

Youth Policy Institute Charter Schools (YPICS)

YPICS Regular Board Meeting

Date and Time

Monday June 30, 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.

Notice of Public Hearing

The YPI Charter Schools will conduct a Public Hearing on Monday, June 30, 2025, at 6:00 P.M.

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

II. Communications			6:01 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> <p>If you wish to make a public comment, you may attend in person and may complete a "Speaker Card" (on an agenda item or non-agenda item) card which will be available at the door.</p> <p>When addressing the Board, speakers are requested (but not required) to state their name and address from the podium and adhere to the time limits set forth. Non-agenda items are limited to three (3) minutes and total time allotted to not exceed fifteen (15) minutes and Items on the agenda are limited to five (5) minutes.</p> <p>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.</p> <p>Any public records relating to an agenda item for an open session of the Board which are distributed to all of the Board members shall be available for public inspection on the Charter Schools website at 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.</p> <p>YPICS adheres to the Americans with Disabilities Act. Should you require special accommodations, or more information about accessibility, please contact us at least 48 hours in advance at (818) 834-5805, (213) 413-9600 or (818) 480-6810 or at info@coronacharter.org, info@romerocharter.org. All efforts will be made for reasonable accommodations.</p>			
B.	Public Hearing on 2025-26 Local Control and Accountability Plans (LCAP)-Final	Discuss Mary Keipp	5 m
<p>The purpose of the hearing is to present information regarding the proposed 2025-2026 Local Control Accountability Plans (LCAPs) for Bert Corona Charter School, Monseñor Oscar Romero Charter School, and Bert Corona Charter High School. Information related to the proposed 2025-2026 budgets for the YPI Charter Schools and all schools listed above will also be presented. YPICS encourages input from parents, teachers, and community members before the Board approves the LCAPs and school budgets at the June 30, 2025, board meeting.</p>			

	Purpose	Presenter	Time
A. Board Committee Updates	FYI		4 m
1. Board Academic Committee update presented by Committee Chair Cesar Lopez 2. Board Finance Committee update presented by Committee Chair, Michael Green 3. Board Technology Committee update presented by Committee Chair, Dean Cho			
B. YPICS Director of Special Education's Report	FYI	Vashon Nutt	2 m
C. Senior Director of Community School Partnerships Report			5 m
D. Bert Corona Charter School Executive Administrator's Report	FYI	Kevin Myers	2 m
E. Monseñor Oscar Romero Charter School Executive Administrator's Report	FYI	Freddy Zepeda	2 m
F. Bert Corona Charter High School Executive Administrator/ COO's Report	FYI	Ruben Duenas	2 m
G. Chief Accountability Officer's Report		Ena LaVan	2 m
The Chief Accountability Officer has been leading the work on the LCAPs and the Local Accountability Indicators. Therefore, there will not be a separate report for June 2025.			
H. YPICS Executive Director Report			

IV. Consent Agenda Items**6:25 PM**

A. Background	Vote		5 m
All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board member for further discussion or 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.			
B. Consent Items	Vote	Mary Keipp	1 m
1. Recommendation to approve 2025-2026 Homeless Education Policies for YPICS (BCCS, BCCHS, and MORCS). 2. Recommendation to approve Slate of YPICS Board Trustees for 2025-2026.			

	Purpose	Presenter	Time
C. Consent Items			
	3. Recommendation to ratify the iReady Contract for YPICS (BCCS, MORCS, and BCCHS).		
	4. Recommendation to approve the CharterSafe Contract		
V. Items Scheduled For Action			6:31 PM
A. LCAPs (BCCS, MORCS, and BCCHS)	Vote	Ena LaVan	5 m
This is a recommendation from the administration to approve the LCAPs as submitted.			
B. Local Indicators for CA Dashboard (BCCS, MORCS, and BCCHS)	Vote	Ena LaVan	5 m
This is a recommendation from the administration to approve the Local Indicators for CA Dashboard as submitted.			
C. Approval of FY24/25 May Forecast	Vote	Irina Castillo	5 m
D. Approval of FY25-26 YPICS Budgets for BCCS, MORCS, and BCCHS	Vote	Irina Castillo	10 m
This is a recommendation from the administration to approve the FY25-26 Budgets as submitted.			
E. Approval of FY 25/26 Consolidated Application for Funding for BCCS, MORCS, and BCCHS	Vote	Irina Castillo	5 m
This is a recommendation from the administration to approve the Con App Certification as submitted.			
F. Approval of FY25/26 EPA Spending Plans for BCCS, MORCS, and BCCHS	Vote	Irina Castillo	5 m
This is a recommendation from the administration to approve the EPA Spending Plans as submitted.			
G. Approve 25-26 Staff Rosters	Vote	Yvette King-Berg	5 m
The Administration is recommending approval of the 25-26 YPICS Staff Rosters.			
VI. Closed Session			7:11 PM

	Purpose	Presenter	Time
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			7:31 PM
A. Action Taken in Closed Session	FYI	Mary Keipp	1 m
VIII. Announcements			7:32 PM
A. Next Board Meeting The next YPICS Finance Committee and Regular Board Meeting is scheduled for Monday, August 24, 2025.	FYI	Yvette King-Berg	2 m
B. YPICS Middle School Culmination and High School Graduation Celebrations June 5 BCCHS. 6:00 PM Maclay Bonnie Green	June 6 BCCS 6:00 PM The L	June 6 MORCS 4:30 PM Monica Garcia Plaza	2 m
IX. Closing Items			7:36 PM
A. Adjourn Meeting	Vote	Mary Keipp	

Coversheet

Board Committee Updates

Section: III. Items Scheduled for Information
Item: A. Board Committee Updates
Purpose: FYI
Submitted by:
Related Material:
YPICS Calendar Board Meeting and Committee Dates 2025-2026 (1).docx
063025 Board Brief BOT 25-26 Meeting Schedule Final .pdf

2025-2026 BOARD MEETINGS CALENDAR

Name of School:

YPICS Charter Schools

(Bert Corona Charter, Monseñor Oscar Romero Charter, Bert Corona Charter High School)

All meetings are at: 6:00 pm

Meetings are held at: YPICS Conference Room, 10660 White Oak Avenue, Suite B101, Granada Hills, CA 91344; Bert Corona Charter 9400 Remick Avenue, Pacoima, CA 91331; Bert Corona Charter High School 12513 Gain Street, Pacoima, CA 91331; Monseñor Oscar Romero Charter 2670 West 11th Street, Los Angeles, CA 90006

Meetings will be held on the following dates:

8/25/2025

9/29/2025

10/27/2025

12/8/2025

1/26/2026

3/2/2026

3/23/2026

4/27/2026

5/18/2026

6/8/2026

6/29/2026

Committee Meeting Dates

Academic: July 28, 2025; November 17, 2026; February 2, 2026

Fiscal: November 3, 2025; February 9, 2026; June 8, 2026

Technology: December, January, May (specific dates, TBD)



YPI CHARTER SCHOOLS

June 30, 2025

TO: YPI Charter Schools
Board of Trustees

FROM: Yvette King-Berg
Executive Director/President

SUBJECT: YPICS Board of Trustees' Meetings for 2025-2026

BACKGROUND

To ensure strong attendance is achieved at each board meeting, dates for each new school year are posted well in advance.

ANALYSIS

The following dates are proposed for the 2025-2026 school year. Board members are asked to communicate with the Board Chair and/or Executive Director as to their availability and dates will be revised as needed.

RECOMMENDATION

This is an information item only and no action is required.

Coversheet

YPICS Director of Special Education's Report

Section:	III. Items Scheduled for Information
Item:	B. YPICS Director of Special Education's Report
Purpose:	FYI
Submitted by:	
Related Material:	YPICS SPED Director Report 6_30_2025.pdf YPICS IEP Implementation System (CDE)_ Submission Approved.pdf



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

Submitted by: Vashon Nutt

June 30, 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

DEA - Deafness

DBL - Deaf-Blindness

ED - Emotional Disturbance

HOH - Hard of Hearing

ID - Intellectual Disability

MD - Multiple Disabilities

OI - Orthopedic Impairment

OHI - Other Health Impairment

SLD - Specific Learning Disability

SLI - Speech or Language Impairment

TBI - Traumatic Brain Injury

VI - Visual Impairment

EMD - Established Medical Disability

(ages 3-5 only)

OUTSIDE VENDORS

The following is information on services provided to YPICS schools by outside vendors.

Vendor	Services
Cross Country Education	Educational Services (APE, HOH, OT, LAS, Counseling)
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

UPDATE - New Hires for the 25-26 School Year

- *School Psychologist (YPICS)*
- *Resource Specialist Teacher (MORCS)*
- *Behavior Intervention Implementation (BII) (BCCS)*

UPDATE - Remaining Open Positions

- *Resource Specialist Teacher (BCCHS)*
 - An additional Resource Specialist Teacher will allow us to fill a vacancy due to increased caseloads.
- *Behavior Intervention Implementation (BII) (BCCHS)*
 - An additional BII/Paraprofessional will support incoming students with intensive academic needs
- *Three (3) Paraprofessionals - Part-time (BCCS)*
 - Due to the large number of incoming students with IEPs, additional Paraprofessionals are required.

UPDATE - 24-25 COMPLIANCE MONITORING - UPDATE

- **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 - [Completed and Approved by CDE](#) - **June 11, 2025**
- **Year 2**
 - Compliance and Improvement Monitoring Process (CIM) - **TBD**
- Bert Corona Charter School and Bert Corona Charter High School - Small LEA 2025 Annual Monitoring. - **Due June 30, 2025**
 - Disproportionate Year 1
 - Small local education agencies (LEAs) identified as Disproportionate in the 2025 Annual Determination Letter (ADL) will participate in the following Dispro-S Year 1 activities:
 - Data Quality Toolkit (DQT) Self-Assessment
 - Policy & Procedure Review (PPR)

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

California's New Pathway to a High School Diploma for Students with Intellectual Disabilities

A new law in California, Assembly Bill (AB) 181, has created an alternative pathway to a high school diploma for students with significant cognitive disabilities. This new option, effective since June 30, 2022, and amended in June 2024, allows these students to earn a diploma by meeting the state's minimum coursework requirements through classes aligned with state standards.

This legislation was enacted in accordance with the federal Every Student Succeeds Act (ESSA) of 2015, which permits states to create state-defined alternative diplomas.

Key Provisions and Recent Updates:

- **Eligibility:** To qualify for this pathway, a student's Individualized Education Program (IEP) team must deem them eligible to take the California Alternate Assessments (CAA). These assessments are designed for students with the most significant cognitive disabilities.
- **Standard Diploma:** The diploma received through this pathway is a standard high school diploma, not a modified one. This ensures students can participate in all graduation ceremonies and activities and have better prospects for higher education and employment.
- **Expanded Eligibility:** While initially intended for students entering ninth grade in the 2022-2023 school year or later, amendments, including one in June 2024 (SB 153), have expanded eligibility. Now, students who were in grade 10 or higher during the 2022–23 school year can also be considered for this pathway.
- **Continued Services:** A significant aspect of this law is that students who earn a diploma through this alternative pathway remain eligible for special education and related services until they turn 22. This contrasts with a traditional high school diploma, which typically ends a student's eligibility for such services.

- **IEP Team's Role:** The student's IEP team is central to this process. They are responsible for determining a student's eligibility for the CAA and, consequently, this diploma pathway. However, it's important to note that a student does not have to take the CAA in 11th grade to be eligible for the diploma.
- **No Extra Requirements:** Local educational agencies (LEAs) must exempt eligible students from any local graduation requirements that are in addition to the state's minimum coursework.
- **"Inclusive Access to a Diploma" Initiative:** The California Department of Education is also developing an "Inclusive Access to a Diploma: Reimagining Proficiency for Students With Disabilities" initiative. This program aims to create more flexible and inclusive methods for students with disabilities to demonstrate their proficiency and meet graduation requirements.
- **Data Reporting:** The diploma is reported as an "alternative diploma" to the U.S. Department of Education. It is counted in the graduation rate on the California School Dashboard but not for the federal Annual Performance Report (APR).

Celebrating Our Graduates: A Special Education Highlight

A huge congratulations to the entire graduating class at Bert Corona Charter High School! We were happy to celebrate 19 incredible students with special needs who walked the stage to receive their diplomas.

I want to shine a special spotlight on one of these outstanding graduates. Demonstrating exceptional academic achievement and *perseverance*, one of our students with autism was named one of the three class Valedictorians! The Bert Corona teachers, admin, and I are extremely proud of his accomplishments. We wish him the very best as he heads to Mission College this fall. Congratulations to all our graduates!



