

Youth Policy Institute Charter Schools (YPICS)

YPICS Regular Board Meeting

Date and Time

Monday May 19, 2025 at 6:00 PM PDT

Location

YPI Charter Schools
Learning and Support Center
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/81196588214>

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 April 28, 2025 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

	Purpose	Presenter	Time
<p>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:</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.

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 Updates | FYI | | 4 m |
| <ol style="list-style-type: none"> 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 |

	Purpose	Presenter	Time
C. Bert Corona Charter School Executive Administrator's Report	FYI	Kevin Myers	2 m
D. Monseñor Oscar Romero Charter School Executive Administrator's Report	FYI	Freddy Zepeda	2 m
E. Bert Corona Charter High School Executive Administrator/ COO's Report	FYI	Ruben Duenas	2 m
F. Chief Accountability Officer's Report		Ena LaVan	2 m
G. YPICS Executive Director Report			
H. Public Hearing on 2025-26 Local Control and Accountability Plans & Federal Addendums			5 m
IV. Consent Agenda Items			6:21 PM
A. Background	Vote		5 m
<p>All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below.</p> <p>Unless specifically requested by a Board member for further discussion or removal from the agenda, there will be no discussion of these items prior to the Board's vote on them. The Executive Director recommends approval of all consent agenda items.</p>			
B. Consent Items	Vote	Mary Keipp	1 m
<ol style="list-style-type: none"> 1. Recommendation to approve submitting the annual letter to LAUSD to preserve YPICS's rights to leave the SELPA. 2. Recommendation to approve Ad Hoc Committee to nominate YPICS Board Members for 2025. 			
V. Items Scheduled For Action			6:27 PM
A. FY24-25 April YPICS Financials	Vote	Irina Castillo	10 m
<p>This is a recommendation from the administration to approve the April 2025 financials and check registers as submitted.</p>			
B. Recommendation to Approve 25-26 YPICS Calendars		Ruben Duenas	5 m

	Purpose	Presenter	Time	
The Administration is recommending approval of the 25-26 YPICS Calendars				
C.	FY25-26 ExEd Contract for Services	Vote	Yvette King-Berg	5 m
VI.	Closed Session			6:47 PM
A.	Government Code 54957 PUBLIC EMPLOYEE PERFORMANCE - Evaluation of Executive Team	Discuss	Mary Keipp	10 m
B.	Government Code 54957 PUBLIC EMPLOYEE PERFORMANCE - Evaluation of Executive Director	FYI	Mary Keipp	10 m
VII.	Open Session			7:07 PM
A.	Action Taken in Closed Session	FYI	Mary Keipp	1 m
VIII.	Announcements			7:08 PM
A.	Next Board Meeting	FYI	Yvette King-Berg	2 m
The next YPICS Finance Committee and Regular Board Meetings are scheduled for Monday, June 9, 2025.				
B.	YPICS Middle School Culmination and High School Graduation Celebrations		Yvette King-Berg	2 m
	June 5 BCCHS.	June 6 BCCS	June 6 MORCS	
	6:00 PM	6:00 PM	4:30 PM	
	Maclay Bonnie Green	The L	Monica Garcia Plaza	
IX.	Closing Items			7:12 PM
A.	Adjourn Meeting	Vote	Mary Keipp	

Coversheet

Approval of April 28, 2025 Regular Board Meeting Minutes

Section: I. Opening Items
Item: D. Approval of April 28, 2025 Regular Board Meeting Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for YPICS Regular Board Meeting on April 28, 2025

APPROVED

Youth Policy Institute Charter Schools (YPICS)

Minutes

YPICS Regular Board Meeting

Date and Time

Monday April 28, 2025 at 6:00 PM

Location

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. Green, M. Keipp, W. Njboke

Trustees Absent

S. Mendoza

Trustees who arrived after the meeting opened

M. Green

Guests Present

E. LaVan, F. Zepeda, I. Castillo, Joseph Arreola (remote), K. Favela-Barreras, K. Gamez (remote), K. Myers, R. Bradford, R. Duenas, V. Nutt, 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 Apr 28, 2025 at 6:21 PM.

C. Additions/Corrections to Agenda

The agenda was updated to include Safe Harbor language for the closed session with the addition of the open session item.

D. Approval of March 24, 2025 Regular Board Meeting Minutes

C. Lopez made a motion to approve the minutes from YPICS Regular Board Meeting on 03-24-25.

W. Njboke seconded the motion.

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

Roll Call

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

II. Communications

A.

Presentations from the Public

There were no presentations from the Public.

III. Items Scheduled for Information

A. Board Committee Updates

M. Green arrived at 6:21 PM on April 29.

Academic Chair Lopez: The last Academic Committee meeting was held on February 3, 2025. There are no additional meetings scheduled at this time. We continue to request that the Executive Administrators provide an academic update of their school within their YPICS Board Reports. The final benchmark assessment results will not be available until the end of May. The Executive Administrators' June Board reports will include an analysis of year-end assessments at that time.

Technology Chair Cho: The Technology Committee met on March 10th, 2025, for a discussion on future E-Rate funding strategies to upgrade MORCS' infrastructure, as well as updates on current and summer technology initiatives. The Committee will hold a final planning meeting on May 12th to finalize summer projects. The Technology Committee strikes a balance between ongoing maintenance and forward-looking planning. The discussion of E-Rate funding for MORCS and the planning of summer initiatives showcase the Committee's commitment to continuous improvement. The May 12th meeting will be essential for solidifying these plans and ensuring the successful implementation of the summer project.

Fiscal Chair Green: Irina is still working with the EAs, Ruben, and Yvette in developing the school budgets for the 2025-2026 school year. Our next meeting will be held on Monday, June 9, 2025. We will have a final budget ready for the June 30, 2025, YPICS Board Meeting.

B. YPICS Director of Special Education's Report

Bert Corona Charter School Celebrates Autism Awareness Month. Autism Awareness Month is observed every year in April. It is a global initiative dedicated to raising awareness, promoting acceptance, and fostering inclusion for individuals with autism spectrum disorder (ASD).

Monsenor Oscar Romero Promotes Special Education During Outreach Efforts To boost enrollment for the upcoming school year, Monsenor Oscar Romero Charter School recently held an event, making sure to prominently feature our special education department for prospective students and families.

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.

C. Bert Corona Charter School Executive Administrator's Report

Instruction & Performance Data

PD:

For the second semester, we are building upon the fall semester efforts. To kick off the year, we brought in an expert teacher from CHIME to train our teachers on effective practices for co-planning and to introduce them to the idea of co-teaching.

There are 6 models for co-teaching, and they are all based on the Universal Design for Learning (UDL) structures. At our second PD for the year, we extended that learning through some videos and reading about those best practices. We also shared the following expectation for the teachers for co-teaching:

- Resource teachers will focus on teaching 2 lessons with math teachers each week.
- Special education paraprofessionals will engage in small group instruction with ELA teachers at least 2 times per week.
- ELD teacher will teach one co-taught lesson with general education teachers each week.
- Tutors and other, non-SPED paraprofessionals will teach at least one co-taught lesson or small group lesson per week.
- Co-planning time (every Monday) will focus on reviewing data and setting goals and a plan for co-teaching for the following week.

This process has been going very well, and we received accolades from our LAUSD oversight team when they observed our co-teaching in action. They even said that they would bring other teachers to our school to model what quality co-teaching should look like. We are proud of the progress we have made in this area and we look forward to continued growth from our students because of this practice.

iReady Assessments: READING

We are currently wrapping up our final iReady diagnostic for the year. Although we are not yet finished, our results look promising. For reading, we hit 142% of our expected typical growth, with 62% of our students overall hitting their typical growth targets. Every grade level exceeded typical growth targets.

For English learners, our students performed on par with the general ed/non-EL students. The only grade level where we did not hit typical growth targets was 5th grade where we have only 2 ELs in the grade level.

For students with special needs, we exceeded our growth targets in all grade levels.

iReady Assessments: MATH

In math, our students did well overall, but we continue to need to show more growth in this content area when compared with reading.

As a school, we hit 108% of our expected typical growth with 54% of our students achieving their typical growth levels. We do have 9 more students who need to finish their test, but overall 6th grade struggled to meet their goals. All grade levels except 6th grade surpassed their expected typical growth. Subgroup populations performed well in 5th and 7th grade but did not keep up with their peers in 6th and 8th grade.

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

As we enter the final stretch of the 2024–2025 school year, MORCS remains steadfast in its commitment to academic excellence, student well-being, and strong school culture. This board report highlights our recent efforts across key areas, including academics, school climate, and operations.

In April, our dedicated parents completed the final session of a multi-week English course designed to help them build their English language skills and confidence.. Our Pawsitive Puma Recognition program has continued to gain momentum, reinforcing a positive school climate by celebrating students who exemplify our core values.

Operationally, we have remained focused on attendance improvement strategies, working diligently to move closer to our daily attendance goals. In academics, we administered our final i-Ready diagnostic of the year. This report will highlight student academic achievement, particularly in terms of how many students met their typical growth goals in Reading and Math—an important indicator of progress and instructional impact.

The following report provides a detailed overview of our accomplishments as we aim to close the year with strength and celebration.

Academics

We are excited to share the latest i-Ready diagnostic results, which reflect the hard work and academic progress of our students this year. Our school community has much to be proud of, as students across various groups have shown meaningful growth in both Reading and Mathematics.

In Reading, 52% of students schoolwide met their typical growth goal, a strong indicator of continued academic momentum. We are especially proud of the progress made by our student subgroups:

- 49% of English Learners met their typical growth goal, showing steady improvement in literacy development.
- 53% of students with disabilities achieved their typical growth goal, reflecting targeted supports and interventions.
- 52% of Hispanic or Latino students met their growth targets, underscoring the effectiveness of culturally responsive instructional strategies.
- 54% of economically disadvantaged students met their growth goal, highlighting the impact of our equity-focused efforts.

In Mathematics, our students demonstrated equally promising results, with 52% of students schoolwide meeting their typical growth goal. Notable highlights include:

- 66% of English Learners met their growth goal, representing our highest-performing subgroup in Math and showing remarkable progress.
- 47% of students with disabilities met their typical growth goal, a testament to the dedicated support structures in place.
- 53% of Hispanic or Latino students met their goal, continuing a positive trend in math achievement.
- 52% of economically disadvantaged students met their growth targets, reflecting our ongoing commitment to closing opportunity gaps.

These results reflect the collective effort of our students, teachers, support staff, and families. We are proud of the academic achievement demonstrated by our English Learners, Students with Disabilities, Hispanic or Latino students, and Economically Disadvantaged students. This data not only affirms our commitment to educational equity but also inspires us to continue building on this momentum as we move forward.

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

Academic Data Report

The school is currently administering the NWEA benchmark assessment. Final results will be reported to the board at the June 9, 2025, YPICS Board Meeting.

Community Schools and Culture and Climate

Based on the Youth Truth Survey data below, Bert Corona Charter High School demonstrates a positive impact on its students, particularly in the areas of school belonging and teacher understanding, when compared to national and similar school averages.

School Belonging:

Students at Bert Corona Charter High School feel a strong sense of community. 76% of students reported feeling like part of their school's community in 2024. This is significantly higher than the national high school average of 40%, showing a difference of 36%. In comparison to other school types, Bert Corona also outperforms suburban schools (49%), high poverty schools (49%), small city schools (53%), and charter schools (64%).

Teacher Understanding:

A high percentage (67%) of students at Bert Corona Charter High School feel that their teachers make an effort to understand what their life is like outside of school. This is considerably higher than the national high school average (EdSource) of 22%, a difference of 45%. Bert Corona also shows a favorable comparison to suburban schools (41%), high poverty schools (58%), small city schools (52%), and other charter schools (66%).

"These statistics suggest that Bert Corona Charter High School is creating a more supportive and connected environment for its students compared to the trends highlighted in the article, which expresses concern about the lack of belonging and understanding experienced by many high school students in California.

F. Senior Director of School Community Partnerships Report

Continuous Improvement:

- Partnerships & Services:
 - During Jan & Feb, 2025 our schools focused on our current political climate and the impacts it would have on the communities we serve. Focusing on partnerships to support resources on immigration rights.
 - Coordinators of Community Schools continued to improve cross-collaboration with partners to increase resources for students and families.
- Improve Systems
 - Formalize Procedures for:
 - MTSS - Complete - Review of YPICS MTSS Procedures was collaboratively developed. Staff received and overview and training in Dec. 2024 and Jan 2025.
 - Partner MOU Process - Pending
 - Data Sharing Access with partners - In Progress: Draft was developed and is currently in review for updates.
- Data & Evaluation
 - Update Community Schools Implementation Plans - In Progress - should be updated by June
 - Update ELOP Implementation Plans - Will be updated in May
 - Support staff with utilizing Panorama - Continuous
 - Monthly output data collection and reporting

- During the YPICS Leadership Team meeting - on Dec. 16, 2024, the following topics included:
 - Learning and understanding the Plan Do Study Act (PDSA) cycle
 - A review of the Assets and Resource Mapping Process and key findings
 - A review of YouthTruth survey findings:
 - Overall Summary Across YPICS Schools
 - High Level Summary of Staff survey findings
 - Gallery Walk
 - Implemented the PDSA cycle

- Needs and Assets Assessment:
 - Assets and Resource Mapping facilitated with YPICS staff on Sep. 23, 2024.
 - Asset mapping is not just another list of resources, it provides information about the strengths and resources of a community and can help uncover solutions. Once community strengths and resources are inventoried and depicted in a map, you can more easily think about how to build on these assets to address community needs. Finally, asset mapping promotes community involvement, ownership, and empowerment.
 - Mapping the Community - Each team identified:
 - What assets and resources exist in the neighborhood?
 - What are the areas of need in the neighborhood?
 - How safe and walkable are the areas around our schools?
 - How can we work together to address areas of need?
 - What teams did that day:
 - Each school group went on a 1.5 - 2 hour tour/walk to observe the neighborhood and collect information. After the walk, they discussed what was seen and brainstormed ways to collaborate and address needs/gaps and bridge partnerships.

- Facilitated YouthTruth Survey (staff, students, families) - Survey window was 5 weeks, closed on Fri. 10/25/24. We heard from 1,529 individuals. 95% staff, 75% parents/guardians, 95% students.

G. Williams Quarter 3

As required by the CDE, the schools have completed the Williams Quarter 3 Report on instructional materials, facilities, and teacher assignments. There are no complaints to report for this quarter.

The Board was pleased to learn that there were no complaints to report for this quarter.

IV. Consent Agenda Items

A. Background

The Board considers all matters listed under the consent agenda routine and will approve/enact them in one motion in the form listed below. Unless specifically requested

by a Board member for further discussion or removal from the agenda, there will be no discussion of these items before the Board votes on them. The Executive Director recommends approval of all consent agenda items.

B. Consent Items

There were no items for the consent calendar on April 28, 2025.

V. Items Scheduled For Action

A. FY24-25 March YPICS Financials

C. Lopez made a motion to approve the March 2025 YPICS financials and check registers as submitted.

M. Green seconded the motion.

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

Roll Call

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

B. Recommendation to Update the YPICS 24-25 Instructional Calendars and File J13 A

M. Green made a motion to Authorize changes to the SY24-25 instructional calendars to remain compliant with the minimum instructional minutes (all three schools have the minimal number of days; however, YPICS will need to add minutes to meet the minute requirements) and authorize filing J13A forms for school closure days due to the Los Angeles area wildfires.

D. Cho seconded the motion.

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

Roll Call

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

C. Recommendation to Update YPICS Fiscal Policy for ASB Accounts and Activities

M. Green made a motion to approve updating the YPICS Fiscal Policies and Procedures to include specific language regarding ASB accounts.

W. Njboke seconded the motion.

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

Roll Call

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

The YPICS Executive Director and COO recommend adding the following language to the YPIC Fiscal Policy:

“Local Funds and Fundraising

- As a public school, YPICS can legally apply for and accept grants.
- The Associated Student Body (ASB) will adhere to YPICS’ fiscal policy handbook as approved by the YPICS Board. Separate ASB policies are not available.
- YPICS will follow sound fiscal management policies adopted by the Board as they pertain to fundraising income. All cash received is recorded.
- For each fundraising event or other event in which cash or checks will be collected, the Executive Administrator will designate a staff member to be responsible for managing the process to collect and hold all cash related to the event.”

VI. Closed Session

A. Education Code Section 35145 and Government Code Section 54950: Student Discipline

The Board of Trustees moved into Closed Session at 7:15 PM.

VII. Open Session

A. Action Taken in Closed Session

The Board of Trustees reconvened Open Session at 7:45 PM.

Board Chair, Mary Keipp reported the following action was taken in Closed Session:
Approval of the stipulated suspended expulsion at Bert Corona Charter School.

Roll Call:

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

VIII. Announcements

A. Next Board Meeting

Upcoming Board Meetings

- Regular Meeting: May 19, 2025, LSC, 6:00 PM
- Fiscal Meeting: June 9, 2025 LSC 5:00 PM
Regular Meeting June 9, 2025 LSC, 6:00 PM
- Final Regular of the year: June 30, 2025, LSC, 6:00 PM

YPICS Culminations and Graduation Dates:

- June 5th BCCHS
- June 6th BCCS
- June 6th MORCS

B. YPICS LAUSD Spring Oversight Visits

Board Chair Keipp acknowledged that all three schools' oversight visits have been completed. She also requested that the Executive Director provide the board with a full report when the CSD completes its reports.

IX. 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 7:47 PM.

Respectfully Submitted,
Y. Zubia

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 5_19_25.pdf
YPI Monsenor Oscar Romero-8196-DVR Summary Report 3.20.25 (1).pdf
DVR Clearance-YPI MORCS-8196-5.7.25 (1).pdf



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

Submitted by: Vashon Nutt

May 19, 2025

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 2025.

# of Students with Disabilities Enrolled			
April 2025			
School	Total SPED Count	Total Population	% of Total Student Population
BCCS	85	342	25%
BCCHS	73	229	32%
MORCS	38	302	13%
Total SPED Enrollment	196	873	22%

The following is the percentage of students identified as having a Low-Incidence disability. Low-incidence disabilities, as the name suggests, occur less frequently among student populations and are estimated to make up 20% of all students with disabilities. 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			
September 2024			
School	Count	% of total SPED Population	% of total Student Population
BCCS	10	12%	3%
BCCHS	11	17%	5%
MORCS	8	22%	3%
Total SPED Enrollment	29	16%	3%

The following is the percentage of students identified as having a high-incidence disability. High-incidence disabilities occur more frequently among those with disabilities and make up 80% of total disabilities. High Incidence Eligibilities include Specific Learning Disabilities, Other Health Impairment (ADD/ADHD), Speech/Language Impairment, and Emotional Disturbance.

# of Students with High Incidence Eligibility			
September 2024			
School	Count	% of total SPED Population	% of total Student Population
BCCS	72	88%	21%
BCCHS	52	83%	23%
MORCS	28	78%	9%
Total SPED Enrollment	152	84%	18%

The chart below reveals the number of students with an Individualized Education Plan (IEP) by eligibility status.

September 2024										
School	#AUT	#ED	#HOH	# MD	# OHI	#SLD	#SLI	#VI	#OI	# ID
BCCS	8	0	0	0	14	56	2	0	1	1
BCCHS	7	2	3	0	11	39	0	0	0	1
MORCS	6	0	1	0	8	17	3	0	0	1
Total	21	2	4	0	33	112	5	0	1	3

- | | |
|------------------------------|---|
| AUT - Autism | OI - Orthopedic Impairment |
| DEA - Deafness | OHI - Other Health Impairment |
| DBL - Deaf-Blindness | SLD - Specific Learning Disability |
| ED - Emotional Disturbance | SLI - Speech or Language Impairment |
| HOH - Hard of Hearing | TBI - Traumatic Brain Injury |
| ID - Intellectual Disability | VI - Visual Impairment |
| MD - Multiple Disabilities | 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)
Cross Country Education	RSP Teacher
Total Education Solutions	RSP Case Carrier

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)
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The following are the number of staff for BII, BID, and adult assistants.

School	Cross Country	Internal Hire
BCCS	1 BID	4 BII (1 open Para position)
BCCHS	1 BID	4 BII (1 open position)
MORCS	1 BID	3 BII

Remaining Open Positions

- *School Psychologist (YPICS)*
 - An additional School Psychologist will allow us to split the current caseload of students requiring psych services (Assessments, counseling, Functional Behavioral Assessments (FBAs), Behavior Intervention Development (BID) service provision, and support for the BIIs)
- *Resource Specialist Teacher (MORCS)*
 - An additional Resource Specialist Teacher will allow us to fill a vacancy currently filled with a contracted service provider from Total Education Solutions
- *Resource Specialist Teacher (BCCHS)*
 - An additional Resource Specialist Teacher will allow us to fill a vacancy due to increased caseloads.

Hiring Recommendations

- *Moderate/Severe Teacher (YPICS)*
 - Hiring a Moderate/Severe Special Education teacher will enable YPI Charter Schools to provide better support for students with the most severe needs. This will also reduce our student-to-teacher ratios.

According to the Ed Code, the maximum caseload for a Resource Specialist Teacher is 28. Currently, three of our teachers have caseloads exceeding this limit. A Moderate/Severe teacher could support students with low-incidence disabilities (AUT, ID, HOH, OI), including those eligible under SLD who require intensive learning support and would typically be placed in a Special Day Class.

- *Paraprofessionals/BIIs (YPICS)*
 - By employing more "floating" paraprofessionals and BIIs, we can provide stronger support to our teachers and ultimately improve outcomes for students. This will help YPICS schools remain compliant, without a lapse in service provision, and allow for more individualized attention in the classroom, while also being a more cost-effective solution than relying on day-to-day substitutes to fill BII absences.

UPDATE - 24-25 COMPLIANCE MONITORING - UPDATE

- **LAUSD**

- Monseñor Oscar Romero participated in the District Validation Review (DVR) process this school year.
- The DVR was conducted at the school by a DVR team comprised of representatives from the District of Special Education and with participation by school staff members. The DVR team reviewed IEP student records, various documents, and school data; connected with teachers; verified delivery of services and supports; and conducted interview meetings with school staff and parents.
- The DVR Summary Report (attached) includes the following:

- **The DVR Team commended the school for the following:**

- Providing a positive and supportive educational environment for students.
- Providing inclusive learning environments, activities and programs which provide opportunities for students with disabilities to participate and progress in the general education curriculum.
- Facilitating coordination and collaboration between the general and special education staff.
- Creating a school environment that welcomes parent and community participation.
- Facilitating parent involvement to improve services and results for students with disabilities.
- Providing information to parents about special education mandates and District policies and procedures.

- **Activity Findings**

- A) Student Record Review (IEP Only)

- Student records were reviewed to determine compliance for developing the IEP.
- **79.66% of the items reviewed were compliant.**

- B) Document Review

- Specific documents were reviewed to determine compliance with District policies and procedures.
- **100% of the items reviewed were compliant.**

- C) Classroom Observation

- Classroom observation(s) were conducted to review District-recommended least restrictive environment practices.
- **100% of the recommended practices were evident.**

- D) IEP Implementation: Instructional Accommodations
 - Interviews were conducted to determine if instructional accommodations documented in students' IEPs are being provided.
 - **100% of the instructional accommodations are provided as documented in the IEPs reviewed.**

- E) Academic Assessment Report (Initial/Triennial/Re-evaluation)
 - Academic assessment report was reviewed to determine if all required elements were included.
 - **1 initial assessments reports were reviewed.**
 - **100% report(s) contained all required elements.**

- F) Staff Interview
 - An interview was conducted to determine school staff awareness of and implementation of special education policies and procedures. The percentages of responses to the interview questions were as follows:
 - **100% Yes 0% No 0 N/A**

- G) Parent Interview
 - An interview was conducted with parents/guardians of students with disabilities to determine their awareness and understanding of special education policies and procedures at the school. The percentages of responses to the interview questions were as follows:
 - **100% Yes 0% No 1 N/A**

- H) Staff Survey
 - A survey was distributed to school staff to obtain information regarding staff opinion of and familiarity with the school's special education programs and services. The percentages of responses to the survey items were as follows:
 - **100% Yes 0% No 1 N/A**

- I) Parent Survey
 - A survey was distributed to parents of students with disabilities to obtain information regarding parent opinion and awareness of the school's special education programs and compliance procedures. The percentages of responses to the survey items were as follows:
 - **100% Yes 0% No 0 N/A**

- All DVR activities have concluded, and subsequent corrective actions have been submitted. Monseñor Oscar Romero has successfully completed the District Validation Review, and the official DVR Clearance letter is attached.
- **Bert Corona School** will participate in DVR during the 25-26 school year.
- **Bert Corona High School** will participate in the DVR during the 28-29 school year.
- **CDE**
 - Bert Corona Charter School, Bert Corona Charter High School, and **Monseñor Oscar Romero** were selected to participate in CDE Cyclical Monitoring Cycle B this school year. The CDE monitoring process runs for two school years as follows:
 - **Year 1 (now)**
 - Self-review - *Completed*
 - IEP implementation review - In progress - *Due June 30, 2025*
 - **Year 2**
 - Compliance and Improvement Monitoring Process (CIM)

Special education compliance monitoring is conducted by the Director of Special Education, school site leads, and Coordinators of Instruction.

PROFESSIONAL DEVELOPMENT

The following professional development topics have been provided this year:

- Co-teaching PD - [Co-Teaching Foundations: Setting the Stage for Success](#) - January 13, 2025
- Paraprofessional PD - [Engaging Effectively in Classrooms](#) September 23, 2024
- Special Education PD - [Special Education 101-What Everyone Needs to Know About Special Education](#) - August 2024

The following professional development resources are available via LAUSD and Charter Operated Programs:

[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

RESEARCH AND KNOWLEDGE

Legal Update: Staff shortage fails to justify district's use of unqualified special ed teachers

Case name: Southfield (MI) Pub. Sch. Dist., 125 LRP 8397 (OCRXII, Cleveland (MI) 09/26/24).

Ruling: A Michigan district signed a voluntary resolution agreement to resolve OCR's ADA Title II and Section 504 compliance concerns. The district agreed to determine whether compensatory services are due to students with disabilities as a result of the lack of qualified special education teachers during the school year and develop a plan. It also agreed to submit a staffing plan to fully and effectively implement each student's IEP. OCR will monitor the district's implementation of the agreement.

What it means: A district may not use unqualified teachers to provide special education instruction to students with disabilities. In this case, the district admittedly used unqualified teachers to instruct students in a special education classroom. Although it appropriately notified parents of the temporary fix with unqualified substitutes, it might have overcome the staffing problem by developing a staffing plan in advance of the school year. Because the obligation to provide students FAPE remains in the event of a teacher shortage, the district should estimate staffing needs and plan ahead for staff to fully implement each student's IEP.

Summary: Unable to overcome a staffing shortage, a Michigan district may have discriminated by utilizing unqualified teachers to instruct a classroom of students with disabilities. The district agreed to determine whether compensatory services were due to each student.

The district issued a letter to parents, notifying them that it was unable to hire a special education teacher for their child's classroom. It explained that other staff were assigned to the classroom who would be supervised and supported by a school administrator.

OCR received a complaint alleging that the district failed to provide qualified teachers in the special education classroom.

ADA Title II and Section 504 require districts to provide FAPE to each student with a disability by way of regular or special education services designed to meet their individual needs as adequately as the needs of nondisabled students are met, OCR explained. The quality of services provided to students with disabilities must equal that of services provided to nondisabled students. Thus, the teachers of students with disabilities must be trained in the instruction of students with the particular disability, and appropriate materials and equipment must be available, OCR explained.

OCR noted that interim teachers were provided daily support and supervision in the classroom. However, a supervisor told OCR that she merely shared resources and assisted in the classroom when needed, but she didn't assist with data collection or IEP issues. Another supervisor reportedly consulted with interim classroom teachers and served as the teacher of record for the students' IEPs and Section 504 plans. A staff member told OCR that when services couldn't be provided due to the lack of a qualified provider, the district determined that the student did not require them.

OCR noted "cause for concern" that the district did not provide students in the classroom with instruction consistent with the requirements of FAPE, which denied those students FAPE.

Los Angeles Unified School District
District Validation Review
YPI MONSEÑOR OSCAR ROMERO MS (CHARTER) (8196)
2024-2025

YPI MONSEÑOR OSCAR ROMERO MS (CHARTER) (8196) School Year (2024-2025)

INTRODUCTION

The Los Angeles Unified School District conducts the District Validation Review (DVR) at all school sites. The DVR is LAUSD's special education school review process. It measures compliance with applicable state and federal laws and the District's policies and procedures.

The DVR was conducted at the school by a DVR Team comprised of representatives from the Division of Special Education and with participation by school staff members. The DVR Team reviewed IEP student records, various documents, and school data; connected with teachers; verified delivery of services and supports; and conducted interview meetings with school staff and parents.

ORGANIZATION OF DVR SUMMARY REPORT

The DVR Summary Report consists of four parts. Part I, Commendations, lists the DVR Team's commendations to the school. Part II, Activity Findings, provides a description of each activity and summarizes the findings of the review. Part III, Corrective Action Plan, lists the corrective action(s) required to support correction of noncompliant findings, if applicable and the due date corrective action items are to be completed and submitted to the DVR Team Lead (45 calendar days from the DVR date). Part IV, Recommendation Certification, is included as appropriate.

FOLLOW-UP

The Division of Special Education will conduct follow-up monitoring and technical assistance activities to ensure the completion of each school's corrective actions and recommendation(s), as appropriate. During the subsequent school year, additional monitoring may be conducted.

Los Angeles Unified School District
District Validation Review
YPI MONSEÑOR OSCAR ROMERO MS (CHARTER) (8196)
2024-2025

PART 1: SCHOOL COMMENDATIONS

The DVR Team commends the school for:

- Providing a positive and supportive educational environment for students.
- Providing inclusive learning environments, activities and programs which provide opportunities for students with disabilities to participate and progress in the general education curriculum.
- Facilitating coordination and collaboration between the general and special education staff.
- Creating a school environment that welcomes parent and community participation.
- Facilitating parent involvement to improve services and results for students with disabilities.
- Providing information to parents about special education mandates and District policies and procedures.

Notes:

DVR Team would like to thank YPI Monsenor Oscar Romero for the warm welcome and wonderful collaboration! We appreciate the preferred parking.///Parents expressed their gratitude and appreciation for the school's support in helping their children succeed.///Oral

Los Angeles Unified School District
District Validation Review
YPI MONSEÑOR OSCAR ROMERO MS (CHARTER) (8196)
2024-2025

PART 2: ACTIVITY FINDINGS

A) Student Record Review (IEP Only)

Student records were reviewed to determine compliance for developing the IEP.

79.66% of the items reviewed were compliant.

B) Document Review

Specific documents were reviewed to determine compliance with District policies and procedures.

100% of the items reviewed were compliant.

C) Classroom Observation

Classroom observation(s) were conducted to review District recommended least restrictive environment practices.

100% of the recommended practices were evident.

D) IEP Implementation: Instructional Accommodations

Interviews were conducted to determine if instructional accommodations documented in students' IEPs are being provided.

100% of the instructional accommodations are provided as documented in the IEPs reviewed.

Los Angeles Unified School District
District Validation Review
YPI MONSEÑOR OSCAR ROMERO MS (CHARTER) (8196)
2024-2025

PART 2: ACTIVITY FINDINGS (Continued)

E) Academic Assessment Report (Initial/Triennial/Re-evaluation)

Academic assessment report was reviewed to determine if all required elements were included.

1 initial assessments reports were reviewed.
100% report(s) contained all required elements.

F) Staff Interview

An interview was conducted to determine school staff awareness of and implementation of special education policies and procedures. The percentages of responses to the interview questions were as follows:

100% Yes 0% No 0 N/A

G) Parent Interview

An interview was conducted with parents/guardians of students with disabilities to determine their awareness and understanding of special education policies and procedures at the school. The percentages of responses to the interview questions were as follows:

100% Yes 0% No 1 N/A

H) Staff Survey

A survey was distributed to school staff to obtain information regarding staff opinion of and familiarity with the school's special education programs and services. The percentages of responses to the survey items were as follows:

100% Yes 0% No 1 N/A Unable to score

I) Parent Survey

A survey was distributed to parents of students with disabilities to obtain information regarding parent opinion and awareness of the school's special education programs and compliance procedures. The percentages of responses to the survey items were as follows:

100% Yes 0% No 0 N/A Unable to score

Los Angeles Unified School District
District Validation Review
YPI MONSEÑOR OSCAR ROMERO MS (CHARTER) (8196)
2024-2025

PART 3: CORRECTIVE ACTION PLAN

CORRECTIVE ACTION(S) DUE DATE:04-May-2025

DVR Date(s): 20-Mar-2025

Loc. Code: 1819601

School: YPI MONSEÑOR OSCAR ROMERO MS (CHARTER) (8196)

Local District: R - Charter Schools

Principal: ZEPEDA, FREDDY

DVR School Team Members:

Team Member1 : VASHON NUTT

Team Member2 : PAUL DURAN

Team Member3 : BLANCA RUIZ

PART 3 - SECTION 1 (Action A)

Corrective Action: Interoffice Correspondence (IOC) with DVR noncompliance items numbers and item description listed, and school's Action Plan/ efforts to remedy noncompliance. Evidence of distribution is needed. For in-person distribution, a signed staff roster with an acknowledgment statement indicating receipt of IOC. For email distribution, a PDF copy of email that lists all recipients and attachments.

109, 113, 114, 117, 118, 119, 121, 129

PART 3 - SECTION 2 (Action B)

Corrective Action: PD Agenda with DVR noncompliance items and item descriptions listed and PD sign-in.

109, 113, 114, 117, 118, 119, 121, 129

PART 3 - SECTION 3 (Action C)

Corrective Action: Complete appropriate IEP type to remediate IEP noncompliance. Submit a copy of Page 1 of the IEP that was completed after the DVR. Include the noncompliant DVR item number(s) at the top of the page.

102910M059: VAZQUEZ-FUENTES, FREDDY: 113, 117, 118

Principal Name

Principal Signature

Los Angeles Unified School District
District Validation Review
YPI MONSEÑOR OSCAR ROMERO MS (CHARTER) (8196)
2024-2025

CORRECTIVE ACTION(S) DUE DATE:04-May-2025

DVR Date(s): 20-Mar-2025

Loc. Code: 1819601

School: YPI MONSEÑOR OSCAR ROMERO MS (CHARTER) (8196)

Local District: R - Charter Schools

Principal: ZEPEDA, FREDDY

DVR School Team Members:

Team Member1 : VASHON NUTT

Team Member2 : PAUL DURAN

Team Member3 : BLANCA RUIZ

PART 4: RECOMMENDATION CERTIFICATION

The DVR Team recommends the following:

- Implement procedures to ensure the school adheres to special education related timelines.
- Provide an opportunity for special education staff to view the Present Level of Performance training located on the special education website <http://sped.lausd.net/>.

Notes:

Ensure staff are offered the Staff Input Survey at the end of every IEP meeting.///Ensure that teachers are posting standards in the classrooms.///

Principal Name

Principal Signature

BLANK



Alberto M. Carvalho
Superintendent

Los Angeles Unified School District

Anthony Aguilar, Chief of Special Education and Specialized Programs

Special Education Compliance

333 S. Beaudry Avenue, 17th Floor
Los Angeles, California 90017
Phone (213) 241-6701

Members of the Board

Scott M. Schmerelson, President
Dr. Rocío Rivas
Nick Melvoin
Kelly Gonez
Tanya Ortiz Franklin
Sherlett Hendy Newbill
Karla Griego

Date: 5/7/2025

School: YPI MONSEÑOR OSCAR ROMERO MS, 8196

RE: Successful Completion of 2024-25 District Validation Review (DVR)

Dear Principal,

I am pleased to inform you that your school has successfully completed the 2024-25 District Validation Review (DVR). Congratulations on this achievement!

During the review process, the LAUSD DVR team identified one or more instances of non-compliance at your school. As a result, a corrective action plan was developed and shared with your administration.

After careful evaluation, we can confirm that: (1) All identified instances of non-compliance have been fully rectified; (2) Your school has satisfactorily addressed all concerns raised during the DVR; (3) No additional documentation or further action is required at this time.

This successful completion of the DVR process demonstrates your school's commitment to maintaining high standards and ensuring compliance with district policies. We appreciate your dedication and the hard work of your staff in addressing these matters promptly and effectively.

Once again, congratulations on this accomplishment. We look forward to your continued success in providing quality education to our students.

Sincerely,

Anthony Aguilar
Chief of Special Education
and Specialized Programs

Jose Soto, Ed.D.
Executive Director,
Division of Special Education

cc: Region Special Education Administrator

Coversheet

Bert Corona Charter School Executive Administrator's Report

Section: III. Items Scheduled for Information
Item: C. Bert Corona Charter School Executive Administrator's Report
Purpose: FYI
Submitted by:
Related Material: 24-25 BCCS EA BoD Report (May).docx.pdf



Board Report
 Dr. Kevin Myers, Executive Administrator
 May 19, 2025

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

ELPAC

Most of our ELPAC scores have come in and things are looking great! Our prediction right now is that we will have a 33% reclassification rate, which is a fantastic achievement!

Co-Planning and Co-Teaching Update:

We are excited with the progress we have made in our co-teaching initiative this year and even more excited about the buy-in we have from staff to continue to improve and refine this practice. Last week, we split our instructional staff into two rooms, one room for Gen Ed teachers and one for support staff and resource/EL teachers. We used a CFG protocol called *The Futures Protocol* to reflect on our implementation this year and how we can improve for next year. This protocol has participants imagine that we are a year in the future. We discuss our “current” state of success (where we hope to be in May 2026) and how we “got there” (action steps we feel we need to enact to help us improve over the course of the next year). Finally, we reflect on the challenges we “were experiencing last year” that are no longer an issue (these are actual current challenges or barriers).

The protocol was very effective and I was very pleased with my group. We laughed a lot as we shared our thoughts for the future because people kept speaking in the wrong tense (past, present, future). We came up with a lot of great ideas and action steps and everyone was very solutions-oriented. I heard that the other group had a great experience with the protocol as well.

Here are the summarizing notes I shared with our team on 5/12:

Shared Summary: Future (what we hope to see next year)

- Strong routines and student engagement
- All planning (shared) is done in a timely manner
- Everyone open to collaboration
- Strong structures are in place for success
- All teachers are accountable for engagement and management

Shared Summary: Reflect

- Missed opportunities to plan (not made-up if missed on Monday)



- Still a division of students (“your kids”)
- Resistance to being open to co-plan
- Lack of understanding of all student needs
- Co-teaching was not always a priority from all teachers
- Need more training and structure
- Frequent change in plans
- Inequity between classes (if a support teacher/staff only worked with one cohort)

Shared Summary: Actions

- Live action practice and modeling w/ constant feedback
- Classroom arranged to meet the goals of co-teaching
- Experiment with various models to see what works best
- Coaching support specifically for co-teaching with partner teachers
- Hire more support staff
- Create a cycle for observation and coaching
- Process determined for accountability
- Regular meetings were honored and rescheduled if needed
- Teambuilding to solidify relationships

Debrief:

- Shows us how where we need to improve and the work we need to do
- Glad we’re all trying; solutions-oriented
- Everyone is honest and open
- Protocol was entertaining

iReady and CAASPP

We are currently in the middle of our CAASPP testing window and kids are working their way through their math assessments this week (May 13-16) and ELA assessments next week (May 20-23). With our strong iReady results, we are expecting to see strong growth in ELA, as well as growth in math.

iReady Reading:

Results for our students are below, but here are some highlights from this year of diagnostics:

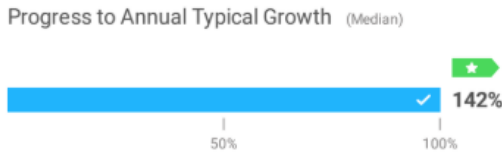
- All Grade Levels and Subgroups hit our two major metrics: at least 100% typical growth and at least 51% of students achieving improved placement.
- Schoolwide, we hit 142% typical growth with 62% of students hitting their growth goals.
- Schoolwide, our ELs hit 111% of their typical growth and 51% of them had improved placement.
- Similarly, our students with special needs hit 133% of their typical growth and 59% had improved placement.
- At the beginning of the year, 72% of our students were 2 or more grades below and at the end of the year, only 52% were 2 or more grade levels below.



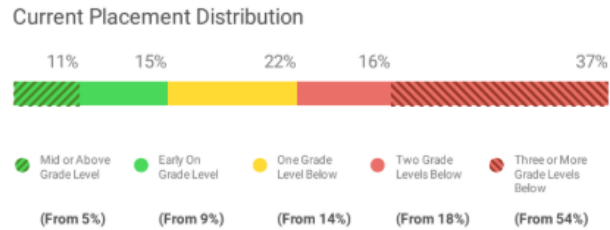
- 5th Graders hit the “High Performing, High Growth” quadrant of the growth report.
- 5th Graders hit 200% of their typical growth with 67% of students meeting their typical growth goal.
- 5th graders hit 91% of their stretch growth, and 56% of them demonstrated improved placement.
- In 7th grade, our students hit 189% typical growth overall with 67% of students achieving improved placement.
- One of our cohorts in 7th grade had 275% typical growth with 72% of students hitting improved placement and in another, they had 241% typical growth with 73% of students attaining improved placement.
- One of our 8th grade cohorts hit 167% typical growth with 62% improved placement.
- Our leadership class 7th graders demonstrated their leadership with 333% typical growth and 93% of them achieving improved placement!

iReady Reading Results:

Students Assessed/Total: 339/341



The median percent progress towards Typical Growth for this school is 142%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	200%	67%	91%	44%	56%	9/9
Grade 6	133%	57%	50%	20%	51%	108/110
Grade 7	189%	71%	64%	31%	67%	118/118
Grade 8	120%	56%	40%	25%	54%	104/104



English Learner Showing 3 of 3						
All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Yes - English Learner	111%	56%	39%	16%	51%	77/77
No - English Learner	168%	64%	62%	29%	60%	261/262
Not Reported	182%	100%	62%	0%	0%	1/2

Special Education Showing 2 of 2						
All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Yes - Special Education	133%	56%	48%	17%	59%	78/78
Not Reported	150%	64%	52%	29%	57%	261/263

Economically Disadvantaged Showing 2 of 2						
All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Yes - Economically Disadvantaged	142%	62%	51%	26%	57%	299/300
Not Reported	138%	63%	50%	23%	60%	40/41

Sex Showing 2 of 2						
All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Female	150%	63%	56%	28%	58%	166/167
Male	141%	61%	48%	24%	57%	173/174

Areas of Need/Growth:

- Although overall we hit our goals, there were a couple of cohorts with ELs did not stay on track with the Gen Ed population. We need to continue to work with those teachers to ensure the proper supports and approaches are in place.



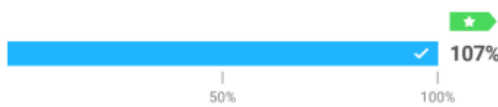
iReady Math:

Results for our students are below, but here are some highlights from this year of diagnostics:

- Overall, we hit 107% typical growth in math as a school
- 7th grade students hit 167% typical growth in math with 66% of them achieving improved placement.
- 5th graders hit 115% of their typical growth.
- One of our 7th-grade cohorts hit 289% typical growth and 93% of the students demonstrated improved placement! This teacher's other cohort hit 200% typical growth with 70% of students demonstrating improved placement.

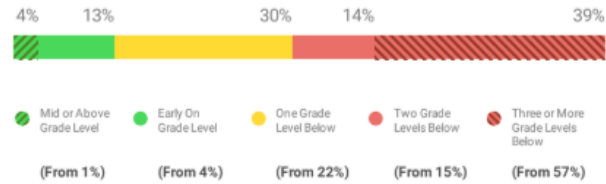
iReady Reading Results:

Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 107%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution



Grade							Showing 4 of 4
Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total	
	Progress (Median)	% Met	Progress (Median)	% Met			
Grade 5	115%	56%	56%	22%	56%	9/9	
Grade 6	79%	36%	34%	9%	50%	110/110	
Grade 7	167%	66%	76%	31%	66%	117/118	
Grade 8	104%	55%	43%	16%	53%	104/104	

English Learner							Showing 3 of 3
All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total	
	Progress (Median)	% Met	Progress (Median)	% Met			
Yes - English Learner	89%	45%	37%	11%	53%	76/77	
No - English Learner	109%	55%	52%	21%	58%	262/262	
Not Reported	154%	50%	61%	50%	50%	2/2	



Special Education Showing 2 of 2						
All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Yes - Special Education	84%	45%	36%	9%	49%	78/78
Not Reported	108%	55%	50%	22%	59%	262/263

Economically Disadvantaged Showing 2 of 2						
All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Yes - Economically Disadvantaged	107%	52%	46%	18%	57%	299/300
Not Reported	115%	59%	48%	24%	51%	41/41

Sex Showing 2 of 2						
All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Female	100%	50%	46%	20%	56%	167/167
Male	114%	55%	48%	18%	57%	173/174

Areas of Need/Growth:

- Our 6th graders did not perform on par with all other students; in this grade level, most cohorts did not achieve their typical growth. We will need to focus on support for our 7th graders during next school year so we can ensure they hit their goals and we see strong growth on next year's iReady and CAASPP as we prepare for renewal.
- Although the grade as a whole performed well, only 27% of students with special needs in 8th grade hit their typical growth. We will need to work with these teachers to ensure all learning supports are in place to help all students achieve.
- Schoolwide, our ELs and SWDs did not hit their typical growth in math. We will work to integrate more language supports and accommodations in our math classes.



Community Schools

We are currently working on our APR for the 2024-2025 school year. We are holding focus groups with parents, students, staff, and community members and we are gathering a lot of great data and feedback through these meetings. Our stakeholders have seen the growth this year and I am excited that they are articulating success in our areas of focus (improved communication, ongoing support, more opportunities for sports- especially for female athletes, and more updates on our progress towards goals).

Operations:

Enrollment:

Our team has done a great job with recruitment! So far, here are our numbers for next year's enrollment:






	Total
5th	5
6th	115
7th	120
8th	118
Total	358
Over/Under	Plus 19

With these numbers, we are 19 students over our planned enrollment number for the 25-26 SY budget.



School Culture and Climate

As usual, our students and staff have been busy this month! Here are some highlights over the past few weeks:

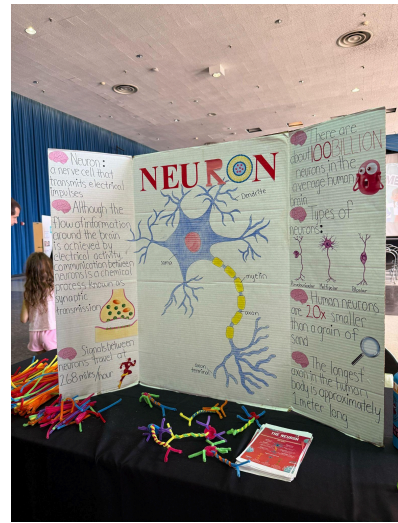
		
<p>Our Student Teacher, Mr. Lawrence, after getting pied in the face by a student who met their stretch growth on iReady- one of our most popular incentives!</p>	<p>Dodger Game with GEAR UP</p>	<p>Dodger Game with GEAR UP</p>
		
<p>Co-Ed Volleyball</p>	<p>Donuts from Students for Teacher Appreciation Week</p>	<p>Sign for Staff from Student Leadership</p>



UCLA Science Fair



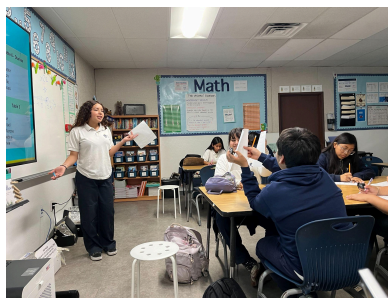
UCLA Science Fair



UCLA Science Fair



Girls Soccer Team



Students Teaching in Math



Dodger Game with GEAR UP



Warm Family Style Breakfast Before CAASPP Testing- Good Luck!



Coversheet

Monseñor Oscar Romero Charter School Executive Administrator's Report

Section: III. Items Scheduled for Information
Item: D. Monseñor Oscar Romero Charter School Executive Administrator's Report
Purpose: FYI
Submitted by:
Related Material: 24-25 MORCS EA BoD Report May 16, 2025.pdf



YPICS Board Report
Freddy Zepeda, Executive Administrator

May 16, 2025

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.

With just three weeks remaining in the 2024–2025 school year, our team at Monseñor Oscar Romero Charter School remains fully committed to finishing strong and continuing to provide high-quality support to our students and families. As we close out the year, we remain deeply grounded in our mission to serve the Pico Union community with dedication, compassion, and academic excellence.

This board report provides key updates on student progress, program highlights, and recent achievements from across our campus. The following items are included:

- **ELPAC and ELPI Progress Update:** An overview of current English Learner performance levels, reclassification eligibility, and projected growth on the English Learner Progress Indicator (ELPI), including anticipated California School Dashboard placement.
- **Student Film Showcase at LALIFF:** A spotlight on our 8th grade film students, who will be presenting their original films at the Los Angeles Latino International Film Festival at the TCL Chinese Theater in Hollywood, with special recognition for Mr. Rosenberg’s mentorship and leadership.

These updates reflect our continued focus on student growth, academic progress, and creating meaningful opportunities for our learners.



Academic Achievement Update - ELPAC

English Language Proficiency Update: ELPAC and ELPI Progress

We are pleased to share an update on the progress of our English Learners, focusing on ELPAC performance and projected growth based on the English Learner Progress Indicator (ELPI).

ELPAC Performance Summary

Our latest ELPAC results show encouraging trends in English language development. The overall distribution of student scores is as follows:

- **Level 1 (Minimally Developed):** 20.41%
- **Level 2 (Somewhat Developed):** 24.49%
- **Level 3 (Moderately Developed):** 35.71%
- **Level 4 (Well Developed):** 19.39%

ELPAC Performance Levels		
Level	# of students	% of students
Level 1	20	20.41%
Level 2	24	24.49%
Level 3	35	35.71%
Level 4	19	19.39%

We are particularly encouraged that **over 55% of our English Learners scored at Level 3 or 4**, indicating readiness for academic success and language reclassification. Based on these results, **19 students have already met the ELPAC criterion for reclassification eligibility**. We are currently reviewing academic and teacher input data to determine which students meet the full reclassification criteria, and are optimistic that **many, if not all, of these students will be successfully reclassified**.

English Learner Progress Indicator (ELPI)

This year, we are projecting that **47.9% of English Learners will demonstrate ELPI growth**. This is a slight decline from last year’s growth rate of approximately 67%. While this represents a dip in year-over-year progress, we are encouraged by notable successes within grade-level cohorts:

- **8th Grade:** 70% expected to meet ELPI growth
- **6th Grade:** 42% expected to meet growth
- **7th Grade:** 32.3% expected to meet growth

	EL Students	Count towards ELPI Status	Count decreasing a Level	% Decreasing a Level	Count maintaining other Levels	% Maintaining other Levels	Count maintaining Level 4	% Maintaining Level 4	Count with ELPI Level Growth	%ELPI Growth
6th	34	33	7	21.2%	11	33.3%	1	3.0%	14	42.4%
7th	34	31	7	22.6%	15	48.4%	0	0.0%	10	32.3%
8th	31	30	1	3.3%	9	30.0%	2	6.7%	21	70.0%
Schoolwide	99	94	15	16.0%	35	37.2%	3	3.2%	45	47.9%



Although the overall percentage is lower than last year, we **anticipate landing in the Orange performance band on the California School Dashboard**, reflecting moderate progress and providing a clear focus for continued improvement efforts.

We remain committed to supporting English Learners through high-leverage instructional strategies, targeted interventions, and continuous monitoring of student progress to ensure we are meeting their language development and academic needs.

ELPI Comparisons 23-24 and 24-25							
ELPI Levels by Grade 24-25		Level 1 %	Level 2L %	Level 2H %	Level 3L %	Level 3H %	Level 4 %
6th	33	18.2%	15.2%	15.2%	18.2%	18.2%	15.2%
7th	33	24.2%	15.2%	12.1%	15.2%	18.2%	15.2%
8th	31	19.4%	6.5%	9.7%	19.4%	16.1%	29.0%
ELPI Levels by Grade 23-24		Level 1 %	Level 2L %	Level 2H %	Level 3L %	Level 3H %	Level 4 %
6th	33	15.2%	18.2%	18.2%	18.2%	24.2%	6.1%
7th	29	20.7%	13.8%	6.9%	27.6%	31.0%	0.0%
8th	30	26.7%	16.7%	20.0%	20.0%	10.0%	6.7%

Film and Media Arts



We are proud to share that our **8th grade film students** have achieved an incredible milestone: **two student-created films have been selected for screening at the Los Angeles Latino International Film Festival (LALIFF)**, presented in partnership with the **Youth Cinema Project**. The films will be showcased on **June 1st, 2025, at the iconic TCL Chinese Theater in Hollywood**.

Throughout the school year, students have participated in the Youth Cinema Project’s immersive filmmaking curriculum, engaging in every step of the process—from scriptwriting and storyboarding to directing, filming, and editing. These **signature films** are the culmination of months of hard work, creativity, and collaboration.



We would like to give special recognition to **Mr. Rosenberg**, who has guided our student filmmakers with passion, expertise, and unwavering support. His dedication to cultivating student voice and storytelling through film has been instrumental in preparing students for this opportunity to shine on a professional stage.

This showcase at LALIFF not only celebrates the artistic talents of our students, but also highlights the power of arts education in building confidence, communication, and cultural awareness. We are incredibly proud of our students and grateful to Mr. Rosenberg for helping make this achievement possible.

Coversheet

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

Section: III. Items Scheduled for Information
Item: E. Bert Corona Charter High School Executive Administrator/ COO's
Report
Purpose: FYI
Submitted by:
Related Material: 24-25 BCCHS EA_COO BoD Report 5-19-25.pdf
Board Informative 25-26 Teacher Salary Table.pdf



BERTCORONA CHARTER HIGH SCHOOL

Board Report Ruben Dueñas, Interim Executive Administrator May 19, 2025

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.

Academics

Students are still in the middle of the barrage of exams students take in high school in May. Students are or have taken the following exams:

- NWEA Maps (all students)
- Smarter Balanced Assessment (11th grade)
- CAST (10, 11, and 12)
- AP Spanish (11, and 12)
- AP Environmental Studies (11, and 12)
- AP Biology (11, and 12)
- ELPAC (English language learners)

Community Schools and Culture and Climate

BCCHS was not awarded the \$25,000 grant from Great Public Schools Now (GPSN). BCCHS will still be offering a summer program for students to do credit recovery, and participate in enrichment opportunities focusing on college preparedness, art, sports, service, and leadership development. The Summer Program will be 24 days long and run from 8:45am to 12:45pm and include a snack.

Operations

Based on student growth (students with disabilities), BCCHS is eligible for an additional space/room. During the 24-25 school year, BCCHS had 100% use of 16710.48 square feet of space. In the 25-26 school year, BCCHS will have 16,757.94 square feet of space. Unfortunately, the Prop 39 pro-rata share has increased from \$13.22 to \$16.05 per square foot for a 21.4% increase. The increase in cost will have a negative impact on the school budget.

School Culture and Climate

Safety

A new Tick Tok trend has emerged. The “challenge” encourages students to insert lead or metal into chromebooks, which can cause the devices to overheat, start smoking, catch fire, or explode. Staff is working on communication with the school community, training for staff on how to respond, and purchasing additional safety equipment to be able to respond to this new potentially dangerous scenario.

Senior Awards Knights

Students were recognized for their academics, leadership, and athletic achievements in front of their loved ones on May 6, 2025 in the Maclay Multipurpose Room. Families were also able to enjoy a meal together. Students were recognized for being valedictorian (3), Academic high honors and honors, and varsity letters.

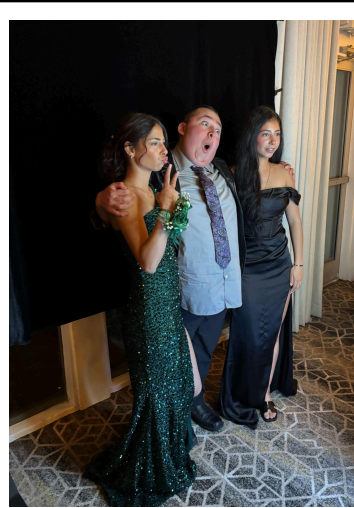


BERTCORONA CHARTER HIGH SCHOOL



Knight's Ball

The Knight's Ball was held on April 26, 2025 at Luminarias in Granada Hills. The pictures clearly show the fun the students had together that evening. Our students looked amazing.





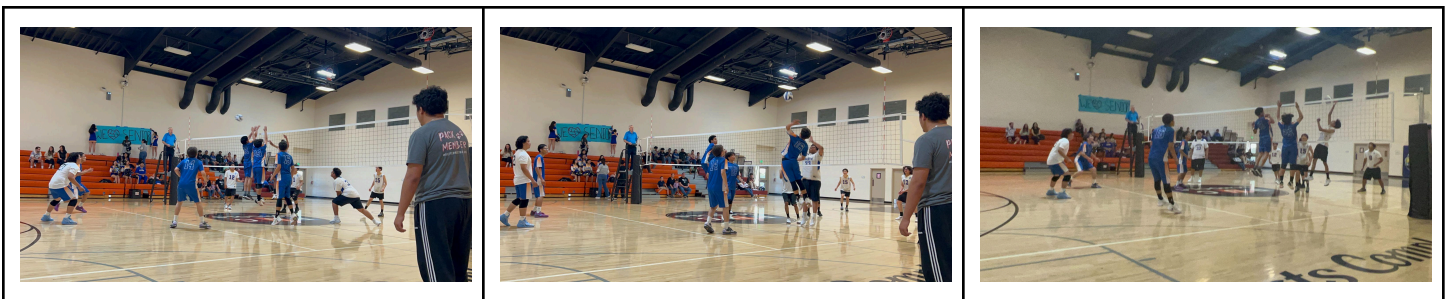
Sports

BCCHS Boys Baseball completed its first season. The Knights first year overall record was 5-7-1 and they earned a ranking of 90th in Los Angeles Section CIF. We saw a lot of growth from our athletes. The North Valley League voted and recognized 5 Knights with honors including one 1st Team Selection, two 2nd Team selections, and two Academics Awards for GPA. BCCHS was the only school with two players receiving Academic awards. Students were acknowledged at the Student Assembly on Monday, May 12.

BCCHS Girls Softball completed its first season. The Knights first year overall record was 1-13 and they earned a ranking of 21st in Los Angeles City Section Division IV. We saw a lot of growth from our athletes. Most of the team had never played softball on an organized softball team.



Boys Volleyball won BCCHS' first North Valley League Championship with a league record of 6-2 and Overall record of 10-4. By winning the league championship, the Knights earned a second round playoff berth against MSA 1 in Reseda with Los Angeles City Section Division V ranking of 8. Unfortunately, the Knights lost 3-0 and the season game to an end. We are extremely proud of our Boys Volleyball Team.





BERTCORONA CHARTER HIGH SCHOOL

Teacher Appreciation

Teachers and staff were celebrated throughout the week of May 5-9. Teacher and staff were treated to:

Monday - Costco Pizza and drinks

Tuesday - Porto's pastry and Coffee -

Wednesday - Gorditas, Pizza, and Aquas Frescas

Thursday - Taquitos de papa con queso

Friday - Carne Asada and Aquas Frescas





May 19, 2025

TO: YPICS Board of Directors
FROM: Ruben Duenas, Chief Operations Officer
SUBJECT: 25-26 Teacher Salary Table Adjustment

BACKGROUND

California's minimum wage increase will impact the 25-26 Teacher Salary Table.

Details

For YPICS, a beginning teacher's salary will increase to a minimum of \$64,827. Step and column amounts on the salary table will be adjusted (increased) to align with the minimum amount. Bonuses will be reduced based on these adjustments. In the end, teacher salaries plus bonuses will equal the same combined amount as in the 24-25 Teacher Salary Table.

The adjusted amounts will be included in the budget and the final table will be shared at the next fiscal and board meeting on June 9, 2025.

Coversheet

Chief Accountability Officer's Report

Section: III. Items Scheduled for Information
Item: F. Chief Accountability Officer's Report
Purpose:
Submitted by:
Related Material: rev25-05-19 CAO BoD Report.pdf

Ena LaVan, Chief Accountability Officer

May 19, 2025

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.

Accountability Update from the May 7th CA State Board of Education Meeting

The SBE has been working on an integrated accountability plan to provide transparency for the public on the performance of public schools in the state. At the SBE meeting on Wednesday, May 7th, the Analysis, Measurement & Accountability Reporting Division (AMARD) from the CDE provided several updates on its work, some of which may have a negative impact on charter schools. The SBE will be taking action on these items at its July 9-10 meetings. The subjects include:

- Modifications to the College/Career Indicator on the CA Dashboard
- Incorporation of the Growth Data for grades 4-8 into the CA Dashboard
- Differentiated Assistance Outcomes for Long-Term English Learners
- Incorporation of the Science Indicator for LCFF eligibility criteria
- DASS application and renewal criteria
- Review of LCFF Priority 1 Teacher Assignment Data

We will be monitoring these items as they may pose significant challenges to charters since the renewal tracks under AB1505 are based on the CA Dashboard.

2025 CA School Dashboard Local Indicator Reporting

The CDE will be opening the myCDEconnect portal on June 2, 2025 for submission of the Local Indicators for the CA School Dashboard. LEAs are required to complete the Local Indicator Self-Reflection process and upload their responses/scores via the portal.

The Local Indicators for YPICS schools will be presented to the local governing board at the same regular meeting in June where the 2-25-26 LCAPs will be adopted.

Instructional Continuity Plan (ICP)

There is a new requirement for LEAs in relation to the annual review of the Comprehensive School Safety Plan (CSSP).

“Senate Bill 153, Chapter 38, adds a provision to California Education Code requiring local educational agencies (LEAs) to adopt a plan to ensure all students can access instruction during a natural disaster or emergency. The Instructional Continuity Plan (ICP) must be included in an LEA’s Comprehensive School Safety Plan (CSSP) by July 1, 2025. A locally-adopted CSSP must include an ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026–27”.

The ICPs for YPICS schools will be brought to the governing board for review and approval at the June meeting.

LCAP Development

All YPICS schools are continuing their engagement with educational partners as required in the Ed Code for review of the LCAPs. Of note is the requirement for a needs assessment focused on use of the Learning Recovery Emergency Block Grant (LREBG) funds through the 2028 fiscal year.

All YPICS schools used the LREBG Needs Assessment & Resource template provided by the California Statewide System of Support beginning in November 2024 to engage with various educational partners on the needs of students to address performance on state assessments in English/language arts and mathematics, as well as chronic absenteeism.

As schools continue engagement efforts and budget development, sections may change before final local governing board approval in June 2025.

Coversheet

YPICS Executive Director Report

Section: III. Items Scheduled for Information
Item: G. YPICS Executive Director Report
Purpose:
Submitted by:
Related Material: Governer Newsom May Revise Memo DBG Group.pdf
MayRevise2025-26FullBudgetSummary.pdf
24-25_YPICS_ED_Report_May_19_2025.pdf
2025-26-Governors-May-Revise_ACSA-Summary.pdf

To: All Clients
From: Deveau Burr Group, LLC
Date: Wednesday, May 14, 2025
Re: Governor Gavin Newsom – California 2025-26 Budget May Revise

Governor Gavin Newsom
California 2025-26 Budget
 May Revise

Governor Gavin Newsom:

- **California’s Economic Strength and Growth**
 - California’s economy generates \$675 billion annually in global trade, with \$483 billion in exports in 2020. The state has more Fortune 500 companies than any other in the nation and leads in key sectors, including manufacturing (\$412 billion annually) and agriculture (\$59.4 billion annually).
 - The University of California system is a global leader in innovation, with 12,700 active patents—more than any other academic system—and accounting for 9% of all academic innovation and entrepreneurial investments worldwide.
 - Since 2011, California has produced over 1,300 IPOs—twice as many as any other state—and is the source of 55% of all U.S. venture capital. The state accounts for **18% of global R&D**, compared to 22% from China and 21% from Germany.
 - California’s population has grown for two consecutive years, with an increase of 232,000 people last year. The IMF reported that California’s economy grew by 6% last year. With a \$4.1 trillion annual output, the state ranks as the **fourth largest economy in the world**.

- **Federal Impacts and Revenue Risk**
 - The Governor criticized federal actions—particularly from the Trump administration—for targeting growth drivers such as research, innovation, and science. Cuts have included \$400 million to programs like **NIH grants**, libraries, literacy efforts, and **volunteer services**.
 - These actions have led to downgraded economic projections across the board, according to economists, banks, and institutions.
 - California’s ports—Long Beach, Los Angeles, and San Francisco—have experienced volume declines of 30–35%, exacerbated by tariff changes. Tariffs have shifted from 145%, to 80%, to 30%, destabilizing international trade.
 - Trade with China, Mexico, and Canada accounts for \$67 billion in exports (37% of total exports) and 41% of imports, reflecting California’s dependence on stable trade partnerships.

- Market volatility, including a \$10 trillion swing over recent weeks, is affecting investment decisions and long-term planning. Retailers and small businesses face uncertainty in seasonal purchasing due to shifting federal tariff policy (30%, 25%, 10%).
- **Impact on Small Businesses**
 - One in five businesses in Southern California is directly or indirectly tied to international trade.
 - Since 2019, California has recorded 1.16 billion new business starts—twice that of Texas—and is home to 4.2 million businesses employing 7 million people, representing 47.1% of the workforce.
 - The Governor shared personal experience as a small business owner to underscore how tariff instability affects decisions on product sourcing, pricing, and revenue forecasting. He emphasized that the full economic impacts of tariffs have not yet been realized.
- **Legal and Policy Response**
 - The state has taken proactive measures, including early action legislation that expanded resources for the Department of Justice and Attorney General's Office. These efforts are intended to defend California's values and laws against harmful federal policies, including on **tariffs** and **federal program cuts** such as **AmeriCorps**.
 - A major **lawsuit against the Trump administration** has been filed, supported by the economic data presented in the state budget. An injunction request is also being submitted based on the same data.
- **Tourism and International Relations**
 - California's tourism economy reached \$157.3 billion last year—a record high. However, there has been an 11% decline in international visitors, particularly from Germany, the UK, and Canada.
 - In response, the state invested \$5.2 million through Visit California to restore Canadian tourism; 1.8 million Canadians visited California last year.
 - State leadership has engaged with consuls and ambassadors from Germany, the UK, Mexico, and British Columbia to reinforce California's commitment to open global engagement. The Governor emphasized that while California is 2,000 miles from Washington, D.C., it is “a million miles away in mindset.”
- **Revenue Outlook and Budget Forecast**
 - In January, the administration projected a nearly balanced budget with a \$363 million cushion and a \$7.9 billion revenue surplus. Due to recent federal policy impacts, this projection has reversed into a \$16 billion downturn over two fiscal years.

- The largest driver of the shortfall is a \$10 billion reduction in capital gains revenue, followed by a \$3.5 billion drop in wage-based income tax revenue and a \$2.5 billion decline in corporate profits.
 - Capital gains as a percentage of personal income, projected at 5.6% in January, has been revised down to 4.4%. Out-year projections fell from 5.1% to 4.8%. The volatility of capital gains significantly affects California's revenue picture and reinforces the need to raise the state reserve target to 20% and reform the Gann Limit.
- **Budget Proposal Overview**
 - The Governor submitted a \$321.9 billion total budget, including a \$226.4 billion general fund and \$15.7 billion in reserves.
 - The projected budget shortfall is \$11.9 billion, or 5.8% of the general fund. While less severe than shortfalls during past recessions, the Governor stressed the importance of fiscal discipline amid long-term uncertainty.
 - The administration is proposing a mix of solutions that address both the current year and out-year impacts, reflecting a strategy of front-loading fiscal responsibility.
 - **Health and Human Services Adjustments**
 - A key budget solution includes a \$5 billion freeze on **Medi-Cal expansion**, particularly affecting undocumented individuals. Current enrollees will not be removed, but new enrollment will be capped.
 - In budget year plus one, the freeze is projected to save \$3.3 billion. In addition, the state will introduce a monthly premium requirement beginning January 1, 2027, expected to generate \$2.1 billion.
 - Additional cost-saving measures include capping certain clinic payments related to the undocumented expansion, capping IHSS (In-Home Supportive Services) overtime at 50 hours, and applying utilization controls on prescription drug approvals—totaling an additional \$200 million in savings.
 - **Revenue Measures and Fund Shifts**
 - While there are **no new taxes**, the budget includes fund reallocations and sweeps to generate additional general fund revenue.
 - Two known funds will be swept for approximately \$600 million, and **Proposition 35 Medicaid-based revenue growth** will contribute \$1.3 billion.
 - These strategies will help balance the budget while maintaining program integrity, including preserving fire response funding through Cal Fire.
 - **Wildfire Response and Climate Investment**
 - To maintain and expand wildfire preparedness, the budget proposes continued investment in Cal Fire, which has nearly doubled in both staffing and funding in recent years.

- Recent acquisition of the second of seven C-130 Hercules aircraft marks a significant expansion in the state's aerial firefighting fleet, the largest civilian fleet of its kind in the world.
 - The Governor proposes maintaining these investments through the Greenhouse Gas Reduction Fund, linking them to the environmental impacts of **fossil fuel emissions**.
 - A 20-year extension of the Greenhouse Gas Reduction Fund through 2045 is proposed. This extension would also return approximately **\$60 billion in tax cuts and utility rebates** to California taxpayers, pending voter approval.
- **Proposition 98 and Per-Pupil Funding**
 - The Governor reported that **Proposition 98** total investments this year will reach \$127.8 billion. Despite concerns about potential declines, **per-pupil spending is increasing** to \$25,176 across all funds, with a **COLA (cost-of-living adjustment)** of 2.3%—slightly down from 2.4% in January.
 - The administration remains committed to major K-12 investments, including full implementation of Transitional Kindergarten (**TK**) for all 4-year-olds by September 1 of this fiscal year. This includes an additional \$1.2 billion to lower adult-to-child ratios in TK to 1:10, with the goal of offering high-quality, universally accessible early education.
 - **Nutrition, After-School, and Community Schools Initiatives**
 - The state continues universal **free school meals**, with an emphasis on quality, access, and removing stigma. The program is aligned with California's Farm to School initiatives and was highlighted during a visit to Chico State.
 - After-school and summer learning programs for TK through 6th grade have been expanded and fully implemented, offering **nine hours a day of care** before school, after school, and during summer. This effort represents more than \$4 billion in investment and is described as a "10x" increase compared to previous programs.
 - **\$4.6 billion is being invested in the expansion of community schools**, which now number nearly 2,500 across the state. These schools offer wraparound services like meals, physical and mental health care, **high-dose tutoring**, learning specialists, and wellness centers, aiming to close opportunity gaps and better support families.
 - **Literacy, Dyslexia, and Reading Equity**
 - The Governor highlighted ongoing literacy efforts, building on \$6.8 billion in prior federal relief grants used for pandemic-related learning recovery. Over **\$500 million has been allocated to literacy coaches**, now supporting 833 schools.
 - As part of a **dyslexia-focused strategy**, new literacy screeners will be implemented statewide this fall for all kindergarten through second-grade

students. The screeners were developed in partnership with UCSF and designed to address cultural and ESL-related needs.

