</p>	<p>Regular attendance of students, parent attendance for meetings, chronic absenteeism</p>
<p>2.1</p>	<p>Action: ELA/ELD Co-planning for Instruction & Assessment</p> <p>Need: The majority of our students even if not currently EL, have been EL at some point in their academic career. Current ELs including Newcomers, face the greatest barriers to English mastery and reclassification.</p> <p>Scope: Schoolwide</p>	<p>Employing the Co-Planning Model through the LAUSD Option 3 Charter Operated Programs (COP) will allow for better integration of strategies into the planning process to address the needs of students in English/language arts.</p>	<p>iReady ELA, reclassification rates and progress monitoring of ELs and RFEPs still in the auditing period post reclass.</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>2.2</p>	<p>Action: Accelerations for Language Arts (Tiers 2 & 3)</p> <p>Need: Based on student needs in language arts and/or mathematics (using SBAC, iReady, course grades), students will be identified for participation/programming into academic support classes to improve student growth/outcomes. Our student population as a whole benefits from assessment/support in areas impeding academic progress/growth.</p> <p>Scope: Schoolwide</p>	<p>Students who are performing two or more below grade-level will receive targeted academic acceleration to bring them closer to grade-level.</p>	<p>iReady Personalized Pathways, iReady assessments</p>
<p>2.5</p>	<p>Action: Critical Thinking & Writing Skills Development for Social Science</p> <p>Need: Students demonstrate skill gaps in grade-level reading and writing as evidenced by SBAC and local assessment scores. Supplemental instructional materials will be used to develop student vocabulary, reading and writing skills.</p> <p>Scope: Schoolwide</p>	<p>The use of supplemental instructional curriculum in social science will be used to provide engaging content for development of critical thinking skills and applications to writing, specifically document-based questions (DBQs).</p>	<p>Student DBQ scores, student writing assessment scores</p>
<p>3.2</p>	<p>Action: Accelerations for Mathematics (Tiers 2 & 3)</p>	<p>Our four significant student groups (English Learner, Hispanic, Socioeconomically Disadvantaged and Students with Disabilities) are all performing more than 125 points below standard & state performance.</p>	<p>iReady Pathway progress/growth, iReady local assessment</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>Need: Mathematics continues to be an area of growth for the entire school. Of particular note is the performance of the student groups on the CA Dashboard with all four significant student groups identified as "Red".</p> <p>Scope: Schoolwide</p>		
<p>3.3</p>	<p>Action: NGSS Science Supplemental Resource</p> <p>Need: The 2024 CA Dashboard will be the debut of the Science Indicator. Our 2023 CAST performance for student groups meeting/exceeding ranged from 0-13.09%, and nearly met ranged from 0-60%.</p> <p>Scope: Schoolwide</p>	<p>The Stile X Supplemental Resources will address a variety of needs posed by different student groups.</p>	<p>Science course grades, CAST scores</p>
<p>4.1</p>	<p>Action: Parent Engagement Activities & Increasing Parent Capacity for Decision-Making</p> <p>Need: The engagement of parents for the significant student groups (EL, LI, SwD) is an area for improvement. There is a need to engage these families to effectively support their child(ren) at home and provide a parent education component on the mission/vision of the school in meeting goals/outcomes established in the charter petition.</p>	<p>The school needs to increase parent engagement and understanding of the mission/vision.</p>	<p>Chronic absenteeism, parent attendance at schoolwide events</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>Scope: Schoolwide</p>		
<p>4.3</p>	<p>Action: Engagement of Parents of Underserved Groups</p> <p>Need: The engagement of parents for vulnerable student groups (LI, EL, SwD, dually identified) is an area for improvement. There is a need to engage these families to effectively support their child(ren) academic and personal success.</p> <p>Scope: Schoolwide</p>	<p>Through the Parent Coordinator and Community Schools Team, develop positive relationships with families in an inclusive manner to maintain sustained involvement.</p>	<p>Chronic Absenteeism, parent attendance for meetings, volunteering</p>
<p>4.5</p>	<p>Action: MTSS for Chronic Absenteeism</p> <p>Need: On the 2023 Dashboard, the schoolwide chronic absenteeism indicator was "Red" with all significant student groups (English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities). The range of chronic absenteeism was 24.6% to 28.9%.</p> <p>Scope: Schoolwide</p>	<p>Conducting a tiered-intervention process to engage parents on the importance of regular attendance especially for the vulnerable student groups.</p>	<p>Student attendance rates, MTSS Chronic absenteeism tracking</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
4.6	<p>Action: School Climate & Culture Team Staffing</p> <p>Need: On the 2023 Dashboard, the schoolwide chronic absenteeism indicator was "Red" with all significant student groups (English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities). The range of chronic absenteeism was 24.6% to 28.9%. The 2023 Suspension Rate Indicator was "Green" with 0.7% of students being suspended at least one day.</p> <p>Scope: Schoolwide</p>	Continuing efforts to reduce chronic absences for all student groups.	Regular attendance of students, discipline referrals

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.

The additional concentration grant funding for support staff including paraprofessionals for students identified as needing extra help with literacy and/or math state standards.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1:26
Staff-to-student ratio of certificated staff providing direct services to students		1:21

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	2,819,421	1,099,109	38.984%	0.000%	38.984%

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	\$3,055,126.00	\$361,495.00		\$142,674.00	\$3,559,295.00	\$2,956,263.00	\$603,032.00

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					\$77,297.00	\$152,140.00	\$229,437.00				\$229,437.00
1	1.2	Standards-Based Instruction (Certificated Teachers)	All	No					\$1,278,957.00	\$0.00	\$1,278,957.00				\$1,278,957.00
1	1.3	Paraprofessionals (Academic Tutors & Behavior Support)	English Foster Low Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: MORCS		\$214,087.00	\$1,500.00	\$43,047.00	\$172,540.00			\$215,587.00
1	1.4	Core Instructional Materials/Licenses & State-Verified Assessments	All	No					\$0.00	\$28,021.00	\$28,021.00				\$28,021.00
1	1.5	Supplemental Instructional Materials & Support	English Low Learners Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: MORCS		\$60,661.00	\$140,040.00	\$128,701.00	\$72,000.00			\$200,701.00
1	1.6	Multi-Tiered System of Supports (MTSS) Team	English Low Learners Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: MORCS		\$0.00	\$61,950.00	\$61,950.00				\$61,950.00
1	1.7	Technology Integration	English Low Learners Income	Yes	Schoolwide	English Learners Low Income			\$103,801.00	\$91,800.00	\$184,042.00			\$11,559.00	\$195,601.00
1	1.8	EL-focused Professional Development	English Low Learners Income	Yes	Schoolwide	English Learners Low Income			\$0.00	\$12,000.00	\$12,000.00				\$12,000.00
1	1.9	Effective Instructional Leadership/Coordinator of Instruction Support for	English Low Learners Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: MORCS		\$287,164.00	\$101,381.00	\$388,545.00				\$388,545.00

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
		Impactful & Effective Instruction													
1	1.10	Effective Operations Team	All	No			Specific Schools: MORCS		\$415,402.00	\$0.00	\$415,402.00				\$415,402.00
2	2.1	ELA/ELD Co-planning for Instruction & Assessment	English Foster Low Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: MORCS		\$0.00	\$0.00	\$0.00				\$0.00
2	2.2	Accelerations for Language Arts (Tiers 2 & 3)	English Low Learners Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: MORCS		\$0.00	\$7,000.00	\$7,000.00				\$7,000.00
2	2.3	Designated ELD	English Learners with Students Disabilities	No					\$0.00	\$0.00	\$0.00				\$0.00
2	2.4	Reading & Writing Across the Curriculum	All	No					\$0.00	\$1,000.00	\$1,000.00				\$1,000.00
2	2.5	Critical Thinking & Writing Skills Development for Social Science	English Low Learners Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: MORCS		\$0.00	\$0.00	\$0.00				\$0.00
3	3.1	Mathematics Co-planning for Instruction & Assessment	All	No					\$0.00	\$0.00	\$0.00				\$0.00
3	3.2	Accelerations for Mathematics (Tiers 2 & 3)	English Low Learners Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: MORCS		\$0.00	\$0.00	\$0.00				\$0.00
3	3.3	NGSS Science Supplemental Resource	English Low Learners Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: MORCS		\$0.00	\$0.00	\$0.00				\$0.00
4	4.1	Parent Engagement Activities & Increasing Parent Capacity for Decision-Making	All	No Yes	Schoolwide				\$75,980.00	\$0.00	\$75,980.00				\$75,980.00
4	4.2	Leadership Development for Students	All	No					\$0.00	\$2,000.00	\$2,000.00				\$2,000.00
4	4.3	Engagement of Parents of Underserved Groups	English Low Learners Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: MORCS		\$0.00	\$3,000.00	\$3,000.00				\$3,000.00
4	4.4	Positive Behavior & Intensive Support (PBIS)	All	No					\$0.00	\$1,200.00	\$1,200.00				\$1,200.00

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
4	4.5	MTSS for Chronic Absenteeism	English Low Learners Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: MORCS		\$77,927.00	\$0.00		\$58,445.00		\$19,482.00	\$77,927.00
4	4.6	School Climate & Culture Team Staffing	English Low Learners Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: MORCS		\$364,987.00	\$0.00	\$194,844.00	\$58,510.00		\$111,633.00	\$364,987.00

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]
2,819,421	1,099,109	38.984%	0.000%	38.984%	\$1,099,109.00	0.000%	38.984 %	Total:	\$1,099,109.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$1,099,109.00

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 (%)
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This table is automatically generated and calculated from this LCAP.

1	1.3	Paraprofessionals (Academic Tutors & Behavior Support)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: MORCS	\$43,047.00	
1	1.5	Supplemental Instructional Materials & Support	Yes	Schoolwide	English Learners Low Income	Specific Schools: MORCS	\$128,701.00	
1	1.6	Multi-Tiered System of Supports (MTSS) Team	Yes	Schoolwide	English Learners Low Income	Specific Schools: MORCS	\$61,950.00	
1	1.7	Technology Integration	Yes	Schoolwide	English Learners Low Income		\$184,042.00	
1	1.8	EL-focused Professional Development	Yes	Schoolwide	English Learners Low Income		\$12,000.00	
1	1.9	Effective Instructional Leadership/Coordinator of Instruction Support for Impactful & Effective Instruction	Yes	Schoolwide	English Learners Low Income	Specific Schools: MORCS	\$388,545.00	
1	1.10	Effective Operations Team				Specific Schools: MORCS	\$415,402.00	

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 (%)
2	2.1	ELA/ELD Co-planning for Instruction & Assessment	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: MORCS	\$0.00	
2	2.2	Accelerations for Language Arts (Tiers 2 & 3)	Yes	Schoolwide	English Learners Low Income	Specific Schools: MORCS	\$7,000.00	
2	2.5	Critical Thinking & Writing Skills Development for Social Science	Yes	Schoolwide	English Learners Low Income	Specific Schools: MORCS	\$0.00	
3	3.2	Accelerations for Mathematics (Tiers 2 & 3)	Yes	Schoolwide	English Learners Low Income	Specific Schools: MORCS	\$0.00	
3	3.3	NGSS Science Supplemental Resource	Yes	Schoolwide	English Learners Low Income	Specific Schools: MORCS	\$0.00	
4	4.1	Parent Engagement Activities & Increasing Parent Capacity for Decision-Making	Yes	Schoolwide			\$75,980.00	
4	4.3	Engagement of Parents of Underserved Groups	Yes	Schoolwide	English Learners Low Income	Specific Schools: MORCS	\$3,000.00	
4	4.5	MTSS for Chronic Absenteeism	Yes	Schoolwide	English Learners Low Income	Specific Schools: MORCS		
4	4.6	School Climate & Culture Team Staffing	Yes	Schoolwide	English Learners Low Income	Specific Schools: MORCS	\$194,844.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$3,824,050.00	\$2,785,190.00

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)
This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.					
1	1.1	Facility, Maintenance, Custodial & Security	No	\$234,291.00	\$234,291.00
1	1.2	Administration	Yes	\$918,439.00	\$600,000
1	1.3	Credentialed Classroom Teachers	No	\$1,491,751.00	\$800,000
1	1.4	Paraprofessionals	Yes	\$180,699.00	\$180,699.00
1	1.5	Professional Development	Yes	\$344,090.00	\$150,000
1	1.6	Core Instructional Materials & Licenses	Yes	\$72,825.00	\$100,000
1	1.7	Technology	Yes	\$238,638.00	\$150,000
1	1.8	Local Assessments	Yes		
2	2.1	SFA Instructional Strategies for Skill Acceleration	Yes	\$3,700.00	\$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	\$20,000
4	4.1	Integrated and Designated ELD	Yes	\$77,512.00	\$85,000
4	4.2	Acceleration & Study Hall	Yes		
4	4.3	Expanded Learning Opportunities Summer Learning & Enrichment	Yes	\$153,405.00	\$320,000
5	5.1	Student Activities & Incentives	Yes	\$48,200.00	\$91,000
5	5.2	Enrollment and Outreach- Schola	No	\$50,000.00	\$50,000.00
5	5.3	Parent/ Guardian Engagement	No	\$500.00	\$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)
1,036,173	\$1,135,407.00	\$1,038,700.00	\$96,707.00	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)
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	\$600,000		
1	1.4	Paraprofessionals	Yes		\$25,000		
1	1.5	Professional Development	Yes	\$314,791.00	\$150,000		
1	1.6	Core Instructional Materials & Licenses	Yes	\$72,825.00	\$100,000		
1	1.7	Technology	Yes	\$121,638.00	\$120,000		
1	1.8	Local Assessments	Yes				
2	2.1	SFA Instructional Strategies for Skill Acceleration	Yes	\$3,700.00	\$3,700.00		
3	3.2	Supplemental Curricula	Yes	\$10,000.00	\$20,000		
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		\$20,000		

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)
2,639,359	1,036,173	0	39.259%	\$1,038,700.00	0.000%	39.354%	\$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.