Vashon Nutt <vnutt@ypics.org>

IEP Implementation System (CDE): Submission Approved

3 messages

IEP Implementation System <noreply@cde.ca.gov>
To: vnutt@ypics.org

Wed, Jun 11, 2025 at 1:58 PM

Hello,

Los Angeles Unified SELPA has reviewed the IEP Implementation submission for Bert Corona Charter.

The submission has been **Approved** and no further action is required.

Thank you,
The IEP Implementation System Team

IEP Implementation System <noreply@cde.ca.gov>
To: vnutt@ypics.org

Wed, Jun 11, 2025 at 1:58 PM

Hello,

Los Angeles Unified SELPA has reviewed the IEP Implementation submission for Bert Corona Charter High.

The submission has been **Approved** and no further action is required.

Thank you,
The IEP Implementation System Team

IEP Implementation System <noreply@cde.ca.gov>
To: vnutt@ypics.org

Wed, Jun 11, 2025 at 1:58 PM

Hello,

Los Angeles Unified SELPA has reviewed the IEP Implementation submission for Monsenor Oscar Romero Charter Middle.

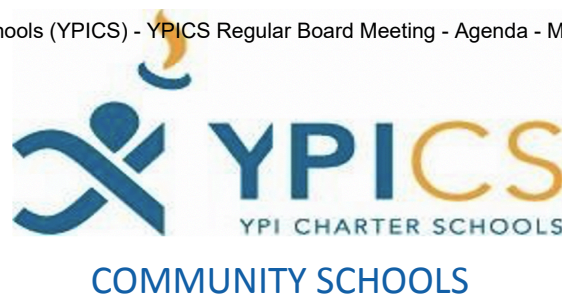
The submission has been **Approved** and no further action is required.

Thank you,
The IEP Implementation System Team

Coversheet

Senior Director of Community School Partnerships Report

Section:	III. Items Scheduled for Information
Item:	C. Senior Director of Community School Partnerships Report
Purpose:	
Submitted by:	
Related Material:	6.30.25 Community Schools Board Report.docx.pdf



Board Report
Karina Favela-Barreras, Sr. Director of Community School Partnerships
June 30, 2025

Youth Policy Institute Charter Schools (YPICS) is a network of three school sites; Bert Corona Charter School (BCCS), Monsenor Oscar Romero Charter School (MORCS), and Bert Corona Charter High School (BCHS). The network is committed to a Community Schools implementation process centered on the four Pillars of Community Schools: Integrated Student Supports; Family and Community Engagement; Collaborative Leadership and Practices for Educators and Administrators; and Extended Learning Time and Opportunities. We also commit to the Cornerstone Commitments of Community Schools: A commitment to assets-driven and strength-based practice; A commitment to racially just and restorative school climates; A commitment to powerful, culturally proficient and relevant instruction; and a commitment to shared decision making and participatory practices.

YPICS vision is that students are college ready, active citizens, and lifelong learners, accomplished through a whole-child approach with an integrated focus on academic, health and social services, youth development, and community engagement. Our community school will value mutual respect, dignity, and personal accountability, while supporting families to help their children succeed in life by ensuring access to high quality rigorous instruction, a positive school culture and climate, and comprehensive multi-tiered systems of support.

[End of year Executive Summary:](#)

As we close out the 25-26 school year each Coordinator of Community Schools and prospective stakeholders completed the required California Community Schools Partnership Program (CCSPP) Annual Performance Report (APR). The APR served as a tool to assess implementation efforts, and to encourage reflection as part of an ongoing continuous improvement process. The information submitted will be reported to the California Department of Education (CDE) and incorporated into reporting about the CCSPP grant for the California State Legislature. Each school coordinated key Needs and Assets Assessment activities, met with their shared decision-making teams to ensure participation from students, staff, families and community partners.

Additionally, this year the report required developing a school site sustainability plan. Although each school worked on the sustainability plan and included details with their vision to sustain this work, the overall organization goals and vision still need to be included within each plan. This sustainability plan is a working tool to support schools and lead LEA's identify key areas to sustain and develop core strategies to do so.

[APR Key Highlights:](#)

- An increase in CBO's partnerships has lead to addressing student and family needs
- A comprehensive Needs and Assets Assessment process continues to guide the community school efforts to address key findings across stakeholder feedback
- Schools are intentional in working with student groups like: English Language Learners, Socioeconomically disadvantaged students, chronically absent students,
- Schools implemented over 15 strategies in alignment with the community schools whole child and family supports framework and core community schools pillars
- School Climate and Culture strategies have increased and supported with improving overall climate and culture
- 100% of students received 1 or more services via several strategies and supports coordinated by each schools administrative teams

Coversheet

Bert Corona Charter School Executive Administrator's Report

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



Board Report
Dr. Kevin Myers, Executive Administrator
June 25, 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:

CAASPP:

As of our most recent report, we achieved the following growth for the year on CAASPP:

ELA ACHIEVEMENT LEVELS										MET/EXCEEDED %
	1		2		3		4		Grand Total	28%
5th	5	56%	1	11%	2	22%	1	11%	9	
6th	57	52%	33	30%	16	15%	3	3%	109	
7th	32	28%	32	28%	41	36%	9	8%	114	
8th	50	49%	32	31%	19	18%	2	2%	103	
Grand Total	144	43%	98	29%	78	23%	15	4%	335	
MATH ACHIEVEMENT LEVELS										MET/EXCEEDED %
	1		2		3		4		Grand Total	10%
5th	4	44%	3	33%	1	11%	1	11%	9	
6th	74	68%	25	23%	9	8%	1	1%	109	
7th	74	63%	28	24%	13	11%	2	2%	117	
8th	84	82%	11	11%	3	3%	5	5%	103	
Grand Total	236	70%	67	20%	26	8%	9	3%	338	
SCIENCE ACHIEVEMENT LEVELS										MET/EXCEEDED %
	1		2		3		4		Grand Total	8%
5th	2	22%	6	67%	1	11%	0	0%	9	
8th	35	34%	60	58%	6	6%	2	2%	103	
Grand Total	37	33%	66	59%	7	6%	2	2%	112	

This indicates a 4% increase in ELA, a 2% increase in math, and we maintained performance in science.

We are currently working on our strategic plan to address our areas of need during the 2025-26 school year. We are excited that our numbers increased, and we will continue to work to achieve more growth during the 25-26 school year.



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	117
Total	357
Over/Under	18

Strategic Planning:

We are currently engaged in our strategic planning process for the 25-26 school year. Each June, our team takes time to dig into all of our data to identify trends, equity gaps, areas of success, and areas of need. From that, all of our school-based teams create an action plan/logic model for the work they need to do to address our equity gaps and our areas of need. This year, we determined that we would have the following areas of focus as a school:

Based on our data review, what should our areas of focus be for next school year?
NOTE: Our areas of focus should be based on identified equity gaps!

Focus Area 1:	Creating a culture of academic excellence.
Focus Area 2:	Data-driven decision making (both qualitative and quantitative)
Focus Area 3:	Refine systems and document supports while working toward implementation fidelity
Focus Area 4:	Building a more connected, interdisciplinary culture that fosters cross-sector collaboration.

Coversheet

Monseñor Oscar Romero Charter School Executive Administrator's Report

Section:	III. Items Scheduled for Information
Item:	E. Monseñor Oscar Romero Charter School Executive Administrator's
Report	
Purpose:	FYI
Submitted by:	
Related Material:	24-25 MORCS EA BoD Report June 30, 2025 (1).pdf



YPICS Board Report
Freddy Zepeda, Executive Administrator

June 30, 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.

This report provides an overview of our school's progress and outcomes in three key areas: Academics, Culture and Climate, and Chronic Absenteeism. As we reflect on the 2024–2025 school year, we are proud of the growth our students and staff have achieved and are excited about the direction our school is heading.

Our commitment to continuous improvement remains strong. The data and insights shared in this report will be instrumental as we plan and enhance our efforts for the 2025–2026 school year. With a focused approach, we will continue working to close achievement gaps, foster a safe and supportive learning environment, and ensure that every student has the opportunity to succeed.



Academic Achievement Update - CAASPP and CAST

CAASPP Performance Overview (2024-2025 Projections)

Based on the preliminary results from the released student score reports, our projected performance on the 2024–2025 CAASPP assessments shows incremental progress in both English Language Arts (ELA) and Mathematics. While our school continues to face persistent academic challenges, particularly among specific student subgroups, these early indicators suggest that some of our targeted instructional efforts are beginning to take root.

For English Language Arts, 28.52% of students across all grade levels scored at or above the proficiency threshold, which represents a 1.32 percentage point increase from 27.20% in the previous school year. This improvement, although modest, is a step in the right direction and reflects the hard work of our educators in implementing more consistent literacy strategies and standards-aligned instruction. However, subgroup data reveal significant disparities that must remain a top priority. Among English Learners, only 2.04% met the proficiency benchmark in ELA, underscoring the urgent need for strengthened designated and integrated ELD instruction. For Students with Disabilities, 13.16% scored proficient in ELA—this is a notable indicator that some interventions may be yielding results, though we recognize there is much more work to be done.

In Mathematics, the data indicate a similarly gradual increase in overall performance. Our school wide proficiency rate rose from 9.19% last year to 10.07% this year, an improvement of 0.88 percentage points. Although the growth is minimal, we are confident that we can use our experiences from the 24-25 school year to enhance our approach for the 25-26 school year in the area of Mathematics. As with ELA, the mathematics performance of key subgroups remains deeply concerning. Only 2.04% of English Learners scored proficient, and 0% of Students with Disabilities reached the proficiency level in mathematics. These outcomes highlight the pressing need to continue strengthening Tier I instruction while providing intensive, targeted support for students who are most at risk of falling behind.

Schoolwide			
English Language Arts		Math	
Schoolwide		Schoolwide	
1	136	1	190
2	77	2	78
3	70	3	19
4	15	4	11
#tested	298	#tested	298
% Proficient	28.52%	% Proficient	10.07%

English Language Arts		Math	
Schoolwide ELs		Schoolwide - ELs	
1	76	1	84
2	20	2	12
3	2	3	1
4	0	4	1
#tested	98	#tested	98
% Proficient	2.04%	% Proficient	2.04%

English Language Arts		Math	
Schoolwide SWD		Schoolwide SWD	
1	31	1	31
2	2	2	7
3	4	3	0
4	1	4	0
#tested	38	#tested	38
% Proficient	13.16%	% Proficient	0.00%



The results underscore the importance of continuing to align our instructional practices with data-driven decision-making. Over the past year, our school has prioritized the implementation of interim assessments in ELA, and our plan is to implement IABs and FIABs throughout the 25-26 school year to make sure that we are preparing our students for success in the CAASPP and ELPAC tests. While these efforts are still being refined, we are beginning to see early indicators of impact in overall student performance.

Moving forward, we are committed to using this data not only to celebrate incremental gains but also to inform our priorities for professional development, instructional coaching, and student support services. The achievement gaps reflected in our projections demand a responsive and collaborative approach—one that ensures every student, regardless of background or ability, has access to high-quality, rigorous, and inclusive instruction.

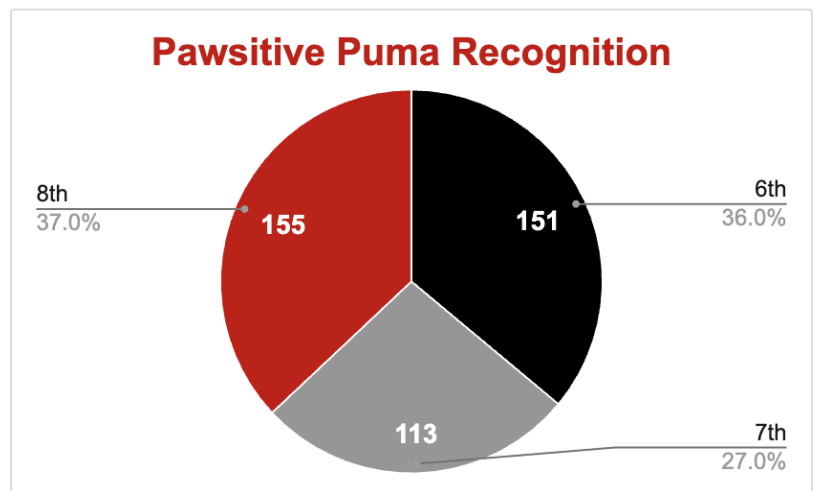
Culture and Climate

During the 2024–2025 school year, Monseñor Oscar Romero Charter School (MORCS) made significant strides in strengthening our school culture and climate, with a strong emphasis on positive behavior reinforcement and restorative practices. Through our continued implementation of Positive Behavioral Interventions and Supports (PBIS) and a deepening commitment to restorative justice, we saw a dramatic reduction in disciplinary incidents and an increase in student engagement with our core values.