- A **statewide literacy roadmap** is being rolled out, accompanied by additional investments and regional hubs for sharing best practices. The Governor announced **\$200 million in new funding** to support legislation focused on evidence-based reading instruction, reinforcing the legislature's leadership on this issue.
 - From 2011 to 2022, California improved from 48th in the nation to near-average in 8th grade reading proficiency. The Governor noted this as the **fastest improvement in the country**, with **fourth-grade reading scores improving during COVID**, outperforming national averages in three out of four assessment categories.
- **Higher Education Investments and Expectations**
 - The UC system holds 12,700 active patents, the most of any university system worldwide. Under a five-year compact, the state committed to annual 5% increases for UC and CSU. However, this year's increase will be adjusted from 7.95% (in January) to 3%.
 - Despite the revision, the **funding deferrals remain intact**: \$240.8 million for UC and \$252.3 million for CSU are secured. In exchange for this funding, the state expects institutions to meet shared goals around graduation rates, equity, transfer pathways, dual enrollment, and expanding California-resident undergraduate admissions.
 - **Career Education and Skills-Based Learning**
 - The Governor emphasized that not every student will pursue a four-year degree and highlighted the creation of California's **first master plan for career education**, developed by over 800 contributors. The plan focuses on skill-based learning and career preparation, building on the 1960s master plan for higher education.
 - The "career passport" initiative is being piloted across rural and urban regions, combining academic and skills records into a single credential for use in college or employment.
 - The "**credit for service**" program allows individuals—such as police officers and military veterans—to receive academic credit for real-world experience, minimizing duplication and accelerating access to degrees or certifications through California's community colleges.
 - **Support for Veterans**
 - The Governor announced that approximately 140,000 retired military service members in California will be key beneficiaries of expanded educational and credentialing pathways under the state's "credit for service" program.

- In addition, the proposed budget includes a **new exemption on state income tax for military retirement benefits**, described as a long-overdue down payment despite broader fiscal constraints.
 - The Governor also shared personal family experience with the trauma of military service and emphasized the importance of expanded support systems for veterans beyond financial relief.
 - **Proposition 1**, passed with public support, includes **\$1 billion in mental health funding earmarked specifically for veterans**, as part of a larger \$6.38 billion behavioral health bond initiative.
- **Behavioral Health Infrastructure Investments**
 - California is making what the Governor described as the largest behavioral health investments in state history, aimed at reversing a 60+ year trend of decreasing psychiatric care access. In 1959, California had 37,000 locked hospital beds; today, with double the population, it has only around 5,050.
 - The state is funding **214 behavioral health facility projects across 54 of 58 counties**, delivering nearly 5,100 residential treatment beds and 21,000+ outpatient treatment slots.
 - These projects—approved with land use and zoning reforms—must be shovel-ready and under contract within 90 days. Approximately 80% of the \$4.4 billion in project funding has already been distributed, with more expected in the coming weeks.
 - **Housing Supply, Zoning Reform, and Accountability**
 - The Governor described housing as the issue that “impacts more things in more ways on more days than any other issue” in California, citing fundamental supply and demand issues.
 - California has enacted 42 housing reform bills in recent years, including the creation of a Housing and Homeless Accountability Unit and expanded authority over local jurisdictions. Thousands of housing units have been unlocked as a result.
 - The state has prioritized development on excess state lands and implemented one of the most comprehensive **renter protection laws** in the country, modeled by other states.
 - New legislation authored by Assemblymember Buffy Wicks and Senator Scott Wiener aims to accelerate **urban infill development**, exempt qualifying projects from CEQA, and implement **judicial streamlining**. These proposals will be included in the budget and accompanying trailer bills.
 - The Governor also announced plans to create a new Housing and Homelessness Agency to further integrate policy and accountability.

- **Homelessness Response and Local Accountability**
 - Over 16,000 encampments have been cleared from state right-of-ways. Caltrans documents and photographs each site, providing weekly updates to the Governor.
 - The Governor expressed strong frustration with certain local governments, citing Turlock as an example where the state offered significant resources in exchange for \$1 of local funding—and was refused.
 - He emphasized that **state-level action is not the bottleneck**, pointing instead to local resistance and misalignment. Examples include Huntington Beach’s resistance to housing development and cities not participating in state programs.

- **Statewide Homelessness Trends and Reforms**
 - The Governor reported that while California saw a 3% overall increase in homelessness, **unsheltered homelessness rose only 0.45%** last year—significantly lower than the national increase of 7%. Forty-four other states experienced larger increases in unsheltered homelessness.
 - Programs like **Homekey (housing over 10,000 people)** and **Project Roomkey (housing over 62,000 people)** have helped reduce encampments and support transitional housing efforts. These programs emphasize speed, reform, and cost efficiency.

- **Transparency and Public Access to Progress**
 - California has launched accountability.ca.gov, a new statewide dashboard tracking behavioral health, housing, and homelessness metrics.
 - As of that morning, two new sections were added:
 - **ERF (Encampment Resolution Fund)**: Tracks how \$750 million in funding is being used across counties to resolve encampments through outreach, housing, and support—not criminalization.
 - Medicaid-funded **mobile crisis response unit** usage, which the Governor linked to the overall rise in **Medi-Cal** expenditures.
 - The site also includes data on **SB 43 (conservatorship reform)**, CARE Court, housing compliance, RHNA goals, and other local metrics for transparency and public evaluation.

- **Personalized and Efficient Government**
 - The Governor emphasized California’s move toward a more **personalized, data-driven government**, supported by initiatives like the Career Master Plan and efficiency-focused governance reforms.
 - The state has partnered with leading technology firms and launched major **AI initiatives**, including one of the largest generative AI pilot efforts in the country.

- Over 6,000 positions have been eliminated or streamlined, supported by the Office of Digital Innovation and the Office of Data and Innovation, with efforts spanning IT modernization, printing, travel workflows, and service delivery redesign.
 - These initiatives have saved taxpayers more than \$2.5 billion in recent years and reflect a shift from top-down government to one that works “with people, not to people.”
- **Procurement and Technology Reform**
 - The DMV’s operational turnaround was recognized by *Harvard Business Review*, attributed in part to the state’s modernized procurement processes through RFI² (“sandboxing” new technologies).
 - This model enabled real-time innovation like early wildfire detection systems developed in partnership with TechnoSilva, one of which was named “Innovation of the Year” by *Time Magazine*.
 - These reforms support faster, more iterative adoption of emerging technologies in areas such as wildfire prevention, housing permitting, and fraud reduction.
 - **Civic Engagement and Digital Democracy**
 - Addressing declining civic trust, California launched engage.ca.gov, a new public platform inspired by Taiwan’s democracy model and co-designed with Audrey Tang.
 - The first pilot was launched in Los Angeles to support **wildfire recovery** in culturally distinct areas like Palisades and Altadena. Over 7,800 residents have participated.
 - The platform allows users to propose priorities, engage in community-led planning, and participate in real-time decision-making. Future expansions across other issues are planned, supported by partnerships with ODI, Carnegie Foundation, and others.
 - **LA Wildfire Recovery and Rebuild Efforts**
 - The Governor praised the record speed of post-wildfire recovery in Los Angeles, citing rapid hazardous debris removal and the issuing of dozens of building permits in both LA City and County.
 - California has issued **21 executive orders** to streamline emergency response and permitting, and introduced the state’s **first AI-based permit and plan-check tool**, now in use in Los Angeles.
 - Early action from the legislature resulted in \$2.5 billion in wildfire and recovery funding, including \$171 million for **wildfire prevention** and another \$171 million for brush and debris removal in areas like the Santa Monica Mountains.

- **Forest Management and Vegetation Projects**
 - Since launching its wildfire prevention strategy, the state has **10x'd its investments in vegetation and forest management**, treating a record 1.9 million acres in 2021–2023.
 - A statewide interactive map tracks over **2,200 completed or active forest projects**, accessible to the public and updated in coordination with a multi-agency task force.
 - The Governor signed an additional executive order to “cut the green tape” and further fast-track forest health and vegetation management efforts.

- **Strategic Budget Investments in Climate Resilience**
 - The Governor reiterated the importance of investing in wildfire resilience and natural resource protection, noting that **\$1.7 billion has been allocated through the Greenhouse Gas Reduction Fund** for these purposes.
 - These investments aim to build long-term capacity and resilience as the state faces accelerating climate challenges and more frequent disasters.

- **Community-Led Economic Vision and Regional Investment**
 - The Governor concluded by returning to the theme of **vulnerability and agency**, emphasizing the state’s ability to shape its future through bold vision and inclusive planning.
 - California has launched a \$287 million initiative to develop a **bottom-up economic blueprint** across all regions. Each region received a \$5 million planning grant and additional support during the process, which engaged over 10,000 residents statewide.
 - Early action grants (\$39 million total) were distributed during planning to fund promising local projects, followed by an additional \$14 million per region for implementation. These community economic development plans were focused largely on **rural regions**, including the agricultural sector.

- **Medi-Cal and Budget Pressures**
 - The Governor closed the budget presentation by focusing on the long-term sustainability of the **Medi-Cal** program, describing it as the central fiscal challenge now and for years to come.
 - California’s **\$279 billion Medi-Cal budget** (including federal and state funding) continues to grow, with 10.7% of enrollees (1.6 million people) now covered through the **undocumented expansion**—which accounts for 5.3% of total program costs.
 - Utilization across the program is significantly higher than projected, consistent with patterns in other states like Pennsylvania, Colorado, and Indiana.
 - The Governor reaffirmed his long-standing commitment to universal health care, referencing his history of championing access regardless of

immigration status, income, or pre-existing conditions—first in San Francisco and then statewide.

- In response to these cost pressures, the state has proposed a range of actions to “level set” without cutting off coverage. He acknowledged that the Legislature may offer alternative approaches, but emphasized the need to address the program’s cost in order to achieve a balanced budget.
- **Legislative Partnership and Budget Outlook**
 - The Governor expressed appreciation for leadership from the Senate Pro Tem and Assembly Speaker, and praised the Department of Finance team for navigating what he called one of the most difficult budget years in recent memory.
 - He noted that potential **federal cuts are anticipated but not yet factored into this budget**, which may further complicate future decisions.
 - The Governor closed with a call for continued collaboration with the Legislature, aiming to uphold the cooperative spirit that has defined the last six budget cycles. He emphasized the need for humility, partnership, and shared responsibility to meet the state’s fiscal and human needs.

Question & Answer:

- **Question:** This is your second-to-last budget. The first was about \$200 billion; this one is \$114 billion higher. The LAO has warned this growth may be unsustainable. Given today’s budget challenges, is this self-inflicted or due to external factors like President Trump?
 - California's economy grew from \$3T to \$4.1T, prompting increased investment to meet statewide needs.
 - Proud of key initiatives:
 - Universal TK
 - Free school meals
 - Expanded after-school and summer programs (including high-dose tutoring)
 - Forest and vegetation management
 - Public safety support
 - Behavioral health and child care investments
 - Funding for developmental disabilities (DDS)
 - This budget is balanced and addresses both the \$11.9B shortfall and long-term obligations.
 - Revenue projections are conservative:
 - LAO estimates \$2.3B more revenue this year and \$18.4B more over future years.
 - Cost pressures (e.g., in Medi-Cal) are not unique to California; other states face similar challenges.
 - Reserves remain at \$7.1B with no additional reserve draw proposed.

- *Question inaudible / not captured*
 - Did not characterize **Medicaid (Medi-Cal)** challenges as insignificant; emphasized that the **5.8% deficit** must be viewed in context of California's broader fiscal environment.
 - California experiences recurring **feast-famine cycles** due to its highly **progressive tax system**, unlike more **regressive tax states** like Texas and Florida.
 - Noted: Texas received \$71.1B more from the federal government than it contributed; California contributed \$83.1B more than it received (2023 data).
 - Highlighted California's **Master Plan for Aging**, which:
 - Aims to help seniors age in place with dignity.
 - Has been in development for years and is described as a national model.
 - Includes **\$1.4 billion under Proposition 1** for **workforce development** related to aging services and **Alzheimer's/dementia care** (in collaboration with Maria Shriver).
 - The budget **holds the line on most adult and senior services**, with only minor adjustments—particularly related to the **undocumented senior population** under Medi-Cal.
 - Reaffirmed commitment to updating the public on progress and performance against the Master Plan's goals.
 - Acknowledged that there are proposed **cuts under Medicaid expansion**, but described them as measured rather than fundamental shifts.
 - Welcomes legislative alternatives, provided they result in a **balanced budget**.

- *Question inaudible / not captured*
 - Confirmed that the **"plus one" budget year** absolutely includes structural adjustments to address the projected shortfall.
 - The **\$7.9 billion in higher-than-expected revenue** this year could have been used to close the current gap, but doing so would **ignore the larger, out-year spending problem**.
 - Described the **spending side of Medi-Cal** as the core issue driving long-term imbalance.
 - Emphasized that this budget doesn't just address the \$11.9B deficit for the coming year—it also **substantially reduces the out-year shortfall**.
 - The budget reflects a **deliberate decision** to act now on Medicaid adjustments rather than pass the problem forward.

- *Question inaudible / not captured*

- California is allocating **\$1.3 billion in MCO tax funds to base Medi-Cal rates**, consistent with federal waiver agreements, including recent waivers involving direct engagement with HHS leadership.
- *Question inaudible / not captured*
 - **Proposition 36** presents new costs to the corrections system (CDCR) and probation due to expected increases in population; although impacts are still uncertain, early signs show a potential reversal in the declining prison population trend.
 - Funding for Prop 36 partially comes from **Prop 47 savings**, projected at \$91.5 million in FY 27-28, dropping to \$27.1 million thereafter.
 - Additional correctional costs are anticipated, similar to the billions incurred under **Prop 35** (human trafficking penalties and related **Medicaid** costs).
 - An additional **prison closure is planned for October 2026** to continue long-term cost savings.
- *Question inaudible / not captured*
 - The budget includes **over \$200 million in enhanced funding for family planning and reproductive freedom**, continuing California's leadership in this area.
 - The administration backfilled **Prop 56 (tobacco tax)** funding when it fell short due to decreased consumption, but now faces **\$4.6 billion in Prop 35 costs** over the next two fiscal years, limiting the state's ability to continue full backfills.
 - Creative budget strategies have offset about \$2 billion of those burdens, and the Governor remains open to working with the Legislature to mitigate any access issues.
- *Question inaudible / not captured*
 - Reaffirmed pride in California's national leadership in health care access and **Medi-Cal expansion**, including the CalAIM initiative.
 - Criticized Texas for its high uninsured rate and emphasized California's alternative approach centered on **preventive care** vs. "universal sick care."
 - Acknowledged that adjustments to the **undocumented Medi-Cal population** are necessary for fiscal balance but emphasized **no one is being cut off from basic services**.
 - Reiterated close collaboration with legislative caucuses, including the **Latino Caucus**, and openness to alternative budget proposals that maintain balance and expand access.
- *Question inaudible / not captured*
 - **\$2.5 billion in early action funds** remain a major resource for Los Angeles disaster recovery efforts.

- Over \$1 billion of that amount has not yet been allocated and is available through reimbursement for federal disaster-eligible expenses.
- The state will not cover LA requests unrelated to disaster recovery.
- Praised bipartisan collaboration, including Republican Rep. Calvert's role in securing Pentagon and congressional support for recovery efforts (e.g., the C-130 Hercules firefighting aircraft).
- *Question inaudible / not captured*
 - Emphasized the importance of expanding the **film and TV tax credit program** as a key tool for **economic recovery**—especially in LA County, where the entertainment industry remains on “life support.”
 - Noted that production flight has hurt California's economy and workforce, particularly in trades and post-production.
 - Called on President Trump to support national-level incentives, referencing a **\$7.5 billion federal tax credit request** aimed at restoring U.S. competitiveness in the global film market.
 - Reiterated that economic growth and recovery will enable the state to invest in broader priorities, including social services.
- *Question inaudible / not captured*
 - Cited unprecedented assaults on democratic institutions and economic growth engines.
 - Criticized federal tax cuts benefiting billionaires and questioned how such cuts would be funded.
 - Emphasized California's commitment to **R&D, higher education, and economic infrastructure** as the foundation for budget resiliency.
 - Reiterated that budget responsibility includes addressing **growth in spending**, not just declining revenue.
- *Question inaudible / not captured*
 - Clarified that \$16 billion in projected revenue loss is tied to federal actions post-“liberation day.”
 - Stressed that while federal impact is significant in the short term, long-term budget pressures include both revenue and spending.
 - Noted that **inflation, GDP, and unemployment** metrics forced budget adjustments.
- *Question inaudible / not captured*
 - Expressed uncertainty around where federal cuts will fall but flagged concern for **Medicaid**.
 - Stated California cannot offset all potential federal funding losses if cuts are widespread.
 - Acknowledged ability to address some areas selectively, but emphasized fiscal limits.

- *Question inaudible / not captured*
 - Emphasized that **many Californians already pay premiums** through Covered California.
 - Defended modest contributions being asked of undocumented individuals enrolled in **Medi-Cal**, noting continued coverage remains **first-in-the-nation** in scope.
 - Called the adjustments necessary to maintain budget balance.

- *Question inaudible / not captured*
 - Stated California is **“flooding the zone” with behavioral health investments**, citing:
 - \$3.3 billion for 214 projects, 5,100 beds, and 22,000 outpatient slots
 - \$1.4 billion workforce investment
 - Implementation of MHSR reforms in July, directing 30% to housing
 - Addressed Prop 36 by explaining counties and cities that supported it should now **fund it accordingly**.
 - Reiterated Prop 36 was not considered when designing Prop 1.

- *Question inaudible / not captured*
 - Detailed the **multi-stage parole process** underway, involving risk assessments and judicial review.
 - Governor retains final decision-making authority and is reviewing all materials in real time.
 - Outcome may be determined as early as June 13 or may extend for several months.

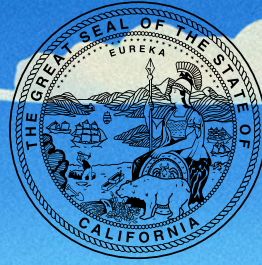
- *Question inaudible / not captured*
 - Confirmed continued progress on California’s **high-speed rail**, contrasting it with Texas’ stalled project.
 - Noted over **98% of phase 1 has environmental clearance**, and **2,270 parcels** acquired.
 - Emphasized lessons learned are being applied to **Delta Conveyance Project**, which also has budget trailer language.
 - Confirmed ongoing construction and commitment to completion.

- **Question:** You began the week saying cities and counties need to do more on homelessness. Today, you criticized local governments, but the head of CSAC says counties don’t have the money. What’s your response? Strongly pushed back on the “no money” claim.
 - Cited **5,100 beds across 54 of 58 counties**, funded by the state.
 - Highlighted that **30% of funds from the Mental Health Services Act reform** will go toward housing for behavioral health needs.

- Pointed to **BH-CONNECT** (Medi-Cal waiver for short-term support) and **mobile crisis support** in the budget.
 - Referred to the state's **accountability website** and noted the **\$1B in funding counties haven't yet received**.
 - Emphasized that as a former mayor, he never blamed the state and that **cities and counties must step up**.
 - Cited **Prop 1's requirement for a single behavioral health plan per county**.
 - Called out "stale talking points" and reaffirmed that **the state has never done more**.
- *Question inaudible / not captured*
 - Asserted that some local governments are doing well, but **many are not**, and **people are dying on their watch**.
 - Recounted specific stories of individuals affected by homelessness and overdose in L.A. and San Diego.
 - Framed homelessness as a **moral issue** and criticized persistent encampments and inaction.
 - Called for **more aggressive local efforts**, stating:
 - "I'm just done with the excuses. Period. Full stop."
 - Reiterated that if local governments are unable to act, they should say so and the **state will intervene**.
- *Question inaudible / not captured*
 - Said he **rejected local homeless plans three years ago** for lacking ambition.
 - Cited an **executive order** in L.A. and an **amicus brief** as part of state intervention.
 - Listed common local objections and the state's responses:
 - ERF grants: increased from **\$50M to \$750M**.
 - Zoning: addressed via **Roomkey and Homekey**.
 - Mental health: addressed with **CARE Court** and **conservatorship reform**.
 - Stressed that **barriers have been cleared** and local governments must now **prove state investments are working**.
- *Question inaudible / not captured*
 - Closed by acknowledging **difficult budget choices**, but framed them as consistent with state values.
 - Emphasized the need for the Legislature to **take a hard look at this and next year's challenges**.
 - Warned that due to fiscal constraints and federal uncertainty, **not all investments can continue**, and budget discipline is necessary to maintain stability.

Director of Department of Finance:

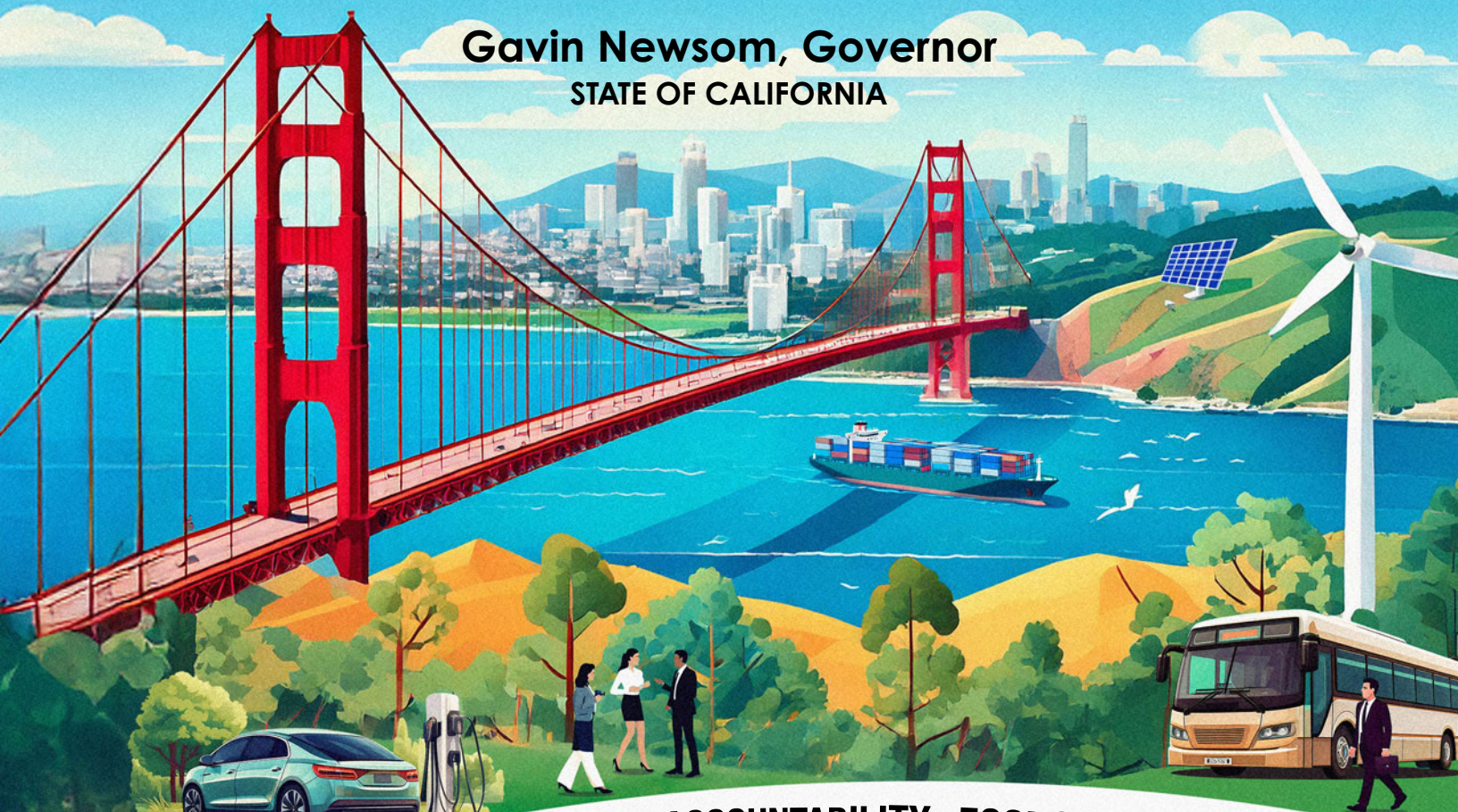
- **Clarifications on Budget Data:**
 - The **\$16 billion revenue impact** attributed to the federal administration is spread over **two fiscal years**: current fiscal year and the 2024–25 budget year.
 - The **\$3.3 billion savings** from freezing Medi-Cal enrollment for the undocumented population occurs in **2028–29**, the final year of the forecast.
 - The **special fund loans** from the Unemployment Insurance Fund and Labor and Workforce Development Fund are **loans to the General Fund, not sweeps**.
- **Structural Deficit and Budget Approach:**
 - Past budgets closed gaps mainly with **short-term solutions** (one-time cuts, fund shifts, and borrowing).
 - Current May Revise shifts focus to **addressing long-term structural imbalance**.
 - Although **\$5 billion in reductions** are proposed for the 2024–25 budget year, those grow to **\$16.9 billion by 2028–29**, with **\$14.8 billion from reductions**.
 - These proactive steps are intended to ensure **long-term fiscal stability** for the state.
- **Revenue Trends and Forecast Downgrades:**
 - As of April, revenues were **\$7.9 billion above January projections**.
 - However, **\$3 billion of that is expected to shift to October** due to LA County's tax payment delay caused by January fires.
 - Despite earlier strength, **economic and revenue forecasts have been downgraded**, aligning with national outlooks.
 - Revenue softening is expected **later this fiscal year** and will continue through **2025–26 and 2026–27**.



MAY REVISION

2025-26

Gavin Newsom, Governor
STATE OF CALIFORNIA



AFFORDABILITY ACCOUNTABILITY ECONOMIC DEVELOPMENT



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INTRODUCTION

The Governor's Budget in January reflected a stronger fiscal position than in recent years. Following the 2024 Budget Act that was projected to be balanced over two years, revenues rebounded, and the Governor's Budget projected a modest surplus in fiscal year 2025-26. Despite these positive developments, the Budget cautioned that the most significant immediate risk to the budget outlook was substantial changes in federal policy, specifically, broad-based tariffs.

Those risks have now become a reality. Washington's imposition of tariffs has driven a downgrade in both the economic and revenue forecasts. Combined with increased expenditure growth above the Governor's Budget—most notably in Medi-Cal—the state must now close an estimated shortfall of \$12 billion to balance the budget and provide for a prudent discretionary reserve. This will require difficult but necessary decisions to reduce ongoing expenditure growth to maintain budget resilience and stability for critical state programs. The May Revision does not incorporate any effect of stark federal cuts that are currently under consideration in Congress.

Still, the May Revision continues to support initiatives that improve the lives of millions of Californians. Transformational changes continue in TK-12 education as the May Revision reflects the full implementation of transitional kindergarten, full funding for school meals for all, and free access to expanded school day and school year enrichment and academic support for thousands of students. Since 2021, through California Jobs First, the state has leveraged federal and private funds to create quality jobs across the state. Further, the May Revision continues to recognize the importance of keeping

INTRODUCTION

Californians safe by maintaining an investment of approximately \$1.6 billion since 2022-23.

WHAT HAS CHANGED SINCE JANUARY

IN THE ECONOMY

While the May Revision does not forecast a traditional recession, it does reflect changing national conditions that economists consider to be a “growth recession”—marked by a substantial slowdown in Gross Domestic Product (GDP) growth combined with lower job growth and higher unemployment. Higher tariffs are the principal driver of this shift to a “growth recession” outlook, and are reflected in the downward revision of key economic factors in the May Revision forecast:

- U.S. real GDP growth is downgraded by 0.7 percentage point in 2025 and by 0.3 percentage point in 2026.
- U.S. job growth, while upgraded by 0.1 percentage point in 2025, is downgraded by 0.3 percentage point in 2026 as the impacts of tariffs take full effect.
- The U.S. unemployment rate is revised higher by an average of 0.3 percentage point in both 2025 and 2026, to reach (respectively) 4.4 percent and 4.9 percent.
- These changes in the national outlook are expected to be fully felt throughout California's economy, particularly because of the substantial volume of commerce that flows through California's ports.
- Projected wage and salary growth has been considerably downgraded, with some of the downgrade coming from irregular payments such as bonuses and stock options, as tariffs make businesses less profitable.

IN REVENUES

Given the pivotal role that the financial markets play in state revenues, the onset of tariffs has already had implications for the updated revenue forecast. Market volatility since tariffs were imposed has resulted in a substantial downgrade to the S&P 500 forecast in the second quarter of 2025. The impact of tariffs on financial markets was seen in significantly reduced stock prices of the largest California-based technology companies. The May Revision forecast assumes stock-based compensation to their

employees is projected to decrease in 2025, contributing to a downgrade in projected personal income tax revenues in 2025-26 that will reverse the positive trends in personal income tax withholding cash results through April 2025. In addition, personal income tax revenues from capital gains were significantly downgraded in 2025-26 due to the stock market decline. Notwithstanding recent swings in stock prices, extreme uncertainty persists.

Tariffs also play a role in a significant downgrade of U.S. corporate profit growth in 2025 by nearly nine percentage points (+0.7 percent to -7.9 percent). As a result, state corporate taxable profit growth in 2025 is reduced from 4-percent growth to a 2-percent decline. In all, despite a significant overage in cash receipts through April, General Fund revenues, excluding transfers and loans, are downgraded by approximately \$5.2 billion lower through 2025-26.

IN EXPENDITURES

Expenditures in the Medi-Cal program—the state's health care program for low-income individuals—have increased significantly and continue to outpace revenues. In Spring of 2025, a cash flow loan of \$3.4 billion was executed and an additional \$2.8 billion General Fund was appropriated to support Medi-Cal expenditures of \$37.6 billion General Fund in 2024-25. The major drivers of these increases are higher overall enrollment, pharmacy costs, and higher managed care costs.

From 2014-15 to 2024-25, Medi-Cal General Fund costs increased from \$17.1 billion to \$37.6 billion. Medi-Cal caseload has increased from 12.7 million in 2019-20 to 15 million in 2024-25 at the May Revision. Some of the most significant contributing factors to this growth are the COVID-19 continuous coverage requirement and the implementation of major policy changes such as the full elimination of the asset test for older adults and the full-scope expansion to all income-eligible Californians, regardless of immigration status.

Furthermore, expenditure increases are anticipated to continue through 2025-26. Without the May Revision's proposals to contain expenditure growth, General Fund Medi-Cal costs would be roughly \$10 billion higher across 2024-25 and 2025-26 compared to the Governor's Budget and contribute significantly to the structural imbalance in future years.

INTRODUCTION

SOLUTIONS

The Budget solves a \$12 billion deficit for 2025-26 through the following categories of solutions. Unlike the last two years, during which the state also faced budget deficits, this year's approach includes a significant number of reductions to ongoing programs that result in greater savings in future years.

- **Reductions**—\$5 billion in total solutions in 2025-26. This category grows to \$14.8 billion by 2028-29.
 - **Enrollment Freeze for Full-Scope Medi-Cal Expansion for Undocumented Adults, Adults 19 and Older**—\$86.5 million in 2025-26, growing to \$3.3 billion in 2028-29.
 - **Medi-Cal Premiums, Adults 19 and Older**—Implementation cost of \$30 million in 2025-26, growing to savings of \$2.1 billion in 2028-29 for individuals with certain statuses, those who will eventually qualify for federal funds, and individuals enrolled in the Medi-Cal full-scope expansion.
 - **Medi-Cal Asset Test Limits**—\$94 million in 2025-26, growing to \$791 million in 2028-29.
 - **Elimination of Long-Term Care Benefits**—\$333.3 million in 2025-26, growing to \$800 million in 2026-27 for individuals with certain statuses, those who will eventually qualify for federal funds, and individuals enrolled in the Medi-Cal full-scope expansion.
 - **Prospective Payment System Payments to Federally Qualified Health Centers and Rural Health Clinics**—\$452.5 million in 2025-26, growing to \$1.1 billion in 2026-27.
 - **Specialty Drug Coverage for Weight Loss**—\$85 million in 2025-26, growing to \$680 million in 2028-29.
 - **Cap In-Home Supportive Services Overtime and Travel Hours at 50 Hours**—\$707.5 million in 2025-26, growing to \$893.4 million in 2028-29.
 - **Require Provider Mandates for Quality Incentive Payment Incentive Eligibility**—\$221.7 million ongoing beginning in 2026-27.
- **Revenue/Borrowing**—\$5.3 billion in total solutions in 2025-26.
 - **Proposition 35 Support for Medi-Cal Rate Increases**—\$1.3 billion in 2025-26 and \$263.7 million in 2026-27.

- **Medical Providers Interim Payment Fund Loan**—\$3.4 billion due to extending the repayment deadline.
- **Unfair Competition Law Fund Loan**—\$150 million in 2025-26.
- **Labor and Workforce Development Fund Loan**—\$400 million in 2025-26.
- **Fund Shifts**—\$1.7 billion total solutions in 2025-26.
 - **Greenhouse Gas Reduction Fund for CAL FIRE Operations**—\$1.5 billion in 2025-26, growing to \$1.9 billion in 2028-29.

In addition to these solution categories, the May Revision includes triggers for two future spending commitments.

- **Triggers**—\$456.1 million in commitments would be triggered on in 2027-28 contingent upon sufficient resources to support these commitments.
 - **California Food Assistance Program Expansion**—\$117.2 million in 2027-28, growing to \$163.2 million in 2028-29.
 - **Foster Care Tiered Rate Structure Trigger**—\$338.9 million in 2027-28, growing to \$522.1 million in 2028-29.

RESERVES

To provide for a balanced budget over two fiscal years, the 2024 Budget Act reflected withdrawals from the Budget Stabilization Account (BSA) of \$5.1 billion in 2024-25 and \$7.1 billion in 2025-26. Spreading the allowable withdrawal for 2024-25 over two years enabled the state to take a more balanced approach to addressing last year's budget shortfall while prudently managing the use of the reserve. Despite the downgraded revenue forecast, the May Revision maintains the planned withdrawal of approximately \$7.1 billion from the BSA and maintains a prudent level of reserves for future economic uncertainties.

Accounting for withdrawals, the Budget reflects total reserve balances of approximately \$15.7 billion at the end of 2025-26. This consists of \$11.2 billion in the BSA and \$4.5 billion in the Special Fund for Economic Uncertainties.

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SUMMARY CHARTS

This section provides various statewide budget charts and tables.

SUMMARY CHARTS

**2025-26 May Revision
General Fund Budget Summary**

(Dollars in Millions)

	2024-25	2025-26
Prior Year Balance	\$41,886	\$34,321
Revenues and Transfers	\$225,673	\$214,559
Total Resources Available	\$267,559	\$248,880
Non-Proposition 98 Expenditures	\$147,933	\$145,629
Proposition 98 Expenditures	\$85,305	\$80,747
Total Expenditures	\$233,238	\$226,376
Fund Balance	\$34,321	\$22,504
Reserve for Liquidation of Encumbrances	\$18,001	\$18,001
Special Fund for Economic Uncertainties	\$16,320	\$4,503
Public School System Stabilization Account	-	-
Safety Net Reserve	-	-
Budget Stabilization Account/Rainy Day Fund	\$18,292	\$11,192

Note: Numbers may not add due to rounding.

General Fund Expenditures by Agency

(Dollars in Millions)

	2024-25	2025-26	Dollar Change from 2024-25
Legislative, Judicial, Executive	\$11,013	\$8,195	-\$2,818
Business, Consumer Services & Housing	3,917	491	-3,426
Transportation	718	724	6
Natural Resources	9,244	3,836	-5,408
Environmental Protection	627	121	-506
Health and Human Services	76,494	85,362	8,868
Corrections and Rehabilitation	13,992	13,406	-586
K-12 Education	84,813	80,344	-4,469
Higher Education	22,963	23,058	95
Labor and Workforce Development	1,108	946	-162
Government Operations	3,770	2,698	-1,072
General Government:			
Non-Agency Departments	2,398	1,285	-1,113
Tax Relief/Local Government	653	556	-97
Statewide Expenditures	1,529	5,354	3,825
Total	\$233,238	\$226,376	-\$6,863

Note: Numbers may not add due to rounding.

2025-26 Total State Expenditures by Agency

(Dollars in Millions)

	General Fund	Special Funds	Bond Funds	Totals
Legislative, Judicial, Executive	\$8,195	\$4,555	\$376	\$13,126
Business, Consumer Services & Housing	491	1,320	522	2,333
Transportation	724	17,144	97	17,965
Natural Resources	3,836	3,457	2,472	9,766
Environmental Protection	121	3,865	372	4,357
Health and Human Services	85,362	44,891	450	130,703
Corrections and Rehabilitation	13,406	4,087	-	17,493
K-12 Education	80,344	105	1,517	81,966
Higher Education	23,058	176	551	23,785
Labor and Workforce Development	946	1,143	-	2,089
Government Operations	2,698	180	12	2,890
General Government:				
Non-Agency Departments	1,285	2,096	171	3,552
Tax Relief/Local Government	556	3,727	-	4,283
Statewide Expenditures	5,354	2,232	1	7,587
Total	\$226,376	\$88,978	\$6,541	\$321,895

Note: Numbers may not add due to rounding.

SUMMARY CHARTS

General Fund Revenue Sources
(Dollars in Millions)

	2024-25	2025-26	Change from 2024-25	
			Dollar Change	Percent Change
Personal Income Tax	\$125,706	\$125,977	\$271	0.2%
Sales and Use Tax	33,706	34,862	1,156	3.4%
Corporation Tax	41,296	35,613	-5,683	-13.8%
Insurance Tax	4,077	4,359	282	6.9%
Alcoholic Beverage Taxes and Fees	417	421	4	1.0%
Cigarette Tax	36	35	-1	-2.8%
Motor Vehicle Fees	46	46	0	0.0%
Other	15,487	6,145	-9,342	-60.3%
Subtotal	\$220,771	\$207,458	-\$13,313	-6.0%
Transfer from the Budget Stabilization Account/Rainy Day Fund	4,902	7,100	2,198	44.8%
Total	\$225,673	\$214,558	-\$11,115	-4.9%

Note: Numbers may not add due to rounding.

2025-26 Revenue Sources
(Dollars in Millions)

	General Fund	Special Funds	Total	Change From 2024-25
Personal Income Tax	\$125,977	\$3,634	\$129,611	\$130
Sales and Use Tax	34,862	15,770	50,632	1,629
Corporation Tax	35,613	-	35,613	-5,683
Highway Users Taxes	-	9,571	9,571	60
Insurance Tax	4,359	-	4,359	282
Alcoholic Beverage Taxes and Fees	421	-	421	4
Cigarette Tax	35	1,131	1,166	-47
Motor Vehicle Fees	46	12,826	12,872	331
Other	6,145	47,078	53,223	-5,911
Subtotal	\$207,458	\$90,010	\$297,468	-\$9,205
Transfer from the Budget Stabilization Account/Rainy Day Fund	7,100	-7,100	-	-
Total	\$214,558	\$82,910	\$297,468	-\$9,205

Note: Numbers may not add due to rounding.

TK-12 EDUCATION

California provides instruction and support services to roughly 5.8 million students in grades transitional kindergarten (TK) through twelve in more than 10,000 schools throughout the state. A system of 58 county offices of education, more than 1,000 local school districts, and more than 1,200 charter schools provide instruction in English, mathematics, history, science, and other core competencies to provide students with the skills they will need upon graduation to either enter the workforce or pursue higher education.

The May Revision includes total funding of \$137.8 billion (\$80.5 billion General Fund and \$57.3 billion other funds) for all TK-12 education programs. The May Revision reflects significant Proposition 98 funding that enables increased support for core programs such as the Local Control Funding Formula (LCFF), special education, TK, nutrition, and preschool.

PROPOSITION 98

Proposition 98 is a voter-approved constitutional amendment that guarantees minimum funding levels for TK-12 schools and community colleges (collectively referred to as TK-14 schools). The Proposition 98 minimum guarantee (Guarantee), which went into effect in the 1988-89 fiscal year, determines funding levels according to multiple factors including the level of funding in 1986-87, General Fund revenues, per capita personal income, and school attendance growth or decline. The LCFF is the primary mechanism

TK-12 EDUCATION

for distributing these funds to support students attending TK-12 public schools in California.

At May Revision, the revised estimates of General Fund revenues result in notable adjustments to the Proposition 98 Guarantee. The revised Guarantee for TK-14 schools is calculated to be \$98.5 billion in 2023-24, \$118.9 billion in 2024-25, and \$114.6 billion in 2025-26. These revised Proposition 98 levels represent an increase of approximately \$2.9 billion over the three-year period relative to the 2024 Budget Act, and a decrease of approximately \$4.6 billion from Governor's Budget.

Due to the inherent risk in revenue projections, the May Revision proposes to appropriate the 2024-25 Guarantee at \$117.6 billion, instead of the currently calculated level of \$118.9 billion. The difference between the appropriated and the calculated levels is less than at Governor's Budget, at \$1.3 billion instead of \$1.6 billion. This is intended to mitigate the risk of potentially appropriating more resources to the Guarantee than are ultimately available in the final calculation for 2024-25. The 2024-25 Guarantee level will not be finalized until that fiscal year is certified—a process that will occur throughout 2026.

The Guarantee is in a Test 2 for 2023-24 (although suspended at \$98.5 billion) and continues to be in a Test 1 for 2024-25 and 2025-26. This means that the funding level of the Guarantee for 2024-25 and 2025-26 is equal to roughly 40 percent of General Fund revenues, plus local property tax revenues. Pursuant to the Proposition 98 formula, this percentage of General Fund revenues is not reduced to reflect enrollment adjustments, which further increases per pupil funding.

The Proposition 98 Guarantee is “rebenched” to reflect the continued implementation of universal TK and property tax backfills related to the January 2025 fires in the County of Los Angeles. The resulting Test 1 percentage is then “rebenched” to increase the percentage of General Fund revenues due to the Guarantee, from 39.2 percent to 39.6 percent.

PROPOSITION 98 RAINY DAY FUND

The May Revision maintains the withdrawal of the full \$8.4 billion balance in the Public School System Stabilization Account (Proposition 98 Rainy Day Fund) in 2023-24. The Governor's Budget included deposits into the Proposition 98 Rainy Day Fund of \$1.2 billion in 2024-25 (this was a mandatory deposit) and \$376 million in 2025-26 (this was a discretionary deposit).

Adjustments in capital gains revenues at the 2025-26 May Revision are projected to reduce the mandatory deposit in 2024-25 to \$540 million. Additionally, a decrease in the Proposition 98 Guarantee triggers a mandatory withdrawal of \$540 million in 2025-26, exhausting the remaining Fund balance.

PROPOSITION 98 FUNDING SPLIT

The May Revision includes a shift in how TK expansion funds are distributed between TK-12 schools and community colleges. In prior years, consistent with the statutory Proposition 98 split, 10.93 percent of the amount of General Fund rebench into the Proposition 98 Guarantee for the cost of TK expansion was added to the community colleges budget. Over the three-year budget window, this has resulted in \$492.4 million in increased resources for community colleges, and a like amount of funding that has not been available for TK-12 schools to implement the expansion of TK.

The May Revision shifts the full TK expansion funding to the TK-12 education side of the Proposition 98 budget. This reduces by a like amount the resources for community colleges. However, the purpose of rebenching Proposition 98 for the cost of TK expansion was to ensure that implementation of universal TK did not create a fiscal burden on existing TK-12 programs, therefore this shift will align resources generated by the rebench with this intent.

LOCAL CONTROL FUNDING FORMULA

The Budget includes a LCFF cost-of-living adjustment of 2.3 percent, down from 2.43 percent at Governor's Budget. When combined with population growth adjustments, this will result in an increase of approximately \$2.1 billion in discretionary funds for local educational agencies (LEAs) as compared to the 2024 Budget Act. To fully fund the LCFF, the May Revision uses \$481 million from the Proposition 98 Rainy Day Fund to support LCFF costs in 2025-26.

DEFERRALS

Budgetary deferrals of \$246.6 million for TK-12 education from 2023-24 and 2024-25 are fully repaid in the three-year budget window. However, to fully fund the LCFF and maintain the level of 2025-26 principal apportionments, the Budget proposes deferring \$1.8 billion in LCFF funding from June 2026 to July 2026.

TK-12 EDUCATION

UNIVERSAL TRANSITIONAL KINDERGARTEN

In the 2025-26 school year, the May Revision provides a total of \$2.1 billion ongoing Proposition 98 General Fund (inclusive of all prior years' investments) to support the full implementation of universal TK, so that all children who turn four years old by September 1 of the school year can enroll in the 2025-26 school year—providing access to roughly 51,000 additional children over the 2024-25 school year. This is down slightly from the Governor's Budget estimate of \$2.4 billion, driven largely by revised average daily attendance estimates and a lower LCFF cost-of-living adjustment.

The May Revision also provides an additional \$1.2 billion ongoing Proposition 98 General Fund to support further lowering the average student-to-adult ratio from 12:1 to 10:1 in every TK classroom. This is also lower than the Governor's Budget estimate of \$1.5 billion, again driven by revised average daily attendance estimates.

BEFORE SCHOOL, AFTER SCHOOL, AND SUMMER SCHOOL

The Expanded Learning Opportunities Program is a multi-year investment plan to implement before, after, and summer school instruction and enrichment for students in grades TK-6, with a focus on LEAs with the highest concentrations of low-income students, English learners, and youth in foster care, otherwise known as unduplicated pupils.

The May Revision maintains the full implementation of the program by increasing the number of LEAs with TK-6th grade that offer universal access to students, from those with an unduplicated pupil percentage of 75 percent to those with 55 percent unduplicated students. However, increasing unduplicated pupil average daily attendance estimates have increased the estimated cost of this investment, from \$435 million ongoing Proposition 98 General Fund at the Governor's Budget to \$515.5 million at the May Revision.

Additionally, the Budget includes an additional \$10 million to increase the minimum grant amount from \$50,000 to \$100,000 per LEA. This increase will allow small LEAs to maintain expanded learning programming without redirecting funding from other local programs.

LITERACY INSTRUCTION

California's research-based English Language Arts/English Language Development (ELA/ELD) Framework is the state's foundational document to guide literacy instruction. It emphasizes core foundational skills (print concepts/alphabetics, phonological/phonemic awareness, phonics and word recognition, and reading fluency), listening, speaking, writing, and comprehension, along with the vocabulary development and background knowledge needed to develop literacy for multilingual learners.

The Governor's Budget included \$545.3 million in investments to provide LEAs with instructional materials that reflect current research; to support current and future educators to implement the ELA/ELD Framework, the state's Literacy Roadmap, and the state's English Learner Roadmap; and to support LEAs to provide evidence-based literacy instruction to diverse learners through early screening of students in kindergarten through second grade for risk of reading difficulties, including dyslexia, and an expanded Literacy Coaches program that will include a new opportunity to support mathematics coaches in addition to literacy coaches. The May Revision builds upon this comprehensive package by including all of the following:

- \$200 million one-time Proposition 98 General Fund to support evidenced-based professional learning for elementary school educators aligned with the ELA/ELD Framework.
- \$10 million one-time Proposition 98 General Fund for a county office of education to partner with the University of California, San Francisco (UCSF) Dyslexia Center to support the Multitudes screener, which is free to California public schools, and expand capacity for educator support for those schools using Multitudes. In late 2024, the UCSF-developed Multitudes literacy screener (which was supported with \$28.7 million in state funds) became widely available for use by schools across the state and was named one of four screeners approved by the state to meet the new reading difficulties screening mandate for all kindergarten through second grade students, beginning in 2025-26.
- Authority for the Department of Education to draw down funding awarded through the federal Comprehensive Literacy State Development grant to leverage and expand existing statewide infrastructure, resources, and expertise to bring coherence to the state's system of literacy supports and improve student outcomes over a period of five years.

TK-12 EDUCATION

TEACHER PREPARATION AND PROFESSIONAL DEVELOPMENT

Preparing, training, and recruiting a diverse, expert workforce of administrative, credentialed, and classified staff to work in public TK-12 schools continues to be critical to the success of the entire system. But staffing shortages persist and make it imperative that barriers to teaching are removed for qualified teacher candidates, and that existing teachers are provided with the training they need to be successful.

The Governor's Budget included multiple proposals intended to support teachers and improve access to the educator pipeline. The May Revision builds on these proposals by including the following:

- Repurposing \$150 million one-time Proposition 98 General Fund for the Teacher Recruitment Incentive Grant Program to, among other things, provide \$100 million one-time Proposition 98 General Fund to fund stipends for student teachers.
- Extending the deadlines by one year, for clear credential candidates who received a related waiver during the COVID-19 Pandemic to complete an induction program or two years of service, and for teacher candidates who received a related waiver during the COVID-19 Pandemic to pass the Reading Instruction Competence Assessment.
- Allowing: (1) credential candidates who completed preparation programs that were aligned to the Reading Instruction Competence Assessment to take that assessment on or before October 31, 2025; and (2) the Commission on Teacher Credentialing to adopt and administer an off-the-shelf reading instruction competence assessment that meets the requirements outlined in statute for candidates who have yet to pass a reading assessment and cannot take the state's literacy performance assessment.

STUDENT SUPPORT AND PROFESSIONAL DEVELOPMENT DISCRETIONARY BLOCK GRANT

Given the reduction in Proposition 98 resources, the May Revision updates the amount of one-time Proposition 98 General Fund available for the Student Support and Professional Development Discretionary Block Grant to \$1.7 billion (from \$1.8 billion at Governor's Budget). These funds will provide LEAs with additional fiscal support to address rising costs, as well as fund statewide priorities including: (1) professional development for teachers on the ELA/ELD Framework and the Literacy Roadmap, with

a focus on strategies to support literacy for English learners; (2) professional development for teachers on the Mathematics Framework; (3) teacher recruitment and retention strategies; and (4) career pathways and dual enrollment expansion efforts consistent with the Master Plan for Career Education.

OTHER TK-12 EDUCATION ISSUES

Below are additional adjustments in the May Revision that add to, reduce, or amend proposals from the Governor's Budget.

SIGNIFICANT BUDGET ADJUSTMENTS

- **Local Property Tax Adjustments**—\$309 million in additional Proposition 98 General Fund for school districts and county offices of education in 2024-25, and a decrease of \$1.1 billion ongoing Proposition 98 General Fund for school districts and county offices of education in 2025-26, resulting from increased offsetting property taxes.
- **Cost-of-Living Adjustments**—\$174 million ongoing Proposition 98 General Fund to reflect a 2.3 percent cost-of-living adjustment for specified categorical programs and the LCFF Equity Multiplier. The specified categorical programs include Special Education, Child Nutrition, Youth in Foster Care, Mandates Block Grant, Adults in Correctional Facilities Program, Charter School Facility Grant Program, American Indian Education Centers, and the American Indian Early Childhood Education Program.
- **Nutrition**—\$90.7 million in additional ongoing Proposition 98 General Fund to fully fund the universal school meals program in 2025-26.
- **Special Olympics**—\$30 million one-time General Fund, available over three years, for the Special Olympics of Northern and Southern California. The Special Olympics serves thousands of athletes in community and school-based programs in California, providing children with intellectual disabilities with opportunities to improve their overall health and wellness, gain leadership skills, and participate in enriching programs.
- **Summer Electronic Benefits Transfer (SUN Bucks)**—\$21.9 million in additional ongoing Proposition 98 General Fund to support the SUN Bucks Program, which provides nutrition funding to eligible students during the summer months. These funds will provide the match to an equal amount of federal funds to support the program.

TK-12 EDUCATION

- **Secondary School Redesign Pilot Program**—\$15 million one-time Proposition 98 General Fund for a county office of education to administer a pilot program to redesign middle and high schools to better serve the needs of all students and increase student outcomes, and to manage a network of grantees to support peer learning and documentation of practices.
- **County Offices of Education**—\$12.9 million ongoing Proposition 98 General Fund, increased from \$12.2 million at Governor's Budget, to reflect ADA changes applicable to the county office of education LCFF, and a 2.3-percent cost-of-living adjustment.
- **TK Multilingual Learner Supplementary Funding**—\$7.5 million one-time Proposition 98 General Fund, available through the 2026-27 fiscal year, to mitigate reductions in supplemental and concentration grant funds to LEAs resulting from the recent exemption of TK students from the English language proficiency assessment.
- **Regional English Learner Lead Agencies**—\$2 million ongoing Proposition 98 General Fund to support Regional English Learner lead agencies that assist schools in providing focused support to English Learners.
- **Fire-Related Property Tax Backfill**—A one-time fire-related property tax backfill of \$1.2 million in 2024-25 and \$8.5 million in 2025-26 for impacted basic aid school districts.
- **California Association of Student Councils**—\$500,000 one-time Proposition 98 General Fund to support the California Association of Student Councils.

ADDRESSING THE BUDGET PROBLEM

To address the projected budget shortfall, the May Revision includes General Fund solutions to achieve a balanced budget. These include:

- **Reversion of Unallocated School Facilities Funds**—A reduction of \$177.5 million in remaining, unused General Fund from a \$2 billion one-time allocation provided to the Office of Public School Construction in the 2023 Budget Act for TK-12 school facilities. These funds were made available on an as-needed basis for fire-impacted LEAs through August 2025; however, impacted schools have indicated that they will not be able to use the funds by this date. Proposition 2 facilities funds will be available for fire-impacted LEAs to access moving forward, as needed.
- **Suspension of the State Preschool Cost-of-Living Adjustment**—A reduction of \$19.3 million ongoing Proposition 98 General Fund and \$10.2 million ongoing

General Fund to reflect the suspension of the statutory cost-of-living adjustment for the California State Preschool Program in 2025-26.

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HIGHER EDUCATION

The May Revision proposes total funding of \$45.7 billion (\$28.1 billion General Fund and local property tax and \$17.5 billion other funds) for the higher education segments and the California Student Aid Commission.

UNIVERSITY OF CALIFORNIA

The University of California (UC) offers formal undergraduate and graduate education. The UC is authorized to independently award doctoral degrees and is designated as the state's primary academic agency for research. Its 10 campuses enroll approximately 299,000 students and the UC extension centers register an additional 500,000 participants in continuing education programs. In 2023-24, the UC awarded more than 85,000 degrees, including more than 62,000 undergraduate degrees.

SIGNIFICANT BUDGET ADJUSTMENTS

- **Revised Base Funding Reduction**—A revised ongoing base reduction of \$129.7 million General Fund for the UC. The Governor's Budget included a proposed ongoing General Fund base reduction of \$396.6 million, representing an ongoing 7.95 percent reduction. The revised amount reflects an ongoing reduction of approximately 3 percent to support UC in stable fiscal planning.
- **Compact Funding Deferral**—The May Revision maintains the planned deferral of the 2025-26 Compact investment of \$240.8 million, representing a five-percent base

HIGHER EDUCATION

increase in the fourth year of the Compact, to 2027-28. The May Revision also maintains the planned 2025-26 deferral of \$31 million to offset revenue reductions associated with the replacement of 902 nonresident undergraduate students enrolled at three campuses with an equivalent number of California resident undergraduate students, from 2025-26 to 2027-28.

- **Foster Youth Support Services**—An increase of \$1.8 million one-time General Fund to support First Star Youth Cohorts at UC campuses.

ADDRESSING THE BUDGET PROBLEM

To address the projected budget shortfall, the May Revision includes a General Fund solution to achieve a balanced budget. This includes:

- **Debt Service Savings**—A reduction of \$3.6 million ongoing General Fund debt service savings from the Higher Education Student Housing Grant Program.

CALIFORNIA STATE UNIVERSITY

The California State University (CSU) provides undergraduate and graduate instruction generally up to the master's degree. The CSU serves approximately 454,000 undergraduate and graduate students across 23 campuses and provides opportunities for students to enroll in professional and continuing education programs. In 2023-24, the CSU awarded more than 125,000 degrees.

SIGNIFICANT BUDGET ADJUSTMENTS

- **Revised Base Funding Reduction**—A revised ongoing base reduction of \$143.8 million General Fund for the CSU. The Governor's Budget included a proposed ongoing base reduction of \$375.2 million, representing an ongoing 7.95 percent reduction. The revised amount reflects an ongoing reduction of approximately 3 percent to support CSU in stable fiscal planning.
- **Compact Funding Deferral**—The May Revision maintains the planned deferral of the 2025-26 Compact investment of \$252.3 million, representing a five-percent base increase in the fourth year of the Compact, to 2027-28.

CALIFORNIA COMMUNITY COLLEGES

The California Community Colleges (CCCs) are the largest system of higher education in the country, serving roughly one out of every four of the nation's community college students, or approximately 2.1 million students. The CCCs provide basic skills, vocational, and undergraduate-transfer education with 73 districts, 116 campuses, and 78 educational centers. In 2023-24, the CCCs awarded over 139,000 certificates and 199,000 degrees and transferred over 97,000 students to four-year institutions.

SIGNIFICANT BUDGET ADJUSTMENTS

- **Student Centered Funding Formula (SCFF) Base Adjustment**—One-time increase of \$210.2 million to fully fund the SCFF in 2024-25 and an ongoing increase of \$104.7 million to fully fund the SCFF in 2025-26.
- **SCFF Growth Adjustment**—An ongoing increase of \$109.5 million to fund 2.35-percent enrollment growth in the SCFF in 2025-26, which is an increase from the Governor's Budget proposal of 0.5 percent.
- **SCFF and Categorical Programs Cost-of-Living Adjustment**—To reflect a change in the cost-of-living adjustment from 2.43 percent to 2.3 percent, the May Revision includes an ongoing decrease of \$12.9 million Proposition 98 General Fund for the SCFF and an ongoing decrease of \$122,000 Proposition 98 General Fund for select categorical programs and the Adult Education Program.
- **Local Property Tax Adjustments**—An ongoing increase of \$89.6 million Proposition 98 General Fund as a result of decreased offsetting local property tax revenues.
- **Fire-Related Property Tax Backfill**—A one-time fire-related property tax backfill of \$3.8 million in 2024-25 and \$8.1 million in 2025-26 for impacted community colleges.

ADDRESSING THE BUDGET PROBLEM

To align community college expenditures with available Proposition 98 resources, the May Revision adopts several budget solutions, including reducing or withdrawing some Governor's Budget proposals.

- **SCFF Deferral**—To fully fund the SCFF and maintain the level of 2025-26 apportionments, the May Revision proposes deferring \$531.6 million in SCFF funding from 2025-26 to 2026-27. Budgetary deferrals of \$243.7 million for the CCCs from the 2024 Budget Act are fully repaid in the three-year budget window.

HIGHER EDUCATION

- **Proposition 98 Rainy Day Fund**—To fully fund the SCFF, the May Revision uses \$59 million from the Proposition 98 Rainy Day Fund to support SCFF costs in 2025-26.
- **Collaborative Enterprise Resource Planning (ERP) Project**—Withdrawal of a one-time investment of \$168 million one-time Proposition 98 General Fund for the Collaborative ERP Project, which would have funded the procurement of an ERP platform to upgrade outdated systems that aimed to standardize student and staff experience throughout the CCC system.
- **Common Cloud Data Platform**—A \$150.5 million reduction to a one-time investment of \$162.5 million, of which \$29 million was ongoing, for the Common Cloud Data Platform, which will leverage existing local districts' student data systems to provide near real-time data reporting. When accounting for this reduction, the May Revision provides \$12 million one-time Proposition 98 General Fund for this initiative.
- **Career Passport and Credit for Prior Learning**—The May Revision reduces the Career Passport proposal from \$50 million to \$25 million one-time and the Credit for Prior Learning proposal from \$50 million to \$15 million one-time and from \$7 million to \$5 million ongoing. These proposals are part of the Administration's investments in the Master Plan for Career Education. See the Labor and Workforce Development and General Government and Statewide Issues Chapters for more information on investments in the Master Plan for Career Education.
- **Rising Scholars**—The May Revision reduces the proposed \$30 million ongoing augmentation for the Rising Scholars Network to \$10 million ongoing.

PROPOSITION 98 FUNDING SPLIT

The May Revision includes a shift in how TK expansion funds were distributed between TK-12 schools and community colleges. Specifically, the May Revision shifts the full amount of funding for TK expansion to the TK-12 education side of the Proposition 98 budget, reducing resources for community colleges by \$492.4 million over the three-year budget window. For more information about the Proposition 98 funding split and TK expansion, see the TK-12 Education Chapter.

CALIFORNIA STUDENT AID COMMISSION

The California Student Aid Commission administers California's postsecondary financial aid programs, primarily the Cal Grant program. The Cal Grant program is estimated to provide nearly 492,000 financial aid awards to students who meet specified eligibility criteria in fiscal year 2025-26.

SIGNIFICANT BUDGET ADJUSTMENTS

- **Cal Grant Program Caseload Adjustments**—Estimated Cal Grant expenditures of approximately \$2.3 billion in 2023-24, \$2.5 billion in 2024-25, and \$2.8 billion in 2025-26 based on the latest estimates of enrollment of Cal Grant-eligible students. These estimates reflect an increase of \$94.7 million one-time General Fund in 2024-25 and \$228.7 million ongoing General Fund in 2025-26. These costs are driven largely by an unexpected number of eligible students attending Cal Grant awarding institutions.
- **Middle Class Scholarship Program**—A one-time General Fund increase of \$77 million in 2024-25 to support unanticipated caseload increases in the Middle Class Scholarship Program.
- **Golden State Teacher Grant Program**—The May Revision reflects total available one-time funding of \$64.2 million for the Golden State Teacher Grant Program, up from \$50 million at Governor's Budget. This increase reflects carryover of unused funds from 2024-25.

COLLEGE OF THE LAW, SAN FRANCISCO

College of the Law, San Francisco is affiliated with the UC system but is governed by its own Board of Directors. Located in San Francisco, it primarily serves students seeking a Juris Doctor degree but also offers programs leading to Master of Laws; Master of Studies in Law; and Master of Science, Health Policy and Law degrees. In 2023-24, College of the Law, San Francisco enrolled 1,166 full-time equivalent students. Of these, 1,107 were Juris Doctor students.

HIGHER EDUCATION

SIGNIFICANT BUDGET ADJUSTMENT

- **Revised Base Funding Reduction**—A revised ongoing base reduction of \$695,000 General Fund for the College of the Law, San Francisco. The Governor's Budget included a proposed ongoing base reduction of \$1.8 million, representing an ongoing 7.95 percent reduction. The revised amount reflects an ongoing reduction of approximately 3 percent to support College of the Law, San Francisco in stable fiscal planning.

SCHOLARSHARE INVESTMENT BOARD

The ScholarShare Investment Board administers the Golden State ScholarShare College Savings Trust Program (ScholarShare 529) and the California Kids Investment and Development Savings Program (CalKIDS). The CalKIDS program funds college savings accounts targeted to low-income and underrepresented public school students, in addition to establishing college savings accounts for all newborns.

SIGNIFICANT BUDGET ADJUSTMENT

- **CalKIDS Program Information**—The May Revision includes statutory language that requires LEAs to include information about the CalKIDS program to students along with already required Federal Application for Federal Student Aid information.

STATE LIBRARY

The California State Library serves as the central reference and research library for the Governor and the Legislature. The Library collects, preserves, generates, and disseminates information and provides critical assistance to libraries across the state. The Library administers programs funded by state and federal funds to support local and public library programs.

LOSS OF FEDERAL GRANT FUNDS

In April 2025, the State Library received a notice from the acting director of the federal Institute of Museum and Library Services (IMLS) informing them that their federal grant through the IMLS was terminated. As a result of this mid-year action, the State Library was forced to forego \$3.4 million of an expected \$15.7 million in federal grant support

for 2024-25. The grant funds supported both State Library personnel and grants to local libraries to promote resource sharing across diverse populations within communities and the implementation of equitable programming.

Prior to the federal grant elimination, the State Library estimated the federal allocation to California to be \$16 million in 2025-26. In recognition of the uncertainty created by the proposed grant elimination, the May Revision removes the ongoing authority for these funds beginning in 2025-26.

To provide resources to support federally funded positions at the State Library, the May Revision reallocates \$4.3 million one-time General Fund from a 2022 Budget allocation for the Comprehensive Digitization Strategy Initiative to augment resources for Library personnel in 2024-25 and 2025-26.

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CLIMATE CHANGE AND ENVIRONMENT

California continues to experience the adverse impacts of climate change, with record breaking heat waves, historic droughts, hazardous flooding and increasingly destructive wildfires. In January, multiple catastrophic wildfires devastated large portions of the Los Angeles region, displacing thousands of residents and destroying thousands of buildings—underscoring the urgency to address and reduce the state's multi-faceted climate risks.

Building on decades of bipartisan climate leadership, the Administration has invested tens of billions of dollars in the California Climate Commitment and is implementing the \$10 billion Climate Bond (Proposition 4). This historic funding continues to protect communities, reduce pollution, accelerate clean energy, and make progress toward the state's world-leading climate goals.

CAP-AND-INVEST

In April, the Governor and legislative leaders announced their joint intention to extend California's nation-leading climate pollution reduction program—known as Cap-and-Trade—that is currently set to expire in 2030. Extending the program this year will further California's climate leadership, set the state on a clear path to achieve its 2045 carbon-neutrality goal, provide greater market certainty and attract stable, private investment for decades.

CLIMATE CHANGE AND ENVIRONMENT

Since its establishment in 2006, California's Cap-and-Trade program remains globally recognized as a cost-effective tool to reduce carbon pollution by encouraging clean technology investment from carbon emitters, generating billions of dollars in proceeds to support investments in innovative and pollution-reducing projects. The program's proceeds have funded nearly \$33 billion in investments across the state and cut carbon pollution equivalent to taking 1.3 million gas-powered cars off the road.

The May Revision proposes an extension of the Cap-and-Trade program that is best captured in a renaming of the program to the Cap-and-Invest program and enshrined in clear guiding principles that enable a stable and predictable price on carbon pollution to drive deeper investments in carbon reduction and clean technologies. Importantly, extension of this program will result in a continuation of the California Climate Credit, resulting in approximately \$60 billion available for utility bill credits to California residents over the duration of the extension.

The Administration intends to work with the Legislature to design an expenditure plan that invests the program's proceeds in transformative climate projects, such as the High-Speed Rail Project, as well as other climate programs. Specifically, at least \$1 billion annually should be provided for the High-Speed Rail Project to establish a stable and predictable funding stream, which will enable the High-Speed Rail Authority to plan with greater certainty and deliver the project more efficiently. A guaranteed minimum funding level will also improve the project's ability to attract private capital and leverage additional funds upfront, which will accelerate project delivery, lower long-term costs, and increase flexibility through alternative delivery methods.

ADDRESSING THE BUDGET PROBLEM

To address the projected budget shortfall, the May Revision includes a General Fund solution to achieve a balanced budget. This includes:

- Department of Forestry and Fire Protection (CAL FIRE) Operations Costs**—A shift of \$1.54 billion from the General Fund to the Greenhouse Gas Reduction Fund to support CAL FIRE's fire prevention, fire control, and resource management activities on an ongoing basis. This proposal aligns with the polluter-pays principle in which carbon emitters will fund the state's world-class forestry and fire protection programs in the face of wildfires that have become increasingly destructive because of climate change. The proposal also includes a General Fund backstop to protect CAL FIRE's operations in the event Cap-and-Invest auction proceeds fall below projected revenues.

WATER SUPPLY RELIABILITY

The State Water Project supplies water to more than 27 million Californians and is the backbone of the state's economy. The statewide service area it supports would qualify as the eighth largest economy in the world if it were its own nation. In recognition of climate change impacts on the state's water supplies, it is critical to modernize infrastructure to improve water supply reliability. After decades of development, study, planning, and review, the Delta Conveyance Project must move forward to provide long-term affordability and reliability of water for California's residents and its economy. Accordingly, the state must clear a path for this critical climate-adaptation project by unwinding overly complicated processes that create unnecessary delays.

MODERNIZING CRITICAL WATER INFRASTRUCTURE

The May Revision proposes statutory changes to streamline administrative processes for the Delta Conveyance Project, which will save time and reduce costs to adapt the State Water Project to the effects of climate change and protect against earthquake risk. This proposal preserves environmental protections and promotes efficiency and expediency, which will accelerate the state's most important surface water supply and climate adaptation project, saving billions of dollars by avoiding unnecessary delays.

ENERGY

California is building the clean, reliable, affordable and safe energy system of the future to provide reliable power to the public and combat climate change and the stresses it poses to the state's electric grid. The May Revision continues strategic investments in the energy system.

SIGNIFICANT BUDGET ADJUSTMENTS

- **Safe Battery Energy Storage Systems**—\$3.7 million Public Utilities Commission Utilities Reimbursement Account (PUCURA) in 2025-26 and 2026-27, and \$2.9 million ongoing PUCURA and 12 positions in 2027-28 to support compliance and enforcement of safety standards for large-scale, electric grid connected battery energy storage systems.
- **Expediting Clean Energy Development**—\$1.9 million Energy Facility Licensing and Compliance Fund and 9 positions through 2028-29 to support the California Energy

CLIMATE CHANGE AND ENVIRONMENT

Commission's Opt-in clean energy and advanced manufacturing permitting program. Additionally, the May Revision includes statutory changes to the program's project application fee structure to align it with current program needs.