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"> • Enter the metric number.
Metric
<ul style="list-style-type: none"> • 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.
Baseline
<ul style="list-style-type: none"> • Enter the baseline when completing the LCAP for 2024–25. <ul style="list-style-type: none"> ○ 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). ○ 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. ○ Indicate the school year to which the baseline data applies. ○ The baseline data must remain unchanged throughout the three-year LCAP. <ul style="list-style-type: none"> ▪ 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

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 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . 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

Coversheet

FY24-25 EPA Spending Plan

Section: V. Items Scheduled For Action
Item: E. FY24-25 EPA Spending Plan
Purpose:
Submitted by:
Related Material: FY24-25 YPI Charter Schools EPA Plan.pdf



YPI Charter Schools, Inc

FY 2024-25 Education Protection Account Spending Plan

California created the Education Protection Account (EPA) in November 2012 after the passage of Proposition 30, *The Schools and Local Public Safety Protection Act of 2012*. Proposition 30 temporarily increased the personal income tax rates for upper-income taxpayers and the sales tax rate for all taxpayers. The .25 sales tax increase expired in 2016. The income tax increase was set to expire in 2018 but was extended by voters through 2030 via Proposition 55 in November 2016.

Revenue generated from the increased taxes is deposited into the EPA and distributed to districts and charter schools every quarter.

While funds from the EPA are part of a district's or charter school's general-purpose funding, Proposition 30 specifies that EPA funds may not be used for administrative salaries or benefits or any other administrative costs. **Governing boards must annually determine the use of EPA funds at an open public meeting.**

Proposition 30 also requires all districts, counties, and charter schools to report on their websites an accounting of how much money was received from the EPA and how that money was spent.

For schools open before FY13/14, EPA funds are estimated to roughly equal 45% of a school's FY12/13 funding rate multiplied by the current year Average Daily Attendance.

For Bert Corona Charter, this equates to \$892,764.

Funds will be used to support teacher salaries and benefits.



YPI Charter Schools, Inc

FY 2024-25 Education Protection Account Spending Plan

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Proposition 30 also requires all districts, counties, and charter schools to report on their websites an accounting of how much money was received from the EPA and how that money was spent.

For schools open before FY13/14, EPA funds are estimated to roughly equal 45% of a school's FY12/13 funding rate multiplied by the current year Average Daily Attendance.

For Monsenor Oscar Romero Charter, this equates to \$43,338.

Funds will be used to support teacher salaries and benefits.



YPI Charter Schools, Inc

FY 2024-25 Education Protection Account Spending Plan

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Proposition 30 also requires all districts, counties, and charter schools to report on their websites an accounting of how much money was received from the EPA and how that money was spent.

For schools open before FY13/14, EPA funds are estimated to roughly equal 45% of a school's FY12/13 funding rate multiplied by the current year Average Daily Attendance.

For Bert Corona Charter High, this equates to \$767,669.

Funds will be used to support teacher salaries and benefits.

Coversheet

FY24-25 Budget

Section: V. Items Scheduled For Action
Item: F. FY24-25 Budget
Purpose: Vote
Submitted by:
Related Material: FY24-25 MORCS Budget Details.pdf
FY24-25 BCHS Budget Details.pdf
FY24-25 BCCS Budget Details.pdf
24-25 Budget Update Presentation.pptx

MONSEÑOR OSCAR ROMERO CHARTER SCHOOL
Multi-Year Budget Detail
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	-1	0	1	2	3	4		
	2023-24	2024-25 Trend	2025-26	2026-27	2027-28	2028-29	2024-25 Percent of Budget	Percent Change, 2023-24 to 2024-25
Enrollment	282	286	314	346	347	341		
ADA	256.48	271.70	298.30	328.70	329.65	323.95		
ADA %		95%	95%	95%	95%	95%		
UPP		95%	95%	95%	95%	95%		
Income								
8011-8098 · Local Control Funding Formula Sources								
8011 Local Control Funding Formula	2,120,653	2,126,700	2,429,372	2,803,017	2,944,955	3,030,689	33%	0%
8012 Education Protection Account	655,241	767,669	867,520	985,372	1,020,831	1,036,285	12%	17%
8019 Local Control Funding Formula - Prior Year	(29,942)						0%	-100%
8096 In Lieu of Property Taxes	899,637	1,024,162	1,124,430	1,239,022	1,242,602	1,221,117	16%	14%
8098 In Lieu of Property Taxes, Prior Year	29,510						0%	-100%
Total 8011-8098 · Local Control Funding Formula Sources	3,675,099	3,918,531	4,421,322	5,027,410	5,208,389	5,288,091	61%	7%
8100-8299 · Federal Revenue							0%	
8181 Special Education - Federal (IDEA)	62,399	66,102	72,573	79,969	80,201	78,814	1%	6%
8221 Child Nutrition - Federal	255,908	253,744	278,586	306,977	307,864	302,541	4%	-1%
8223 CACFP Supper	-	-	-	-	-	-	0%	
8291 Title I	123,068	123,068	123,068	123,068	123,068	123,068	2%	0%
8292 Title II	12,048	12,048	12,048	12,048	12,048	12,048	0%	0%
8294 Title III	12,584	13,546	13,986	15,355	16,920	16,969	0%	8%
8295 Title IV, SSAE	10,000	10,000	10,000	10,000	10,000	10,000	0%	0%
8296 Title IV, PCSGP	-	-	-	-	-	-	0%	
8297 Facilities Incentive Grant	-	-	-	-	-	-	0%	
8299 All Other Federal Revenue	890,434	188,793	-	-	-	-	3%	-79%
Total 8100-8299 · Other Federal Income	1,366,441	667,301	510,262	547,418	550,101	543,440	10%	-51%
8300-8599 · Other State Revenue								
8520 Child Nutrition - State	101,249	96,647	106,109	116,923	117,261	115,233	2%	-5%
8550 Mandate Block Grant	5,051	5,146	5,611	6,350	7,228	7,488	0%	2%
8560 Lottery Revenue	66,953	70,661	77,579	85,485	85,732	84,250	1%	6%
8587 State Grant Pass-Through	-	-	-	-	-	-	0%	
8591 SB740	-	-	-	-	-	-	0%	
8592 State Mental Health	20,754	21,986	24,138	26,598	26,675	26,214	0%	6%
8593 After School Education & Safety	203,483	203,483	203,483	203,483	203,483	203,483	3%	0%
8594 Supplemental Categorical Block Grant	-	-	-	-	-	-	0%	
8595 Expanded Learning Opportunity Program	230,283	205,429	212,398	219,713	225,483	232,012	3%	-11%
8596 Prop 28 Arts & Music	49,978	49,978	51,602	56,654	62,428	62,608	1%	0%
8599 State Revenue - Other	395,716	740,650	709,415	250,000	250,000	-	12%	87%
Total 8300-8599 · Other State Income	1,073,468	1,393,980	1,390,335	965,206	978,290	731,288	22%	30%

MONSEÑOR OSCAR ROMERO CHARTER SCHOOL
Multi-Year Budget Detail
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	-1	0	1	2	3	4		
	2023-24	2024-25 Trend	2025-26	2026-27	2027-28	2028-29	2024-25 Percent of Budget	Percent Change, 2023-24 to 2024-25
8600-8799 · Other Local Revenue								
8631 Sale of Equipment & Supplies	-	-	-	-	-	-	0%	
8634 Food Service Sales	-	-	-	-	-	-	0%	
8650 Leases & Rentals	-	-	-	-	-	-	0%	
8660 Interest & Dividend Income	114,139	70,000	-	-	-	-	1%	-39%
8662 Net Increase (Decrease) in Fair Value of Investments	-	-	-	-	-	-	0%	
8681 Intra-Agency Fee Income	-	-	-	-	-	-	0%	
8682 Childcare & Enrichment Program Fees	-	-	-	-	-	-	0%	
8689 All Other Fees & Contracts	-	-	-	-	-	-	0%	
8692 Grants	5,000	-	-	-	-	-	0%	-100%
8694 In Kind Donations	-	-	-	-	-	-	0%	
8695 Contributions & Events	79	20,000	-	-	-	-	0%	25216%
8696 Other Fundraising	-	-	-	-	-	-	0%	
8697 E-Rate	24,391	15,000	15,000	15,000	15,000	15,000	0%	-39%
8698 SELPA Grants	15,000	15,000	15,000	15,000	15,000	15,000	0%	0%
8699 All Other Local Revenue	15,381	15,000	15,000	15,000	15,000	15,000	0%	-2%
8792 Transfers of Apportionments - Special Education	247,272	261,946	287,591	316,900	317,816	312,320	4%	6%
Total 8600-8799 · Other Income-Local	421,263	396,946	332,591	361,900	362,816	357,320	6%	-6%
Prior Year Adjustments								
8999 Other Prior Year Adjustment	2,187	-	-	-	-	-	0%	-100%
Total Prior Year Adjustments	2,187	-	-	-	-	-	0%	-100%
TOTAL INCOME	6,538,458	6,376,758	6,654,509	6,901,934	7,099,595	6,920,139	100%	-2%
Expense								
1000 · Certificated Salaries								
1110 Teachers' Salaries	1,441,472	1,595,952	1,643,831	1,693,146	1,743,940	1,796,259	22%	11%
1120 Teachers' Hourly	-	-	-	-	-	-	0%	
1170 Teachers' Salaries - Substitute	-	-	-	-	-	-	0%	
1175 Teachers' Salaries - Stipend/Extra Duty	192,969	161,756	166,609	171,607	176,755	182,058	2%	-16%
1211 Certificated Pupil Support - Librarians	-	-	-	-	-	-	0%	
1213 Certificated Pupil Support - Guidance & Counseling	70,248	105,355	108,516	111,772	115,125	118,578	1%	50%
1215 Certificated Pupil Support - Psychologist	68,745	74,786	77,029	79,340	81,720	84,172	1%	9%
1299 Certificated Pupil Support - Other	-	-	-	-	-	-	0%	
1300 Certificated Supervisors' & Administrators' Salaries	173,037	176,425	181,718	187,169	192,784	198,568	2%	2%
1900 Other Certificated Salaries	-	-	-	-	-	-	0%	
Total 1000 · Certificated Salaries	1,946,471	2,114,275	2,177,703	2,243,034	2,310,325	2,379,635	30%	9%
2000 · Classified Salaries								
2111 Instructional Aide & Other Salaries	206,457	260,341	268,151	276,196	284,482	230,978	4%	26%

MONSEÑOR OSCAR ROMERO CHARTER SCHOOL

Multi-Year Budget Detail

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	-1	0	1	2	3	4		
	2023-24	2024-25 Trend	2025-26	2026-27	2027-28	2028-29	2024-25 Percent of Budget	Percent Change, 2023-24 to 2024-25
2121 After School Staff Salaries	-	-	-	-	-	-	0%	
2131 Classified Teacher Salaries	-	-	-	-	-	-	0%	
2200 Classified Support Salaries	86,613	89,467	92,151	94,916	97,763	100,696	1%	3%
2300 Classified Supervisors' & Administrators' Salaries	40,364	24,151	24,876	25,622	26,391	27,183	0%	-40%
2400 Classified Office Staff Salaries	538,986	534,011	550,031	566,532	583,528	507,712	7%	-1%
2900 Other Classified Salaries	34,887	37,422	38,545	39,701	40,892	42,119	1%	7%
Total 2000 · Classified Salaries	907,307	945,392	973,754	1,002,967	1,033,056	908,688	13%	4%
Total 1000-2000 · Salaries	2,853,778	3,059,667	3,151,457	3,246,001	3,343,381	3,288,323	43%	7%
3000 · Employee Benefits								
3111 STRS - State Teachers Retirement System	365,472	403,826	415,941	428,420	441,272	454,510	6%	10%
3212 PERS - Public Employee Retirement System	-	-	-	-	-	-	0%	
3213 PARS - Public Agency Retirement System	-	-	-	-	-	-	0%	
3311 OASDI - Social Security	56,733	58,614	60,373	62,184	64,049	56,339	1%	3%
3331 MED - Medicare	41,598	44,365	45,696	47,067	48,479	47,681	1%	7%
3401 H&W - Health & Welfare	355,422	378,907	397,852	417,744	438,632	446,386	5%	7%
3501 SUI - State Unemployment Insurance	4,087	1,530	1,576	1,623	1,672	1,644	0%	-63%
3601 Workers' Compensation Insurance	-	-	-	-	-	-	0%	
3751 OPEB, Active Employees	-	-	-	-	-	-	0%	
3901 Other Retirement Benefits	12,112	8,509	8,764	9,027	9,298	8,178	0%	-30%
3902 Other Benefits	366	-	-	-	-	-	0%	-100%
Total 3000 · Employee Benefits	835,792	895,751	930,202	966,065	1,003,401	1,014,738	13%	7%
Total 1000-3000 · Salaries & Benefits	3,689,570	3,955,418	4,081,659	4,212,066	4,346,782	4,303,060	56%	7%
4000 · Supplies								
4111 Core Curricula Materials	55,389	41,111	46,489	71,255	73,819	74,719	1%	-26%
4211 Books & Other Reference Materials	30,030	3,500	3,958	4,496	4,657	4,714	0%	-88%
4311 Student Materials	120,033	74,532	83,611	94,208	96,780	97,229	1%	-38%
4351 Office Supplies	9,600	8,400	8,400	8,400	8,400	8,400	0%	-13%
4371 Custodial Supplies	14,400	8,400	8,400	8,400	8,400	8,400	0%	-42%
4391 Food (Non Nutrition Program)	12,800	12,800	13,184	13,590	14,039	14,460	0%	0%
4392 Uniforms	13,000	13,000	13,390	13,802	14,258	14,686	0%	0%
4393 PE & Sports Equipment	6,400	4,400	4,532	4,672	4,826	4,971	0%	-31%
4395 Before & After School Program Supplies	2,000	2,043	2,243	2,471	2,479	2,436	0%	2%
4399 All Other Supplies	45,000	13,000	13,390	13,802	14,258	14,686	0%	-71%
4411 Non Capitalized Equipment	127,300	58,000	59,740	61,580	63,612	65,520	1%	-54%
4711 Nutrition Program Food & Supplies	280,348	276,052	304,593	337,313	339,979	335,771	4%	-2%
4713 CACFP Supper Food & Supplies	-	-	-	-	-	-	0%	
Total 4000 · Supplies	716,299	515,237	561,930	633,989	645,506	645,991	7%	-28%