One of the most notable outcomes this year was the reduction of out-of-school suspensions to just one—the lowest number our school has recorded in many years. This data point is more than just a number; it reflects a deliberate and sustained effort to move away from punitive responses to behavior and instead focus on relationship-building, accountability, and proactive supports. Our success in this area is largely attributed to the thoughtful integration of PBIS strategies and our ongoing investment in restorative practices.

A key driver of our positive behavior outcomes was the implementation of our Pawsitive Puma Recognitions (PPRs) program. This schoolwide initiative was designed to celebrate and reinforce positive student behavior in real time. Teachers and staff members actively recognized students for demonstrating respect, responsibility, and readiness to learn. The impact was evident across all grade levels:

- **8th Grade:** 155 PPRs
- **7th Grade:** 113 PPRs





- **6th Grade: 151 PPRs**

The frequency and consistency of these recognitions not only elevated morale but also contributed to a more positive and supportive school environment. Students increasingly began to see good behavior not as an expectation to be enforced, but as a community norm to be embraced.

Our use of restorative practices has also been central to our success. Throughout the year, our staff facilitated regular restorative circles to address interpersonal conflicts, build empathy, and support emotional regulation. What was most powerful, however, was the shift in student behavior around conflict resolution. As the year progressed, students began seeking out restorative conversations on their own—asking for circles, mediations, and staff support before issues escalated. This shift toward proactive problem-solving demonstrated a maturing culture of accountability and emotional intelligence within our student body.

Together, PBIS and restorative practices have helped create a learning environment where students feel seen, heard, and valued. Our culture of care has been further reinforced by staff who consistently model and uphold high expectations, while offering the tools and support students need to meet them.

As we look ahead, we are committed to deepening these practices and continuing to cultivate a campus culture that fosters respect, belonging, and personal growth for every student at MORCS.

Chronic Absenteeism

During the 2024–2025 school year, chronic absenteeism remained a critical focus area for our school. We concluded the year with a chronic absenteeism rate of 21%, consistent with the previous year. While we were able to maintain this rate overall, it became increasingly challenging to do so during the second semester due to external factors beyond our immediate control.

One of the most significant and distressing challenges we faced was a noticeable rise in student absences tied to immigration-related fears. As local and national ICE activity intensified, many of our families—particularly those with undocumented status or mixed-status households—expressed fear and anxiety about sending their children to school. This fear directly impacted student attendance, particularly among families who previously had consistent attendance records.

In response, our school team acted swiftly and with deep compassion. We worked to rebuild trust and reassure families by emphasizing that student safety remained a top priority. We conducted individual outreach and held 1-on-1 meetings with families to provide a safe space for them to express their concerns. During these conversations, we explained the safety precautions and protective measures in place on our campus, and we reassured families that school was a safe, welcoming, and supportive environment for all students, regardless of immigration status.



Additionally, our team continued to implement targeted strategies to reduce chronic absenteeism, including personalized attendance plans, regular communication with families, and positive reinforcement for consistent attendance. We leveraged community partnerships and support services to ensure that families facing housing, transportation, or mental health challenges had access to appropriate resources.

Despite these efforts, the climate of fear in our broader community posed a unique and unprecedented barrier to improving attendance outcomes. Nevertheless, the resilience of our students and the determination of our staff to engage families with empathy and persistence allowed us to prevent a more significant decline and maintain our overall attendance rate.

Moving forward, we are committed to continuing this work—meeting families where they are, providing reassurance and support, and advocating for policies and practices that protect and empower our community. Chronic absenteeism is not just a data point for us; it's a reflection of deeper systemic challenges, and we remain steadfast in our mission to create a safe, inclusive, and accessible school for all students.

Coversheet

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

Section:	III. Items Scheduled for Information
Item:	F. Bert Corona Charter High School Executive Administrator/ COO's
Report	
Purpose:	FYI
Submitted by:	
Related Material:	24-25 BCCHS EA_COO BoD Report 6-30-25.pdf



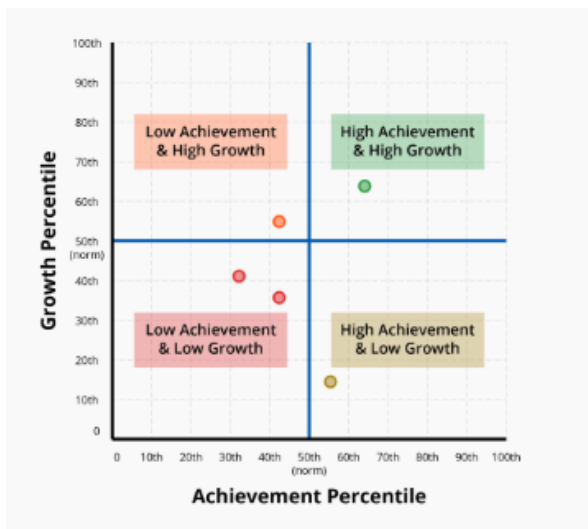
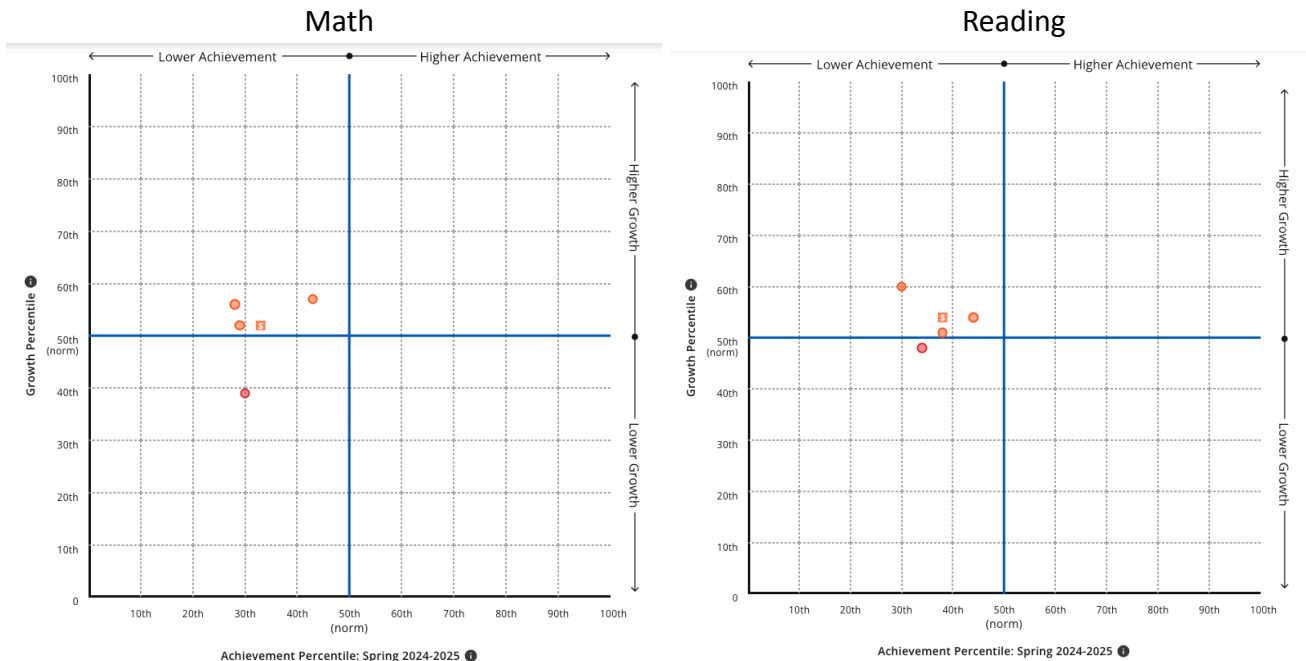
BERTCORONA CHARTER HIGH SCHOOL

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

In both math and reading, BCCHS students overall reached a level of low achievement and high growth quadrant as well as the 9th, 11th, and 12th grade. 10th grade was in the low achievement and low growth quadrant. Staff is still analyzing the data and will report out at the next meeting.





BERTCORONA CHARTER HIGH SCHOOL

Community Schools

Summer Program

An average of 45 students are attending Summer Program each day. Students are participating in a variety of learning and enrichment activities including credit recovery, college readiness, cheer/dance, conditioning, silk screening, and other arts activities.

Summer Program Attendance

M	T	W	TH	F
-	46	51	-	42
45	43	45	43	

Operations

Prop 39

BCCHS will have an additional room for the 225-26 school year. Staff will have access to room 38 A. Staff is still finalizing plans for how the room will be used. Most likely the additional RSP teacher and EL/Reading specialist will share the room. Based on the newly signed Shared Use Agreement, BCCHS will also have access to the weight room all day on Wednesdays through Friday. Access to the weightroom on these days will support the physical education and athletic program tremendously.

School Culture and Climate

Safety

The Pacoima and Sylmar communities have experienced an increase in ICE activity since the last day of school. Incidents have occurred around the neighborhood and at the Lowe's in Pacoima and Home Depot in Sylmar. We are not aware of any incidents that have directly affected BCCHS students or families. Three families have informed the school that their student will not attend the summer program out of fear.

Sports

Staff will be working through the summer to try to add Flag Football to the sports program. Local charter high schools are working together attempting to organize a non-CIF league. More information will come as the summer progresses.

Coversheet

YPICS Executive Director Report

Section:	III. Items Scheduled for Information
Item:	H. YPICS Executive Director Report
Purpose:	
Submitted by:	
Related Material:	Executive Director Report June 2025. Final.pdf



EXECUTIVE DIRECTOR'S REPORT

June 30, 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.

State:

Excerpts from “Initial Impressions from Governor Newsom’s 2025-26”

From School Services of California

Posted May 14, 2025

Today, May 14, 2025, Governor Gavin Newsom released his revised proposal for the 2025-26 State Budget. The purpose of this article is to provide a quick overview of Governor Newsom’s revisions to his original 2025-26 State Budget and reserve our commentary and further analysis for inclusion in our more detailed *Fiscal Report* article to be released later today.

Proposition 98, Reserves, and the CCC-TK Split

The proposed 2025-26 State Budget includes Proposition 98 funding of \$114.6 billion for 2025-26. Proposition 98 is estimated to be \$98.5 billion in 2023-24 and \$118.9 billion in the current year. These revised Proposition 98 levels represent an increase of approximately \$2.9 billion over the three-year period relative to the 2024 Budget Act, but a decrease of approximately \$4.6 billion from the Governor's Budget. Test 1 is projected to be operative for fiscal years 2024-25 and 2025-26. The Governor continues his proposal from January to appropriate *less* than the calculated Proposition 98 minimum guarantee (Guarantee) in 2024-25 at \$117.6 billion instead of the currently calculated level of \$118.9 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.

Adjustments in capital gains revenues at the 2025-26 May Revision are projected to reduce the Proposition 98 Rainy Day Fund 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 balance.

In prior years, 10.93% of the amount of General Fund rebench into the Proposition 98 Guarantee for the cost of transitional kindergarten (TK) expansion was added to the California Community Colleges (CCC) 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.

LCFF—COLA, One-Time Funding, and Deferrals

Governor Newsom fully funds the 2.30% cost-of-living adjustment (COLA) for the Local Control Funding Formula (LCFF) in 2025-26, which results in an increase of approximately \$2.1 billion for local educational agencies (LEAs) as compared to the 2024 Budget Act.

The May Revision uses \$481 million from the Proposition 98 Rainy Day Fund to support LCFF costs in 2025-26, and proposes deferring \$1.8 billion in LCFF funding from June 2026 to July 2026.

Universal TK

In the 2025-26 school year, the May Revision provides a total of \$2.1 billion ongoing (inclusive of all prior years' investments) to support the full implementation of universal TK, down slightly from the Governor's Budget estimate of \$2.4 billion, driven largely by revised average daily attendance (ADA) estimates and a lower LCFF COLA.

The May Revision also provides an additional \$1.2 billion ongoing to support further lowering the average student-to-adult ratio from 12:1 to 10:1, which is also lower than the Governor's Budget estimate of \$1.5 billion, again driven by revised ADA estimates.

ELO-P

The May Revision maintains the Governor's January proposal to lower the threshold for the Expanded Learning Opportunities Program (ELO-P) Rate 1 eligibility from those with an unduplicated pupil percentage of 75% to those with 55% unduplicated students, which is now estimated to cost \$515.5 million at the May Revision (compared to \$435 million ongoing at the Governor's Budget). Additionally, the proposed State Budget includes an additional \$10 million to increase the minimum grant amount from \$50,000 to \$100,000 per LEA.