OTHER CLIMATE AND ENVIRONMENT RELATED ISSUES

ADDRESSING THE BUDGET PROBLEM

To address the projected budget shortfall, the May Revision includes General Fund solutions to achieve a balanced budget. These include:

- **Exide Cleanup Fund Shift**—A shift of \$35 million General Fund to the Lead-Acid Battery Cleanup Fund for the cleanup of residential properties with lead contamination near the former Exide lead-acid battery recycling facility in Vernon, CA. The 2021 Budget Act included \$132 million one-time General Fund for the cleanup and closure of the facility. There is approximately \$75 million remaining of the \$132 million. This proposal would repurpose the remaining \$75 million to be used for residential cleanup and shift \$35 million of the \$75 million of the remaining funding from the General Fund to the Lead-Acid Battery Recycling Fund, which is an appropriate fund source for residential cleanup and has been previously used for this purpose.
- **CAL FIRE Training Center**—A reversion of \$31.5 million General Fund appropriated for the acquisition of property for a new CAL FIRE training center. CAL FIRE is exploring more cost-effective alternatives that will meet the same training capacity goals as the new additional training center project through a combination of expanding and upgrading existing training facilities and utilizing newly identified long-term lease opportunities to minimize delays in training output. These options will provide sufficient training capacity to meet the demands associated with increases in staffing in recent years, including the transition to a 66-hour work week.
- **Community Renewable Energy and Storage**—A reversion of \$33 million General Fund for programs funding community renewable energy projects at the California Public Utilities Commission (CPUC). The 2023 Budget Act included \$33 million as part of the Clean Energy Reliability Investment Plan to support community renewable generation and storage-backed renewable generation programs at the CPUC. This proposal would revert the \$33 million given that the CPUC has received federal funding from the U.S. Environmental Protection Agency for community renewable generation projects.

CLIMATE CHANGE AND ENVIRONMENT

- **Offshore Wind**—A shift of \$42.8 million General Fund to the Climate Bond (Proposition 4) in 2025-26 to support a program for the development of offshore wind generation at the California Energy Commission. The 2022 Budget Act included \$45 million General Fund to support offshore wind infrastructure improvements. The proposal would shift \$42.8 million to Proposition 4 for activities consistent with the purposes of the Climate Bond program for offshore wind.

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HEALTH AND HUMAN SERVICES

The Health and Human Services Agency includes departments and state entities that provide health and social services to the most vulnerable and at-risk Californians while providing public health services to Californians.

Expenditures in health and human services programs have significantly increased, from \$161 billion (\$35 billion General Fund) at the 2017 Budget Act, to an estimated \$283.9 billion (\$76.8 billion General Fund) in 2024-25. This increase is primarily driven by Medi-Cal, Developmental Services, and In-Home Supportive Services (IHSS), with significant increases projected to continue over the multi-year outlook. The May Revision proposes General Fund solutions to align program expenditures with available revenue to maintain a balanced budget. The May Revision includes \$302.4 billion (\$85.6 billion General Fund) for health and human services programs in 2025-26.

DEPARTMENT OF HEALTH CARE SERVICES

Medi-Cal, California's Medicaid program, is administered by the Department of Health Care Services (DHCS). Medi-Cal is a public health care coverage program that provides comprehensive health care services at no or low cost for low-income individuals. The Department also administers programs for special populations and several other non-Medi-Cal programs, as well as county-operated community mental health and substance use disorder programs. The Medi-Cal budget includes \$179 billion (\$37.4 billion General Fund) in 2024-25 and \$194.5 billion (\$44.6 billion General Fund) in

HEALTH AND HUMAN SERVICES

2025-26. Medi-Cal is projected to cover approximately 15 million Californians in 2024-25 and 14.8 million in 2025-26—more than one-third of the state's population.

MANAGED CARE ORGANIZATION TAX AND PROVIDER PAYMENT INCREASES

Proposition 35, approved by the voters in November 2024, specifies permissible uses of specified tax revenues starting with the 2025 tax year, for which DHCS must consult with a stakeholder advisory committee to develop and implement. The May Revision reflects Managed Care Organization (MCO) Tax revenue of \$9 billion in 2024-25, \$4.2 billion in 2025-26, and \$2.8 billion in 2026-27 to support the Medi-Cal program. Compared to the Governor's Budget, this is an increase of \$1.1 billion in 2024-25 and decreases of \$200 million in 2025-26 and \$400 million in 2026-27. The May Revision reflects \$804 million in 2024-25, \$2.8 billion in 2025-26, and \$2.4 billion in 2026-27 for the MCO Tax and Proposition 35 expenditure plan. In addition to the amounts supporting the Medi-Cal program, \$1.6 billion across 2025-26 and 2026-27 will support increases in managed care payments relative to calendar year 2024 for primary care, specialty care, ground emergency medical transportation, and community and hospital outpatient procedures.

SIGNIFICANT BUDGET ADJUSTMENTS

- **2024-25 Budget Update**—The May Revision reflects a net \$1.9 billion increase in Medi-Cal expenditures in 2024-25 compared with the Governor's Budget, which are covered by the Medi-Cal Provider Interim Payment Loan. This is in addition to the \$2.8 billion General Fund early action appropriation assumed in the Governor's Budget. This increase is driven primarily by increased caseload associated with the continuation of eligibility-related flexibilities, costs for providing full-scope Medi-Cal to income-eligible individuals regardless of immigration status, retroactive managed care rate adjustments, and higher overall costs in managed care, fee-for-service, and pharmacy.
- **Year-Over-Year Comparison**—The May Revision projects Medi-Cal General Fund expenditures of \$44.6 billion in 2025-26, an increase of \$7.2 billion, compared with the revised 2024-25 expenditures. The increase is primarily due to lower MCO Tax revenue available to support the Medi-Cal program, growth in managed care costs, and increased costs for individuals with certain statuses, those who will eventually qualify for federal funds as well as individuals, regardless of immigration status, enrolled in the Medi-Cal full-scope expansion (Medi-Cal full-scope

expansion). This increase is offset by \$1.3 billion Medi-Cal Provider Interim Payment loan.

- **988 Suicide and Crisis Lifeline Centers**—The May Revision includes \$17.5 million one-time 988 State Suicide and Behavioral Health Crisis Services Fund to support suicide and crisis lifeline center contact volume capacity.

ADDRESSING THE BUDGET PROBLEM

To address the projected budget shortfall, the May Revision includes General Fund solutions to achieve a balanced budget. These include:

- **Enrollment Freeze for Full-Scope Medi-Cal Expansion, Adults 19 and Older**—A freeze on new enrollment to full-scope coverage for individuals, regardless of immigration status, aged 19 and over, effective no sooner than January 1, 2026. Estimated General Fund savings are \$86.5 million in 2025-26, increasing to \$3.3 billion by 2028-29.
- **Medi-Cal Premiums, Adults 19 and Older**—Implementation of \$100 monthly premiums for individuals with certain statuses, those who will eventually qualify for federal funds and individuals enrolled in the Medi-Cal full-scope expansion aged 19 and over, effective January 1, 2027. Estimated General Fund savings are \$1.1 billion in 2026-27, increasing to \$2.1 billion by 2028-29.
- **Prospective Payment System Payments to Federally Qualified Health Centers and Rural Health Clinics**—Elimination of Prospective Payment System rates to clinics for state-only funded services provided to individuals with certain statuses, those who will eventually qualify for federal funds and individuals enrolled in the Medi-Cal full-scope expansion. Clinics would receive reimbursement at the applicable Medi-Cal fee-for-service rate and at the Medi-Cal managed care negotiated rate. Estimated General Fund savings are \$452.5 million in 2025-26 and \$1.1 billion in 2026-27 and ongoing.
- **Elimination of Long-Term Care**—Elimination of long-term care benefits for individuals with certain statuses, those who will eventually qualify for federal funds and individuals enrolled in the Medi-Cal full-scope expansion, effective January 1, 2026. Estimated General Fund savings are \$333 million in 2025-26 and \$800 million in 2026-27 and ongoing.
- **Elimination of Dental Benefits, Adults 19 and Older**—Elimination of full-scope dental coverage for Medi-Cal members with certain statuses, those who will eventually

HEALTH AND HUMAN SERVICES

qualify for federal funds and individuals enrolled in the Medi-Cal full-scope expansion aged 19 and over, effective July 1, 2026. This population will continue to have access to restricted-scope, emergency dental coverage. Estimated General Fund savings are \$308 million in 2026-27 and \$336 million in 2028-29 and ongoing.

- **Pharmacy Drug Rebates**—Implementation of a rebate aggregator to secure state rebates for individuals with certain statuses, those who will eventually qualify for federal funds and individuals enrolled in the Medi-Cal full-scope expansion. Projected General Fund savings are approximately \$300 million in 2025-26 and \$362 million ongoing. Additionally, the May Revision reflects additional General Fund savings of \$75 million in 2025-26 and \$150 million ongoing associated with increasing the minimum rebate for HIV/AIDS and cancer drug rebates.
- **Specialty Drug Coverage for Weight Loss**—Elimination of coverage for Glucagon-Like Peptide-1 (GLP-1) drugs for weight loss effective January 1, 2026. Estimated General Fund savings are \$85 million in 2025-26, growing to \$680 million by 2028-29 and ongoing.
- **Medi-Cal Asset Test Limits**—Reinstatement of the Medi-Cal asset limit for seniors and disabled adults of \$2,000 for an individual or \$3,000 for a couple, effective no sooner than January 1, 2026. Estimated General Fund savings are \$94 million in 2025-26, \$540 million in 2026-27 and \$791 million ongoing, inclusive of IHSS impacts.
- **Proposition 56 Supplemental Payments**—Elimination of approximately \$504 million in 2025-26 and \$550 million ongoing for Proposition 56 supplemental payments to dental, family planning, and women's health providers.
- **Medical Providers Interim Payment Fund Loan**—The May Revision proposes to utilize \$2.1 billion of the cash loan in 2024-25 and \$1.3 billion in 2025-26 and begin repayment of the loan in 2027-28.
- **Medi-Cal Minimum Medical Loss Ratio**—The May Revision proposes to increase the minimum medical loss ratio for managed care plans, commencing January 1, 2026, resulting in projected General Fund savings of \$200 million in 2028-29 and ongoing.
- **Prescription Drug Utilization Management**—Implementation of utilization management, step therapy protocols, and prior authorization for prescription drugs resulting in estimated General Fund savings of \$200 million in 2025-26 and \$400 million in 2026-27 and ongoing.
- **Skilled Nursing Facilities**—Elimination of the Workforce and Quality Incentive Program and suspension of the requirement to maintain a backup power system for

no fewer than 96 hours, resulting in General Fund savings of \$168.2 million in 2025-26 and \$140 million ongoing.

DEPARTMENT OF SOCIAL SERVICES

The Department of Social Services (DSS) serves, protects, and supports the people of California experiencing need in ways that empower wellbeing and disrupt systemic inequities. The Department's major programs include the California Work Opportunity and Responsibility to Kids (CalWORKs), CalFresh and Nutrition Programs, IHSS, Supplemental Security Income/State Supplementary Payment (SSI/SSP), Child Welfare and Adult Protective Services, Community Care Licensing, Disability Determination Services, and Child Care. The May Revision includes \$53.4 billion (\$22.8 billion General Fund) for DSS programs in 2025-26.

CHILD CARE AND DEVELOPMENT

DSS administers child care and development programs including CalWORKs Stages One, Two, and Three; the Emergency Child Care Bridge Program; Alternative Payment Programs; Migrant Child Care; General Child Care; Child Care for Children with Severe Disabilities; and a variety of local supports for these programs, such as Resource and Referral and Local Child Care Planning Councils, in addition to quality improvement projects. Families can access child care subsidies through centers that contract directly with DSS, LEAs, or vouchers from county welfare departments and Alternative Payment Programs. The May Revision includes \$7 billion (\$4.5 billion General Fund) for DSS administered child care and development programs.

The Administration continues to work towards a single rate structure and utilization of an alternative methodology for estimating the costs of care. Additionally, the Administration is working to meet the federal requirement that the state determine and submit rates informed by the preapproved Alternative Methodology no later than July 1, 2025. The Administration will also continue to provide point-in-time updates for the implementation of the new single rate structure through the quarterly reports to the Legislature.

The current Memorandum of Understanding with Child Care Providers United–California (CCPU) is set to expire on June 30, 2025. The state and CCPU continue to meet to discuss a successor agreement.

HEALTH AND HUMAN SERVICES

The May Revision maintains funding to continue the Cost of Care Plus Rate monthly payments adopted for state-subsidized child care providers, consistent with requirements related to the reimbursement floor established in the 2024 Budget Act. Additionally, an increase of \$44.8 million in 2025-26 is provided for Child Care and Development Agencies to administer these payments outside of service-contract payments.

ADDRESSING THE BUDGET PROBLEM

To address the projected budget shortfall, the May Revision includes General Fund solutions to achieve a balanced budget. These include:

- **Child Care Cost-of-Living Adjustment**—A reduction of \$60.7 million General Fund in 2025-26 and ongoing to suspend the child care cost-of-living adjustment in 2025-26.
- **Emergency Child Care Bridge**—A reduction of \$42.7 million General Fund in 2025-26 and ongoing. The proposal maintains \$51 million in annual ongoing funding for the Emergency Child Care Bridge program.

CALIFORNIA WORK OPPORTUNITY AND RESPONSIBILITY TO KIDS

The CalWORKs program, California's version of the federal Temporary Assistance for Needy Families (TANF) program, provides temporary cash assistance to low-income families with children to meet basic needs. It also provides welfare-to-work services to support economic mobility. Eligibility requirements and benefit levels are established by the state. Counties have flexibility in program design, services, and funding to meet local needs.

The May Revision assumes \$9.5 billion in total TANF expenditures (state, local, and federal funds) in 2025-26. This amount includes \$6.2 billion for CalWORKs program expenditures and \$3.3 billion for other programs such as Child Welfare Services, Foster Care, the Department of Developmental Services (DDS) programs, the California Statewide Automated Welfare System, California Community Colleges Child Care and Education Services, Cal Grants, and the Department of Child Support Services. The average monthly CalWORKs caseload is projected to be 363,766 families in 2025-26.

SIGNIFICANT UPDATE

- **Streamlining the CalWORKs Program**—The May Revision includes statutory changes to the CalWORKs program, resulting in efficiencies for families and counties. These

changes include: (1) expanding the allowable welfare-to-work activities, (2) making Job Club an optional welfare-to-work activity, (3) simplifying the curing of sanctions, and (4) replacing the county welfare-to-work reporting requirements with administrative data extracts.

FOOD AND NUTRITION

The CalFresh program, California's version of the federal Supplemental Nutrition Assistance Program (SNAP), provides federally funded benefits for eligible families to purchase food needed to maintain adequate nutrition.

The May Revision includes \$4.5 billion in total CalFresh and nutrition expenditures. In addition, \$13.3 billion in food benefits is provided directly to recipients by the federal government. The average monthly CalFresh caseload is projected to be 3,338,191 households in 2025-26.

SIGNIFICANT UPDATE

- **Summer Electronic Benefits Transfer (SUN Bucks)**—SUN Bucks provides \$120 per child (\$40 per month for June, July, and August) in federally-funded food benefits to children who lose access to free and reduced-price meals during the summer school closure period. The May Revision includes \$115.8 million (\$57.5 million General Fund) in 2025-26 for transactions costs and outreach to allow California to provide an estimated \$815.9 million in federal food assistance to children.

ADDRESSING THE BUDGET PROBLEM

To address the projected budget shortfall, the May Revision includes a General Fund solution to achieve a balanced budget. This includes:

- **California Food Assistance Program (CFAP) Expansion**—Statutory language that would make the expansion of the CFAP to adults 55 and over, regardless of immigration status, subject to a trigger-on, based on the availability of General Fund in spring 2027.

HEALTH AND HUMAN SERVICES

IN-HOME SUPPORTIVE SERVICES

The IHSS program provides domestic and related services such as housework, meal preparation, and personal care services to eligible low-income individuals with disabilities, including children and adults, as well as low-income individuals who are ages 65 and over. These services are provided to assist individuals to remain safely in their homes and prevent more costly institutionalization.

The May Revision includes \$28.3 billion (\$10.3 billion General Fund) for the IHSS program in 2025-26.

ADDRESSING THE BUDGET PROBLEM

To address the projected budget shortfall, the May Revision includes General Fund solutions to achieve a balanced budget. These include:

- **Provider Overtime and Travel Hours**—A reduction of \$707.5 million General Fund and ongoing to cap IHSS provider overtime and travel hours at 50 hours per week beginning in 2025-26.
- **Conform IHSS Residual Program with Medi-Cal Coverage**—A reduction of \$110.6 million General Fund in 2025-26 to conform the IHSS Residual Program coverage with the timing of Medi-Cal coverage.
- **IHSS for Full-Scope Medi-Cal Expansion Adults 19 and Older**—A reduction of \$158.8 million General Fund in 2025-26 and ongoing to eliminate IHSS benefits for individuals, regardless of immigration status, aged 19 and older.
- **Community First Choice Option Late Penalties**—A reduction of \$81 million General Fund in 2025-26 to reflect the assumed costs for counties to cover the IHSS, Community First Choice Option reassessment late penalties.
- **Medi-Cal Assets Test Limits**—A reduction of \$25.5 million General Fund in 2025-26 to conform IHSS with the reinstatement of the Medi-Cal asset limit.

CHILDREN'S PROGRAMS

Child Welfare Services include family support and maltreatment prevention services, child protective services, foster care services, and adoptions. California's child welfare system provides a continuum of services to children who are either at risk of, or have

suffered, abuse and neglect. Program success is measured in terms of improving the safety, permanence, and well-being of children and families served.

The May Revision includes \$973.3 million General Fund in 2025-26 for services to children and families in these programs. When federal and 1991 and 2011 Realignment funds are included, total funding for children's programs is in excess of \$9.9 billion in 2025-26.

ADDRESSING THE BUDGET PROBLEM

To address the projected budget shortfall, the May Revision includes General Fund solutions to achieve a balanced budget. These include:

- **Tiered Rate Structure Implementation**—Statutory language that would make the implementation of the Tiered Rate Structure subject to a trigger-on, based on the availability of General Fund in spring 2027.
- **Family Urgency Response System Reduction**—A reduction of \$13 million General Fund in 2025-26 and ongoing. The proposal maintains \$17 million ongoing General Fund for the System.

DEPARTMENT OF DEVELOPMENTAL SERVICES

The Department of Development Services (DDS) provides individuals with intellectual and developmental disabilities a variety of services that allow them to achieve their goals. The state's developmental services are designed to meet the needs and choices of individuals at each stage of their lives, and support them in their home communities, providing choices that are reflective of lifestyle, cultural and linguistic preferences.

The May Revision includes \$18.7 billion (\$12.2 billion General Fund) and estimates that over 490,000 individuals will receive services in 2025-26.

DDS continues to work closely with regional centers, service providers, and the community on numerous initiatives to streamline and enhance developmental services and supports statewide.

HEALTH AND HUMAN SERVICES

ADDRESSING THE BUDGET PROBLEM

To address the projected budget shortfall, the May Revision includes General Fund solutions to achieve a balanced budget. These include:

- **Health and Safety Waiver Assistance**—A reduction of \$3 million ongoing General Fund to eliminate health and safety waiver application assistance.
- **Implicit Bias Training**—A reduction of \$5.6 million ongoing General Fund to eliminate dedicated resources for refreshing regional center implicit bias training.
- **Direct Service Professional Workforce Training and Development**—A reduction of \$17.6 million General Fund in 2025-26 and 2026-27, and \$36.8 million General Fund in 2027-28 and ongoing to eliminate the Direct Services Professional Workforce Training and Development program, which has not yet been implemented.
- **Self-Determination Program**—A reduction of \$22.5 million General Fund in 2025-26, and \$45.5 million General Fund annually thereafter, to reflect new guardrails that protect the sustainability of the program.
- **Rate Reform Hold Harmless**—A reduction of \$75 million General Fund in 2025-26 to reflect ending the rate reform hold harmless policy in February 2026 instead of June 30, 2026.
- **Porterville Developmental Center**—A reduction of \$10 million General Fund starting in 2026-27 and ongoing, reflecting historical savings.
- **Increased Reimbursements and Cost Recovery**—Assumed out-year savings associated with improved processes to increase reimbursements and evaluation of options to recoup costs for certain services.
- **Require Provider Mandates for Quality Incentive Program Eligibility**—A reduction of \$221.7 million General Fund in 2026-27 and ongoing associated with requiring compliance with Electronic Visit Verification, annual audits, and Home and Community-Based Services rules as a pre-condition of eligibility for the quality incentive component of the rate models.

OTHER HEALTH AND HUMAN SERVICES

SIGNIFICANT BUDGET ADJUSTMENTS

- **Behavioral Health Workforce Initiative**—The May Revision includes \$1.9 billion (\$143 million Behavioral Health Services Fund, \$808 million Designated State Health Program Funding, and \$950 million federal funds) for the Department of Health Care Access and Information to implement the Behavioral Health Workforce Initiative beginning in January 2026.
- **Proposition 35 Reproductive Health Investments**—The May Revision reflects \$90 million in the Health Care Oversight and Accountability Subfund as part of the Proposition 35 expenditure plan for reproductive health investments for emergent needs including midwifery loan repayments and scholarships and education capacity expansion for midwives at the Department of Health Care Access and Information.
- **Pharmacy Benefit Managers Licensure**—The May Revision proposes statutory changes to establish licensure and data reporting requirements for pharmacy benefit managers to increase transparency in the pharmacy supply chain, understand cost drivers, and develop approaches to improve the affordability of prescription drugs in California.

ADDRESSING THE BUDGET PROBLEM

To address the projected budget shortfall, the May Revision includes General Fund solutions to achieve a balanced budget. These include:

- **Department of State Hospital Programs**—Reduced resources for various state hospital programs, including the Incompetent to Stand Trial Program, Community-Based Restoration and Felony Diversion programs, and isolation unit needs. Estimated savings are \$195.5 million General Fund in 2025-26, \$273.1 million General Fund in 2026-27, and \$191.6 million General Fund in 2027-28 and ongoing. The May Revision maintains funding to continue to support these programs based on actual program expenditures.
- **Incompetent to Stand Trial Infrastructure Grant Program**—A reduction of \$232.5 million one-time General Fund included in the 2022 Budget Act from unspent grant funds for counties to increase residential treatment housing capacity for individuals designated Incompetent to Stand Trial.

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HOUSING AND HOMELESSNESS

CREATING THE NEW CALIFORNIA HOUSING AND HOMELESSNESS AGENCY

The Administration has proposed to establish a new California Housing and Homelessness Agency (CHHA) to create a more integrated and effective administrative framework for addressing the state's housing and homelessness challenges. CHHA will be responsible for coordinating state housing and homelessness efforts, which includes addressing the full spectrum of Californians' housing needs, from efforts to prevent and end homelessness, to supporting low-income renters and first-time homebuyers. The agency will also be responsible for safeguarding civil rights, including efforts to advance and enforce fair housing and equal employment protections.

The May Revision includes \$4.2 million (\$4 million General Fund) in 2025-26, \$6.4 million (\$6.2 million General Fund) in 2026-27, and \$6.2 million (\$6.1 million General Fund) in 2027-28 and ongoing to support the reorganization of the Business, Consumer Services, and Housing Agency, which includes resources for CHHA and the creation of the Housing Development and Finance Committee (HDFC) in addition to the Business and Consumer Services Agency. See the General Government and Statewide Issues Chapter for information on the related Business and Consumer Services Agency

HOUSING AND HOMELESSNESS

proposal. By streamlining state operations, making more efficient use of limited state resources, and reducing costs to develop housing, this reorganization will create a more sustainable housing system and deliver better outcomes. This proposal aligns with the Governor's Reorganization Plan submitted to the Little Hoover Commission on April 4, 2025.

The new CHHA will integrate housing programs, streamline policies, and simplify the administration of state affordable housing programs. Creating a state agency focused on overseeing policy development and the administration of state housing and homelessness resources will provide clear authority and accountability for addressing statewide priorities. The agency will include the following entities:

- Department of Housing and Community Development
- California Interagency Council on Homelessness
- California Housing Finance Agency
- Civil Rights Department
- Housing Development and Finance Committee

The new HDFC will promote transparency, coordination, and alignment of state affordable housing resources. Specifically, the creation of HDFC to administer multifamily affordable housing programs will streamline the administration and oversight of housing funding across the state, improving efficiency and reducing the administrative burden for housing developers. By consolidating these programs under one entity, HDFC will align programmatic requirements across related initiatives and enhance long-term monitoring and compliance. This centralized approach will improve accountability and support data-driven decision-making.

CLIMATE-ALIGNED HOUSING AND ECONOMIC DEVELOPMENT

As outlined in the Governor's Budget, the Administration remains committed to advancing policies that support California's climate and economic goals, including through accelerating housing production. A focus will be proposals that hold all permitting entities accountable to existing statutory processes and timelines to reduce delays, alongside targeted improvements to existing streamlining tools and innovative financing strategies that reduce vehicle miles traveled by supporting affordable, transit-oriented housing.

The Administration is also committed to partnering with the Legislature to include key legislation into the budget that advances these goals, which are essential to accelerating infill development. In today's constrained fiscal environment, these cost-effective, high-impact solutions are more important than ever.

BUILDING FOR THE FUTURE

Even amid current fiscal constraints, the Administration is committed to advancing solutions that support long-term progress and is open to working with the Legislature on a potential statewide bond measure to fund critical investments in housing and infrastructure. Such a measure could help sustain momentum in the years ahead and deliver transformative resources to communities across California.

SIGNIFICANT BUDGET ADJUSTMENTS

- **Business, Consumer Services, and Housing Agency Governor's Reorganization Plan**—An increase of \$3.7 million General Fund in 2025-26, \$4 million in 2026-27, and \$3.8 million in 2027-28 and ongoing for CHHA, as well as \$322,000 in 2025-26 and \$2.3 million in 2026-27 and ongoing for HDFC. The May Revision includes budget adjustments necessary to begin implementation of the reorganization in 2025-26, with further staffing and program transfers subject to future budget proposals.
- **Community Development Block Grant – Disaster Recovery**—An increase of \$416.6 million one-time Federal Trust Fund to reflect federal resources that will be available to the Department of Housing and Community Development beginning in 2025-26 to support long-term recovery efforts related to 2023 and 2024 natural disasters.
- **Proposition 35 Flexible Housing Subsidy Pools**—The May Revision reflects \$200 million Proposition 35 funds over two years for Flexible Housing Pool rental assistance and housing supports to help individuals with significant behavioral health conditions who are experiencing, or at risk of, homelessness, enter and maintain stable long-term housing. See the Health and Human Services Chapter for more information on Proposition 35.

HOUSING AND HOMELESSNESS

ADDRESSING THE BUDGET PROBLEM

To address the projected budget shortfall, the May Revision includes a General Fund solution to achieve a balanced budget. This includes:

- **Reversions of Unexpended Affordable Housing Program Funding**—A reversion of \$31.7 million unexpended General Fund that was previously appropriated for the Infill Infrastructure Grant Catalytic Program, the Commercial Property Pilot Program, and the 2021 Infill Infrastructure Grant Program. A total of \$506.4 million was appropriated for projects in the 2021, 2022, and 2023 Budget Acts for these three programs and \$474.7 million has been awarded for projects to date. The amount identified for reversion represents the unused balance of funds that have not been awarded to date.

CRIMINAL JUSTICE AND JUDICIAL BRANCH

DEPARTMENT OF CORRECTIONS AND REHABILITATION

The California Department of Corrections and Rehabilitation (CDCR) incarcerates people convicted of the most serious and violent felonies, supervises those released to parole, and provides rehabilitation programs to help people reintegrate into the community. The Department strives to facilitate the successful reintegration of the individuals in its care back to their communities equipped with the tools to be drug-free, healthy, and employable members of society by providing education, treatment, and rehabilitative and restorative justice programs. The May Revision proposes total funding of \$13.6 billion (\$13.2 billion General Fund and \$385.4 million other funds) for CDCR in 2025-26. Of this amount, \$4.1 billion General Fund is for health care programs, which provide incarcerated individuals access to mental health, medical, and dental care services.

The adult incarcerated population is projected to fluctuate over the next few years, with increases in the near-term due to the passage of Proposition 36 in November 2024. Spring projections indicate the average daily adult incarcerated population for 2024-25 is estimated to be 91,471, a decrease of 0.2 percent since the fall 2024 projections, and 91,205 in 2025-26, a decrease of 2.2 percent since the fall projections. The projected decrease recognizes a slower ramp up of the Proposition 36 impact than projected in the fall. However, even with the expected population increase from Proposition 36,

CRIMINAL JUSTICE AND JUDICIAL BRANCH

temporarily rising to 92,179 in 2027-28, the population is still projected to continue its overall long-term downward trend, declining to 89,692 incarcerated individuals by June 30, 2029.

The parolee average daily population is projected to be 34,723 in 2024-25, declining slightly to 34,197 in 2025-26. Proposition 36 is projected to slightly increase the parole population, which is anticipated to remain relatively stable over the next few years, at 34,213 by June 30, 2029.

PRISON CAPACITY

The adult prison population has steadily declined in recent years, which has allowed CDCR to eliminate its reliance on in-state and out-of-state contract prison capacity, and the lease of the California City Correctional Facility. CDCR has also closed three institutions: Deuel Vocational Institution (Tracy), California Correctional Center (Susanville), and Chuckawalla Valley State Prison (Blythe). Lastly, the department has deactivated 11 facilities, portions of 2 facilities, and 42 housing units across 11 prisons. Combined, these closures and deactivations, along with administrative savings, result in hundreds of millions of dollars in annual savings.

The Administration remains committed to meeting the needs of staff and the incarcerated population while right-sizing California's prison system as the prison population declines, and to address space needs as the state transforms the carceral system to one more focused on rehabilitation. While Proposition 36 is expected to increase CDCR's population, the population should continue its downward trend over the long-term.

Given the state's fiscal situation and the projected decline in the prison population, the May Revision proposes to close one additional prison by October 2026. Upon full closure, the state will achieve an estimated savings of about \$150 million General Fund annually.

In assessing capacity, CDCR takes into consideration its population, specialized bed needs, and available health care, mental health care, educational, and rehabilitation programming space, while also assessing the amount and type of space needed to provide services and a more normalized living environment to support the incarcerated population. The closure of a prison does not change the Administration's commitment to balancing the needs of the population it serves and focusing on rehabilitation and reentry.

As such, the May Revision maintains resources for San Quentin Rehabilitation Center's (SQRC's) new educational center, which is expected to complete construction in January 2026. The May Revision continues the commitment to begin operating this facility, consistent with the Governor's Budget proposal, to provide staffing, add and expand rehabilitative programs focused on behavior change, trauma-informed care, and dynamic security to help foster change in SQRC's correctional environment. The new facility will be operated so as to embody the California Model.

SIGNIFICANT BUDGET ADJUSTMENTS

The May Revision proposes additional resources to continue existing CDCR initiatives, make needed infrastructure improvements, and address increased costs:

- **Reappropriation and Repurposing of Statewide Roofs Replacement Funding**—\$50.8 million in roof replacement funding from the 2023 Budget Act and \$62 million in roof replacement funding from the 2024 Budget Act are repurposed for use on various statewide roof replacement projects and for kitchen repairs at California State Prison, Corcoran and Salinas Valley State Prison, which were damaged by roof leaks.
- **Statewide Fire Alarm Replacements and Fire Watch**—\$37.3 million in 2025-26 and \$44.2 million in 2026-27 and 2027-28 to replace fire alarm control panels and systems at two institutions that require staff to patrol for fires as mandated by the Office of the State Fire Marshal.
- **CalAIM Justice-Involved Initiative – Program Support**—\$21.5 million in 2025-26 and \$11 million ongoing in increased reimbursement authority, an increase of 65 positions in 2025-26 and ongoing, and a reduction of \$6.2 million General Fund in 2025-26, an increase of \$3.8 million General Fund in 2026-27, and a reduction of \$11 million General Fund ongoing to support full implementation of the California Advancing and Innovating Medi-Cal Justice-Involved Initiative and account for additional federal reimbursements.

THE MAY REVISION INCLUDES THE FOLLOWING STATUTORY CHANGES:

- **Work Privileges for Incarcerated College Students**—Increases the ability for full-time incarcerated college students to also hold a job or participate in additional rehabilitative programming.
- **Licensure of Mental Health Professionals**—Broadens the pre-licensure employment waiver option to include all mental health professionals employed by CDCR.

CRIMINAL JUSTICE AND JUDICIAL BRANCH

- **Tuberculosis Testing Changes**—Limits tuberculosis testing requirements to only those employees working in institutional settings and allows employees to complete this testing during their first week of their employment.

ADDRESSING THE BUDGET PROBLEM

To address the projected budget shortfall, the following proposals from the Governor's Budget are withdrawn or modified:

- **COVID-19 Mitigation Costs**—A reduction of \$7.8 million one-time General Fund in 2025-26. The remaining \$5 million will be used to continue necessary COVID-19 prevention and mitigation activities.
- **Air Cooling Pilot Program**—A reduction of \$6 million General Fund in 2025-26 and \$25.4 million General Fund in 2026-27. The remaining \$17.6 million General Fund in 2025-26 and \$20 million General Fund in 2026-27 will be used to initiate a pilot program at three prisons to evaluate the effectiveness of various air cooling alternatives.
- **Americans with Disabilities Act Facility Improvements**—A reduction of \$23.1 million one-time General Fund in 2025-26 related to the plan to complete accessibility improvements at six institutions. This postponement will allow CDCR to incorporate accessibility concerns in master planning efforts currently underway, which will inform the department's priorities over the longer term.
- **Public Safety Radio Replacement**—A reduction of \$19.8 million ongoing General Fund related to maintenance and replacement of CDCR's existing public safety radio and communications equipment.

In addition, the May Revision reflects savings of \$125 million General Fund in 2025-26, growing to over \$600 million General Fund in 2027-28. CDCR will work to identify and achieve savings through additional operational improvements related to headquarters, contract management, overtime management, and modifying various aspects of health care programs.

PUBLIC SAFETY

PROPOSITION 47 SAVINGS

Proposition 47, passed in 2014, requires misdemeanor rather than felony sentencing for certain property and drug crimes and permits incarcerated persons previously sentenced for these reclassified crimes to petition for resentencing. The May Revision includes an additional \$3.2 million General Fund in savings for Proposition 47, for a total General Fund savings of \$91.5 million in 2025-26. Proposition 47 invests savings from reduced prison utilization in prevention and supporting community programs; funds are allocated according to the formula specified in the ballot measure, which requires 65 percent be allocated for grants to public agencies to support various recidivism reduction programs (such as mental health and substance use treatment services), 25 percent for grants to support truancy and dropout prevention programs, and 10 percent for grants for victim services.

COMMUNITY CORRECTIONS PERFORMANCE INCENTIVE GRANT

The Community Corrections Performance Incentive Grant, Chapter 608, Statutes of 2009 (SB 678), was created to provide incentives for counties to reduce the number of felony probationers sent to state prison. By lowering the number of supervised offenders sent to state prison, the program has resulted in allocations to county probation departments of more than \$1.5 billion since its creation.

The May Revision proposes \$127.9 million General Fund for county probation departments. In recent years, funding for this item was held constant due to the COVID-19 Pandemic's effect on probation populations, law enforcement practices, and court processes. The May Revision includes statutory updates to the methodology for calculating incentive payments to the counties beginning in 2025-26, which recognize the historic successes of California probation officers in reducing the number of individuals sent to prison by establishing stable funding, enhancing the performance-based incentive nature of the funding, and reducing variability in the prior methodology.

CRIMINAL JUSTICE AND JUDICIAL BRANCH

DEPARTMENT OF JUSTICE

As the chief law officer of the state, the Attorney General has the responsibility to see that the laws of California are uniformly and adequately enforced. This responsibility is fulfilled through the diverse programs of the Department of Justice (DOJ). The Department provides litigation services on behalf of the people of California; serves as legal counsel to state agencies; provides oversight, enforcement, education, and regulation of California's firearms laws; provides evaluation and analysis of physical evidence; and supports the data needs of California's criminal justice community. The Budget includes approximately \$1.3 billion, including \$496 million General Fund, to support the DOJ.

SIGNIFICANT BUDGET ADJUSTMENTS

- **Federal Accountability Workload**—\$14.4 million ongoing (\$13.3 million General Fund and \$1.1 million Special Fund) and 44 positions to defend California against adverse federal actions. The anticipated workload includes, but is not limited to, defending environmental protections, negative impacts of tariffs, reproductive choice, and termination of federal grants that Congress directed be provided.
- **California Law Enforcement Telecommunications System (CLETS) – Department of Motor Vehicles Enhancements**—\$3.2 million General Fund in 2025-26 and \$1.6 million in 2026-27 for information technology enhancements at DOJ to establish a new connection between CLETS and the Department of Motor Vehicles.
- **DOJ FI\$Cal Resources**—\$2.7 million (\$1.1 million General Fund and \$1.6 million Special Fund) in 2025-26 and \$3.2 million (\$1.2 million General Fund and \$2 million Special Fund) in 2026-27 for DOJ to continue the transition from its legacy accounting system to FI\$Cal. The migration will take place over the next three years, with an estimated completion date by the end of 2026-27.
- **Juveniles: Sealing Records (AB 1877)**—\$2.4 million General Fund and four positions in 2025-26 and \$812,000 in 2026-27 and ongoing to implement the provisions of Chapter 811, Statutes of 2024 (AB 1877).
- **Registry of Charities and Fundraisers Workload**—\$1.2 million Registry of Charities and Fundraisers Fund and eight positions and \$1.4 million in 2026-27 and ongoing to address the program workload within the Registry of Charities and Fundraisers within the Charitable Trusts Section of the Public Rights Division.

ADDRESSING THE BUDGET PROBLEM

To address the projected budget shortfall, the May Revision includes General Fund solutions to achieve a balanced budget. These include:

- **Unfair Competition Law Fund Loan**—A budgetary loan of \$150 million from the Unfair Competition Law Fund to the General Fund in 2025-26 from resources not required for currently projected operational or programmatic purposes.
- **Various Chaptered Legislation**—A reduction of \$729,000 (\$656,000 General Fund and \$73,000 Special Fund) in 2025-26, decreasing to \$563,000 (\$492,000 General Fund and \$71,000 Special Fund) in 2028-29 and ongoing to withdraw proposals from the Governor's Budget associated with various chaptered legislation that the department intends to initially implement within existing resources.

CALIFORNIA HIGHWAY PATROL

The California Highway Patrol (CHP) provides uniform traffic law enforcement throughout the state and serves the public by assuring the safe, convenient, and efficient transportation of people and goods on the state's highway system. Additionally, CHP is responsible for the security of state buildings and officials. Increasingly, CHP also supports statewide law enforcement in specialized areas concerning interjurisdictional crimes.

SIGNIFICANT BUDGET ADJUSTMENT

- **Highway Violence Task Force**—To continue addressing violent crimes occurring on state highways, the May Revision includes one-time resources totaling \$4.9 million Motor Vehicle Account in 2025-26 for an additional year of funding for the CHP's Highway Violence Task Force.

CRIMINAL JUSTICE AND JUDICIAL BRANCH

OFFICE OF EMERGENCY SERVICES

The Office of Emergency Services (Cal OES) serves as the state's leadership hub during all major emergencies and disasters. This includes responding, directing, and coordinating local, state, and federal resources, and mutual aid assets across all regions to support the diverse communities across the state. Cal OES also builds disaster resilience by supporting local jurisdictions and communities through planning and preparedness activities, training, and facilitating the immediate response to an emergency through the longer-term recovery phase. During this process, Cal OES serves as the state's overall coordinator and agent to secure federal government resources through the Federal Emergency Management Agency. The May Revision includes \$4.4 billion (\$613 million General Fund) and 1,911 positions for Cal OES.

In addition, the May Revision maintains \$80 million one-time General Fund to implement the California State Nonprofit Security Grant Program, consistent with the two-year funding commitment in the 2024 budget agreement. Since 2020-21, the state has dedicated \$220 million one-time General Fund for this program to support physical security enhancements to nonprofit organizations that have historically been targets of hate-motivated violence. The state has also received \$116 million from the federal Nonprofit Security Grant Program during this time period.

ADDRESSING THE BUDGET PROBLEM

To address the projected budget shortfall, the May Revision includes a General Fund solution to achieve a balanced budget. This includes:

- **Flexible Cash Assistance for Survivors of Crime**—A reversion of \$49.7 million one-time General Fund appropriated in the 2022 Budget Act to establish a financial assistance program for survivors of crime.

JUDICIAL BRANCH

The Judicial Branch consists of the Supreme Court, courts of appeal, trial courts, the Habeas Corpus Resource Center, and the Judicial Council. The Judicial Council is responsible for managing the resources of the Judicial Branch. The trial courts are funded with a combination of General Fund, county maintenance-of-effort requirements, fines, fees, and other charges. Other levels of the Judicial Branch receive

most of their funding from the General Fund. The May Revision includes total funding of \$5.2 billion (\$3.2 billion General Fund) in 2025-26 for the Judicial Branch, of which \$2.9 billion is provided to support trial court operations.

SIGNIFICANT BUDGET ADJUSTMENTS

- **Tribal Nations Access to Justice Act (SB 549)**—\$2.7 million in 2025-26, \$1.5 million in 2026-27, and \$784,000 in 2027-28, for the courts to handle workload resulting from lawsuits filed by California Indian tribes against California gambling establishments and third-party providers pursuant to Chapter 860, Statutes of 2024 (SB 549).
- **State Court Facilities Construction Fund (SCFCF) Backfill**—A reduction of \$20 million to the General Fund backfill of the SCFCF in 2025-26.
- **Trial Court Employee Health Benefits**—A reduction of \$9 million ongoing General Fund to reflect updated health benefit and retirement rate changes for trial court employees. This brings the total additional amount available for trial court employee benefits in 2025-26 to \$19.8 million.

ADDRESSING THE BUDGET PROBLEM

To address the projected budget shortfall, the May Revision includes General Fund solutions to achieve a balanced budget. These include:

- **Trial Court Trust Fund Unrestricted Fund Balance**—A reduction of \$38 million in 2025-26 of the unrestricted fund balance in the Trial Court Trust Fund to the General Fund. This unrestricted fund balance exists primarily from cost savings from previous allocations to the Judicial Branch where no mechanism exists to return the funds to the General Fund.
- **Pretrial Release Program**—A reversion of \$20 million General Fund from 2024-25 associated with savings related to the Judicial Branch's pretrial services and a reduction of \$20 million ongoing General Fund beginning in 2025-26. The budget maintains \$50 million General Fund in 2025-26 and ongoing for the Pretrial Release program, consistent with the current level of expenditure for the program.
- **Incompetent to Stand Trial Evaluations**—A reversion of \$9.1 million General Fund in 2023-24 and 2024-25 associated with unspent funds provided to the Judicial Branch for improvements to Incompetent to Stand Trial evaluations.
- **Jury Duty Pilot Program (AB 1981)**—A reversion of \$27.5 million General Fund in 2023-24 and 2024-25 associated with unspent funds provided to the Judicial Branch

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to implement a pilot program related to juror compensation pursuant to Chapter 326, Statutes of 2022 (AB 1981). Statutory changes are also proposed to suspend the program.

- **Court Facilities Architectural Revolving Fund**—A transfer of accumulated savings and accumulated interest revenue totaling \$34.3 million from the Court Facilities Architectural Revolving Fund to the SCFCF, resulting in a one-time reduction of the General Fund backfill to the SCFCF by the same amount in 2025-26.

LABOR AND WORKFORCE DEVELOPMENT

The Labor and Workforce Development Agency supports equitable pathways to quality jobs through workforce development strategies. The May Revision continues investments aimed at expanding workforce development opportunities.

SIGNIFICANT BUDGET ADJUSTMENTS

- **Unemployment Insurance Trust Fund Loan Interest**—An increase of \$8.5 million one-time General Fund in 2025-26 to align with updated estimates for the annual interest payment on the state's Unemployment Insurance loan balance. This adjustment will bring the total estimated interest payment for 2025-26 to \$642.8 million General Fund when combined with the estimated payment included in the Governor's Budget.
- **Workforce Innovation and Opportunity Act-May Revision Update**—An increase of \$20.4 million one-time in 2024-25 and an increase of \$119.6 million one-time in 2025-26 to align with anticipated federal Workforce Innovation and Opportunity Act funding that will be available to support various workforce development programs.
- **Department of Industrial Relations (DIR) Apprenticeship Training Grant Expansion**—An increase of \$18.2 million one-time from the Apprenticeship Training Contribution Fund for DIR to support apprenticeship training in construction and related trades. This funding is in addition to the \$3 million included in the Governor's Budget for this purpose.

LABOR AND WORKFORCE DEVELOPMENT

- **DIR Public Works Information Technology System Enhancements**—An increase of \$19.1 million Labor and Workforce Development Fund to continue modernization of DIR's Public Works information technology system.

Subsequent Injuries Benefits Trust Fund

The May Revision maintains \$2.7 million Special Fund and 15 positions for the DIR Division of Workers' Compensation to support the rising workload in the Subsequent Injuries Benefits Trust Fund program, which has seen claims payments expand dramatically in recent years. Without changes to the program, claim payments are expected to increase from \$87 million in 2019-20 to \$1.3 billion in 2029-30 and the impact to the employer assessment is expected to grow from \$112 million to \$1.5 billion. Additionally, DIR projects an increasing workload and a need for future resources to address the growing caseloads. While 18 states have eliminated similar subsequent benefits programs, creating efficiencies through statutory changes could address the rapid expansion and mitigate DIR workload, and are appropriate given the program's projected impacts absent modifications.

ADDRESSING THE BUDGET PROBLEM

To address the projected budget shortfall, the May Revision includes General Fund solutions to achieve a balanced budget. These include:

- **Labor and Workforce Development Fund Loan**—A loan of \$400 million from the Labor and Workforce Development Fund to the General Fund from resources not currently projected to be used for operational and programmatic purposes.
- **Regional Coordination for Career Education**—A reduction of \$3 million one-time General Fund for the Labor and Workforce Development Agency (LWDA) in 2025-26. The Governor's Budget included \$4 million in one-time General Fund for the LWDA to support evaluation of the expansion of regional coordination models to support implementation of the Master Plan for Career Education. The May Revision proposes to reduce the amount available for this purpose to \$1 million one-time General Fund. See the Higher Education and General Government and Statewide Issues Chapters for more information on investments in the Master Plan for Career Education.

GENERAL GOVERNMENT AND STATEWIDE ISSUES

This chapter describes items in the Governor's Budget that are statewide issues or related to various departments.

DEPARTMENT OF MOTOR VEHICLES

The Department of Motor Vehicles (DMV) continues to modernize its operations through projects like the Digital eXperience Platform (DXP) project, a comprehensive replacement of DMV's major informational technology (IT) software programs. Projects such as these will improve the overall customer experience when completing DMV transactions in the field office and through alternative service channels.

SIGNIFICANT BUDGET ADJUSTMENT

- **DXP**—The May Revision includes an increase of \$53 million Motor Vehicle Account (MVA) one-time to complete the vehicle registration phase of the DXP project.

MOTOR VEHICLE ACCOUNT

The MVA is the main operating fund for the California Highway Patrol (CHP) and the DMV, providing \$3.1 billion and \$1.4 billion in 2024-25, respectively. It also funds the California State Air Resources Board's (CARB) mobile source program (\$175 million) and

GENERAL GOVERNMENT AND STATEWIDE ISSUES

provides smaller amounts of funding for myriad other departments. The Budget currently projects that the MVA will be insolvent as soon as 2026-27.

ADDRESSING THE BUDGET PROBLEM

To continue to maintain fund solvency, and address the projected budget shortfall in the near-term, the May Revision includes:

- **Ongoing Vacancy and Efficiency Reductions**—\$34 million in vacancy and efficiency reductions across the MVA's major users including the CHP, DMV, and CARB as reflected in the Governor's Budget.
- **Special Fund Transfers**—A one-time transfer of \$166 million (\$81 million from the Greenhouse Gas Reduction Fund and \$85 million from the Air Pollution Control Fund) to fund CARB's MVA-related workload as reflected in the Governor's Budget.
- **Delayed Implementation**—Several recently chaptered pieces of legislation are proposed to be delayed until DMV can complete the DXP project that replaces many of its aging IT components, which alleviates some of the fiscal pressure on the MVA in the near-term.

Given the ongoing fiscal constraints in the MVA, the Administration will continue to prioritize fiscal discipline. This means limiting new workload or initiatives including those with delayed implementation dates that would create additional cost pressures over time. By focusing on core operational priorities, the DMV can serve Californians while staying within available MVA resources.

CANNABIS

The state has made efforts to sustain an equitable legal cannabis market through reforming the cannabis tax structure, assisting local governments in transitioning licensees from provisional to annual licenses, and implementing programs such as the High-Road Cannabis Tax Credit, Cannabis Equity Tax Credit, and the Cannabis Equity Retailer Vendor Compensation Program. These changes have reduced financial and administrative barriers, promoted equity within the industry, and bolstered the regulated market's competitiveness.

With the legal market still in its infancy, two of the most critical areas for strengthening it are enforcement against the illicit market and keeping legal business costs low so licensed operators can compete more effectively. To address these priorities, the May

Revision proposes statutory changes that shift the Department of Cannabis Control's illicit enforcement funding from the Cannabis Control Fund to the Cannabis Tax Fund and authorize the department to seal an unlicensed premises when it is involved in illicit commercial cannabis activities. Without the proposed funding shift, the Cannabis Control Fund will be unable to sustain existing enforcement activities without imposing significant fee increases on existing licensees.

The May Revision also includes \$7.1 million between the Cannabis Control Fund and Cannabis Tax Fund in 2025-26, \$4.9 million in 2026-27, and \$6.1 million ongoing beginning in 2027-28 to support additional inspections and other departmental activities by adding 27 staff over the next three years.

UPDATED ALLOCATION OF CANNABIS TAX FUND

Proposition 64 specifies the allocation of resources in the Cannabis Tax Fund, which are continuously appropriated. Pursuant to Proposition 64, expenditures are prioritized for regulatory and administrative workload necessary to implement, administer, and enforce the Cannabis Act, which is considered Allocation 1. Following this, resources are allocated to research and activities related to the legalization of cannabis and the past effects of its criminalization, which is Allocation 2. Once these priorities have been met, the remaining funds are directed to what are referred to as Allocation 3 programs—youth education, prevention, early intervention, and treatment; environmental protection; and public safety-related activities.

The May Revision estimates \$454.3 million will be available for Allocation 3 programs in 2025-26 as follows:

- **Education, prevention, and treatment of youth substance use disorders and school retention**—60 percent (\$272.5 million)
- **Clean-up, remediation, and enforcement of environmental impacts created by illegal cannabis cultivation**—20 percent (\$90.9 million)
- **Public safety-related activities**—20 percent (\$90.9 million)

The Board of State and Community Corrections' (BSCC) Proposition 64 Public Health and Safety Grant Program, which is funded through Allocation 3 of the Cannabis Tax Fund, provides grant funds to local governments that assist with law enforcement, fire protection, or other local programming to address public health and safety associated with the implementation of the Control, Regulate and Tax Adult Use of Marijuana Act.

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The May Revision includes statutory changes authorizing BSCC to award grants to local governments that prohibit cannabis cultivation if they authorize retail cannabis sales and prioritizes grants for local illicit cannabis enforcement efforts. These changes will expand collaboration with local law enforcement and encourage retail participation to further stabilize the legal market and promote consumer safety.

CREATING THE NEW BUSINESS AND CONSUMER SERVICES AGENCY

The Administration has proposed to establish a new Business and Consumer Services Agency (BCSA) to strengthen the state's ability to protect consumers by providing dedicated leadership and oversight across a wide range of industries. The BCSA will be responsible for regulating over 4 million licensed professionals and businesses.

The May Revision includes \$456,000 in reimbursements in 2025-26 and ongoing for this new agency. Creating this agency will improve regulatory efficiency with a focus on harmonizing standards and best practices for licensing, enforcement, education, and professional conduct across its member departments. A centralized agency will modernize operations by updating systems and processes, making licensing renewals, and other services more efficient for consumers and licensees.

This proposal aligns with the Governor's Reorganization Plan submitted to the Little Hoover Commission on April 4, 2025. See the Housing and Homelessness Chapter for information on the related California Housing and Homelessness Agency proposal.

The agency will include the following entities:

- Department of Alcoholic Beverage Control
- Alcoholic Beverage Control Appeals Board
- Department of Cannabis Control
- Cannabis Control Appeal Panel
- Department of Consumer Affairs
- Department of Financial Protection and Innovation
- California Horse Racing Board
- Department of Real Estate

EMPLOYEE COMPENSATION AND COLLECTIVE BARGAINING

The May Revision proposes adjustments to prior investments to assist in closing the projected shortfall, and this requires that employee compensation be part of the budget solution. As such, collective bargaining negotiations will commence or continue with all the state's bargaining units to achieve these savings beginning with the July 2025 pay period. The state will make every attempt to reach these savings through collective bargaining. Additionally, the Administration will include a budget provision to impose reductions if the state cannot reach an agreement with each of the state's bargaining units. The May Revision assumes savings of \$766.7 million (\$283.3 million General Fund) for salaries and wages. However, the May Revision maintains funding for all negotiated 2026 calendar year increases in health care premiums and enrollment for active state employees.

Collective bargaining negotiations are ongoing with seven bargaining units representing Attorneys and Hearing Officers; Correctional Officers; Professional Engineers; Stationary Engineers; Physicians, Dentists, and Podiatrists; Psychiatric Technicians; and Health and Social Services/Professionals, whose contracts or side letter agreements will expire in summer 2025.

STATE RETIREMENT CONTRIBUTIONS

The May Revision includes the following adjustments for retirement contributions:

- State contributions to the California Public Employees' Retirement System (CalPERS) have decreased by a net total of \$103.9 million in 2025-26 relative to the Governor's Budget. The decrease is a result of the integration of CalPERS valuation results as of June 30, 2024, which were not available at Governor's Budget.
- The May Revision estimates \$573 million in one-time Proposition 2 debt repayment funding in 2025-26 to further reduce the unfunded liabilities of the CalPERS state plans.
- State contributions to the State Teachers' Retirement System (CalSTRS) increased by \$7.2 million General Fund in 2025-26, relative to the Governor's Budget, due to a revised creditable compensation report showing increases to the Defined Benefits Program and Supplemental Benefits Maintenance Account.
- Relative to the Governor's Budget, state contributions to the Judges' Retirement System (JRS) II decreased by \$5.4 million General Fund in 2025-26. The contribution

GENERAL GOVERNMENT AND STATEWIDE ISSUES

rate decrease is due to the Governor’s Budget projection of a larger employer contribution than approved by the CalPERS Board in April 2025.

The State Retirement and Health Care Contributions figure below provides a historical overview of contributions to CalPERS, CalSTRS, the Judges’ Retirement System (JRS), the Judges’ Retirement System II (JRS II), and the Legislators’ Retirement System (LRS) for pension and health care benefits.

State Retirement and Health Care Contributions ^{1/2/3/}
(Dollars in Millions)

	CalPERS	CSU CalPERS	CalSTRS	JRS	JRS II	LRS ^{5/}	Active Health & Dental ^{6/}	Retiree Health & Dental	CSU Retiree Health	Employer OPEB Prefunding ^{7/}
2016-17	\$ 4,754	\$ 621	\$ 2,473	\$ 202	\$ 68	\$ 1	\$ 3,104	\$ 1,623	\$ 272	\$ 342 ^{8/}
2017-18	5,188	661	2,790	199	80	1	3,192	1,695	285	189
2018-19	5,506	683	3,082	194	84	1	3,255	1,759	313	394
2019-20	5,946	716	3,323	242	91	1	3,371	1,844	326	562
2020-21	4,925	680	3,428 ^{4/}	225	84	1	3,398	1,938	339	600
2021-22	5,363	677	3,862	194	91	1	3,501	2,019	356	1,292 ^{9/}
2022-23	7,475	744	3,712	208	86	1	3,731	2,208	392	735
2023-24	7,728	744	3,939	211	89	0	4,139	2,417	428	711
2024-25	6,251	609	4,257	217	92	0	4,574	2,723	484	663
2025-26 ^{10/}	8,279	731	4,632	181	95	0	5,012	3,030	542	716

^{1/} The chart does not include contributions for the University of California pension or retiree health care costs.

^{2/} The chart does not reflect the following pension payments: \$6 billion supplemental payment to CalPERS in 2017-18 authorized by Chapter 50, Statutes of 2017 (SB 84), additional payments to CalPERS and CalSTRS authorized in Chapter 33, Statutes of 2019 (SB 90), Chapter 859, Statutes of 2019 (AB 118), Chapter 78, Statutes of 2021 (AB 138), Chapter 67, Statutes of 2022 (SB 191), Chapter 39, Statutes of 2023 (AB 130), Chapter 52, Statutes of 2024 (AB 171), and Proposition 2 payments to CalPERS proposed in the 2025-26 May Revision.

^{3/} In addition to the Executive Branch, this chart includes Judicial and Legislative Branch employees. Contributions for judges and elected officials are included in JRS, JRS II, and LRS. Amounts displayed in the CalPERS column include statewide contributions to the five CalPERS state plans, including contributions from employers that are not included in the annual Budget Act.

^{4/} As part of the 2020 Budget Act, the Teachers’ Retirement Board’s statutory authority to adjust the state contribution rate for fiscal year 2020-21 was suspended. The amount shown excludes the additional \$297 million in supplemental pension payment from Proposition 2 debt payment funding authorized in the 2021 Budget Act.

^{5/} In 2023-24, no state employer contributions to the Legislators’ Retirement System are included as the fund was in a surplus position due to the termination of all active members. In 2024-25, a one-time contribution of \$75,085 was required due to negative impacts of investment losses and cost of living adjustments to the fund. In 2025-26, a one-time contribution of \$493,000 is required due to the fund still being below 100 percent funded, primarily due to higher than expected cost of living adjustments.

^{6/} These amounts include health, dental, and vision contributions for employees within state civil service, the Judicial and Legislative Branches, and the California State University (CSU).

^{7/} Amount reflects the employer contribution to pay down the Other Post-Employment Benefits (OPEB) unfunded liability.

^{8/} Amount includes a one-time prefunding contribution of \$240 million pursuant to Chapter 2, Statutes of 2016 (AB 133).

^{9/} Amount includes \$616 million to help ensure full funding by 2046, which is provided by the employer on behalf of the employees, based on the actuarial liability for each bargaining unit, as employee prefunding contributions were suspended in 2020-21 due to the Personal Leave Program 2020.

^{10/} Estimated as of the 2025-26 May Revision, contributions sourced from the General Fund are estimated to be \$4.2 billion for CalPERS, \$731 million for CSU CalPERS, \$2.4 billion for Active Health and Dental, and \$383 million for OPEB Prefunding. Fiscal year 2025-26 contributions to CalSTRS, JRS, JRS II, LRS, and Retiree Health & Dental (including CSU) are funded entirely by the General Fund.

GENERATIVE ARTIFICIAL INTELLIGENCE PROJECTS AND THE PROJECT DEVELOPMENT LIFECYCLE

On September 6, 2023, the Governor signed Executive Order N-12-23 (EO), which directed the Government Operations Agency (GovOps), the California Department of General Services, and the California Department of Technology (CDT) to update the state's project approval, procurement, and contracting processes for Generative Artificial Intelligence (GenAI) related efforts using results from potential GenAI pilot projects. Since the release of the Governor's Budget, the first cohort of projects are either completing procurement or developing the Minimum Viable Product (MVP).

In February 2025, CDT updated its statewide policies, which includes required safeguard measures to ensure the responsible use of GenAI. CDT also designed the Project Delivery Lifecycle (PDL) to update the state's project approval process for GenAI projects pursuant to the requirements of the EO. The Administration intends to pilot PDL with the second round of GenAI projects and may also explore opportunities to incorporate the use of PDL for non-GenAI projects.

The May Revision includes up to \$8 million one-time Internal Departmental Quality Improvement Account to support the development of a GenAI MVP to streamline data collection and analysis, survey development and reporting for health facility quality and safety inspections at the Department of Public Health.

2026 WORLD CUP

The State of California has a long history of supporting and facilitating safe, secure, and successful major sporting events. Leveraging the state's integrated and well-exercised emergency and transportation management systems provides for a unified effort at every level of government, through strong coordination and use of state-level authorities to secure and apply appropriate resources.

In support of the 2026 World Cup games being held in California, Cal OES has the ability to leverage existing and applicable authorities to provide assets through working with state agencies (including the California Transportation Agency), and to facilitate the acquisition of appropriate local or specialized resources, in support of objectives set forth by the Host Committees.

GENERAL GOVERNMENT AND STATEWIDE ISSUES

LA28 OLYMPICS

The May Revision includes funding and statutory changes to support planning and preparation for the 2028 Olympic and Paralympic Games in Los Angeles.

These changes are aimed at supporting planning efforts for the Olympics and Paralympic Games, including facility development, delivery of services, and other activities that complement the ongoing planning efforts.

SIGNIFICANT BUDGET ADJUSTMENT

- **Transportation**—The May Revision includes \$17.6 million one-time from the State Highway Account to support transportation project planning associated with the 2028 Olympic Games, including work on the Games Route Network project.

VARIOUS DEPARTMENTS

ADDRESSING THE BUDGET PROBLEM

To address the projected budget shortfall, the May Revision includes General Fund solutions to achieve a balanced budget. These include:

- **Governor's Office of Land Use and Climate Innovation: California Education Learning Lab Program**—Withdrawal of the Governor's Budget proposal to transfer the California Education Learning Lab from the Governor's Office of Land Use and Climate Innovation to GovOps and instead eliminate the program over two years. This proposal maintains \$250,000 General Fund and 1 position for one additional year in 2025-26 to manage phasing out of the program and reduces \$5.3 million General Fund in 2025-26 and \$4 million and 1 position in 2026-27 and ongoing, fully eliminating the program in 2026-27.
- **GovOps: California Education Interagency Council**—Withdrawal of \$5 million ongoing General Fund for the California Education Interagency Council, which was proposed at Governor's Budget as part of the implementation of the Master Plan for Career Education. See the Labor and Workforce Development and Higher Education Chapters for more information on investments in the Master Plan for Career Education.

GENERAL GOVERNMENT AND STATEWIDE ISSUES

- **Military Department: Deferred Maintenance**—Withdrawal of \$4.8 million one-time General Fund in 2025-26 related to deferred maintenance projects at the Azusa, Sacramento-Okinawa, and Fresno-Hammer Field armories.
- **California Department of Veterans Affairs (CalVet): Veterans Homes Deferred Maintenance**—Withdrawal of \$819,000 ongoing General Fund related to deferred maintenance for the Veterans Homes of California.
- **CalVet: Administrative Services Staffing**—Withdrawal of \$285,000 ongoing General Fund and 2 positions related to augmenting staffing support for their Administrative Services Division.
- **California Arts Council: Staffing Resources**—Withdrawal of \$153,000 ongoing General Fund and 1 position related to staffing support for human resources at the California Arts Council.
- **Governor’s Office of Business and Economic Development (Go-Biz): California Competes**—Withdrawal of \$60 million one-time General Fund in 2025-26 related to new funding for the California Competes grant program.
- **Go-Biz: Performing Arts Equitable Payroll Fund**—A reversion of \$11.5 million General Fund in 2023-24 associated with unspent funds relating to the implementation of the Performing Arts Equitable Payroll Fund pursuant to Chapter 731, Statutes of 2022 (SB 1116).
- **Office of State Public Defender: Public Records Act Workload**—Withdrawal of \$148,000 General Fund and 1 position in 2025-26, and \$141,000 ongoing to address Public Records Act workload.
- **Hope, Opportunity, Perseverance, and Empowerment (HOPE) for Children Trust Account Program Board**—A reduction of \$50 million one-time General Fund in 2025-26 of the amount available for future use by the HOPE Program.

GENERAL GOVERNMENT AND STATEWIDE ISSUES

STATE APPROPRIATIONS LIMIT CALCULATION

Pursuant to Article XIII B of the California Constitution, the 2025-26 limit is estimated to be \$166.9 billion. The revised limit is the result of applying the growth factor of 6.76 percent to the prior year limit. The revised 2025-26 limit is \$0.9 billion above the \$166 billion estimated in January. A substantial portion of the increase is attributable to changes in the following factors:

- Per Capita Personal Income
 - January Percentage Growth: 6.37%
 - May Revision Percentage Growth: 6.44%
- State Civilian Population
 - January Percentage Growth: 0.11%
 - May Revision Percentage Growth: 0.28%
- K-14 Average Daily Attendance
 - January Percentage Growth: 0.56%
 - May Revision Percentage Growth: 0.34%

ECONOMIC OUTLOOK

In 2024, the U.S. and California economies generally performed in line with the Governor's Budget forecast, experiencing slowing but relatively stable growth in the midst of a mature economic expansion. In fact, in 2024, the state passed Japan to become the fourth largest economy in the world as measured by Gross Domestic Product (GDP) and official exchange rates. However, the outlook has abruptly and significantly dampened as a result of various federal policies, including broad and elevated tariffs, strict immigration policies, and cuts to the federal government workforce. Anticipation of tariffs has already led to a slight contraction of 0.3 percent in U.S. real GDP growth in the first quarter of 2025 due to a surge in imports, which is a negative in the calculation of GDP.

As the federal administration's policies continue to take effect, the U.S. is projected to experience a "growth recession," which is a period of below-trend growth along with rising unemployment. As a result, U.S. real GDP growth is downgraded by 0.3 percentage point per year on average from 2025 to 2028 (the forecast window) relative to the Governor's Budget. This "growth recession" is expected to occur during the first three quarters of 2025, bringing GDP growth for the entire calendar year of 2025 to just 1.3 percent. After the projected "growth recession" ends, U.S. GDP growth is projected to accelerate slightly to 1.7 percent in 2028, remaining well below the 2015-2019 pre-pandemic average growth rate of 2.6 percent.

The May Revision forecast was finalized in mid-April and incorporates announced tariffs and other current law federal policies as of the time. In contrast, the Governor's Budget did not incorporate any tariffs into the baseline since they were not enacted but

ECONOMIC OUTLOOK

instead recognized as downside risks. The May Revision forecast assumes 25-percent tariffs on steel, aluminum, autos, and Canadian and Mexican goods that are not compliant with the existing United States-Mexico-Canada (USMCA) agreement, 145-percent tariffs on Chinese goods, 10-percent tariffs on all countries through July 8, 2025 before increasing to various elevated rates after the 90-day pause with an exception for various Chinese-made tech goods. With these newly imposed tariffs, California's average tariff rate is estimated to have increased to 27 percent as of mid-April, significantly higher than the 2.4 percent rate in 2024. The state is expected to be especially vulnerable to tariffs as California serves as a gateway to goods imported from Asia and as Canada, Mexico, and China are three of the state's largest trading partners. The tariffs will have immediate and broad-reaching impacts affecting nearly all the state's \$500 billion worth of imported goods as of 2024, nearly 12 percent of its economic output. The forecast does not include the trade deal announced on May 12, 2025 with China which temporarily cuts tariffs on Chinese goods from at least 145 percent to a base rate of 30 percent for a period of 90 days while Chinese tariffs on U.S. goods are cut from at least 125 percent to 10 percent.

The cost of tariffs is largely expected to be passed on to consumers, leading to increased inflation across all major consumer price index (CPI) categories. At the Governor's Budget, U.S. inflation was projected to decelerate from 2.9 percent in 2024 to 2.3 percent in 2025, broadly reaching the Federal Reserve's inflation target rate after a long battle to get inflation back down to normal levels following elevated rates of over 9 percent at the height of supply chain issues in 2022. However, due to the inflationary impacts of tariffs, the inflation forecast is revised significantly higher for both the nation and the state, by more than a full percentage point per year in 2025 and 2026. U.S. consumer price inflation is now projected to accelerate to 3.5 percent in 2025 and 3 percent in 2026, up from 2.3 percent and 2.2 percent, respectively, in the Governor's Budget forecast. Similarly, as tariffs are expected to push prices upward, California inflation is projected to accelerate from 3.1 percent in 2024, to 3.8 percent in 2025 and 3.5 percent in 2026, up from 2.3 percent and 2.6 percent, respectively, in the Governor's Budget.

New vehicles and apparel are especially vulnerable and impacted because the federal administration imposed a 25-percent tariff on most car imports regardless of country of origin and because nearly a third of the nation's apparel comes from China. With higher projected inflation, the Federal Reserve is now expected to cut target interest rates just once by the end of 2025, a stark contrast from the six rate cuts projected at the Governor's Budget. As a result, credit conditions are anticipated to remain tight, which will limit growth in business investment and interest-sensitive

consumption as federal manufacturing incentives taper off. On the consumer side, higher prices will lead to reduced purchasing power and lower demand and spending, contributing to lower economic growth.

Following annual revisions, U.S. and California job growth was softer in 2024 than initially estimated. Additionally, the state lost 18,000 jobs per month in the first three months of 2025 while the Governor's Budget had projected a gain of 13,000 jobs per month. Unlike California, the nation's labor market remains comparably more stable as the U.S. added 144,000 jobs per month in the first four months of 2025, higher than the Governor's Budget projection of about 75,000 jobs added per month in the first half of 2025. California job growth is downgraded compared to the Governor's Budget as job growth is expected to slow through 2026. This is driven mainly by impacts from tariffs which are broadly assumed to dampen job growth across most sectors but particularly in the manufacturing, leisure and hospitality, trade, transportation and utilities, and professional and business services sectors. The state is projected to add 6,000 jobs per month in 2025 and just 3,000 jobs per month in 2026 before slightly accelerating to add 8,000 jobs per month by the end of the forecast period in 2028, remaining substantially below the 2015-2019 rate of around 30,000 jobs added per month. This is significantly lower than the Governor's Budget projected monthly gains of 13,000 jobs per month in 2025 and 10,000 jobs per month in 2026.