MONSEÑOR OSCAR ROMERO CHARTER SCHOOL
Multi-Year Budget Detail
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	-1	0	1	2	3	4		
	2023-24	2024-25 Trend	2025-26	2026-27	2027-28	2028-29	2024-25 Percent of Budget	Percent Change, 2023-24 to 2024-25
5000 - Operating Services								
5211 Travel & Conferences	17,099	9,599	8,857	9,130	9,431	9,714	0%	-44%
5311 Dues & Memberships	7,761	7,230	8,176	9,287	9,621	9,738	0%	-7%
5451 General Insurance	-	-	-	-	-	-	0%	
5511 Utilities	98,400	96,000	98,880	101,926	105,289	108,448	1%	-2%
5521 Security Services	1,440	1,440	1,483	1,529	1,579	1,627	0%	0%
5531 Housekeeping Services	36,000	36,000	37,080	38,222	39,483	40,668	1%	0%
5599 Other Facility Operations & Utilities	114,369	145,764	164,836	187,229	193,966	196,331	2%	27%
5611 School Rent - Private Facility	-	-	-	-	-	-	0%	
5613 School Rent - Prop 39	-	-	-	-	-	-	0%	
5619 Other Facility Rentals	-	-	-	-	-	-	0%	
5621 Equipment Lease	22,408	23,320	24,020	24,759	25,576	26,344	0%	4%
5631 Vendor Repairs	30,000	5,000	5,654	6,422	6,653	6,735	0%	-83%
5812 Field Trips & Pupil Transportation	48,200	22,800	25,783	29,286	30,340	30,709	0%	-53%
5821 Legal	4,502	-	-	-	-	-	0%	-100%
5823 Audit	-	-	-	-	-	-	0%	
5831 Advertisement & Recruitment	56,000	6,000	6,785	7,707	7,984	8,081	0%	-89%
5841 Contracted Substitute Teachers	79,600	60,000	61,800	63,703	65,806	67,780	1%	-25%
5842 Special Education Services	118,655	60,000	67,850	77,068	79,841	80,814	1%	-49%
5843 Non Public School	-	40,000	45,234	-	-	-	1%	
5844 After School Services	193,309	203,375	229,984	261,227	270,628	273,927	3%	5%
5849 Other Student Instructional Services	72,000	74,000	74,160	76,444	78,967	81,336	1%	3%
5852 PD Consultants & Tuition	37,925	27,925	28,763	29,649	30,627	31,546	0%	-26%
5854 Nursing & Medical (Non-IEP)	3,000	3,156	3,569	4,054	4,200	4,251	0%	5%
5859 All Other Consultants & Services	84,020	71,020	73,151	75,404	77,892	80,229	1%	-15%
5861 Non Instructional Software	62,750	59,000	60,770	62,642	64,709	66,650	1%	-6%
5865 Fundraising Cost	-	-	-	-	-	-	0%	
5871 District Oversight Fees	36,755	39,185	44,213	50,274	52,084	52,881	1%	7%
5872 Special Education Fees (SELPA)	61,934	65,610	72,033	79,374	79,603	78,227	1%	6%
5881 Intra-Agency Fees	493,151	596,356	596,356	596,356	596,356	596,356	8%	21%
5895 Bad Debt Expense	-	-	-	-	-	-	0%	
5898 Uncategorized Expense	4,741	4,988	5,641	6,407	6,638	6,718	0%	5%
5899 All Other Expenses	8,600	8,600	8,858	9,131	9,432	9,715	0%	0%
5911 Office Phone	17,700	18,622	21,058	23,919	24,780	25,082	0%	5%
5913 Mobile Phone	20,816	21,440	22,083	22,764	23,515	24,220	0%	3%
5921 Internet	22,800	23,484	24,189	24,934	25,756	26,529	0%	3%
5923 Website Hosting	3,754	3,867	3,983	4,105	4,241	4,368	0%	3%

MONSEÑOR OSCAR ROMERO CHARTER SCHOOL

Multi-Year Budget Detail

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	-1	0	1	2	3	4		
	2023-24	2024-25 Trend	2025-26	2026-27	2027-28	2028-29	2024-25 Percent of Budget	Percent Change, 2023-24 to 2024-25
5931 Postage & Shipping	1,836	1,891	1,948	2,008	2,074	2,136	0%	3%
5999 Other Communications	6,000	6,180	6,365	6,561	6,778	6,981	0%	3%
Total 5000 · Operating Services	1,765,525	1,741,851	1,833,561	1,891,518	1,933,849	1,958,140	24%	-1%
6000 · Capital Outlay								
6901 Depreciation Expense	785,352	765,064	760,775	749,229	740,584	734,334	11%	-3%
6911 Amortization Expense - Lease Assets	-	-	-	-	-	-	0%	
6912 Amortization Expense - Other	-	-	-	-	-	-	0%	
6999 Capital Outlay	-	-	-	-	-	-	0%	
Total 6000 · Capital Outlay	785,352	765,064	760,775	749,229	740,584	734,334	11%	-3%
7000 · Other Outgo								
7438 Interest Expense	145,165	145,165	141,523	137,808	134,017	130,151	2%	0%
Total 7000 · Other Outgo	145,165	145,165	141,523	137,808	134,017	130,151	2%	0%
TOTAL EXPENSE	7,101,911	7,122,735	7,379,447	7,624,610	7,800,738	7,771,676	100%	0%
NET INCOME	(563,453)	(745,977)	(724,938)	(722,676)	(701,143)	(851,537)		
Beginning Cash Balance	4,341,401	3,439,804	2,399,737	2,633,416	2,788,078	3,022,333		
Cash Flow from Operating Activities								
Net Income	(563,453)	(745,977)	(724,938)	(722,676)	(701,143)	(851,537)		
Change in Accounts Receivable								
Prior Year Accounts Receivable	1,180,748	1,237,789	871,592	839,396	880,109	858,199		
Current Year Accounts Receivable	(1,237,789)	(871,592)	(839,396)	(880,109)	(858,199)	(853,727)		
Change in Due from	127	-	-	-	-	-		
Change in Accounts Payable	(260,222)	(13,744)	(13,057)	(12,404)	(11,784)	(11,194)		
Change in Due to	(284,082)	(1,099,251)	(6,108)	-	-	-		
Change in Accrued Vacation	-	-	-	-	-	-		
Change in Payroll Liabilities	(22,442)	-	-	-	-	-		
Change in Prepaid Expenditures	(9,611)	(63,960)	(6,244)	(6,556)	(6,884)	(7,228)		
Change in Deposits	-	-	-	-	-	-		
Change in Deferred Revenue	(208,436)	-	-	-	-	-		
Change in Other Long Term Assets	7,432	10,235	6,989	-	-	-		
Change in Other Long Term Liabilities	-	(6,989)	-	-	-	-		
Depreciation Expense	785,352	765,064	760,775	749,229	740,584	734,334		
Cash Flow from Investing Activities								
Capital Expenditures	(75,000)	-	-	-	-	-		
Cash Flow from Financing Activities								
Source - Sale of Receivables	-	-	-	-	-	-		
Use - Sale of Receivables	-	-	-	-	-	-		

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	-1	0	1	2	3	4		
	2023-24	2024-25 Trend	2025-26	2026-27	2027-28	2028-29	2024-25 Percent of Budget	Percent Change, 2023-24 to 2024-25
Source - Loans	-	-	-	-	-	-		
Use - Loans	(214,222)	180,424	184,066	187,781	191,571	195,438		
Ending Cash Balance	3,439,804	2,831,804	2,633,416	2,788,078	3,022,333	3,086,617		
Month with Lowest Ending Cash Balance	Jul: \$	Mar: \$2,217,489	Mar: \$2,118,998	Mar: \$2,260,412	Jun: \$2,603,842	Jun: \$2,660,393		
5% Reserve Goal	355,096	356,137	368,972	381,230	390,037	388,584		
Operating Income	221,899	19,087	35,837	26,553	39,441	(117,203)		
Operating Income, Excluding Non-cash Lease Expense	221,899	19,087	35,837	26,553	39,441	(117,203)		
EBITDA	367,064	164,251	177,360	164,361	173,458	12,947		
Net Income as a Percent of Expenses	-7.9%	-10.5%	-9.8%	-9.5%	-9.0%	-11.0%		
Ending Cash as a Percent of Expenses	48.4%	39.8%	35.7%	36.6%	38.7%	39.7%		

Bert Corona Charter High School

Multi-Year Budget Detail

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	-1	0	1	2	3	4		
	2023-24	2024-25 Trend	2025-26	2026-27	2027-28	2028-29	2024-25 Percent of Budget	Percent Change, 2023-24 to 2024-25
Enrollment	223	233	250	260	275	275		
ADA	200.05	216.69	232.50	241.80	255.75	255.75		
ADA %		93%	93%	93%	93%	93%		
UPP		95%	96%	96%	96%	96%		
Income								
8011-8098 · Local Control Funding Formula Sources								
8011 Local Control Funding Formula	2,674,868	2,889,005	3,224,131	3,485,803	3,841,843	4,001,967	57%	8%
8012 Education Protection Account	40,010	43,338	46,500	48,360	51,150	51,150	1%	8%
8019 Local Control Funding Formula - Prior Year	(21,236)						0%	-100%
8096 In Lieu of Property Taxes	701,701	816,804	876,399	911,455	964,039	964,039	16%	16%
8098 In Lieu of Property Taxes, Prior Year	21,236						0%	-100%
Total 8011-8098 · Local Control Funding Formula Sources	3,416,579	3,749,147	4,147,030	4,445,618	4,857,033	5,017,157	75%	10%
8100-8299 · Federal Revenue							0%	
8181 Special Education - Federal (IDEA)	48,670	52,719	56,565	58,828	62,221	62,221	1%	8%
8221 Child Nutrition - Federal	134,667	132,536	142,206	147,894	156,427	156,427	3%	-2%
8223 CACFP Supper	-	-	-	-	-	-	0%	
8291 Title I	71,543	71,543	71,543	71,543	71,543	71,543	1%	0%
8292 Title II	8,663	8,663	8,663	8,663	8,663	8,663	0%	0%
8294 Title III	5,202	7,294	7,832	8,403	8,739	9,244	0%	40%
8295 Title IV, SSAE	10,000	10,000	10,000	10,000	10,000	10,000	0%	0%
8296 Title IV, PCSGP	-	-	-	-	-	-	0%	
8297 Facilities Incentive Grant	-	-	-	-	-	-	0%	
8299 All Other Federal Revenue	385,536	175,138	-	-	-	-	3%	-55%
Total 8100-8299 · Other Federal Income	664,282	457,892	296,809	305,331	317,594	318,098	9%	-31%
8300-8599 · Other State Revenue								
8520 Child Nutrition - State	57,144	51,107	54,836	57,029	60,319	60,319	1%	-11%
8550 Mandate Block Grant	9,958	11,155	12,437	13,755	14,777	16,146	0%	12%
8560 Lottery Revenue	52,095	56,355	60,466	62,885	66,513	66,513	1%	8%
8587 State Grant Pass-Through	-	-	-	-	-	-	0%	
8591 SB740	-	-	-	-	-	-	0%	
8592 State Mental Health	16,188	17,535	18,814	19,566	20,695	20,695	0%	8%
8593 After School Education & Safety	-	-	-	-	-	-	0%	
8594 Supplemental Categorical Block Grant	-	-	-	-	-	-	0%	
8595 Expanded Learning Opportunity Program	-	-	-	-	-	-	0%	
8596 Prop 28 Arts & Music	8,000	7,000	7,736	8,293	9,061	9,333	0%	-13%
8599 State Revenue - Other	563,476	403,988	342,123	250,000	-	-	8%	-28%
Total 8300-8599 · Other State Income	706,861	547,139	496,412	411,529	171,366	173,007	11%	-23%

Bert Corona Charter High School

Multi-Year Budget Detail

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	-1	0	1	2	3	4		
	2023-24	2024-25 Trend	2025-26	2026-27	2027-28	2028-29	2024-25 Percent of Budget	Percent Change, 2023-24 to 2024-25
8600-8799 · Other Local Revenue								
8631 Sale of Equipment & Supplies	-	-	-	-	-	-	0%	
8634 Food Service Sales	-	-	-	-	-	-	0%	
8650 Leases & Rentals	-	-	-	-	-	-	0%	
8660 Interest & Dividend Income	6,335	12,000	-	-	-	-	0%	89%
8662 Net Increase (Decrease) in Fair Value of Investments	-	-	-	-	-	-	0%	
8681 Intra-Agency Fee Income	-	-	-	-	-	-	0%	
8682 Childcare & Enrichment Program Fees	-	-	-	-	-	-	0%	
8689 All Other Fees & Contracts	-	-	-	-	-	-	0%	
8692 Grants	-	-	-	-	-	-	0%	
8694 In Kind Donations	-	-	-	-	-	-	0%	
8695 Contributions & Events	20,000	20,000	21,459	22,318	23,605	23,605	0%	0%
8696 Other Fundraising	6,184	-	-	-	-	-	0%	-100%
8697 E-Rate	15,945	-	-	-	-	-	0%	-100%
8698 SELPA Grants	25,000	20,000	20,000	20,000	20,000	20,000	0%	-20%
8699 All Other Local Revenue	49,440	10,000	10,000	10,000	10,000	10,000	0%	-80%
8792 Transfers of Apportionments - Special Education	192,868	208,911	224,153	233,119	246,569	246,569	4%	8%
Total 8600-8799 · Other Income-Local	315,772	270,911	275,612	285,437	300,174	300,174	5%	-14%
Prior Year Adjustments								
8999 Other Prior Year Adjustment	9,913	-	-	-	-	-	0%	-100%
Total Prior Year Adjustments	9,913	-	-	-	-	-	0%	-100%
TOTAL INCOME	5,113,407	5,025,090	5,215,864	5,447,915	5,646,167	5,808,435	100%	-2%
Expense								
1000 · Certificated Salaries								
1110 Teachers' Salaries	1,178,666	1,225,789	1,262,563	1,300,439	1,339,453	1,379,636	24%	4%
1120 Teachers' Hourly	-	-	-	-	-	-	0%	
1170 Teachers' Salaries - Substitute	-	22,000	22,660	23,340	24,040	24,761	0%	
1175 Teachers' Salaries - Stipend/Extra Duty	137,019	109,517	112,803	116,187	119,672	123,262	2%	-20%
1211 Certificated Pupil Support - Librarians	-	-	-	-	-	-	0%	
1213 Certificated Pupil Support - Guidance & Counseling	116,000	158,000	162,740	167,622	172,651	177,830	3%	36%
1215 Certificated Pupil Support - Psychologist	63,120	61,805	63,659	65,569	67,536	69,562	1%	-2%
1299 Certificated Pupil Support - Other	-	-	-	-	-	-	0%	
1300 Certificated Supervisors' & Administrators' Salaries	132,952	143,445	147,749	152,181	156,747	161,449	3%	8%
1900 Other Certificated Salaries	-	-	-	-	-	-	0%	
Total 1000 · Certificated Salaries	1,627,758	1,720,557	1,772,173	1,825,338	1,880,099	1,936,502	34%	6%
2000 · Classified Salaries								
2111 Instructional Aide & Other Salaries	236,435	201,530	207,576	213,803	220,218	226,824	4%	-15%