One-Time Funding

Literacy Instruction

The May Revision builds upon the January proposal in literacy instruction of \$545.3 million to add \$200 million one-time to support evidence-based professional learning for elementary school educators aligned with the English Language Arts/English Language Development (ELA/ELD) Framework.

Teacher Preparation and Professional Development

The Governor's Budget included multiple proposals intended to support teachers and improve access to the educator pipeline. The May Revision repurposes \$150 million one-time for the Teacher Recruitment Incentive Grant Program to, among other things, provide \$100 million one-time to fund stipends for student teachers.

Student Support and Professional Development Discretionary Block Grant

The May Revision reduces the amount of one-time funds available for the **Student Support and Professional Development Discretionary Block Grant** from \$1.8 billion to \$1.7 billion.

Other Programs

The May Revision updates the COLA for specified categorical programs (including special education) and the LCFF Equity Multiplier. To fully fund the Universal Meals Program in 2025-26, \$90.7 million is proposed in additional ongoing funding.

As a solution to address the “budget problem,” the statutory COLA for the California State Preschool Program in 2025-26 is suspended.

Looking Ahead!

Subject: Preparing for a Year of Growth and Excellence: 2025-2026 at YPICS

Dear YPICS Community,

The upcoming 2025-2026 school year offers many opportunities for students. School leadership is preparing for the upcoming year by focusing on these key areas:

- **Elevating Math Achievement:** New strategies and resources will be implemented to strengthen math instruction and support, to help every student develop strong skills and confidence.
- **Building a Unified Educational Vision:** Teaching practices across all schools will be aligned to create a consistent learning experience.
- **Nurturing a Supportive and Inclusive Environment:** The school community will continue to foster an environment where every staff member, student, and family feels valued, respected, and empowered to succeed.

This progress depends on the dedication of administrators, teachers, staff, and the partnership of families and students. Thank you for being a vital part of the YPICS community.

Together, the goal is to cultivate a learning environment where academic excellence, a love of learning, and a sense of belonging are interconnected, paving the way for every scholar's success.

Have a great summer!

YPICS Executive Team

Coversheet

Consent Items

Section: IV. Consent Agenda Items
Item: B. Consent Items
Purpose: Vote
Submitted by:
Related Material:
Homeless Education Policy- Board Brief Recommendation to approve 2025-2026 Homeless Education Policies for BCCS, BCCHS, and MORCS .docx.pdf
YPICS BCCS Homeless Education Policy update June 2025.docx
YPICS MORCS Homeless Education Policy update June 2025.docx
YPICS_BCCHS_Homeless_Education_Policy_update_June_2025 (1).docx
YPI Charter Schools Slate of Board of Directors 2025-2026.docx



YPI CHARTER SCHOOLS

June 30, 2025

TO: YPI Charter Schools
Board of Trustees

FROM: Yvette King-Berg
Executive Director

SUBJECT: Recommendation to approve 2025-2026 Homeless Education Policies for BCCS, BCCHS, and MORCS

BACKGROUND

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

ANALYSIS

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

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

RECOMMENDATION

It is recommended that the Board of Directors approve the 2025-2026 Homeless Education Policies for BCCS, BCCHS, and MORCS.

Attachments: 2025-2026 Homeless Education Policies for BCCS, BCCHS, and MORCS.

YPI Charter Schools
Bert Corona Charter School
Homeless Education Policy

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

Bert Corona Charter School has designated **Leticia Sepulveda**, the community school coordinator, as the liaison for homeless children and youths. She may be reached at mssepulveda@coronacharter.org, or (818) 252-5145.

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

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

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

Definitions

- Children and youth experiencing homelessness means children and youth who are otherwise legally entitled to or eligible for a free public education and who lack a fixed, regular, and adequate nighttime residence, including:
- Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, campgrounds, or trailer parks due to a lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting placement in foster care.
- Children and youth who have a primary nighttime residence that is a private or public place not designed for or ordinarily used as a regular sleeping accommodation for human beings.

Board Approved: June 29, 2022

Revised: June 26, 2023

Last Reviewed June 30, 2025

- Children and youth who are living in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting.
- Migratory children and youth who are living in a situation described above.

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

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

Enroll and enrollment means attending school and participating fully in all school activities. Immediate means without delay.

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

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

Identification

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

School Selection

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

Enrollment

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

- Proof of residency
- Transcripts/school records (Bert Corona Charter School must contact the student's previous school to obtain school records. Initial placement of students whose records are not immediately available can be made based on the student's age and information gathered from the student, parent, and previous schools or teachers.)

Board Approved: June 29, 2022

Revised: June 26, 2023

Last Reviewed June 30, 2025

- Immunizations or immunization/health/medical/physical records (If necessary, the school must refer students to the local liaison to assist with obtaining immunizations and/or immunization and other medical records.)
- Proof of guardianship
- Birth certificate
- Unpaid school fees
- Lack of clothing that conforms to dress code
- Any factor related to the student's living situation.

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

Services

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

Transportation

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

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

Disputes

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

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Last Reviewed June 30, 2025

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

Training

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

Board Approved: June 29, 2022
Revised: June 26, 2023
Last Reviewed June 30, 2025



YPI Charter Schools
Monseñor Oscar Romero Charter School
Homeless Education Policy

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

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

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

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

Definitions

- Children and youth experiencing homelessness means children and youth who are otherwise legally entitled to or eligible for a free public education and who lack a fixed, regular, and adequate nighttime residence, including:
- Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, campgrounds, or trailer parks due to a lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting placement in foster care.
- Children and youth who have a primary nighttime residence that is a private or public place not designed for or ordinarily used as a regular sleeping accommodation for human beings.

Board Approved: June 29, 2022
Revised: June 26, 2023
Last Reviewed June 30, 2025

- Children and youth who are living in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting.
- Migratory children and youth who are living in a situation described above.

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

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

Enroll and enrollment means attending school and participating fully in all school activities. Immediate means without delay.

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

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

Identification

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

School Selection

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

Enrollment

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

- Proof of residency
- Transcripts/school records (Monseñor Oscar Romero Charter School must contact the student's previous school to obtain school records. Initial placement of students whose records are not immediately available can be made based on

Board Approved: June 29, 2022

Revised: June 26, 2023

Last Reviewed June 30, 2025

the student's age and information gathered from the student, parent, and previous schools or teachers.)

- Immunizations or immunization/health/medical/physical records (If necessary, the school must refer students to the local liaison to assist with obtaining immunizations and/or immunization and other medical records.)
- Proof of guardianship
- Birth certificate
- Unpaid school fees
- Lack of clothing that conforms to dress code
- Any factor related to the student's living situation.

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

Services

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

Transportation

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

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

Disputes

If a dispute arises over any issue covered in this policy, the child or youth experiencing homelessness will be admitted immediately to Monseñor Oscar Romero Charter School pending final resolution of the dispute. The student will also have the rights of a student

Board Approved: June 29, 2022

Revised: June 26, 2023

Last Reviewed June 30, 2025

who is homeless to all appropriate educational services, transportation, free meals, and Title I, Part A, services while the dispute is pending.

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

Training

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

Board Approved: June 29, 2022
Revised: June 26, 2023
Last Reviewed June 30, 2025



YPI Charter Schools
Bert Corona Charter School
Homeless Education Policy

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

Bert Corona Charter School has designated **Leticia Sepulveda**, the community school coordinator, as the liaison for homeless children and youths. She may be reached at mssepulveda@coronacharter.org, or (818) 252-5145.

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

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

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

Definitions

- Children and youth experiencing homelessness means children and youth who are otherwise legally entitled to or eligible for a free public education and who lack a fixed, regular, and adequate nighttime residence, including:
- Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, campgrounds, or trailer parks due to a lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting placement in foster care.

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- Children and youth who have a primary nighttime residence that is a private or public place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
- Children and youth who are living in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting.
- Migratory children and youth who are living in a situation described above.

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

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

Enroll and enrollment means attending school and participating fully in all school activities. Immediate means without delay.

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

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

Identification

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

School Selection

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

Enrollment

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

- Proof of residency
- Transcripts/school records (Bert Corona Charter School must contact the student's previous school to obtain school records. Initial placement of students

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whose records are not immediately available can be made based on the student's age and information gathered from the student, parent, and previous schools or teachers.)

- Immunizations or immunization/health/medical/physical records (If necessary, the school must refer students to the local liaison to assist with obtaining immunizations and/or immunization and other medical records.)
- Proof of guardianship
- Birth certificate
- Unpaid school fees
- Lack of clothing that conforms to dress code
- Any factor related to the student's living situation.

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

Services

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

Transportation

- Title I, Part A services - Children and youth identified as homeless are automatically eligible for Title I, Part A services
- Educational services for which the student meets eligibility criteria, including special education and related services and programs for English language learners
- Vocational and technical education programs
- Gifted and talented programs
- Before- and after-school programs
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Bert Corona Charter School will provide the parent or unaccompanied youth with a written explanation of its decision and the right to appeal and will refer the parent or youth to the local liaison immediately. The local liaison will ensure that the student is enrolled at Bert Corona Charter School and is receiving other services to which he or she is entitled and will resolve the dispute as expeditiously as possible. The parent or unaccompanied youth will be given every opportunity to participate meaningfully in the resolution of the dispute. The local liaison will keep records of all disputes in order to determine whether particular issues or schools are repeatedly delaying or denying the enrollment of children and youth identified as homeless. The parent, unaccompanied youth, or school district may appeal the Bert Corona Charter School's decision as provided in Bert Corona Charter School's formal dispute resolution process.

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

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YPI Charter Schools Board of Directors listing as of 06/30/2025

Name	Position	Start Term	End Term
Dean Cho	Member	October 2024	June 2026
Michael Green	Treasurer	July 2025	June 2027
Sandra Mendoza	Secretary	July 2024	June 2026
W. Njboke	Member	October 2024	June 2026
Cesar Lopez	Member	May 2025	June 2027
Mary Keipp	Board President	July 2025	June 2027

YPI Charter Schools Executive Staff

Executive Director Yvette King-Berg
COO/Executive Administrator Ruben Dunas

Board Chair Contact Info
Email mkeipp@teaching.ucla.edu

Coversheet

Consent Items

Section:	IV. Consent Agenda Items
Item:	C. Consent Items
Purpose:	
Submitted by:	
Related Material:	Curriculum Associates - i-Ready PO (2).pdf YPI Charter Schools Inc..10097.CharterSAFEInvoice2526.pdf CharterSafe YPICS 2025-26 Proposal.docx



YPICS 25-26-0002

PURCHASE ORDER

Vendor's Telephone Number: 1800 225-0248	Date: 05/13/2025
Vendor Name: Curriculum Associates	
Street: 153 Rangeway Road	
City, State, Zip: North Billerica, MA 01862-2013	

SEND INVOICE IN DUPLICATE TO:

YPI Charter Schools
 Attn: Yvette King-Berg, Executive Director
 Ruben Dueñas, Chief Operations Officer
 9400 Remick Ave
 Pacoima, CA 91331
 (818) 834-5805 Fax (818) 834-8075

	Classroom Mathematics California + i-Ready	\$4,550.00	\$4,550.00
	Classroom Mathematics California	\$23,290.00	\$23,290.00
	i-Ready	\$27,208.00	\$27,208.00
	Ready	\$8,733.75	\$8,733.75
	Toolbox	\$4,012.00	\$4,012.00
	Professional Learning	\$13,800.00	\$13,800.00
	Shipping / Tax / Other	\$4,594.26 1	\$4,594.26
		TOTAL	\$86,188.01

APPROVAL:

Administrator's Signature

A handwritten signature in black ink, appearing to read "Yvette King-Berg".

5/13/25

Yvette King-Berg

Executive Director

Curriculum Associates®

Prepared For:

Kevin Myers
YPI Charter Schools
9400 Remick Ave,
Pacoima, CA 91331

5/13/2025

Dear Kevin Myers,

Thank you for requesting a price quote from Curriculum Associates. The chart below provides a summary of the products and i-Ready Partner Services included. If you have any questions or would like any changes, please contact us.

Implementation Starting: 2025-2026 Quote ID: 391180.2 Quote Valid through: 12/31/2025

Product	List Price	Net Price
Classroom Mathematics California + i-Ready	\$7,305.20	\$4,550.00
Classroom Mathematics California	\$34,000.00	\$23,290.00
i-Ready	\$28,640.00	\$27,208.00
Ready	\$10,380.00	\$8,733.75
Toolbox	\$4,720.00	\$4,012.00
Professional Learning	\$14,300.00	\$13,800.00
i-Ready Partners Services	\$6,000.00	\$0.00
List Total:		\$105,345.20
Savings:		\$23,751.45
Shipping/Tax/Other:		\$4,594.26
Total:		\$86,188.01

Thank you again for your interest in Curriculum Associates.