The California personal income forecast is also downgraded from the Governor's Budget due to lower estimates in 2024 and a more pessimistic economic outlook in the forecast window. Actual 2024 wages were \$21 billion, or 1.2 percent, lower than projected in the Governor's Budget and this gap is projected to widen to \$31 billion, or 1.7 percent, in 2025 and \$41 billion, or 1.9 percent, by 2028. In addition to wages, most income components were downgraded relative to the Governor's Budget forecast including proprietors' income, interest income, and rental income. As a result, the state's projected total personal income from 2025 to 2028 was downgraded by nearly \$30 billion or about 0.8 percent on average per year.

The biggest downside risk for the May Revision forecast continues to be federal policy uncertainty. The federal administration's approach to tariff policies has been remarkably inconsistent thus far, with tariff schedules changing frequently and making it very difficult for consumers and businesses to plan. Even if federal policy in this area were to stay stable for a period of time, tariffs near or above the current levels have no recent historical precedent and are expected to both spur inflation and distort many goods markets, significantly impeding economic growth. In the event tariffs are substantially scaled back, the state and national economies will likely remain on a lower trajectory compared to before the sweeping tariffs were announced, since businesses

ECONOMIC OUTLOOK

and consumers are likely to remain cautious in the face of ongoing uncertainty. Moreover, the U.S. may no longer be seen as a safe haven by investors who may pull back on investment in the long-term. The federal administration's immigration policies are also unclear as it has indicated that it will implement a large-scale deportation program that could significantly degrade the state's labor force.

Select Economic Indicators

Annual Percentage Change unless Otherwise Indicated

Column 1	2020	2021	2022	2023	2024	Forecast				
						2025	2026	2027	2028	
United States										
Real GDP										
May Revision, April 2025	-2.2	6.1	2.5	2.9	2.8	1.3	1.5	1.5	1.7	
Percentage Point Change from Governor's Budget	-	-	-	-	0.1	-0.7	-0.3	-0.1	-0.1	
Unemployment Rate (percent)										
May Revision, April 2025	8.1	5.4	3.6	3.6	4.0	4.4	4.9	5.1	4.9	
Percentage Point Change from Governor's Budget	-	-	-	-	-0.0	0.1	0.4	0.5	0.4	
Nonfarm Employment										
May Revision, April 2025	-5.8	2.9	4.3	2.2	1.3	0.9	-0.0	0.0	0.3	
Percentage Point Change from Governor's Budget	-	-	-	-	-0.3	0.1	-0.3	-0.1	0.1	
Personal Income										
May Revision, April 2025	6.8	9.2	3.1	5.9	5.4	4.7	4.5	4.8	4.5	
Percentage Point Change from Governor's Budget	-	-	-	-	-0.4	0.0	-0.5	0.1	0.0	
CPI Inflation Rate (percent)										
May Revision, April 2025	1.2	4.7	8.0	4.1	2.9	3.5	3.0	2.5	2.4	
Percentage Point Change from Governor's Budget	-	-	-	-	0.0	1.2	0.9	0.2	0.2	
California										
Unemployment Rate (percent)										
May Revision, April 2025	10.2	7.4	4.3	4.7	5.3	5.4	5.5	5.5	5.3	
Percentage Point Change from Governor's Budget	-	-	-	-	0.1	0.2	0.4	0.6	0.6	
Civilian Labor Force										
May Revision, April 2025	-2.4	0.0	1.4	1.3	0.9	0.4	0.1	0.2	0.2	
Percentage Point Change from Governor's Budget	-	-	-	-	0.6	0.1	-0.2	-0.2	-0.2	
Nonfarm Employment										
May Revision, April 2025	-7.1	3.5	5.5	0.9	0.7	0.4	0.2	0.4	0.5	
Percentage Point Change from Governor's Budget	-	-	-	-	-0.3	-0.5	-0.4	-0.4	-0.3	
Residential Permits (thousands of units)										
May Revision, April 2025	105	120	113	110	100	100	100	101	104	
Percentage Point Change from Governor's Budget	-	-	-	-	-3.3	-6.3	-11.7	-17.3	-21.2	
Average Wages										
May Revision, April 2025	11.2	7.8	-0.7	3.4	5.5	3.2	3.9	4.3	4.1	
Percentage Point Change from Governor's Budget	-	-	-	-	-0.9	-0.2	0.2	0.4	0.1	
Personal Income										
May Revision, April 2025	9.0	8.7	-0.2	5.4	6.5	4.0	4.1	4.6	4.7	
Percentage Point Change from Governor's Budget	-	-	-	-	-0.2	-0.2	-0.5	-0.1	0.0	
CPI Inflation Rate (percent)										
May Revision, April 2025	1.7	4.3	7.4	3.9	3.1	3.8	3.5	3.1	3.2	
Percentage Point Change from Governor's Budget	-	-	-	-	0.1	1.5	1.0	0.5	0.6	

2025-26 Governor's Budget Forecast based on data available as of November 2024.

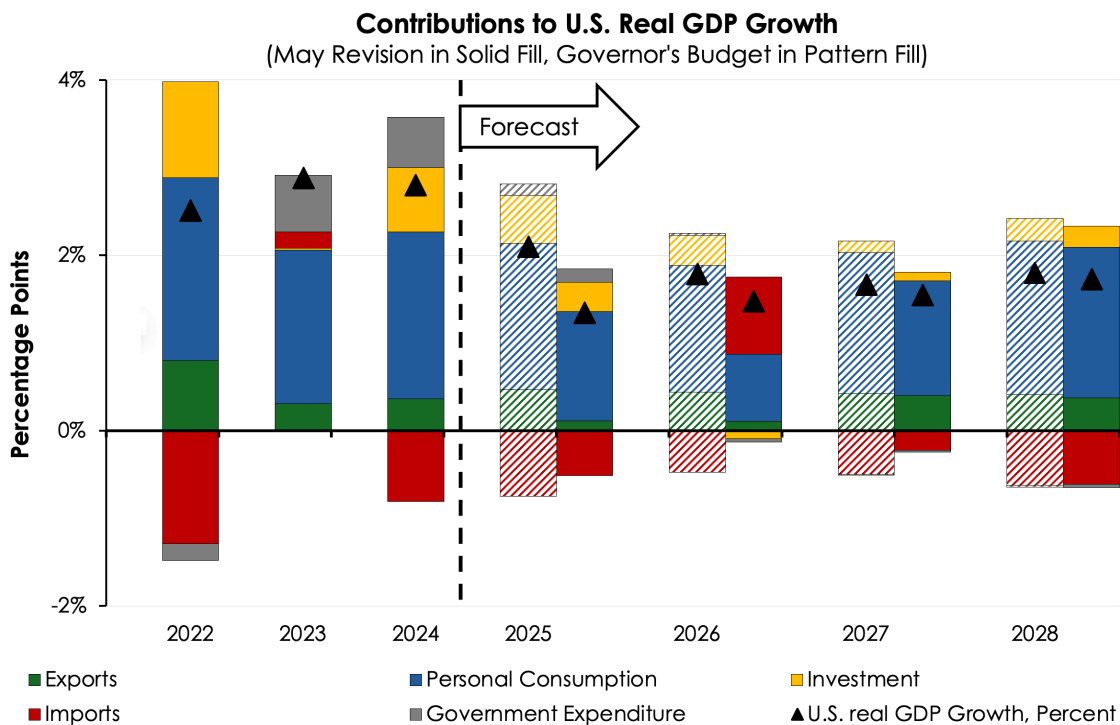
2025-26 May Revision Forecast based on data available as of April 2025. Figures in italics indicate forecasts.

Source: U.S. Bureau of Economic Analysis; U.S. Bureau of Labor Statistics; U.S. Census Bureau; California Employment Development Department, Labor Market Information Division; California Department of Finance, 2025-26 May Revision Forecast.

U.S. AND CALIFORNIA FORECASTS

"GROWTH RECESSION"

The U.S. is projected to be in a "growth recession", a period of below-trend growth and rising unemployment during the first three quarters of 2025. U.S. real GDP contracted by 0.3 percent in the first quarter of 2025 driven by a surge in imports as domestic producers and consumers stockpiled foreign goods ahead of when most tariffs took effect. Economic growth is downgraded by 1.4 percentage points in the second quarter, 1.2 percentage points in the third quarter and by 0.3 percentage point in the fourth quarter relative to the Governor's Budget driven by tariff-related uncertainty and price increases. Unlike the imports surge from the first quarter, the projected slow growth in the last three quarters of 2025 is due to weakening consumption and nonresidential fixed investment (downgraded by 1.3 percentage points and 5 percentage points, on average, respectively, relative to the Governor's Budget) as the overall economic environment is projected to deteriorate for the year. After the growth recession ends in the fourth quarter of 2025, U.S. GDP growth is projected to average 1.7 percent from 2026 through 2028, 0.1 percentage point lower than the Governor's Budget forecast as markets adapt and adjust to tariffs.

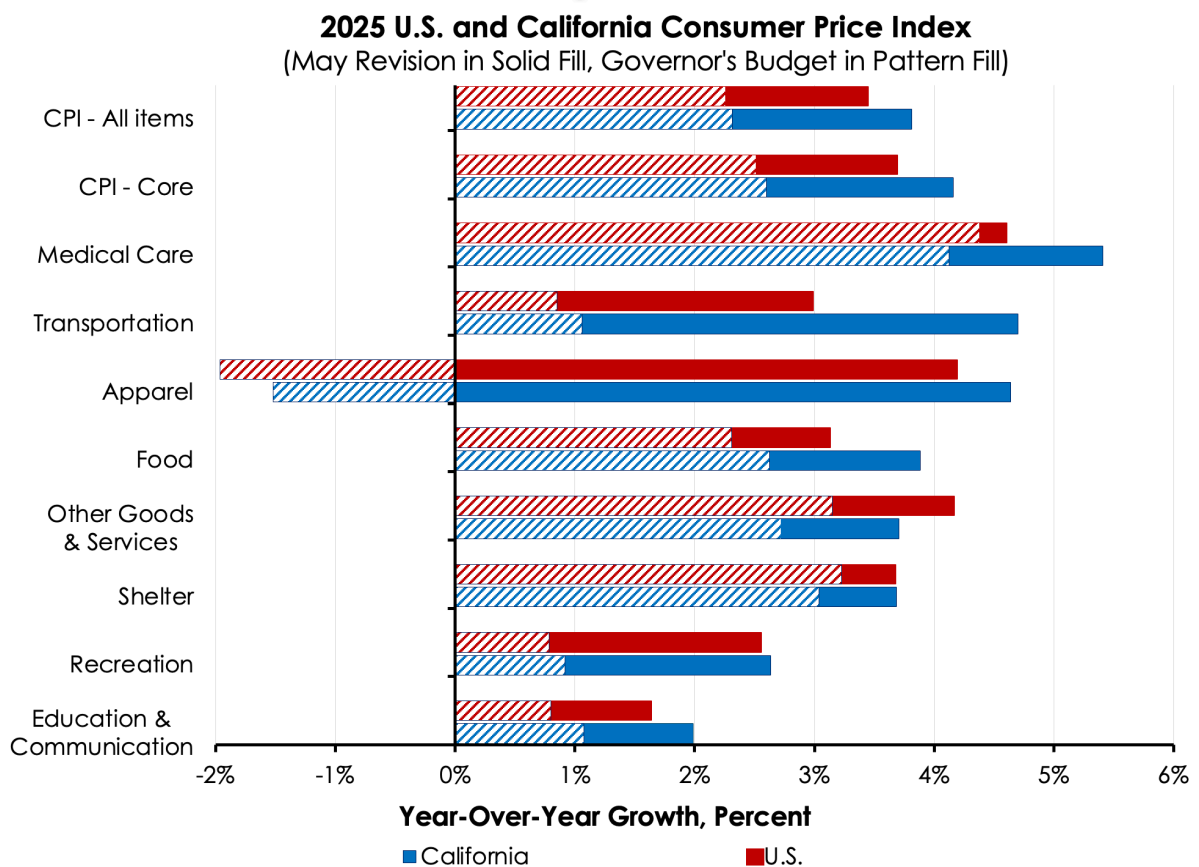


Source: U.S. Bureau of Economic Analysis (BEA); California Department of Finance, 2025-26 May Revision Forecast.

ECONOMIC OUTLOOK

INFLATION PROJECTED TO SPIKE IN 2025 AND 2026 DUE TO TARIFFS

For both the state and the nation, all major CPI components are projected to experience higher inflation in 2025 and 2026 as a result of the broad and elevated tariffs. While new vehicles and apparel have the greatest projected inflationary impacts, tariffs are projected to significantly raise inflation in most categories including household furnishings, food, medical care, recreation, and other goods. Shelter is also projected to be impacted by tariffs due to higher input costs. As a result, California projected shelter inflation—which includes rents as well as homeowners' "equivalent rent"—is upgraded to 3.7 percent in 2025, compared to 3 percent in the Governor's Budget. The outer years of the forecast project more moderate inflation rates as consumers and prices are expected to adjust to higher prices. Overall, there has been a notable upward shift in inflation assumptions relative to November when U.S. headline inflation was decelerating toward the Federal Reserve's 2-percent target rate.



Source: U.S. Bureau of Labor Statistics (BLS); California Department of Finance, 2025-26 May Revision Forecast.

CALIFORNIA JOB GROWTH TO SLOW AND REMAIN SUBDUED

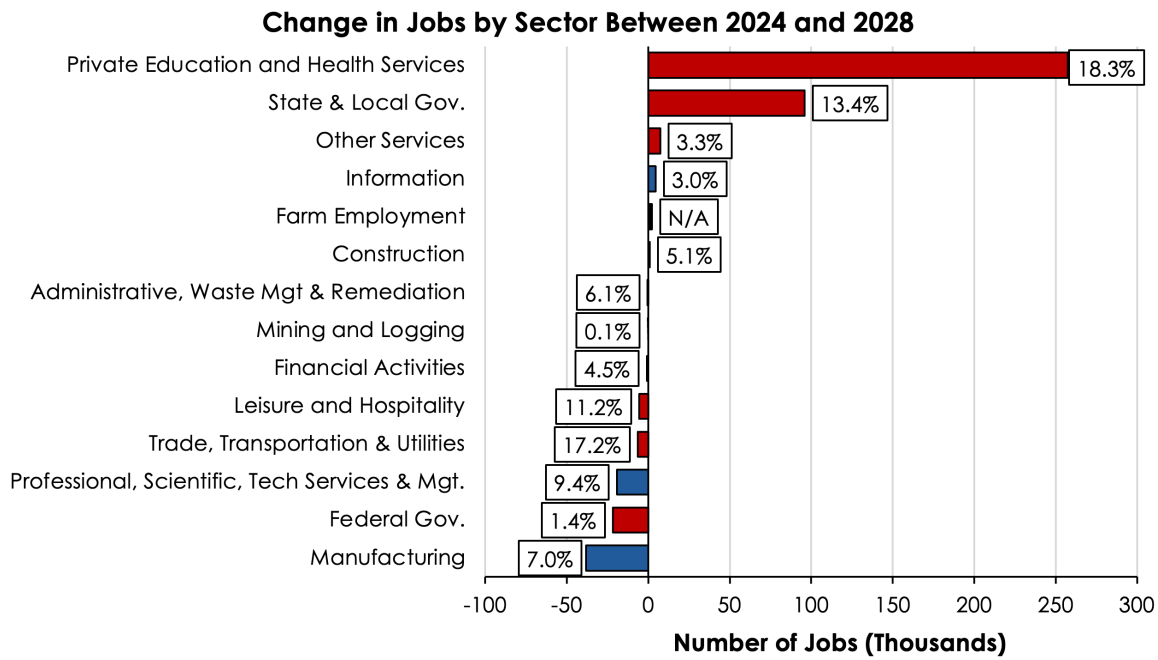
Since the Governor's Budget forecast was finalized in mid-November 2024, California added fewer than 8,000 jobs per month between October 2024 and March 2025—roughly half of the Governor's Budget projection of about 14,000 jobs added per month during the same period. Subdued job growth has been driven primarily by losses in the high-wage sectors while most low-wage sectors have buoyed total job growth. “Low-wage sectors” are defined as sectors with an average wage that is lower than the state's average wage—around \$96,000 in 2024—while “high-wage sectors” have average wages above the state average. According to this definition, low-wage sectors are comprised of construction, trade, transportation, and utilities, private education and health services, leisure and hospitality, other services and government while high-wage sectors are comprised of mining and logging, manufacturing, information, financial activities, and professional and business services.

Job losses were more pronounced in the manufacturing sector, which lost about 3,000 jobs per month between October 2024 and March 2025 compared to the Governor's Budget projection of fewer than 100 jobs lost per month during the same period. Job losses also remained higher in the professional and business services sector which lost about 7,000 jobs per month. In contrast, the only sector that saw stronger job growth than projected was the private education and health services sector, which added around 14,000 jobs per month during the same period compared to the Governor's Budget projection of just over 5,000 jobs added per month. Meanwhile, the government sector and the health care and social assistance subsector continue to be the largest drivers of growth, averaging a combined gain of nearly 18,000 jobs added per month during the same period.

Looking ahead, job growth was downgraded by 0.4 percentage point on average between 2025 and 2028 due to both weaker labor market conditions through March 2025 and the federal administration's policies regarding immigration, tariffs, and federal government layoffs. Tariffs are expected to have the largest broad-based adverse effects on job growth, with the leisure and hospitality, professional and business services, manufacturing, and trade, transportation, and utilities sectors projected to be disproportionately impacted. Job growth in the leisure and hospitality sector is expected to be dampened as these jobs tend to be supported by tourism and travel while the state's technology sector (defined as information plus professional, scientific, technical services and management of companies sectors) benefits largely from foreign direct investment and a higher share of a foreign-born workforce. Moreover, job growth in the state's manufacturing sector and trade, transportation, and utilities sector,

ECONOMIC OUTLOOK

which broadly includes logistics and port activity, is expected to be affected due to reduced port and trade activity. California's job growth is projected to continue to be driven by health care and social assistance and government jobs, since these sectors are the least exposed to tariffs and deportations.



Note: Data labels represent industry percent share of total nonfarm in 2024. Blue represent high-wage sectors, red bars represent low-wage sectors.
 Source: California Department of Finance, 2025-26 May Revision Forecast.

California's unemployment rate is projected to be about 0.4 percentage points higher per year on average through 2028 due largely to more subdued growth from household employment in the near term because of slower economic activity stemming from the impact of federal policies. California household employment growth is projected to slow from 0.3 percent in 2025 to 0.1 percent in 2026, compared to 0.4 percent and 0.5 percent respectively in the Governor's Budget. As a result, the state's unemployment rate is projected to increase from an average of 5.3 percent in 2024 to 5.5 percent in 2026, compared to a decrease to 5.1 percent in 2026 projected in the Governor's Budget. Moreover, tariffs are expected to continue to slow employment growth beyond 2026, while the high-interest rate environment is also projected to continue to dent the pace of employment growth, including self-employment in interest-sensitive sectors such as construction and professional and business services, keeping the unemployment rate at or around 5.5 percent through 2027. In 2028, California's unemployment rate is projected to tick down to 5.3 percent, remaining slightly above the state's pre-pandemic 2015-2019 historical average of 5 percent.

CALIFORNIA REAL WAGE GROWTH DOWNGRADED

Real average wages grew by 2.4 percent in 2024, lower than the 3.3 percent projected in the Governor's Budget. Wage growth was lower than projected due to downward revisions and lower-than-anticipated actuals driven mainly by lower growth in the state's high-wage sectors (information, professional services, and finance in particular), which missed the forecast by 0.9 percentage point in 2024. The state's real average wage is projected to contract by 0.6 percent in 2025 before averaging 0.8 percent growth from 2026 to 2028. This is a significant downgrade from the Governor's Budget projections of real average wage growth of 1.1 percent in 2025 before averaging 1.3 percent growth from 2026 to 2028.

CALIFORNIA PERSONAL INCOME GROWTH SLIGHTLY DOWNGRADED

Personal income generally captures all income earned in the economy in nominal terms. As a result, the negative impacts of lower overall economic activity are partially lessened by higher prices, which positively affect personal income. From 2025 to 2028, the forecast for California personal income is downgraded by approximately \$30 billion or 0.8 percent per year on average. Overall, California personal income growth is expected to slow from 6.5 percent in 2024 to 4 percent and 4.1 percent in 2025 and 2026, respectively (compared to 4.2 percent and 4.6 percent in the Governor's Budget) due to general weakening economic conditions. Notably, wages and salaries are downgraded by \$36.2 billion per year or 1.8 percent. Following a strong growth of 6.2 percent in 2024, wages are projected to slow to 3.6 percent growth in 2025 as the economy slows before gradually returning to normal growth. Employer-paid benefit growth is projected to slow along with wage growth. Proprietors' income is downgraded by \$11.7 billion per year or 4 percent. Its projected growth is just 2.5 percent in both 2025 and 2026, down from 5.1 percent and 5 percent respectively in the Governor's Budget as these are likely to be difficult years for non-corporate businesses due to weak economic growth and especially weak profit growth. From 2027 on, total personal income growth is projected to be just above the estimated steady-state rate of 4.5 percent, similar to the Governor's Budget projections.

CALIFORNIA HOUSING PERMITS SIGNIFICANTLY DOWNGRADED

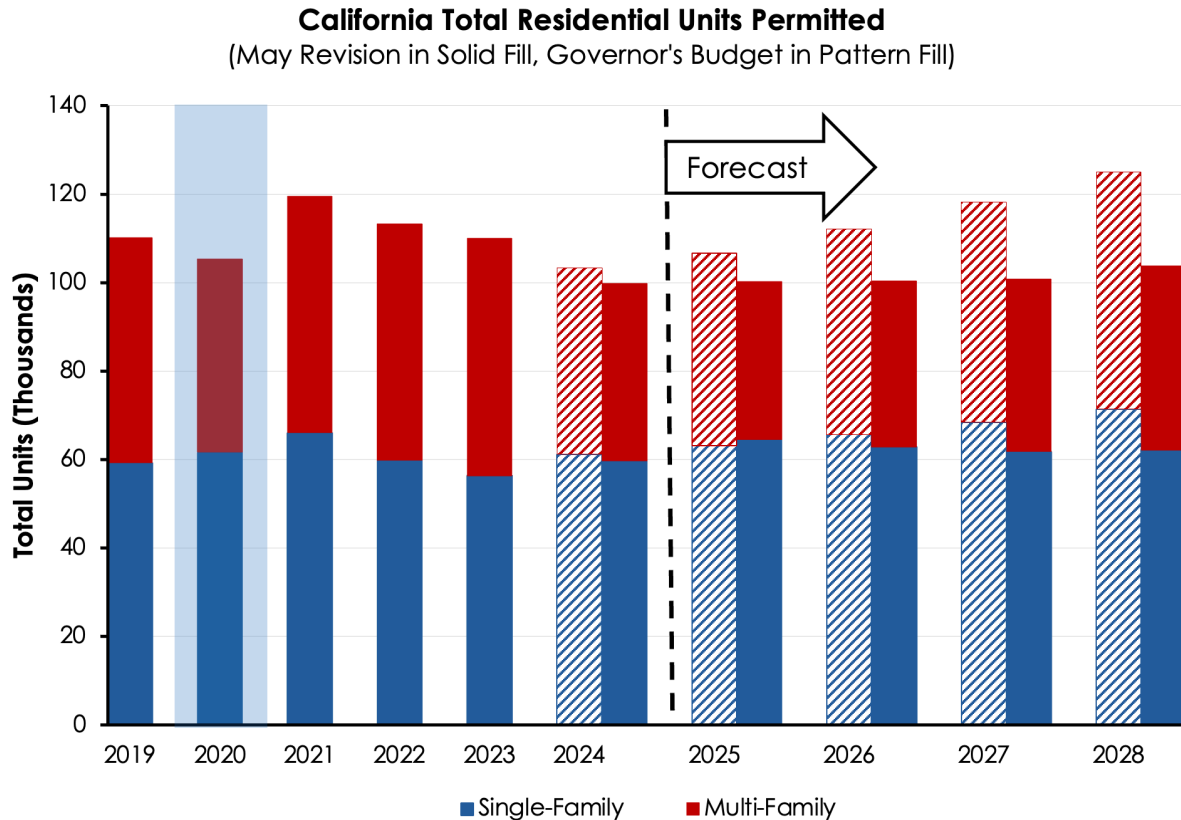
High interest rates continue to hamper residential construction activity, which is also now projected to be further slowed by tariffs, leading to a significantly downgraded housing permits forecast. Residential units permitted fell substantially in 2024, declining

ECONOMIC OUTLOOK

by 9.2 percent year-over-year from 110,000 total units in 2023 to just under 100,000 units in 2024, on a seasonally adjusted annualized average basis, compared to a 6.1-percent decline to 103,300 total units projected at the Governor's Budget. Weakness in permitting activity continued into the first quarter of 2025, with authorized units declining 13.1 percent year-over-year to 94,400 units, falling short by nearly 10,000 units relative to the Governor's Budget forecast.

The decline in permitting has been driven by multi-family permitting, which is disproportionately impacted by high interest rates. The number of authorized multi-family units averaged 40,200 units in 2024, 25.1 percent lower than the over 53,600 units permitted in 2023 and 23.7 percent lower than the 52,700 average authorized units during the 2015 to 2019 pre-pandemic period. On the other hand, single-family units averaged 59,700 units in 2024, 6 percent above the 56,400-units permitted in 2023 and 9.4 percent above the 54,600 average units permitted during the 2015 to 2019 pre-pandemic period. Additionally, in the first quarter of 2025, single-family permits averaged 66,000 units, 6.2 percent higher than the 62,100 permitted units projected in the Governor's Budget forecast, while multi-family permits averaged 28,400 units, about 32.3 percent below the projected average of nearly 42,000 permitted units in the Governor's Budget forecast.

The forecast for permitted units is downgraded by 14,000 units or 12 percent on average through the forecast window due to low actuals since Governor's Budget, higher projected interest rates, tariff-induced material cost increases, and potential labor supply issues. Residential permits are projected to remain low through 2025, 2026, and into 2027, averaging about 100,600 units, compared to an average of 112,300 units projected in the Governor's Budget. Rebuilding activity in Los Angeles following the January fires is expected to account for around 11,000 single-family units and 1,500 multi-family units of total permitted units through 2026. Growth is expected to pick up very slightly starting in mid-2027, a lagged result of interest rates falling in the second half of 2026 making construction inputs more affordable and lowering mortgage rates for potential homebuyers, spurring the real estate sector.



Note: Shaded area indicates the COVID-19 Pandemic Recession.
 Source: U.S. Census Bureau; California Department of Finance, 2025-26 May Revision Forecast.

RISKS TO BASELINE FORECAST

While there is more information on federal policy at the May Revision than at the Governor's Budget, risks and uncertainty remain elevated due to the fast-moving and changing landscape of federal policies. The federal administration has been inconsistent in its approach to tariffs, with actual and proposed tariff schedules regularly changing. Uncertainty remains about the future course of tariffs (and retaliatory measures by trade partners), immigration policy, and tax policy. For example, further escalations in the trade war with China or other countries would likely impact the economy even more negatively through higher inflation due to higher costs of goods, which would lead to lower consumption and would negatively impact businesses, leading to even more suppressed economic growth or even a contraction. There would also likely be more volatility and further declines in the stock market, which would negatively impact state revenues. Due to restrictive immigration and trade policies creating an unwelcome environment, tourism to the U.S. and California has already been slowing and may decline even further, which would disproportionately affect the leisure and hospitality sector.

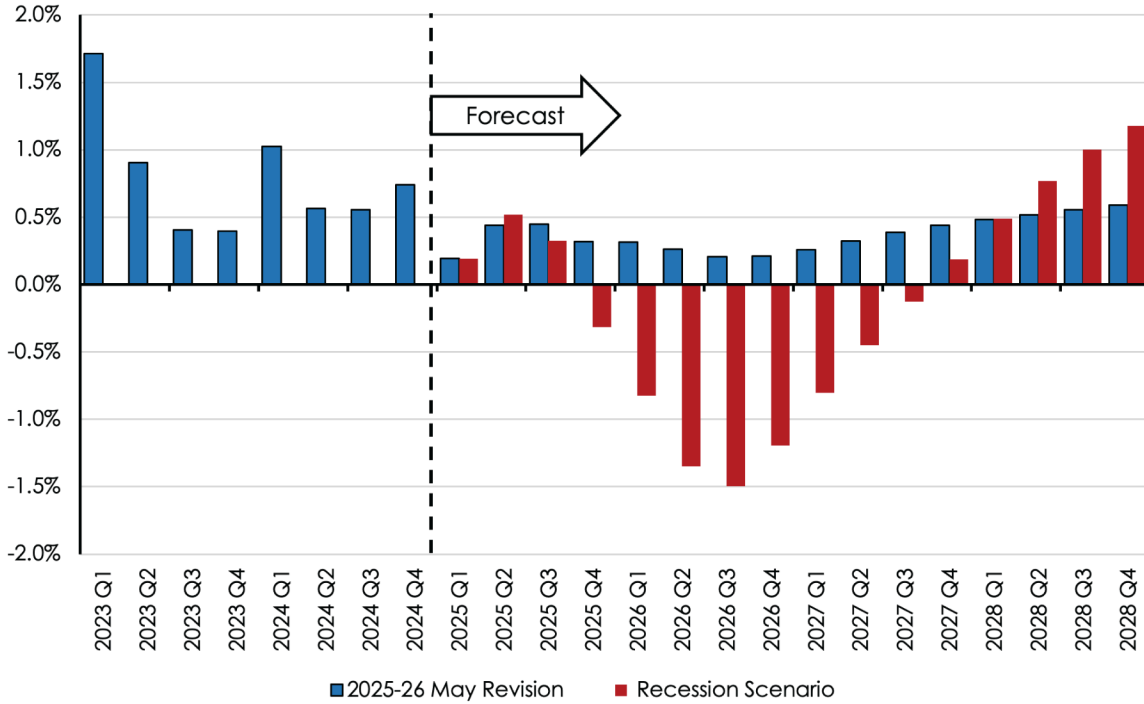
ECONOMIC OUTLOOK

RECESSION SCENARIO

The stock market and periodic surveys indicate that financial markets, consumers, and business leaders are especially unsettled about the economy's near-term prospects, with recession probabilities ranging from 35 percent to 60 percent as of the end of April 2025. Widespread expectations of weakness can make households and businesses reluctant to spend and increasing the risk of "stagflation,"—meaning a period when GDP growth contracts even while inflation increases. Restrictive monetary policy from persistent inflation could lead the Federal Reserve to keep target interest rates higher for longer than projected, which would dampen business and consumer confidence further and lead to lower economic growth and lower stock prices, which would negatively impact state revenues. Continued or worsening stock market volatility and declines would disproportionately impact high-income earners and state revenues as a result. Any other federal cuts such as cuts to key social safety net programs will create additional impacts through job losses, decreased local spending, and long-term adverse health and educational outcomes.

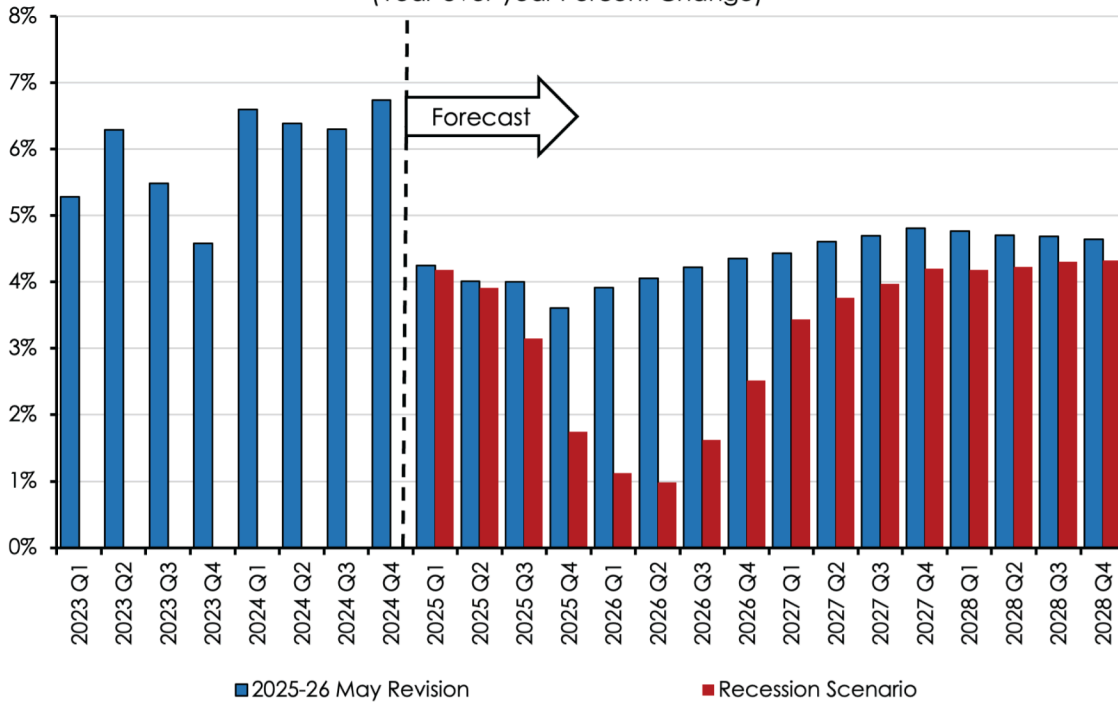
A mild recession along the lines described above driven by more stringent federal policies would result in a contraction in economic growth and payroll employment while leading to higher unemployment relative to the baseline forecast for the May Revision. The Department of Finance has modeled a mild recession scenario which assumes a larger negative response of households, businesses, and investors to the administration's tariffs and other federal policies. This scenario projects an economic slowdown in mid-2025 to early 2026, with outright real GDP contractions of 1.3 percent and 1.6 percent annualized in the last two quarters of 2025. Under this scenario, nonfarm payroll employment contracts from late 2025 through most of 2027, and the state unemployment rate peaks at 6.7 percent in 2027, a somewhat smaller increase than during the early 2000s recession when unemployment rose from 4.7 percent to 7 percent. Personal income would also grow more slowly in this scenario, slowing to 1.6 percent in 2026, and cumulative state personal income would be approximately \$460 billion or 3.1 percent lower over the forecast window relative to the baseline forecast. In comparison, personal income growth was 1.5 percent in 2002.

California Nonfarm Employment Growth Scenario Comparison (Year-over-year Percent Change)



Source: U.S. Bureau of Labor Statistics, California Department of Finance, 2025-25 May Revision Forecast.

California Personal Income Growth Scenario Comparison (Year-over-year Percent Change)



Source: U.S. Bureau of Economic Analysis, California Department of Finance, 2025-26 May Revision Forecast.

ECONOMIC OUTLOOK

Other structural risks remain, including more extreme and frequent disasters such as wildfires, droughts, or floods. Long term, the state's labor force, and hence economic output will be affected by reduced net migration of working-age residents and declining fertility rates. The state's high living costs, especially due to persistent housing shortages, also continue to constrain the economy.

REVENUE ESTIMATES

Despite a significant overperformance in cash receipts through spring compared to the Governor's Budget, the General Fund revenue forecast is substantially downgraded at the May Revision due to a more pessimistic economic outlook moving forward.

General Fund cash receipts through March 2025 exceeded the Governor's Budget forecast by \$4.4 billion. Additionally, April results for the Big Three Revenues—personal income tax, corporate income tax, and sales tax—were \$443 million above forecast. After adjusting for \$3 billion in personal and corporation income tax payments estimated to be delayed from January through April to October due to the tax deadline extensions for Los Angeles County as a result of January fires, cash receipts are estimated to have exceeded the Governor's Budget forecast by \$7.9 billion through April 2025. Driving the cumulative cash receipts above forecast was the personal income tax, contributing \$6.3 billion due to strong personal income tax withholding receipts and personal income tax receipts related to tax year 2024, reflecting both solid economic growth and a strong stock market in 2024. Additionally, \$1.6 billion of the overage is attributed to higher federal cost recovery collections, which are categorized as "not otherwise classified" revenues. The California economy generally tracked the Governor's Budget forecast of steady and stable growth, advancing to become the fourth largest economy in the world in 2024.

However, the outlook for both the U.S. and California economies is significantly downgraded due largely to the federal government's sweeping tariff policy, which has resulted in declines in the stock market, declining consumer and business confidence,

REVENUE ESTIMATES

and elevated inflation expectations. Despite the strong cash results to date, incorporation of the disruptive impacts of recent federal policies result in a projected “growth recession” and a General Fund revenue forecast (excluding transfers and loans) that is moderately downgraded in the budget window (-\$5.2 billion in fiscal years 2023-24 through 2025-26) and significantly lowered in the outyears (-\$20.6 billion in fiscal years 2026-27 through 2028-29).

Risks and uncertainty remain elevated due to the future course of tariffs, immigration policy, and tax policy. The May Revision revenue projections are based on an economic forecast that assumes a “growth recession” due largely to tariffs. If the “growth recession” turns into an actual economic recession, or if federal policies are moderated considerably and turn out to be less disruptive for the economy, then the revenue picture will likely change accordingly.

BUDGET WINDOW

General Fund revenues, excluding transfers and loans, are projected to be approximately \$5.2 billion lower than assumed in the Governor’s Budget over the budget window. While there are various changes as summarized in the May Revision General Fund Revenue Forecast Reconciliation with the Governor’s Budget figure, this downgrade is driven largely by the Big Three as detailed below.

- **Revenues from the Big Three**—The Big Three revenues—Personal Income, Corporation, and Sales Taxes—are projected to be lower by \$4.8 billion, due largely to the downgraded economic outlook and the decline in equity markets since the Governor’s Budget. The forecast for personal income tax is revised down by \$1.3 billion, corporation tax revenues are lower by \$2.8 billion, and the sales tax forecast is downgraded by \$666 million.
- **Minor Revenues**—Insurance taxes, alcoholic beverage taxes, cigarette taxes, and interest earned on pooled money, are higher by \$377 million, largely due to a \$361 million upgrade in the pooled money interest forecast.
- **Other Minor Not Otherwise Classified Revenues**—Unclassified revenues are \$703 million lower in the budget window due primarily to a large portion of federal cost recovery collections in 2025-26 shifting to 2026-27, partially offset by higher federal cost recovery collections in 2024-25.
- **Transfers and Loans**—Excluding transfers to the Budget Stabilization Account (BSA), transfers and loans are projected to increase General Fund revenues by

\$11.6 billion, an upgrade of \$684 million relative to what was assumed in the Governor's Budget.

**2025-26 May Revision
General Fund Revenue Forecast
Reconciliation with the 2025-26 Governor's Budget**
(Dollars in Millions)

Source	Governor's Budget	May Revision	Change From Governor's Budget	
Fiscal 2023-24				
Personal Income Tax	\$113,380	\$115,166	\$1,786	1.6%
Corporation Tax	34,318	35,456	1,138	3.3%
Sales & Use Tax	33,342	33,339	-2	0.0%
Insurance Tax	3,966	3,966	0	0.0%
Alcoholic Beverage	418	418	0	0.0%
Pooled Money Interest	2,892	2,892	0	0.0%
Cigarette	40	40	0	0.0%
Not Otherwise Classified Revenues	3,959	3,983	24	0.6%
Subtotal	\$192,315	\$195,261	\$2,946	1.5%
Transfer To/From BSA	-1,194	-1,486	-292	24.5%
Other Transfers and Loans	2,148	2,104	-44	-2.1%
Total	\$193,269	\$195,879	\$2,610	1.4%
Fiscal 2024-25				
Personal Income Tax	\$121,106	\$125,706	\$4,600	3.8%
Corporation Tax	43,199	41,296	-1,903	-4.4%
Sales & Use Tax	34,110	33,706	-405	-1.2%
Insurance Tax	4,064	4,077	13	0.3%
Alcoholic Beverage	423	417	-7	-1.6%
Pooled Money Interest	3,156	3,066	-89	-2.8%
Cigarette	37	36	0	-1.3%
Not Otherwise Classified Revenues	2,893	3,663	770	26.6%
Subtotal	\$208,989	\$211,967	\$2,978	1.4%
Transfer To/From BSA	4,857	4,902	45	0.9%
Other Transfers and Loans	8,627	8,804	177	2.1%
Total	\$222,473	\$225,673	\$3,200	1.4%
Fiscal 2025-26				
Personal Income Tax ^{1/}	\$133,815	\$126,107	-\$7,709	-5.8%
Corporation Tax ^{1/}	37,377	35,293	-2,084	-5.6%
Sales & Use Tax ^{1/}	35,125	34,866	-259	-0.7%
Insurance Tax	4,341	4,359	18	0.4%
Alcoholic Beverage	428	421	-7	-1.6%
Pooled Money Interest	1,930	2,380	450	23.3%
Cigarette	35	35	0	-1.3%
Not Otherwise Classified Revenues	4,587	3,090	-1,497	-32.6%
Tax Policy Proposals	186	186	0	0.0%
Subtotal	217,824	206,736	-11,088	-5.1%
Transfer To/From BSA	7,100	7,100	0	0.0%
Other Transfers and Loans	171	722	552	323.5%
Total	\$225,095	\$214,558	-\$10,536	-4.7%
Three-Year Total Excluding Transfers			-\$5,164	
Three-Year Total Including Transfers			-\$4,726	

^{1/} Excludes the impact of tax policy proposals.

- **BSA Transfers**—BSA transfers are projected to increase General Fund revenues by \$10.5 billion in total, a downgrade of \$247 million relative to the Governor's Budget.

REVENUE ESTIMATES

The May Revision assumes a \$7.1 billion withdrawal from the BSA in 2025-26, equal to the amount assumed at Governor's Budget.

- **Tax Policy Proposals**—Tax policy proposals, which remain unchanged since the Governor's Budget, are projected to increase General Fund revenues by \$186 million.

PERSONAL INCOME TAX

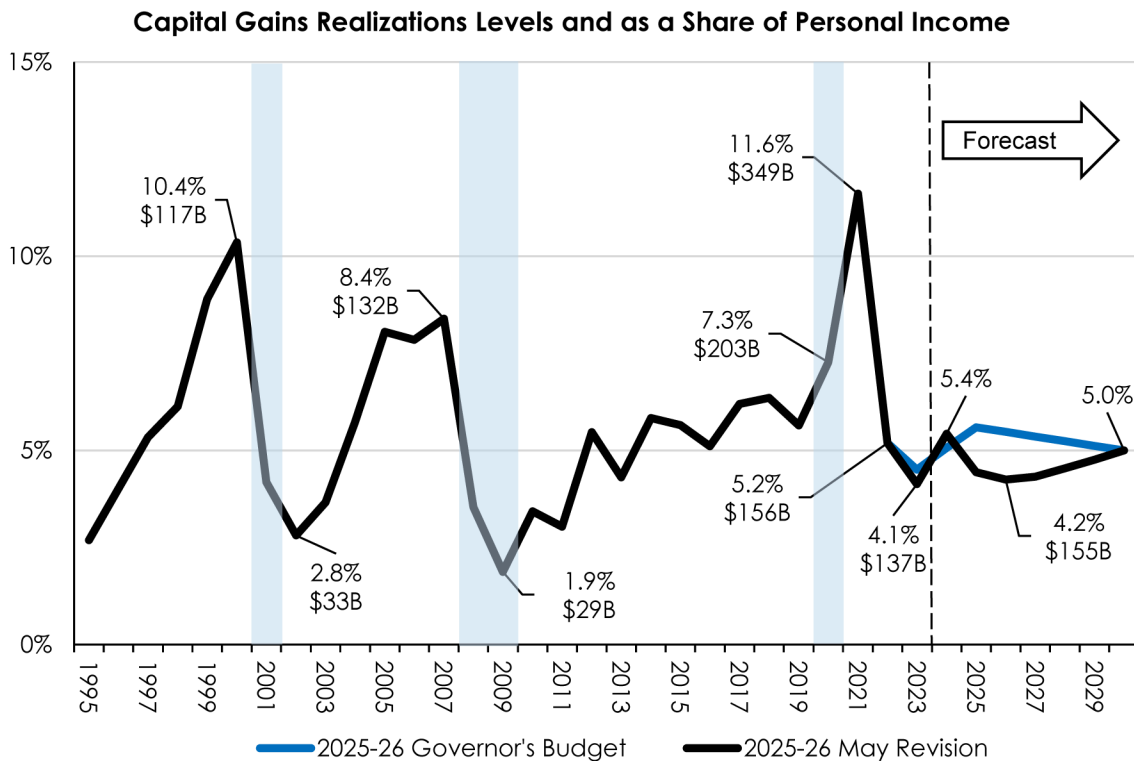
The personal income tax forecast is higher by \$1.8 billion in 2023-24 and \$4.6 billion in 2024-25, reflecting solid economic growth and gains in equity markets in 2024 as reflected in strong cash results through April 2025. However, due to downgrades to the economic forecast and to projected stock prices, personal income tax revenues are downgraded by \$7.7 billion in 2025-26 compared to the Governor's Budget forecast.

Personal income cash receipts are up approximately \$4.1 billion from the Governor's Budget through April, due primarily to a \$3.3 billion overage in personal income tax withholding receipts. The \$4.1 billion variance does not account for the shifting of payments related to delayed tax deadlines for taxpayers in Los Angeles County, which was not incorporated in the Governor's Budget forecast. The May Revision projects \$2.2 billion of shifting of personal income tax payments between January and April to October, which means cash results are estimated to be \$6.3 billion above forecast through April after adjusting for the shift.

Informed by cash results through late April, capital gains realizations are projected to increase from \$131 billion in 2023 to \$183 billion in 2024—a \$12 billion upgrade compared to the Governor's Budget's projection of \$171 billion for 2024. This is a projected 40-percent year-over-year increase in 2024 and follows a 55-percent year-over-year decline in 2022 and a 16-percent year-over-year decline in 2023. In 2024, capital gains realizations' share of personal income is estimated to increase to 5.4 percent, as illustrated in the Capital Gains Realizations Levels and Share of Personal Income figure.

Reflecting declines in equity markets since the Governor's Budget, the S&P 500 forecast was downgraded from 5,871 to 5,388, or 8.2 percent, in the second quarter of 2025. Additionally, the NASDAQ dropped 13.5 percent from its close at the end of 2024 to mid- to late-April when the May Revision forecast was finalized. As a result, capital gains realizations are projected to decrease year-over-year by approximately 15 percent in 2025 and remain flat in 2026, when capital gains realizations' share of personal income

is projected to decline to 4.2 percent, roughly equivalent to its share in 2023. Capital gains realizations are downgraded from \$197 billion to \$156 billion in 2025 and from \$202 billion to \$155 billion in 2026. Including the positive impact from the upgrade to capital gains realizations in 2024, capital gains are estimated to contribute \$2.8 billion to the downgrade to the personal income tax forecast in the budget window. Capital gains realizations are assumed to grow faster than the economy from 2027 on and reach 5 percent of personal income by 2030; however, capital gains levels are projected to remain lower than the Governor's Budget projections throughout the multi-year forecast.



Shaded bars indicate previous U.S. recessions.
Source: California Department of Finance, 2025-26 May Revision Forecast.

From November through April, personal income tax withholding grew 9.1 percent year-over-year, significantly faster than the growth of 2.7 percent assumed in the Governor's Budget. The strength in withholding is largely attributable to growth in equity markets in 2024 and through early 2025 that resulted in higher levels of stock-based compensation for employees at large technology companies. However, partly as a result of stock market declines as of mid-April 2025, the May Revision projects withholding growth to slow substantially for the remainder of 2024-25 and 2025-26. As a result, while withholding is upgraded by \$3.1 billion in 2024-25, it is downgraded by \$383 million in 2025-26.

REVENUE ESTIMATES

Outside of withholding and capital gains, which largely offset each other in the budget window, the downgrade in the budget window for the personal income tax is due to a downgraded economic forecast, mainly through lower economic proprietorship income which led to downgrades in taxable business and partnership income in 2025 and 2026.

CORPORATION TAX

The corporation tax forecast is higher by \$1.1 billion in 2023-24 due to lower refunds and higher payments in 2024-25 that were accrued to 2023-24, but lower by \$1.9 billion in 2024-25 and \$2.1 billion in 2025-26 as a result of the downgrade to corporate profits.

Corporation tax cash receipts are down approximately \$350 million through April but are estimated to be around \$450 million above the Governor's Budget forecast after adjusting for \$800 million in assumed shifting related to the Los Angeles County tax deadline delays.

Corporation tax revenues are downgraded primarily due to a downgraded forecast for corporate profit growth beginning in 2025. Corporate profits are projected to be negatively impacted by the tariffs as production costs increase and corporate profit margins decline as not all costs are assumed to be passed through to the consumer. Based on strong cash results since the Governor's Budget, corporate profit growth was upgraded from 5 percent to 10 percent in 2024. However, corporate profits are projected to decline 2 percent year-over-year in 2025 and grow 2 percent in 2026, compared to a projected growth of 4 percent in 2025 and 2026 in the Governor's Budget.

SALES AND USE TAX

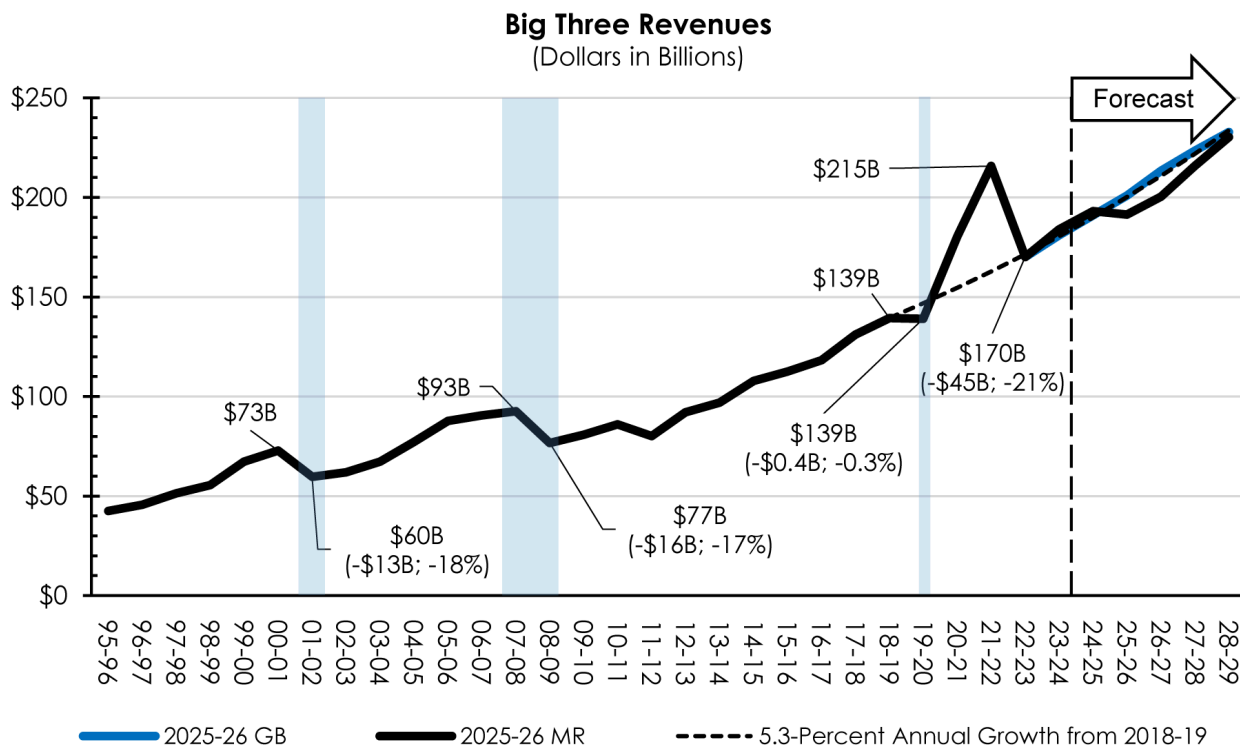
The sales tax forecast is \$2 million lower in 2023-24, \$405 million lower in 2024-25, and \$259 million lower in 2025-26.

Sales tax revenues are downgraded due to lower-than-anticipated taxable sales in the second half of 2024, which resulted in sales tax cash receipts falling short of projections by \$326 million cumulatively through March 2025. In addition, taxable sales are projected to grow slower due to a weaker economic outlook and lower business investment more than offsetting some near-term positive impacts on nominal consumer spending due to inflation. Inflation resulting from tariffs has a positive impact on sales tax revenues from higher growth in nominal consumer spending through the first quarter

of 2026, however growth is thereafter downgraded relative to the Governor's Budget forecast as the negative impact of inflation on demand outweighs the near-term inflationary boost on prices. Business investment is projected to decline significantly throughout the budget window and multi-year.

LONG-TERM FORECAST

General Fund revenues related to the Big Three revenue sources are cumulatively lower by \$22.7 billion in 2026-27 through 2028-29. Yearly revenue downgrades peak at \$13.7 billion in 2026-27, with personal income tax revised down by \$11.1 billion, as the full impact of the lowered economic and stock market forecasts is realized. As shown in the Big Three Revenues Long-Term Trajectory figure, downgrades narrow starting in 2027-28 and, by 2028-29, revenues are assumed to approach the 5.3-percent annual growth trajectory from pre-pandemic levels projected in the Governor's Budget. The plotted figures exclude the impact of 2024 Budget Act and May Revision policies, including the credit limitation and net operating loss suspension enacted in the 2024 Budget Act.



Projected revenue figures exclude the impact of 2024 Budget Act tax policies and proposed May Revision tax policies. Shaded bars indicate previous U.S. recessions. Source: California Department of Finance, 2025-26 May Revision Forecast.

REVENUE ESTIMATES

The Long-Term Revenue Forecast table below shows the forecast for each of the Big Three from 2022-23 through 2028-29. Following the significant revenue decline of 21.1 percent in 2022-23, which was on the heels of two years of record cumulative growth of 55 percent in 2020-21 and 2021-22, revenue growth for the Big Three rebounded to 8.1 percent in 2023-24. Revenues are then projected to increase by 9.1 percent in 2024-25, boosted by the 2024 Budget Act policy to suspend the use of net operating losses and limit credit use for tax years 2024, 2025, and 2026. Absent that policy, which is estimated to contribute \$7.1 billion to 2024-25 revenues, Big Three revenue growth for 2024-25 would be at 5.2 percent.

Long-Term Revenue Forecast—Three Largest Sources

(General Fund Revenue—Dollars in Billions)

	2022-23	2023-24	2024-25 ^{e/}	2025-26 ^{e/}	2026-27 ^{e/}	2027-28 ^{e/}	2028-29 ^{e/}
Personal Income Tax	\$100.5	\$115.2	\$125.7	\$126.0	\$141.5	\$155.5	\$168.3
<i>(Year-over-Year Change)</i>	-27.0%	14.6%	9.2%	0.2%	12.4%	9.9%	8.2%
Corporation Tax	\$36.3	\$35.5	\$41.3	\$35.6	\$24.7	\$22.1	\$21.6
<i>(Year-over-Year Change)</i>	-19.5%	-2.4%	16.5%	-13.8%	-30.7%	-10.3%	-2.4%
Sales and Use Tax	\$33.3	\$33.3	\$33.7	\$34.9	\$35.6	\$36.3	\$37.3
<i>(Year-over-Year Change)</i>	0.9%	0.0%	1.1%	3.4%	2.1%	1.9%	2.7%
Total	\$170.1	\$184.0	\$200.7	\$196.5	\$201.8	\$213.9	\$227.1
<i>(Year-over-Year Change)</i>	-21.1%	8.1%	9.1%	-2.1%	2.7%	6.0%	6.2%

^{e/}Estimated

Source: California Department of Finance, 2025-26 May Revision Forecast.

Revenues from the Big Three are projected to contract by 2.1 percent in 2025-26 and to increase by only 2.7 percent in 2026-27 as the impacts of tariffs are expected to be at their highest in the near-term. Revenue growth is projected to accelerate starting in 2027-28 such that the Big Three revenue sources grow by an average of 5 percent in the multi-year, in line with historical averages.

Due to the projected expiration of the Pass-Through Entity Elective Tax (PTET) at the beginning of 2026, the growth rates for the personal income tax and corporation tax are distorted in 2025-26 and 2026-27 as lower PTET payments after the end of the program negatively impact the corporation tax while the personal income tax is boosted by a similar amount due to lower PTET credit use. Therefore, growth rates for personal income tax and corporation tax in 2025-26 and 2026-27 should be viewed together rather than individually.

RECESSION SCENARIO

The May Revision revenue forecast is based on a scenario that assumes a “growth recession”, a period of below-trend growth and rising unemployment, but it does not reflect a traditional economic recession, which is defined as a significant decline in economic activity that is spread across the economy and lasts more than a few months. As a result, projected growth is slow, with real GDP growing 1.3 percent in 2025 and 1.5 percent in 2026. Given the inconsistent federal tariff policy, stock market volatility, heightened uncertainty among both businesses and consumers, and higher inflation expectations, the relative probability of a recession is higher than in a typical period of normal growth and stability.

In a mild recession scenario as outlined in the Economic Outlook Chapter, with real GDP contracting by an average of 1.5 percent year-over-year in the third and fourth quarters of 2025, revenues from the Big Three are projected to be around \$14 billion lower in the budget window than in the May Revision forecast, with additional downgrades in the multi-year that average around \$18 billion per year. The main driver of the downgrade in this scenario is the personal income tax, projected to be lower by \$11 billion in 2025-26 due primarily to lower wages and capital gains realizations. The corporation tax is lower by \$2 billion, while the sales tax is lower by \$1 billion in 2025-26. The personal income tax comprises the majority of the downgrade during the multi-year, with a downgrade averaging around \$15 billion per year.

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STAFF ASSIGNMENTS

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EXECUTIVE OFFICE

Joe Stephenshaw
 Director of Finance
 (916) 445-4141

Erika Li
 Chief Deputy Director, Budget
 (916) 445-9862

Michele Perrault
 Chief Deputy Director, Policy
 (916) 445-8582

Jennifer Whitaker
 Chief Operating Officer
 (916) 445-4923

Kenny Louie
 Chief Counsel
 (916) 322-0971

H.D. Palmer
 Deputy Director, External Affairs
 (916) 323-0648

Christian Beltran
 Deputy Director, Legislation
 (916) 445-8610

BUDGET PROGRAM AREAS

Budget Planning and Preparation, Cash Management, FISCAL Project Support, Statewide Budget Issues, and Statewide Accounting Policies and Training

Corrections and Rehabilitation, Justice, and General Government

Education

Employee Compensation and State Pensions, State Central Services Departments, and Information Technology and Consulting

Energy, Housing and Homelessness, Labor, Local Government, Tax Agencies, and Transportation

Health

Human Services

Natural Resources, Environment, and Capital Outlay

Revenues, Economy, and Demographics

Audits and Evaluations, Federal Funding Accountability and Cost Tracking, and Research and Analysis

PROGRAM BUDGET MANAGERS

Thomas Todd..... (916) 445-5332

Amy Jarvis..... (916) 445-8913

Jessica Holmes..... (916) 445-0328

Rosanna Nguyen..... (916) 445-3274

Teresa Calvert..... (916) 322-2263

Guadalupe Manriquez..... (916) 445-6423

Kris Cook..... (916) 445-6423

Matt Almy..... (916) 324-0043

Danamona Andrianarimanana..... (916) 322-2263

Frances Parmelee..... (916) 322-2985

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EXECUTIVE DIRECTOR'S REPORT

May 19, 2025

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

National:

The U.S. Department of Education is focusing on several key areas, including student loan repayments, enforcement of civil rights laws, and addressing issues related to foreign funding and divisive ideologies in education. Specifically, the department is preparing to resume collections on defaulted federal student loans, has launched investigations into institutions of higher education for alleged violations of Title IX, and has taken action to terminate grants to organizations using taxpayer funds to promote divisive ideologies. Additionally, the department is actively reviewing complaints related to discrimination and harassment based on shared ancestry.

Here's a more detailed breakdown of recent updates:

Student Loan Repayments:

- The Office of Federal Student Aid (FSA) is preparing to resume collections on defaulted federal student loans on Monday, May 5th.
- The department is also implementing measures to help borrowers in default, including increased customer service capacity, extended call center hours, and outreach through emails and social media.
- Borrowers in default will also receive notices about potential wage garnishment.
- The department is working to simplify the Income-Driven Repayment (IDR) process.

Civil Rights Enforcement:

- The Office for Civil Rights (OCR) is actively investigating complaints related to discrimination and harassment based on shared ancestry.
- The OCR has also launched a Title IX investigation into [Western Carolina University](#).

Enforcement of Foreign Gift Disclosures:

- The Office of General Counsel (OGC) has been directed to resume enforcement functions related to disclosures of foreign gifts and contracts under Section 117 of the Higher Education Act.

Termination of Grants:

- The department has terminated over \$600 million in grants to institutions and nonprofits that were using taxpayer funds to train teachers and education agencies on divisive ideologies.

Other Notable Updates:

- The department has announced the "Student Loans and Affordability Committee" to improve federal student aid programs.

State:

Governor Newsom's May Revise is available see separate memo and report.

Several new education laws went into effect in California in 2025, impacting various aspects of the K-12 and higher education systems.

Summary of key changes:

K-12 Education:

Fentanyl Education:

- Often implemented through broader health education mandates and guidelines. For example, [CalMatters notes](#) that **AB 461** requires schools to educate students about preventing overdoses and where to find opioid overdose reversal medication.
- General Approach: Many states have integrated fentanyl education into existing health or drug prevention curricula rather than creating standalone courses.

Homework Regulation (Healthy Homework Act):

- **AB 2999**: This bill encourages school districts to develop homework policies that consider student well-being. It doesn't ban homework but promotes evidence-based practices.

- **General Approach:** Focuses on encouraging districts to create guidelines for homework rather than imposing strict state-wide mandates.

Ethnic Studies:

- **AB 101:** makes ethnic studies a high school graduation requirement, starting with the class of 2030. Schools must offer the course beginning in 2025-2026.
- California is the first state to require ethnic studies for graduation.

Native American History:

- **AB 1821:** A new law requires instruction on Native American history, including mistreatment and tribal perspectives.

Book Ban Prohibition:

- **AB 1078:** Bans book bans and textbook censorship in California schools, prohibiting removal based on diverse perspectives.
- **General Approach:** This type of legislation seeks to protect intellectual freedom and ensure access to diverse perspectives in school libraries.

Protecting LGBTQ+ Students:

- **AB 1955:** Prevents schools from requiring staff to notify parents if a student identifies as LGBTQ+.
- **General Approach:** These types of laws are designed to protect the privacy and safety of LGBTQ+ students who may not be out at home.

Expanding Access to Menstrual Products:

- The Menstrual Equity for All Act (**AB 367**) mandates free menstrual products in school restrooms.
- **General Approach:** Many states are working to ensure access to menstrual products in schools, addressing issues of period poverty and equity.

Prohibition of Willful Defiance Suspensions:

- **SB 274:** Prohibits willful defiance suspensions for all grades, building upon previous bans for lower grades.
- **General Approach:** This type of policy aims to reduce disproportionate discipline rates for certain student groups and keep students in school.

Climate Change Instruction:

- **AB 285:** Mandates integrating climate change education into science standards.

LACOE:

Charter Appeals

Kipp Sol Charter School and LALA Charter High School were denied by LAUSD in December 2024. However, at subsequent LACOE Board Meetings both of the schools were approved for renewal. Crete Charter School was also denied for renewal by LAUSD in December. On, May 13, 2025, the LACOE Board of Education Charter School recommended the school for denial. However, the LACOE Board voted against the recommendation and has decided to remand the charter petition back to LAUSD for reconsideration.

YPICS:

YPICS has been busy and focused on ending the year strong. Teachers continued to receive coaching and classroom visits up until the beginning of testing, which began the week of May 12th. We anticipate growth throughout the YPICS system for all students. I would like to thank the administrative leadership teams and staff on each site for maintaining the positive culture needed for learning to continue to occur this late in the school year. I am proud of the work and eagerly look forward to seeing the outcomes this spring.

The YPICS Instructional Leadership Team Met on April 9th to review the most recent available collective dashboard data from all three sites. There were areas of growth celebrations for all three schools for different areas. The YPICS-wide opportunity for instructional growth is in Mathematics for students with IEPs and English Learners (specifically LTELs). As we look ahead to the 25-26 school year these themes will be incorporated into our collective PD YPICS-wide.



CA GOVERNOR'S MAY REVISE 2025-26 BUDGET SUMMARY

Governor Gavin Newsom presented his May Revision to the January 2025-26 budget proposal, now reflecting a \$12 billion deficit. While the state saw strong revenue returns in the first quarter of the year, the shortfall is primarily a result of newly enacted federal policies and their expected impacts on the stock market.

EDUCATION FUNDING OVERVIEW

PROPOSITION 98

The revised Prop. 98 Guarantee for TK-14 schools is projected to be \$98.5 billion for the 2023-24 fiscal year, \$118.9 billion for the 2024-25 fiscal year, and \$114.6 billion for the 2025-26 fiscal year, resulting in a \$4.6 billion decrease over the three-year budget window. The Governor maintains his proposal to underfund Prop. 98, although reduced from \$1.6 billion to \$1.3 billion, citing economic uncertainties.

PER PUPIL SPENDING

The May Revision proposal adjusts the estimated per-pupil funding calculation to \$25,176 in funding per student when considering all sources. Of this amount, \$18,671 is Prop. 98 funding.

LOCAL CONTROL FUNDING FORMULA (LCFF)

The Governor's May Revision includes a statutory cost-of-living adjustment (COLA) of 2.3 percent. This figure is lower than the 2.43 percent initially proposed by the Governor in January.

PROGRAMS OUTSIDE OF LCFF

The proposed budget applies a 2.3 percent COLA for specific categorical programs, including, but not limited to: Special Education; Child Nutrition; Adult Education; and the LCFF Equity Multiplier. Notably, the Governor's May proposal does not apply a COLA to State Preschool.

DEFERRALS

The budget revision proposes deferring \$1.8 billion in LCFF funding from June 2026 to July 2026. Additionally, budgetary deferrals from 2023-24 and 2024-25 are proposed to be fully repaid.

PROP. 98 RAINY DAY FUND

The previously planned mandatory deposit of \$1.2 billion for 2024-25 has been reduced to \$540 million. A \$540 million withdrawal will also be triggered for 2025-26 due to a lower Prop. 98 Guarantee, resulting in a depleted Prop. 98 Reserve Fund.

UNIVERSAL TRANSITIONAL KINDERGARTEN

The Governor's May Revision continues to fully fund the full implementation of Universal Transitional Kindergarten, along with lowering the adult-to-student ratio to 1:10. The May Revision proposal funding reductions reflect adjustments in the COLA calculation, along with decreases in estimates of average daily attendance.

EXPANDING LEARNING OPPORTUNITY PROGRAMS

The Governor's May Revision retains his initial proposal from January, which reduces the unduplicated per-pupil threshold from 75 percent to 55 percent, allowing more districts in Tier 2 to transition into Tier 1. The Governor also proposes to double the minimum grant amount from \$50,000 to \$100,000.

STUDENT SUCCESS AND PROFESSIONAL DEVELOPMENT DISCRETIONARY GRANT

In the Governor's May Revision, there is a proposed reduction of funding from \$1.8 billion to \$1.7 billion in one-time Prop. 98 funds. These funds continue to be proposed to be fully discretionary.

TEACHER PREPARATION AND PROFESSIONAL DEVELOPMENT

The Governor's May Revision proposes the following changes:

- \$100 million one-time funding to provide \$10,000 stipends for student teachers.
- Grants a one-year extension for clear credential candidates affected by the pandemic, allowing them more time to complete teacher induction requirements and pass the Reading Instruction Competence Assessment (RICA).
- Increases the amount allocated to the Golden State Teacher Grant Program from \$50 million to \$64.2 million.

LITERACY INSTRUCTION

In addition to the \$545.3 million proposed by the Governor in January related to literacy instruction, the May Revision introduces an additional \$200 million in one-time Prop. 98 general funds to support evidence-based professional learning for elementary school educators aligned with the English Language Arts and English Language Development Framework.

ENGLISH LANGUAGE PROFICIENCY SCREENER

The proposed budget includes \$7.5 million in one-time Prop. 98 General Fund, available through the 2026–27 fiscal year, to mitigate reductions in supplemental and concentration grant funding to LEAs resulting from the recent exemption of TK students from the English language proficiency assessment (ELPAC).

SCHOOL FACILITIES

The Governor is proposing a \$177.5 million reduction in unused General Fund dollars previously set aside for school facilities. These funds were initially available through August 2025 to support fire-impacted LEAs on an as-needed basis. According to the Administration, affected schools have indicated they are unable to utilize the funds within the designated timeframe.

MASTER PLAN FOR CAREER EDUCATION

In the Governor's May Revision, several proposals for education and workforce development presented in January have experienced decreases.

- The Career Passport initiative has been reduced from \$50 million to \$25 million in one-time funding;
- The Credit for Prior Learning proposal has decreased from \$50 million to \$15 million in one-time funding and from \$7 million to \$5 million in ongoing funding;
- Regional Coordination for Career Education funding through the Labor and Workforce Development Agency was reduced from \$4 million to \$1 million;
- The proposed \$5 million in ongoing General Fund support for the California Education Interagency Council has been completely withdrawn.

NUTRITION

The Governor's May Revision continues to fully fund the Universal School Meals program in 2025-26 by allocating \$90.7 million in ongoing Prop. 98 General Funds.

COUNTY OFFICES OF EDUCATION

The Governor's proposed budget includes \$12.9 million ongoing Prop. 98 General Fund to reflect ADA changes applicable to the county office of education, LCFF, and a 2.3 percent COLA.

LEARNING RECOVERY EMERGENCY BLOCK GRANT

The Governor's January proposal included \$378.6 million one-time Prop. 98 General Fund to support the Learning Recovery Emergency Block Grant through the 2027-28 school year. The Governor's May Revision maintains this proposal.

The full budget summary can be found [here](#).