Bert Corona Charter High School

Multi-Year Budget Detail

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	-1	0	1	2	3	4		
	2023-24	2024-25 Trend	2025-26	2026-27	2027-28	2028-29	2024-25 Percent of Budget	Percent Change, 2023-24 to 2024-25
2121 After School Staff Salaries	-	-	-	-	-	-	0%	
2131 Classified Teacher Salaries	20,369	48,000	49,440	50,923	52,451	54,024	1%	136%
2200 Classified Support Salaries	28,679	38,034	39,175	40,350	41,561	42,808	1%	33%
2300 Classified Supervisors' & Administrators' Salaries	137,100	125,180	134,074	138,097	142,240	146,507	2%	-9%
2400 Classified Office Staff Salaries	329,587	324,843	334,588	344,626	354,964	365,613	6%	-1%
2900 Other Classified Salaries	53,147	50,123	51,626	53,175	54,771	56,414	1%	-6%
Total 2000 · Classified Salaries	805,317	787,709	816,480	840,974	866,204	892,190	16%	-2%
Total 1000-2000 · Salaries	2,433,075	2,508,266	2,588,653	2,666,313	2,746,302	2,828,691	50%	3%
3000 · Employee Benefits								
3111 STRS - State Teachers Retirement System	306,582	328,626	338,485	348,640	359,099	369,872	7%	7%
3212 PERS - Public Employee Retirement System	-	-	-	-	-	-	0%	
3213 PARS - Public Agency Retirement System	-	-	-	-	-	-	0%	
3311 OASDI - Social Security	50,015	48,838	50,622	52,140	53,705	55,316	1%	-2%
3331 MED - Medicare	35,320	36,370	37,535	38,662	39,821	41,016	1%	3%
3401 H&W - Health & Welfare	403,835	444,219	449,834	472,326	495,942	520,739	9%	10%
3501 SUI - State Unemployment Insurance	3,445	1,254	1,294	1,333	1,373	1,414	0%	-64%
3601 Workers' Compensation Insurance	-	-	-	-	-	-	0%	
3751 OPEB, Active Employees	-	-	-	-	-	-	0%	
3901 Other Retirement Benefits	8,721	7,877	8,165	8,410	8,662	8,922	0%	-10%
3902 Other Benefits	251	-	-	-	-	-	0%	-100%
Total 3000 · Employee Benefits	808,170	867,184	885,936	921,510	958,602	997,279	17%	7%
Total 1000-3000 · Salaries & Benefits	3,241,245	3,375,450	3,474,589	3,587,823	3,704,905	3,825,971	67%	4%
4000 · Supplies								
4111 Core Curricula Materials	55,900	16,707	18,152	19,247	21,029	21,660	0%	-70%
4211 Books & Other Reference Materials	10,500	6,000	6,631	7,109	7,767	8,000	0%	-43%
4311 Student Materials	34,872	62,467	69,035	74,008	80,860	83,286	1%	79%
4351 Office Supplies	8,400	6,000	6,180	6,370	6,581	6,778	0%	-29%
4371 Custodial Supplies	4,800	2,400	2,472	2,548	2,632	2,711	0%	-50%
4391 Food (Non Nutrition Program)	12,500	14,000	15,472	16,587	18,122	18,666	0%	12%
4392 Uniforms	23,006	18,006	19,900	21,333	23,308	24,008	0%	-22%
4393 PE & Sports Equipment	4,500	3,000	3,315	3,554	3,883	4,000	0%	-33%
4395 Before & After School Program Supplies	-	-	-	-	-	-	0%	
4399 All Other Supplies	17,250	13,300	13,699	14,121	14,587	15,025	0%	-23%
4390 Other Supplies	57,256	48,306	52,386	55,595	59,901	61,698	1%	-16%
4411 Non Capitalized Equipment	62,750	26,000	28,734	30,804	33,656	34,666	1%	-59%
4711 Nutrition Program Food & Supplies	154,126	138,919	149,800	156,571	166,432	167,264	3%	-10%
4713 CACFP Supper Food & Supplies	-	-	-	-	-	-	0%	

Bert Corona Charter High School

Multi-Year Budget Detail

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	-1	0	1	2	3	4		
	2023-24	2024-25 Trend	2025-26	2026-27	2027-28	2028-29	2024-25 Percent of Budget	Percent Change, 2023-24 to 2024-25
Total 4000 · Supplies	388,604	306,798	333,390	352,251	378,858	386,063	6%	-21%
5000 · Operating Services								
5211 Travel & Conferences	12,549	6,349	7,017	7,522	8,219	8,465	0%	-49%
5311 Dues & Memberships	10,921	12,571	13,893	14,894	16,273	16,761	0%	15%
5451 General Insurance	811	881	973	1,043	1,140	1,174	0%	9%
5511 Utilities	-	-	-	-	-	-	0%	
5521 Security Services	-	-	-	-	-	-	0%	
5531 Housekeeping Services	3,000	1,500	1,658	1,777	1,942	2,000	0%	-50%
5599 Other Facility Operations & Utilities	2,000	2,000	2,210	2,370	2,589	2,667	0%	0%
5611 School Rent - Private Facility	-	-	-	-	-	-	0%	
5613 School Rent - Prop 39	231,825	295,000	326,019	349,503	381,866	393,322	6%	27%
5619 Other Facility Rentals	12,000	12,000	13,262	14,217	15,534	16,000	0%	0%
5621 Equipment Lease	12,300	12,300	13,593	14,573	15,922	16,400	0%	0%
5631 Vendor Repairs	2,715	3,000	3,090	3,185	3,290	3,389	0%	10%
5812 Field Trips & Pupil Transportation	30,340	32,000	35,365	37,912	41,423	42,665	1%	5%
5821 Legal	-	-	-	-	-	-	0%	
5823 Audit	-	-	-	-	-	-	0%	
5831 Advertisement & Recruitment	55,795	15,000	15,450	15,926	16,451	16,945	0%	-73%
5841 Contracted Substitute Teachers	71,100	48,000	53,047	56,868	62,134	63,998	1%	-32%
5842 Special Education Services	120,000	105,311	114,014	122,226	133,544	137,550	2%	-12%
5843 Non Public School	-	-	-	-	-	-	0%	
5844 After School Services	-	-	-	-	-	-	0%	
5849 Other Student Instructional Services	-	-	-	-	-	-	0%	
5852 PD Consultants & Tuition	18,725	13,125	14,505	15,550	16,990	17,499	0%	-30%
5854 Nursing & Medical (Non-IEP)	2,000	2,172	2,400	2,573	2,811	2,896	0%	9%
5859 All Other Consultants & Services	70,020	62,720	69,315	74,308	81,189	83,624	1%	-10%
5861 Non Instructional Software	44,748	44,748	49,453	53,016	57,925	59,662	1%	0%
5865 Fundraising Cost	2,000	2,000	2,210	2,370	2,589	2,667	0%	0%
5871 District Oversight Fees	34,166	37,491	41,470	44,456	48,570	50,172	1%	10%
5872 Special Education Fees (SELPA)	48,308	52,326	56,144	58,389	61,758	61,758	1%	8%
5881 Intra-Agency Fees	561,179	492,847	492,847	492,847	492,847	492,847	10%	-12%
5895 Bad Debt Expense	-	-	-	-	-	-	0%	
5898 Uncategorized Expense	24,542	-	-	-	-	-	0%	-100%
5899 All Other Expenses	7,000	7,000	7,736	8,293	9,061	9,333	0%	0%
5911 Office Phone	7,992	8,679	9,591	10,282	11,234	11,571	0%	9%
5913 Mobile Phone	6,784	8,760	9,023	9,301	9,608	9,896	0%	29%
5921 Internet	15,000	15,450	15,914	16,404	16,945	17,453	0%	3%

Bert Corona Charter High School
Multi-Year Budget Detail
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	-1	0	1	2	3	4		
	2023-24	2024-25 Trend	2025-26	2026-27	2027-28	2028-29	2024-25 Percent of Budget	Percent Change, 2023-24 to 2024-25
5923 Website Hosting	3,000	2,000	2,060	2,123	2,194	2,259	0%	-33%
5931 Postage & Shipping	1,545	1,591	1,639	1,690	1,745	1,798	0%	3%
5999 Other Communications	166	171	176	182	188	193	0%	3%
Total 5000 · Operating Services	1,412,532	1,296,992	1,374,074	1,433,799	1,515,978	1,544,964	26%	-8%
6000 · Capital Outlay								
6901 Depreciation Expense	61,409	28,662	26,825	24,223	23,628	3,361	1%	-53%
6911 Amortization Expense - Lease Assets	-	-	-	-	-	-	0%	
6912 Amortization Expense - Other	-	-	-	-	-	-	0%	
6999 Capital Outlay	-	-	-	-	-	-	0%	
Total 6000 · Capital Outlay	61,409	28,662	26,825	24,223	23,628	3,361	1%	-53%
7000 · Other Outgo								
7438 Interest Expense	-	-	-	-	-	-	0%	
Total 7000 · Other Outgo	-	-	-	-	-	-	0%	
TOTAL EXPENSE	5,103,790	5,007,903	5,208,878	5,398,097	5,623,369	5,760,358	100%	-2%
NET INCOME	9,617	17,187	6,986	49,819	22,797	48,076		
Beginning Cash Balance	952,705	525,450	252,968	208,933	258,899	269,859		
Cash Flow from Operating Activities								
Net Income	9,617	17,187	6,986	49,819	22,797	48,076		
Change in Accounts Receivable								
Prior Year Accounts Receivable	745,981	671,308	506,208	521,634	531,429	552,878		
Current Year Accounts Receivable	(671,308)	(506,208)	(521,634)	(531,429)	(552,878)	(545,385)		
Change in Due from	110	-	-	-	-	-		
Change in Accounts Payable	(196,400)	27,093	(3,874)	(9,775)	(9,286)	(8,822)		
Change in Due to	8,979	(14,767)	(59,287)	-	-	-		
Change in Accrued Vacation	-	-	-	-	-	-		
Change in Payroll Liabilities	(3,573)	-	-	-	-	-		
Change in Prepaid Expenditures	(1,993)	(43,963)	(4,292)	(4,506)	(4,732)	(4,968)		
Change in Deposits	-	-	-	-	-	-		
Change in Deferred Revenue	(287,038)	(458,876)	-	-	-	-		
Change in Other Long Term Assets	5,352	7,371	5,033	-	-	-		
Change in Other Long Term Liabilities	-	-	-	-	-	-		
Depreciation Expense	61,409	28,662	26,825	24,223	23,628	3,361		
Cash Flow from Investing Activities								
Capital Expenditures	(98,389)	-	-	-	-	-		
Cash Flow from Financing Activities								
Source - Sale of Receivables	-	-	-	-	-	-		

Bert Corona Charter High School

Multi-Year Budget Detail

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	-1	0	1	2	3	4		
	2023-24	2024-25 Trend	2025-26	2026-27	2027-28	2028-29	2024-25 Percent of Budget	Percent Change, 2023-24 to 2024-25
Use - Sale of Receivables	-	-	-	-	-	-		
Source - Loans	-	-	-	-	-	-		
Use - Loans	-	-	-	-	-	-		
Ending Cash Balance	525,450	253,258	208,933	258,899	269,859	314,999		
Month with Lowest Ending Cash Balance	Jul: \$	Mar: \$50,988	Oct: \$3,444	Jul: \$69,194	Dec: \$74,170	Jul: \$117,921		
5% Reserve Goal	255,190	250,395	260,444	269,905	281,168	288,018		
Operating Income	71,026	45,850	33,810	74,042	46,426	51,438		
Operating Income, Excluding Non-cash Lease Expense	71,026	45,850	33,810	74,042	46,426	51,438		
EBITDA	71,026	45,850	33,810	74,042	46,426	51,438		
Net Income as a Percent of Expenses	0.2%	0.3%	0.1%	0.9%	0.4%	0.8%		
Ending Cash as a Percent of Expenses	10.3%	5.1%	4.0%	4.8%	4.8%	5.5%		

BERT CORONA CHARTER SCHOOL
 Multi-Year Budget Detail
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	-1	0	1	2	3	4		
	2023-24	2024-25 Trend	2025-26	2026-27	2027-28	2028-29	2024-25 Percent of Budget	Percent Change, 2023 24 to 2024-25
Enrollment	342	333	374	374	374	374		
ADA	321.84	316.35	355.30	355.30	355.30	355.30		
ADA %		95%	95%	95%	95%	95%		
UPP		88%	88%	88%	88%	88%		
Income								
8011-8098 · Local Control Funding Formula Sources								
8011 Local Control Funding Formula	2,419,949	2,429,956	2,844,382	2,973,248	3,115,547	3,262,551	33%	0%
8012 Education Protection Account	898,651	892,764	1,032,063	1,063,851	1,098,958	1,135,223	12%	-1%
8019 Local Control Funding Formula - Prior Year	(36,147)						0%	-100%
8096 In Lieu of Property Taxes	1,213,163	1,192,469	1,339,289	1,339,289	1,339,289	1,339,289	16%	-2%
8098 In Lieu of Property Taxes, Prior Year	36,650						0%	-100%
Total 8011-8098 · Local Control Funding Formula Sources	4,532,265	4,515,190	5,215,734	5,376,388	5,553,794	5,737,063	62%	0%
8100-8299 · Federal Revenue								
8181 Special Education - Federal (IDEA)	78,300	76,965	86,441	86,441	86,441	86,441	1%	-2%
8221 Child Nutrition - Federal	361,151	317,752	356,875	356,875	356,875	356,875	4%	-12%
8223 CACFP Supper	-	-	-	-	-	-	0%	
8291 Title I	118,440	118,440	118,440	118,440	118,440	118,440	2%	0%
8292 Title II	13,840	13,840	13,840	13,840	13,840	13,840	0%	0%
8294 Title III	12,470	11,723	11,185	12,562	12,562	12,562	0%	-6%
8295 Title IV, SSAE	10,017	10,017	10,017	10,017	10,017	10,017	0%	0%
8296 Title IV, PCSGP	-	-	-	-	-	-	0%	
8297 Facilities Incentive Grant	-	-	-	-	-	-	0%	
8299 All Other Federal Revenue	872,484	240,322	-	-	-	-	3%	-72%
Total 8100-8299 · Other Federal Income	1,466,701	789,059	596,798	598,175	598,175	598,175	11%	-46%
8300-8599 · Other State Revenue								
8520 Child Nutrition - State	146,442	133,339	149,756	149,756	149,756	149,756	2%	-9%
8550 Mandate Block Grant	6,098	6,457	6,533	7,563	7,813	8,070	0%	6%
8560 Lottery Revenue	83,800	82,273	92,403	92,403	92,403	92,403	1%	-2%
8587 State Grant Pass-Through	-	-	-	-	-	-	0%	
8591 SB740	272,351	103,056	93,438	95,306	97,213	99,157	1%	-62%
8592 State Mental Health	25,654	25,599	28,751	28,751	28,751	28,751	0%	0%
8593 After School Education & Safety	203,483	203,483	203,483	203,483	203,483	203,483	3%	0%
8594 Supplemental Categorical Block Grant	-	-	-	-	-	-	0%	
8595 Expanded Learning Opportunity Program	237,026	277,860	249,618	253,730	265,483	269,847	4%	17%
8596 Prop 28 Arts & Music	6,676	44,120	44,720	46,078	47,397	48,819	1%	561%
8599 State Revenue - Other	379,537	722,861	418,788	386,462	304,294	250,000	10%	90%