Sincerely

Kristin McGinty
(949) 226-2025
kmcginty@cainc.com

i-Ready Partners Services Includes:

- Initial Implementation Services: Provisioning, Initial Rostering, Hosting, Technology Assessment
- Implementation Management: Partner Success Manager You Know On A First Name Basis, Implementation Guidance, Realtime Achievement Data After Every Assessment, Ongoing Data Management
- Staff Development Consultation and Resources: Consultative services to help you plan and make the most of Professional Learning sessions; Access to Online Educator Learning (OEL) Digital Courses, and i-Ready Central Self-Service Resources
- Technical Support: Proactive Network Monitoring & Issue Notification, Annual Health Check, Technical Support

Please submit this quote with your purchase order

Curriculum Associates®

Quote ID: 391180.2

Date: 5/13/2025

Quote Valid through: 12/31/2025

Prepared For:

Kevin Myers
YPI Charter Schools
9400 Remick Ave,
Pacoima, CA 91331
mrmyers@coronacharter.org
8188345805

Your Representative:

Kristin McGinty
(949) 226-2025
kmcginty@cainc.com

Bert Corona Charter HS 12513 Gain St, Pacoima, CA 91331

Total Building Enrollment: 70, Grade Range: 9 - 12

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Site License - Digital PL Courses and Personalized Learning to Compliment Professional Learning Sessions	Multiple	40124.0	1	\$500.00	\$0.00	\$0.00
Classroom Mathematics California Algebra 1 Student Worktext and FSP with Digital Access Grade 9 Package + i-Ready Personalized Instruction (K-8) 1 Year	9	42444.0	70	\$104.36	\$65.00	\$4,550.00
Classroom Mathematics California Algebra 1 Teacher Guide + Digital Access Grade 9 1 Year	9	42417.0	2	\$440.00	\$0.00	\$0.00
i-Ready Partners Core Mathematics Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27034.0	1	\$2,000.00	\$0.00	\$0.00
Mathematics Discourse Cards - English	Multiple	23544.0	2	\$7.00	\$0.00	\$0.00
					Subtotal:	\$4,550.00
					Shipping:	\$272.19
					Tax:	\$337.09
					School Subtotal:	\$5,159.28

Bert Corona Charter MS 9400 Remick Ave, Pacoima, CA 91331

Total Building Enrollment: 360, Grade Range: 5 - 8

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Site License - Digital PL Courses and Personalized Learning to Compliment Professional Learning Sessions	Multiple	40124.0	1	\$0.00	\$0.00	\$0.00
Classroom Mathematics California Student Worktext + FSP with Digital Access Grade 5 1 Year	5	41880.0	10	\$40.00	\$34.00	\$340.00
Classroom Mathematics California Teacher Guide + Digital Access Grade 5 1 Year	5	40409.0	1	\$440.00	\$0.00	\$0.00
Classroom Mathematics California Student Worktext + FSP with Digital Access Grade 6 1 Year	6	41881.0	110	\$40.00	\$34.00	\$3,740.00
Classroom Mathematics California Teacher Guide + Digital Access Grade 6 1 Year	6	40410.0	2	\$440.00	\$0.00	\$0.00
Classroom Mathematics California Student Worktext + FSP with Digital Access Grade 7 1 Year	7	41882.0	120	\$40.00	\$34.00	\$4,080.00
Classroom Mathematics California Teacher Guide + Digital Access Grade 7 1 Year	7	40411.0	2	\$440.00	\$0.00	\$0.00
Classroom Mathematics California Student Worktext + FSP with Digital Access Grade 8 1 Year	8	41883.0	120	\$40.00	\$34.00	\$4,080.00
Classroom Mathematics California Teacher Guide + Digital Access Grade 8 1 Year	8	40412.0	2	\$440.00	\$0.00	\$0.00
i-Ready Partners Core Mathematics Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27034.0	1	\$2,000.00	\$0.00	\$0.00
Mathematics Discourse Cards - English	Multiple	23544.0	7	\$7.00	\$0.00	\$0.00
i-Ready Assessment and Personalized Instruction Math and Reading Site License 201-350 Students 1 Year	K-8	15002.0	1	\$14,320.00	\$13,604.00	\$13,604.00
Teacher Toolbox Access Reading + Writing Per Site 201-350 students 1 Year	K-8	28346.0	1	\$2,360.00	\$2,006.00	\$2,006.00
Ready Common Core Reading Instruction Grade 5 Student Book (2016)	5	16238.0	10	\$15.00	\$12.75	\$127.50
Ready Common Core Reading Instruction Grade 6 Student Book (2014)	6	14553.0	110	\$15.00	\$12.75	\$1,402.50
Ready Common Core Reading Instruction Grade 7 Student Book (2014)	7	14554.0	120	\$15.00	\$12.75	\$1,530.00
Ready Common Core Reading Instruction Grade 8 Student Book (2014)	8	14555.0	120	\$15.00	\$12.75	\$1,530.00
Subtotal:						\$32,440.00
Shipping:						\$413.10
Tax:						\$1,681.22
School Subtotal:						\$34,534.32

Monsenor Oscar Romero CS 2670 W 11th St, Los Angeles, CA 90006

Total Building Enrollment: 325, Grade Range: 6 - 8

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Site License - Digital PL Courses and Personalized Learning to Compliment Professional Learning Sessions	Multiple	40124.0	1	\$0.00	\$0.00	\$0.00
Classroom Mathematics California Student Worktext + FSP with Digital Access Grade 6 1 Year	6	41881.0	105	\$40.00	\$34.00	\$3,570.00
Classroom Mathematics California Teacher Guide + Digital Access Grade 6 1 Year	6	40410.0	2	\$440.00	\$0.00	\$0.00
Classroom Mathematics California Student Worktext + FSP with Digital Access Grade 7 1 Year	7	41882.0	115	\$40.00	\$34.00	\$3,910.00
Classroom Mathematics California Teacher Guide + Digital Access Grade 7 1 Year	7	40411.0	2	\$440.00	\$0.00	\$0.00
Classroom Mathematics California Student Worktext + FSP with Digital Access Grade 8 1 Year	8	41883.0	105	\$40.00	\$34.00	\$3,570.00
Classroom Mathematics California Teacher Guide + Digital Access Grade 8 1 Year	8	40412.0	2	\$440.00	\$0.00	\$0.00
i-Ready Partners Core Mathematics Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27034.0	1	\$2,000.00	\$0.00	\$0.00
Mathematics Discourse Cards - English	Multiple	23544.0	6	\$7.00	\$0.00	\$0.00
i-Ready Assessment and Personalized Instruction Math and Reading Site License 201-350 Students 1 Year	K-8	15002.0	1	\$14,320.00	\$13,604.00	\$13,604.00
Teacher Toolbox Access Reading + Writing Per Site 201-350 students 1 Year	K-8	28346.0	1	\$2,360.00	\$2,006.00	\$2,006.00
Ready Common Core Reading Instruction Grade 6 Student Book (2014)	6	14553.0	105	\$15.00	\$12.75	\$1,338.75
Ready Common Core Reading Instruction Grade 7 Student Book (2014)	7	14554.0	115	\$15.00	\$12.75	\$1,466.25
Ready Common Core Reading Instruction Grade 8 Student Book (2014)	8	14555.0	105	\$15.00	\$12.75	\$1,338.75
					Subtotal:	\$30,803.75
					Shipping:	\$372.94
					Tax:	\$1,517.72
					School Subtotal:	\$32,694.41

YPI Charter Schools 9400 Remick Ave, Pacoima, CA 91331

Total Building Enrollment: 842, Grade Range:

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Professional Learning Session (up to 6 hours) AY 25-26	Multiple	38558.0	6	\$2,300.00	\$2,300.00	\$13,800.00
					Subtotal:	\$13,800.00
					Shipping:	\$0.00
					Tax:	\$0.00
					School Subtotal:	\$13,800.00

Total		
	List Total:	\$105,345.20
	Savings:	\$23,751.45
	Merchandise Total:	\$81,593.75
	Voucher/Credit:	\$0.00
	Estimated Tax:	\$3,536.03
	Estimated Shipping:	\$1,058.23
	Total:	\$86,188.01

Special Notes

Math teacher materials gratis at up to 1:25 ratio (add'l access paid). All i-Ready purchases require PL.

5% discount applied to i-Ready based on scope of quote.

15% i-Ready Partnership Discount applied to Toolbox and Ready products contingent upon purchase of i-Ready.

F.O.B.: N. Billerica, MA 01862

Shipping: Shipping based on MDSE total

Terms: Net 30 days, pending credit approval

Fed. ID: #26-3954988

Please submit this quote with your purchase order

Y4

Curriculum Associates®

Information on Professional Learning Sessions and COVID-19

Protecting the health and safety of the educators we serve and their students, as well as the health and safety of our employees, is of paramount importance to Curriculum Associates. While it is our preference to deliver PL sessions in person, circumstances related to COVID-19 may require us to provide sessions virtually instead. Curriculum Associates' policy is to only provide PL sessions in person where one of our employees can reach the session site by car and where adequate safety measures are in place to protect the health of our session leaders and participants. Curriculum Associates reserves the right to switch any session from in-person to virtual if we cannot reach a session site by car, if adequate safety measures cannot be put in place, or if Curriculum Associates determines that it would otherwise put it employees at risk to provide an in-person session.

If your school or district will not permit visitors at the time of a scheduled session, Curriculum Associates would be happy to provide an equivalent live, virtual session via videoconference. Similarly, Curriculum Associates will comply with your school or district's health and safety requirements regarding on-site visitors if we are given adequate advance notice. Our PL Operations team will work with school or district personnel to hold sessions in a manner that protects the safety of educators and your school community as well as Curriculum Associates employees.

We are pleased to be able to serve you in these challenging times and look forward to providing productive learning sessions to your staff. Any questions regarding scheduling in-person or virtual training sessions should be directed to pdoperations@cainc.com.

Curriculum Associates®

Notice for Usage of Teacher Toolbox Materials

Thank you for your interest in Teacher Toolbox! Teacher Toolbox is a digital collection of instructional materials, designed to support teachers in delivering research-based instruction, remediation, and enrichment to students in Grades K–8.

Your Teacher Toolbox subscription provides access to Teacher Toolbox content for Grades K–8. During this time, educators may use Teacher Toolbox materials during whole class and small group instruction, for individual assignments, and may post student-facing Teacher Toolbox PDFs on a password-protected learning management system (LMS). Please be aware that files expire on June 30 of each year for purposes of Teacher Toolbox maintenance and updates. If you add files to an LMS, this expiration date may require that you re-load these files after this date.



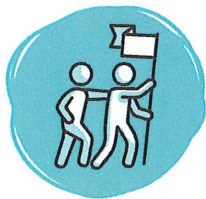
Unparalleled Service and Educator Support

The *i-Ready Partners* team was born from our core value: the quality of our services is as important as the quality of our products. Know that when you implement our programs, your local *i-Ready Partners* will be there to support your team every step of the way.

Service Components

Our *i-Ready Partners* team is tasked with helping you implement our programs to meet ambitious district goals. *i-Ready Partners* support includes:

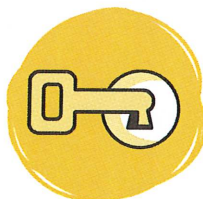
- **An Account Manager You Know on a First-Name Basis:** Dedicated account managers are your point of connection to a powerful network of *i-Ready* experts focused on making your implementation successful.
- **Consultative Professional Development Planning:** Tailored professional development plans ensure that PD is tied to your implementation goals and that educators are equipped to optimize the use of our programs from day one.
- **Real-Time Achievement Data after Every Assessment:** Detailed student achievement analytics to empower data-driven practices in classrooms.
- **Educational Consultants to Help You Know What's Coming Next:** Educational consultants to keep you up to speed on our latest research, development, and best practices.
- **Technical Support and Health Checks:** Proactive support that anticipates and heads off issues before they start—and is there for you should they arise.



**Account
Management**



**Professional
Development**



**Educational
Consultants**



**Achievement
Analytics**



**Technical
Support**

Your *i-Ready* *Partners* Team

Dedicated to helping you
implement *i-Ready* programs
and achieve your district goals



Curriculum Associates

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Curriculum Associates®

Placing an Order

Email: Orders@cainc.com

Fax: 1-800-366-1158

Mail:

ATTN: CUSTOMER SERVICE DEPT.