Coversheet

Public Hearing on 2025-26 Local Control and Accountability Plans & Federal Addendums

Section: III. Items Scheduled for Information
Item: H. Public Hearing on 2025-26 Local Control and Accountability Plans & Federal Addendums
Purpose:
Submitted by:
Related Material: BCCHS DRAFT 2025_LCAP_20250513.pdf
BCCS DRAFT 2025_LCAP_20250513.pdf
MORCS DRAFT 2025_LCAP_20250513.pdf
BCCHS 2024-25 lcapfedadd.pdf
BCCS 2024-25 lcapfedadd.pdf

LCFF Budget Overview for Parents

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

CDS Code: 19647330132126

School Year: 2025-26

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 2025-26 School Year

Projected Revenue by Fund Source

Total LCFF funds

\$0

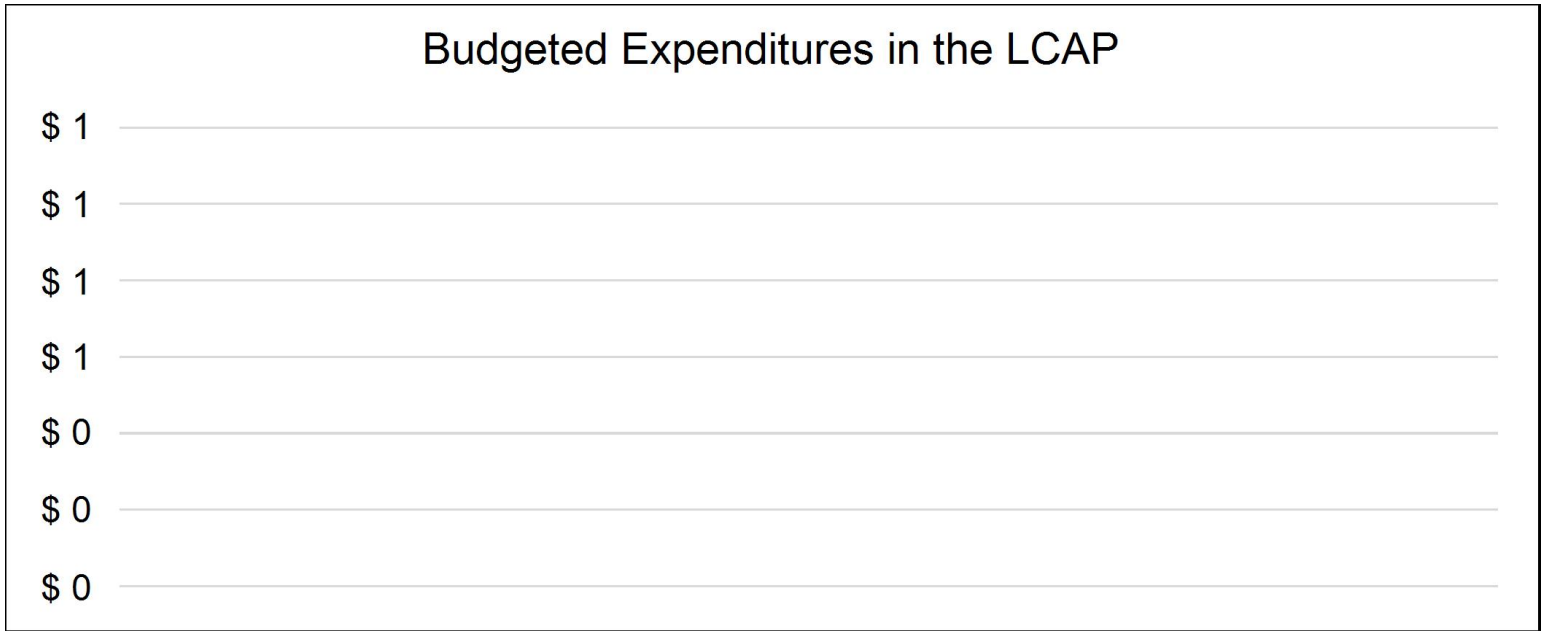
0 %

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 \$, of which \$ is Local Control Funding Formula (LCFF), \$ is other state funds, \$ is local funds, and \$ is federal funds. Of the \$ in LCFF Funds, \$ 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 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

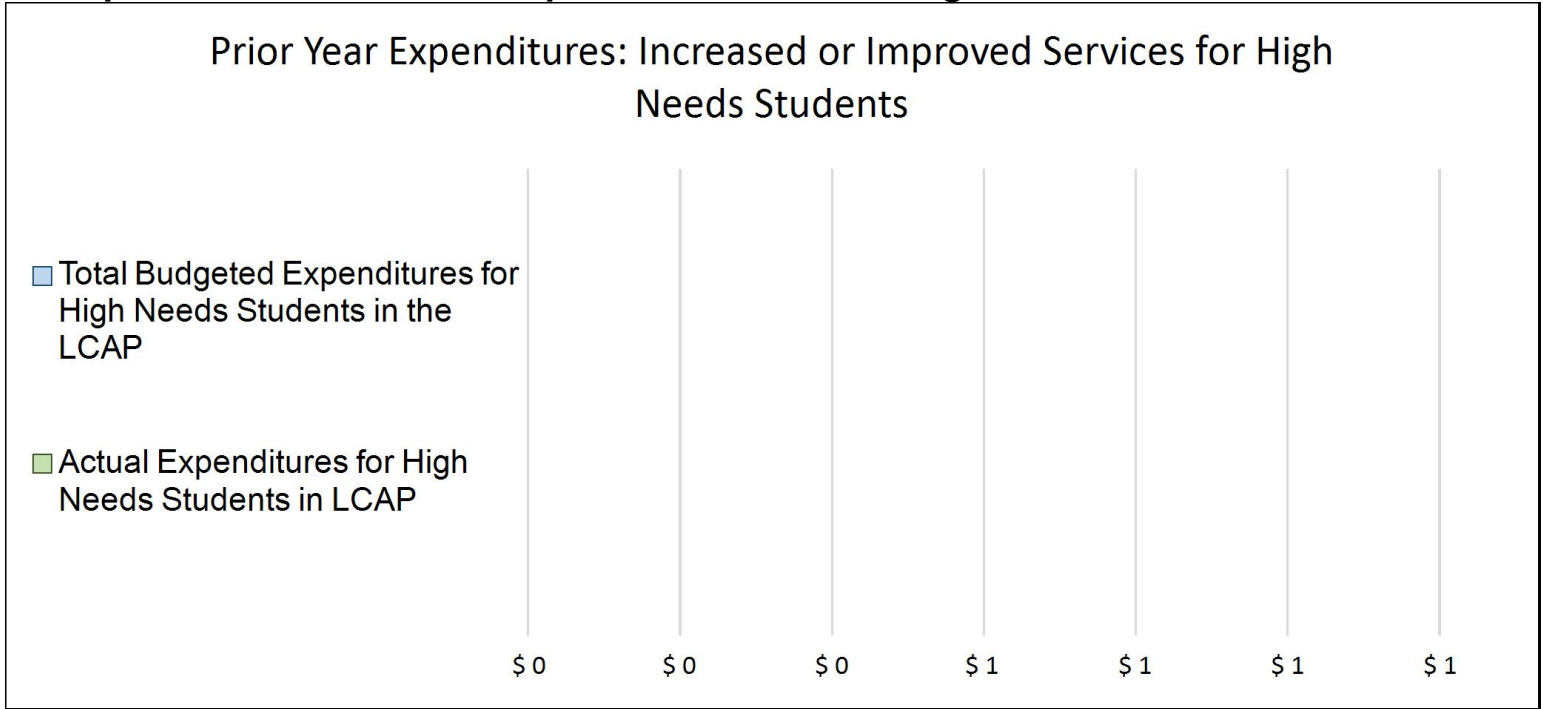
The text description of the above chart is as follows: Bert Corona Charter High School plans to spend \$ for the 2025-26 school year. Of that amount, \$ is tied to actions/services in the LCAP and \$ is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Bert Corona Charter High School is projecting it will receive \$ 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 \$ 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 2024-25



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 2024-25, Bert Corona Charter High School's LCAP budgeted \$ for planned actions to increase or improve services for high needs students. Bert Corona Charter High School actually spent \$ for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$ had the following impact on Bert Corona Charter High School's ability to increase or improve services for high needs students:

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 [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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.

ACADEMIC PERFORMANCE 2024 CA DASHBOARD

- ENGLISH/LANGUAGE ARTS INDICATOR (Distance from Standard):

"Orange" Performance: Schoolwide -56.7 DFS (improvement of 5.8 points), Hispanic -55.3 DFS (improvement of 4.2 points)

"Red" Performance: SED -56.6 DFS

"No Color": EL -92.8 DFS (62.7 point increase), LTEL -132.8 DFS, SWD -126.2 DFS (52.4 point increase)

- MATHEMATICS INDICATOR (Distance from Standard):

"Red" Performance: Schoolwide -169.5 DFS (decreased 16.1 points), Hispanic -167.7 DFS (11 point decline), SED -168.1 DFS (declined 13.6 points)

"No Color": EL -167.3 DFS (improvement of 26.3 points), LTEL -198.1 DFS, SWD -198.7 (declined 6.7 points)

- ENGLISH LANGUAGE PROGRESS INDICATOR (English Learners): "Red" 68.4% English learners making process toward English language Proficiency. For the first time, the CDE reported the performance of the Long-Term English Learner student group in addition to the general performance of all of English learners. The LTEL student group was 23.9% making progress, and the general EL progress was 23.2%.

- COLLEGE/CAREER INDICATOR (Distance from Standard):

"Yellow" Performance: Schoolwide 29.6% (22.1% improvement), Hispanic 30.2% (increased 24.4%), SED 28.3% (improved 20.5%)

"No Color": EL 7.7%, LTEL 0%, SWD 0%

ACADEMIC ENGAGEMENT 2024 CA DASHBOARD

- GRADUATION RATE INDICATOR:

"Yellow" Rating: Schoolwide 90.9%, Hispanic 90.7%, SED 90.7%

"No Color": EL 85.7% (increased 7.1%), LTEL 84.6%, SWD 86.7% (increased 20%)

CONDITIONS & CLIMATE 2024 CA DASHBOARD

- SUSPENSION RATE INDICATOR (Suspended at least one day):

"Green" Rating: Schoolwide 1.3%, Hispanic 1.3%, SED 1.3%

"Yellow" Rating: EL 1.5%

"Orange" Rating: LTEL 2%, SWD 3.4%

- 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"

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 2024 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 TSI based on the 2024 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 2025-26 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 November 2024. It will continue to align with the LCAP development for the 2025-26 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 2025-26 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 2025 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 2024-25 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 2025 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 2026-27 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 2024-25 Youth Truth Survey to gather perception data on areas such as engagement, relationships, culture, and belonging. These areas aligned to metrics in the 2025 LCAP.</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 2025-26. 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 2024-25 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 2024, 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 2024 during on-site staff development, administration presented their Academic Excellence Action Plan for the year to</p>

Educational Partner(s)	Process for Engagement
	<p>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 2024, 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 December 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 24-25 LCAP, and requested feedback from teachers/staff about potential changes for the coming year. Based on the 2024-25 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 2025-26 LCAP to staff in May prior to the public hearing before the Board.</p>
<p>Teachers</p>	<p>In August 2024, 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 2024 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 2024, 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 2025'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>

Educational Partner(s)	Process for Engagement
	<p>implementation of actions in the 24-25 LCAP, and requested feedback from teachers/staff about potential changes for the coming year. Based on the 2024-25 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 2025-26 LCAP to staff in May prior to the public hearing before the Board.</p>
Special Education	<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>
LMU Center for Equity for English Learners	<p>The draft of the LCAP was submitted for review for actions relating to English learners.</p>
Administrators	<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 2024-25 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 2025-26 academic year to ensure the LCAP data are tracked and the LCAP remains relevant to the daily work of all</p>

Educational Partner(s)	Process for Engagement
	<p>administrators. There was a consistent theme expressed by all administrators to provide more professional development 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 2024-25 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 annual review of CAASPP, CA Dashboard Indicators and LCAP by the local governing board in the Fall, 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 2024, 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 2025-26 "draft" LCAP was held during the regular Board meeting on May 19, 2025.</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)	45.8% FTE appropriately credentialed and assigned (Source: CDE DataQuest, 2022-23 Teacher Assignment Monitoring)		95% "Clear" - Fully Credentialed Teachers	FTE appropriately credentialed and assigned +0.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Outcomes by Full-time Equivalent)			
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)	100% teachers/students with access to standards- aligned curricula (Source: LACOE Williams Instructional Visit, August 2024)		Maintain 100% teachers/ students with access to standards- aligned curricula	No difference
1.3	Facilities in “Good” Repair as Measured by Facility Inspection Tool (FIT) (Priority 1)	Rating: “Good” (Source: LACOE Williams Facilities Inspection November 2023)	Score: 100% Rating: “Exemplary” (Source: LACOE Williams Facilities Inspection, October 2024)		Maintain Williams Facility rating >90%	No difference
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)	2024 Local Indicator "Met" Implementation of State Standards (Source: Local Indicator report June 2024)		Maintain Implementation of State Standards ELA 5, ELD 5, Math 5, NGSS 5, History 5	No difference
1.5	Teacher Perception of Professional	3.66 Professional Development & Support	3.61 Professional Development & Support		4.5 Professional development & Support	Professional Development & Support -0.05

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Development Impact & Support (Priority 2)	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)	100% Staff members (teachers, support staff & administrators) (Source: Youth Truth Survey administered for 2024-25)		95% Participation in Teacher Survey	Staff responding +33%
1.6	Access to and enrollment in a broad course of study (Priority 7)	100% students have access to a broad course of study	2024 Local Indicator "Met" 100% of students have access to a broad course of study (Source: Local Indicator report June 2024)		Maintain 100% student access to a broad course of study	No difference

Goal Analysis [2024-25]

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.

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.

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

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.

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.

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 (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.	\$931,187.00	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.	\$188,809.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p>		
<p>1.4</p>	<p>Core Instructional Materials/Licenses, and State-Verified Assessments</p>	<p>Provide teachers and students with the necessary standards-based, college preparatory curricula across the core and supplemental instructional materials to ensure all students have access to grade-level content. Additionally, provide integrated technology resources/platforms to improve writing skills across the content areas as well as for post-secondary success (e.g., Thinking Nation, Google Classroom/Suite, iXL, Adobe Suite, iReady Classroom Mathematics Algebra I, etc.) School-wide assessments administered 3xs/year in English/language arts and mathematics using verified data source (NWEA MAP Reading and Mathematics) to monitor student growth and progress. All programs mentioned above require the school to maintain 1:1 devices to students and ensure they are in working order. For certain consumable supplemental materials, replenishment of workbooks will be necessary annually (e.g., IronBox, etc.)</p>	<p>\$17,250.00</p>	<p>No</p>
<p>1.5</p>	<p>Supplemental Instructional Materials & Support</p>	<p>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, 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.</p>	<p>\$22,257.00</p>	<p>Yes</p>
<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</p>	<p>\$55,667.00</p>	<p>Yes</p>

Action #	Title	Description	Total Funds	Contributing
		<p>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>		
1.7	Technology Integration	<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>	\$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</p> <p>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 • 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) 	\$6,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.9	Effective Instructional Leadership/Coordinator of Instruction (Support for Impactful & Effective Instruction)	<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 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.</p>	\$325,125.00	Yes

Action #	Title	Description	Total Funds	Contributing
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>	\$452,528.00	No
1.11	Commitment to Equity for Special Populations	<p>Students with IEPs receive both push-in (during core) and RSP Lab in order to provide access to the full educational program while meeting the accommodations and services required by the IEP. The RSPs and core teachers regularly collaborate for instructional planning (co-planning and co-teaching) to ensure SWD are appropriately supported in assessing grade-level content standards.</p>	\$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)	2024 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 19% close to growth goal	2025 EOY NWEA Reading Achievement % near/at grade-level % at grade-level % above grade-level EOY NWEA Reading Growth		EOY NWEA Reading Achievement 30% near/at grade-level 25% at grade-level 5% above grade-level EOY NWEA Reading Growth	Reading Achievement % near/at grade-level % at grade-level % above grade-level Reading Growth % met/exceed personal growth goal

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Source: Spring 2024 NWEA MAP)	% met/exceed personal growth goal % close to growth goal (Source: Spring 2025 NWEA MAP)		52% met/exceed personal growth goal 25% close to growth goal	% close to growth goal
2.2	Dashboard English/Language Arts Indicator - Grade 11 (Priority 4)	2023 Dashboard ELA Indicator (DFS) All students "Red" -62.5 DFS "Red" Group(s) Hispanic -59.6 DFS SED -59.2 DFS "No color" EL -155.6 DFS SwD -178.7 DFS	2024 Dashboard ELA Indicator (DFS) All students "Orange" -56.7 DFS "Orange" Group(s) Hispanic -55.3 DFS "Red" Group(s) SED -56.6 DFS "No color" EL -92.8 DFS LTEL -132.9 DFS SwD -126.2 DFS		ELA Dashboard Indicator "Yellow"	All students +5.8 Hispanic +5.3 SED +2.6 EL +62.8 LTEL N/A SwD +52.5
2.3	Dashboard English Language Progress Indicator (ELPI) (Priority 4)	2023 Dashboard ELPI Indicator 24.3% making progress toward English language proficiency "Red"	2024 Dashboard ELPI Indicator 23.2% making progress toward English language proficiency "Red"		45% making progress toward English language proficiency "Orange"	-1.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Reclassification Rate (Priority 4)	2.08% Reclassification Rate 2022-23	% Reclassification Rate for 2023-24		10% Reclassification Rate	

Goal Analysis [2024-25]

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.

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.

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

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.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	ELA/ELD Co-planning for Instruction & Assessment	Teachers will engage in the standards-based instructional co-planning process with considerations for both whole class and student groups with specific needs (e.g., English learners, Students with Disabilities, dually identified, RFEPs in ongoing monitoring period).	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<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>		
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 access to ELA-based extended learning opportunities to enable progress in standards mastery.</p>	\$107,092.00	No Yes
2.3	Designated ELD	<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.</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
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	<p>Junior and Senior Seminar instructional block focused on CAASPP/SBAC practice using materials created by the CDE to support ongoing development of skills for students to familiarize themselves with the language and rigor of state English/language assessments including performance tasks.</p> <p>All teachers will employ consistent use of Success for All (SFA) strategies (e.g., model, think aloud,) to instruct students in developing literary skills using shorter pieces of literature to align to assessment writing domains. (e.g., Narrative, Explanatory, Argumentative). Students will learn how to apply these critical skills to longer works.)</p> <p>Additionally, writing will be a core competency as part of the successful, grade-level standards-based instruction in all grade levels. Students will receive direct instruction in writing which align to the respective genres assessed on the SBAC Grade 11 English/Language Arts Writing Tasks. Grade-level performance tasks will be administered three times per year. The resulting data from the rubric scoring of these writing performance tasks will provide necessary information for teachers to group students for targeted instruction for writing improvement.</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.6	Social Science - Critical Thinking & Writing Skills Development	All grade-levels will use Thinking Nation as a supplemental instructional platform to provide rigorous social science writing content. Students in grades 9-12 will have access to the curriculum which prioritizes disciplinary thinking skills such as curated research papers focusing on causation, comparison, contextualization, continuity and change, and historical significance. Consistent use of the platform for social studies instruction will provide continuity and increasing rigor for students as they progress to the next grade level.	\$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, 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)	2024 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	2025 EOY NWEA Math Achievement % near/at grade-level % at grade-level % above grade-level EOY NWEA Math Growth % met/exceed personal 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	Achievement % near/at grade-level % at grade-level % above grade-level Math Growth % met/exceed personal growth goal % close to growth goal

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Source: Spring 2024 NWEA MAP)	% close to growth goal (Source: Spring 2025 NWEA MAP)		25% close to growth goal	
3.2	Dashboard Mathematics Indicator - Grade 11 (Priority 4)	2023 Dashboard Mathematics Indicator School "Red" -153.5 DFS "Red" Group(s) SED -154.6 DFS Hispanic -156.7 DFS "No color" EL -193.6 DFS SwD -205.3 DFS	2024 Dashboard Mathematics Indicator School "Red" - 169.5 DFS "Red" Group(s) SED -168.1 DFS Hispanic -167.7 DFS "No Color" EL -167.3 DFS LTEL -198.1 DFS SWD -198.7 DFS		CA Dashboard Mathematics Indicator "Orange"	School -16 SED -13.5 Hispanic -11 EL +26.3 LTEL N/A SWD -6.6
3.3	CAST - California Science Test (Priority 4)	2023 CAST 20% met/exceeded EL 0% Hispanic 18.37% SED 22.22% SWD (Data suppressed)	2024 Dashboard CAST -28.1 DFS 8.7% met/exceeded EL -35.7 DFS Hispanic -28.2 DFS 8.89% met/exceeded SED -28.5 DFS 6.98% met/exceeded		>50% meet/exceed	School declined 11.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SWD -37.9 DFS 0% met/exceeded			

Goal Analysis [2024-25]

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.

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.

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

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.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Mathematics Co-planning for Instruction & Assessment	Teachers will engage in the standards-based instructional co-planning process with considerations for both whole class and student groups with specific needs (e.g., English learners, Students with Disabilities, dually identified, RFEPs in ongoing monitoring period). Resource Teachers will	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>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>		
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	<p>College preparatory lab science courses will include investigations and experiments aligned to NGSS standards.</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
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)	% Passed ELA course with C- or better (Source: Infinite Campus Final 2025 ELA Grades)		Increase ELA Annual course passage with "C-" or better	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	Mathematics Course Passage with "C-" or better (Priority 8)	92% Passed math course with C- or better (Source: Infinite Campus Final 2024 Math Grades)	% Passed math course with C- or better (Source: Infinite Campus Final 2025 Math Grades)		Increase Math Annual course passage with "C-" or better	
4.3	CTE Pathway Completion (Priority 4)	0% Graduates completion of CTE Pathway (Source: 2023 CA Dashboard Additional Reports "Met UC/CSU Requirements and CTE Completion Report") NOTE: Locally tracked data for the Class of 2023 was 58%	7.3% Graduates completion of CTE Pathway (Source: 2024 CA Dashboard Additional Reports "Met UC/CSU Requirements and CTE Completion Report")		95% Graduates completion of CTE Pathway	+7.3%
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	60% Graduates completion of A-G course requirements (Source: 2024 CA Dashboard Additional Reports "Met UC/CSU Requirements and CTE Completion Report")		90% Graduates completion of A-G course requirements	+60%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		requirements with C or better				
4.5	Combined Successful Completion of CTE Pathway & A-G Coursework (Priority 4)	0% Combined successful completion of CTE Pathway & A-G Coursework (Source: 2023 CA Dashboard Additional Reports "Met UC/CSU Requirements and CTE Completion Report")	0% Combined successful completion of CTE Pathway & A-G Coursework (Source: 2024 CA Dashboard Additional Reports "Met UC/CSU Requirements and CTE Completion Report")		95% Cohort graduates successful completion of CTE Pathway & A-G Coursework	No difference
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)	% Students passing an AP exam with "3" or better (Source: 2024 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")	60% Graduates meeting UC/CSU requirements (Source: 2024 CA Dashboard Additional Reports "Met UC/CSU Requirements and		95% Graduates meeting UC/CSU requirements	Grads meeting UC/CSU +60%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			CTE Completion Report")			
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	0% Graduates completing 2 semesters or 3 trimesters of college course credit with "C-" or better (Source: 2024 CA Dashboard Additional Reports "Met UC/CSU Requirements and CTE Completion Report")		25% Graduates completing 2 semesters or 3 trimesters of college course credit with "C-" or better	No difference
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")	29.6% Prepared (Source: Dashboard Additional Reports "College/Career Levels and Measure Report 2024")		45% Prepared	+22.1%
4.10	Dashboard College/Career Indicator - CCI (Priority 4)	Graduates "prepared" as measured by the Dashboard	Graduates "prepared" as measured by the 2024 Dashboard		Graduates "prepared" as measured by the Dashboard	School +22.1% Hispanic +24.4% SED +20.5% EL +7.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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)	College/Career Indicator (CCI) 29.6% School "Yellow" "Yellow" Group(s) 30.2% Hispanic 28.3% SED "No Color" 7.7% EL 0% LTEL 0% SwD		College/Career Indicator (CCI) 45% School 50% Hispanic 45% SED 25% EL 20% SwD	LTEL N/A SWD No difference

Goal Analysis [2024-25]

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.

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.

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

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.

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.

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
4.4	Dual Enrollment-LAMC Partnership	In partnership with Los Angeles Mission College, provide students with multiple opportunities to enroll in a semester-long, college-credit bearing	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p> <p>Students will take two (2) semester long courses for college credit and earn a grade of C or better.</p>		
4.5	Advisory with SEL Component	<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.</p> <p>[NOTE: Costs for this action are for materials only. Staffing costs are captured in Goal 1.]</p>	\$0.00	No

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)	% Attendance Rate xxxx ADA through Month x (Source: BCCHS Financial Analysis Report, May xx, 2025)		95% Attendance Rate	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.2	Chronic Absenteeism Rate (Priority 5)	36.3% All Students 40% SWD 37.5% English learner 36.7% Hispanic 36.7% SED (Source: Ed-data 2022-23, http://www.ed-data.org/ShareData/Html/114936)	28.9% All Students 32.8% SWD 26.2% English learner 29.3% Hispanic 28.6% SED (Source: DataQuest 2023-24 Absenteeism Data Report)		Chronic absenteeism under 15%	All Students -7.4% SWD -7.2% EL -11.3% Hispanic -7.3% SED -8.7%
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)	5.7% Cohort Dropouts (Source: DataQuest 2023-24 Four-Year Adjusted Cohort Outcome" report)		Less than/equal to 4%	Dropout -1.8%
5.4	Dashboard High School Cohort Graduation Rate Indicator (Priority 5)	2023 Dashboard - Graduation Indicator 92.5% All Students "Yellow" "Yellow" Group(s) 92.3% Hispanic 66.7% SWD 78.6% EL 92.2% SED	2024 Dashboard - Graduation Indicator 90.9% All Students "Yellow" "Yellow" Group(s) 90.7% Hispanic 86.7% SWD 85.7% EL 84.6% LTEL 90.7% SED		97% All students "Green"	All Students -1.6% Hispanic -1.6% SWD +20% EL +7.1% SED -1.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.5	Dashboard Suspension Rate Indicator (Priority 6)	2023 Dashboard - Suspension Rate Indicator 1.8% All Students "Green" "Green" Group(s) 1.9% Hispanic 2% SED "Blue" Group(s) 0% SWD 0% EL	2024 Dashboard - Suspension Rate Indicator 1.3% All Students "Green" "Green" Group(s) 1.3% Hispanic 1.3% SED "Yellow" Group(s) 1.5% EL "Orange" Group(s) 3.4% SWD 2% LTEL		Maintain Suspension rate <2% All students "Green"	All Students -0.5% Hispanic -0.6% SWD +3.4% EL+1.5% LTEL N/A SED -0.7%
5.6	Expulsion Rate (Priority 6)	0% Expulsion Rate (Source: DataQuest 2022-2023 Expulsion Report)	0% Expulsion Rate (Source: DataQuest 2023-24 Expulsion Report)		Maintain Expulsion rate <2%	No difference
5.7	Student Perception of School Safety and Connectedness (Priority 6)	3.45 Engagement 3.34 Relationships 3.38 Culture 3.43 Belonging 82% Students responded to Youth Truth Survey (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly Agree" Youth Truth	3.62 Engagement 3.37 Relationships 3.42 Culture 3.48 Belonging 88% Students responded to Youth Truth Survey (Source: Youth Truth Survey		Participation: 95% Rating/area: 4.0	Engagement +0.17 Relationships +0.03 Culture +0.04 Belonging +0.05 Students responding +6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Survey administered for 2023-24)	administered for 2024-25)			
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)	4.05 Engagement 4.24 Communication/ Feedback 4.14 Safety 70% Families responded to Youth Truth Survey (Source: Youth Truth Survey administered for 2024-25)		Participation: 95% Rating/area: 4.5	Engagement +0.08 Communication/ Feedback +0.01 Safety -0.05 Families responding +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)	4.31 Relationships 4.21 Culture 4.23 Resources 70% Families responded to Youth Truth Survey (Source: Youth Truth Survey administered for 2024-25)		Participation: 95% Rating/area: 4.5	Relationships +0.06 Culture +0.08 Resources +0.01 Families responding +5%
5.10	Teacher Perception of Safety & Positive Culture (Priority 3)	3.36 Positive Culture 4.06 Positive Relationships	3.12 Positive Culture		Participation: 95% Rating/area: 4.0	Positive Relationships - 0.24

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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)	3.75 Positive Relationships 3.75 Engagement 3.69 Safety 100% Staff responded to Youth Truth Survey (Source: Youth Truth Survey administered for 2024-25)			Engagement -0.31 Safety -0.11 Staff responding +33%

Goal Analysis [2024-25]

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.

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.

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

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.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	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 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. 	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Each grade level will have a tailored college/career engagement plan.</p>		
5.2	Engagement of Parents of Underrepresented Groups	<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. 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>	\$0.00	Yes
5.3	Student Activities & Sports Program	<p>Student activities to engage students in learning and enhance feelings of belonging and connectedness. The school leadership will work with teachers/advisory course leaders to develop a range of activities to promote student engagement and incentivize improvement in metrics identified with school culture/climate including attendance, positive behaviors, academic improvement/growth. The work of the School Climate/Culture Team as well as the Parent Coordinator will align to maximize positive climate and engagement. Team building, school trips (e.g., aligned to educational standards and/or college-going) and cultural events (to underscore our commitment to diversity) will support these efforts in establishing/maintaining a positive school climate. Continue to offer 7 CIF member sports program to strengthen school identity and pride.</p>	\$52,000.00	No

Action #	Title	Description	Total Funds	Contributing
5.4	Leadership Development for Students	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.	\$5,000.00	No
5.5	Positive Behavior & Intensive Support (PBIS) including Climate/Culture Staffing	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.	\$381,944.00	Yes
5.6	Monthly Climate & Culture Programming (Absenteeism Reduction)	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.	\$600.00	No

Action #	Title	Description	Total Funds	Contributing
5.7	Mentorship Interns for At-Promise Students	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.	\$77,152.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

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>
<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</p>	<p>NWEA, 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>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>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>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</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: 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>Language Progress 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>

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>2.6</p>	<p>Action: Social Science - Critical Thinking & Writing Skills Development</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 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</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>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>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>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>

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>5.5</p>	<p>Action: 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>Irregular attendance of students, and discipline referrals disrupt the continuity of instruction that 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>Student attendance and discipline referral rates, 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:</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</p>	<p>Course Passage with "C-" or better (ELA, Math), Successful A-G Course Completion, CTE Pathway Completion, Successful</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>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.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>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>Completion of Dual Enrollment, FAFSA completion/submission, engagement of students/families in college/career events</p>

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 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 certificated staff providing direct services to students		1:15

2025-26 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 %)
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
Totals	\$3,065,544.00	\$471,506.00	\$0.00	\$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	Planned Percentage of Improved Services
1	1.1	Facility & Safety	All	No			Specific Schools: BCCHS		\$0.00	\$296,500.00	\$296,500.00				\$296,500.00	
1	1.2	Standards-Based Instruction (Certificated Teachers)	All	No			Specific Schools: BCCHS		\$0.00	\$931,187.00	\$931,187.00				\$931,187.00	
1	1.3	Paraprofessionals (Academic Tutors & Behavior Support)	English Learners Low Income	Yes	School wide	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			Specific Schools: BCCHS		\$0.00	\$17,250.00	\$9,000.00	\$8,250.00			\$17,250.00	
1	1.5	Supplemental Instructional Materials & Support	English Learners Low Income	Yes	School wide	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 Learners Low Income	Yes	School wide	English Learners Low Income			\$0.00	\$55,667.00	\$55,667.00				\$55,667.00	
1	1.7	Technology Integration	English Learners Low Income	Yes	School wide	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	School wide	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 Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: BCCHS		\$325,125.00	\$0.00	\$325,125.00				\$325,125.00	
1	1.10	Effective Operations Team	All	No					\$452,528.00	\$0.00	\$448,497.00			\$4,031.00	\$452,528.00	

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	Planned Percentage of Improved Services
1	1.11	Commitment to Equity for Special Populations	Students with Disabilities	No			Specific Schools: BCCHS		\$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 Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: BCCHS		\$0.00	\$0.00	\$0.00				\$0.00	
2	2.2	Accelerations in English/Language Arts (Tiers 2 & 3)	All English Learners Low Income	No Yes	School wide	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	All English Learners	No			Specific Schools: BCCHS		\$0.00	\$0.00	\$0.00				\$0.00	
2	2.4	ELA Instructional Support Courses	All	No			Specific Schools: BCCHS Grades 9 & 10		\$0.00	\$0.00	\$0.00				\$0.00	
2	2.5	Junior/Senior Seminar - Reading & Writing	All	No			Specific Schools: BCCHS Grades 11 & 12		\$0.00	\$0.00	\$0.00				\$0.00	
2	2.6	Social Science - Critical Thinking & Writing Skills Development	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: BCCHS		\$0.00	\$0.00	\$0.00				\$0.00	
3	3.1	Mathematics Co-planning for Instruction & Assessment	All	No			Specific Schools: BCCHS		\$0.00	\$0.00	\$0.00				\$0.00	
3	3.2	Accelerations for Mathematics (Tiers 2 & 3)	English Learners Low Income	Yes	School wide	English Learners Low Income			\$0.00	\$0.00	\$0.00				\$0.00	
3	3.3	Junior and Senior Seminars (Math component)	All	No			Specific Schools: BCCHS Grades 11 & 12		\$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 Learners Foster Youth	Yes	Limited to	English Learners	Specific Schools:		\$160,167.00	\$0.00	\$160,167.00				\$160,167.00	

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	Planned Percentage of Improved Services
			Low Income		Unduplicated Student Group(s)	Foster Youth Low Income	BCCHS									
4	4.2	Credit Recovery Opportunities	All	No					\$0.00	\$16,625.00	\$16,625.00				\$16,625.00	
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 Learners Low Income	Yes	School wide	English Learners Low Income			\$0.00	\$0.00	\$0.00				\$0.00	
5	5.2	Engagement of Parents of Underrepresented Groups	English Learners Foster Youth Low Income	Yes	School wide	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 Learners Foster Youth Low Income	Yes	School wide	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	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
2,699,957	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 (%)
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	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$3,697,990.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Facility & Safety	No	\$296,500.00	
1	1.2	Standards-Based Instruction (Certificated Teachers)	No	\$931,187.00	
1	1.3	Paraprofessionals (Academic Tutors & Behavior Support)	Yes	\$188,809.00	
1	1.4	Core Instructional Materials/Licenses, and State-Verified Assessments	No	\$17,250.00	
1	1.5	Supplemental Instructional Materials & Support	Yes	\$22,257.00	
1	1.6	Multi-Tiered System of Supports (MTSS) Team	Yes	\$55,667.00	
1	1.7	Technology Integration	Yes	\$126,468.00	
1	1.8	EL-focused Professional Development	Yes	\$6,000.00	
1	1.9	Effective Instructional Leadership/Coordinator of Instruction (Support for Impactful & Effective Instruction)	Yes	\$325,125.00	
1	1.10	Effective Operations Team	No	\$452,528.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Commitment to Equity for Special Populations	No	\$374,241.00	
2	2.1	ELA/ELD Co-planning for Instruction & Assessment	Yes	\$0.00	
2	2.2	Accelerations in English/Language Arts (Tiers 2 & 3)	No Yes	\$107,092.00	
2	2.3	Designated ELD	No	\$0.00	
2	2.4	ELA Instructional Support Courses	No	\$0.00	
2	2.5	Junior/Senior Seminar - Reading & Writing	No	\$0.00	
2	2.6	Social Science - Critical Thinking & Writing Skills Development	Yes	\$0.00	
3	3.1	Mathematics Co-planning for Instruction & Assessment	No	\$0.00	
3	3.2	Accelerations for Mathematics (Tiers 2 & 3)	Yes	\$0.00	
3	3.3	Junior and Senior Seminars (Math component)	No	\$0.00	
3	3.4	NGSS & College-preparatory Science	No	\$0.00	
3	3.5	Study Hall/Homework Help	No	\$0.00	
4	4.1	Culture of College Readiness	Yes	\$160,167.00	

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)
4	4.2	Credit Recovery Opportunities	No	\$16,625.00	
4	4.3	Career/Technical Education: Media Arts Pathway	No	\$101,378.00	
4	4.4	Dual Enrollment- LAMC Partnership	No	\$0.00	
4	4.5	Advisory with SEL Component	No	\$0.00	
5	5.1	Parent Engagement Activities & Increasing Parent Capacity for Decision-Making	Yes	\$0.00	
5	5.2	Engagement of Parents of Underrepresented Groups	Yes	\$0.00	
5	5.3	Student Activities & Sports Program	No	\$52,000.00	
5	5.4	Leadership Development for Students	No	\$5,000.00	
5	5.5	Positive Behavior & Intensive Support (PBIS) including Climate/Culture Staffing	Yes	\$381,944.00	
5	5.6	Monthly Climate & Culture Programming (Absenteeism Reduction)	No	\$600.00	
5	5.7	Mentorship Interns for At-Promise Students	No	\$77,152.00	

2024-25 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)
	\$1,099,446.00	\$0.00	\$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Paraprofessionals (Academic Tutors & Behavior Support)	Yes	\$71,635.00			
1	1.5	Supplemental Instructional Materials & Support	Yes	\$22,257.00			
1	1.6	Multi-Tiered System of Supports (MTSS) Team	Yes	\$55,667.00			
1	1.7	Technology Integration	Yes	\$117,029.00			
1	1.8	EL-focused Professional Development	Yes	\$6,000.00			
1	1.9	Effective Instructional Leadership/Coordinator of Instruction (Support for Impactful & Effective Instruction)	Yes	\$325,125.00			
2	2.1	ELA/ELD Co-planning for Instruction & Assessment	Yes	\$0.00			
2	2.2	Accelerations in English/Language Arts (Tiers 2 & 3)	Yes	\$96,383.00			
2	2.6	Social Science - Critical Thinking & Writing Skills Development	Yes	\$0.00			
3	3.2	Accelerations for Mathematics (Tiers 2 & 3)	Yes	\$0.00			
4	4.1	Culture of College Readiness	Yes	\$160,167.00			

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
5	5.1	Parent Engagement Activities & Increasing Parent Capacity for Decision-Making	Yes	\$0.00			
5	5.2	Engagement of Parents of Underrepresented Groups	Yes	\$0.00			
5	5.5	Positive Behavior & Intensive Support (PBIS) including Climate/Culture Staffing	Yes	\$245,183.00			

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
			0.000%	\$0.00	0.000%	0.000%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

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 and Senate Bill 153, Chapter 38, Statutes of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

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

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) 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\(d\)](#) 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](#);
 - **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](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **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\(b\)\(1\)](#) 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.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> • Enter the metric number.
Metric

- 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

- Enter the baseline when completing the LCAP for 2024–25.
 - 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.
 - 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

For English Learners and Long-Term English Learners

- 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.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

- 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.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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:

- 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 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 2024

LCFF Budget Overview for Parents

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

CDS Code: 19647330106872

School Year: 2025-26

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 2025-26 School Year

Projected Revenue by Fund Source

Total LCFF funds

\$0

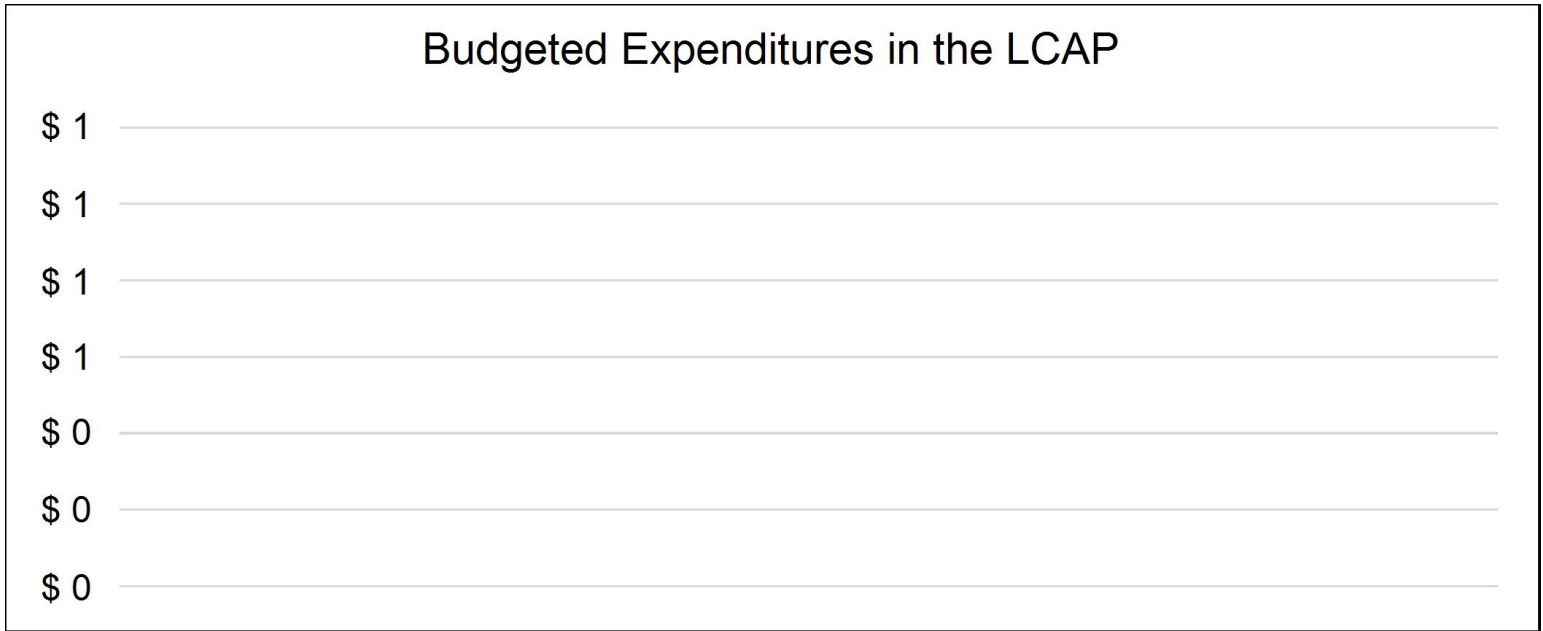
0 %

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 \$, of which \$ is Local Control Funding Formula (LCFF), \$ is other state funds, \$ is local funds, and \$ is federal funds. Of the \$ in LCFF Funds, \$ 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 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

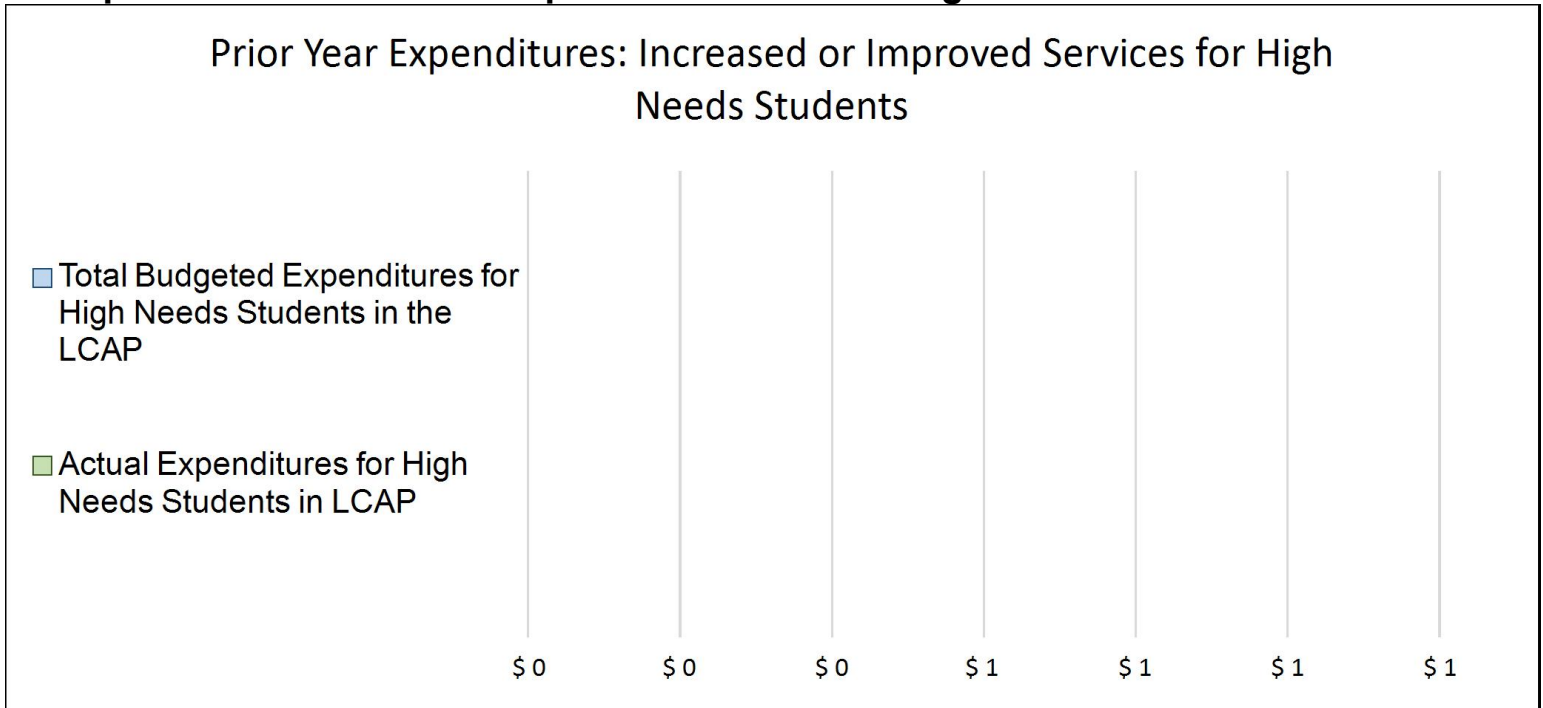
The text description of the above chart is as follows: Bert Corona Charter School plans to spend \$ for the 2025-26 school year. Of that amount, \$ is tied to actions/services in the LCAP and \$ is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Bert Corona Charter School is projecting it will receive \$ 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 \$ 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 2024-25



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 2024-25, Bert Corona Charter School's LCAP budgeted \$ for planned actions to increase or improve services for high needs students. Bert Corona Charter School actually spent \$ for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$ had the following impact on Bert Corona Charter School's ability to increase or improve services for high needs students:

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 [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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 2024 CA DASHBOARD

- ENGLISH LANGUAGE PROGRESS INDICATOR (English Learners): "Blue" 68.4% English learners making process toward English language Proficiency. This was an increase of 11.5% over the prior year. For the first time, the CDE reported the performance of the Long-Term English Learner student group in addition to the general performance of all of English learners. The LTEL student group was 68.1% making progress, and the general EL progress was 68.4%.

- ENGLISH/LANGUAGE ARTS INDICATOR (Distance from Standard):

"Yellow" Performance: Schoolwide -68.3 DFS (improvement of 16.7 points), Hispanic -68.8 DFS (improvement of 14.9 points)

"Orange" Performance: EL -108.9 (24.9 point improvement), SED -71.2 DFS (14.9 point improvement), SWD -138.2 (improved 4.8 points)

"Red" Performance: LTEL -140.8 DFS

- MATHEMATICS INDICATOR (Distance from Standard):

"Red" Performance: Schoolwide "Red" -135 DFS (maintained), Hispanic -134.6 DFS, LTEL -197 DFS, SED -139 DFS, SWD -203.3 DFS (20.9 point decline)

ACADEMIC ENGAGEMENT 2024 CA DASHBOARD

- CHRONIC ABSENTEEISM INDICATOR:

"Yellow" Rating: Schoolwide 23.9% Chronically absent (decreased 6.4%), Hispanic 23.2% (decreased 5.6%), SED 24.8% (decreased 5.2%)

"Orange" Rating: SWD 24.4% (decreased 6.6%)

"Red" Rating: EL 26.6%, LTEL 29.8% (increased 4.5%)

"No Color": Homeless 43.8%

CONDITIONS & CLIMATE 2024 CA DASHBOARD

- SUSPENSION RATE INDICATOR (Suspended at least one day):

"Orange" Rating: Schoolwide 5.2% (increased 1.9%), EL 7.4% (increased 2.3%), Hispanic 5.1% (increased 1.9%), SED 5.3% (increased 2.2%), SWD 3.6% (increased 1.2%)

-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"

Reflections: Technical Assistance

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

BCCS continues to be eligible for California's System of Support as qualifying for "Differentiated Assistance" based on the 2024 Dashboard performance.

With this identification in December 2024, we started our partnership with the Los Angeles County Office of Education (LACOE) in February 2025 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 2025.

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) was originally identified for CSI based on the 2023 California School Dashboard . However, the school exited CSI based on its 2024 CA School Dashboard.

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

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 2024-25 Youth Truth Survey to gather perception data on areas such engagement, relationships, culture, and belonging. These areas aligned to metrics in the current 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 2025-26. 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 2024-25 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 2024, 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>

Educational Partner(s)	Process for Engagement
	<p>In September 2024 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 2024, 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 2025'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 current LCAP, and requested feedback from teachers/staff about potential changes for the coming year. Based on the 2024-25 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 2025-26 LCAP to staff in May prior to the public hearing before the Board.</p>
<p>Teachers</p>	<p>In August 2024, 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 2024 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 2024, 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 2025'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</p>

Educational Partner(s)	Process for Engagement
	<p>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 current LCAP, and requested feedback from teachers/staff about potential changes for the coming year. Based on the 2024-25 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 2025-26 LCAP to staff in May prior to the public hearing before the Board.</p>
Special Education	<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>
LMU Center for Equity for English Learners	<p>Actions related to English learners were reviewed.</p>
Administrators	<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 2024-25 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 2025, 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</p>

Educational Partner(s)	Process for Engagement
	<p>MTSS structure applied to their area of work. This will continue to be the process for the 2025-26 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 school improvement for special groups such as dually identified students and newcomers.</p>
Board of Directors	<p>With the start of the 2024-25 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 2024, 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 2024, 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.</p> <p>The public hearing on the 2025-26 "draft" LCAP was held during the regular Board meeting on May 19, 2025.</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)	50.9% FTE appropriately credentialed and assigned (Source: CDE DataQuest, 2022-23 Teacher Assignment)		95% "Clear" Credentialed Teachers	Decreased 8.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Monitoring Outcomes by Full-time Equivalent)			
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)	100% teachers/ students with access to standards- aligned curricula (ELA,ELD, math, science, and social science) (Source: LACOE Williams Instructional Visit, August 2024)		Maintain 100% teachers/ students with access to standards- aligned curricula (ELA, ELD, math, science, social science, and social science)	No difference
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)	Score: % Rating: “” (Source: LACOE Williams Facilities Inspection November 2024)		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)	2024 Dashboard Local Indicator on Implementation of State Standards "Standard Met" "Standard Met"		Maintain Implementation of State Standards ELA 5, ELD 5, Math 5, NGSS 5, History 5	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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)	3.62 Professional Development & Support 96% Staff members responded to Youth Truth Survey (Source: Youth Truth Survey administered for 2024-25)		Participation: 95% Rating: 4	Professional Development & Support: -0.16 Staff responding: +25%
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)	2024 Dashboard Local Indicator on Access to a Broad Course of Study "Standard Met" "Standard Met"		Maintain 100% students access to a broad course of study	No difference

Goal Analysis [2024-25]

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.

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.

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

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.

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.

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.	\$354,714.00	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.	\$1,245,650.00	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

Action #	Title	Description	Total Funds	Contributing
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 the differentiated needs evidenced in state data for specific student groups.	\$64,844.00	Yes
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	\$195,135.00	Yes

Action #	Title	Description	Total Funds	Contributing
		the content areas as well as for secondary success (e.g., Thinking Nation, Google Classroom/Suite, iXL, Adobe Suite, etc.)		
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) • 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>	\$20,500.00	Yes
1.9	Effective Instructional Leadership/Coordinator of Instruction Support for Impactful & Effective Instruction	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	\$409,525.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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 Officer, the group will engage in classroom observations and data review to monitor growth and outcomes of the LCFF targeted groups.</p>		
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</p>	\$620,175.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>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>		

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)	2024-25 iReady Reading Growth Diagnostic [EOY] 62% meeting typical growth 26% meeting stretch growth (Source: iReady Platform Spring Diagnostic Growth Report)		iReady Reading Growth Diagnostic [BOY to EOY] 70% meeting typical growth 30% meeting stretch growth	2% increase in typical growth 4% increase in stretch growth

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Dashboard English Language Progress Indicator (ELPI) (Priority 4)	56.9% English learners making process toward English language Proficiency "Blue" (Source: 2023 Dashboard ELPI Indicator)	68.4% English learners making process toward English language Proficiency "Blue" (Source: 2024 Dashboard ELPI)		Maintain "Blue" or "Green" ELPI on Dashboard	Increased 11.5%
2.3	Dashboard English/Language Arts Indicator (Priority 4)	2023 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 0% Met/Exceeded SWD "Orange" -143.1 DFS 2.54% Met/Exceeded	2024 Dashboard ELA & CAASPP School "Yellow" - 68.3 DFS 24.13% Met/Exceeded Hispanic "Yellow" - 68.8 DFS 24.25% Met/Exceeded SED "Orange" - 71.2 DFS 23.94% Met/Exceeded EL "Orange" - 108.9 DFS 3.75% Met/Exceeded LTEL "Red" -140.8 DFS 2.38% Met/Exceeded		Dashboard ELA Indicator "Yellow"	School: improved 16.6 DFS points; +7.11% Hispanic: improved 14.9 DFS points; +6.94% SED: improved 13.5 DFS points; +7.57% EL: improved 24.8 DFS points; +3.75% LTEL: -140.8 DFS; 2.38% SWD: improved 4.8 DFS points; +2.94%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SWD "Orange" - 138.3 DFS 5.48% Met/Exceeded			
2.4	Reclassification Rate (Priority 4)	TBD% Reclassification Rate for 2022-23 (Source: Internal Reclassification Rate data reported to CALPADS - 21 students)	31% Reclassification Rate for 2023-24		20% Reclassification Rate	

Goal Analysis [2024-25]

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.

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.

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

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.

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.

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> <p>During the school day, flexible program support classes will be provided for students who have been identified as requiring focused standards-based support.</p>	\$7,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Designated ELD	<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>	\$95,025.00	No
2.4	Reading & Writing Across the Curriculum	<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.</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 English/Language Arts Writing Tasks. Grade-level performance tasks will be administered three times per year. The resulting data from the rubric scoring of these writing performance tasks will provide necessary information for teachers to group students for targeted instruction for writing improvement. Performance tasks (e.g., Grade 5: Narrative, Informational, Opinion; Grades 6-8: Narrative, Explanatory, Argumentative).</p>	\$1,000.00	No
2.5	Critical Thinking & Writing Skills Development for Social Science	<p>All grade-levels will use Thinking Nation as a supplemental instructional platform to provide rigorous social science writing content. Students in grades 5-8 will have access to the curriculum which prioritizes disciplinary thinking skills such as curated research papers focusing on causation, comparison, contextualization, continuity and change, and historical significance. Consistent use of the platform for social studies instruction</p>	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		will provide continuity and increasing rigor for students as they progress to the next grade level.		

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, EOY Diagnostic Growth Report)	2024-25 iReady Mathematics Growth Diagnostic [BOY to EOY] 53% meeting typical growth 19% meeting stretch growth (Source: iReady Platform, EOY Diagnostic Growth Report)		iReady Mathematics Growth Diagnostic [BOY to EOY] 70% meeting typical growth 30% meeting stretch growth	Meeting typical growth: declined 7% Meeting stretch growth: declined 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Dashboard Mathematics Indicator (Priority 4)	2023 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 0% Met/Exceeded SWD "Red" -182.8 DFS 10.56% Met/Exceeded	2024 Dashboard Mathematics & CAASPP School "Red" -135 DFS 8.13% Met/Exceeded Hispanic "Red" -134.6 DFS 8.09% Met/Exceeded SED "Red" -139 DFS 7.87% Met/Exceeded EL "Orange" -170.6 DFS 0% Met/Exceeded LTEL "Red" -197 DFS 0% Met/Exceeded SWD "Red" -203.3 DFS 1.37% Met/Exceeded		Dashboard Mathematics Indicator "Yellow"	School: declined 0.2 points DFS Hispanic: no difference SED: declined 2.7 points DFS EL: increased 12.2 points DFS LTEL: declined 0.5 points DFS SWD: declined 20.9 points DFS
3.3	California Science Test (Priority 4)	2023 CAST - Met/Exceeded 12.28% All Students	2024 CAST and CA Dashboard		CAST 30% meet/exceed	All Students: declined 3.3 points DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		13.08% Hispanic	10.26% All Students -26.9 DFS			Hispanic: declined 4.1 points DFS
		0% SWD				SWD: declined 2.2 points DFS
		9.28% SED	9.73% Hispanic - 27.1 DFS			SED: declined 2.4 points DFS
		0% EL	0% SWD -39.4 DFS			EL: declined 1.6 points
		0% LTEL	9.61% SED -27 DFS			LTEL: increased 7.0 points DFS
			0% EL -35.7 DFS			
			0% LTEL -36.9 DFS			

Goal Analysis [2024-25]

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.

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.

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

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.

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.

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

Action #	Title	Description	Total Funds	Contributing
		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)	xx% Attendance Rate xxx ADA through Month 8 (Source: BCCS Financial Analysis Report, May 19, 2025)		95% Attendance Rate	
4.2	Dashboard Chronic Absenteeism Indicator (Priority 5)	2023 Dashboard Chronic Absenteeism Indicator 30.3% All Students "Red"	2024 Dashboard Chronic Absenteeism Indicator		Decrease Chronic absenteeism to <10%	All Students: decreased Hispanic: decreased 5.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		28.8% Hispanic "Red"	23.9% All Students "Yellow"			SED: decreased 5.2%
		30% SED "Red"	23.2% Hispanic "Yellow"			EL: decreased 0.1%
		26.7% EL "Red"	24.8% SED "Yellow"			LTEL: increased 4.5%
		31% SWD	26.6% EL "Red"			SWD: decreased 6.6%
			29.8% LTEL "Red"			
			31% SWD "Orange"			
			43.8% Homeless (No color)			
4.3	Dashboard Suspension Rate Indicator (Priority 6)	2023 Dashboard Suspension Rate Indicator "Orange" 3.3% All Students 3.2% Hispanic "Yellow" 2.4% SWD "Green" 5% EL "Orange" 0.7% Hispanic "Green" 3.2% SED "Yellow"	2024 Dashboard Suspension Rate Indicator "Orange" 5.2% All Students 5.1% Hispanic "Orange" 3.6% SWD "Orange" 7.4% EL "Orange" 7% LTEL "Yellow" 5.3% SED "Orange"		Dashboard Suspension Indicator "Green" or better; all student groups under 2%	All Students: increased 1.9% Hispanic: increased 1.9% SWD: increased 1.2% EL: increased 2.3% LTEL: increased 0.1% SED: increased 2.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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)	2024 Expulsion Rate 0% All Students (Source: CDE DataQuest 2023-24 Expulsion Rate Report)		Maintain expulsion rate <1%	Decreased 0.3%
4.5	Middle School Dropout Rate (Priority 5)	0% Middle School Dropout Rate for 2022-23 (Source: CALPADS)	0% Middle School Dropout Rate for 2023-24 (Source: CALPADS)		Maintain dropout rate under 1%	No difference
4.6	Student Perception of School Safety and Connectedness (Priority 6)	3.45 Relationships 3.43 Culture 3.41 Belonging 81% Students responded to Youth Truth Survey* (Source: Avg. Ratings on scale of "1 Strongly Disagree" - "5 Strongly Agree" Youth Truth Survey administered for 2023-24)	3.39 Relationships 3.48 Culture 3.45 Belonging 104% Students responded to Youth Truth Survey (Source: Youth Truth Survey administered for 2024-25)		Participation: 95% Rating/area: 4.0	Relationships: -0.06 Culture: +0.05 Belonging: +0.04 Students responding: +23%
4.7	Parent Satisfaction, Safety & Decision-Making (Priority 3)	4.01 Engagement 4.29 Communication/Feedback 4.06 Safety	4.19 Engagement 4.5 Communication/Feedback 4.29 Safety		Participation: 95% Rating/area: 4.5	Engagement: +0.18 Communication/Feedback: +0.21 Safety: +0.23

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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)	78% Families responded to Youth Truth Survey (Source: Youth Truth Survey administered for 2024-25)			Families responding: +41%
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)	4.47 Relationships 4.37 Culture 4.43 Resources 78% Students responded to Youth Truth Survey (Source: Youth Truth Survey administered for 2024-25)		Participation: 95% Rating/area: 4.5	Relationships +0.11 Culture: +0.2 Resources: +0.15 Families responding: +41%
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	3.72 Positive Culture 3.95 Positive Relationships 4 Engagement 3.8 Safety 96% Staff responded to		Participation: 95% Rating/area: 4.0	Positive Culture: +0.06 Positive Relationships: +0.09 Engagement:: +0.02 Safety: +0.36

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2023-24)	Youth Truth Survey (Youth Truth Survey administered for 2024-25)			Staff responding: +25%

Goal Analysis [2024-25]

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.

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.

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

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.

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.

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 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 	\$68,851.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.2	Leadership Development for Students	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.	\$2,000.00	No
4.3	Engagement of Parents of Underserved Groups	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.	\$3,500.00	Yes
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.	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
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. (Title I - \$118,440, Title IV, SSAE - \$10,017)	\$390,138.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

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>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</p>	<p>Teacher engagement in professional development, classroom observations, lesson plan review, number of</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: 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>impact of instruction. The reflection on the outcomes will be the basis for coaching to improve student group academic performance.</p>	<p>observation/coaching/feed back sessions</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>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>Scope: Schoolwide</p>		
<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>

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>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 130.0 points below standard & state performance.</p>	<p>iReady Pathway progress/growth, iReady local assessment</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</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>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>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>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
	<p>Scope: Schoolwide</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 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>	<p>Regular attendance of students, discipline referrals</p>	<p>Student attendance rates, 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
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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

2025-26 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 %)
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
Totals	\$3,382,432.00	\$295,206.00	\$0.00	\$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	Planned Percentage of Improved Services
1	1.1	Facility in "Good Repair"	All	No			Specific Schools: BCCS		\$96,192.00	\$258,522.00	\$354,714.00				\$354,714.00	
1	1.2	Standards-Based Instruction (Certificated Teachers)	All	No			Specific Schools: BCCS		\$1,245,650.00	\$0.00	\$1,245,650.00				\$1,245,650.00	
1	1.3	Paraprofessionals (Academic Tutors & Behavior Support)	English Learners Low Income	Yes	School wide	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			Specific Schools: BCCS		\$0.00	\$42,891.00	\$42,891.00				\$42,891.00	
1	1.5	Supplemental Instructional Materials & Support	English Learners Low Income	Yes	School wide	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 Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: BCCS		\$0.00	\$63,667.00	\$63,667.00				\$63,667.00	
1	1.7	Technology Integration	English Learners Low Income	Yes	School wide	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 Learners Low Income	Yes	School wide	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 Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: BCCS		\$279,861.00	\$129,664.00	\$409,525.00				\$409,525.00	
1	1.10	Effective Operations Team	All	No			Specific Schools:		\$620,175.00	\$0.00	\$437,986.00	\$153,296.00		\$28,893.00	\$620,175.00	

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	Planned Percentage of Improved Services
							BCCS									
2	2.1	ELA/ELD Co-planning for Instruction & Assessment	English Learners Low Income	Yes	School wide	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 Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: BCCS		\$0.00	\$7,000.00	\$7,000.00				\$7,000.00	
2	2.3	Designated ELD	All English Learners	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			Specific Schools: BCCS		\$0.00	\$1,000.00				\$1,000.00	\$1,000.00	
2	2.5	Critical Thinking & Writing Skills Development for Social Science	English Learners Low Income	Yes	School wide	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			Specific Schools: BCCS		\$0.00	\$0.00	\$0.00				\$0.00	
3	3.2	Accelerations for Mathematics (Tiers 2 & 3)	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: BCCS									
3	3.3	NGSS Science Supplemental Resource	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: BCCS									
4	4.1	Parent Engagement Activities & Increasing Parent Capacity for Decision-Making	English Learners Low Income	Yes	School wide	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 Learners Low Income	Yes	School wide	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			Specific Schools: BCCS		\$0.00	\$1,200.00	\$1,200.00				\$1,200.00	
4	4.5	MTSS for Chronic Absenteeism	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: BCCS		\$0.00	\$0.00	\$0.00				\$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.6	School Climate & Culture Team Staffing	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: BCCS		\$390,138.00	\$0.00	\$159,643.00	\$84,895.00		\$145,600.00	\$390,138.00	

2025-26 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
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 (%)
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	
2	2.1	ELA/ELD Co-planning for Instruction & Assessment	Yes	Schoolwide	English Learners Low Income	Specific Schools: BCCS	\$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 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	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$3,879,914.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Facility in "Good Repair"	No	\$354,714.00	
1	1.2	Standards-Based Instruction (Certificated Teachers)	No	\$1,245,650.00	
1	1.3	Paraprofessionals (Academic Tutors & Behavior Support)	Yes	\$294,099.00	
1	1.4	Core Instructional Materials/Licenses & State-Verified Assessments	No	\$42,891.00	
1	1.5	Supplemental Instructional Materials & Support	Yes	\$64,844.00	
1	1.6	Multi-Tiered System of Supports (MTSS) Team	Yes	\$63,667.00	
1	1.7	Technology Integration	Yes	\$195,135.00	
1	1.8	EL-focused Professional Development	Yes	\$20,500.00	
1	1.9	Effective Instructional Leadership/Coordinator of Instruction Support for Impactful & Effective Instruction	Yes	\$409,525.00	
1	1.10	Effective Operations Team	No	\$620,175.00	

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)
2	2.1	ELA/ELD Co-planning for Instruction & Assessment	Yes	\$0.00	
2	2.2	Accelerations for Language Arts (Tiers 2 & 3)	Yes	\$7,000.00	
2	2.3	Designated ELD	No	\$95,025.00	
2	2.4	Reading & Writing Across the Curriculum	No	\$1,000.00	
2	2.5	Critical Thinking & Writing Skills Development for Social Science	Yes	\$0.00	
3	3.1	Mathematics Co-planning for Instruction & Assessment	No	\$0.00	
3	3.2	Accelerations for Mathematics (Tiers 2 & 3)	Yes	0.00	
3	3.3	NGSS Science Supplemental Resource	Yes	0.00	
4	4.1	Parent Engagement Activities & Increasing Parent Capacity for Decision-Making	Yes	\$68,851.00	
4	4.2	Leadership Development for Students	No	\$2,000.00	
4	4.3	Engagement of Parents of Underserved Groups	Yes	\$3,500.00	
4	4.4	Positive Behavior & Intensive Support (PBIS)	No	\$1,200.00	
4	4.5	MTSS for Chronic Absenteeism	Yes	\$0.00	
4	4.6	School Climate & Culture Team Staffing	Yes	\$390,138.00	

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)

2024-25 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)
	\$1,259,981.00	\$0.00	\$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Paraprofessionals (Academic Tutors & Behavior Support)	Yes	\$294,099.00			
1	1.5	Supplemental Instructional Materials & Support	Yes	\$64,844.00			
1	1.6	Multi-Tiered System of Supports (MTSS) Team	Yes	\$63,667.00			
1	1.7	Technology Integration	Yes	\$180,075.00			
1	1.8	EL-focused Professional Development	Yes	\$8,777.00			
1	1.9	Effective Instructional Leadership/Coordinator of Instruction Support for Impactful & Effective Instruction	Yes	\$409,525.00			
2	2.1	ELA/ELD Co-planning for Instruction & Assessment	Yes	\$0.00			
2	2.2	Accelerations for Language Arts (Tiers 2 & 3)	Yes	\$7,000.00			
2	2.5	Critical Thinking & Writing Skills Development for Social Science	Yes	\$0.00			
3	3.2	Accelerations for Mathematics (Tiers 2 & 3)	Yes				
3	3.3	NGSS Science Supplemental Resource	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)
4	4.1	Parent Engagement Activities & Increasing Parent Capacity for Decision-Making	Yes	\$68,851.00			
4	4.3	Engagement of Parents of Underserved Groups	Yes	\$3,500.00			
4	4.5	MTSS for Chronic Absenteeism	Yes	\$0.00			
4	4.6	School Climate & Culture Team Staffing	Yes	\$159,643.00			

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
			0.000%	\$0.00	0.000%	0.000%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

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 and Senate Bill 153, Chapter 38, Statutes of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

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

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) 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\(d\)](#) 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](#);
 - **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](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **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\(b\)\(1\)](#) 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.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> • Enter the metric number.
Metric

- 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

- Enter the baseline when completing the LCAP for 2024–25.
 - 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.
 - 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

For English Learners and Long-Term English Learners

- 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.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

- 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.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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:

- 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 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 2024

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Monsenor Oscar Romero Charter School
CDS Code: 19647330114959
School Year: 2025-26
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 2025-26 School Year

Projected Revenue by Fund Source

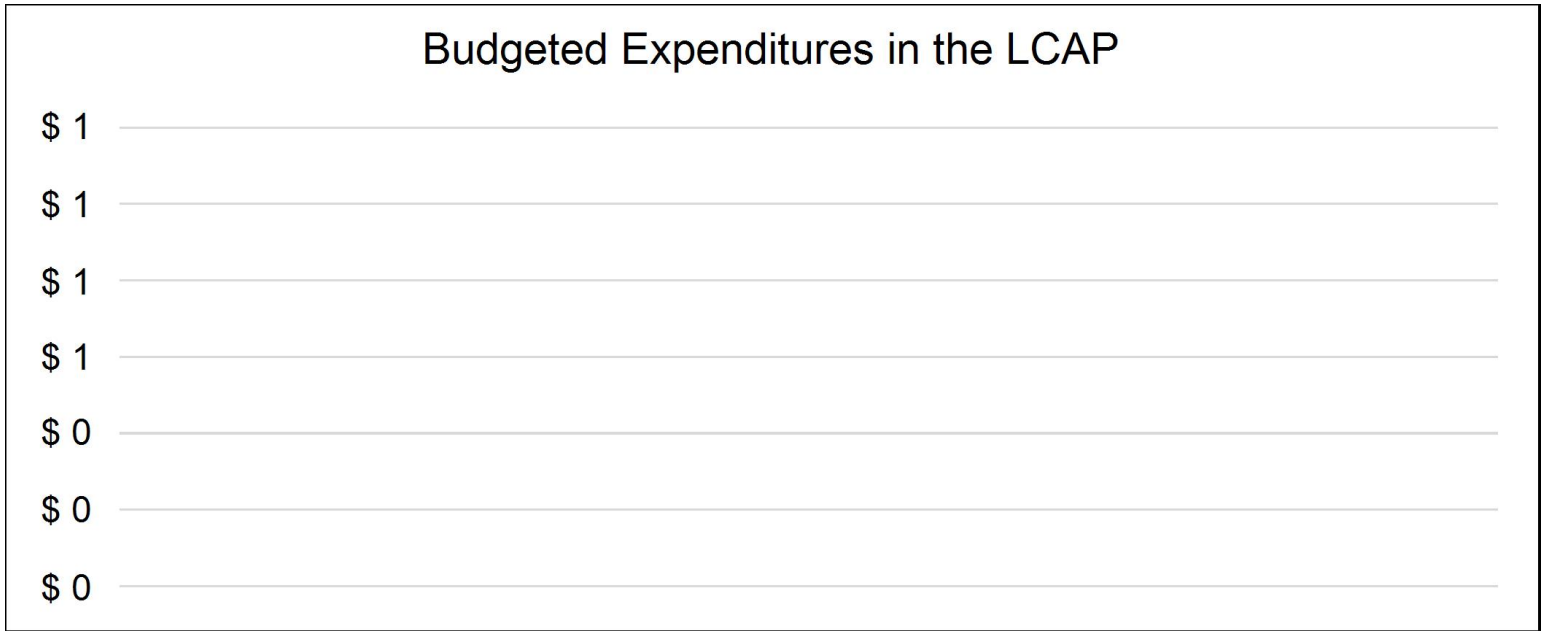
Total LCFF funds
\$0
0 %

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 \$, of which \$ is Local Control Funding Formula (LCFF), \$ is other state funds, \$ is local funds, and \$ is federal funds. Of the \$ in LCFF Funds, \$ 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 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

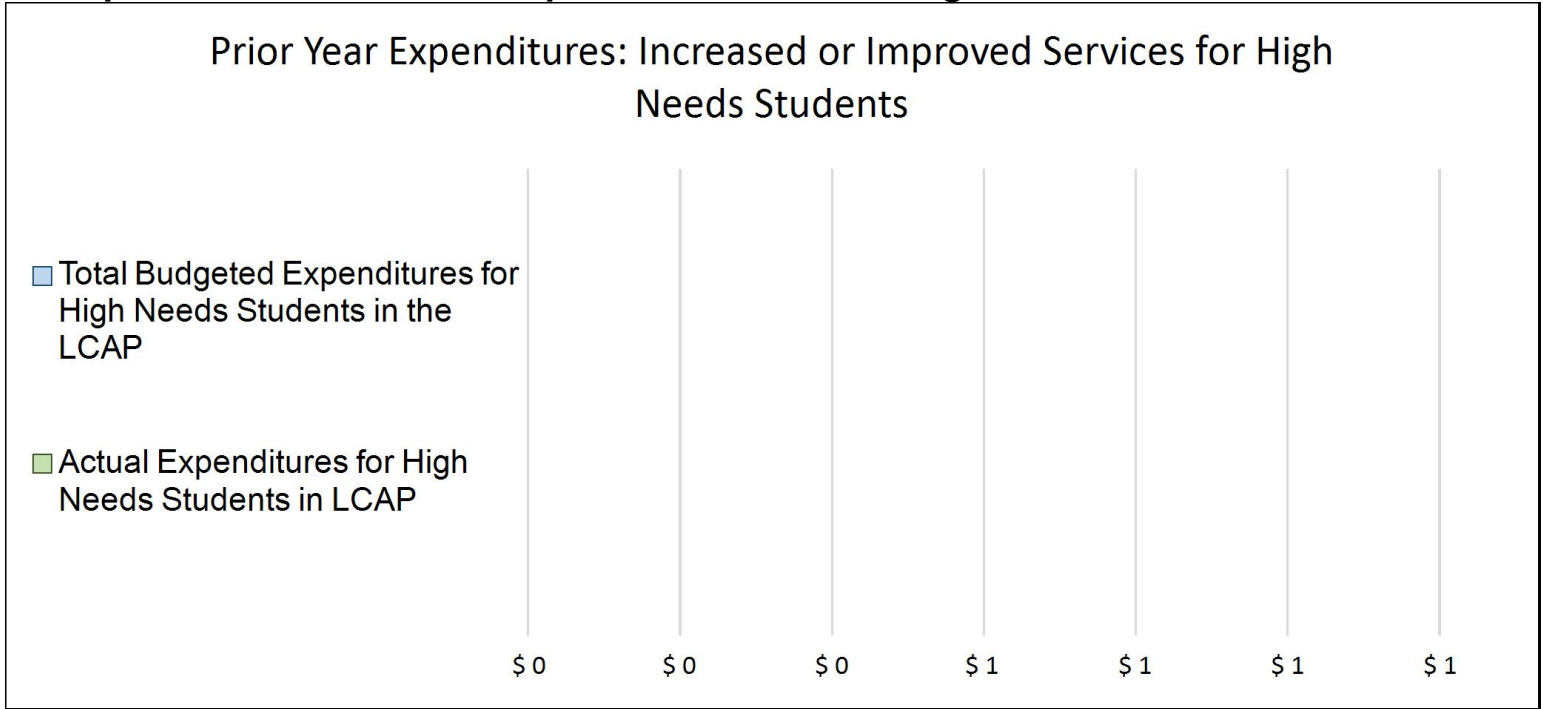
The text description of the above chart is as follows: Monsenor Oscar Romero Charter School plans to spend \$ for the 2025-26 school year. Of that amount, \$ is tied to actions/services in the LCAP and \$ is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Monsenor Oscar Romero Charter School is projecting it will receive \$ 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 \$ 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 2024-25



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 2024-25, Monsenor Oscar Romero Charter School's LCAP budgeted \$ for planned actions to increase or improve services for high needs students. Monsenor Oscar Romero Charter School actually spent \$ for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$ had the following impact on Monsenor Oscar Romero Charter School's ability to increase or improve services for high needs students:

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 [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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.