BERT CORONA CHARTER SCHOOL

Multi-Year Budget Detail

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	-1	0	1	2	3	4		
	2023-24	2024-25 Trend	2025-26	2026-27	2027-28	2028-29	2024-25 Percent of Budget	Percent Change, 2023 24 to 2024-25
Total 8300-8599 · Other State Income	1,361,066	1,599,049	1,287,489	1,263,533	1,196,591	1,150,286	22%	17%
8600-8799 · Other Local Revenue								
8631 Sale of Equipment & Supplies	-	-	-	-	-	-	0%	
8634 Food Service Sales	-	-	-	-	-	-	0%	
8650 Leases & Rentals	-	-	-	-	-	-	0%	
8660 Interest & Dividend Income	63,625	50,000	-	-	-	-	1%	-21%
8662 Net Increase (Decrease) in Fair Value of Investments	-	-	-	-	-	-	0%	
8681 Intra-Agency Fee Income	-	-	-	-	-	-	0%	
8682 Childcare & Enrichment Program Fees	-	-	-	-	-	-	0%	
8689 All Other Fees & Contracts	-	-	-	-	-	-	0%	
8692 Grants	5,500	-	-	-	-	-	0%	-100%
8694 In Kind Donations	-	-	-	-	-	-	0%	
8695 Contributions & Events	20,000	20,000	20,000	20,000	20,000	20,000	0%	0%
8696 Other Fundraising	1,230	-	-	-	-	-	0%	-100%
8697 E-Rate	48,440	20,000	20,000	20,000	20,000	20,000	0%	-59%
8698 SELPA Grants	30,000	10,000	10,000	10,000	10,000	10,000	0%	-67%
8699 All Other Local Revenue	20,000	20,000	20,000	20,000	20,000	20,000	0%	0%
8792 Transfers of Apportionments - Special Education	310,286	304,993	342,545	342,545	342,545	342,545	4%	-2%
Total 8600-8799 · Other Income-Local	499,080	424,993	412,545	412,545	412,545	412,545	6%	-15%
Prior Year Adjustments								
8999 Other Prior Year Adjustment	(16,251)	-	-	-	-	-	0%	-100%
Total Prior Year Adjustments	(16,251)	-	-	-	-	-	0%	-100%
TOTAL INCOME	7,842,863	7,328,291	7,512,566	7,650,640	7,761,104	7,898,069	100%	-7%
Expense								
1000 · Certificated Salaries								
1110 Teachers' Salaries	1,502,483	1,511,719	1,511,719	1,557,070	1,603,783	1,651,896	21%	1%
1120 Teachers' Hourly	-	-	-	-	-	-	0%	
1170 Teachers' Salaries - Substitute	-	-	-	-	-	-	0%	
1175 Teachers' Salaries - Stipend/Extra Duty	252,069	261,990	261,990	266,849	271,855	277,010	4%	4%
1211 Certificated Pupil Support - Librarians	-	-	-	-	-	-	0%	
1213 Certificated Pupil Support - Guidance & Counseling	95,665	130,558	130,558	134,475	138,509	142,664	2%	36%
1215 Certificated Pupil Support - Psychologist	78,928	85,247	85,247	87,804	90,438	93,152	1%	8%
1299 Certificated Pupil Support - Other	-	-	-	-	-	-	0%	
1300 Certificated Supervisors' & Administrators' Salaries	312,611	316,464	316,464	325,958	335,737	345,809	4%	1%
1900 Other Certificated Salaries	-	-	-	-	-	-	0%	
Total 1000 · Certificated Salaries	2,241,755	2,305,977	2,305,977	2,372,157	2,440,321	2,510,531	32%	3%

BERT CORONA CHARTER SCHOOL
Multi-Year Budget Detail
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	-1	0	1	2	3	4		
	2023-24	2024-25 Trend	2025-26	2026-27	2027-28	2028-29	2024-25 Percent of Budget	Percent Change, 2023 24 to 2024-25
2000 · Classified Salaries								
2111 Instructional Aide & Other Salaries	318,266	346,588	346,588	321,566	331,213	341,149	5%	9%
2121 After School Staff Salaries	-	-	-	-	-	-	0%	
2131 Classified Teacher Salaries	57,307	72,871	-	-	-	-	1%	27%
2200 Classified Support Salaries	97,359	120,739	120,739	124,361	128,092	131,935	2%	24%
2300 Classified Supervisors' & Administrators' Salaries	49,536	30,889	30,889	31,816	32,770	33,754	0%	-38%
2400 Classified Office Staff Salaries	535,981	525,210	525,210	540,966	557,195	573,911	7%	-2%
2900 Other Classified Salaries	55,243	41,153	41,153	42,388	43,659	44,969	1%	-26%
Total 2000 · Classified Salaries	1,113,691	1,137,451	1,064,580	1,061,097	1,092,930	1,125,717	16%	2%
Total 1000-2000 · Salaries	3,355,446	3,443,428	3,370,557	3,433,253	3,533,251	3,636,248	47%	3%
3000 · Employee Benefits								
3111 STRS - State Teachers Retirement System	427,466	440,442	440,442	453,082	466,101	479,511	6%	3%
3212 PERS - Public Employee Retirement System	-	-	-	-	-	-	0%	
3213 PARS - Public Agency Retirement System	-	-	-	-	-	-	0%	
3311 OASDI - Social Security	66,298	70,522	66,004	65,788	67,762	69,794	1%	6%
3331 MED - Medicare	48,925	49,930	48,873	49,782	51,232	52,726	1%	2%
3401 H&W - Health & Welfare	449,601	438,714	452,009	466,124	489,430	513,901	6%	-2%
3501 SUI - State Unemployment Insurance	4,889	1,722	1,685	1,717	1,767	1,818	0%	-65%
3601 Workers' Compensation Insurance	-	-	-	-	-	-	0%	
3751 OPEB, Active Employees	-	-	-	-	-	-	0%	
3901 Other Retirement Benefits	12,266	11,375	10,646	10,611	10,929	11,257	0%	-7%
3902 Other Benefits	858	-	-	-	-	-	0%	-100%
Total 3000 · Employee Benefits	1,010,303	1,012,704	1,019,659	1,047,103	1,087,221	1,129,008	14%	0%
Total 1000-3000 · Salaries & Benefits	4,365,749	4,456,132	4,390,216	4,480,357	4,620,472	4,765,257	61%	2%
4000 · Supplies								
4111 Core Curricula Materials	77,856	66,535	94,969	97,894	101,125	104,158	1%	-15%
4211 Books & Other Reference Materials	45,157	18,500	21,401	22,060	22,788	23,472	0%	-59%
4311 Student Materials	114,230	110,542	103,840	106,215	108,839	111,302	2%	-3%
4351 Office Supplies	13,200	9,600	11,105	11,447	11,825	12,180	0%	-27%
4371 Custodial Supplies	19,200	19,200	19,776	20,385	21,058	21,690	0%	0%
4391 Food (Non Nutrition Program)	12,500	8,500	8,755	9,025	9,322	9,602	0%	-32%
4392 Uniforms	50,000	30,000	30,900	31,852	32,903	33,890	0%	-40%
4393 PE & Sports Equipment	3,500	2,000	2,060	2,123	2,194	2,259	0%	-43%
4395 Before & After School Program Supplies	189	183	206	206	206	206	0%	-3%
4399 All Other Supplies	23,000	10,000	11,568	11,924	12,318	12,688	0%	-57%
4390 Other Supplies	89,189	50,683	53,489	55,130	56,943	58,645	1%	-43%

BERT CORONA CHARTER SCHOOL

Multi-Year Budget Detail

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	-1	0	1	2	3	4		
	2023-24	2024-25 Trend	2025-26	2026-27	2027-28	2028-29	2024-25 Percent of Budget	Percent Change, 2023 24 to 2024-25
4411 Non Capitalized Equipment	150,500	60,000	69,409	71,547	73,908	76,125	1%	-60%
4711 Nutrition Program Food & Supplies	419,502	356,859	402,800	404,814	406,838	408,872	5%	-15%
4713 CACFP Supper Food & Supplies	-	-	-	-	-	-	0%	
Total 4000 - Supplies	928,834	691,919	776,790	789,493	803,323	816,444	9%	-26%
5000 - Operating Services								
5211 Travel & Conferences	15,299	16,254	17,646	18,190	18,790	19,354	0%	6%
5311 Dues & Memberships	10,933	10,901	12,611	12,999	13,428	13,831	0%	0%
5451 General Insurance	331	-	-	-	-	-	0%	-100%
5511 Utilities	91,200	90,932	93,660	96,545	99,731	102,723	1%	0%
5521 Security Services	3,600	3,589	4,152	4,280	4,421	4,554	0%	0%
5531 Housekeeping Services	48,554	47,600	55,064	56,760	58,634	60,393	1%	-2%
5599 Other Facility Operations & Utilities	47,200	47,200	48,616	50,113	51,767	53,320	1%	0%
5611 School Rent - Private Facility	200,688	180,103	180,049	179,983	179,920	179,849	2%	-10%
5613 School Rent - Prop 39	-	-	-	-	-	-	0%	
5619 Other Facility Rentals	-	-	-	-	-	-	0%	
5621 Equipment Lease	34,020	33,920	39,239	40,448	41,783	43,036	0%	0%
5631 Vendor Repairs	180,300	50,000	57,841	59,622	61,590	63,438	1%	-72%
5812 Field Trips & Pupil Transportation	118,406	30,450	35,225	36,310	37,508	38,633	0%	-74%
5821 Legal	-	-	-	-	-	-	0%	
5823 Audit	-	-	-	-	-	-	0%	
5831 Advertisement & Recruitment	63,000	15,000	17,352	17,887	18,477	19,031	0%	-76%
5841 Contracted Substitute Teachers	106,700	89,500	103,535	106,724	110,246	113,553	1%	-16%
5842 Special Education Services	150,000	99,560	115,172	111,431	106,823	100,212	1%	-34%
5843 Non Public School	-	-	-	-	-	-	0%	
5844 After School Services	193,309	192,741	222,966	229,834	237,418	244,541	3%	0%
5849 Other Student Instructional Services	-	22,000	20,600	21,234	21,935	22,593	0%	
5852 PD Consultants & Tuition	37,425	27,780	28,613	29,495	30,468	31,382	0%	-26%
5854 Nursing & Medical (Non-IEP)	3,000	2,991	3,460	3,567	3,685	3,795	0%	0%
5859 All Other Consultants & Services	102,520	98,720	107,029	110,325	113,966	117,385	1%	-4%
5861 Non Instructional Software	54,446	56,196	60,381	62,241	64,295	66,224	1%	3%
5865 Fundraising Cost	1,383	-	-	-	-	-	0%	-100%
5871 District Oversight Fees	45,318	45,152	52,157	53,764	55,538	57,371	1%	0%
5872 Special Education Fees (SELPA)	77,717	76,392	85,797	85,797	85,797	85,797	1%	-2%
5881 Intra-Agency Fees	759,266	762,731	762,731	762,731	762,731	762,731	10%	0%
5895 Bad Debt Expense	-	-	-	-	-	-	0%	
5898 Uncategorized Expense	4,617	-	-	-	-	-	0%	-100%

BERT CORONA CHARTER SCHOOL
Multi-Year Budget Detail
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	-1	0	1	2	3	4		
	2023-24	2024-25 Trend	2025-26	2026-27	2027-28	2028-29	2024-25 Percent of Budget	Percent Change, 2023 24 to 2024-25
5899 All Other Expenses	11,100	11,067	12,803	13,197	13,633	14,042	0%	0%
5911 Office Phone	19,500	19,443	22,492	23,184	23,950	24,668	0%	0%
5913 Mobile Phone	22,440	23,113	23,807	24,540	25,350	26,110	0%	3%
5921 Internet	36,000	37,080	38,192	39,369	40,668	41,888	1%	3%
5923 Website Hosting	5,000	5,150	5,305	5,468	5,648	5,818	0%	3%
5931 Postage & Shipping	3,300	3,399	3,501	3,609	3,728	3,840	0%	3%
5999 Other Communications	3,000	3,090	3,183	3,281	3,389	3,491	0%	3%
Total 5000 · Operating Services	2,449,572	2,102,055	2,233,180	2,262,928	2,295,316	2,323,600	29%	-14%
6000 · Capital Outlay								
6901 Depreciation Expense	93,679	66,303	56,952	43,320	22,933	22,286	1%	-29%
6911 Amortization Expense - Lease Assets	-	-	-	-	-	-	0%	
6912 Amortization Expense - Other	-	-	-	-	-	-	0%	
6999 Capital Outlay	-	-	-	-	-	-	0%	
Total 6000 · Capital Outlay	93,679	66,303	56,952	43,320	22,933	22,286	1%	-29%
7000 · Other Outgo								
7438 Interest Expense	-	-	-	-	-	-	0%	
Total 7000 · Other Outgo	-	-	-	-	-	-	0%	
TOTAL EXPENSE	7,837,834	7,316,408	7,457,138	7,576,097	7,742,044	7,927,587	100%	-7%
NET INCOME	5,029	11,882	55,428	74,543	19,061	(29,518)		
Beginning Cash Balance	3,284,437	2,999,569	2,450,950	2,278,917	2,414,584	2,459,856		
Cash Flow from Operating Activities								
Net Income	5,029	11,882	55,428	74,543	19,061	(29,518)		
Change in Accounts Receivable								
Prior Year Accounts Receivable	1,798,923	1,183,998	905,139	976,953	960,613	955,852		
Current Year Accounts Receivable	(1,183,998)	(905,139)	(976,953)	(960,613)	(955,852)	(993,507)		
Change in Due from	4,945	-	-	-	-	-		
Change in Accounts Payable	(489,824)	(14,126)	(13,420)	(12,749)	(12,111)	(11,506)		
Change in Due to	(478,921)	92,301	(217,195)	6,794	7,090	19,388		
Change in Accrued Vacation	-	-	-	-	-	-		
Change in Payroll Liabilities	(14,101)	-	-	-	-	-		
Change in Prepaid Expenditures	(9,011)	(67,562)	(6,595)	(6,925)	(7,271)	(7,635)		
Change in Deposits	(675)	-	-	-	-	-		
Change in Deferred Revenue	(63,971)	(940,624)	-	-	-	-		
Change in Other Long Term Assets	95,781	131,318	131,288	127,819	131,373	135,151		
Change in Other Long Term Liabilities	-	(106,969)	(106,679)	(113,474)	(120,564)	(139,953)		