Curriculum Associates LLC

153 Rangeway Rd

North Billerica, MA 01862-2013

Please visit CurriculumAssociates.com for more information about placing orders or contact CA's customer service department (1-800-225-0248) and reference quote number for questions.

Please attach quote to all signed purchase orders.

If tax exempt, please submit a valid exemption certificate with PO and quote in order to avoid processing delays. Exemption certificates can also be submitted to exempt@cainc.com.

Shipping Policy

Unless otherwise noted, shipping costs are calculated as follows:

Order Amount	Freight Amount
\$74.99 or less	Max charge of \$12.75
\$75.00 to \$999.99	12% of order
\$1,000 to \$4,999.99	10% of order

Order Amount	Freight Amount
\$5,000.00 to \$99,999.99	9% of order
\$100,000 and more	7% of order

Please contact your local CA representative or customer service (1-800-225-0248) for expedited shipping rates. The weight limit for an expedited order is 500lbs.

The enhanced shipping and handling services listed below are available upon request subject to the availability of our carrier partners. Please notify us of these delivery requests prior to submitting your PO so that we can include the service on your quote appropriately:

- White Glove Delivery Service \$500/shipment location

If our carrier partners are unable to deliver to the location instructed on the PO or you need to change the time or location of delivery, one or more of the following fees may be applicable:

- Delivery Address Change \$400/shipment location
- Freight Storage \$600 /shipment location
- Freight Carrier Redelivery \$100/pallet

Unless otherwise expressly indicated, the shipping terms for all deliveries is FOB CA's Shipping Point (whether to a CA or third party facility). Risk of loss and title is passed to purchaser upon transfer of the goods to carrier, standard shipping charges (listed above) are added to the invoice or included in the unit price unless otherwise specified.

Supply chain challenges outside of Curriculum Associates' control may impact inventory availability for print product. We recommend submission of purchase orders as soon as possible to help ensure timely delivery.

Payment Terms

Payment terms are as follows:

- With credit approval: Net 30 days
- Without credit approval: payment in full at time of order
- Accounts must be current before subsequent shipments are made

To ensure payment processing is timely and environmentally conscious, CA encourages ACH payments. If you would like to pay via ACH, please request remittance information by emailing AR@cainc.com.

Please send any payment notifications to payments@cainc.com. Credit card payments are only accepted for purchases under \$50,000.

Invoice Receipt Preference

CA is pleased to offer electronic invoice delivery. Electronic invoice delivery allows CA to deliver your invoice in a timely and environmentally friendly manner. To request electronic invoice delivery please contact the CA Accounts Receivable team at invoices@cainc.com or by fax (1-800-366-1158). Please reference your quote number, provide a valid email address where the invoice should be directed, and indicate you would like to opt into electronic invoice delivery.

Terms of Service

Customer's use of i-Ready® shall be subject to the i-Ready Terms and Conditions of Use, which can be found at i-ready.com/support. Customer's professional-learning sessions will expire two years following the date of your purchase order or the implementation year noted on your quote, whichever comes first and are subject to the Professional Learning Terms of Service, which can be found at i-ready.com/support.

Return Policy

For any non-print products - your subscription may be terminated and you may request a pro-rata refund for unused services within 90 days of license start date. For Professional Learning services, you may request a refund for unused services within 90 days of purchase date. After 90 days, your non-print products and Professional Learning purchase shall be final and no refunds are available. Except for materials sold on a non-refundable basis, purchaser may return, at purchaser risk and expense, purchased print materials with pre-approval from CA's Customer Service department within 12 months of purchase. Please examine your order upon receipt. Before returning material, call CA's Customer Service department (1-800-225-0248 option 2) for return authorization and documentation. When returning material, please include your return authorization number and the return form that will be provided to you by CA's Return department. We do not accept returns on unused i-Ready or Toolbox licenses®, materials that have been used and/or are not in "saleable condition," and individual components of kits or sets including but not limited to BRIGANCE® Kits, Ready® student and teacher sets, Ready Classroom® student and teacher sets, and Magnetic Reading classroom kits.



INVOICE

Invoice Date: May 30, 2025

Account Number: 10097

INSURED: YPI Charter Schools, Inc.

CONTACT: Ruben Duenas

**ADDRESS: 10660 White Oak Ave #B101
Granada Hills, CA 91344**

Member Contribution for Policy Year 2025-2026

(Choose one option) **Amount** **Use ACH** **Due Date**

☐ **Payment in Full** **\$363,244.00** ☐ **Due Now**

☐ **Installment Plan:**

Deposit (25%) **\$90,811.00** ☐ **Due Now**

Monthly Installment **\$30,270.00** ☐ **August 01, 2025**

9 installments due the 1st of every month

ACH PAYMENT OPTION!

See attached ACH form if you wish to take advantage of this payment option for Payment in Full, 25% Deposit, Monthly Installment or both 25% Deposit and Monthly Installment payments.

Please Remit All Payments To:

CharterSAFE
P.O. Box 969
Weimar, CA 95736

Questions/Comments:

Pilar Archer
Managing Director, Finance and
Technology
Email: parcher@chartersafe.org

Payment in Full or 25% Deposit are due at the time the proposal is accepted by signing and submitting Member Contribution Summary page of this proposal. CharterSAFE membership, including insurance coverage, is subject to cancellation for any invoice over sixty (60) days past due.



YPI CHARTER SCHOOLS

June 30, 2025

TO: YPI Charter Schools Board of Directors

FROM: Ruben Duenas Chief Operations Officer

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

BACKGROUND

As per our charter renewals, all YPI Charter schools are required to carry Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect the organization from claims that may arise from our operations pursuant to the Workers' Compensation Act. Workers' Compensation Insurance coverage must also include Employer's Liability coverage. Additionally, the school must carry Property and Liability Insurance which includes coverage for Crime Insurance, Cyber Liability, Professional Educator's Errors and Omissions Liability coverage, Sexual Molestation and Abuse coverage, Employment Practices Legal Liability coverage, and excess/umbrella insurance. The YPI Charter Schools have been a member of the CharterSAFE Joint Powers Authority (JPA) since the JPA was established.

ANALYSIS

The YPI Charter Schools have been a member of the CharterSAFE Joint Powers Authority (JPA) since 2012. Premiums have remained cost-effective, and customer assistance and support are consistently excellent. The premium for 2025-2026 is \$363,244. Additionally, YPICS obtains Property and Liability (P & L) through the JPA. In this new world of AB 218 (Child Sexual Assault), catastrophic wildfire devastation, and COVID-19, P & L insurance has seen a dramatic increase as insurance carriers leave California and options are few. We are fortunate to belong to a JPA which belongs to SELF. This excess layer of insurance has increased but CharterSafe has brought it within the CharterSAFE umbrella of insurance and has been able to spread the cost over multiple insurance layers to keep costs down. Due to the current insurance environment, next year we should expect to see substantial rate increases for 2025-2026.

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

10097
A
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MEMBER CONTRIBUTION SUMMARY

Named Member:

YPI Charter Schools, Inc.

Coverage Effective: July 01, 2025 at 12:01 AM - July 01, 2026 at 12:00 AM

Your CharterSAFE Insurance Program includes the following coverages:

Liability & Property Package Member Contribution	\$257,046.00
Core Liability Program <ul style="list-style-type: none">• Directors & Officers Liability• Employment Practices Liability• Fiduciary Liability• General Liability• Employee Benefits Liability• Educator's Legal Liability• Childhood Sexual Assault Liability• Law Enforcement Liability• Automobile Liability & Physical Damage	Crime Property Student & Volunteer Accident Additional Program Coverages <ul style="list-style-type: none">• Pollution Liability and First Party Remediation• Terrorism Liability and Property• Cyber Liability• Deadly Weapons Protection
Workers' Compensation & Employer's Liability Member Contribution	\$106,198.00
Total Member Contribution	\$363,244.00

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

- Payment in Full - \$363,244.00**
Installment Plan
 - Deposit (25%) - Due Now - \$90,811.00
 - 9 Monthly Installments - \$30,270.00

Coversheet

LCAPs (BCCS, MORCS, and BCCHS)

Section: V. Items Scheduled For Action
Item: A. LCAPs (BCCS, MORCS, and BCCHS)
Purpose: Vote
Submitted by:
Related Material:
June 2025 YPICS LCAP Board Brief Final.pdf
2025_Local_Control_and_Accountability_Plan_Bert_Corona_Charter_School_20250627.pdf
2025_Local_Control_and_Accountability_Plan_Monsenor_Oscar_Romero_Charter_Middle_School_20250627.pdf
2025_Local_Control_and_Accountability_Plan_Bert_Corona_Charter_High_School_20250627.pdf



YPI CHARTER SCHOOLS

June 30, 2025

TO: YPI Charter Schools
Board of Trustees

FROM: Yvette King-Berg
Executive Director

Ena Lavan
Chief Accountability Officer

SUBJECT: Recommendation to approve 2025-2026 Local Control and Accountability Plans (LCAPs) for Bert Corona Charter School, Monseñor Oscar Romero Charter School, and Bert Corona Charter High School

BACKGROUND

As per Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5:

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans, and funded by a variety of other fund sources, when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

A public hearing was conducted at the regular meeting of the board on May 19, 2025, and June 30, 2025.

ANALYSIS

The LCAP describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies to share their stories of how, what, and why programs and services are selected to meet their local needs.

The LCAP Federal Addendum is designed to supplement the LCAP to ensure schools meet the Local Educational Agency (LEA) Plan provisions of the *Every Student Succeeds Act* (ESSA).

The Executive Director, Chief Accountability Officer, Chief Operations Officer, and the Executive Administrators of the YPI Charter Schools present these final LCAP documents after careful review and analysis of the work the schools have accomplished and plans for the new school year. The LCAPs for the three YPI Charter Schools will be submitted to the Los Angeles County Office of Education by June 30, 2025.

RECOMMENDATION

It is recommended that the Board of Directors approve the Local Control and Accountability Plans (LCAPs) and Federal Addendums for **Bert Corona Charter School, Monseñor Oscar Romero Charter School, and Bert Corona Charter High School** as submitted.