ACADEMIC PERFORMANCE 2023-24 CA DASHBOARD

- ENGLISH LANGUAGE PROGRESS INDICATOR (English Learners): "Blue" 68.5% English learners making process toward English language Proficiency. This was an increase of 23.4% over the prior year. For the first time, the CDE reported the performance of the Long-Term English Learner student group in addition to the general performance of all of English learners. The LTEL student group was 70.3% making progress, and the general EL progress was 68.5%.

- ENGLISH/LANGUAGE ARTS INDICATOR (Distance from Standard):

"Yellow" Performance: Schoolwide -53.6 DFS (improvement of 27.4 points), Hispanic -53.2 DFS (improvement of 28.2 points), SED -55.6 DFS (23.4 point improvement)

"Orange" Performance: EL -81.4 (37.8 point improvement), LTEL -121.5 DFS (17.8 point improvement), SWD -115.3 (improved 23.7 points)

- MATHEMATICS INDICATOR (Distance from Standard):

"Orange" Performance: Schoolwide -118.1 DFS (increased 7.9 points), Hispanic -121.1 DFS (4.1 point increase), EL -138.9 (18.1 point increase), LTEL -172.3 DFS (6.6 point increase), SED -116.6 DFS (8.8 point improvement)

"Red" Performance: SWD -183.8 (decline 12.6 points)

ACADEMIC ENGAGEMENT 2023-24 CA DASHBOARD

- CHRONIC ABSENTEEISM INDICATOR:

"Yellow" Rating: Schoolwide 21% Chronically absent (decreased 3.9%), EL 20% (decreased 4.6%), LTEL 17.9% (decreased 7.5%), Hispanic 21% (decreased 3.8%), SED 21.3% (decreased 3.8%)

"Orange" Rating: SWD 27.5% (decreased 1.4%)

CONDITIONS & CLIMATE 2023-24 CA DASHBOARD

- SUSPENSION RATE INDICATOR (Suspended at least one day):

"Green" Rating: Schoolwide 0.7%, EL 1.7%, Hispanic 0.7%, LTEL 1.5% (decreased 1.4%)

"Orange" Rating: SWD 5% (increased 5%)

"Blue" Rating: SED 0.4%

-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"

Reflections: Technical Assistance

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

MORCS has not identified for California's System of Support based on the 2024 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.

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 2024-25 Youth Truth Survey to gather perception data on areas such engagement, relationships, culture, and belonging. These areas aligned to metrics in the 2024-25LCAP, 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 2025-26. The current LCAP and data have been reviewed during Cafe con los Directores meetings, quarterly SAC/EL-PAC meetings, Special Ed Meet 'N' Greet (Fall), Community Data Walk (Winter), school improvement planning and monthly presentations/updates to the Board of Directors.</p> <p>Based on the 2024-25 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 2024, 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>

Educational Partner(s)	Process for Engagement
	<p>September 2024, administration presented their Academic Excellence Action Plan for the year to staff and its alignment to desired LCAP outcomes for the current academic year. Between the October release of the State CAASPP data and the November release of the CA Dashboard for 2024, 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 2025'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 24-25 LCAP, and requested feedback from teachers/staff about potential changes for the coming year. Based on the 2024-25 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 2025-26 LCAP to staff in May prior to the public hearing before the Board.</p>
Teachers	<p>In August 2024, 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 2024, administration presented their Academic Excellence Action Plan for the year to teachers and its alignment to desired LCAP outcomes for the current academic year. Between the October release of the State CAASPP data and the December release of the CA Dashboard for 2024, 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 2025'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</p>

Educational Partner(s)	Process for Engagement
	<p>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 24-25 LCAP, and requested feedback from teachers/staff about potential changes for the coming year. Based on the 2024-25 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>
Special Education	<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>
LMU Center for Equity for English Learners	<p>Actions related to English learners were reviewed.</p>
Administrators	<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 2024-25 LCAP to reach desired outcomes. During January 2025'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 2025, 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</p>

Educational Partner(s)	Process for Engagement
	<p>the process for the 2025-26 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 school improvement for special groups such as dually identified students and newcomers.</p>
<p>Board of Directors</p>	<p>Continuing the focus on academic excellence/school improvement, 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 2024- February 2025, 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 continue addressing needs based on four student groups.</p> <p>The public hearing on the 2025+26 "draft" LCAP was held during the regular Board meeting on May 19, 2025.</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)	72.3% FTE appropriately credentialed and assigned (Source: CDE DataQuest, 2022-23 Teacher Assignment Monitoring)		95% "Clear" Credentialed Teachers	+10.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Outcomes by Full-time Equivalent)			
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)	100% teachers/students with access to standards- aligned curricula (ELA, ELD, math, science, social science, and social science) (Source: LACOE Williams Instructional Visit, August 2024)		Maintain 100% teachers/ students with access to standards- aligned curricula (ELA, ELD, math, science, social science, and social science)	No difference
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)	Score: 100% Rating: “Excellent” (LACOE Williams Facilities Inspection, November 2024)		Maintain Williams Facility rating >90%	No difference
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)	2024 Local Indicator "Standard Met" Implementation of State Standards ELA 5, ELD 5, Math 5, NGSS 5, History 5		Maintain Implementation of State Standards ELA 5, ELD 5, Math 5, NGSS 5, History 5	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(Source: Local Indicator reported in June 2024)			
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)	3.36 Professional Development & Support 88% Staff members responded to Youth Truth Survey (Source: Youth Truth Survey administered for 2024-25)		Participation: 95% Rating: 4	59% Participation increase 0.48 rating decrease
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)	2024 Local Indicator "Standard Met" 100% of students have access to a broad course of study (Source: Local Indicator reported in June 2024)		Maintain 100% students access to a broad course of study	No difference

Goal Analysis [2024-25]

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.

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.

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

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.

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.

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	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	\$1,278,957.00	No

Action #	Title	Description	Total Funds	Contributing
	Teachers)	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.	\$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
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	\$61,950.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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>		
1.7	Technology Integration	<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>	\$195,601.00	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, 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 • Strategies for supporting Students with Disabilities in the general education classroom 	\$12,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Use of ELlevation platform for professional development modules, progress monitoring of students who are EL and those who have reclassified (RFEP) 		
1.9	Effective Instructional Leadership/Coordinator of Instruction Support for Impactful & Effective Instruction	<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>	\$388,545.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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>	\$415,402.00	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 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)	2024-25 iReady Reading Growth Diagnostic EOY 52% met/exceeded typical growth 20% met/exceeded stretch growth (Source: iReady Platform)		iReady Reading Growth Diagnostic EOY 85% meeting typical growth 50% meeting stretch growth	20% difference typical growth 14% difference stretch growth

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Diagnostic Growth Report)			
2.2	Dashboard English Language Progress Indicator (ELPI) (Priority 4)	45.1% making progress towards English language proficiency "Orange" (Source: 2023 Dashboard ELPI Indicator)	68.5% making progress towards English language proficiency "Blue" (Source: 2024 Dashboard ELPI Indicator)		ELPI "Yellow" or "Green"	+23.4%
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	2024 Dashboard ELA & CAASPP School "Yellow" - 53.6 DFS 27.2% Met/Exceeded Hispanic "Yellow" - 53.2 DFS 26.41% Met/Exceeded SED "Yellow" - 55.6 DFS 26.95% Met/Exceeded EL "Orange" -81.4 DFS 5.35% Met/Exceeded SWD "Orange" - 115.3 DFS		ELA Dashboard School "Orange"	Dashboard ELA & CAASPP School +27.5 DFS Hispanic +28.2 DFS SED +23.3 DFS EL +37.8 DFS SWD +23.7 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			12.82% Met/Exceeded			
2.4	Reclassification Rate (Priority 4)	12.39% Reclassification Rate for 2022-23	18.5% Reclassification Rate for 2023-24		20% Reclassification Rate	+6.11%

Goal Analysis [2024-25]

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.

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.

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

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.

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.

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> <p>During the school day, flexible program support classes will be provided for students who have been identified as requiring focused standards-based support.</p>	\$7,000.00	Yes
2.3	Designated ELD	<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</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>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>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., 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).</p>	<p>\$1,000.00</p>	<p>No</p>
<p>2.5</p>	<p>Critical Thinking & Writing Skills Development for Social Science</p>	<p>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, 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 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)	2024-25 iReady Mathematics Growth Diagnostic [BOY to EOY] 52% met/exceeded typical growth 18% met/exceeded growth (Source: iReady Platform)		2023-24 iReady Mathematics Growth Diagnostic [BOY to EOY] 75% meeting typical growth 45% meeting stretch growth	16% difference for typical growth 17% difference for stretch growth

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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	2024 Dashboard Mathematics & CAASPP 9.19% School "Orange" -118.1 DFS 8.68% Hispanic "Orange" -121.1 DFS 9.77% SED "Orange" -116.6 DFS 1.79% EL "Orange" -138.9 DFS 2.56% SWD "Red" -183.8 DFS		Mathematics Dashboard "Yellow"	Dashboard Mathematics DFS School +7.9 Hispanic +4.1 SED +8.8 EL +18.1 SWD -12.5
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	2024 CAST Met/Exceeded 30.7% School - 22.7 DFS 19.58% Hispanic - 22.5 DFS 2.36% English learner -27.3 DFS		CAST - Met/Exceeded 30% School	CAST Met/Exceeded School +17.76% Hispanic +6.49% English learner +2.36% SED +5.87% SWD +9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			20.73% SED -22.5 DFS 9% SWD -34.5 DFS			

Goal Analysis [2024-25]

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.

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.

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

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.

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.

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. Additionally, students will have access to after school learning opportunities.</p>	\$0.00	Yes
3.3	NGSS Science Supplemental Resource	<p>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</p>	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		take science assessments which are language-dependent. Additional resources for support include videos, flashcards, and practice tests.		

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)	xx.x% Attendance Rate xxx.xx ADA through Month 8 (Source: MORCS Financial Analysis Report, May xx, 2025)		95% Attendance Rate	
4.2	Dashboard Chronic Absenteeism Indicator (Priority 5)	2023 Dashboard Chronic Absenteeism Indicator	2024 Dashboard Chronic Absenteeism Indicator		Chronic Absenteeism Dashboard Indicator "Yellow"	Chronic Absenteeism School decreased 3.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		24.8% All Students "Red"	21% All Students "Yellow"			EL decreased 4.6%
		24.6% EL "Red"	20% EL "Yellow"			Hispanic decreased 3.7%
		24.7% Hispanic "Red"	21% Hispanic "Yellow"			SED decreased 3.8%
		25.1% SED "Red"	21.3% SED "Yellow"			SWD decreased 1.4%
		28.9% SWD "Red"	27.5% SWD "Orange"			
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"	2024 Dashboard Suspension Rate Indicator 0.7% All Students "Green" 5% SWD "Orange" 1.7% English learners "Green" 0.7% Hispanic "Green" 0.4% SED "Blue"		Maintain Dashboard Suspension Indicator "Green" or better	Suspension Rate School: no difference SWD increased 5% EL: no difference Hispanic: no difference SED decreased 0.3%
4.4	Expulsion Rate (Priority 6)	2023 Expulsion Rate 0.7% All Students (Source: Ed-Data, https://www.ed-data.org/school/Los-	2024 Expulsion Rate 0% (Source: Ed-Data, https://www.ed-		Maintain expulsion rate <1%	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Angeles/Los-Angeles- Unified/Monsenor-Oscar-Romero-Charter-Middle)	data.org/ShareData/Html/120762)			
4.5	Middle School Dropout Rate (Priority 5)	0% Middle Dropout Rate for 2022-23 (Source: CALPADS)	0% Middle Dropout Rate for 2023-24 (Source: CALPADS)		Maintain dropout rate under 1%	No difference
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)	3.53 Engagement 3.52 Relationships 3.56 Culture 3.51 Belonging 90% Students responded to Youth Truth Survey (Source: Youth Truth Survey administered for 2024-25)		Participation: 95% Rating/area: 4.0	Engagement: increased 0.04 Relationships: decreased 0.03 Culture: no difference Belonging: increased 0.02 Student participation INCREASED 11%
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	4.12 Engagement 4.38 Communication/ Feedback 4.15 Safety 74% Families responded to Youth Truth Survey		Participation: 95% Rating/area: 4.5	Engagement: no difference Communication/ Feedback: increased 0.07 Safety: decreased 0.04 Family participation INCREASED 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2023-24)	(Source: Youth Truth Survey administered for 2024-25)			
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)	4.34 Relationships 4.19 Culture 4.27 Resources 4.07 Diversity, Equity & Inclusion 74% Families responded to Youth Truth Survey (Source: Youth Truth Survey administered for 2024-25)		Participation: 95% Rating/area: 4.5	Relationships: decreased 0.01 Culture: decreased 0.02 Resources: decreased 0.01 Diversity, Equity & Inclusion Family participation INCREASED 2%
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 Survey administered for 2023-24)	3.4 Positive Culture 3.75 Positive Relationships 3.64 Engagement 3.69 Safety 88% Staff responded to Youth Truth Survey (Source: Youth Truth Survey		Participation: 95% Rating/area: 4.0	Culture: decreased 0.02 Relationships: decreased 0.13 Engagement: no difference Safety: increased 0.05 Staff participation rate INCREASED 59%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			administered for 2024-25)			

Goal Analysis [2024-25]

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.

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.

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

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.

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.

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 	\$75,980.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Advisory Committee (PAC), English Learner Advisory Committee (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 		
4.2	Leadership Development for Students	<p>In partnership with the TORCH Foundation, two cohorts (Fall/Spring) of students will participate in the leadership transformation workshop to support them in developing positive self image and discover leadership potential, identify barriers, and learn effective tools/skills to overcome obstacles. Parents will also participate in this experience with their student to forge a more positive child-parent relationship and two-way accountability.</p>	\$2,000.00	No

Action #	Title	Description	Total Funds	Contributing
4.3	Engagement of Parents of Underserved Groups	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.	\$3,000.00	Yes
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	\$364,987.00	Yes

Action #	Title	Description	Total Funds	Contributing
		connection to school.		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

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>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</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: 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>observation/coaching/feed back sessions</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>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>Scope: Schoolwide</p>		
<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>

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>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 125 points below standard & state performance.</p>	<p>iReady Pathway progress/growth, iReady local assessment</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</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>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>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).</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
	<p>The range of chronic absenteeism was 24.6% to 28.9%.</p> <p>Scope: Schoolwide</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 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>	<p>Continuing efforts to reduce chronic absences for all student groups.</p>	<p>Regular attendance of students, discipline referrals</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
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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

2025-26 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 %)
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
Totals	\$3,055,126.00	\$361,495.00	\$0.00	\$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	Planned Percentage of Improved Services
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 Learners Foster Youth Low Income	Yes	School wide	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 Learners Low Income	Yes	School wide	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 Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: MORCS		\$0.00	\$61,950.00	\$61,950.00				\$61,950.00	
1	1.7	Technology Integration	English Learners Low Income	Yes	School wide	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 Learners Low Income	Yes	School wide	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 Impactful & Effective Instruction	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: MORCS		\$287,164.00	\$101,381.00	\$388,545.00				\$388,545.00	
1	1.10	Effective Operations Team	All	No			Specific Schools:		\$415,402.00	\$0.00	\$415,402.00				\$415,402.00	

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	Planned Percentage of Improved Services
							MORCS									
2	2.1	ELA/ELD Co-planning for Instruction & Assessment	English Learners Foster Youth Low Income	Yes	School wide	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 Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: MORCS		\$0.00	\$7,000.00	\$7,000.00				\$7,000.00	
2	2.3	Designated ELD	Students with Disabilities English Learners	No			Specific Schools: MORCS		\$0.00	\$0.00	\$0.00				\$0.00	
2	2.4	Reading & Writing Across the Curriculum	All	No			Specific Schools: MORCS		\$0.00	\$1,000.00	\$1,000.00				\$1,000.00	
2	2.5	Critical Thinking & Writing Skills Development for Social Science	English Learners Low Income	Yes	School wide	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			Specific Schools: MORCS		\$0.00	\$0.00	\$0.00				\$0.00	
3	3.2	Accelerations for Mathematics (Tiers 2 & 3)	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: MORCS		\$0.00	\$0.00	\$0.00				\$0.00	
3	3.3	NGSS Science Supplemental Resource	English Learners Low Income	Yes	School wide	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	School wide		Specific Schools: MORCS		\$75,980.00	\$0.00	\$75,980.00				\$75,980.00	
4	4.2	Leadership Development for Students	All	No			Specific Schools: MORCS		\$0.00	\$2,000.00	\$2,000.00				\$2,000.00	
4	4.3	Engagement of Parents of Underserved Groups	English Learners Low Income	Yes	School wide	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			Specific Schools: MORCS		\$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	Planned Percentage of Improved Services
4	4.5	MTSS for Chronic Absenteeism	English Learners Low Income	Yes	School wide	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 Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: MORCS		\$364,987.00	\$0.00	\$194,844.00	\$58,510.00		\$111,633.00	\$364,987.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
2,819,421	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 (%)
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	
2	2.1	ELA/ELD Co-planning for Instruction & Assessment	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: MORCS	\$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 (%)
					Low Income			
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	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$3,559,295.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Facility in "Good Repair"	No	\$229,437.00	
1	1.2	Standards-Based Instruction (Certificated Teachers)	No	\$1,278,957.00	
1	1.3	Paraprofessionals (Academic Tutors & Behavior Support)	Yes	\$215,587.00	
1	1.4	Core Instructional Materials/Licenses & State-Verified Assessments	No	\$28,021.00	
1	1.5	Supplemental Instructional Materials & Support	Yes	\$200,701.00	
1	1.6	Multi-Tiered System of Supports (MTSS) Team	Yes	\$61,950.00	
1	1.7	Technology Integration	Yes	\$195,601.00	
1	1.8	EL-focused Professional Development	Yes	\$12,000.00	
1	1.9	Effective Instructional Leadership/Coordinator of Instruction Support for Impactful & Effective Instruction	Yes	\$388,545.00	
1	1.10	Effective Operations Team	No	\$415,402.00	

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)
2	2.1	ELA/ELD Co-planning for Instruction & Assessment	Yes	\$0.00	
2	2.2	Accelerations for Language Arts (Tiers 2 & 3)	Yes	\$7,000.00	
2	2.3	Designated ELD	No	\$0.00	
2	2.4	Reading & Writing Across the Curriculum	No	\$1,000.00	
2	2.5	Critical Thinking & Writing Skills Development for Social Science	Yes	\$0.00	
3	3.1	Mathematics Co-planning for Instruction & Assessment	No	\$0.00	
3	3.2	Accelerations for Mathematics (Tiers 2 & 3)	Yes	\$0.00	
3	3.3	NGSS Science Supplemental Resource	Yes	\$0.00	
4	4.1	Parent Engagement Activities & Increasing Parent Capacity for Decision-Making	No Yes	\$75,980.00	
4	4.2	Leadership Development for Students	No	\$2,000.00	
4	4.3	Engagement of Parents of Underserved Groups	Yes	\$3,000.00	
4	4.4	Positive Behavior & Intensive Support (PBIS)	No	\$1,200.00	

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)
4	4.5	MTSS for Chronic Absenteeism	Yes	\$77,927.00	
4	4.6	School Climate & Culture Team Staffing	Yes	\$364,987.00	

2024-25 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)
	\$1,099,109.00	\$0.00	\$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Paraprofessionals (Academic Tutors & Behavior Support)	Yes	\$43,047.00			
1	1.5	Supplemental Instructional Materials & Support	Yes	\$128,701.00			
1	1.6	Multi-Tiered System of Supports (MTSS) Team	Yes	\$61,950.00			
1	1.7	Technology Integration	Yes	\$184,042.00			
1	1.8	EL-focused Professional Development	Yes	\$12,000.00			
1	1.9	Effective Instructional Leadership/Coordinator of Instruction Support for Impactful & Effective Instruction	Yes	\$388,545.00			
2	2.1	ELA/ELD Co-planning for Instruction & Assessment	Yes	\$0.00			
2	2.2	Accelerations for Language Arts (Tiers 2 & 3)	Yes	\$7,000.00			
2	2.5	Critical Thinking & Writing Skills Development for Social Science	Yes	\$0.00			
3	3.2	Accelerations for Mathematics (Tiers 2 & 3)	Yes	\$0.00			
3	3.3	NGSS Science Supplemental Resource	Yes	\$0.00			

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.1	Parent Engagement Activities & Increasing Parent Capacity for Decision-Making	Yes	\$75,980.00			
4	4.3	Engagement of Parents of Underserved Groups	Yes	\$3,000.00			
4	4.5	MTSS for Chronic Absenteeism	Yes				
4	4.6	School Climate & Culture Team Staffing	Yes	\$194,844.00			

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
			0.000%	\$0.00	0.000%	0.000%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

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 and Senate Bill 153, Chapter 38, Statutes of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

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

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) 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\(d\)](#) 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](#);
 - **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](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **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\(b\)\(1\)](#) 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.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> • Enter the metric number.
Metric

- 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

- Enter the baseline when completing the LCAP for 2024–25.
 - 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.
 - 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

For English Learners and Long-Term English Learners

- 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.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

- 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.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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 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 2024

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA name:

Bert Corona Charter High School

CDS code:

19-64733-0132126

Link to the LCAP:

(optional)

https://bcchs.ypics.org/apps/pages/index.jsp?uREC_ID=4337905&type=d&pREC_ID=2535490&total1y=true

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

(NOTE: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

Title I, Part A
Title II, Part A
Title III, Part A
Title IV, Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The innovative educational plan of Bert Corona Charter High School's (BCCHS) provides students with a rigorous CCSS based college preparatory program in order to prepare them to succeed in the real-world through Linked Learning, which includes project-based learning (PBL), and other student-designed service-learning opportunities that integrate the academic and technical components of the model. This approach at BCCHS targeted population will provide a real-world context for learning, which in turn will motivate and inspire at-risk students to apply what they have learned to solve problems. Wraparound support, through grants that are being sought, will be provided so that students succeed in this challenging program of study.

BCCHS recognizes and supports the importance of utilizing research-based instructional practices to promote student achievement. In order to address how learning best occurs, and how to support social-emotional learning, faculty will be provided professional development and support in the following areas:

- Design standards-based instruction (using the principles of backward design) to support universal access for all students
- Align appropriate assessments to the CCSS
- Implement instructional activities that are aligned to standards and reflect research-based best practices to support all students, including special attention to students with disabilities & ELs
- Positive Behavior Intervention Support (PBIS) Strategies (& Classroom Management)
- Rigor (Thinking rich classrooms)
- Success for All reading program (SFA) to support ELs
- Project-Based Learning (PBL)
- Mathematics Instruction

Teachers will incorporate instructional strategies detailed in Classroom Instruction that Works, by Marzano, Pickering, and Pollock. In addition to using the Marzano's observation and self-assessment instruments:

- SchoolMint Grow—An online system for leaders and teachers that manages walkthroughs,

observations, feedback, reporting, and professional development. It is also a system where teachers can engage in self-assessment and direct their own professional development based on Robert Marzano's Framework for Teaching.

- Professional development will be provided to teachers in the use of all teaching protocols, SchoolMint Grow, evaluation systems, setting of benchmarks, methodology and annual growth plans.

Federal funds are used by BCCHS to provide student support through intervention, foster a positive school climate and culture, teacher professional development, SFA Program training, and supplies.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The use of federal funds is consistent and in alignment with the goals in our LCAP and charter petition. BCCHS is committed to serving all students so that they grow, achieve and thrive academically. The instructional program includes differentiated instruction, acceleration, and rigor, which will focus on thinking rich classrooms. BCCHS educators believe it is essential to take a multilayered approach to meet the needs of its diverse population. First, the school will address the social and emotional needs of all students. Second, gifted and high achieving students will be provided with rigor and thinking rich classrooms to differentiate instruction and accelerate learning. Third, students who are on grade-level and approaching proficiency will be targeted in the critical instructional areas that will support them to advance in all areas. Finally, students struggling with basic skills will be targeted for support by a wide range of experts including school administrators, coordinators, resources specialists, school counselor, and classroom teachers.

As part of the curriculum design process, research-based instructional strategies for increasing student achievement will be embedded into the daily culture of the classroom. A focus on social-emotional learning through the use of PBIS strategies and the support of a School Climate and Culture Coordinator (SCCC) will support meeting the needs of the whole child. This alignment is also connected in "Classroom Instruction that Works" (Marzano, Pickering, and Pollock) will be utilized by teachers in their classrooms. These researchers have compiled teaching practices and strategies that "have a high probability of enhancing student achievement for all students in all subject areas at all grade levels" (Marzano, Pickering, Pollock, 2001). Teachers will be challenged to examine the three elements of effective pedagogy: Instructional Strategies, Management Techniques, and Curriculum Design.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students’ progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 <i>(as applicable)</i>

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is a charter school.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

BCCHS believes that parent involvement translates into increased student achievement and contributes to features of our innovative program. We believe that encouraging, honoring and respecting parent voice is only the beginning. At BCCHS, we aim to forge a true partnership with parents, which involves providing the parents with meaningful leadership and decision-making opportunities.

The main way in which we involve parents in decision-making for our school is through the School Advisory Council /EL Parent Advisory Council (SAC/EL-PAC). The School Advisory Council includes representatives from partner groups at our school: students, teachers, other staff members, parents, and the school principal. The SAC team collaboratively develops our school's LCAP, which is a focused plan that describes what actions will have the greatest impact in increasing student

achievement and building a positive school culture. The SAC/EL-PAC team also discusses and deliberates on all areas of school-parent involvement compliance: ELD, Title 1, ESSA, LCAP, etc.

In order to most effectively develop the LCAP, the SAC/EL-PAC team assesses the needs of our school, and determines what school policies, programs, and strategies are necessary to meet the needs of our students. The SAC/EL-PAC team gathers parent feedback data that informs their decisions in a variety of ways including:

- Monthly “Café con el Director” meetings which are conducted in a town hall setting. All parents are invited to ask any and all questions they may have about the academics, culture and climate, and/or operations of the school. This feedback is gathered and shared with the admin team as well as the SAC/EL-PAC team so that it can be addressed directly or built into the LCAP
- Classroom Walkthroughs with parents three to four times per year, during which parents visit every classroom at BCCHS on a regular school day. Afterwards, parents discuss the bright spots / areas of strength that they observe in the classrooms as well as the areas of concern or growth that they observe. The feedback is shared with the SAC/EL-PAC team so that it can inform which areas of focus need to be included on the LCAP.
- Semi-annual “Youth Truth” parent surveys, which allow us to gather detailed feedback from each parent regarding their perception and experiences regarding the academic program, the school culture, and the operational management of the school. This feedback is either acted directly upon by the admin team, or used by the SAC/EL-PAC team to further focus and refine our LCAP.

In addition to encouraging true parent leadership at BCCHS, we also employ a variety of strategies, programs and workshops designed to keep parents as informed as possible. These include:

- Semi-annual parent conferences during which time each parent meets individually with each of their child’s teachers. Parents are informed regarding their student’s academic success and challenges in each class as well as their behavior. We are proud to regularly have an average of 95% of our parents attend during each week of conferences
- Frequent parent meetings in which school-wide policies, events, and information are shared.
- Parents are also informed of critical school information through “Remind” text messages, informational parent letters, and bulletins that are sent home on a regular basis
- Workshops are provided for parents that range from training parents on how to support their child in practicing college-ready skills (Graciela’s Dream) to how parents can support their child in utilizing technology at home to enhance their educational experience (School to Home)
- A school web site along with school-sponsored social media accounts facilitate the dissemination of information on areas of specific interest to parents, including parent workshops.

STRATEGY

BCCHS holds ongoing meetings throughout the year to engage parents. One of these meetings takes place in the Fall and is our annual meeting to inform parents of the school’s participation in Title 1 and the requirements of a Title 1 school. Meetings are held both in the AM and PM to increase parent participation. Parents receive timely information about academic progress (every five weeks), assessments, curriculum, and are informed of schoolwide initiatives for the year. BCCHS reviews the Parent/School Agreement and endeavors to ensure frequent, meaningful communication by addressing any questions or concerns about the Parent/Agreement or school policies. Parents have two, one in the Fall and one in the Spring, individual parent conference appointments with teachers to ensure that they are an active part of their child’s academic program. The Charter School’s Director of Operations Administrator (DOA) serves as the full-time liaison between parents and the school.

The Family Engagement Policy was created in collaboration with founding parents, staff, & community members and ratified by our school board in the same year. Annually, the School Advisory Council reviews the policy to include any additional federal or state legislation regarding parent engagement. The policy is included in the Student/Family Handbook, which is distributed during orientations each year and provided on the school's website.

BCCHS provides administrators, teachers, instructional support personnel, and staff parents as partners training during each summer training institute. Parents survey data which solicits parent feedback on topics such as parent inclusion, implementation, and coordination of parent programs, and how to build better ties between the parents and school is included as part of the training materials. Additionally, the school has a monthly Café con Los Directores meeting which provides parents direct access to share celebrations or concerns.

Active parent and family engagement begins with bilingual orientations for new students and their families. Once a student has enrolled in the school, parents and families are invited to monthly family nights, which include topics such as literacy, math, college preparedness, financial literacy, Infinite Campus (IC) Trainings, etc. Also, the school communicates with students' families through various forms of bilingual outreach, including regular newsletters and phone calls home, and parents and families have access to their students' academic information via a parent portal in IC, our student information system. Parents and families are also invited to engage in the school and participate in school decision-making via the school site council, English Learner Advisory Council, and volunteer program. All meetings and materials, including student progress reports, are provided in both English and the home language. Meetings are held in accessible facilities to ensure that individuals with disabilities can participate.

Finally, the school has worked with LAPD to host Days of Dialogue to provide parents with drug and gang awareness and to encourage families to remain involved in their children's lives at the middle school level. A Family and Success coach, funded through the US Department of Education grant-Promise Neighborhoods, provides academic support and training to students and parents. The school also has a department of Education School Climate grant which supports the addition of a full-time social worker who provides training for parents and direct social-emotional support to students on campus.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

BCCHS is a Schoolwide Program. Teachers, paraprofessionals, coordinators, administrators, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LCAP that includes the following:

- Instruction by highly qualified teachers and strategies to attract and retain effective teachers.

- Exceptional quality and ongoing professional development for teachers, administrators, coordinators, paraprofessionals, and if appropriate, pupil services personnel, parents, and other staff.
- Effective methods and instructional strategies based on scientifically-based research.
- Provide enriched and accelerated curriculum
- Proven strategies that address the needs of historically underserved students, low achieving students, and those at risk of not meeting state standards
- Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.
- Increase the amount and quality of student learning time.
- BCCHS develops a budget to enhance student learning with Title 1 expenses to supplement classroom instruction with impactful resources and instructional materials.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

BCCHS works closely to ensure services to students identified as homeless are served. Parents of homeless students are informed of the extensive range of educational opportunities available to their children. BCCHS shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notify parents that the school is free to enroll and provide services for all students, and provides a contact number for access to additional information regarding enrollment.

BCCHS' Homeless Education Policy specifies our agreement to guarantee all homeless students will 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. The Charter School will make sure that children and youth who are homeless are free from discrimination, segregation, and harassment.

BCCHS has a Foster/Homeless Liaison who works with the Community Schools Coordinator to coordinate activities with other agencies, and to safeguard homeless children that are enrolled to ensure they have full and equal opportunity to succeed in school. BCCHS' staff is aware of the homeless liaison's responsibility. The school will offer school stability, immediate enrollment, and enable the student to participate in extracurricular activities. If a dispute arises over an issue covered in the Homeless Education Policy, the student experiencing homelessness will be admitted immediately to BCCHS pending final resolution of the conflict. The homeless student will have the right to access all appropriate educational services, transportation, free meals, and Title 1, Part A, services while the dispute is pending.

The school will provide the parent or an unaccompanied student with a written explanation of its decision and the right to appeal and will refer the parent or student to the local liaison immediately. The local contact will make sure that the student is enrolled at BCCHS 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 conflict. The local liaison will keep records of all disputes to determine whether

particular issues or schools are repeatedly delaying or denying the enrollment of students identified as homeless. The parent, unaccompanied youth, or school district may appeal the charter school's decision as provided in the school's formal resolution process.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

BCCHS has relationships with local universities, such as LA City College, UCLA, USC, California State University's, other community organizations, and involvement of all educational partners. Our middle school students have the opportunity to take field trips to the universities listed above as well as others. Students also have the opportunity to present their presentations of learning year-end projects at one of the university partnerships. Parents are invited to participate in the Career and High School Fair during the spring semester.

Students and parents have access to a guidance counselor on campus. Students have access to services to promote ongoing college awareness activities on campus which are more customary on high school campuses. College visits and financial aid workshops for parents help students to understand what courses need to be taken in middle school to help prepare them for high school and college. Teachers are provided professional development meeting in vertical teams within YPI Charter Schools to strengthen the instructional pipeline, review college and career indicators, and to provide transition articulation from middle school to high school.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE II, PART A**Professional Growth and Improvement**

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The use of SchoolMint Grow, an online platform system (aligned to GBF) for leaders and teachers, which manages walkthroughs, observations, feedback, reporting, data-driven instruction, and professional development. Additionally, SchoolMint Grow will allow the Instructional Leadership Team to see real-time data on observation frequency, action steps, and teacher coaching trends.

Professional development will be provided to teachers in the use of all teaching protocols, setting of benchmarks, methodology and annual Get Better Faster Teacher Development growth plans. Professional development will focus on training for collective and differentiated skills gaps and creating action plans for follow-up.

Supervise and Support Effective Teachers in Every Classroom-Teachers will have weekly coaching observations by an instructional lead (Executive Administrator, Mentor Teacher, or Lead Teacher) who will provide bite-sized, actionable, and observable feedback that can be accomplished in a week. The Executive Administrator will facilitate weekly data meetings to drive instruction and results.

The Relay Graduation School of Education focuses on two elements of instructional Leadership: Data-Driven Instruction, which focuses on school-wide systems for collecting and analyzing student work to ensure that all students meet rigorous expectations Observation and Feedback, which guides leaders to help teachers grow to their full potential by building a schedule that supports frequent classroom observations and focused feedback meetings. The program is delivered in 15 professional development sessions spaced over a school year. Each session builds on the previous to deepen observers' skills and effectiveness. Topics include:

- Get better Faster Teacher Development Scope and Sequence - Teacher actions

- Observation and Feedback Protocols- Leader and Coach actions
- Inter-rater reliability for observers-Leader and Coach actions
- Constructing effective feedback-Leader and Coach Actions
- Weekly Data Meeting Leader Moves and Actions
- Analyzing data on teacher practice for trends and patterns- Teacher, Leader, and Coach actions
- Collecting data to convene collegial conversation- Teacher, Leader, and Coach actions
- Connecting teacher practice to student achievement- Teacher, Leader, and Coach actions

BCCHS utilizes a variety of assessment tools in evaluating student achievement of stated objectives across all disciplines. Among the assessments used are teachers’ assessments of student work and mastery of applicable standards and other learning objectives, student work portfolios, teacher observation, and conferencing with students.

Technology in the classroom

Technology in the classroom including, but not limited to iReady in ELA & Mathematics, iReady MyPath, SFA and other programs. As noted in BCCHS’s 2024-25 LCAP we continue to provide our students with chrome books 1 to 1. With increased access to computers in every classroom, more time is being devoted to online tools designed to precisely target standard alignment in both reading and writing. Programs such as open-source programs such as iReady, SFA as well as licensed software as presented above BCCHS students’ innovative ways of reaching standard mastery.

The cooperative learning process is designed to ensure that English Language students are able to progress at a faster rate than in a non-collaborative environment. Groups are strategically selected for mixed ability, allowing leaders to assist students who struggle. The group work process allows for processing time (wait time) as well as removes the pressure while maintaining accountability by preparing all members of the group to be the possible “random reporter”, responsible for communicating the group’s findings to the class. The preparation time allows EL students to safely rehearse their response rather than not respond or participate in the process entirely, as happens often in the non-collaborative classroom.

Teachers are also trained through Professional Development and coaching to support EL and whole-class learning through the use of SDAIE strategies, as defined in the BCCHS English Learner Master Plan.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is a charter school.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

BCCHS will assess for student need, provide differentiated instruction, monitor student achievement, and revise application of teaching as needed. Targeted intervention and acceleration will be provided based on the analysis of formative & summative data.

Additionally, targeted instruction will be provided to address specific student needs and gaps, focusing on skills needed to master grade-level content in language arts, mathematics, and ELD. Services for this support will take place during the instructional day and enable an extensive range of services from general education, special education teachers, support staff, and administration.

- 1) BCCHS staff will provide prevention and intervention strategies. Students will be targeted by the use of all school assessments, teacher observation, parent input, SBAC, iReady, and ELPAC. Teachers will modify instruction, target specific skills, provide small group instruction, and reach out for support services as needed. The school will use multiple assessments to monitor and inform instructional practices and decisions.
- 2) All identified struggling students will be provided a block of intensive intervention support during the day. A credentialed teacher will provide this support. Frequent progress monitoring and modifications will be provided based on data and outcomes.
- 3) Students who continue to struggle will be referred to the MTSS Team. This team is composed of administrators from Instruction, Climate & Culture, and Operations, as well as the Community Schools Coordinator, tutors/mentors to discuss the needs of general education students who continue to struggle with academics or behavior. The team identifies areas of need and designs a plan to address the needs of the specific student.
- 4) A student who struggles over time will be referred to the Student Success and Progress Team (SSPT). The SSPT will hold a meeting to design a more intensive academic program and goals for academic success. Students also receive assistance through the following services:
 - Small group and individualized instruction in all classrooms
 - After school tutoring
 - One to one computer-assisted learning
 - Individualized assistance from paraprofessionals
 - Parent workshops to support home-school activities and communication
 - Supplementary materials aligned with core programs for use in intersession and after-school programs.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The ISLI program was designed to provide a strong and sustained support system for the school's leadership team. One of foci on the ISLI program was Explicit Direct Instruction, an instructional practice that supports systematized teacher modeling of concepts, guided student practice, and high student-teacher interaction. BCCHS has shifted used *Success for All* model of Cooperative Learning. Yearly SFA conferences take place for both administrators, teachers and staff.

AUGUST: Workshop to expand the *Success for All* collaborative learning model

SEPTEMBER: English learner and SPED expectations and accommodations; Beginning of Year iReady data

OCTOBER: Confidentiality and Emergency Preparedness; CA Dashboard

NOVEMBER: BCCHS Instructional Norms; professional development was centered around, learning objectives, warm-ups, exit tickets, thinking maps, depth of knowledge, SDAIE strategies

JANUARY: Focus on iReady beginning-of-year and middle-of-year data

MARCH: Use of the SBAC Interim Assessment data, Behavioral Intervention Plans, and Mental Health Awareness

APRIL: *Success For All* follow-up training

MAY: LCAP

JUNE: Data review local (iReady, academic marks) and state-mandated assessments (ELPAC, SBAC ELA & Math, CAST)

The school has committed its resources to ensure that all students learn to listen, speak, read, and write English. The school provides a designated ELD Instructional program (*Success for All*) for every EL student to meet the linguistic and academic goals at their grade level and language learning needs. Professional Development for all certificated staff is aligned with the four interrelated principles at the foundation of the California EL Roadmap.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The school will provide enhanced instructional opportunities to immigrant students and their families. BCCHS uses funds on professional development for teachers on best practices for immigrant students and supplemental materials. We engage stakeholders in developing goals and strategies through our Advisory Committees on addressing professional development, instructional strategies, and assessments to improve English Learner and immigrant youth outcomes.

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

BCCHS will continue to support our students through a multi-faceted approach to language development. SFA will be provided to ELs to support their acquisition of English. This includes new programs to be used as supplemental technology programs; such as, iReady that will provide individualized learning paths appropriate to each child's academic level. We will also continue to maintain our ELA/ELD Director of Instruction who will provide support and resources to teachers so that they can more effectively meet the needs of our EL students as they work through the rigorous CCSS. BCCHS, with the assistance of the Parent Coordinator/Director of Operations, will also provide parent education workshops focusing on how parents can help support their ELs at home. In conjunction with ELD, it is essential to provide our students with culturally responsive teaching that seeks to understand and offer materials that represent a wide array of cultures and experiences so that students see themselves in their learning experiences and build confidence in their possibilities as learners. Access through technology and expertise will develop and scaffold student learning connecting them to experiences outside of their community-universal access.

English Proficiency and Academic Achievement**ESSA SECTION 3116(b)(2)(A-B)**

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

BCCHS monitors EL students through a robust formal and informal process. Students are measured by their growth on the State's English language assessments (ELPAC) along with a variety of other mechanisms during designated and integrated ELD. The measures include the following:

- Teacher observations, including but not limited to a review of the student's curriculum mastery and comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age. Examples may include one of the following:
 - o Local Assessments
 - o NWEA MAP Assessments (Reading)
 - o Smarter Balance Summative Assessment Results
- Teachers monitor the progress of EL students towards reclassification in a variety of ways.
 - o Discuss action steps for those students not meeting benchmarks
 - o Suggested intervention
 - o Implementation of intervention
 - o Notification to teachers and parents regarding intervention
 - o Annual monitoring of intervention and program effectiveness
 - o Provide appropriate and additional education services when needed and annually evaluate the effectiveness of such services (after-school tutoring, homework help, support in math, etc.)
- Support of instructional program includes Counselor, Parent Coordinator, and other support professionals.
- Added Counselor to support student educational program and college and career assisting students

to pursue their college preparation and goals.

- In addition to general implementation to all students, there will be an added focus on EL students gaining content knowledge. Success with subgroups will be measured by teacher lesson plans and tracking formative and benchmark assessment results; daily class schedule; class roster and continued use of Student Outcomes Strategies (SOS) in conducting quarterly reviews of data.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

We offer schoolwide programs that meet the needs of all students. Due to the amount of Title IV funds received by the school and to make best use of those funds to improve the overall education of our students, the school exercises its Transferability option to transfer funds to Title I, Part A. The transfer of funds allows the school to utilize the funds for the same intent and purpose as Title I.

BCCHS provides appropriate intervention and support for students performing below grade-level, ELs, and low-income students via technology-based and differentiated instruction. The school seeks to build teacher understanding and expertise to meet the needs of its student population and research-based practices, and uses the LCAP planning process to focus on implementation and supporting those approaches.

BCCHS engages parents, teachers, students, administrators, staff, and community members in developing school plans and programs through, School Advisory Council/EL Parent Advisory, Cafe con Los Directors, Lead Teacher meetings, staff meetings, YPICS Leadership meetings, Student Leadership, and surveys of staff, students, parents, and teachers.

A. Funds are used for activities related to supporting well-rounded education under Section 4107; All ELs have full access to the curriculum, and the school assures meaningful movement and tracking towards English proficiency with a focus on closing gaps in academic achievement in all content standards.

B. Safe and Healthy Students/School Climate

Pupil suspension rates; Pupil expulsion rate; and other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

C. Funds are used for activities related to supporting the effective use of technology in schools under Section 4109: A technology-rich learning environment, including access to technology both at school and at home to support academic achievement and access to research, Google Suite for Education, and other adaptive programs that provide timely and actionable feedback. CTE vocational skill instruction and independent skill development taught by a credentialed and industry-experienced professional, using industry-standard digital and media arts tools and technology.

D. Periodically evaluations of the effectiveness of the activities carried out under this section based on such objectives and outcomes.

Weekly and mini-benchmarks, quarterly benchmarks results-reviewed by staff to ensure school Rtl, setting of goals and academic achievement for student academic achievement. Formative assessments are conducted daily during instruction; teacher-created standards aligned exit tickets are used for checking for student understanding and to guide reteaching/flexible grouping decisions. BCCHS developed its Title IV aligned strategies in consultation with teachers, administrators, parents, and students through Leadership and Administrator Team Meetings, School Advisory Council/EL Parent Advisory Meetings, weekly teacher professional development sessions, academic meetings, operational meetings, Cafe with the Director Meetings, LCAP development meetings, and YPICS Board Meetings. Additionally, data and feedback from parents, students, teachers, administrators, and staff experience surveys, such as Youth Truth Survey, Parent Conference YPICS Survey, Google surveys also provide valuable opportunities for input by all educational partners.

California Department of Education
March 2018

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA name:

Bert Corona Charter School

CDS code:

19-64733-0106872

Link to the LCAP:

(optional)

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

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

(NOTE: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

Title I, Part A
Title II, Part A
Title III, Part A
Title IV, Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The innovative educational plan of Bert Corona Charter School's (BCCS) provides students with a rigorous CCSS based college preparatory program in order to prepare them to succeed in the real-world through Linked Learning, which includes project-based learning (PBL), and other student-designed service-learning opportunities that integrate the academic and technical components of the model. This approach at BCCS targeted population will provide a real-world context for learning, which in turn will motivate and inspire at-risk students to apply what they have learned to solve problems. Wraparound support, through grants that are being sought, will be provided so that students succeed in this challenging program of study.

BCCS recognizes and supports the importance of utilizing research-based instructional practices to promote student achievement. In order to address how learning best occurs, and how to support social-emotional learning, faculty will be provided professional development and support in the following areas:

- Design standards-based instruction (using the principles of backward design) to support universal access for all students
- Align appropriate assessments to the CCSS
- Implement instructional activities that are aligned to standards and reflect research-based best practices to support all students, including special attention to students with disabilities & ELs
- Positive Behavior Intervention Support (PBIS) Strategies (& Classroom Management)
- Rigor (Thinking rich classrooms)
- Success for All reading program (SFA) to support ELs
- Project-Based Learning (PBL)
- Mathematics Instruction

Teachers will incorporate instructional strategies detailed in Classroom Instruction that Works, by Marzano, Pickering, and Pollock. In addition to using the Marzano's observation and self-assessment instruments:

- SchoolMint Grow—An online system for leaders and teachers that manages walkthroughs,

observations, feedback, reporting, and professional development. It is also a system where teachers can engage in self-assessment and direct their own professional development based on Robert Marzano's Framework for Teaching.

- Professional development will be provided to teachers in the use of all teaching protocols, SchoolMint Grow, evaluation systems, setting of benchmarks, methodology and annual growth plans.

Federal funds are used by BCCS to provide student support through intervention, foster a positive school climate and culture, teacher professional development, SFA Program training, and supplies.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The use of federal funds is consistent and in alignment with the goals in our LCAP and charter petition. BCCS is committed to serving all students so that they grow, achieve and thrive academically. The instructional program includes differentiated instruction, acceleration, and rigor, which will focus on thinking rich classrooms. BCCS educators believe it is essential to take a multilayered approach to meet the needs of its diverse population. First, the school will address the social and emotional needs of all students. Second, gifted and high achieving students will be provided with rigor and thinking rich classrooms to differentiate instruction and accelerate learning. Third, students who are on grade-level and approaching proficiency will be targeted in the critical instructional areas that will support them to advance in all areas. Finally, students struggling with basic skills will be targeted for support by a wide range of experts including school administrators, coordinators, resources specialists, school counselor, and classroom teachers.

As part of the curriculum design process, research-based instructional strategies for increasing student achievement will be embedded into the daily culture of the classroom. A focus on social-emotional learning through the use of PBIS strategies and the support of a School Climate and Culture Coordinator (SCCC) will support meeting the needs of the whole child. This alignment is also connected in "Classroom Instruction that Works" (Marzano, Pickering, and Pollock) will be utilized by teachers in their classrooms. These researchers have compiled teaching practices and strategies that "have a high probability of enhancing student achievement for all students in all subject areas at all grade levels" (Marzano, Pickering, Pollock, 2001). Teachers will be challenged to examine the three elements of effective pedagogy: Instructional Strategies, Management Techniques, and Curriculum Design.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (as applicable)

Describe how the LEA will monitor students’ progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (as applicable)

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 (as applicable)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (as applicable)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is a charter school.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

BCCS believes that parent involvement translates into increased student achievement and contributes to features of our innovative program. We believe that encouraging, honoring and respecting parent voice is only the beginning. At BCCS, we aim to forge a true partnership with parents, which involves providing the parents with meaningful leadership and decision-making opportunities.

The main way in which we involve parents in decision-making for our school is through the School Advisory Council /EL Parent Advisory Council (SAC/EL-PAC). The School Advisory Council includes representatives from partner groups at our school: students, teachers, other staff members, parents, and the school principal. The SAC team collaboratively develops our school's LCAP, which is a focused plan that describes what actions will have the greatest impact in increasing student

achievement and building a positive school culture. The SAC/EL-PAC team also discusses and deliberates on all areas of school-parent involvement compliance: ELD, Title 1, ESSA, LCAP, etc.

In order to most effectively develop the LCAP, the SAC/EL-PAC team assesses the needs of our school, and determines what school policies, programs, and strategies are necessary to meet the needs of our students. The SAC/EL-PAC team gathers parent feedback data that informs their decisions in a variety of ways including:

- Monthly “Café con el Director” meetings which are conducted in a town hall setting. All parents are invited to ask any and all questions they may have about the academics, culture and climate, and/or operations of the school. This feedback is gathered and shared with the admin team as well as the SAC/EL-PAC team so that it can be addressed directly or built into the LCAP
- Classroom Walkthroughs with parents three to four times per year, during which parents visit every classroom at BCCS on a regular school day. Afterwards, parents discuss the bright spots / areas of strength that they observe in the classrooms as well as the areas of concern or growth that they observe. The feedback is shared with the SAC/EL-PAC team so that it can inform which areas of focus need to be included on the LCAP.
- Semi-annual “Youth Truth” parent surveys, which allow us to gather detailed feedback from each parent regarding their perception and experiences regarding the academic program, the school culture, and the operational management of the school. This feedback is either acted directly upon by the admin team, or used by the SAC/EL-PAC team to further focus and refine our LCAP.

In addition to encouraging true parent leadership at BCCS, we also employ a variety of strategies, programs and workshops designed to keep parents as informed as possible. These include:

- Semi-annual parent conferences during which time each parent meets individually with each of their child’s teachers. Parents are informed regarding their student’s academic success and challenges in each class as well as their behavior. We are proud to regularly have an average of 95% of our parents attend during each week of conferences
- Frequent parent meetings in which school-wide policies, events, and information are shared.
- Parents are also informed of critical school information through “Remind” text messages, informational parent letters, and bulletins that are sent home on a regular basis
- Workshops are provided for parents that range from training parents on how to support their child in practicing college-ready skills (Graciela’s Dream) to how parents can support their child in utilizing technology at home to enhance their educational experience (School to Home)
- A school web site along with school-sponsored social media accounts facilitate the dissemination of information on areas of specific interest to parents, including parent workshops.

STRATEGY

BCCS holds ongoing meetings throughout the year to engage parents. One of these meetings takes place in the Fall and is our annual meeting to inform parents of the school’s participation in Title 1 and the requirements of a Title 1 school. Meetings are held both in the AM and PM to increase parent participation. Parents receive timely information about academic progress (every five weeks), assessments, curriculum, and are informed of schoolwide initiatives for the year. BCCS reviews the Parent/School Agreement and endeavors to ensure frequent, meaningful communication by addressing any questions or concerns about the Parent/Agreement or school policies. Parents have two, one in the Fall and one in the Spring, individual parent conference appointments with teachers to ensure that they are an active part of their child’s academic program. The Charter School’s Director of Operations Administrator (DOA) serves as the full-time liaison between parents and the school.

The Family Engagement Policy was created in collaboration with founding parents, staff, & community members and ratified by our school board in the same year. Annually, the School Advisory Council reviews the policy to include any additional federal or state legislation regarding parent engagement. The policy is included in the Student/Family Handbook, which is distributed during orientations each year and provided on the school's website.

BCCS provides administrators, teachers, instructional support personnel, and staff parents as partners training during each summer training institute. Parents survey data which solicits parent feedback on topics such as parent inclusion, implementation, and coordination of parent programs, and how to build better ties between the parents and school is included as part of the training materials. Additionally, the school has a monthly Café con Los Directores meeting which provides parents direct access to share celebrations or concerns.

Active parent and family engagement begins with bilingual orientations for new students and their families. Once a student has enrolled in the school, parents and families are invited to monthly family nights, which include topics such as literacy, math, college preparedness, financial literacy, Infinite Campus (IC) Trainings, etc. Also, the school communicates with students' families through various forms of bilingual outreach, including regular newsletters and phone calls home, and parents and families have access to their students' academic information via a parent portal in IC, our student information system. Parents and families are also invited to engage in the school and participate in school decision-making via the school site council, English Learner Advisory Council, and volunteer program. All meetings and materials, including student progress reports, are provided in both English and the home language. Meetings are held in accessible facilities to ensure that individuals with disabilities can participate.

Finally, the school has worked with LAPD to host Days of Dialogue to provide parents with drug and gang awareness and to encourage families to remain involved in their children's lives at the middle school level. A Family and Success coach, funded through the US Department of Education grant-Promise Neighborhoods, provides academic support and training to students and parents. The school also has a department of Education School Climate grant which supports the addition of a full-time social worker who provides training for parents and direct social-emotional support to students on campus.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

BCCS is a Schoolwide Program. Teachers, paraprofessionals, coordinators, administrators, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LCAP that includes the following:

- Instruction by highly qualified teachers and strategies to attract and retain effective teachers.

- Exceptional quality and ongoing professional development for teachers, administrators, coordinators, paraprofessionals, and if appropriate, pupil services personnel, parents, and other staff.
- Effective methods and instructional strategies based on scientifically- based research.
- Provide enriched and accelerated curriculum
- Proven strategies that address the needs of historically underserved students, low achieving students, and those at risk of not meeting state standards
- Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.
- Increase the amount and quality of student learning time.
- BCCS develops a budget to enhance student learning with Title 1 expenses to supplement classroom instruction with impactful resources and instructional materials.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

BCCS works closely to ensure services to students identified as homeless are served. Parents of homeless students are informed of the extensive range of educational opportunities available to their children. BCCS shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notify parents that the school is free to enroll and provide services for all students, and provides a contact number for access to additional information regarding enrollment.

BCCS' Homeless Education Policy specifies our agreement to guarantee all homeless students will 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. The Charter School will make sure that children and youth who are homeless are free from discrimination, segregation, and harassment.

BCCS has a Foster/Homeless Liaison who works with the Community Schools Coordinator to coordinate activities with other agencies, and to safeguard homeless children that are enrolled to ensure they have full and equal opportunity to succeed in school. BCCS' staff is aware of the homeless liaison's responsibility. The school will offer school stability, immediate enrollment, and enable the student to participate in extracurricular activities. If a dispute arises over an issue covered in the Homeless Education Policy, the student experiencing homelessness will be admitted immediately to BCCS pending final resolution of the conflict. The homeless student will have the right to access all appropriate educational services, transportation, free meals, and Title 1, Part A, services while the dispute is pending.

The school will provide the parent or an unaccompanied student with a written explanation of its decision and the right to appeal and will refer the parent or student to the local liaison immediately. The local contact will make sure that the student is enrolled at BCCS 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 conflict. The local liaison will keep records of all disputes to determine whether

particular issues or schools are repeatedly delaying or denying the enrollment of students identified as homeless. The parent, unaccompanied youth, or school district may appeal the charter school's decision as provided in the school's formal resolution process.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

BCCS has relationships with local universities, such as LA City College, UCLA, USC, California State University's, other community organizations, and involvement of all educational partners. Our middle school students have the opportunity to take field trips to the universities listed above as well as others. Students also have the opportunity to present their presentations of learning year-end projects at one of the university partnerships. Parents are invited to participate in the Career and High School Fair during the spring semester.

Students and parents have access to a guidance counselor on campus. Students have access to services to promote ongoing college awareness activities on campus which are more customary on high school campuses. College visits and financial aid workshops for parents help students to understand what courses need to be taken in middle school to help prepare them for high school and college. Teachers are provided professional development meeting in vertical teams within YPI Charter Schools to strengthen the instructional pipeline, review college and career indicators, and to provide transition articulation from middle school to high school.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA’s systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The use of SchoolMint Grow, an online platform system (aligned to GBF) for leaders and teachers, which manages walkthroughs, observations, feedback, reporting, data-driven instruction, and professional development. Additionally, SchoolMint Grow will allow the Instructional Leadership Team to see real-time data on observation frequency, action steps, and teacher coaching trends.

Professional development will be provided to teachers in the use of all teaching protocols, setting of benchmarks, methodology and annual Get Better Faster Teacher Development growth plans. Professional development will focus on training for collective and differentiated skills gaps and creating action plans for follow-up.

Supervise and Support Effective Teachers in Every Classroom-Teachers will have weekly coaching observations by an instructional lead (Executive Administrator, Mentor Teacher, or Lead Teacher) who will provide bite-sized, actionable, and observable feedback that can be accomplished in a week. The Executive Administrator will facilitate weekly data meetings to drive instruction and results.

The Relay Graduation School of Education focuses on two elements of instructional Leadership: Data-Driven Instruction, which focuses on school-wide systems for collecting and analyzing student work to ensure that all students meet rigorous expectations Observation and Feedback, which guides leaders to help teachers grow to their full potential by building a schedule that supports frequent classroom observations and focused feedback meetings. The program is delivered in 15 professional development sessions spaced over a school year. Each session builds on the previous to deepen observers' skills and effectiveness. Topics include:

- Get better Faster Teacher Development Scope and Sequence - Teacher actions

- Observation and Feedback Protocols- Leader and Coach actions
- Inter-rater reliability for observers-Leader and Coach actions
- Constructing effective feedback-Leader and Coach Actions
- Weekly Data Meeting Leader Moves and Actions
- Analyzing data on teacher practice for trends and patterns- Teacher, Leader, and Coach actions
- Collecting data to convene collegial conversation- Teacher, Leader, and Coach actions
- Connecting teacher practice to student achievement- Teacher, Leader, and Coach actions

BCCS utilizes a variety of assessment tools in evaluating student achievement of stated objectives across all disciplines. Among the assessments used are teachers' assessments of student work and mastery of applicable standards and other learning objectives, student work portfolios, teacher observation, and conferencing with students.

Technology in the classroom

Technology in the classroom including, but not limited to iReady in ELA & Mathematics, iReady MyPath, SFA and other programs. As noted in BCCS's 2024-25 LCAP we continue to provide our students with chrome books 1 to 1. With increased access to computers in every classroom, more time is being devoted to online tools designed to precisely target standard alignment in both reading and writing. Programs such as open-source programs such as iReady, SFA as well as licensed software as presented above BCCS students' innovative ways of reaching standard mastery.

The cooperative learning process is designed to ensure that English Language students are able to progress at a faster rate than in a non-collaborative environment. Groups are strategically selected for mixed ability, allowing leaders to assist students who struggle. The group work process allows for processing time (wait time) as well as removes the pressure while maintaining accountability by preparing all members of the group to be the possible "random reporter", responsible for communicating the group's findings to the class. The preparation time allows EL students to safely rehearse their response rather than not respond or participate in the process entirely, as happens often in the non-collaborative classroom.

Teachers are also trained through Professional Development and coaching to support EL and whole-class learning through the use of SDAIE strategies, as defined in the BCCS English Learner Master Plan.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. LEA is a charter school.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

BCCS will assess for student need, provide differentiated instruction, monitor student achievement, and revise application of teaching as needed. Targeted intervention and acceleration will be provided based on the analysis of formative & summative data.

Additionally, targeted instruction will be provided to address specific student needs and gaps, focusing on skills needed to master grade-level content in language arts, mathematics, and ELD. Services for this support will take place during the instructional day and enable an extensive range of services from general education, special education teachers, support staff, and administration.

- 1) BCCS staff will provide prevention and intervention strategies. Students will be targeted by the use of all school assessments, teacher observation, parent input, SBAC, iReady, and ELPAC. Teachers will modify instruction, target specific skills, provide small group instruction, and reach out for support services as needed. The school will use multiple assessments to monitor and inform instructional practices and decisions.
- 2) All identified struggling students will be provided a block of intensive intervention support during the day. A credentialed teacher will provide this support. Frequent progress monitoring and modifications will be provided based on data and outcomes.
- 3) Students who continue to struggle will be referred to the MTSS Team. This team is composed of administrators from Instruction, Climate & Culture, and Operations, as well as the Community Schools Coordinator, tutors/mentors to discuss the needs of general education students who continue to struggle with academics or behavior. The team identifies areas of need and designs a plan to address the needs of the specific student.
- 4) A student who struggles over time will be referred to the Student Success and Progress Team (SSPT). The SSPT will hold a meeting to design a more intensive academic program and goals for academic success. Students also receive assistance through the following services:
 - Small group and individualized instruction in all classrooms
 - After school tutoring
 - One to one computer-assisted learning
 - Individualized assistance from paraprofessionals
 - Parent workshops to support home-school activities and communication
 - Supplementary materials aligned with core programs for use in intersession and after-school programs.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The ISLI program was designed to provide a strong and sustained support system for the school's leadership team. One of foci on the ISLI program was Explicit Direct Instruction, an instructional practice that supports systematized teacher modeling of concepts, guided student practice, and high student-teacher interaction. BCCS has shifted used *Success for All* model of Cooperative Learning. Yearly SFA conferences take place for both administrators, teachers and staff.

AUGUST: Workshop to expand the *Success for All* collaborative learning model

SEPTEMBER: English learner and SPED expectations and accommodations; Beginning of Year iReady data

OCTOBER: Confidentiality and Emergency Preparedness; CA Dashboard

NOVEMBER: BCCS Instructional Norms; professional development was centered around, learning objectives, warm-ups, exit tickets, thinking maps, depth of knowledge, SDAIE strategies

JANUARY: Focus on iReady beginning-of-year and middle-of-year data

MARCH: Use of the SBAC Interim Assessment data, Behavioral Intervention Plans, and Mental Health Awareness

APRIL: *Success For All* follow-up training

MAY: LCAP

JUNE: Data review local (iReady, academic marks) and state-mandated assessments (ELPAC, SBAC ELA & Math, CAST)

The school has committed its resources to ensure that all students learn to listen, speak, read, and write English. The school provides a designated ELD Instructional program (*Success for All*) for every EL student to meet the linguistic and academic goals at their grade level and language learning needs. Professional Development for all certificated staff is aligned with the four interrelated principles at the foundation of the California EL Roadmap.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The school will provide enhanced instructional opportunities to immigrant students and their families. BCCS uses funds on professional development for teachers on best practices for immigrant students and supplemental materials. We engage stakeholders in developing goals and strategies through our Advisory Committees on addressing professional development, instructional strategies, and assessments to improve English Learner and immigrant youth outcomes.

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

BCCS will continue to support our students through a multi-faceted approach to language development. SFA will be provided to ELs to support their acquisition of English. This includes new programs to be used as supplemental technology programs; such as, iReady that will provide individualized learning paths appropriate to each child's academic level. We will also continue to maintain our ELA/ELD Director of Instruction who will provide support and resources to teachers so that they can more effectively meet the needs of our EL students as they work through the rigorous CCSS. BCCS, with the assistance of the Parent Coordinator/Director of Operations, will also provide parent education workshops focusing on how parents can help support their ELs at home. In conjunction with ELD, it is essential to provide our students with culturally responsive teaching that seeks to understand and offer materials that represent a wide array of cultures and experiences so that students see themselves in their learning experiences and build confidence in their possibilities as learners. Access through technology and expertise will develop and scaffold student learning connecting them to experiences outside of their community-universal access.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State’s English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State’s long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

BCCS monitors EL students through a robust formal and informal process. Students are measured by their growth on the State’s English language assessments (ELPAC) along with a variety of other mechanisms during designated and integrated ELD. The measures include the following:

- Teacher observations, including but not limited to a review of the student’s curriculum mastery and comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age. Examples may include one of the following:
 - o Local Assessments
 - o NWEA MAP Assessments (Reading)
 - o Smarter Balance Summative Assessment Results
- Teachers monitor the progress of EL students towards reclassification in a variety of ways.
 - o Discuss action steps for those students not meeting benchmarks
 - o Suggested intervention
 - o Implementation of intervention
 - o Notification to teachers and parents regarding intervention
 - o Annual monitoring of intervention and program effectiveness
 - o Provide appropriate and additional education services when needed and annually evaluate the effectiveness of such services (after-school tutoring, homework help, support in math, etc.)
- Support of instructional program includes Counselor, Parent Coordinator, and other support professionals.
- Added Counselor to support student educational program and college and career assisting students

to pursue their college preparation and goals.