BERT CORONA CHARTER SCHOOL
Multi-Year Budget Detail
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	-1	0	1	2	3	4		
	2023-24	2024-25 Trend	2025-26	2026-27	2027-28	2028-29	2024-25 Percent of Budget	Percent Change, 2023 24 to 2024-25
Depreciation Expense	93,679	66,303	56,952	43,320	22,933	22,286		
Cash Flow from Investing Activities								
Capital Expenditures	(42,722)	-	-	-	-	-		
Cash Flow from Financing Activities								
Source - Sale of Receivables	-	-	-	-	-	-		
Use - Sale of Receivables	-	-	-	-	-	-		
Source - Loans	-	-	-	-	-	-		
Use - Loans	-	-	-	-	-	-		
Ending Cash Balance	2,999,569	2,450,950	2,278,917	2,414,584	2,459,856	2,410,415		
Month with Lowest Ending Cash Balance	Jul: \$	Mar: \$2,232,916	Mar: \$1,972,338	Sep: \$2,217,274	Sep: \$2,308,360	Sep: \$2,341,378		
5% Reserve Goal	391,892	365,820	372,857	378,805	387,102	396,379		
Operating Income	98,708	78,185	112,381	117,863	41,994	(7,232)		
Operating Income, Excluding Non-cash Lease Expense	129,195	105,612	133,520	135,762	56,581	(7,813)		
EBITDA	98,708	78,185	112,381	117,863	41,994	(7,232)		
Net Income as a Percent of Expenses	0.1%	0.2%	0.7%	1.0%	0.2%	-0.4%		
Ending Cash as a Percent of Expenses	38.3%	33.5%	30.6%	31.9%	31.8%	30.4%		

YPI Charter Schools 2024-25 State Budget Update

June 2024

Themes for the May Revision

- At the May Revision, Governor Gavin Newsom must resolve projected budget deficits in 2024-25 and 2025-26, and actual deficits in the current fiscal year
 - Outside education, he proposes significant spending cuts to government operations, reductions to programs, and pauses of new investments
 - Thankfully, K-14 education continues to be shielded from ongoing programmatic reductions
 - This is accomplished by fully depleting the Proposition 98 Rainy Day Fund, increasing the size of the Proposition 98 “funding maneuver,” and adding one-time education cuts
- The Governor does not assume a recession, but includes risks that would affect Proposition 98 should they come to pass



Early Action Budget Agreement—AB 106

Assembly Bill (AB) 106 includes \$17.3 billion in early action solutions to reduce the projected shortfall:

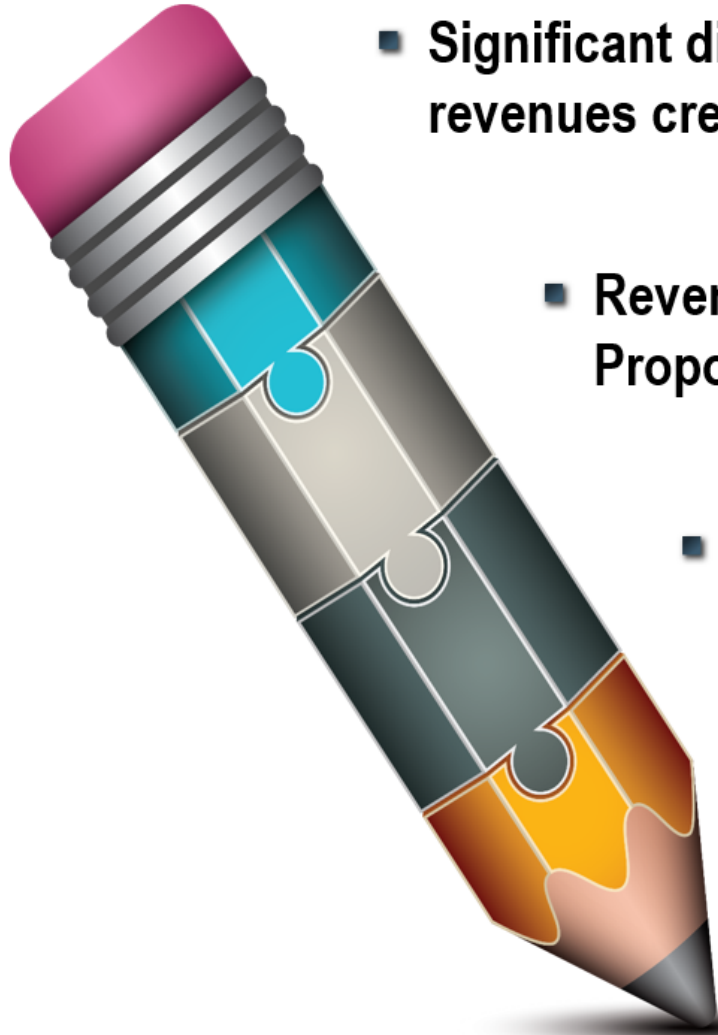
- **\$3.6 billion in reductions**
- **\$5.2 billion in revenue and borrowing**
- **\$5.2 billion in delays and deferrals**
- **\$3.4 billion in cost shifts from the General Fund to other state funds**

AB 106 does not make changes to core education funding

- **Delays \$550 million contribution to California Preschool, Transitional Kindergarten (TK), and Full-Day Kindergarten Facilities Grant Program**
 - **May Revision proposes to eliminate the \$550 million altogether**
- **Reduces a planned \$875 million one-time investment for the School Facility Program by \$500 million**
 - **May Revision proposes to eliminate the remaining \$375 million**

The Governor estimates that AB 106 reduces the 2024-25 budget shortfall from \$44.9 billion to \$27.6 billion

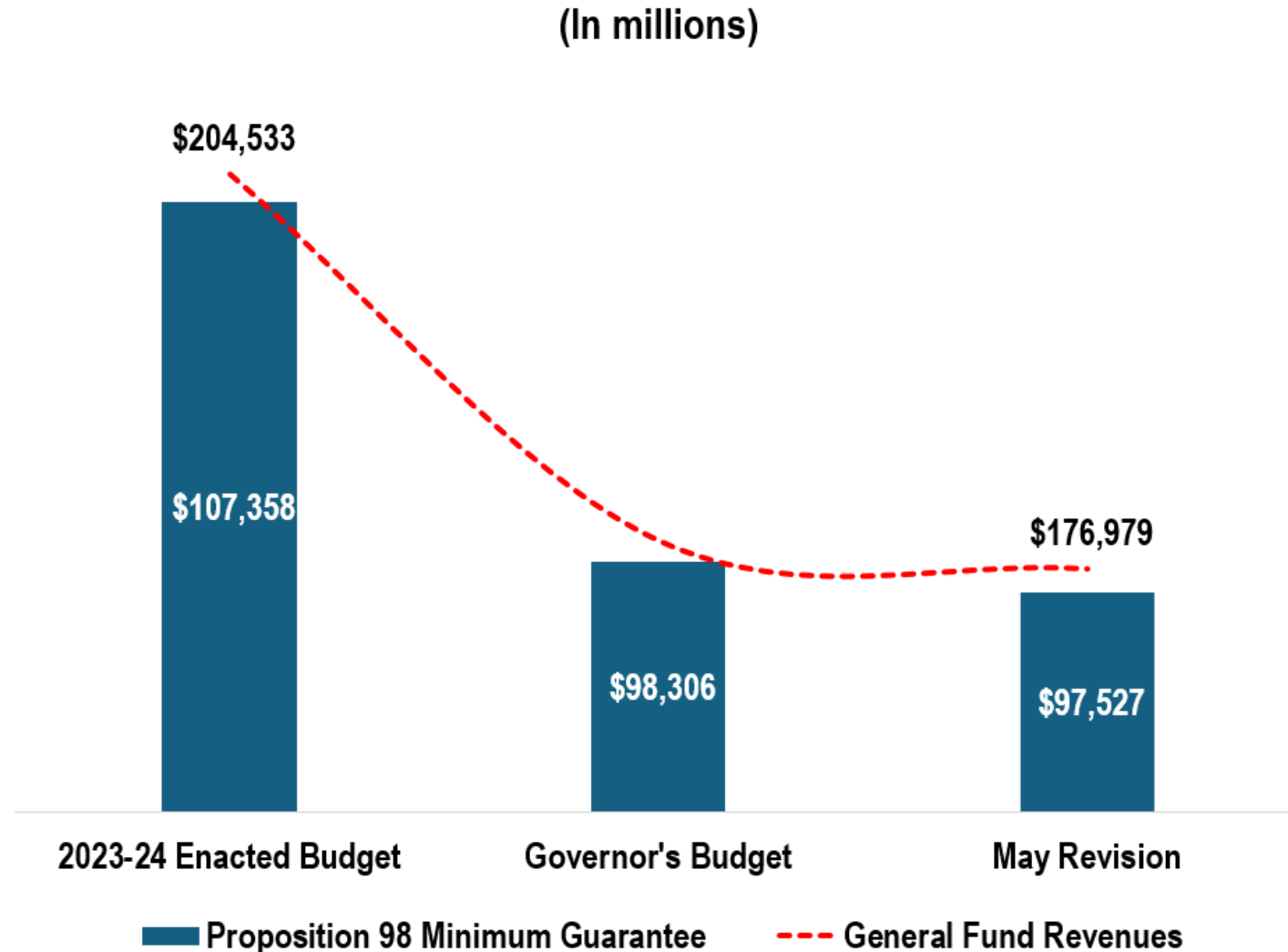
Proposition 98



- Significant disparities between *budgeted* and *actual* state General Fund revenues create problems for the education budget—state and local
- Revenue volatility has led to multi-billion-dollar reductions in the Proposition 98 minimum guarantee for 2022-23 and 2023-24
- We are feeling the effects of the risky revenue assumptions underlying the 2022-23 funding level
- Governor Newsom’s Proposition 98 “maneuver” has significant implications for future K-14 resources

The 2022-23 Conundrum

- In that Proposition 98 spending consumes nearly 40% of all state General Fund revenues, the 2022-23 appropriation above the revised minimum guarantee in the May Revision creates a significant budget dilemma
- *Why are we here?* The 2022 personal income and corporation taxes came in \$26 billion below estimates



2024-25 LCFF Funding Factors

Grade Span	TK-3	4-6	7-8	9-12
2023-24 Base Grant per ADA	\$9,919	\$10,069	\$10,367	\$12,015
1.07% COLA	\$106	\$108	\$111	\$129
2024-25 Base Grant per ADA	\$10,025	\$10,177	\$10,478	\$12,144
Grade Span Average	\$1,043	–	–	\$316
2024-25 Adjusted Base Grant per ADA	\$11,068	\$10,177	\$10,478	\$12,460
20% Supplemental Grant per ADA ¹	\$2,214	\$2,035	\$2,096	\$2,492
65% Concentration Grant per ADA ²	\$3,237	\$2,977	\$3,065	\$3,645
TK Add-On (inclusive of COLA)	\$3,077	–	–	–

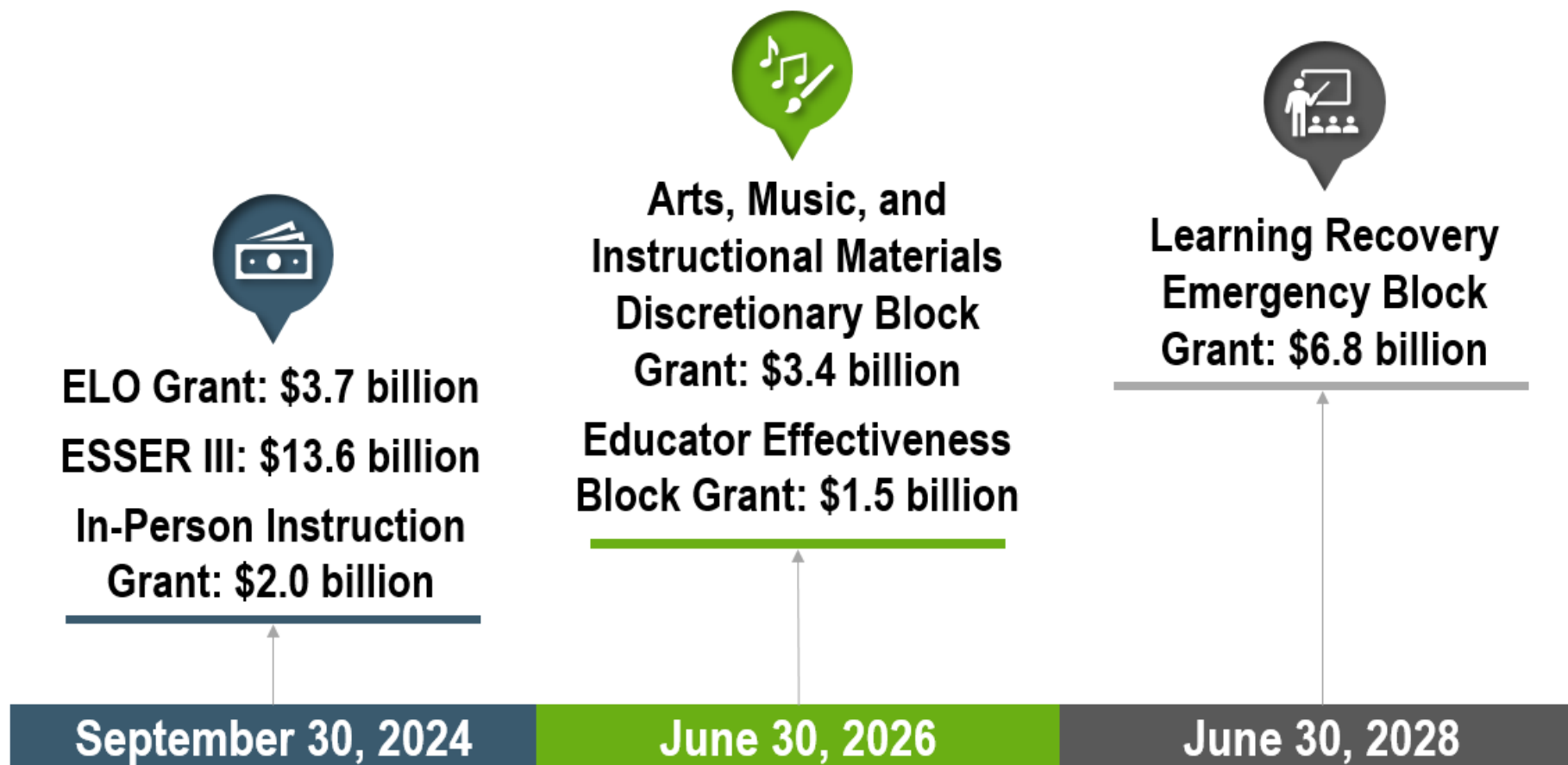
¹Maximum amount per ADA—to arrive at LEA’s grant amount, multiply adjusted base grant per ADA by 20% and Unduplicated Pupil Percentage (UPP)

²Maximum amount per ADA—to arrive at LEA’s grant amount, multiply adjusted base grant per ADA by 65% and UPP above 55%

What does the LCFF Mean for YPI Charter Schools?