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

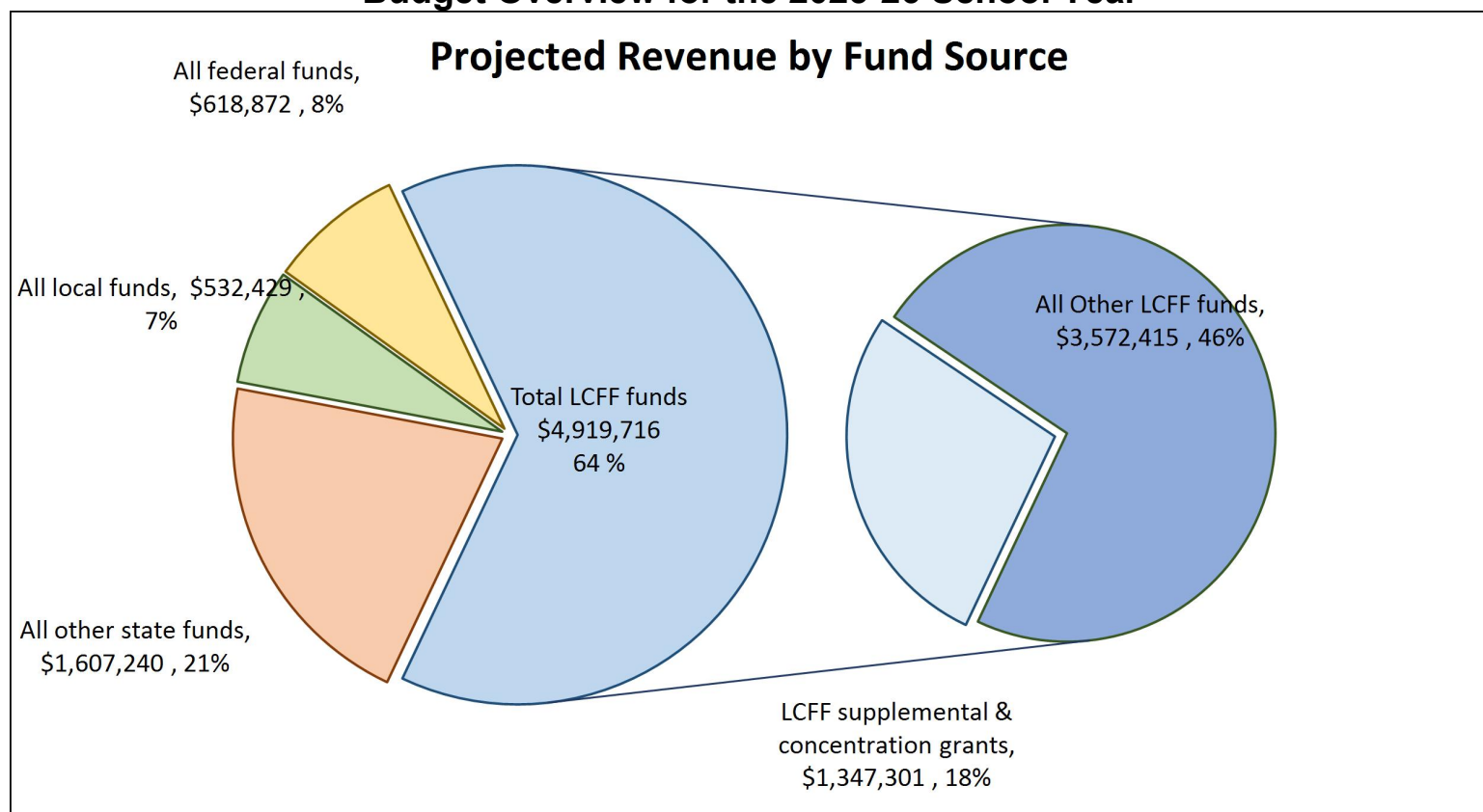
Executive Director

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

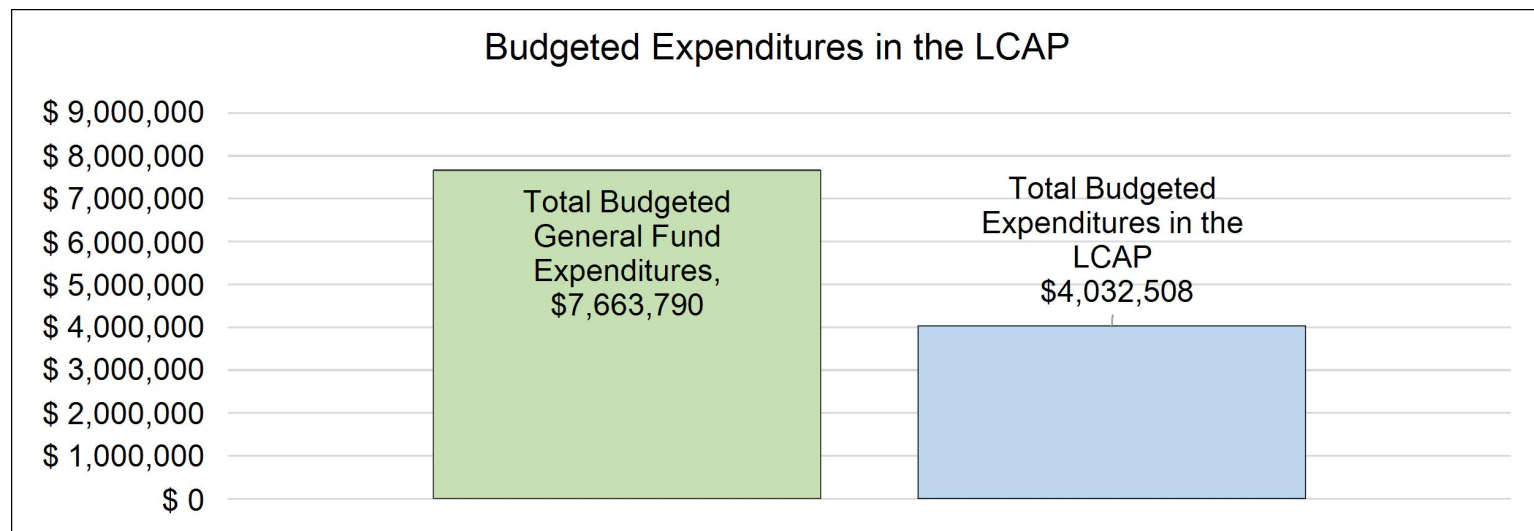


This chart shows the total general purpose revenue Bert Corona Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Bert Corona Charter School is \$7,678,257, of which \$4,919,716 is Local Control Funding Formula (LCFF), \$1,607,240 is other state funds, \$532,429 is local funds, and \$618,872 is federal funds. Of the \$4,919,716 in LCFF Funds, \$1,347,301 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 \$7,663,790 for the 2025-26 school year. Of that amount, \$4,032,508 is tied to actions/services in the LCAP and \$3,631,282 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Funds not included in the LCAP consist of Child Nutrition, Special Education, Entitlement/Encroachment, Services & Other Operating Expenses, and Depreciation Expenses.

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

In 2025-26, Bert Corona Charter School is projecting it will receive \$1,347,301 based on the enrollment of foster youth, English learner, and low-income students. Bert Corona Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Bert Corona Charter School plans to spend \$1,347,301 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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

■ Total Budgeted Expenditures for High Needs Students in the LCAP

\$1,259,981

■ Actual Expenditures for High Needs Students in LCAP

\$1,259,981

\$ 0 \$ 200,000 \$ 400,000 \$ 600,000 \$ 800,000 \$ 1,000,000 \$ 1,200,000 \$ 1,400,000

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 \$1,259,981 for planned actions to increase or improve services for high needs students. Bert Corona Charter School actually spent \$1,259,981 for actions to increase or improve services for high needs students in 2024-25.

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.

As a recipient of Learning Recovery Block Grant Funds, BCCS completed its needs assessment process with educational partners in February 2025 and the use of these funds have been incorporated in the 2025-26 plan.

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), Hispanoc -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>
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 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.

All actions were implemented without any material changes.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences in between the budgeted amount for actions in this goal and the estimated actuals.

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

Our internal data monitoring for the metrics associated with this goal demonstrate the actions have been effective. We will assess the effectiveness more deeply upon release of the 2025 state Dashboard.

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.

No changes.

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.	\$355,018.00	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.	\$1,343,411.00	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	\$426,053.00	Yes

Action #	Title	Description	Total Funds	Contributing
		improve student academic skills and meet the behavioral expectations as defined in the IEP.		
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]	\$52,534.00	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.	\$52,192.00	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).	\$2,780.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Technology Integration	Provide sufficient IT Support to the school in order to maintain 1:1 devices to students and ensure they are in working order. Additionally, provide integrated technology resources/platforms to improve writing skills across the content areas as well as for secondary success (e.g., Thinking Nation, Google Classroom/Suite, iXL, Adobe Suite, etc.)	\$199,230.00	Yes
1.8	EL-focused Professional Development	<p>Provide on-going professional development for all staff members on strategies and approaches proven to accelerate learning for English Learners, and dually identified students. Teachers will have direct access to on-going PD resources in the form of online modules focused on ELD strategy integration.</p> <p>Implement SFA instructional strategies to address foundational literacy needs of students. The primary setting for the use of the strategies during the regular instructional day in order to accelerate the closing skill gaps in reading, while providing grade-level access to content standards.</p> <p>Equity-focused Standards-based Instruction for English Learners Supporting the Growth of English Learners & Dually-Identified Students</p> <ul style="list-style-type: none"> • Quality implementation of the English Learner Master Plan aligned to the CA English Learner Roadmap • Implementation of strategies to support EL acquisition/mastery of the English language (speaking, listening, reading, writing) • 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 - \$11,376)</p>	\$32,078.00	Yes
1.9	Effective Instructional Leadership/Coordinator of Instruction Support for Impactful	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	\$444,767.00	Yes

Action #	Title	Description	Total Funds	Contributing
	& Effective Instruction	<p>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 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	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	\$487,806.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>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>		

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.

All actions were implemented without any material changes.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences in between the budgeted amount for actions in this goal and the estimated actuals.

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

Our internal data monitoring for the metrics associated with this goal demonstrate the actions have been effective. We will assess the effectiveness more deeply upon release of the 2025 state Dashboard.

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.

No changes.

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>	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Designated ELD	Students identified as English Learners ("Emerging"/"Expanding") will have a designated instructional period for English Language Development (ELD) taught by a credentialed ELD teacher. In this course, students who are at ELD 1-3 will be grouped together will provide designated ELD instruction to impact students English language progression leading to successful reclassification. As an added support for these students, the ELD teacher will provide push-in/pull-out as needed to assist them in accessing the core content standards. Students at ELD 4 "Bridging" will receive push-in support during core content instruction. Monitoring progress of dually identified students for application of alternate reclassification criteria.	\$100,889.00	No
2.4	Reading & Writing Across the Curriculum	All teachers will employ consistent use of Success for All (SFA) strategies (e.g., model, think aloud,) to instruct students in developing literary skills using shorter pieces of literature to align to assessment writing domains. (e.g., Grade 5: Narrative, Informational, Opinion; Grades 6-8: Narrative, Explanatory, Argumentative). Students will learn how to apply these critical skills to longer works. Additionally, writing will be a core competency as part of the successful, grade-level standards-based instruction in all grade levels. Students will receive direct instruction in writing which align to the respective genres assessed on the SBAC English/Language Arts Writing Tasks. Grade-level performance tasks will be administered three times per year. The resulting data from the rubric scoring of these writing performance tasks will provide necessary information for teachers to group students for targeted instruction for writing improvement. Performance tasks (e.g., Grade 5: Narrative, Informational, Opinion; Grades 6-8: Narrative, Explanatory, Argumentative).	\$1,000.00	No
2.5	Critical Thinking & Writing Skills Development for Social Science	All grade-levels will use Thinking Nation as a supplemental instructional platform to provide rigorous social science writing content. Students in grades 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	\$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)	<p>2023 Dashboard Mathematics & CAASPP</p> <p>School "Red" -134.8 DFS 10.74% Met/Exceeded</p> <p>Hispanic "Red" -134.6 DFS 10.8% Met/Exceeded</p> <p>SED "Red" -136.4 DFS 10.56% Met/Exceeded</p> <p>EL "Red" -182.8 DFS 0% Met/Exceeded</p> <p>SWD "Red" -182.8 DFS 10.56% Met/Exceeded</p>	<p>2024 Dashboard Mathematics & CAASPP</p> <p>School "Red" -135 DFS 8.13% Met/Exceeded</p> <p>Hispanic "Red" -134.6 DFS 8.09% Met/Exceeded</p> <p>SED "Red" -139 DFS 7.87% Met/Exceeded</p> <p>EL "Orange" -170.6 DFS 0% Met/Exceeded</p> <p>LTEL "Red" -197 DFS 0% Met/Exceeded</p> <p>SWD "Red" -203.3 DFS 1.37% Met/Exceeded</p>		Dashboard Mathematics Indicator "Yellow"	<p>School: declined 0.2 points DFS</p> <p>Hispanic: no difference</p> <p>SED: declined 2.7 points DFS</p> <p>EL: increased 12.2 points DFS</p> <p>LTEL: declined 0.5 points DFS</p> <p>SWD: declined 20.9 points DFS</p>
3.3	California Science Test (Priority 4)	<p>2023 CAST - Met/Exceeded</p> <p>12.28% All Students</p>	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.

All actions were implemented without any material changes.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences in between the budgeted amount for actions in this goal and the estimated actuals.

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

Our internal data monitoring for the metrics associated with this goal demonstrate the actions have been effective. We will assess the effectiveness more deeply upon release of the 2025 state Dashboard.

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.

As math continues to be an area for growth, we will be partnering with the UCLA Math Project in 2025-26. Otherwise, there are no changes.