- In addition to general implementation to all students, there will be an added focus on EL students gaining content knowledge. Success with subgroups will be measured by teacher lesson plans and tracking formative and benchmark assessment results; daily class schedule; class roster and continued use of Student Outcomes Strategies (SOS) in conducting quarterly reviews of data.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

We offer schoolwide programs that meet the needs of all students. Due to the amount of Title IV funds received by the school and to make best use of those funds to improve the overall education of our students, the school exercises its Transferability option to transfer funds to Title I, Part A. The transfer of funds allows the school to utilize the funds for the same intent and purpose as Title I.

BCCS provides appropriate intervention and support for students performing below grade-level, ELs, and low-income students via technology-based and differentiated instruction. The school seeks to build teacher understanding and expertise to meet the needs of its student population and research-based practices, and uses the LCAP planning process to focus on implementation and supporting those approaches.

BCCS engages parents, teachers, students, administrators, staff, and community members in developing school plans and programs through, School Advisory Council/EL Parent Advisory, Cafe con Los Directors, Lead Teacher meetings, staff meetings, YPICS Leadership meetings, Student Leadership, and surveys of staff, students, parents, and teachers.

A. Funds are used for activities related to supporting well-rounded education under Section 4107; All ELs have full access to the curriculum, and the school assures meaningful movement and tracking towards English proficiency with a focus on closing gaps in academic achievement in all content standards.

B. Safe and Healthy Students/School Climate

Pupil suspension rates; Pupil expulsion rate; and other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

C. Funds are used for activities related to supporting the effective use of technology in schools under Section 4109: A technology-rich learning environment, including access to technology both at school and at home to support academic achievement and access to research, Google Suite for Education, and other adaptive programs that provide timely and actionable feedback. CTE vocational skill instruction and independent skill development taught by a credentialed and industry-experienced professional, using industry-standard digital and media arts tools and technology.

D. Periodically evaluations of the effectiveness of the activities carried out under this section based on such objectives and outcomes.

Weekly and mini-benchmarks, quarterly benchmarks results-reviewed by staff to ensure school Rtl, setting of goals and academic achievement for student academic achievement. Formative assessments are conducted daily during instruction; teacher-created standards aligned exit tickets are used for checking for student understanding and to guide reteaching/flexible grouping decisions. BCCS developed its Title IV aligned strategies in consultation with teachers, administrators, parents, and students through Leadership and Administrator Team Meetings, School Advisory Council/EL Parent Advisory Meetings, weekly teacher professional development sessions, academic meetings, operational meetings, Cafe with the Director Meetings, LCAP development meetings, and YPICS Board Meetings. Additionally, data and feedback from parents, students, teachers, administrators, and staff experience surveys, such as Youth Truth Survey, Parent Conference YPICS Survey, Google surveys also provide valuable opportunities for input by all educational partners.

California Department of Education
March 2018

Coversheet

Consent Items

Section: IV. Consent Agenda Items

Item: B. Consent Items

Purpose: Vote

Submitted by:

Related Material:

Recommendation to approve presenting notice to authorizing district, LAUSD, to reserve the right of YPI Charter schools to leave LAUSD SELPA at the end of the 2025-2026 school year.pdf

5.12.25 Collective LAUSD SELPA Notification Letter 2025.docx.pdf

Recommendation to approve Ad Hoc Board Member Nominating Committee to review expiring board terms and recommend slate of directors for the 2025-2026 school year .pdf

YPI CHARTER SCHOOLS

May 19, 2025

TO: YPI Charter Schools
Board of Trustees

FROM: Yvette King-Berg
Executive Director

SUBJECT: Recommendation to approve presenting notice to authorizing district, LAUSD, to reserve the right of YPI Charter schools to leave LAUSD SELPA at the end of the 2025-2026 school year

BACKGROUND

In 2011, the Los Angeles Unified School District (LAUSD) reorganized its Special Education Local Plan Area (SELPA) to provide charter schools with a continuum of options for serving students with disabilities. The continuum spans from the least autonomous Option 1 to the most autonomous Charter Operated Program: Option 3 (COP3).

Since the reorganization, over 200 independent charter schools have embraced autonomy and responsibility in special education through COP3. This new autonomy has resulted in a steady increase in the percentage and range of students with disabilities enrolled in LAUSD charter schools.

ANALYSIS

Although the relationship with the District and the results achieved by the charter schools in COP3 have been positive, the COP3 members recognize that special education arrangements with the LAUSD SELPA are subject to change. For this reason, charter schools must take steps necessary to preserve their autonomy and infrastructure by maintaining the ability to exit the SELPA should such action be in the best interest of the charter school and their students.

The YPI Charter Schools, along with the other COP3 member schools, will submit a letter of notification that all (or selected) schools in COP3 reserve the right to exit the LAUSD SELPA effective July 1, 2026.

RECOMMENDATION

It is recommended that the Board of Directors approve the submission of the notice to the authorizing district, LAUSD, to reserve the right of YPI Charter schools to leave the LAUSD SELPA at the end of the 2025-2026 school year.

May 12, 2025

Jose Soto, Ed.D.
Executive Director
Division of Special Education
Los Angeles Unified School District
333 South Beaudry Ave, 17th Floor
Los Angeles, CA 90017

Dear Dr. Soto,

The special education partnership between LAUSD and the charter school community remains vital in advancing services and outcomes for students with disabilities throughout Los Angeles. This collaboration has been especially significant in strengthening special education services in the wake of the COVID-19 pandemic and in supporting students, families, and school staff during the recent wildfires that impacted communities across Los Angeles. On behalf of charter schools participating in Charter Operated Programs: Option 3 ("COP3"), I am writing to express our continued appreciation for this important partnership.

Over the past decade, COP3 has fostered the development of a strong charter school special education infrastructure, expanding the availability of innovative, high-quality special education programs. Currently, more than 200 charter schools in COP3 serve over 12,000 students with disabilities, including approximately 2,500 students with extensive support needs. This demonstrates that charter schools are an essential component of LAUSD's continuum of special education options, ensuring that students and families have equitable access to appropriate supports and services, regardless of the type of school they choose.

We also acknowledge that special education arrangements within the LAUSD SELPA may change at the discretion of the Board and Division of Special Education. Therefore, charter schools must maintain the ability to exit the SELPA if it is determined to be in the best interest of their students. Please accept this letter as formal notification that the undersigned charter schools reserve the right to exit the LAUSD SELPA effective July 1, 2026.

This letter is not binding upon the undersigned charter schools and serves the administrative purpose of providing a one-year notice of intent to exit the SELPA. Should the charter schools determine that remaining within the LAUSD SELPA is in the best interest of their students, they will continue their participation for the 2026–27 academic year.















We look forward to our continued partnership in support of all students and families.

Sincerely
































Brian Bauer
Executive Board Chair, LAUSD Charter Operated Programs, Option 3
Chief Executive Officer/Superintendent, Granada Hills Charter School

CC: Maribel Luna, Senior Director, Special Education
Dixon Deutsch, Director, Charter Operated Programs, Division of Special Education
Jose Cole-Gutierrez, Director, Charter Schools Division
Rachel Heenan, California Department of Education

 <p>Rodolfo Elizondo Chief Instructional Officer Alliance College-Ready Public Schools</p>	 <p>Christopher Carr Executive Director, Los Angeles Aspire Public Schools</p>	 <p>Grace Lee-Chang Chief Executive Officer The Accelerated Schools</p>
 <p>Kalin Balcomb Executive Director Arts in Action Community Charter Schools</p>	 <p>Ana Martinez Executive Director Bright Star Schools</p>	 <p>Ari Bennett Principal Birmingham Community Charter High School</p>
 <p>Aida Tatossian Principal Ararat Charter</p>		 <p>Linda Lee Executive Director California Creative Learning Academy</p>
 <p>Adriana Abich Chief Executive Officer Camino Nuevo Charter Academy</p>	 <p>Erin Studer Executive Director CHIME Institute's Schwarzenegger Community School</p>	 <p>Catherine Belcher Executive Director Champs Charter HS of Arts</p>
 <p>Patricia Smith Executive Director CATCH Prep Charter High School</p>	 <p>Edward Morris Executive Director Collegiate Charter High School</p>	 <p>Cristina de Jesus President and CEO Green Dot Public Schools California</p>

 <p>Sofia Roditti Chief Executive Officer Equitas Academy Charter Schools</p>	 <p>Nicole Ann Duquette Executive Director Extera Public Schools</p>	 <p>Melissa Kaplan Executive Director Citizens of the World Los Angeles</p>
 <p>Karen Smith Principal Discovery Charter Preparatory #2</p>	 <p>David Riddick Executive Director Fenton Charter Public Schools</p>	 <p>David Hussey Executive Director El Camino Real Charter High School</p>
 <p>Oliver Sicat Chief Executive Officer Ednovate</p>	 <p>Rhonda Baldenegro Executive Director Gabriella Charter Schools</p>	 <p>Vanessa Garza Executive Director GALS Los Angeles</p>
 <p>Brian Bauer Chief Executive Officer/ Superintendent Granada Hills Charter School</p>	 <p>Colleen Molina Principal High Tech Los Angeles</p>	 <p>TyAnthony Davis Chief Executive Officer ICEF Public Schools</p>
 <p>William Toomey Superintendent Ingenium Schools</p>	 <p>Nadia Shaiq Chief Executive Officer Isana Academies</p>	 <p>Joe Herzog Executive Director Ivy Academia</p>
	 <p>Myranda Marsh Executive Director James Jordan Middle School</p>	 <p>Angella Martinez Chief Executive Officer KIPP SoCal</p>

 <p>Amy Held Executive Director Larchmont Charter School</p>	 <p>Dan Maguire Head of School Libertas College Prep</p>	 <p>Arina Goldring CEO/Superintendent Los Angeles Leadership Academy</p>
 <p>Alfredo Rubalcava Chief Executive Officer Magnolia Public Schools</p>	 <p>Margret Woelke Executive Director Matrix for Success Academy</p>	 <p>Jose Salas Executive Director Montague Charter Academy for Arts and Sciences</p>
 <p>Gayle Nadler Executive Director Multicultural Learning Center</p>	 <p>Nelsy Jackson Principal N.E.W. Academy of Science and Art N.E.W. Academy Canoga Park</p>	 <p>Paul Okaiteye Chief Executive Officer New Designs Charter Schools</p>
 <p>Amy Berfield Executive Director New Heights Charter School</p>	 <p>Richard Thomas Executive Director New Horizons Charter School</p>	 <p>Brooke Rios Executive Director New Los Angeles Charter Schools</p>
 <p>Sylvia Fajardo Executive Director Pacoima Charter School</p>	 <p>Pam Magee Executive Director Palisades Charter High School</p>	 <p>Tim Didkan Principal Port of Los Angeles High School</p>
 <p>Connie Rivas Superintendent PUC Schools</p>	 <p>Drew Furedi President and CEO Para los Niños</p>	 <p>PK Candaux/ Sidnie Gallegos Co Directors Renaissance Arts Academy</p>
 <p>Emilio Pack Chief Executive Officer STEM Preparatory Schools</p>	 <p>Rhonda Deomampo</p>	 <p>Loreen Riley Chief Executive Officer</p>

	CEO/Superintendent Synergy Academies	Value Schools
 <p>Carolyn Yaffe Executive Director Valley Charter Schools</p>	 <p>Anne Cochran Executive Director Valley International Prep High School</p>	 <p>Jason Watts Executive Director Scholarship Prep Charter School</p>
 <p>Collin Felch, Ed.D. Superintendent Vista Charter Public Schools</p>	 <p>Fidel Ramirez Chief Executive Officer Vaughn Next Century Learning Center</p>	 <p>Monique Woodley Executive Director Watts Learning Center</p>
 <p>Shawna Draxton Executive Director WISH Community and Academy Schools</p>	 <p>Yvette King-Berg Executive Director YPI Charter Schools</p>	



YPI CHARTER SCHOOLS

May 19, 2025

TO: YPI Charter Schools
Board of Trustees

FROM: Yvette King-Berg
Executive Director

SUBJECT: Recommendation to approve Ad Hoc Board Member Nominating Committee to review expiring board terms and recommend slate of directors for the 2025-2026 school year

BACKGROUND

Terms of office for the following a few board members will expire on June 30, 2025:

ANALYSIS

Each year, the Board has established an Ad Hoc Nominating Committee to identify prospective board members and establish a recommended slate of members for the new school year. The board chair and vice chair are typically part of this committee, along with the Executive Director.

RECOMMENDATION

It is recommended that the Board of Directors appoint Board Chair Mary Keipp as the chair of the Ad Hoc Board Nominating Committee. Additionally, it is recommended the Board appoint Vice-Chair; Cesar Lopez, and Yvette King-Berg, YPICS Executive Director to the Ad Hoc Committee. It is further recommended that the Board request that the committee convene via conference call prior to June 9th to discuss recommendations to be presented to the Board on June 30, 2025, for formal approval. Board officers for the new school year will be elected at the first meeting of the 2025-2026 school year.

Coversheet

FY24-25 April YPICS Financials

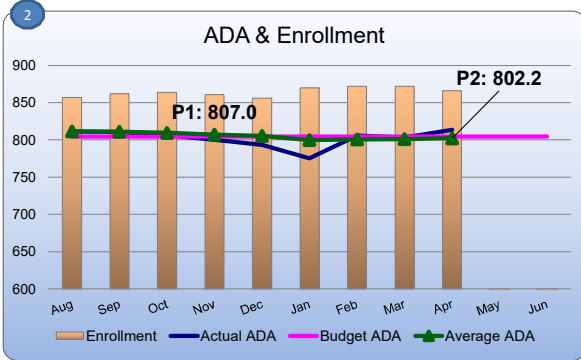
Section: V. Items Scheduled For Action
Item: A. FY24-25 April YPICS Financials
Purpose: Vote
Submitted by:
Related Material: 24-25 YPICS Financials Board Packet 04.25.pdf

YPI CHARTER SCHOOLS, INC - Financial Dashboard (April 2025)

1 Key Performance Indicators

ADA vs. Budget ● Cash on Hand ●

Net Income / (Loss) ● Year-End Cash ●



KEY POINTS

Enrollment is currently 20 students above budget, resulting in a \$86K decrease in LCFF Revenue due to lower than budget ADA%.

Forecast includes \$1.11M of restricted one-time funds. An additional \$1.18M remains available to spend through FY27/28.

Due to Audit adjustment, ERC funds have been recognized as revenue in FY23-24.

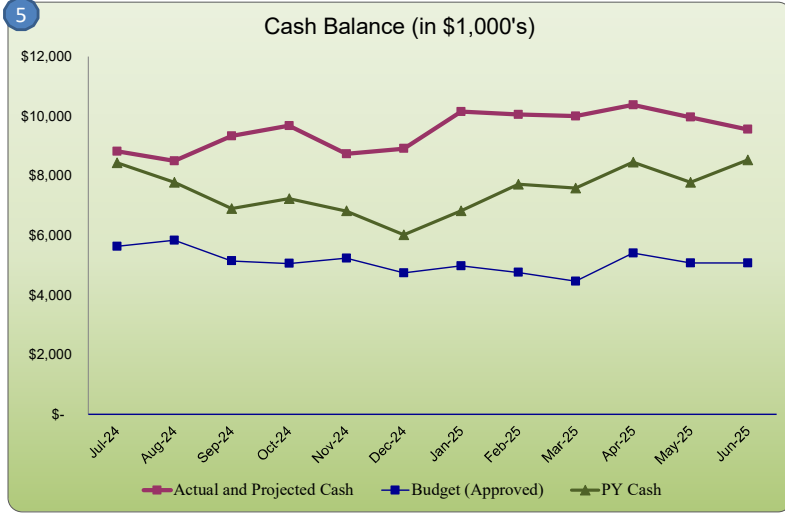
\$6,870K of cash is currently in CD or Money Market accounts.

3 Attendance Analysis

	Actual through Month 9	Actual P2	Budgeted P2	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 23-24 P2	FY 22-23 P2
Enrollment	866	872	852	20	872	0	847	823
ADA %	92.8%	92.7%	94.5%	-1.8%	91.3%	1.4%	92.7%	90.2%
Average ADA	802.20	801.07	804.74	(3.67)	801.07	0.00	778.37	742.26

4 Income Statement

	Actual through 04/30/25	Forecast as of 04/30/25	FY 24-25 Budget	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 23-24	FY 22-23
Local Control Funding Formula	9,404,936	12,096,560	12,182,867	(86,307)	12,098,609	(2,049)	11,612,823	10,210,742
Federal Revenue	949,770	1,862,916	1,914,253	(51,336)	1,862,916	0	3,510,698	3,101,915
State Revenue	4,607,965	3,437,205	3,540,169	(102,964)	3,513,337	(76,132)	3,313,241	3,467,525
Other Local Revenue	1,541,322	1,709,207	1,032,850	676,357	1,685,906	23,301	3,029,652	1,037,193
Grants/Fundraising	62,481	82,601	60,000	22,601	77,381	5,220	43,383	68,873
TOTAL REVENUE	16,566,475	19,188,489	18,730,139	458,351	19,238,149	(49,660)	21,509,798	17,886,248
<i>Total per ADA</i>		23,954	23,275	679	24,016	(62)	27,634	24,097
<i>w/o Grants/Fundraising</i>		23,850	23,200	650	23,919	(69)	27,579	24,004
Certificated Salaries	4,989,299	6,203,589	6,591,305	387,716	6,221,117	17,528	6,108,717	5,318,471
Classified Salaries	2,650,044	3,263,876	3,188,363	(75,513)	3,290,009	26,134	3,082,354	2,541,261
Benefits	2,717,260	3,156,096	3,086,329	(69,767)	3,165,202	9,106	2,956,342	2,553,891
Student Supplies	1,280,501	1,685,399	1,525,298	(160,101)	1,680,600	(4,798)	1,853,818	1,884,948
Operating Expenses	3,573,246	4,587,857	4,047,396	(540,460)	4,571,260	(16,597)	4,318,530	4,473,332
Other	848,766	1,019,181	1,008,354	(10,826)	1,008,479	(10,702)	1,080,851	1,085,893
TOTAL EXPENSES	16,059,116	19,915,997	19,447,046	(468,951)	19,936,667	20,671	19,400,612	17,857,796
<i>Total per ADA</i>		24,862	24,166	(696)	24,888	(26)	24,925	24,059
NET INCOME / (LOSS)	507,359	(727,508)	(716,907)	(10,600)	(698,518)	(28,989)	2,109,186	28,452
Op Inc Excl. Non-cash Lease Exp	1,265,926	177,570	170,602	6,969	208,819	(31,249)	3,079,942	0



Year-End Cash Balance

Projected	Budget	Variance
9,566,496	5,077,498	4,488,998

6 Balance Sheet

	6/30/2024	3/31/2025	4/30/2025	6/30/2025 FC
Assets				
Cash, Operating	8,537,596	10,002,789	10,383,279	9,566,207
Cash, Restricted	0	0	0	0
Accounts Receivable	5,097,623	579,228	490,120	2,012,586
Due From Others	3,726	3,698	607	607
Other Assets	2,147,938	1,893,090	1,878,235	1,973,775
Net Fixed Assets	25,953,461	25,292,095	25,218,654	25,072,182
Total Assets	41,740,344	37,770,902	37,970,895	38,625,357
Liabilities				
A/P & Payroll	1,091,094	457,471	414,894	621,807
Due to Others	1,063,512	346,462	331,092	638,265
Deferred Revenue	2,706,109	0	0	1,540,249
Other Liabilities	1,852,081	1,852,081	1,852,081	1,717,396
Total Debt	6,897,047	6,751,896	6,734,968	6,704,646
Total Liabilities	13,609,843	9,407,910	9,333,035	11,222,363
Equity				
Beginning Fund Bal.	26,021,317	28,130,503	28,130,503	28,130,503
Net Income/(Loss)	2,109,186	232,490	507,359	(727,508)
Total Equity	28,130,503	28,362,993	28,637,861	27,402,995
Total Liabilities & Equity	41,740,345	37,770,903	37,970,896	38,625,358
Available Line of Credit	500,000	500,000	500,000	500,000
Days Cash on Hand	169	192	199	183
Cash Reserve %	46%	52.6%	54.5%	50.3%

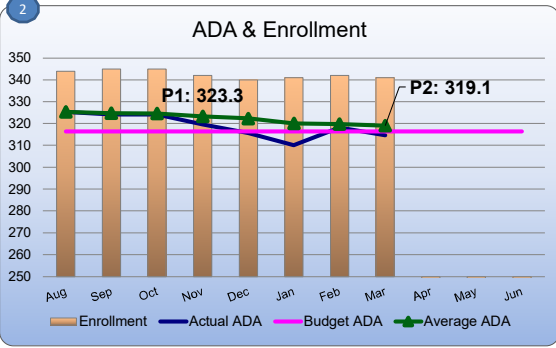


BERT CORONA CHARTER SCHOOL - Financial Dashboard (April 2025)

1 Key Performance Indicators

ADA vs. Budget ● Cash on Hand ●

Net Income / (Loss) ● Year-End Cash ●



KEY POINTS

Enrollment is currently 8 students above budget, resulting in a \$43K increase in LCFF Revenue.

Forecast includes \$452K of restricted one-time funds. An additional \$498K remains available to spend through FY27/28.

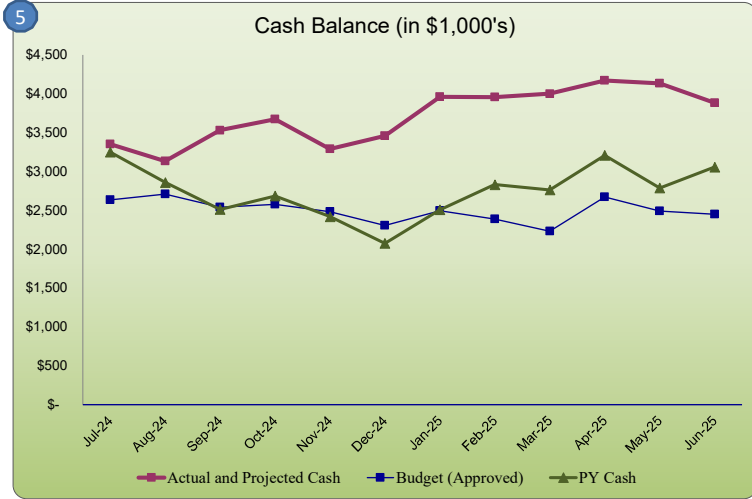
Due to the audit adjustment, ERC funds have been recognized as revenue in FY23-24.

3 Attendance Analysis

	Actual through Month 8	Actual P2	Budgeted P2	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 23-24	FY 22-23
Enrollment	341	341	333	8	341	0	342	333
Attendance %	93.1%	93.1%	95.0%	-1.9%	93.1%	0.0%	93.0%	0.0%
Avg Daily Attendance (ADA)	319.09	319.10	316.35	2.75	319.10	0.00	321.84	307.25

4 Income Statement

	Actual through 04/30/25	Forecast as of 04/30/25	FY 24-25 Budget	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 23-24	FY 22-23
Local Control Funding Formula	3,610,543	4,557,752	4,515,190	42,562	4,557,752	0	4,531,333	4,005,725
Federal Revenue	395,575	767,075	789,059	(21,984)	767,075	0	1,370,027	1,218,493
State Revenue	2,005,615	1,530,218	1,599,049	(68,831)	1,572,160	(41,942)	1,519,681	1,542,496
Other Local Revenue	659,645	742,663	404,993	337,670	741,046	1,617	1,187,725	356,226
Grants/Fundraising	30,881	30,881	20,000	10,881	30,661	220	4,849	22,447
TOTAL REVENUE	6,702,259	7,628,588	7,328,291	300,297	7,668,693	(40,104)	8,613,615	7,145,386
<i>Total per ADA</i>		23,907	23,165	741	24,032	(126)	26,764	23,256
<i>w/o Grants/Fundraising</i>		23,810	23,102	708	23,936	(126)	26,749	23,183
Certificated Salaries	1,794,386	2,228,304	2,305,977	77,674	2,237,282	8,978	2,186,330	1,882,882
Classified Salaries	968,044	1,203,835	1,137,451	(66,384)	1,220,233	16,398	1,083,041	900,343
Benefits	925,816	1,081,926	1,012,704	(69,223)	1,085,216	3,290	995,440	870,042
Student Supplies	620,615	784,256	691,919	(92,337)	789,895	5,639	777,197	865,254
Operating Expenses	1,748,567	2,243,830	2,102,055	(141,775)	2,251,712	7,883	2,346,661	2,456,016
Other	68,566	82,244	66,303	(15,941)	82,244	0	92,022	94,050
TOTAL EXPENSES	6,125,994	7,624,395	7,316,408	(307,986)	7,666,583	42,188	7,480,690	7,068,587
<i>Total per ADA</i>		23,893	23,128	(766)	24,026	(132)	23,244	23,006
NET INCOME / (LOSS)	576,265	4,194	11,882	(7,689)	2,110	2,084	1,132,925	76,798
OPERATING INCOME	644,831	86,437	78,185	8,252	84,354	2,084	1,224,947	170,849



Year-End Cash Balance

	Projected	Budget	Variance
	3,882,241	2,450,950	1,431,291

6 Balance Sheet

	6/30/2024	3/31/2025	4/30/2025	6/30/2025 FC
Assets				
Cash, Operating	3,056,729	3,998,766	4,169,179	3,882,241
Cash, Restricted	0	0	0	0
Accounts Receivable	2,406,105	419,502	365,563	796,985
Due From Others	2,594	2,579	211	211
Other Assets	2,081,300	1,932,327	1,921,959	1,958,091
Net Fixed Assets	675,465	613,737	606,898	593,221
Total Assets	8,222,192	6,966,911	7,063,812	7,230,749
Liabilities				
A/P & Payroll	370,981	116,519	117,230	184,802
Due to Others	462,183	43,612	35,597	202,816
Deferred Revenue	1,054,309	0	0	611,186
Other Liabilities	1,882,538	1,882,538	1,882,538	1,775,569
Total Debt	0	0	0	0
Total Liabilities	3,770,010	2,042,669	2,035,365	2,774,374
Equity				
Beginning Fund Bal.	3,319,257	4,452,182	4,452,182	4,452,182
Net Income/(Loss)	1,132,925	472,060	576,265	4,194
Total Equity	4,452,182	4,924,242	5,028,446	4,456,375
Total Liabilities & Equity	8,222,192	6,966,911	7,063,812	7,230,749
Days Cash on Hand	151	192	202	188
Cash Reserve %	41.4%	52.7%	55.3%	51.5%





BERT CORONA CHARTER SCHOOL

Financial Analysis

April 2025

Net Income

Bert Corona Charter School is projected to achieve a net income of \$4K in FY24-25 compared to \$12K in the board approved budget. Reasons for this negative \$8K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of April 30, 2025, the school's cash balance was \$4.17M. By June 30, 2025, the school's cash balance is projected to be \$3.88M, which represents a 51% reserve.

As of April 30, 2025, the Accounts Receivable balance was \$366K, down from \$420K in the previous month, due to the receipt of revenue earned in FY23-24.

As of April 30, 2025, the Accounts Payable balance, including payroll liabilities, totaled \$117K, compared to \$117K in the prior month.

As of April 30, 2025, BCCS had a zero debt balance.

Income Statement

Revenue

Total revenue for FY24-25 is projected to be \$7.63M, which is \$300K or 4.1% over budgeted revenue of \$7.33M.

Child Nutrition Federal Revenue – is projected to be above budget by \$50K due to higher reimbursement rates for Nutrition Program.

Other Local Revenue - is projected to be over budget by \$321K due to writing off Coverify and YPI invoices.

Expenses

Total expenses for FY24-25 are projected to be \$7.62M, which is \$308K or 4.2% over budgeted expenditures of \$7.32M.

Health Costs are projected to be higher than budget by \$92K based on the actuals through March.

Nutrition Program Food Supplies are projected to be higher than budget by \$66K due to higher participation rates for the nutrition program. This increase is offset by increases in State and Federal Nutrition Revenue.

PD Consultant & Tuition costs are projected to be higher than budget by \$35K due to Teacher Resident Stipend. It is offset by additional revenue for the same amount.

Contracted Substitute Teacher costs are projected to be higher than budget by \$68K.

This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$20,000 and 10%.



SPED costs are projected to be higher than budget by \$37K based on the actuals for last year.

ADA

Budgeted P2 ADA is 316.35 based on enrollment of 333 and a 95.0% attendance rate.

Forecast P2 ADA is 319.10 based on enrollment of 341 and a 93.1% attendance rate.

Actual ADA through Month 8 is 319.09 with ending enrollment of 341 and a 93.1% attendance rate.

In Month 8, ADA was 314.67 with a 92.2% attendance rate.

This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$20,000 and 10%.

MONSEÑOR OSCAR ROMERO CHARTER SCHOOL - Financial Dashboard (April 2025)

1 Key Performance Indicators

ADA vs. Budget ● Cash on Hand ●

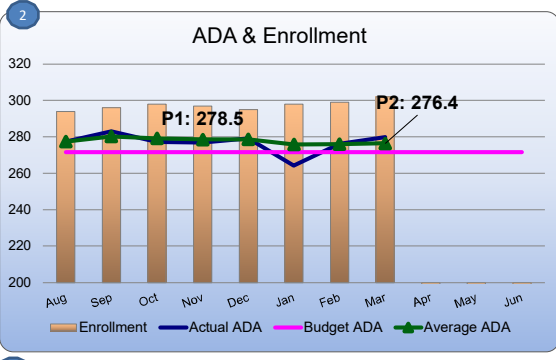
Net Income / (Loss) ● Year-End Cash ●

KEY POINTS

Enrollment is currently 16 students above budget, resulting in a \$62K increase in LCFF Revenue.

Forecast includes \$389K of restricted one-time funds. An additional \$543K remains available to spend through FY27/28.

Due to Audit adjustment, ERC funds have been recognized as revenue in FY23-24.

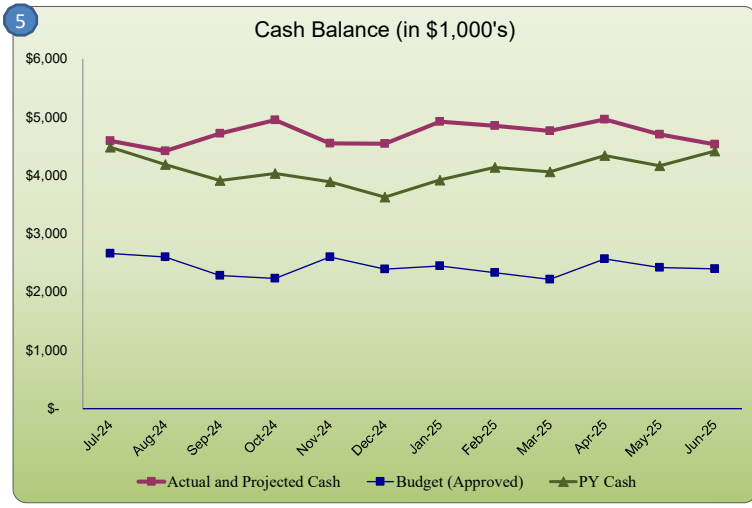


3 Attendance Analysis

	Actual through Month 8	Actual P2	Budgeted P2	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 23-24	FY 22-23
Enrollment	302	302	286	16	302	0	282	275
Attendance %	93.1%	93.1%	95.0%	-1.9%	93.1%	0.0%	92.8%	0.0%
Avg Daily Attendance (ADA)	276.44	276.44	271.70	4.74	276.44	0.00	256.48	254.51

4 Income Statement

	Actual through 04/30/25	Forecast as of 04/30/25	FY 24-25 Budget	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 23-24	FY 22-23
Local Control Funding Formula	3,086,401	3,980,531	3,918,531	62,000	3,980,531	0	3,670,040	3,360,632
Federal Revenue	326,739	652,461	667,301	(14,840)	652,461	0	1,506,579	1,090,004
State Revenue	1,711,219	1,247,001	1,393,980	(146,979)	1,247,001	0	1,133,377	1,621,764
Other Local Revenue	603,410	658,968	376,946	282,022	647,117	11,851	1,075,406	400,778
Grants/Fundraising	-	20,000	20,000	0	20,000	0	1,535	11,460
TOTAL REVENUE	5,727,770	6,558,960	6,376,758	182,202	6,547,109	11,851	7,386,937	6,484,638
<i>Total per ADA</i>		23,727	23,470	257	23,684	43	28,801	25,479
<i>w/o Grants/Fundraising</i>		23,654	23,396	258	23,611	43	28,795	25,434
Certificated Salaries	1,557,640	1,932,925	2,114,275	181,350	1,939,001	6,076	1,894,291	1,605,293
Classified Salaries	731,083	921,281	945,392	24,111	929,934	8,652	873,175	774,512
Benefits	755,892	888,291	895,751	7,460	886,106	(2,185)	830,166	710,560
Student Supplies	409,154	544,661	515,237	(29,424)	544,661	0	726,716	628,998
Operating Expenses	1,663,394	2,101,854	1,741,851	(360,003)	2,054,425	(47,428)	1,719,925	1,874,014
Other	753,698	905,179	910,228	5,050	894,476	(10,702)	926,543	946,401
TOTAL EXPENSES	5,870,861	7,294,190	7,122,735	(171,455)	7,248,603	(45,587)	6,970,816	6,539,778
<i>Total per ADA</i>		26,386	26,215	(171)	26,221	165	27,179	25,696
NET INCOME / (LOSS)	(143,091)	(735,230)	(745,977)	10,747	(701,494)	(33,737)	416,121	(55,139)
OPERATING INCOME	496,649	32,047	19,087	12,960	65,578	(33,532)	1,201,981	746,343



6 Balance Sheet

	6/30/2024	3/31/2025	4/30/2025	6/30/2025 FC
Assets				
Cash, Operating	4,419,671	4,765,533	4,963,169	4,533,457
Cash, Restricted	0	0	0	0
Accounts Receivable	1,863,222	100,240	79,314	715,334
Due From Others	299	279	299	299
Other Assets	61,649	16,072	15,785	57,911
Net Fixed Assets	25,163,936	24,588,170	24,524,196	24,396,659
Total Assets	31,508,776	29,470,294	29,582,763	29,703,659
Liabilities				
A/P & Payroll	434,781	163,082	117,278	145,518
Due to Others	587,275	339,375	336,772	426,491
Deferred Revenue	1,052,839	0	0	632,388
Other Liabilities	6,989	6,989	6,989	0
Total Debt	6,897,047	6,751,896	6,734,968	6,704,647
Total Liabilities	8,978,930	7,261,341	7,196,007	7,909,043
Equity				
Beginning Fund Bal.	22,113,726	22,529,847	22,529,847	22,529,847
Net Income/(Loss)	416,121	(320,894)	(143,091)	(735,230)
Total Equity	22,529,847	22,208,953	22,386,756	21,794,616
Total Liabilities & Equity	31,508,777	29,470,294	29,582,763	29,703,660
Days Cash on Hand	261	268	278	254
Cash Reserve %	71.5%	73.5%	76.0%	69.5%

Year-End Cash Balance

	Projected	Budget	Variance
	4,533,457	2,399,737	2,133,720





MONSEÑOR OSCAR ROMERO CHARTER SCHOOL
Financial Analysis
April 2025

Net Income

Monsenor Oscar Romero Charter School is projected to achieve a net income of -\$735K in FY24-25 compared to -\$746K in the board approved budget. Reasons for this positive \$11K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of April 30, 2025, the school’s cash balance was \$4.96M. By June 30, 2025, the school’s cash balance is projected to be \$4.53M, which represents a 69% reserve.

As of April 30, 2025, the Accounts Receivable balance was \$79K, down from \$100K in the previous month, due to the receipt of revenue earned in FY23-24.

As of April 30, 2025, the Accounts Payable balance, including payroll liabilities, totaled \$117K, compared to \$163K in the prior month.

As of April 30, 2025, MORCS had a debt balance of \$6.74M compared to \$6.75M in the prior month. An additional \$30K will be paid this fiscal year.

Income Statement

Revenue

Total revenue for FY24-25 is projected to be \$6.56M, which is \$182K or 2.9% over budgeted revenue of \$6.38M.

LCFF Revenue – is projected to be higher budget by \$62K due to higher enrollment, but a lower attendance for the last two months

Other State Revenue - is projected to be below budget by \$179K due to moving one-time funds to FY25-26.

Other Local Revenue - is projected to be above budget by \$222K due writing off Coverify and YPI invoices, and an increase in SMAA reimbursement.

Interest - is projected to be over budget by \$70K.

Expenses

Total expenses for FY24-25 are projected to be \$7.29M, which is \$172K or 2.4% over budgeted expenditures of \$7.12M.

Vendor Repair are projected to be higher than budget by \$111K based on the current invoices from LAUSD

Contracted Substitute Costs are projected to be higher than budget by \$60K

Other Facilities costs are projected to be higher than budget by \$50K

This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$20,000 and 10%.



Field Trips are projected to be higher than budget by \$25K.

SPED Services are projected to be higher than budget by \$60K. This expense is offset by lower salaries and benefits

After School Services are projected to be higher than budget by \$54K. This expense will be covered by ELOP funds

Intra-Agency Fees are projected to be higher than budget by \$60K due to the higher ADA

ADA

Budgeted P2 ADA is 271.70 based on enrollment of 286 and a 95.0% attendance rate.

Forecast P2 ADA is 276.44 based on enrollment of 302 and a 93.1% attendance rate.

Actual ADA through Month 8 is 276.44 with ending enrollment of 302 and a 93.1% attendance rate.

In Month 8, ADA was 279.83 with a 93.1% attendance rate.

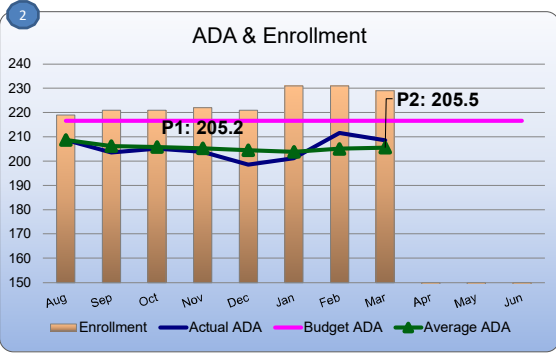
This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$20,000 and 10%.

Bert Corona Charter High School - Financial Dashboard (April 2025)

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 \$191K decrease in LCFF Revenue.

Forecast includes \$274K of restricted one-time funds. An additional \$139K remains available to spend through FY27/28.

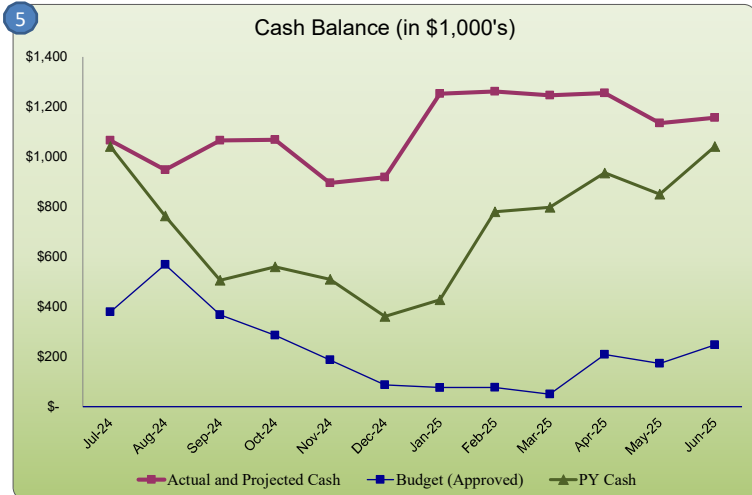
Due to Audit adjustment, ERC funds have been recognized as revenue in FY23-24.

3 Attendance Analysis

	Actual through Month 8	Actual P2	Budgeted P2	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 23-24	FY 22-23
Enrollment	229	229	233	(4)	229	0	223	210
Attendance %	91.5%	91.5%	93.0%	-1.5%	91.5%	0.0%	91.9%	0.0%
Avg Daily Attendance (ADA)	205.53	205.53	216.69	(11.16)	205.53	0.00	200.05	180.50

4 Income Statement

	Actual through 04/30/25	Forecast as of 04/30/25	FY 24-25 Budget	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 23-24	FY 22-23
Local Control Funding Formula	2,707,992	3,558,278	3,749,147	(190,869)	3,560,327	(2,049)	3,411,450	2,844,385
Federal Revenue	227,457	443,381	457,892	(14,511)	443,381	0	634,092	793,417
State Revenue	891,131	659,986	547,139	112,847	694,177	(34,190)	660,183	303,265
Other Local Revenue	266,413	295,723	250,911	44,812	286,895	8,828	755,242	276,601
Grants/Fundraising	31,600	31,720	20,000	11,720	26,720	5,000	36,999	34,967
TOTAL REVENUE	4,124,594	4,989,088	5,025,090	(36,002)	5,011,500	(22,411)	5,497,966	4,252,636
<i>Total per ADA</i>		24,274	23,190	1,084	24,383	(109)	27,483	23,560
<i>w/o Grants/Fundraising</i>		24,120	23,098	1,022	24,253	(133)	27,298	23,367
Certificated Salaries	1,274,305	1,602,309	1,720,557	118,247	1,604,183	1,874	1,590,587	1,417,641
Classified Salaries	687,854	826,453	787,709	(38,744)	829,947	3,494	788,686	554,770
Benefits	745,531	864,893	867,184	2,291	868,935	4,042	792,439	637,399
Student Supplies	235,887	336,921	306,798	(30,123)	326,483	(10,438)	340,415	381,289
Operating Expenses	1,082,965	1,326,386	1,296,992	(29,394)	1,352,489	26,103	1,366,488	1,210,453
Other	23,867	28,597	28,662	65	28,597	0	59,209	44,291
TOTAL EXPENSES	4,050,408	4,985,559	5,007,903	22,343	5,010,634	25,075	4,937,825	4,245,843
<i>Total per ADA</i>		24,257	23,111	(1,146)	24,379	(122)	24,683	23,523
NET INCOME / (LOSS)	74,185	3,529	17,187	(13,658)	865	2,664	560,141	6,793
OPERATING INCOME	98,052	32,126	45,850	(13,723)	29,463	2,664	619,350	51,084



Year-End Cash Balance

Projected	Budget	Variance
1,160,988	252,968	908,019

6 Balance Sheet

	6/30/2024	3/31/2025	4/30/2025	6/30/2025 FC
Assets				
Cash, Operating	1,040,822	1,246,328	1,255,246	1,160,988
Cash, Restricted	0	0	0	0
Accounts Receivable	828,296	59,487	45,243	500,267
Due From Others	618	588	(156)	(156)
Other Assets	34,276	9,813	9,614	27,998
Net Fixed Assets	106,466	84,963	82,598	77,868
Total Assets	2,010,479	1,401,178	1,392,545	1,766,966
Liabilities				
A/P & Payroll	224,769	145,956	147,237	258,339
Due to Others	16,870	1,864	1,245	43,578
Deferred Revenue	598,962	0	0	296,675
Other Liabilities	5,033	5,033	5,033	0
Total Debt	(0)	(0)	(0)	(0)
Total Liabilities	845,633	152,853	153,515	598,591
Equity				
Beginning Fund Bal.	604,705	1,164,846	1,164,846	1,164,846
Net Income/(Loss)	560,141	83,480	74,185	3,529
Total Equity	1,164,846	1,248,325	1,239,031	1,168,375
Total Liabilities & Equity	2,010,479	1,401,179	1,392,546	1,766,966
Days Cash on Hand	78	91	92	85
Cash Reserve %	21.3%	25.0%	25.3%	23.4%





Bert Corona Charter High School Financial Analysis April 2025

Net Income

Bert Corona Charter High School is projected to achieve a net income of \$4K in FY24-25 compared to \$17K in the board approved budget. Reasons for this negative \$14K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of April 30, 2025, the school's cash balance was \$1.26M. By June 30, 2025, the school's cash balance is projected to be \$1.16M, which represents a 23% reserve.

As of April 30, 2025, the Accounts Receivable balance was \$45K, down from \$60K in the previous month, due to the receipt of revenue earned in FY23-24.

As of April 30, 2025, the Accounts Payable balance, including payroll liabilities, totaled \$147K, compared to \$146K in the prior month.

As of April 30, 2025, BCHS had a zero debt balance.

Income Statement

Revenue

Total revenue for FY24-25 is projected to be \$4.99M, which is \$36K or 0.7% under budgeted revenue of \$5.03M.

LCFF Revenue – is projected to be below budget by \$190K due to lower enrollment in the first half of the year and low attendance in January 2024.

Other State Revenue - is projected to be above budget by \$102K to offset LCFF losses

Other Local Revenue - is projected to be over budget by \$55K due to writing off Coverify invoices and increase in SMAA reimbursement.

AB602 Revenue – is projected to be below budget by \$24K due to lower enrollment and ADA.

Expenses

Total expenses for FY24-25 are projected to be \$4.99M, which is \$22K or 0.4% under budgeted expenditures of \$5.01M.

Certificated Salaries are projected to be lower than budget by \$118K

Contracted Substitute Teacher costs are projected to be higher than budget by \$41K

ADA

Budgeted P2 ADA is 216.69 based on enrollment of 233 and a 93.0% attendance rate.

This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$20,000 and 10%.



Forecast P2 ADA is 205.53 based on enrollment of 229 and a 91.5% attendance rate.

Actual ADA through Month 8 is 205.53 with ending enrollment of 229 and a 91.5% attendance rate.

In Month 8, ADA was 208.56 with a 90.5% 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 04/01/25 to 04/30/25**

Check #	Vendor Name	Date	Description	Amount
A023240	7 LAYER IT SOLUTIONS, INC.	4/16/2025	04/25 - SERVICE MANAGED NETWORK DEVICE	1,295.00
P069222	AFLAC WORLDWIDE HEADQUARTERS	4/2/2025	03/25 - PREMIUM	1,471.56
P070465	AFLAC WORLDWIDE HEADQUARTERS	4/25/2025	04/25 - PREMIUM	1,471.56
312899	ALEX JACOBSON	4/25/2025	JANUARY & MARCH MILEAGE	38.71
P069219	Amazon Capital Services	4/2/2025	PANTS, T-SHIRTS, SHORTS, DEODERANT	2.59
P069223	Amazon Capital Services	4/2/2025	LAPTOP STAND, FOLDING TABLE, USB C CABLES, PEGBOARD	20.29
P069601	Amazon Capital Services	4/9/2025	POP UP PODS	2,868.41
P069602	Amazon Capital Services	4/9/2025	BOOKS - NIGHT	926.24
P070464	Amazon Capital Services	4/25/2025	BULK EARBUDS	709.29
312876	ARASELI ESPARZA	4/10/2025	PAYROLL - FINAL CHECK 04/25	1,291.70
312874	AT&T	4/9/2025	03/25 - FAX SERVICE	210.67
312863	AT&T MOBILITY	4/9/2025	02/18/25-03/17/25 - CELLPHONES	1,430.06
E020587	ATLASSIAN US LLC	4/9/2025	05/07/25-05/07/26 - CONFLUENCE LICENSE RENEWAL	968.75
312904	Basic Pacific	4/25/2025	04/25 - FSA MONTHLY FEE	538.20
EFT04/02	BLUE SHIELD OF CALIFORNIA	4/2/2025	04/25 - HEALTH PREMIUM	1,888.72
E020588	BUR-CAL TERMITE & PEST CONTROL INC.	4/9/2025	03/26/25 - PEST CONTROL	385.00
P070003	California IT In Education	4/16/2025	06/25-06/26 - PRIVACY SERVICES SMALL DISTRICT	1,650.00
P069589	CAREPORTAL	4/9/2025	03/25 - CAREPORTAL AGENCY SUBSCRIPTION	20.84
312901	CFOMW TAX LLC	4/25/2025	FY2021 Q3 - SUCCESS FEE FOR EMPLOYEE RETENTION CREDIT CLAIM	17,988.11
A023237	CROSS COUNTRY EDUCATION	4/16/2025	03/03/24-03/31/25 - SPED SERVICES - APE, BID, DIS COUNSELOR, DHH, OT, PSYCH, S	32,905.76
312909	DANIELA BRITO-CANTU	4/30/2025	05/25 - FINAL CHECK - D. BRITO-CANTU	490.79
312910	DANIELA BRITO-CANTU	4/30/2025	04/25 - FINAL CHECK - D. BRITO-CANTU	773.14
312893	DISNEYLAND RESORT	4/16/2025	05/30/25 - GRAD NITE TICKETS - DISNEYLAND	12,950.00
P069220	DYNAMIC EDUCATION SERVICES, INC.	4/2/2025	02/25 - SUPPLEMENTAL ACADEMIC SUPPORT SERVICES	200.00
P070461	DYNAMIC EDUCATION SERVICES, INC.	4/25/2025	03/25 - SUPPLEMENTAL ACADEMIC SUPPORT SERVICES	400.00
E020454	ENTOURAGE YEARBOOKS	4/2/2025	2025 YEARBOOKS	2,471.96
312903	EXED	4/25/2025	03/25 - MANAGEMENT CONTRACT FEE	25,270.83
312905	FREDDY GUZMAN	4/25/2025	SHELL - GAS FOR VAN#62 - 03/28/25 FIELD TRIP TO SKY ZONE	100.39
312870	FRESH START HEALTHY MEALS, INC.	4/9/2025	03/25 - MEALS	57,107.61
312878	FRESH START HEALTHY MEALS, INC.	4/16/2025	03/25 - MEALS	31,819.57
312852	FRONTIER	4/1/2025	03/13/25-04/12/25 - FAX SERVICE	345.41
P069591	Health and Safety First	4/9/2025	(1) ONSITE DEFIBRILLATOR	750.00
312853	HERNANDEZ JANITORIAL SERVICES	4/1/2025	03/01/25-03/15/25 - MAINTENANCE SERVICE	1,650.00
312881	HERNANDEZ JANITORIAL SERVICES	4/16/2025	03/16/25-03/31/25 - MAINTENANCE SERVICE	1,815.00
312902	HERNANDEZ JANITORIAL SERVICES	4/25/2025	04/01/25-04/15/25 - MAINTENANCE SERVICE	1,815.00
P070462	HESS AND ASSOCIATES, INC.	4/25/2025	FY24-25 - 3RD QUARTER RETIREMENT REPORT	570.00
P070002	IMPACT CANINE SOLUTIONS	4/16/2025	03/28/25 - CANINE SERVICE	660.00
312869	JAHAIRA OSORIO	4/9/2025	VONS - CAESAR SALADS, SALSA, ETC	38.25
312880	JAHAIRA OSORIO	4/16/2025	03/06/25-03/28/25 - MILEAGE	21.70
P069221	JEANNETTE M CRUZ REIBER	4/2/2025	03/25 - MONTHLY CREDENTIALING SERVICES	800.00
P070463	JEANNETTE M CRUZ REIBER	4/25/2025	04/25 - MONTHLY CREDENTIALING SERVICES	800.00
312854	JENNIFER I. OBANDO-SALGUERO	4/1/2025	REIM: AIRFARE, TRANSPORTATION - CCSA CONFERENCE	559.49
312867	JENNIFER I. OBANDO-SALGUERO	4/9/2025	FEBRUARY MILEAGE 2025	190.96
312885	JENNIFER I. OBANDO-SALGUERO	4/16/2025	MARCH MILEAGE	116.69
E020734	KELLY SPICERS STORES	4/16/2025	WHITE COPY PAPER	1,091.02
312865	KIMBERLY LEE	4/9/2025	02/03/25-02/28/25 - MILEAGE	13.72
312855	LA DEPT. OF WATER AND POWER	4/1/2025	02/19/25-03/19/25 - ELECTRIC, WATER & SEWER CHARGES	4,096.18
312872	LA DEPT. OF WATER AND POWER	4/9/2025	03/03/25-04/01/25 - ELECTRIC CHARGES	5,127.41
312888	Latino Film Institute Youth Cinema Project	4/16/2025	04/25 - INSTRUCTIONAL SERVICE CINEMA FILM MAKING	6,005.62
A023072	LAW OFFICES OF YOUNG, MINNEY & CORR, LLP	4/9/2025	03/25 - LEGAL SERVICES	158.00
312856	LOS ANGELES UNIFIED SCHOOL DISTRICT	4/1/2025	10/24-12/24 - PREVENTIVE MAINTENANCE, SERVICE CALLS	41,535.98
312877	Los Angeles Unified School District	4/16/2025	03/01/25 - MARCH MADNESS FACILITY RENTAL	394.64
P069590	LUIS GIRON	4/9/2025	03/25 - LANDSCAPING SERVICE	1,000.00
312887	LUMINARIAS INSTITUTE, INC	4/16/2025	03/25 - NON SPECIAL EDUCATION THERAPIST SERVICE	11,000.00
312892	MAJOR METROPOLITAN SECURITY	4/16/2025	05/25 - BURGLAR ALARM MONITORING SERVICE	405.00
312857	MARIA CONTRERAS	4/1/2025	02/12/25-02/15/25 - INNOVATIVE SUMMIT REIMBURSEMENT	250.84
312882	Maria Martinez	4/16/2025	02/03/25-02/27/25 - MILEAGE	393.75
312908	Maria Martinez	4/25/2025	UPS - NEXT DAY AIR POSTAGE - GRAD NIGHT	15.35
E020453	MCCALLA COMPANY	4/2/2025	TISSUE PAPER, PAPER TOWELS, SEAT COVERS, FACIAL TISSUE	454.43
E020589	MCCALLA COMPANY	4/9/2025	PUROX EXTRA BLEACH	205.09
P070004	PETER HUANG AND LORETTA HUANG	4/16/2025	03/11/25-04/09/25 - ELECTRIC CHARGES	275.15
312895	PETER HUANG AND LORETTA HUANG	4/24/2025	05/25 - RENT	3,937.02
P070005	PLANCONNECT	4/16/2025	01/25-03/25 - QUARTER FEE	100.00
312906	POSITIVE PROMOTIONS INC.	4/25/2025	SCHOOL SUPPLY KITS	4,998.20
A022899	PRN NURSING CONSULTANTS, LLC	4/2/2025	01/24/25 - SPED SERVICES	4,320.00
A023071	PRN NURSING CONSULTANTS, LLC	4/9/2025	03/05/25 - SPED SERVICES	1,281.00
A023239	PRN NURSING CONSULTANTS, LLC	4/16/2025	03/17/25 - EPIPEN TRAINING	611.00
A023475	PRN NURSING CONSULTANTS, LLC	4/25/2025	03/19/25 - SPED SERVICES	1,200.00
312871	PUROSERVE	4/9/2025	04/25 - RENTALS	337.62
312886	PUROSERVE	4/16/2025	04/25 - RENTALS	146.39
312891	QUADIENT LEASING USA, INC.	4/16/2025	04/25-06/25 - POSTAGE MACHINE LEASING	253.27
312868	REPUBLIC SERVICES #902	4/9/2025	04/25 - WASTE DISPOSAL SERVICE	1,693.73
312858	RICOH USA Inc.	4/1/2025	SHIPPING	11.50
312889	RICOH USA Inc.	4/16/2025	04/20/25-05/19/25 - COPIER LEASE	2,277.30
312894	RICOH USA Inc.	4/24/2025	SHIPPING	82.00
E020586	RINGCENTRAL, INC.	4/9/2025	SMS REGISTRATION	32.84
312879	RUBEN DUENAS	4/16/2025	03/17/25 - BOYS BASEBALL COACH FEE - NICHOLAS ALFARO, MARK CAVARRETTA	1,253.00
312859	RYAN BRADFORD	4/1/2025	REIM: MILEAGE, LODGING - CUE CONFERENCE	834.04

Check #	Vendor Name	Date	Description	Amount
312864	RYAN BRADFORD	4/9/2025	02/03/25-02/10/25 - MILEAGE	51.10
312884	RYAN BRADFORD	4/16/2025	MARCH MILEAGE	11.06
312896	San Fernando Valley Japanese American Community Center	4/24/2025	05/25 - RENT	12,978.00
312900	SARAI KASHANI	4/25/2025	2025 CHARTER SCHOOL SYMPOSIUM - MILEAGE	33.25
A022897	SCOOT EDUCATION INC.	4/2/2025	03/17/25-03/21/25 - SUBSTITUTES	21,302.10
A023238	SCOOT EDUCATION INC.	4/16/2025	04/01/25-04/04/25 - SUBSTITUTES	5,854.00
A023477	SCOOT EDUCATION INC.	4/25/2025	04/07/25-04/11/25 - SUBSTITUTES	8,241.00
312897	SFVJLI	4/24/2025	05/25 - RENT	1,850.00
312898	SHANNON LEE BROWN	4/24/2025	04/26/25 - DJ SERVICES	600.00
312860	SOUTHERN CALIFORNIA GAS COMPANY	4/1/2025	02/12/25-03/14/25 - GAS CHARGES	1,065.75
312907	SOUTHERN CALIFORNIA GAS COMPANY	4/25/2025	03/14/25-04/14/25 - GAS CHARGES	773.85
312875	Sparkletts	4/9/2025	04/25 - WATER BOTTLED SERVICE	8.99
E020882	STAPLES	4/25/2025	FILE FOLDERS, INDEX CARDS & DUSTPANS	132.64
P069588	SUCCESS FOR ALL FOUNDATION, INC.	4/9/2025	02/10/25-02/13/25 - STAFF TRAININGS	4,800.00
STD04/25	Teresa Sale Benefits Consultant	4/30/2025	05/25 - HEALTH PREMIUMS & PRIOR PERIOD ADJUSTMENTS	131,709.71
A023476	The Education Team	4/25/2025	04/02/25-04/08/25 - SUBSTITUTES	955.92
312890	Think Together	4/16/2025	INSTALLMENT #9 OF 10 - COMPREHENSIVE MANAGEMENT OF ASES	38,661.74
312873	TIME WARNER CABLE	4/9/2025	04/25 - INTERNET ACCOUNT# 49301	221.76
A022898	TOTAL EDUCATION SOLUTIONS	4/2/2025	02/25 - SPED SERVICES	13,225.00
312861	UNUM	4/9/2025	04/25 - DISABILITY PREMIUMS	1,181.23
312866	VASHON NUTT	4/9/2025	02/03/25-02/28/25 - MILEAGE	310.52
312883	VASHON NUTT	4/16/2025	MARCH MILEAGE	141.40
312862	YVETTE KING-BERG	4/9/2025	MILEAGE: 02/27/25 - TRAVEL BACK FROM IREADY CONFERENCE	214.20
				549,912.56

Coversheet

Recommendation to Approve 25-26 YPICS Calendars

Section: V. Items Scheduled For Action
Item: B. Recommendation to Approve 25-26 YPICS Calendars
Purpose:
Submitted by:
Related Material:
Board (Informative) 25-26 calendar.pdf
25-26 YPICS School Year Calendar (for board approval) - 25-26 School Calendar.pdf
25-26 YPICS School Year Calendar (for board approval) - Teacher (196).pdf



May 18, 2025

TO: YPICS Board of Directors
FROM: Ruben Duenas, Chief Operations Officer
SUBJECT: 25-26 School and Teacher Calendar

BACKGROUND

LAUSD had originally approved a 25-26 calendar which included a 2 week winter break. After receiving negative input from educational partners they revised the calendar back to a 3 week winter vacation. YPICS has learned over time that our calendar must align as best as possible with the LAUSD calendar for financial and attendance reasons.

Details

The important dates are as follows:

Important Dates			
1st Day of School	8/12/2025	President's Day	2/16/2026
Labor Day	9/1/2025	Cesar Chavez Day	3/27/2026
Veteran's Day	11/11/2025	Spring Break	3/30- 4/3/26
Thanksgiving Break	11/24-28/25	Easter Observance	4/6/2026
1st Semester Ends	12/19/2025	Memorial Day	5/25/2026
Winter Break	12/22/25 to 1/9/26	Last Day of School	6/12/2026
2nd Semester Starts	1/14/2026	HS Graduation	6/11/2026
M.L. King Jr. Day	1/19/2026	MS Culmination	6/12/2026

Recommendation

Approve the proposed 180 day 25-26 student calendar and 196 day 25-26 teacher calendar presented with a:

- Start date of 8/12/25
- 1 week Thanksgiving Break
- 3 week Winter Break
- End date of 6/12/26

Proposed calendars are attached in the agenda.

2025-26 YPICS School Year Calendar (3 weeks)																																								
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				nt	nt	nt	nt	0	1	84	37	0	0	0	0	
August	nt			t	t	t	t	t			t	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	14	1	84	37	3	12	0	15	
September	h	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	19	1	84	37	4	15	0	19	
October	l	l	l		l	l	l	l	l	l			l	l	l	l	P			l	l	l	l	l	l	l	l	l	l	l	l	22	1	84	37	3	17	2	22	
November			l	l	l	l	l			l	h	l	l	l			l	l	l	l	l			h	h	h	h	h			l	14	1	84	37	3	11	0	14	
December	l	l	l	l	l	l		l	l	l	l	l	l		l	l	l	l	l	l			v	v	h	h	v			v	v	h	15	1	84	37	3	11	1	15
January	h	v			v	v	v	v	v			t	t	l	l	l			h	l	l	l	l				l	l	l	l	l	12	1	84	37	3	9	0	12	
February		l	l	l	l	l	l			l	l	l	l	l			h	l	l	l	l			l	l	l	l	l	l	l	l	19	1	84	37	4	15	0	19	
March		l	l	l	l	l	l	l	l	l	l	l	l	l			l	l	l	l	l	l	l	l	l	l	l	h			v	v	18	1	84	37	3	13	2	18
April	v	v	v		h	t	l	l	l	l		l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	17	1	84	37	3	15	0	
May	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	h	l	l	l	l	20	1	84	37	4	16	0	
June	l	l	l	l	l			l	l	l	l	l			t	t	t	v	h				v	v	v	v	v			v	v	10	1	84	37	4	3	1		
																	180	180	37	137	6	180																		

Calendar Key

l	Instructional Day	l	CPT day	l	Minimum Day	v	vacation	h	National Holiday	t	All Staff Training	p	All day Parent Conference
l	CPT day	v	YPICS Leadership Mtg	nt	New Staff Training	l	1/2 day Parent Conference						

Important Dates	
1st Day of School	8/12/2025
Labor Day	9/1/2025
Veteran's Day	11/11/2025
Thanksgiving Break	11/24-28/25
1st Semester Ends	12/19/2025
Winter Break	12/22/25 to 1/9/26
2nd Semester Starts	1/14/2026
M.L. King Jr. Day	1/19/2026
President's Day	2/16/2026
Cesar Chavez Day	3/27/2026
Spring Break	3/30- 4/3/226
Easter Observance	4/6/2026
Memorial Day	5/25/2026
Last Day of School	6/12/2026
HS Graduation	6/11/2026
MS Culmination	6/12/2026

Professional Development Dates			
All Staff	8/4/2025	Site 1/2 day	12/19/2025
All Staff	8/5/2025	All Staff	1/12/2026
All Staff	8/6/2025	All Staff	1/13/2026
All Staff	8/7/2025	All Staff	4/7/2026
Site	8/8/2025	Site 1/2 day	6/12/2026
Site	8/11/2025	All Staff	6/15/2026
All Staff	9/19/2025	All Staff	6/16/2026
All Staff	9/22/2025	Site	6/17/2026

Grading Periods	Submit Grades	Grades lock	Final Post
F05			
F09			
F15			
F18			
S05			
S09			
S15			
S18*			
S21			

2025-26 YPICS School Year Calendar (3 weeks)																																					
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		
July	v	v	v	h			v	v	v	v	v			v	v	v	v	v			v	v	v	v	v			nt	nt	nt	nt	0	1	93			
August	nt			l	l	l	l	l			l	l	l	l	l			l	l	l	l	l			l	l	l	l	l	l	l	20					
September	h	l	l	l	l			l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	21					
October	l	l	l			l	l	l	l	l			l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	23					
November			l	l	l	l	l			l	h	l	l	l			l	l	l	l	l			h	h	h	h	h			l	14					
December	l	l	l	l	l			l	l	l	l	l			l	l	l	l	l	l			v	v	h	h	v			v	v	h	15				
January	h	v			v	v	v	v	v			l	l	l	l	l			h	l	l	l	l				l	l	l	l	l	14					
February		l	l	l	l	l			l	l	l	l	l			h	l	l	l	l	l			l	l	l	l	l				19					
March		l	l	l	l	l			l	l	l	l	l			l	l	l	l	l	l			l	l	l	l	h			v	v	19				
April	v	v	v			h	l	l	l	l			l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	18				
May	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	h	l	l	l	l	l	20				
June	l	l	l	l	l			l	l	l	l	l			l	l	l	v	h				v	v	v	v	v			v	v		13				
																																		196		196	

Calendar Key

l	Instructional Day	l	CPT day	l	Minimum Day	v	vacation	h	National Holiday	t	All Staff Training	p	All day Parent Conference
l	CPT day	v	YPICS Leadership Mtg	nt	New Staff Training	l	1/2 day Parent Conference						

Important Dates	
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All Staff	8/5/2025	All Staff	1/12/2026
All Staff	8/6/2025	All Staff	1/13/2026
All Staff	8/7/2025	All Staff	4/7/2026
Site	8/8/2025	Site 1/2 day	6/12/2026
Site	8/11/2025	All Staff	6/15/2026
All Staff	9/19/2025	All Staff	6/16/2026
All Staff	9/22/2025	Site	6/17/2026

Grading Periods	Submit Grades	Grades lock	Final Post
F05			
F09			
F15			
F18			
S05			
S09			
S15			
S18*			
S21			

Coversheet

FY25-26 ExEd Contract for Services

Section: V. Items Scheduled For Action
Item: C. FY25-26 ExEd Contract for Services
Purpose: Vote
Submitted by:
Related Material: YPI CS - ExED Business Services Agreement 2025-26.pdf

EXCELLENT EDUCATION DEVELOPMENT BUSINESS SERVICES AGREEMENT

This Business Services Agreement (the “Agreement”) is entered into as of the 1st day of July 2025 (the “Effective Date”) by YPI Charter Schools, Inc, a California nonprofit public benefit corporation (the “Client”), and Excellent Education Development, a California nonprofit public benefit corporation (“ExED”), with reference to the following facts:

BACKGROUND

ExED is a non-profit organization that exists to advance the purpose of giving every child access to an excellent public education that opens the doors to opportunity and provides a pathway out of poverty for those in need.

ExED will support the Client with an articulated suite of Services (as defined below) at a fixed monthly price to fulfill the Client’s need for the financial expertise, skills, and integrity required to operate at the highest level.

In furtherance of the Client’s long-term financial and organizational initiatives, ExED may make additional services available based upon the periodic or specific needs of the Client per an agreed-upon fee for such additional services.

ExED is driven to help the Client create efficiencies and implement sound business practices, allowing the Client’s leadership to direct more time and energy to the classroom.

ExED expects the Client to observe the highest standards in its governance and management and dedicate itself to delivering a high-quality education to its students.

ExED believes in sustained collaboration on the Client’s work and has structured this Agreement to provide Services longer than a single school year. During the initial school year covered by this Agreement, ExED will begin providing the Client with Services as of the Effective Date. Subsequently, this Agreement will renew and extend for one year, starting next year, as described below. This structure allows ExED to attend to financial matters such as closing financial statements, supporting the completion of audits that occur in subsequent school or fiscal years, and preparing budgets for use in forthcoming years. This structure also offers consistency and predictability to the Client and ExED.

Now, therefore, in consideration of the premises and of the mutual covenants and conditions contained herein, the Client and ExED agree as follows:

1. DEFINITIONS.

The following terms will have the meanings ascribed to them herein:

- a. “ADA” means the average daily attendance, reported as required by the California Department of Education, which the Client must file with the State of California following applicable laws and regulations.
- b. “Additional Services” means any supplemental services to be provided by ExED at the Client's request. If Additional Services are part of this Agreement, they are described in a separate Exhibit and attached hereto.

- c. “Affiliate” means nonprofit corporations or limited liability companies controlled by or under common control with the Client. In this Agreement, the following corporation(s) or limited liability companies are Affiliates of the Client: Not Applicable.
- d. “Affiliate Services” means any Services rendered by ExED to an Affiliate.
- e. “Auditor” means an independent certified public accountant selected by the Client to prepare annual audited financial statements for the Client, as required by California Education Code 41020.
- f. “Basic Services” means the services provided by ExED as selected by the Client and described in Exhibits A, B, C, and/or D and attached hereto.
- g. “Board” means the governing body of the Client.
- h. “Budget” means the current and future budgets of the Client prepared by ExED in coordination with the Client as described in this Agreement and adopted by the Board.
- i. “Budget Overview for Parents” means the summary of a school budget, designed to be easily understood by parents and guardians, that is part of a school’s Local Control and Accountability Plan (LCAP).
- j. “California Department of Education” means the California Department of Education, the governmental agency within the State of California that oversees public education.
- k. “CALPADS” means the California Longitudinal Pupil Achievement Data System. CALPADS is a longitudinal data system used to maintain individual-level data, including student demographics, course data, discipline, assessments, staff assignments, and other data for state and federal reporting.
- l. “Chartering Authority” means the local school district, county office of education, or state board of education that has issued a charter to the Client to operate a School.
- m. “Client Administrator” means one or more Client staff or Board member(s) in leadership positions authorized to work with ExED concerning the services outlined in this Agreement. Unless otherwise notified in writing, the Client Administrator herein shall be (i) the chief executive officer, the executive director or equivalent, (ii) the presiding officer of the Board, and (iii) the principal or head of school for matters of any specific School operated by the Client.
- n. “Confidential Information” means any technical and non-technical information, including copyright, trade secret, proprietary information, inventions, know-how, processes and algorithms, software programs, and software source documents. Confidential Information includes, without limitation, information acquired from a student information systems used to maintain individual-level data (including student demographics, course data, discipline, assessments, staff demographics, and staff assignments), financial information, procurement requirements, purchasing information, plans and personnel information of the parties, and student information as protected under the Family Educational Rights and Privacy Act (FERPA) and other privacy protection laws, as applicable to the operations of the Client and ExED under this Agreement.