	2024/25 LCFF Per-ADA Funding	Projected 2024-25 ADA	Projected 2024-25 LCFF Base Revenue	Projected 2024-25 LCFF Supplemental & Concentration Revenue	Projected 2024-25 LCFF Total Revenue
BCCS	\$14,273 (+192 from 23/24)	5-8 ADA 316.35 (333 students x 95% attendance rate)	\$3,283,261	\$1,231,929	\$4,515,190
MORCS	\$14,422 (+112 from 23/24)	6-8 ADA 271.70 (286 students x 95% attendance rate)	\$2,819,421	\$1,099,109	\$3,918,530
BCCHS	\$17,302 (+247 from 23/24)	9-12 ADA 216.69 (233 students x 93% attendance rate)	\$2,699,957	\$1,049,190	\$3,749,147

One-Time Funds—Deadlines



BCCS One-Time Funds Summary

Funding Source	Deadline	Allocation	20/21 Spent	21/22 Spent	22/23 Spent	23/24 Spent	Balance	24/25 Budget	Balance after FY25
ESSER - 3210	9/30/2022	\$ 111,971.00	\$ -	\$ 111,971.00	\$ -		\$ -		\$ -
GEER - 3215	9/30/2022	\$ 33,581.00	\$ -	\$ 33,581.00	\$ -		\$ -		\$ -
ESSER II - 3212	9/30/2023	\$ 422,414.00	\$ -	\$ -	\$ 422,414.00		\$ -	\$ -	\$ -
ESSER III - 3213	9/30/2024	\$ 759,490.00	\$ -	\$ -	\$ -	\$ 682,611.52	\$ 76,878.48	\$ 76,878.48	\$ -
ESSER III, 20% LLM - 3214	9/30/2024	\$ 189,872.00	\$ -	\$ -	\$ -	\$ 189,872.00	\$ -	\$ -	\$ -
In-Person Instruction (IPI) Grant - 742	9/30/2024	\$ 130,424.00	\$ -	\$ -	\$ 89,772.36	\$ 36,949.59	\$ 3,702.05	\$ 3,702.05	\$ -
ELO Grant - 7425	9/30/2024	\$ 230,805.00	\$ -	\$ -	\$ 58,638.20	\$ 84,586.93	\$ 87,579.88	\$ 87,579.88	\$ -
ELO Grant, 10% Para Reservation - 74	9/30/2024	\$ 25,645.00	\$ -	\$ -	\$ -	\$ -	\$ 25,645.00	\$ 25,645.00	\$ -
Educator Effectiveness - 6266	6/30/2026	\$ 81,937.00	\$ -	\$ -	\$ -	\$ 8,000.00	\$ 73,937.00	\$ 9,480.00	\$ 64,457.00
TK Planning Grant - 6053	6/30/2026	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
A-G Grants (Access/Success & Learni	6/30/2026	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Arts & Music Block Grant - 6762	6/30/2026	\$ 195,398.56	\$ -	\$ -	\$ -	\$ -	\$ 195,398.56	\$ 168,709.19	\$ 26,689.37
Learning Recovery Block Grant - 7435	6/30/2028	\$ 540,183.94	\$ -	\$ -	\$ -	\$ -	\$ 540,183.94	\$ 263,980.44	\$ 276,203.49
Total		\$ 2,721,721.50	\$ -	\$ 145,552.00	\$ 570,824.56	\$ 1,002,020.04	\$ 1,003,324.90	\$ 635,975.04	\$ 367,349.86

After 23/24, \$1,003K remaining; 24/25 budget will use \$636K of the balance, leaving \$367K for future years

MORCS One-Time Funds Summary

Funding Source	Deadline	Allocation	20/21 Spent	21/22 Spent	22/23 Spent	23/24 Spent	Balance	24/25 Budget	Balance after FY25
ESSER - 3210	9/30/2022	\$ 124,900.00	\$ -	\$ 116,839.14	\$ 8,060.86		\$ -		\$ -
GEER - 3215	9/30/2022	\$ 16,560.00	\$ -	\$ 15,453.21	\$ 1,106.79		\$ -		\$ -
ESSER II - 3212	9/30/2023	\$ 494,577.00	\$ -	\$ -	\$ 494,577.00		\$ -	\$ -	\$ -
ESSER III - 3213	9/30/2024	\$ 889,238.00	\$ -	\$ -	\$ 202,954.60	\$ 666,251.77	\$ 20,031.63	\$ 20,031.63	\$ 0.00
ESSER III, 20% LLM - 3214	9/30/2024	\$ 222,374.00	\$ -	\$ -	\$ -	\$ 204,150.85	\$ 18,223.15	\$ 18,223.15	\$ -
In-Person Instruction (IPI) Grant - 742	9/30/2024	\$ 130,256.00	\$ -	\$ -	\$ -	\$ 94,794.50	\$ 35,461.50	\$ 35,461.50	\$ -
ELO Grant - 7425	9/30/2024	\$ 230,506.00	\$ -	\$ -	\$ -	\$ 100,282.98	\$ 130,223.02	\$ 130,223.02	\$ -
ELO Grant, 10% Para Reservation - 74	9/30/2024	\$ 25,612.00	\$ -	\$ -	\$ -	\$ -	\$ 25,612.00	\$ 25,612.00	\$ -
Educator Effectiveness - 6266	6/30/2026	\$ 86,599.00		\$ -	\$ -	\$ -	\$ 86,599.00	\$ 2,000.00	\$ 84,599.00
TK Planning Grant - 6053	6/30/2026	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
A-G Grants (Access/Success & Learni	6/30/2026	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Arts & Music Block Grant - 6762	6/30/2026	\$ 172,410.00			\$ -	\$ -	\$ 172,410.00	\$ 138,464.00	\$ 33,946.00
Learning Recovery Block Grant - 7435	6/30/2028	\$ 537,436.00			\$ -	\$ -	\$ 537,436.00	\$ 196,566.47	\$ 340,869.53
Total		\$ 2,930,468.00	\$ -	\$ 132,292.35	\$ 706,699.25	\$ 1,065,480.09	\$ 1,025,996.31	\$ 566,581.77	\$ 459,414.53

After 23/24, \$1,026K remaining; 24/25 budget will use \$567K of the balance, leaving \$459K for future years

BCCHS One-Time Funds Summary

Funding Source	Deadline	Allocation	20/21 Spent	21/22 Spent	22/23 Spent	23/24 Spent	Balance	24/25 Budget	Balance after FY25
ESSER - 3210	9/30/2022	\$ 61,205.00	\$ -	\$ 61,205.00	\$ -		\$ -		\$ -
GEER - 3215	9/30/2022	\$ 23,921.00	\$ -	\$ 23,921.00	\$ -		\$ -		\$ -
ESSER II - 3212	9/30/2023	\$ 253,218.00	\$ -	\$ 12,798.04	\$ 240,419.96		\$ -	\$ -	\$ -
ESSER III - 3213	9/30/2024	\$ 455,280.00	\$ -	\$ -	\$ 171,644.03	\$ 283,635.97	\$ 0.00	\$ 0.00	\$ -
ESSER III, 20% LLM - 3214	9/30/2024	\$ 113,820.00	\$ -	\$ -	\$ -	\$ 101,900.22	\$ 11,919.78	\$ 11,919.78	\$ -
In-Person Instruction (IPI) Grant - 742	9/30/2024	\$ 81,446.00	\$ -	\$ -	\$ 52,444.11	\$ -	\$ 29,001.89	\$ 29,001.89	\$ -
ELO Grant - 7425	9/30/2024	\$ 144,130.00	\$ -	\$ -	\$ 104,861.29	\$ -	\$ 39,268.71	\$ 39,268.71	\$ -
ELO Grant, 10% Para Reservation - 74	9/30/2024	\$ 16,015.00	\$ -	\$ -	\$ 16,015.00	\$ -	\$ -	\$ -	\$ -
Educator Effectiveness - 6266	6/30/2026	\$ 52,295.00		\$ -	\$ 7,400.00	\$ -	\$ 44,895.00	\$ 2,775.00	\$ 42,120.00
TK Planning Grant - 6053	6/30/2026	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
A-G Grants (Access/Success & Learni	6/30/2026	\$ 150,000.00		\$ -	\$ -	\$ 150,000.00	\$ -	\$ -	\$ -
Arts & Music Block Grant - 6762	6/30/2026	\$ 54,338.77			\$ -	\$ -	\$ 54,338.77	\$ 48,000.00	\$ 6,338.77
Learning Recovery Block Grant - 7435	6/30/2028	\$ 248,455.45			\$ -	\$ 163,476.08	\$ 84,979.37	\$ 43,957.45	\$ 41,021.92
Total		\$ 1,654,124.22	\$ -	\$ 97,924.04	\$ 592,784.39	\$ 699,012.27	\$ 264,403.52	\$ 174,922.83	\$ 89,480.69

After 23/24, \$264K remaining; 24/25 budget will use \$175K of the balance, leaving \$89K for future years

Learning Recovery Emergency Block Grant Proposal

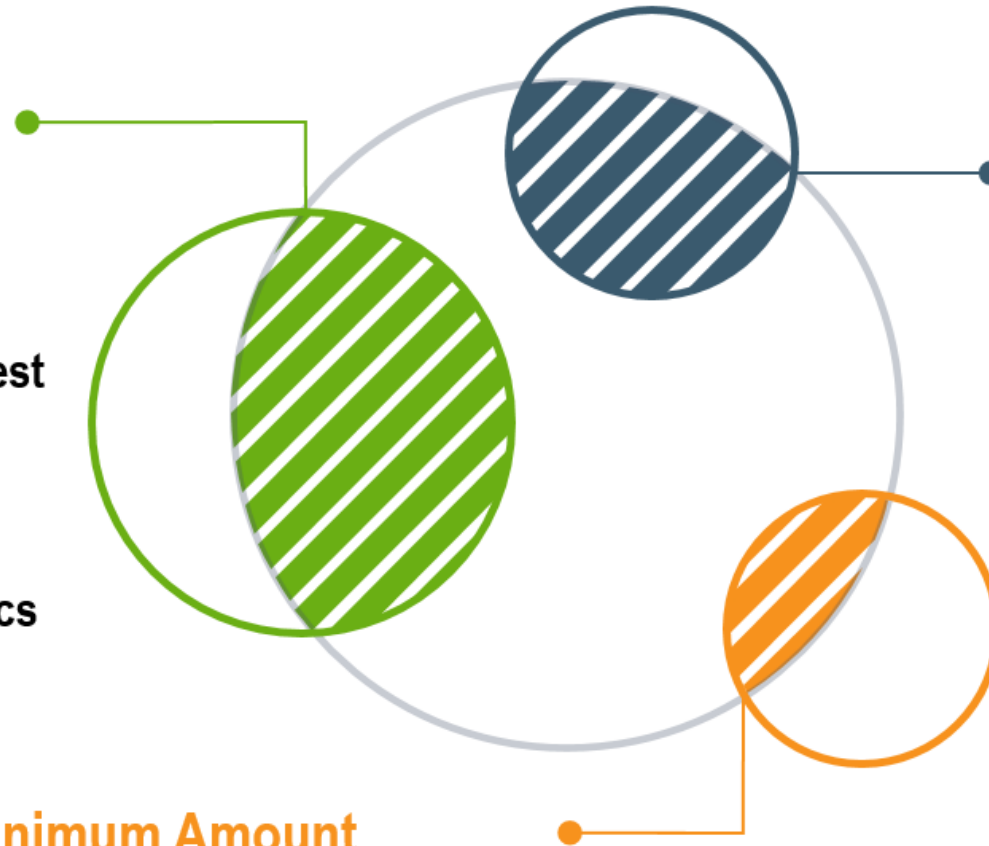
Needs Assessment

LEAs must conduct a needs assessment for the use and expenditure of funds¹ in 2025-26 through 2027-28

- Identify students in the greatest need of learning recovery supports based on chronic absenteeism and English language arts and mathematics assessments
- Include the interventions that will address the needs of the identified students

Minimum Amount

Cayla J. et al v. State of California settlement calls for at least \$2 billion to be included in the proposal



LCAP

Expenditures will be included in the 2025-26 through 2027-28 LCAP

- Include at least one metric to monitor the impact of actions or services utilizing Learning Recovery Emergency Block Grant Proposal funds
- Provide rationale for implementing these actions or services which must be supported by research

¹The term “unencumbered” is no longer used

What's Not in the May Revision, But Could Be in the Final Budget

- Despite the deteriorating revenue situation, Governor Newsom does not rely on deferrals to balance the Proposition 98 side of the budget
 - This could change between now and the final 2024-25 Enacted Budget, especially if the Legislature rejects the Proposition 98 funding maneuver or any significant one-time cuts and needs other Proposition 98 solutions as a result

It is full steam ahead with Universal Transitional Kindergarten implementation, with no student-teacher ratio relief proposed for 2025-26 when ratios drop from 12:1 to 10:1



Although several pots of one-time funds are being pulled back, including funding to increase access to inclusive early learning and care programs for children with disabilities, there are no ongoing programmatic reductions within core K-12 programs



Revenue Assumptions

	Enrollement	ADA %	ADA	UPP
BCCS	333	0.95	316.35	87.93%
MORCS	286	0.95	271.70	95.24%
BCCHS	233	0.93	216.69	94.62%

24-25 School Site Staffing Summary				
Positions	HS	BC	OR	LSC
Executive	1	1	1	2
Administrative Support	4	3	4	4
Counseling Staff/School Psychologist	1	1	1	4
Community Schools (Grants)	2	3	3	2
Special Education	0	0	0	1
Administrative Support	8	8	9	13
Core Content Teachers	10	13	13	0
Reading/EL/CTE Specialist	1	1	2	0
Speical Education Teachers	2	3	2	0
Substitute	0	0	0	0
Tutors	4	3	3	0
Special Education Tutor	0	3	0	0
General Education Tutor	0	2	3	0
Academic Support	17	25	23	0
Office Support	2	3	2	3
Tech Support	0	0	0	3
Parent	0	1	1	0
Custodial Support	0	2	1	0
Meal Program Support	2	2	1	0
Operational Support	4	8	5	6
Supervision	1	2	2	0
Culture and Climate Support	1	3	1	0
Culture and Climate Support	2	5	3	0
Total Staff	31	46	40	19

Expense Assumptions

Updated Teacher Salary Scale

9.8% Increase in Health Insurance costs

Rent

BCCS (\$152,676)

M&O costs for MORCS (\$138K)

Prop 39 for High School (\$280K)

LSC (\$57K)

MORCS Prop 1D repayment loan (\$145K Interest & \$180K Principal)

LCS Cost – allocated based on the number of students.

Expense Assumptions

ExED contracts:

Management and Accounting Services :

- FY24-25 \$263,000 – (6% increase)

CALPADS:

- \$17,100 per school (\$1000 increase per school from FY22-23)

Central Admin – Summary Budget

	2023-24	2024-25 Forecast	2025-26	2026-27	2027-28	2028-29
Total Enrollment	-	-	-	-	-	-
ADA	-	-	-	-	-	-
% Free and Reduced	0%	0%	0%	0%	0%	0%
% English Language Learners	0%	0%	0%	0%	0%	0%
% Unduplicated Low Income, EL, Foster Youth	0%	0%	0%	0%	0%	0%
INCOME						
8011-8098 · Local Control Funding Formula Sources	-	-	-	-	-	-
8100-8299 · Federal Revenue	-	-	-	-	-	-
8300-8599 · Other State Revenue	-	-	-	-	-	-
8600-8799 · Other Local Revenue	9,601	-	-	-	-	-
Grants/Fundraising	-	-	-	-	-	-
8999 · Other Prior Year Adjustment	-	-	-	-	-	-
TOTAL INCOME	9,601	-	-	-	-	-
EXPENSE						
1000 · Certificated Salaries	453,421	450,497	468,516	487,257	506,747	527,017
2000 · Classified Salaries	326,298	317,810	330,522	343,743	357,493	371,793
3000 · Employee Benefits	305,121	310,690	330,742	352,212	375,207	399,840
4000 · Supplies	11,014	11,344	11,684	12,048	12,430	12,803
5000 · Operating Services	(1,089,351)	(1,093,502)	(1,144,567)	(1,198,126)	(1,254,406)	(1,311,956)
6000 · Capital Outlay	3,099	3,161	3,102	2,866	2,529	504
7000 · Other Outgo	(0)	-	-	-	-	-
TOTAL EXPENSE	9,601	0	(0)	0	0	0
NET INCOME	0	(0)	0	(0)	(0)	(0)

BCCS – Summary Budget

	2023-24	2024-25 Forecast	2025-26	2026-27	2027-28	2028-29
Total Enrollment	342	333	374	374	374	374
ADA	321.84	316.35	355.30	355.30	355.30	355.30
% Free and Reduced	83%	83%	83%	83%	83%	83%
% English Language Learners	26%	26%	26%	26%	26%	26%
% Unduplicated Low Income, EL, Foster Youth	88%	88%	88%	88%	88%	88%
INCOME						
8011-8098 · Local Control Funding Formula Sources	4,532,265	4,515,190	5,215,734	5,376,388	5,553,794	5,737,063
8100-8299 · Federal Revenue	1,466,701	789,059	596,798	598,175	598,175	598,175
8300-8599 · Other State Revenue	1,361,066	1,599,049	1,287,489	1,263,533	1,196,591	1,150,286
8600-8799 · Other Local Revenue	472,350	404,993	392,545	392,545	392,545	392,545
Grants/Fundraising	26,730	20,000	20,000	20,000	20,000	20,000
8999 · Other Prior Year Adjustment	(16,251)	-	-	-	-	-
TOTAL INCOME	7,842,863	7,328,291	7,512,566	7,650,640	7,761,104	7,898,069
EXPENSE						
1000 · Certificated Salaries	2,241,755	2,305,977	2,305,977	2,372,157	2,440,321	2,510,531
2000 · Classified Salaries	1,113,691	1,137,451	1,064,580	1,061,097	1,092,930	1,125,717
3000 · Employee Benefits	1,010,303	1,012,704	1,019,659	1,047,103	1,087,221	1,129,008
4000 · Supplies	928,834	691,919	776,790	789,493	803,323	816,444
5000 · Operating Services	2,449,572	2,102,055	2,233,180	2,262,928	2,295,316	2,323,600
6000 · Capital Outlay	93,679	66,303	56,952	43,320	22,933	22,286
7000 · Other Outgo	-	-	-	-	-	-
TOTAL EXPENSE	7,837,834	7,316,408	7,457,138	7,576,097	7,742,044	7,927,587
NET INCOME	5,029	11,882	55,428	74,543	19,061	(29,518)
Ending Cash Balance	2,999,569	2,450,950	2,278,917	2,414,584	2,459,856	2,410,415

MORCS – Summary Budget

	2023-24	2024-25 Forecast	2025-26	2026-27	2027-28	2028-29
Total Enrollment	282	286	314	346	347	341
ADA	256.48	271.70	298.30	328.70	329.65	323.95
% Free and Reduced	89%	89%	89%	89%	89%	89%
% English Language Learners	38%	38%	38%	38%	38%	38%
% Unduplicated Low Income, EL, Foster Youth	95%	95%	95%	95%	95%	95%
INCOME						
8011-8098 · Local Control Funding Formula Sources	3,675,099	3,918,531	4,421,322	5,027,410	5,208,389	5,288,091
8100-8299 · Federal Revenue	1,366,441	667,301	510,262	547,418	550,101	543,440
8300-8599 · Other State Revenue	1,073,468	1,393,980	1,390,335	965,206	978,290	731,288
8600-8799 · Other Local Revenue	416,184	376,946	332,591	361,900	362,816	357,320
Grants/Fundraising	5,079	20,000	-	-	-	-
8999 · Other Prior Year Adjustment	2,187	-	-	-	-	-
TOTAL INCOME	6,538,458	6,376,758	6,654,509	6,901,934	7,099,595	6,920,139
EXPENSE						
1000 · Certificated Salaries	1,946,471	2,114,275	2,177,703	2,243,034	2,310,325	2,379,635
2000 · Classified Salaries	907,307	945,392	973,754	1,002,967	1,033,056	908,688
3000 · Employee Benefits	835,792	895,751	930,202	966,065	1,003,401	1,014,738
4000 · Supplies	716,299	515,237	561,930	633,989	645,506	645,991
5000 · Operating Services	1,765,525	1,741,851	1,833,561	1,891,518	1,933,849	1,958,140
6000 · Capital Outlay	785,352	765,064	760,775	749,229	740,584	734,334
7000 · Other Outgo	145,165	145,165	141,523	137,808	134,017	130,151
TOTAL EXPENSE	7,101,911	7,122,735	7,379,447	7,624,610	7,800,738	7,771,676
NET INCOME	(563,453)	(745,977)	(724,938)	(722,676)	(701,143)	(851,537)
Operating Income		19,087	40,126	38,099	48,086	(110,953)
Ending Cash Balance	3,439,804	2,399,737	2,633,416	2,788,078	3,022,333	3,086,617

BCCHS – Summary Budget

	2023-24	2024-25 Forecast	2025-26	2026-27	2027-28	2028-29
Total Enrollment	223	233	250	260	275	275
ADA	200.05	216.69	232.50	241.80	255.75	255.75
% Free and Reduced	94%	94%	94%	94%	94%	94%
% English Language Learners	26%	26%	26%	26%	26%	26%
% Unduplicated Low Income, EL, Foster Youth	96%	96%	96%	96%	96%	96%
INCOME						
8011-8098 · Local Control Funding Formula Sources	3,416,579	3,749,147	4,147,030	4,445,618	4,857,033	5,017,157
8100-8299 · Federal Revenue	664,282	457,892	296,809	305,331	317,594	318,098
8300-8599 · Other State Revenue	706,861	547,139	496,412	411,529	171,366	173,007
8600-8799 · Other Local Revenue	289,588	250,911	254,153	263,119	276,569	276,569
Grants/Fundraising	26,184	20,000	21,459	22,318	23,605	23,605
8999 · Other Prior Year Adjustment	9,913	-	-	-	-	-
TOTAL INCOME	5,113,407	5,025,090	5,215,864	5,447,915	5,646,167	5,808,435
EXPENSE						
1000 · Certificated Salaries	1,627,758	1,720,557	1,772,173	1,825,338	1,880,099	1,936,502
2000 · Classified Salaries	805,317	787,709	816,480	840,974	866,204	892,190
3000 · Employee Benefits	808,170	867,184	885,936	921,510	958,602	997,279
4000 · Supplies	388,604	306,798	333,390	352,251	378,858	386,063
5000 · Operating Services	1,412,532	1,296,992	1,374,074	1,433,799	1,515,978	1,544,964
6000 · Capital Outlay	61,409	28,662	26,825	24,223	23,628	3,361
7000 · Other Outgo	-	-	-	-	-	-
TOTAL EXPENSE	5,103,790	5,007,903	5,208,878	5,398,097	5,623,369	5,760,358
NET INCOME	9,617	17,187	6,986	49,819	22,797	48,076
Ending Cash Balance	525,450	252,968	208,933	258,899	269,859	314,999

Coversheet

Board Resolution #2024-0624-01-Submission of MORCS Charter Renewal

Section: V. Items Scheduled For Action
Item: G. Board Resolution #2024-0624-01-Submission of MORCS Charter
Renewal
Purpose: Vote
Submitted by:
Related Material:
Board Resolution Number 2024-0624-01 Monsenor Charter Renewal Submission (1).pdf



Resolution Number: 2023-0626-01

RESOLUTION
OF THEE
BOARD OF DIRECTORS OF
YPI CHARTER SCHOOLS, INC.
A California Nonprofit Public Benefit Corporation

Monseñor Oscar Romero Charter School Renewal Petition

We, the Board of Directors of YPI Charter Schools, Inc., a California nonprofit public benefit corporation, hereby consent to and adopt the following Resolution:

Whereas, it is time to renew the Monseñor Oscar Romero Charter School (MORCS) Petition the YPI Charter Schools (YPICS) Board of Directors do hereby consent to the adoption of the following:

Assign **Yvette King-Berg, YPICS Executive Director** as the **Lead Petitioner** to submit the Monseñor Oscar Romero Charter School Renewal Petition. **Freddy Zepeda, Executive Administrator**, and **Paul Duran, Director of Instruction**, will serve as the on-site Business Manager for MORCS.

Additionally, it is resolved, that the corporation shall:

Continue to use EXED as the YPI Charter School’s back-office provider. Additionally, it is the desire of the YPICS board to move to approve the completed Monseñor Oscar Romero Charter School Petition move forward.

The officers of this corporation are authorized to perform the acts to carry out this resolution.

CERTIFICATE OF SECRETARY

The Secretary of the Corporation certifies that the above is a true and correct copy of the resolution that was duly adopted at a meeting of the dated meeting of the Board of Directors.

I, the undersigned, being all the directors of this corporation consent and agree that the following corporate resolution was made:

On Monday, June 26, 2023, at 6:00 PM, at 10660 White Oak Avenue, Granada Hills, CA 91344.

Signature of Secretary

Date

Printed Name of Secretary

Coversheet

FY24-25 Employee Handbook

Section: V. Items Scheduled For Action
Item: H. FY24-25 Employee Handbook
Purpose: Vote
Submitted by:
Related Material: Recommendation to approve 24-25 employee handbook updates.pdf



YPI CHARTER SCHOOLS

June 24, 2024

TO: YPI Charter Schools
Board of Directors

FROM: Yesenia Marchell
Coordinator of Human Resources

SUBJECT: Recommendation to approve proposed updates to the employee handbook for FY24/25

BACKGROUND

Annually YPICS updates its handbook for consistency with policies, procedures, practices and with regards to new legislation. The executive team and legal counsel review the current handbook and make suggestions and/or legal updates.

ANALYSIS

The following updates have been suggested or added due to changes in legislation:

- Criminal Background Checks: language updated by legal counsel to reflect best practices regarding criminal background checks
- Use of Charter School Technology and Other School Property: update proposed to include software such as SLACK
- Dress Code: Update proposed to permit visibility of body art
- Telework Policy: Updates proposed to no longer be COVID-19 specific
- COVID-19 Mandatory Vaccination Policy: Update to remove the policy that is now void
- Payroll Withholdings: Legal update in regards to overpayments and recouping wages
- Sick Leave: Legal updates to reflect the latest updates to CA Paid Sick Leave law; update proposed to allow certificated staff to rollover excess sick leave for STRS retirement credit; updates proposed to increase teacher and 12 month staff employees' sick hours to 88, originally 80 hours
- Reproductive Loss Leave: Legal update to add new leave law

RECOMMENDATION

It is recommended that the Board of Directors approve the following updates to the FY24/25 employee handbook.