Confidential Information does not include information that (a) is now publicly or generally known or available or that hereafter, through no act or failure on the part of the receiving party or through any violation of law or contract, becomes generally known or available; (b) is known to the receiving party at the time of receiving such information; (c) is furnished to others by the disclosing party without a restriction on disclosure; (d) is hereafter furnished to the receiving party by a third party without restriction on disclosure, where such third party legally obtained such information and the right to disclose it to the receiving party; or (e) is independently developed by the receiving party without violation of any legal rights which the disclosing party may have in such information.

- o. “Effective Date Year” means the calendar year the Effective Date occurs.
- p. “Fiscal Year” means the accounting period between July 1 and June 30.
- q. “myExED Portal” means the ExED client portal (myexed.org) and the associated applications available to Client staff via this website.
- r. “Notice of Non-Renewal” means a written notice from the Client delivered to ExED no later than sixty (60) days from delivery by ExED of a Notice of Terms Supplement, that the Client will not be renewing ExED’s Services under this Agreement for the coming Fiscal Year.
- s. “Notice of Terms Supplement” means written notice from ExED and delivered to the Client no later than May 1 of each year following the Effective Date Year.
- t. “Payroll Provider” means the third-party human capital management software provider that the Client has contracted with to provide payroll processing and other human resource services.
- u. “Personnel Activity Reports” means the document that demonstrates how a Client employee’s time is allocated to specific federal grants.
- v. “Proprietary Property of ExED” means all rights, title, and interest in and to the materials and systems developed and used by ExED in the performance of the Agreement, including, without limitation, all trade secrets, know-how, protocols, policies, specifications, software, forms, as well as additions and modifications thereto developed and/or used by ExED in the furtherance of its operations and in performance of its obligations under this Agreement. Proprietary Property of ExED also includes ExED work products, reports, templates, studies, specifications, business methods, tools, methodologies, techniques, solution construction aids, analytical frameworks, algorithms, products, documentation, abstracts, and summaries thereof that do not contain or embody the Client’s Confidential Information. Proprietary Property of ExED includes “ExED Core Business Components,” defined as those general skills, know-how, expertise, techniques, methodologies, processes, templates, and business methods that are acquired or developed during the performance of the Agreement and that are related to ExED’s primary business, such as, by way of example, but not of limitation, methodologies and processes for managing school budgets and financial reporting, that do not contain or embody the Client’s Confidential Information. Proprietary Property of ExED also includes “ExED Knowledge Capital,” which means ExED materials existing before the commencement of the Agreement or developed outside the scope of the Agreement that are proprietary to ExED, and all associated intellectual property rights and any enhancements and modifications to such materials, whether or not such enhancements and changes are developed as part of the Agreement.

- w. “Retroactive Services” means services pertaining to (i) a period before the Term of the Agreement, or (ii) prior Fiscal Years under the Agreement. If ExED agrees to provide Retroactive Services during the term of this Agreement, they are described in a separate Exhibit and attached hereto. If ExED agrees to provide Retroactive Services following termination of this Agreement, the Retroactive Services and fees will be described in a separate agreement between the parties.
- x. “School” means each charter school the Client has been authorized to operate by a Chartering Authority, which is operated by the Client and included in the scope of the Services described herein.
- y. “Semiannual Certifications” means the form of time and effort documentation used for the Client’s employees whose salary and benefits are solely charged to a single Federal grant or cost objective.
- z. “Services” means any Basic Services, Additional Services, or Retroactive Services agreed upon by the parties as further described in the respective Exhibits attached hereto.
- aa. “Term” means the period during which this Agreement is in effect between the parties, which shall commence as of the Effective Date and shall terminate upon receipt by ExED of the Client’s Notice of Non-Renewal, unless and until earlier terminated hereof, subject to any provisions which, by their express terms, survive expiration or termination of the Agreement.

2. THE SERVICES

- a. Basic Services. During the Term of this Agreement, ExED will provide the Client with the Basic Services described on Exhibits A, B, C, and/or D, as applicable. ExED shall give the Client a non-exclusive, non-assignable license to use the Proprietary Property of ExED solely for the Client's operations, at no additional cost, during the Term of this Agreement. The Client acknowledges that the Basic Services do not include any services not explicitly included on Exhibits A, B, C, and/or D, as applicable.
- b. Additional Services. The Client may request ExED to provide Additional Services. If ExED agrees to provide Additional Services, the Additional Services will be described in detail in a separate Exhibit to be added to this Agreement and signed by authorized representatives of both parties. Charges, fees, responsibilities, and obligations concerning the Additional Services will be adjusted as described in the separate Exhibit.
- c. Retroactive Services. The Client may request ExED to provide Retroactive Services, provided that such request is (i) made to ExED after May 15th following the applicable Fiscal Year end, and (ii) not the result of ExED’s default in the provision of Services. If ExED agrees to provide Retroactive Services during the term of this Agreement, the Retroactive Services will be described in a separate Exhibit to be added to this Agreement and signed by authorized representatives of both parties. Charges, fees, responsibilities, and obligations concerning the Retroactive Services will be adjusted as described in that Exhibit.
- d. Affiliate Services. ExED does not provide Affiliate Services under this Agreement. The Client shall cause its Affiliates to engage ExED for a separate scope of Affiliate Services or shall manage the financial affairs of its Affiliates without ExED's assistance. If one or more Affiliates have engaged ExED to provide Affiliate Services, and the Client has been

designated to pay for such Affiliate Services (instead of paying higher rent, otherwise required for the Affiliate to pay directly, for example), the Client agrees that ExED’s fees for such Affiliate Services will be billed to and due from the Client. This direct billing and payment arrangement will be described in a separate agreement between ExED, the Client, and the Affiliate, or, at ExED’s election, a separate Exhibit will be added to this Agreement and signed by authorized representatives of both parties. Any termination or modification applicable to this Agreement (including, without limitation, through a Notice of Non-Renewal or Notices of Terms Supplements, respectively) shall also apply to the rendering of Affiliate Services unless the Affiliate Services are outlined in a separate agreement.

3. PAYMENT AND TERMS

a. Fees. In addition to any other fees set forth herein, during the Term of this Agreement, the Client shall pay ExED the following fees:

(i) Basic Fees. The Client shall pay ExED a total of \$26,160.00 per month (i.e., \$313,920 per annum) for the Basic Services outlined in Exhibits A, B, C, and/or D, as applicable (the “Basic Fees”). For clarification, the Basic Fees include CALPADS Reporting fees of \$3,562.50 per month (i.e., \$42,750 per annum).

(ii) Supplemental Fee Schedule. ExED has established an hourly rate (“Supplemental Fee Schedule”) to be charged for Additional Services the Client requests, and ExED agrees to perform, that are outside the Basic services defined in the Agreement. The Supplemental Fee Schedule sets the hourly rate at:

(1)	VP or Director:	\$150.00
(2)	Manager:	\$86.00
(3)	Other Staff:	\$57.00

(iii) Other expenses. The Client will reimburse ExED for its actual, reasonable out-of-pocket expenses. These out-of-pocket expenses will not exceed \$150 per month without prior written authorization from the Client.

b. Payment terms.

(i) ExED will invoice the Client monthly for services.

(ii) Payment is due thirty (30) days from the monthly invoice date.

(iii) Payments made after the 30-day period outlined in Section 3(b)(i) above are subject to a late payment penalty equal to a monthly rate of 1%, not to exceed the maximum allowed under applicable law.

c. Right to Suspend Performance. In the event of default or payment delay greater than thirty (30) days from the invoice date, ExED reserves the right to suspend part or all of its performance of duties under this Agreement, including the rendering of Services, until all amounts for Services that are due and payable are paid in full. In the event the Client disputes all or any portion of the invoice that is due, the Client shall notify ExED in writing within twenty (20) days of receipt of the invoice and initiate the dispute resolution process under Section 10 hereof but shall pay the invoice in full, pending the outcome of such process.

- d. Taxes. Except as expressly stated in this Agreement, ExED and the Client are responsible for any taxes on their respective incomes and for payment and withholding of all applicable taxes, including but not limited to income, property, and sales taxes.
- e. Notice of Terms Supplement. The prices and related charges for the Services are subject to change each year, beginning June 30th of the year following the Effective Date Year. ExED shall deliver a Notice of Terms Supplement each year following the Effective Date Year, which Notice of Terms Supplement shall detail any applicable changes in Service prices and related costs, including without limitation, concerning expense reimbursements, and any other amendments, changes, or supplements to the terms and conditions of this Agreement. If the Client determines not to renew ExED's Services under this Agreement, it shall timely deliver a Notice of Non-Renewal no later than sixty (60) days from delivery by ExED of a Notice of Terms Supplement. Failure by the Client to timely deliver a Notice of Non-Renewal shall be deemed the Client's agreement to renew this Agreement, as modified by the terms and conditions contained in the Notice of Terms Supplement.

4. RELATIONSHIP OF THE PARTIES

- a. Independent Contractors. ExED and the Client are independent contractors. No representations or assertions shall be made nor actions taken by either party that would create any joint venture, partnership, employment, fiduciary, or trust relationship between the parties concerning the subject matter of this Agreement. Except as may be expressly agreed upon in this Agreement or an Exhibit attached hereto, neither party has any authority or power to act as an agent of the other or to enter into any agreement, contract, or commitment on behalf of the other, or to create any liability or obligation whatsoever on behalf of the other, to any third person or entity.
- b. No Benefits. No ExED employee is eligible to participate in any benefits programs offered by the Client to its employees, nor in any pension plans, insurance plans, or other similar plans provided by the Client to its employees.
- c. Employees. Each party will exercise day-to-day control over and supervision of its respective employees, including, but not limited to, hiring, evaluation, promotion, demotion, compensation, employee benefits, discipline, and discharge. All work assignments, instruction, scheduling, staffing, and direction of the Client employees shall be the exclusive province of the Client. Each party is responsible for obtaining and maintaining workers' compensation coverage and unemployment insurance for its employees.
- d. Subcontractors. ExED reserves the right to subcontract the Services with other individuals and businesses. ExED will be responsible for its subcontractors, all payments to subcontractors, and the direction and control of the work to be performed by its subcontractors, if any. All subcontractors, if any, will be required by ExED to comply with the terms and conditions of this Agreement respecting the Client's Confidential Information.

5. THE CLIENT’S OBLIGATIONS

- a. Authorized Personnel. The Client Administrator(s) identified herein are authorized to work with ExED and authorize their staff to work with ExED concerning the Services outlined in this Agreement. In the absence of such designated persons, ExED shall be authorized to communicate with any of the Client Administrators and the presiding officer of the Board.
- b. Principal and Alternative Contact(s). The Board may also identify, in writing to ExED, its key or principal contact, if other than the Client Administrator, who is authorized to receive and disclose Confidential Information and to work with ExED concerning the Services outlined in this Agreement, as well as alternative contact(s) in the event the Client Administrator cannot or should not serve as the Client’s contact due to conflict or suspected misconduct.
- c. Coordination and Cooperation.
 - (i) The Client will cause the Client Administrator(s) and other authorized staff members to work closely and cooperatively with ExED to facilitate the effective performance and delivery of the Services. The Client will comply with and respond promptly to all reasonable requests of ExED for information, documents, or actions necessary for the performance of the Services.
 - (ii) The Client staff with access to the myExED Portal will take reasonable steps to maintain the confidentiality of their myExED login credentials. The Client staff will promptly notify ExED in writing if the secrecy of their myExED login credentials has been compromised.
 - (iii) The Client staff will take reasonable steps to ensure the security of the devices used to access the myExED Portal and will use their best effort to promptly notify ExED in writing if a device's security has been compromised.
 - (iv) The Client staff will only use the myExED Portal for work-related activities.
- d. Financial Records and Audit. The Client will obtain an annual audit of its books and records from a state-approved Auditor at the end of each fiscal year and immediately provide ExED with a copy of any annual audit and related reports, notes, or statements.
- e. Grant and Funding Requirements.
 - (i) The Client covenants to comply with all material grant and funding requirements, as the same may impact the rendering of ExED's Services hereunder, including record keeping, reporting, management, financial controls, and policies and procedures.
 - (ii) The Client is responsible for preparing the Semiannual Certifications and/or Personnel Activity Reports to account for wages paid for with federal funds.
- f. Chartering Authority Requirements. The Client covenants to comply with all material requirements, hereunder, as the same may impact the rendering of ExED’s Services hereunder, including the adherence to the policies and procedures of the Chartering Authority to the extent applicable to the Client.

- g. The Client Policies and Procedures. The Client covenants to develop, apply, and follow not less than customary and reasonable policies and procedures applicable to human resources, payroll administration, internal financial controls, accounts payable and other disbursements, and, if applicable, competitive bid procedures for vendors.
 - h. Insurance. The Client will obtain and maintain customary and reasonable general liability coverage for its facilities and operations. ExED shall be entitled to request and receive evidence of such coverage.
 - i. Notice and Information. The Client covenants that it will provide ExED with prompt, complete, and accurate notice of and information concerning any material errors in the Client data and the Client's books and records, as well as investigations or inquiries into the Client, its activities, operations and reports by the Chartering Authority or any other governmental authority, to the extent permitted by law. The Client will promptly provide ExED with copies of every report or notice provided to the Chartering Authority or any other governmental agency, including any schedules or exhibits thereto, to the extent such report or notice relates to the Services outlined in this Agreement.
 - j. Designation of ExED. The Client hereby designates employees and subcontractors of ExED whose duties require access to Confidential Information, including personnel and student information, as having a legitimate educational interest under FERPA.
 - k. Protection of Proprietary Property of ExED. The Client shall maintain the confidentiality of all Proprietary Property of ExED and shall not divulge such information to any third parties both during the Term of this Agreement and after its termination except (i) as may be necessary for the discharge of its obligations under this Agreement, and (ii) as required by law. The Client shall take reasonable precautions against disclosure of any Proprietary Property of ExED to any unauthorized person by any of its officers, directors, employees, or agents. The Client shall not directly or indirectly, without the express prior written permission of ExED, use the Proprietary Property of ExED for any purpose except to the limited extent necessary for the conduct of its operations per this Agreement. Upon termination of this Agreement for any reason, the Client shall cease all use of the Proprietary Property of ExED and discard and destroy any tangible portion of the Proprietary Property of ExED in its possession or control.
 - l. Integrity and Financial Responsibility. The Client will act in good faith and alert the management of ExED to any fraudulent activity reasonably related to the Services as soon as the Client becomes aware, to the extent permitted by law. The Client acknowledges that ExED's ability to provide Services is premised upon the Client acting financially prudently, including but not limited to timely approval of balanced budgets and maintaining a positive variance to budget throughout the year to the extent feasible.
6. REPRESENTATIONS AND WARRANTIES OF CLIENT
- a. Organization of the Client. The Client is a California nonprofit public benefit corporation, duly organized, validly existing, and in good standing under the laws of the State of California and eligible for determination as a tax-exempt organization. The Client has all requisite power and authority to own, lease, and operate its properties and to carry on its educational operations as they are now being conducted.
 - b. Corporate Power and Authorization. The Client has full corporate power and authority to execute and deliver this Agreement and to perform its obligations hereunder. The execution, delivery, and performance of this Agreement by the Client have been duly

authorized by all necessary corporate action. This Agreement has been duly executed and delivered by the Client and constitutes the valid and legally binding obligation of the Client, enforceable in accordance with its terms and conditions. The Client need not give any notice to make any filing with or obtain any authorization, consent, or approval of any government or governmental agency to consummate the transactions contemplated by this Agreement.

- c. No Breach. Neither the execution and delivery of this Agreement, nor the consummation of the transactions contemplated hereby, will (i) violate any statute, regulation, rule, injunction, judgment, order, decree, ruling, charge, or other restriction of any government, governmental agency, or court to which the Client is subject or any provision of its Articles of Incorporation, Bylaws, Articles of Organization, Operating Agreement, and/or other organizational documents, as applicable, nor (ii) conflict with, result in a breach of, constitute a default under, result in the acceleration of, create in any party the right to accelerate, terminate, modify, or cancel, or require any notice under any agreement, contract, lease, license, instrument or another arrangement to which the Client is a party or by which it is bound or to which any of its assets is subject.
- d. No Litigation. Other than as disclosed to ExED, there are no pending or threatened legal actions, arbitrations, or other proceedings against the Client, nor are there any pending or threatened proceedings as to unpaid or disputed tax liabilities of the Client which may adversely impact its operations or ability to perform its obligations under this Agreement.

7. REPRESENTATIONS AND WARRANTIES OF ExED

- a. Corporate Power and Authorization. ExED has full corporate power and authority to execute and deliver this Agreement and to perform its obligations hereunder. The execution, delivery, and performance of this Agreement by ExED have been duly authorized by all necessary corporate action. This Agreement has been duly executed and delivered by ExED and constitutes the valid and legally binding obligation of ExED, enforceable in accordance with its terms and conditions. ExED need not give any notice to make any filing with or obtain any authorization, consent, or approval of any government or governmental agency to consummate the transactions contemplated by this Agreement.
- b. No Breach. Neither the execution and delivery of this Agreement nor the consummation of the transactions contemplated hereby will (i) violate any statute, regulation, rule, injunction, judgment, order, decree, ruling, charge, or other restriction of any government, governmental agency, or court to which ExED is subject or any provision of its Articles of Incorporation or Bylaws or (ii) conflict with, result in a breach of, constitute a default under, result in the acceleration of, create in any party the right to accelerate, terminate, modify, or cancel, or require any notice under any agreement, contract, lease, license, instrument or another arrangement to which ExED is a party or by which it is bound or to which any of its assets is subject.
- c. Insurance. ExED will obtain and maintain customary and reasonable comprehensive commercial general liability, professional liability, crime, and cyber liability insurance appropriate to the Services being rendered under this Agreement.

- d. Support Systems, Tools, and Services. Provide secure access to the myExED Portal (myexed.org) so that relevant Client staff can access ExED applications and exchange necessary information.

- e. No Duty to Monitor Compliance with Obligations. In the course of its work, and consistent with the Client’s obligations hereunder, ExED may become aware of instances of non-compliance by the Client with its policies, procedures, or other obligations described in Section 5 of this Agreement. ExED may bring such failures to the attention of the Client Administrator or chief executive officer or the presiding officer of the Board but shall have no obligation to do so unless the failure directly and materially affects ExED’s ability to carry out its obligations under this Agreement or is the basis for termination of the Agreement for cause.

- f. Confidentiality. ExED shall use commercially reasonable efforts to keep all Confidential Information made available to it under this Agreement confidential to the extent required by law, provided that nothing herein shall be construed as restricting ExED in performing the Services, which requires routine disclosure of such information to Auditors, Chartering Authorities, regulatory agencies, insurance carriers, service providers and suppliers, and the Client. Confidential Information shall be handled by ExED, its employees, and its subcontractors as follows:
 - (i) Except as set forth in Section 7(f)(vi) below, ExED shall not use the Confidential Information disclosed by the Client pursuant to this Agreement for any purpose other than carrying out its obligations under this Agreement.
 - (ii) ExED and any ExED subcontractors granted access to the Client's Confidential Information will take reasonable steps to maintain the confidentiality of the Client’s Confidential Information and will notify the Client if the confidentiality has been compromised.
 - (iii) ExED and any ExED subcontractors will take reasonable steps to ensure the security of the devices used by their staff to access the Client Information and will use their best effort to notify the Client if the security of a device has been compromised.
 - (iv) ExED shall maintain reasonable security measures to safeguard the Confidential Information.
 - (v) ExED may, but shall not be required to, destroy the Confidential Information in its possession when no longer needed to carry out the purposes of this Agreement. To the extent such Confidential Information resides only on equipment or in files owned or controlled by ExED, upon termination of this Agreement, ExED shall provide copies to the Client at the Client’s expense. ExED shall require its employees and subcontractors to agree to comply with these Standard Conditions for the handling of Confidential Information.
 - (vi) Notwithstanding the foregoing, ExED shall have the right to use the Client’s Confidential Information in a non-identifiable way as part of its overall database of information about public charter schools. For example, the Client's salaries may be included in the general information ExED compiles and provides to all of its clients regarding the range of salaries offered by similar schools.

- g. Limited Services Warranty. ExED represents and warrants that it has the requisite personnel, equipment, expertise, experience, and skill to perform its obligations hereunder and provide the Services to the Client in a timely and professional manner.

8. INDEMNITIES, DISCLAIMERS, AND LIMITATION OF LIABILITY.

- a. Subject to the terms of Section 8(d) below, the Client and ExED agree to indemnify each other and hold each other and each other's officers, directors, employees, and agents harmless from and against any direct claims, costs, losses, liabilities and expenses for personal injury and property damage, including reasonable attorneys' fees, attributable to their actions and omissions in violation of the terms of this Agreement, but excluding claims that would not be made but for the gross negligence or willful misconduct of the party seeking indemnification.

- b. Disclaimer of all Other Warranties.

THERE ARE NO WARRANTIES THAT EXTEND BEYOND THOSE EXPRESSLY MADE IN SECTION 7 OF THIS AGREEMENT. ExED DISCLAIMS ALL OTHER REPRESENTATIONS AND WARRANTIES, EXPRESS OR IMPLIED, REGARDING THE SERVICES, OR ANY THIRD-PARTY SOFTWARE OR HARDWARE USED IN CONNECTION THEREWITH, INCLUDING, BUT NOT LIMITED TO, ANY IMPLIED WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE.

- c. Limited Remedy. The Client's exclusive remedy for a default in the provision of Services hereunder is to (i) provide a written notice detailing the default to ExED and, following review and a determination of fault by ExED, to have ExED perform or reperform the applicable Service at ExED's expense, and/or (ii) to terminate this Agreement in accordance with Section 9(b) below.

- d. Limitation of Liability.

EVEN IF ExED CANNOT OR DOES NOT PERFORM OR RE-PERFORM ANY DEFECTIVE SERVICES, AND THE CLIENT'S EXCLUSIVE REMEDY FAILS OF ITS ESSENTIAL PURPOSE, ExED'S (INCLUDING ITS DIRECTORS, OFFICERS, AND EMPLOYEES') TOTAL AND AGGREGATE LIABILITY, WHETHER ARISING IN TORT, CONTRACT, MISREPRESENTATION, BREACH OF WARRANTY OR FOR ANY OTHER CAUSE OF ACTION AT LAW OR IN EQUITY SHALL NOT EXCEED ExED'S TOTAL AGGREGATE FEES ACTUALLY PAID FOR SERVICES RENDERED PURSUANT TO THIS AGREEMENT DURING THE PRIOR 12 MONTH PERIOD ENDING ON THE DATE THE CLAIM GIVING RISE TO SUCH LIABILITY IS MADE HEREUNDER. IN NO EVENT SHALL ExED BE LIABLE TO THE CLIENT OR ANYONE CLAIMING BY OR THROUGH THE CLIENT FOR SPECIAL, INCIDENTAL, CONSEQUENTIAL, PUNITIVE OR EXEMPLARY DAMAGES SUFFERED BY THE CLIENT OR ANY AFFILIATE OF THE CLIENT, WHETHER OR NOT SUCH DAMAGES WERE OR COULD HAVE BEEN FORESEEABLE TO ExED. NO DIRECTOR, OFFICER, OR EMPLOYEE OF ExED SHALL BE LIABLE TO THE CLIENT OR ANYONE CLAIMING BY OR THROUGH THE CLIENT ON ACCOUNT OF ANY ACT OR OMISSION OF ExED, REGARDLESS OF THE NATURE OF SUCH ACT OR OMISSION OF ExED, OR

THE THEORY OF LIABILITY ASSERTED AGAINST ExED OR SUCH DIRECTOR, OFFICER OR EMPLOYEE OF ExED, EITHER INDEPENDENTLY OR IN A VICARIOUS CAPACITY.

THE LIMITATIONS SET FORTH IN THIS SECTION 8 SHALL APPLY EVEN IF ANY REMEDIES FAIL IN THEIR ESSENTIAL PURPOSE.

- e. Allocation of Risk. The Client acknowledges that the pricing of the Services and the other terms of this Agreement have been set based on the foregoing Sections of this Agreement providing for an agreed allocation of the risk for any default in Services, as between the parties. The Client further acknowledges that the pricing and terms would have been different if there had been a different allocation of such risk.
- f. Survival. The terms of this Section 8 shall survive the expiration or earlier termination of the Agreement.

9. TERM, EXPIRATION AND EARLY TERMINATION.

- a. The Term. This Agreement shall continue in full force and effect during the Term. The Term of this Agreement shall renew and extend automatically for one year, on June 30th of the year following the Effective Date Year, and on each year anniversary thereafter, unless the Client duly delivers a Notice of Non-Renewal to ExED. Notice of Non-Renewals delivered after sixty (60) days from delivery by ExED of a Notice of Terms Supplement shall be deemed to be a termination for convenience on the part of the Client under Section 9(d) below.
- b. Termination for Uncured Breach. If either party to this Agreement materially defaults in the performance of any of the terms of this Agreement, the non-defaulting party may terminate this Agreement by providing written notice of termination to the defaulting party of the nature of the default or material breach of this Agreement and the termination shall be effective thirty (30) days from receipt of notice unless the defaulting party cures such default within said thirty-day period.
- c. Insolvency. In the event that either party is unable to pay its debts when they become due, declares bankruptcy or insolvency, or makes an assignment for the benefit of its creditors, the other party may terminate this Agreement upon written notice.
- d. Termination for Convenience. Either party may terminate this Agreement without cause upon thirty (30) days written notice to the other party. During the notice period, the parties shall cooperate to complete the pending Service work for the current month, and payment for Services hereunder shall be made through the end of the month in which termination occurs. After termination of this Agreement for convenience, the Client may request ExED to provide Retroactive Services pertaining to the Term of the Agreement. If ExED agrees to provide such Retroactive Services, such Retroactive Services and fees will be described in a separate agreement.
- e. Immediate Termination for Cause. ExED may immediately terminate this Agreement in the event it determines that (i) it cannot provide the Services in a timely or professional manner due to the actions or inaction of the Client concerning financial controls, management, or operations, or (ii) the Client has engaged or been accused of engaging in material misconduct inconsistent with ExED's mission or nonprofit purpose; in such event, ExED will cooperate with the Client to transition its duties to the Client's personnel or

another vendor and ExED shall be entitled to payment of its fees and reimbursable expenses for each month ExED is involved with such transition of duties.

- f. Non-Renewal. If the Client timely delivers a Notice of Non-Renewal to ExED ending the Term of this Agreement, ExED shall be entitled to a close-out fee equal to two (2) months' fees for completion of any financial reporting Services pertaining to the last Fiscal Year covered by this Agreement. After termination of this Agreement following delivery of a Notice of Non-Renewal, the Client may request ExED to provide Retroactive Services pertaining to the Term of the Agreement. If ExED agrees to provide such Retroactive Services, such Retroactive Services and fees will be described in a separate agreement.
- g. Other Rights. Subject to the terms of Section 8(c), (i) the rights of the parties to terminate this Agreement are not exclusive of any other rights and remedies available at law or in equity, and such rights are cumulative, and (ii) the exercise of any right or remedy under this Section 9 does not preclude the exercise of any other right or remedy.
- h. Proration of Service Fees Upon Termination. If this Agreement is terminated early, as provided for above in Sections 9(b) through 9(e), in addition to any fees and other amounts due and owing to ExED as may be outlined in each such Section, ExED's Service fees and expense reimbursements shall be prorated to the date of such termination. ExED shall have the right to payment for all Services rendered and reimbursable expenses incurred up to this Agreement's termination date.

10. DISPUTE RESOLUTION.

Any dispute, controversy, or claim, whether based on contract, tort, strict liability, fraud, misrepresentation, or any other legal theory, arising out of either party's performance of this Agreement (each, a "Dispute") shall be resolved solely in accordance with the terms of this Section 10.

- a. Resolution Sequence. The claiming party, with respect to the Dispute, shall provide written notice of the Dispute to the non-claiming party, with reasonable detail regarding the claiming party's position and supporting facts. The parties shall have their chief executive officers meet and confer in good faith, in person if reasonably possible, within thirty (30) days of receipt of such written notice regarding the Dispute in an effort to resolve the Dispute in a mutually acceptable manner. If the Dispute cannot be settled by good faith negotiation between the chief executive officers of the parties, ExED and the Client will submit the Dispute to the judicial reference process pursuant to California Code of Civil Procedure Section 688, et seq. Any Dispute brought before a forum in which pre-dispute waivers of the right to trial by jury are invalid under applicable law shall be subject to the terms of this Section 10 in lieu of the jury trial waivers otherwise provided for in this Agreement.
- b. Referee Qualifications. The referee shall be a retired California state court judge or an attorney licensed to practice law in the State of California with at least ten (10) years of experience practicing commercial law. The parties shall not seek to appoint a referee that may be disqualified pursuant to California Code of Civil Procedure Section 641 or 641.2 without the prior written consent of all parties.
- c. Referee Selection. If the parties are unable to agree upon a referee within ten (10) calendar days after the thirty (30) day negotiation period referenced above has ended, then the referee

will be selected by the court in accordance with California Code of Civil Procedure Section 640(b).

- d. Reference Procedure. The referee shall render a written statement of decision and shall conduct the proceedings in accordance with the California Code of Civil Procedure, the Rules of Court, and the California Evidence Code, except as otherwise explicitly agreed by the parties and approved by the referee. The referee's statement of decision shall set forth findings of fact and conclusions of law. The decision of the referee shall be entered as a judgment in the court in accordance with the provisions of California Code of Civil Procedure Sections 644 and 645. The decision of the referee shall be appealable to the same extent and in the same manner that such a decision would be appealable if rendered by a judge of the superior court.
- e. Expenses. During the pendency of any Dispute that is submitted to judicial reference in accordance with this Agreement, each of the parties to such Dispute shall bear their own legal expenses and equal shares of the fees charged and costs incurred by the referee in performing the services described in this Section 10. The compensation of the referee shall not exceed the prevailing rate for like services. Following adjudication of a Dispute, the prevailing party shall be entitled to reasonable court costs and legal fees, including customary attorney fees, expert witness fees, paralegal fees, the fees of the referee, and other reasonable costs and disbursements charged to the party by its counsel, in such amount as is determined by the referee.
- f. Equitable Relief and Indemnification. Each of the parties acknowledges and agrees that due to the unique nature of the Confidential Information and the Proprietary Information of ExED, there can be no adequate remedy of law for any breach of its obligations to maintain the confidentiality and security of such information, and that any breach may allow the breaching party or third parties to unfairly compete with the non-breaching party resulting in irreparable harm to the non-breaching party that cannot be adequately compensated for through damages. Therefore, notwithstanding the foregoing provisions of this Section 10, upon any such breach or any threat thereof, the non-breaching party may, at its option, seek temporary, preliminary, and permanent injunctive relief and other provisional or ancillary remedies and, subject to the terms of Section 8(d) hereof, to be indemnified by the breaching party from any loss or harm, including without limitation, actual attorney fees, in connection with any breach or enforcement of the breaching party's obligations to keep the non-breaching party's Proprietary Information and Confidential Information confidential and secure, or the unauthorized use or release of any such Proprietary Information and Confidential Information. Each party will notify the other party in writing immediately upon the occurrence of any unauthorized release or other breach of which it is aware. The obligations of the parties under this paragraph shall survive the expiration or termination for any reason of this Agreement.
- g. Bankruptcy Proceedings. In addition, the foregoing provisions of this Section 10 shall not be deemed to apply to or limit the right of the claiming party to pursue rights against the non-claiming party in a bankruptcy or insolvency proceeding.
- h. Exercise of Rights & Remedies Not A Waiver. The exercise of the rights and remedies set forth in Sections 10(f) and (g), which are not subject to the judicial reference process described in this Section 10, shall constitute a waiver of the right of any party, including, but not limited to, the claiming party in any such action, to require submission to judicial reference the merits of the Dispute occasioning resort to such remedies.

- i. THIS SECTION 10 CONSTITUTES A “REFERENCE AGREEMENT” BETWEEN OR AMONG THE PARTIES WITHIN THE MEANING OF AND FOR PURPOSES OF CALIFORNIA CODE OF CIVIL PROCEDURE SECTION 638.
- j. Limitation on Actions. Any Dispute either party may have against the other with respect to this Agreement must be brought within two years after the cause of action arises. This Section 10 shall survive the expiration or termination for any reason of this Agreement.

11. GENERAL.

- a. Entire Agreement. This Agreement sets forth the entire agreement between the parties hereto, fully supersedes any prior agreements or understandings pertaining to the subject matter hereof, and no change in, modification of or addition, amendment, or supplement to this Agreement shall be valid unless set forth in writing and signed and dated by each and all of the parties hereto subsequent to the execution of this Agreement.
- b. Waiver in Writing. During the term of this Agreement, neither party shall be deemed to have waived any right, power, or privilege under this Agreement or any provision thereof unless such waiver shall have been duly executed in writing and acknowledged by the party to be charged with such waiver.
- c. No Implied Waiver. The failure of any party to act or exercise its rights hereunder upon the breach of any of the terms or conditions hereof shall not be construed as a waiver of such breach, nor shall it prevent such party from hereafter enforcing strict compliance with any of the terms and conditions herein set forth.
- d. Communications. Any notice or other communication required by, or permitted to be made by or given to, either party pursuant to this Agreement shall be sent to such party by electronic mail, registered, certified, or express mail, postage prepaid or prepaid courier service, addressed to such party at the address listed on its website or to such other addresses as such party shall designate by written notice given to the other party. It shall be deemed to have been made, given, or provided on the date of receipt.
- e. Assignment; Successors. This Agreement is personal, being entered into in reliance upon and consideration of the skill, qualifications, and representations of, as well as trust and confidence reposed in ExED and its employees and its selected subcontractors. Accordingly, neither this Agreement nor any of its rights or privileges shall be sold, assigned, transferred, shared, or encumbered, by operation of law or otherwise, without the prior written consent of the affected (non-assigning) party, except that ExED may assign this Agreement to an affiliate which ExED controls. Subject to the foregoing, this Agreement shall be binding upon and shall inure to the benefit of the parties hereto and their respective successors and assigns.
- f. Force Majeure. Neither party shall be liable for any delay or failure in its performance of any of the acts required by this Agreement, except for the payment of money as and when due, when such delay or failure arises from circumstances beyond the control and without the fault or negligence of such party. Such causes may include, without limitation, acts of God, acts of public enemies, acts of civil or military authority, labor disputes, material or component shortages, embargoes, rationing, quarantines, blockades, sabotage, utility or communication failures or delays, earthquakes, fire, flood, epidemics, riots or strikes. The time for performance of any act delayed by any such event may be postponed for a period equal to the period of such delay. In order to avail itself of rights under this Section 11(f), a party claiming force majeure excusal must provide written notice to the other party of the

circumstances constituting force majeure within fifteen (15) days of their occurrence. The provisions of this Section 11(f) shall not excuse the payment of money by the parties when and as due, regardless of force majeure.

- g. Publicity. The Client may act as a reference for ExED with respect to the Services upon ExED's reasonable request. ExED may issue press releases or identify the Client in marketing materials provided that all references to the Client are fair, accurate, and not misleading and that they are approved by the Client in writing, in advance, in each instance.
- h. Headings. The headings of the several articles and sections are inserted for convenience of reference only. They are not intended to be a part of or to affect the meaning or interpretation of this Agreement.
- i. Governing Law. This Agreement shall be governed by the laws of the State of California, without regard to principles of conflicts of law.
- j. Counterparts. This Agreement (and its Exhibits) may be executed in several counterparts, including electronic counterparts (such as facsimile or .pdf), each of which shall be deemed to be an original, and all of which together shall constitute one agreement binding on all parties hereto, notwithstanding that all of the parties shall not have signed the same counterpart.
- k. Waiver of Jury Trial; Venue. TO THE EXTENT PERMITTED BY LAW, THE PARTIES WAIVE TRIAL BY JURY IN ANY ACTION, PROCEEDING, OR COUNTERCLAIM BROUGHT BY EITHER OF THE PARTIES HERETO AGAINST THE OTHER ON ANY MATTER WHATSOEVER ARISING OUT OF OR IN ANY WAY CONNECTED WITH THIS AGREEMENT OR THE SERVICES RENDERED HEREUNDER, AND AGREE THAT ANY SUCH ACTION OR PROCEEDING SHALL BE TRIED BEFORE A COURT AND NOT BEFORE A JURY. TO THE FULLEST EXTENT PERMITTED BY LAW, THE VENUE FOR ANY ACTIONS OR PROCEEDINGS ARISING IN CONNECTION WITH THIS SHALL BE LAID IN LOCAL OR FEDERAL COURTS LOCATED IN LOS ANGELES, CALIFORNIA. THE PARTIES HEREBY WAIVE ANY DEFENSE OF INCONVENIENT FORUM.

12. EXCLUSIONS & ADDITIONS.

- a. The following services, responsibilities, and activities are hereby expressly excluded from the Services, together with any services, responsibilities, and activities by ExED on behalf of the Client not explicitly set forth in the respective Exhibits:
 - (i) Managing or designing human resources processes to ensure the Client's compliance as the employer of record.
 - (ii) Managing or confirming the accuracy of vacation and sick accrual balances.
 - (iii) Identifying or applying for private grants. Should the Client receive a private grant, the Client is responsible for tracking and informing ExED of financial reporting requirements.

- (iv) Developing Local Control and Accountability Plan (LCAP) goals and actions, or identifying actions that contribute to increasing or improving services for unduplicated pupils.
- (v) Drafting the narrative sections of the Budget Overview for Parents.
- (vi) Ensuring compliance for programs paid for with restricted funds, including determining allowable expenses and completing time and effort reporting.
- (vii) Preparing and filing property tax exemption forms.
- (viii) System for Award Management (SAM) registration or renewal registration.
- (ix) Maintaining corporation/limited liability company/non-profit status, including filing Statements of Information.
- (x) Obtaining or renewing liability and workers' compensation insurance.
- (xi) Ensuring Brown Act compliance or providing Brown Act training.

IN WITNESS WHEREOF, the parties hereto execute this Agreement in counterparts as of the Effective Date through duly authorized representatives.

CLIENT:

By: _____

Dated: _____,

Name: _____

Title: _____

ExED:

By: _____

Dated: _____,

Name: Tait G. Anderson

Title: CFO/COO

Exhibit A

School Finance and Accounting Services

(attached if applicable)

Exhibit A – School Finance and Accounting Services

- 1) List of School Finance and Accounting Services. ExED will perform the services outlined below (collectively, the “School Finance and Accounting Services”):
 - A) Budgeting, Financial Reporting, and Forecasting
 - 1) Budget Development.
 - (a) Work with the Client Administrator to develop an annual budget for each School and a multi-year budget, if necessary, beginning in March of each year, for approval by the Client’s governing board no later than June 30th.
 - 2) Budget Revisions
 - (a) Upon the approval of the budget of the State of California as approved and signed by the Governor of the State of California for the current Fiscal Year, ExED will work with the Client Administrator to perform any revisions to the Budget to reflect the legislation adopted, if necessary.
 - (b) Provide annual forecasts, updated monthly, to provide accurate year-end projections.
 - 3) Standard Financial Reports
 - (a) Prepare and email or make electronically available Standard Financial Reports (as defined below), or a subset of Standard Financial Reports approved by the Client Administrator, by the 10th of the month following month-end reconciliation or on a schedule mutually agreed to with the Client. For example, financial reports for September will be available by November 10th.
 - (b) In this Agreement, “Standard Financial Reports” shall mean:
 - (i) Financial Dashboard (excluded from July Financial Package)
 - (ii) Cash Flow Forecast (excluded from July Financial Package)
 - (iii) Financial Analysis (excluded from July Financial Package)
 - (iv) Income Statement
 - (v) Balance Sheet
 - (vi) Check Register
 - (vii) Credit Card Register
 - 4) Financial Dashboard
 - (a) Prepare a dashboard that displays key indicators of financial health – income statement summary with variances and forecast, cash flow charts with actuals and forecast for the year, ADA and enrollment chart with actuals and forecast, a balance sheet summary, and liquidity ratios.
 - 5) Cash Flow Forecast
 - (a) ExED will prepare the Cash Flow Forecast report for each School throughout the year as part of the Standard Financial Reports.
 - 6) Financial Analysis
 - (a) ExED will analyze actual versus budget revenue and expenses and monitor cash flow.
 - 7) Online Reporting
 - (a) Provide online access to year-to-date actuals, annual budget, budget remaining, and other financial and transactional reporting in the myExED client portal.
 - 8) The Client & Board Meetings
 - (a) At least once every quarter, ExED shall prepare and review the Client’s financials with the Client Administrator.
 - (b) Prepare and present the Client’s financial health to the Board as appropriate, but no less

- than once every quarter, including special Board meetings.
 - (c) Prepare and present the Client’s financial reports to Finance Committees as appropriate.
 - (d) Provide analytical support and training to assist the Client Administrator in interpreting financial statements and managing the organization's financial challenges.
 - 9) Chartering Authority Financial Reporting
 - (a) Complete and submit all financial reporting required to the Client’s Charter Authorizer, including First Interim, Second Interim, Unaudited Actuals, and Preliminary Budget as required by any mandated due dates.
- B) Accounting and Bookkeeping Services
 - 1) General Ledger Maintenance
 - (a) Establish and maintain the Client’s general ledger per the account codes mandated by the California Department of Education. ExED will monitor and edit revenue and expenditure account code structure, add program and location codes when needed, and perform regular maintenance.
 - (b) Maintain the general ledger in accordance with GAAP, ensuring all revenues and expenses are recorded and reported accurately.
 - 2) Bookkeeping
 - (a) Record all transactions into the accounting system with appropriate coding to enable the required reporting.
 - (b) Perform lease accounting that complies with the ASC 842 lease accounting standards.
 - (c) Create the payroll journal entry to record detailed payroll expenses in the general ledger, ensuring correct coding.
 - (d) Establish Client-specific tracking codes to support the Client’s reporting and budget management needs.
 - (e) Complete the fiscal year-end close.
 - 3) Bank and Balance Sheet Reconciliations
 - (a) Perform monthly reconciliation of all bank accounts.
 - (b) Perform reconciliation of other balance sheet accounts, at a minimum, quarterly: Prepaid/Deposits, Accounts Receivable, Accounts Payable, Payroll Liability, Debt/Loans, and any Other Asset or Liability accounts.
 - 4) Fixed Assets
 - (a) Maintain an inventory of fixed assets over the Client-designated capitalization threshold.
 - (b) Record monthly depreciation entries and update asset values for capitalized items.
 - 5) Accounts Payable
 - (a) Review vendor invoices for proper approval and coding.
 - (b) Issue vendor payments once per week on a schedule mutually agreed to with the Client.
 - (c) Process rush payments in addition to the weekly payment cycle (additional processing fees may apply).
 - (d) Complete 1099s for independent contractors. The Client is responsible for obtaining and submitting to ExED the IRS Form W-9 for all vendors.
 - (e) Process credit card transactions and employee reimbursements based on the information provided by the Client.
 - 6) Accounts Receivable
 - (a) Monitor receipt of revenue to ensure the Client receives all entitlements. Employ reasonable efforts, in partnership with the Client, to pursue collection activities to receive past due funding from government agencies, not including initiating legal proceedings.
 - 7) Training and Support
 - (a) Train school personnel on accounting processes, myExED Portal applications, and

internal control procedures.

- C) Audit and Tax Preparation
 - 1) Audit Preparation
 - (a) Collect or provide instructions to the Client on how to provide the information required by Auditors for testing and audit report drafting.
 - (b) Prepare required schedules (e.g., accrual worksheet, fixed asset ledger, balance sheet account detail, etc.).
 - (c) Serve as the point of contact for all communication with the Auditors regarding financial data maintained by ExED.
 - (d) Work with and meet with the Client’s Audit Committee as needed.
 - (e) Prepare the adjusting journal entries as required by the auditors.
 - 2) Tax Preparation
 - (a) Prepare and collect the required information for the Auditor to complete the Form 990 federal tax return and Form 199 California Exempt Organization Annual Information Return.
 - (b) Prepare sales and use tax returns when notified by the Client that these returns are needed and report the information if provided the necessary access to the relevant tax filing systems.
- D) Cash Management
 - 1) Cash Position Reports
 - (a) Prepare the Cash Position Report and deliver it to the Client on a schedule and in a format agreed to with the Client. The Cash Position Report summarizes the current bank balance, payments issued, accounts payable balance, and projected short-term cash balances.
 - 2) Loans & Lines of Credit
 - (a) Analyze working capital needs and assist the Client in preparing or renewing loan or line of credit applications if needed.
 - (b) In the case of state cash deferrals, prepare the application for deferral exemptions if eligible.
 - 3) Invoice Payment
 - (a) Manage the timing of invoice payment.
- E) Compliance and Fiscal Reporting
 - 1) Categorical Funding Applications
 - (a) Prepare funding applications for funding sources identified in the Client’s Budget. This includes the following (if applicable): Mandated Block Grant, Consolidated Application (ConApp), the Annual Funding Survey, the PENSEC Report for new/expanding schools, SB 740 Facility Grant Program, and the Facilities Incentive Grant, if the Client is eligible and requests that ExED complete the application.
 - (b) Assist with budget/financial sections of the Public Charter Schools Grant Program (PCSGP) and other grant applications, if applicable.
 - 2) Compliance and Fiscal Reporting
 - (a) Prepare the preliminary Budget report and submit it to the Chartering Authority in the required format.
 - (b) LCAP Reporting
 - (i) Incorporate the Local Control Accountability Plan (“LCAP”) expenditure assumptions into the Client’s Budget.
 - (ii) Provide Local Control Funding Formula (“LCFF”) funding numbers (LCFF Base Revenue, LCFF Supplemental and Concentration, and Minimum Proportionality Percentage) required for the LCAP.

- (iii) Assist with budget estimates related to the actions and services included in LCAP. ExED expects the development of the LCAP to be an iterative, ongoing process developed over multiple months. For each iteration, ExED requires 10 business days to provide budget estimates. If ExED is not provided sufficient time to develop budget estimates or if the Client develops LCAP in a short time frame, ExED may not be able to provide budget estimates, and the Client will need to develop these estimates.
 - (iv) Assist with completing the financial portions of the mid-year and annual LCAP updates.
 - (c) Prepare and disseminate fiscal reports to lenders and creditors as appropriate.
 - (d) Prepare per pupil expenditure section of the School Accountability Report Card (SARC).
 - (e) School Nutrition Program
 - (i) Prepare year-end School Nutrition Program Cost and Revenue reporting.
 - (ii) Assist in preparing the financial components of the School Nutrition Program Administrative Review.
 - (f) Prepare the Every Student Succeeds Act Per Pupil Expenditure Report.
 - (g) Prepare and submit federal and state expenditure reporting as appropriate, including expenditure reporting for categorical funding sources (e.g., ESSER, Arts Music and Instructional Materials Discretionary Block Grant, Expanded Learning Opportunity Program, Proposition 28 – Arts & Music in Schools Program, Learning Recovery Emergency Block Grant, Educator Effectiveness, the Universal Pre-K Planning Grant, Title I, II, III, and IV, After School Educational & Safety program, etc.).
 - (h) Submit Federal Cash Management reports and prepare calculations for interest earned on federal funds.
 - (i) Assist, as appropriate, in preparing the fiscal components of Federal Program Monitoring visits and other compliance monitoring reviews.
- F) Charter Authorizer Support
- 1) Support the Client with financial-related communications with the Charter Authorizer. ExED will:
 - (a) Prepare regular financial reporting (budget and interim reporting).
 - (b) Provide financial documents and reports as requested.
 - (c) In partnership with the Client, prepare the fiscal materials requested for the Client’s oversight reviews with the charter authorizer and governmental agencies and participate in oversight reviews.
 - (d) Assist the Client Administrator when meeting with the charter authorizer to discuss the fiscal health and outlook of each Client school.
 - 2) Assist in the charter renewal and material revision process by preparing the required forecasts and cash flow projections.
- G) Strategic Planning
- 1) Partner with the Client Administrator(s) and the Client’s board of directors to develop financial strategies to support the Client’s long-term success.
- 2) The Client’s Obligations. In addition to the obligations of the Client set forth in the Agreement and the other Exhibits thereto, the Client shall have the following additional obligations relating to ExED’s provision of the School Finance and Accounting Services:
- A) Financial Records and Audit.
 - 1) The Client will maintain customary and reasonably correct, complete, and accurate records and other supporting information enabling ExED to render the Services hereunder. The

- Client will deliver all supporting documentation by the monthly close timeline developed by ExED and provided to the Client. If the Client submits the required supporting documentation after the monthly close deadline, ExED cannot guarantee the on-time submission of financial reports for the Client management review and/or Client board meetings.
- 2) The Client covenants to assist ExED in reconciling outstanding invoices and provide ExED with copies or originals of vendor invoices and correspondence, as well as other statements and receipts, per the monthly close deadline established by ExED.
 - B) Bank Accounts. The Client is responsible for notifying ExED of all bank accounts.
 - C) Leases and Fixed Assets.
 - 1) The Client is responsible for notifying ExED of all lease activity (e.g., when the Client enters into a new lease or modifies an existing lease).
 - 2) The Client is responsible for notifying ExED if it disposes of fixed assets.
 - D) Other School Entity Accounting. The Client is responsible for completing the accounting and bookkeeping activities of other school entities (e.g., the Associated Student Body (ASB), the Parent Teacher Association (PTA), etc.).
 - E) Statement of Information. The Client is responsible for submitting the biannual Statement of Information to the Secretary of State.
- 3) Additional Fees
- A) The following services, responsibilities, and activities are available as part of the Services, as requested by the Client in writing, for the additional fees described below:
 - 1) For new charter school petitions, ExED will prepare the budget to be submitted with the petition for an additional fee of \$3,750.
 - 2) Rush Checks/Payments: Rush checks are discouraged and are defined as checks/payments that the Client requests outside of the regular weekly processing schedule. The Client will be allowed one rush check a month with no charge. After that, the Client will be charged a fee of \$40.00 per rushed check. The Client will also be responsible for the cost of any special delivery, if applicable.
 - 3) ExED will charge \$150/hour for work related to securing facility financing (e.g., providing financial analysis, developing financial scenarios, and preparing financial reporting that is required to assist the Client in securing or applying for facility financing).
 - 4) SpendBridge invoice automation features
 - (a) If the Client chooses to use SpendBridge's AI invoicing feature to process invoices automatically, ExED will charge \$1.25 per invoice.

Exhibit B

Payroll Processing and Retirement Reporting Services

(attached if applicable)

Exhibit B – Payroll Processing and Retirement Reporting Services

- 1) List of Payroll Process and Retirement Reporting Services. ExED will perform the services as outlined in the table and further described below (collectively, the “Payroll Processing and Retirement Reporting Services”):

Service	ExED will Perform Service
A. Payroll Processing	Yes
B. Retirement Reporting	
B.1. CalSTRS Reporting	Yes
B.2. CalPERS Reporting	No
B.3. Other Retirement Reporting	Yes, if applicable

A) Payroll Processing

- 1) Review the payroll information the Client maintains within the Payroll Provider software in a manner consistent with the information given to ExED, including (i) employee information related to payroll processing and (ii) non-tax payment information, such as voluntary deductions and garnishments.
- 2) Calculate and submit the state payroll tax payments and returns if the Payroll Provider requests/requires assistance in completing the reports it does not file.
- 3) Provide the Client with a payroll schedule for the calendar year, which includes pay periods and deadlines for ExED to receive or confirm from the Client the following information: new hire documentation, personnel change forms, and payroll time data for each respective pay period. The Client is responsible for submitting all payroll-related data by the deadlines established in the Client’s payroll schedule.
- 4) If the Client receives a payroll package and is closed for a school break and cannot receive the payroll package, the Client is responsible for coordinating with ExED to make special delivery arrangements prior to processing payroll.
- 5) Create or review employee earnings, deductions, and benefit codes.
- 6) Process supplemental payroll runs as needed, including supplemental checks for terminations, stipends, and bonuses. Additional fees may apply.
- 7) Process garnishments.
- 8) Set up the coding to track payroll expenses related to restricted grants, Local Control Accountability Plan (LCAP), school sites, etc.
- 9) Provide minimum wage guidance related to state labor laws.
- 10) Assist with general payroll-related questions.

B) Retirement Reporting

- 1) CalSTRS Retirement Reporting
 - (a) Submit the required information monthly to the local county office of education or the designated recipient and comply with all retirement program requirements. This shall also include coordinating the remittance of CalSTRS contributions with the accounting department at the county office of education or the designated recipient.
 - (b) Calculate and report all retirement benefits for CalSTRS in alignment with the information provided by the Client based on employee and payroll data supplied by the Client, unless the Client does not provide the required data. If the Client does not provide the necessary payroll and employee data, ExED will use its knowledge of the respective retirement program to report the necessary information, but cannot guarantee it will comply with all retirement program requirements.
 - (c) In partnership with the Client, assist in researching staff with CalSTRS to ensure proper

membership is established based on retirement regulations.

- 2) CalPERS Retirement Reporting
 - (a) Submit the required information monthly to the local county office of education or the designated recipient and comply with all retirement program requirements. This shall also include coordinating the remittance of CalPERS contributions with the accounting department at the county office of education or the designated recipient.
 - (b) Calculate and report all retirement benefits for CalPERS in alignment with the information provided by the Client based on employee and payroll data supplied by the Client, unless the Client does not provide the required data. If the Client does not provide the necessary payroll and employee data, ExED will use its knowledge of the respective retirement program to report the necessary information, but cannot guarantee it will comply with all retirement program requirements.
 - (c) In partnership with the Client, assist in researching staff with CalPERS to ensure proper membership is established based on retirement regulations.
 - 3) Other Retirement Reporting (e.g., 403B, 401K, 457)
 - (a) Process appropriate employee deductions upon receipt of the proper paperwork from the Client. ExED will submit payment and the contributions report to the applicable retirement company based on the Client's payroll schedule.
- 2) The Client's Obligations. In addition to the obligations of the Client set forth in the Agreement and the other Exhibits thereto, the Client shall have the following additional obligations relating to ExED's provision of the Payroll Processing and Retirement Reporting Services:
- A) The Client will provide all necessary and proper data to ExED for payroll processing and any applicable retirement reporting programs the Client participates in.
 - B) The Client will maintain all original documents related to personnel files or payroll data.
 - C) If necessary, the Client will use and purchase, if needed, commercially reasonable time clocks for timekeeping purposes.
 - D) The Client will sign or has signed a service agreement with the Payroll Provider for the necessary services so that ExED can process payroll using the Payroll Provider's service.
 - 1) The Payroll Provider will file the Client's annual forms W-2/W-3.
 - 2) The Payroll Provider will file the relevant federal and state tax returns. If necessary, the Payroll Provider may request that ExED file the tax returns if it cannot.
 - E) The Client is responsible for ensuring they comply with the Affordable Care Act (ACA) reporting requirements, if applicable.
 - F) The Client will be responsible for all fees the Payroll Provider assesses, whether those fees are paid for by the Client or by ExED. If ExED pays the Payroll Provider fees, ExED will invoice the Client for the fees it has incurred.
 - G) The Client will submit all necessary payroll and time and attendance data within the Payroll Provider's software, which includes ensuring the payroll hours submitted have the correct labor allocation.
 - H) The Client will maintain employee information unrelated to payroll processing within the Payroll Provider's software.
 - I) The Client will work with the Payroll Provider to set up and track any payroll accruals (e.g., vacation, sick, etc.). ExED should be informed of these requests and will assist with this setup where possible.

- J) The Client will approve all final check calculations. ExED will follow the California Labor Code when calculating an employee’s final check unless directed by the Client to follow the calculation method commonly used by school districts.
 - K) The Client is responsible for providing ExED with accurate health and welfare deductions for each Client employee.
 - L) The Client is responsible for all communications with its employees regarding payroll and retirement reporting information. ExED should not be asked to communicate directly with the Client’s employees regarding payroll and retirement reporting information.
 - M) The Client is responsible for complying with the retirement enrollment and reporting rules for the retirement program(s) in which the Client participates (e.g., CalSTRS, CalPERS) and is responsible for communicating to ExED the following information (it is acknowledged and understood that the Client’s failure to timely provide the following information completely and accurately to ExED may impact ExED’s ability to timely and accurately perform retirement program reporting, classification and other retirement program-related Services hereunder):
 - 1) A determination of which retirement system a job should be reported to, based on job description and applicable education code(s).
 - 2) Staff job classification and applicable retirement system, per the rules of the respective retirement program(s) as applied to charter schools.
 - 3) Staff eligibility for enrollment into an applicable retirement system, according to the rules of the respective retirement program(s) as applied to charter schools.
 - 4) Details of time worked, pay rates, and wages earned, as necessary for retirement reporting per the rules of the respective retirement program(s).
 - N) The Client is responsible for collecting and maintaining accurate retirement enrollment forms for the retirement program(s) in which the Client participates (e.g., CalSTRS, CalPERS).
 - O) CalSTRS or CalPERS audits (if applicable).
 - 1) The Client is responsible for managing CalSTRS and/or CalPERS audits.
 - 2) The Client should keep ExED informed of any CalSTRS or CalPERS audit to which it is subject.
 - 3) The Client should share audit findings and documentation received from CalSTRS or CalPERS with ExED, and communicate whether adjustments need to be made.
 - 4) The Client is responsible for collecting the audit documentation/backup requested for any audit finding and sharing this documentation with ExED.
- 3) Additional Fees. The Payroll Processing and Retirement Reporting Services are available as part of the Services for the additional fees described below:
- A) Payroll
 - 1) Late Payroll Submission: If the Client does not submit payroll information (e.g., timecards and new hire information) by the deadline or submits incomplete information, the Client will be charged a late payroll submission fee of \$145.00 per payroll period.
 - 2) Supplemental Payroll: If the Client provides late, inaccurate, or incomplete information and ExED has to process a supplemental payroll to ensure the Client’s employees are paid correctly, the Client will be charged a supplemental payroll fee of \$145.00 per payroll period and a fee of \$57.00 per check if individual checks need to be issued.
 - 3) Prior Period Adjustment: The Client may request ExED to make a prior pay period adjustment to payroll and/or retirement reports for an employee. If ExED agrees to make the requested adjustment, it will charge a fee of \$340.00 per employee. The Client will be

responsible for any additional fees charged by the payroll provider, retirement program, or other 3rd party entities that result from the adjustment.

B) Retirement Reporting

- 1) ExED will charge \$150.00/hour for making prior period CalPERS or CalSTRS adjustments or corrections.

Exhibit C

Data Management Services

(attached if applicable)

Exhibit C – Data Management Services

- 1) List of Data Management Services. ExED will perform the services as outlined in the table and further described below (collectively, the “Data Management Services”):

Service	ExED will Perform Service
A. Attendance Reporting	Yes
B. Nutrition Claims Reporting	Yes
C. CALPADS Reporting	Yes

- A) Attendance Reporting
- 1) Orientation. Provide an orientation to ExED’s Attendance Reporting services in a workshop format.
 - 2) Resources. Provide resources to the Client-identified staff responsible for the Student Information System (“SIS”) used by the Client, attendance reporting, and data management.
 - (a) Review data elements specific to Attendance in a workshop format, including CDE updates.
 - 3) Prepare PENSEC (if applicable), PENSEC Charter 20-Day (if applicable), P-1, P-2, and P-3/Annual attendance reports from the Client-provided records and submit them to the Chartering Authority as required. As used herein, PENSEC Charter 20-Day and P-1, P-2, and P-3/Annual are defined as follows:
 - (a) “PENSEC Charter 20-Day” means the Charter School 20 Day Attendance Report. This data collection gathers actual average daily attendance (ADA), enrollment, and unduplicated pupil counts from new or expanding charter schools for the first twenty (20) days of instruction.
 - (b) “P-1/P-2/P-3/Annual” means the attendance reports that must be submitted to the State of California for ADA apportionment purposes.
 - 4) Prepare and submit monthly attendance reports, if required, to the Chartering Authority.
 - 5) Submit monthly attendance revisions as needed and as allowed by the Chartering Authority.
- B) Nutrition Claims Reporting
- 1) Orientation. Provide an orientation to ExED’s Nutrition Claims reporting services in a workshop format.
 - 2) Resources. Provide resources to the Client-identified staff responsible for School Nutrition Programs.
 - (a) Review data elements specific to School Nutrition Program data relevant to monthly meal claim reporting in a workshop format, including CDE updates.
 - 3) Prepare monthly claim information for federal and state meal programs, as appropriate, and transfer information into the Child Nutrition Information and Payment System (CNIPS) based on the Client-provided records.
- C) CALPADS Reporting
- 1) Orientation. Provide an orientation to ExED’s CALPADS Reporting services in a workshop format.
 - (a) Discuss CALPADS reporting requirements related to School funding.
 - (b) Review the responsibilities of ExED and the Client.
 - 2) Resources. Provide resources to the Client-identified staff responsible for the SIS used by the Client, CALPADS reporting, and data management.
 - (a) Review data elements specific to CALPADS in a workshop format, including Students, Staff, Courses, Discipline, and Attendance.
 - (b) Facilitate troubleshooting in SIS on issues specific to CALPADS.

- (c) Provide support via email, phone, remote assistance, and permitted in-person visits on issues specific to CALPADS.
 - (i) Phone support will be available during regular business hours.
 - (ii) Email requests can be directed to ExED at datamanagement@exed.org.
- 3) Data Integrity. Assess and support data integrity for CALPADS-related data elements.
 - (a) Identify areas for improvement throughout our working partnership and offer guidance or resources for collecting and populating data to meet requirements.
 - (b) Create and/or locate Statewide Student Identifiers (SSIDs) for new students enrolling at the Client. ExED will complete this process as part of monthly attendance reporting.
 - (c) Identify and communicate to the Client any missing required SIS data necessary to complete CALPADS reporting submission. ExED will provide timelines, guidance, and instructions to the Client to address missing and/or required SIS or SEDS data.
 - (i) As used herein, “SEDS” means Special Education Data System or Systems. Special education data is managed via special education information data systems identified by the Client’s SELPA (Special Education Local Plan Area). A SEDS allows centralized management of IEPs (Individualized Education Plans), special education data, CALPADS reporting, and service tracking. Examples of SEDS are Welligent, SEIS (Special Education Information System), and SIRAS (SELPA Information and Records Analysis Support).
- 2) Data Validation & Certification.
 - (a) Validate and extract data from SIS and upload to CALPADS, review and troubleshoot with Client CALPADS validation errors and anomalies, and certify the Client-approved data in CALPADS as required, including the following for each school year during which ExED is rendering Services:
 - (i) Prepare and facilitate the Client’s approval of Fall 1 data.
 - (ii) Prepare and facilitate certification of Fall 2 data.
 - (iii) Prepare and facilitate certification of End of Year 1 data (as applicable)
 - (iv) Prepare and facilitate certification of End of Year 2 data.
 - (v) Prepare and facilitate LEA approval of End of Year 3 data.
 - (vi) Prepare and facilitate certification of End of Year 4 data.
 - (vii) Summarize key data for certification in CALPADS and secure the Client Administrator’s sign-off and approval of CALPADS data reported prior to certification.
 - (viii) Manage CALPADS anomalies, including Multiple Identifiers (MID), Exit Reason Discrepancies (ERD), and Concurrent Enrollments (CCE) within the threshold given by CALPADS for successful certification.
 - (ix) Provide Certified Reports for the Client’s reference and archives.
 - (x) If the Client requests that the CALPADS amendment window be utilized, ExED has the right to charge an additional fee. ExED will notify the Client of any additional fees prior to beginning work.
 - (b) Data integrity and accuracy remain the responsibility of the Client and are acknowledged upon the signature of approval of CALPADS reports and summary data provided by ExED.
- 3) Additional Reporting Support.
 - (a) Provide support and guidance on reporting CBEDS data. As used herein, “CBEDS” means the California Basic Educational Data System, which aims to collect data about schools and districts and aggregate data on students and staff.
 - (i) Troubleshoot any issues with CBEDS extracts/data.

- (ii) Provide a review of any missing required CBEDS data in the SIS or by other means provided to ExED.
- (iii) Secure the Client sign-off and approval of CBEDS data prior to final submission.

2) The Client's Obligations. In addition to the obligations of the Client set forth in the Agreement and the other Exhibits thereto, the Client shall have the following additional obligations relating to ExED's provision of the Data Management Services:

A) General

- 1) Integrity. The Client will act in good faith and alert the management of ExED to any fraudulent activity reasonably related to the Data Management Services as soon as the Client becomes aware, to the extent permitted by law. The Client acknowledges that ExED's ability to provide the Data Management Services is conditioned upon the Client acting in good faith and acting in a commercially reasonable manner.
- 2) SIS Records. The Client will maintain all data records in SIS. The Client is responsible for maintaining the accuracy of the Client's data records, correcting data errors, and entering new or corrected data in the SIS. The Client is solely responsible for ensuring the accuracy of the data it provides to ExED or maintained in the Client's SIS database. ExED has no responsibility to independently confirm the accuracy of the data it receives from the Client or that is maintained in the Client's SIS database, and has the right to rely on the same. ExED will advise the Client of the data to be corrected to comply with various reporting requirements and may provide data entry templates or instructions. The Client is responsible for correcting the errors or completing the missing data.
- 3) The Client Policies and Procedures. The Client covenants to develop, apply, and follow no less than customary and reasonable policies and procedures for a charter school applicable to data management, including, but not limited to, enrollment, attendance, eligibility for student participation in free and reduced-price meal programs, and special education.
- 4) Provide ExED with two accounts with appropriate access to its SIS application.
- 5) The Client staff understands their responsibility to ensure compliance with the federal Family Educational Rights and Privacy Act (20 U.S.C. §1232g).
- 6) ExED will utilize software systems such as Box, a third-party organization ExED has contracted with to provide cloud-based file-sharing services, to share confidential student and staff information via a secured system rather than individual emails.
- 7) ExED will not use any information in the pupil record for purposes other than those required or expressly permitted by the Data Management Services.

B) Attendance Records and Reports

- 1) The Client must take all necessary and proper steps to provide regular, accurate, and timely responses to monthly and period attendance requests.
- 2) The Client is responsible for taking daily attendance records compliant with the California Education Code. The client must maintain phone logs, tardy logs, Independent Study agreements and work products, and other pertinent information related to appropriate attendance tracking.

C) Nutrition Claims Reporting

- 1) The Client will provide ExED with appropriate access to CNIPS as requested.
- 2) The Client will provide ExED with the information needed to prepare a monthly meal claim by the 10th of each month.
- 3) The Client will review the monthly meal claim information ExED has prepared, notify ExED of any discrepancies, and submit the final monthly claim information in CNIPS by submission deadlines.

D) CALPADS Reporting Services.

- 1) Access to State Systems. The Client is responsible for maintaining master accounts with associated usernames and passwords for accessing the CALPADS state system, the CBEDS online reporting system, and any 3rd party systems.
- 2) Coordination and Cooperation. The Client will identify one principal contact who will work with ExED related to CALPADS Reporting Services. The principal contact will be responsible for facilitating requests for records verification and data collection to troubleshoot errors in CALPADS data or other systems for which CALPADS certification is dependent (e.g., SEDS).
- 3) Deadlines. If the Client does not meet the ExED timelines for making data corrections required for CALPADS certification, ExED will not be responsible if the Client is unable to certify on time or if the Client certifies with inaccurate data.
- 4) Provide the ExED Data Management Team Lead with a CALPADS account with LEA Admin-level access. LEA Admin account is the master account and allows for creating users and resetting passwords.
- 5) The Client staff will not directly change CALPADS data without first communicating with and coordinating with ExED, with the exception of updates to special education eligibility and program data (i.e., IEP, services, degree of support, meetings, amendments, etc.).
- 6) The Client will provide CBEDS-ORA login information and return CBEDS School Information Form (SIF) to ExED as requested and within the timeframe established in the request.
- 7) The Client is responsible for the accuracy of their data and acknowledges this responsibility when they review and sign off on the summary data provided by ExED.
- 8) The Client is responsible for uploading all required special education data files from their SEDS to CALPADS in accordance with ExED, CDE, and SELPA deadlines.

E) Data Integrity

- 1) The Client is responsible for the integrity of their data.
- 2) Pupil records remain the property of and under the Client's control unless otherwise required by law.
- 3) Provide an overview to ExED of the Client's data management structure and current processes for collecting, validating, and reporting data.
- 4) Provide time for the appropriate staff to meet to review processes with ExED.
- 5) For all students who enroll and exit the Client, the Client is responsible for ensuring enrollment is entered in the SIS in the correct grade level within the first attendance reporting cycle of the student's enrollment.
- 6) The Client is responsible for notifying ExED if enrolled students have a mid-year grade-level change once enrolled.
- 7) The Client is responsible for notifying the District of Residence of the exited student pursuant to California Education Code §47605(d)(3).
- 8) The Client is responsible for completing any missing data and/or required data and entering the relevant data into the Client's SIS or data entry templates as requested and within the timeframe established in the request to set up the Client's SIS system.
- 9) The Client is responsible for following up with any data discrepancies and notifying ExED once resolved.
- 10) The Client will provide ExED with any requested dates and instructional calendar for school years covered by this Agreement and notify ExED of any changes when they occur.
- 11) The Client will provide ExED with next year's school and grade information for returning students, including any retained students, as required in their SIS, no later than August 15 of each year.

- (a) The Client will identify and properly transfer out non-returning students in the SIS and SEDS.
- 3) Confidentiality and Security. ExED will directly access the Client’s SIS and extract data related to the Data Management Services (e.g., student information and staff employment data). Such information shall be considered Confidential Information to the extent it contains any personally identifiable information under FERPA.
- 4) Additional Fees. The Data Management Services are available as part of the Services for the additional fees described below:
 - A) ExED will provide orientation workshops (e.g., CALPADS reporting, attendance reporting, etc.) for the Client staff who are hired mid-year and require additional support. ExED will charge the Client \$220 per workshop.
 - B) The Client transitions to a new SIS – 1 School
 - 1) Transition to Aeries or PowerSchool \$3,450
 - 2) Transition to Another SIS \$5,750
 - C) The Client transitions to a new SIS – 2+ Schools
 - 1) Transition to Aeries or PowerSchool \$6,900
 - 2) Transition to Another SIS \$11,550

Exhibit D

Invoice Upload Services

(attached if applicable)