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>	\$19,832.00	No
3.2	Accelerations for Mathematics (Tiers 2 & 3)	<p>Based on results from iReady Math Diagnostic, students will receive a placement in an iReady Math Pathway for personalized instruction in mathematical concepts and applications. Teachers will monitor each student's pathway in the platform for progress on foundational skills and standards ensuring that students complete two independent math lessons per week. This monitoring of individual student pathway progress is crucial to see growth, and to inform teachers instructional planning.</p> <p>Flexible programmed math support classes will be provided for students who have been identified as requiring focused standards-based support.</p>	\$0.00	Yes

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.	\$0.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Student Attendance Rates (Priority 5)	93% Attendance Rate 321.84 ADA through Month 8 (Source: BCCS Financial Analysis Report, May 20, 2024)	93.1% Attendance Rate P-2 ADA (Source: BCCS P-2 Report)		95% Attendance Rate	+0.1%
4.2	Dashboard Chronic Absenteeism Indicator (Priority 5)	2023 Dashboard Chronic Absenteeism Indicator 30.3% All Students "Red" 28.8% Hispanic "Red"	2024 Dashboard Chronic Absenteeism Indicator 23.9% All Students "Yellow"		Decrease Chronic absenteeism to <10%	All Students: decreased Hispanic: decreased 5.6% SED: decreased 5.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		30% SED "Red" 26.7% EL "Red" 31% SWD	23.2% Hispanic "Yellow" 24.8% SED "Yellow" 26.6% EL "Red" 29.8% LTEL "Red" 31% SWD "Orange" 43.8% Homeless (No color)			EL: decreased 0.1% LTEL: increased 4.5% SWD: decreased 6.6%
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%
4.4	Expulsion Rate (Priority 6)	2023 Expulsion Rate 0.3% All Students	2024 Expulsion Rate 0% All Students		Maintain expulsion rate <1%	Decreased 0.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Source: Ed-Data, https://www.ed-data.org/school/Los-Angeles/Los-Angeles-Unified/Bert-Corona-Charter)	(Source: CDE DataQuest 2023-24 Expulsion Rate Report)			
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 37% Families responded to Youth Truth Survey*	4.19 Engagement 4.5 Communication/Feedback 4.29 Safety 78% Families responded to		Participation: 95% Rating/area: 4.5	Engagement: +0.18 Communication/Feedback: +0.21 Safety: +0.23 Families responding: +41%

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 (Source: Youth Truth Survey administered for 2024-25)			
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 (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly	3.72 Positive Culture 3.95 Positive Relationships 4 Engagement 3.8 Safety 96% Staff responded to Youth Truth Survey		Participation: 95% Rating/area: 4.0	Positive Culture: +0.06 Positive Relationships: +0.09 Engagement:: +0.02 Safety: +0.36 Staff responding: +25%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Agree" Youth Truth Survey administered for 2023-24)	(Youth Truth Survey 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.

All actions were implemented without any material changes.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences in between the budgeted amount for actions in this goal and the estimated actuals.

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

Our internal data monitoring for the metrics associated with this goal demonstrate the actions have been effective. We will assess the effectiveness more deeply upon release of the 2025 state Dashboard.

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.

No changes.

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 &	The Executive Administrative and leadership team will ensure there are monthly activities for meaningful engagement of parents/guardians.	\$74,962.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Increasing Parent Capacity for Decision-Making	<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 		
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	\$2,000.00	No

Action #	Title	Description	Total Funds	Contributing
		obstacles. Parents will also participate in this experience with their student to forge a more positive child-parent relationship and two-way accountability.		
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.	\$1,556.00	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 - \$114,556, Title IV, SSAE - \$10,000)	\$432,900.00	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
\$1,347,301	\$165,903

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
37.714%	0.000%	\$0.00	37.714%

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
	Scope: Schoolwide		
1.5	<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>	Supplemental resources are necessary to work on closing gaps that impede access to grade-level standards in both areas.	iReady, state assessments
1.6	<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>	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.	Discipline referrals, academic data, attendance
1.7	Action: Technology Integration	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	iReady, academic marks, device repairs

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>	enrollment. EL/LI are able to access platforms for supplemental support from home which increases the likelihood of their growth in all content areas.	
1.8	<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>	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.	iReady, ELA/ELD course grades,
1.9	<p>Action: Effective Instructional Leadership/Coordinator of Instruction Support for Impactful & Effective Instruction</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	Teacher engagement in professional development, classroom observations, lesson plan review, number of

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>	impact of instruction. The reflection on the outcomes will be the basis for coaching to improve student group academic performance.	observation/coaching/feed back sessions
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>	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.	Regular attendance of students, parent attendance for meetings, chronic absenteeism
2.1	<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>	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.	iReady ELA, reclassification rates and progress monitoring of ELs and RFEPs still in the auditing period post reclass.

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
	Scope: Schoolwide		
2.2	<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>	Students who are performing two or more below grade-level will receive targeted academic acceleration to bring them closer to grade-level.	iReady Personalized Pathways, iReady assessments
2.5	<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>	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).	Student DBQ scores, student writing assessment scores

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
3.2	<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>	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.	iReady Pathway progress/growth, iReady local assessment
3.3	<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>	The Stile X Supplemental Resources will address a variety of needs posed by different student groups.	Science course grades, CAST scores
4.1	<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>	The school needs to increase parent engagement and understanding of the mission/vision.	Chronic absenteeism, parent attendance at schoolwide events

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>		
4.3	<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>	Through the Parent Coordinator and Community Schools Team, develop positive relationships with families in an inclusive manner to maintain sustained involvement.	Chronic Absenteeism, parent attendance for meetings, volunteering
4.5	<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>	Conducting a tiered-intervention process to engage parents on the importance of regular attendance especially for the vulnerable student groups.	Student attendance rates, MTSS Chronic absenteeism tracking

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
	Scope: Schoolwide		
4.6	Action: School Climate & Culture Team Staffing 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. Scope: Schoolwide	Regular attendance of students, discipline referrals	Student attendance rates, MTSS Chronic absenteeism tracking

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

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	3,572,415	1,347,301	37.714%	0.000%	37.714%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,418,604.00	\$471,049.00	\$0.00	\$142,855.00	\$4,032,508.00	\$3,275,445.00	\$757,063.00

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		\$104,768.00	\$250,250.00	\$307,018.00	\$48,000.00			\$355,018.00	
1	1.2	Standards-Based Instruction (Certificated Teachers)	All	No			Specific Schools: BCCS		\$1,275,411.00	\$68,000.00	\$1,343,411.00				\$1,343,411.00	
1	1.3	Paraprofessionals (Academic Tutors & Behavior Support)	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: BCCS		\$426,053.00	\$0.00	\$334,074.00	\$91,979.00			\$426,053.00	
1	1.4	Core Instructional Materials/Licenses & State-Verified Assessments	All	No			Specific Schools: BCCS		\$0.00	\$52,534.00	\$52,534.00				\$52,534.00	
1	1.5	Supplemental Instructional Materials & Support	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: BCCS		\$0.00	\$52,192.00	\$52,192.00				\$52,192.00	
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	\$2,780.00	\$2,780.00				\$2,780.00	
1	1.7	Technology Integration	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: BCCS		\$55,672.00	\$143,558.00	\$199,230.00				\$199,230.00	
1	1.8	EL-focused Professional Development	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: BCCS		\$3,775.00	\$28,303.00	\$24,477.00			\$7,601.00	\$32,078.00	
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		\$313,209.00	\$131,558.00	\$396,284.00	\$48,483.00			\$444,767.00	
1	1.10	Effective Operations Team	All	No			Specific Schools:		\$487,806.00	\$0.00	\$354,650.00	\$133,156.00			\$487,806.00	

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	\$0.00	\$0.00				\$0.00	
2	2.3	Designated ELD	All English Learners	No					\$100,889.00	\$0.00		\$100,889.00			\$100,889.00	
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	\$19,832.00	\$10,134.00			\$9,698.00	\$19,832.00	
3	3.2	Accelerations for Mathematics (Tiers 2 & 3)	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: BCCS		\$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: BCCS		\$0.00	\$0.00	\$0.00				\$0.00	
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		\$74,962.00	\$0.00	\$74,962.00				\$74,962.00	
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	\$1,556.00	\$1,556.00				\$1,556.00	
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		\$432,900.00	\$0.00	\$259,802.00	\$48,542.00		\$124,556.00	\$432,900.00	

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
3,572,415	1,347,301	37.714%	0.000%	37.714%	\$1,347,301.00	0.000%	37.714 %	Total:	\$1,347,301.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$1,347,301.00

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	\$334,074.00	
1	1.5	Supplemental Instructional Materials & Support	Yes	Schoolwide	English Learners Low Income	Specific Schools: BCCS	\$52,192.00	
1	1.6	Multi-Tiered System of Supports (MTSS) Team	Yes	Schoolwide	English Learners Low Income	Specific Schools: BCCS	\$2,780.00	
1	1.7	Technology Integration	Yes	Schoolwide	English Learners Low Income	Specific Schools: BCCS	\$199,230.00	
1	1.8	EL-focused Professional Development	Yes	Schoolwide	English Learners Low Income	Specific Schools: BCCS	\$24,477.00	
1	1.9	Effective Instructional Leadership/Coordinator of Instruction Support for Impactful & Effective Instruction	Yes	Schoolwide	English Learners Low Income	Specific Schools: BCCS	\$396,284.00	
1	1.10	Effective Operations Team				Specific Schools: BCCS	\$354,650.00	
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	\$0.00	
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	\$0.00	
3	3.3	NGSS Science Supplemental Resource	Yes	Schoolwide	English Learners Low Income	Specific Schools: BCCS	\$0.00	
4	4.1	Parent Engagement Activities & Increasing Parent Capacity for Decision-Making	Yes	Schoolwide	English Learners Low Income	Specific Schools: BCCS	\$74,962.00	
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	\$259,802.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$3,879,914.00	\$3,809,661.00

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	\$354,714.00
1	1.2	Standards-Based Instruction (Certificated Teachers)	No	\$1,245,650.00	\$1,245,650.00
1	1.3	Paraprofessionals (Academic Tutors & Behavior Support)	Yes	\$294,099.00	\$294,099.00
1	1.4	Core Instructional Materials/Licenses & State-Verified Assessments	No	\$42,891.00	\$40,000.00
1	1.5	Supplemental Instructional Materials & Support	Yes	\$64,844.00	\$70,000.00
1	1.6	Multi-Tiered System of Supports (MTSS) Team	Yes	\$63,667.00	\$60,000.00
1	1.7	Technology Integration	Yes	\$195,135.00	\$195,135.00
1	1.8	EL-focused Professional Development	Yes	\$20,500.00	\$20,500.00
1	1.9	Effective Instructional Leadership/Coordinator of Instruction Support for Impactful & Effective Instruction	Yes	\$409,525.00	\$409,525.00
1	1.10	Effective Operations Team	No	\$620,175.00	\$550,000.00

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	\$0.00
2	2.2	Accelerations for Language Arts (Tiers 2 & 3)	Yes	\$7,000.00	\$0.00
2	2.3	Designated ELD	No	\$95,025.00	\$95,800.00
2	2.4	Reading & Writing Across the Curriculum	No	\$1,000.00	\$2,000.00
2	2.5	Critical Thinking & Writing Skills Development for Social Science	Yes	\$0.00	\$0.00
3	3.1	Mathematics Co-planning for Instruction & Assessment	No	\$0.00	\$0.00
3	3.2	Accelerations for Mathematics (Tiers 2 & 3)	Yes	0.00	\$0.00
3	3.3	NGSS Science Supplemental Resource	Yes	0.00	\$0.00
4	4.1	Parent Engagement Activities & Increasing Parent Capacity for Decision-Making	Yes	\$68,851.00	\$75,000.00
4	4.2	Leadership Development for Students	No	\$2,000.00	\$2,000.00
4	4.3	Engagement of Parents of Underserved Groups	Yes	\$3,500.00	\$3,500.00
4	4.4	Positive Behavior & Intensive Support (PBIS)	No	\$1,200.00	\$1,600.00
4	4.5	MTSS for Chronic Absenteeism	Yes	\$0.00	\$0.00
4	4.6	School Climate & Culture Team Staffing	Yes	\$390,138.00	\$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)
\$1,248,122.00	\$1,259,981.00	\$1,259,981.00	\$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	\$294,099.00		
1	1.5	Supplemental Instructional Materials & Support	Yes	\$64,844.00	\$70,000.00		
1	1.6	Multi-Tiered System of Supports (MTSS) Team	Yes	\$63,667.00	\$60,000.00		
1	1.7	Technology Integration	Yes	\$180,075.00	\$193,388.68		
1	1.8	EL-focused Professional Development	Yes	\$8,777.00	\$0.00		
1	1.9	Effective Instructional Leadership/Coordinator of Instruction Support for Impactful & Effective Instruction	Yes	\$409,525.00	\$404,350.32		
2	2.1	ELA/ELD Co-planning for Instruction & Assessment	Yes	\$0.00	\$0.00		
2	2.2	Accelerations for Language Arts (Tiers 2 & 3)	Yes	\$7,000.00	\$0.00		
2	2.5	Critical Thinking & Writing Skills Development for Social Science	Yes	\$0.00	\$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	\$75,000.00		
4	4.3	Engagement of Parents of Underserved Groups	Yes	\$3,500.00	\$3,500.00		
4	4.5	MTSS for Chronic Absenteeism	Yes	\$0.00	\$0.00		
4	4.6	School Climate & Culture Team Staffing	Yes	\$159,643.00	\$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)
\$3,310,317.00	\$1,248,122.00	0	37.704%	\$1,259,981.00	0.000%	38.062%	\$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

- 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 #

- 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

2025-26 Local Control and Accountability Plan for Bert Corona Charter School

- 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

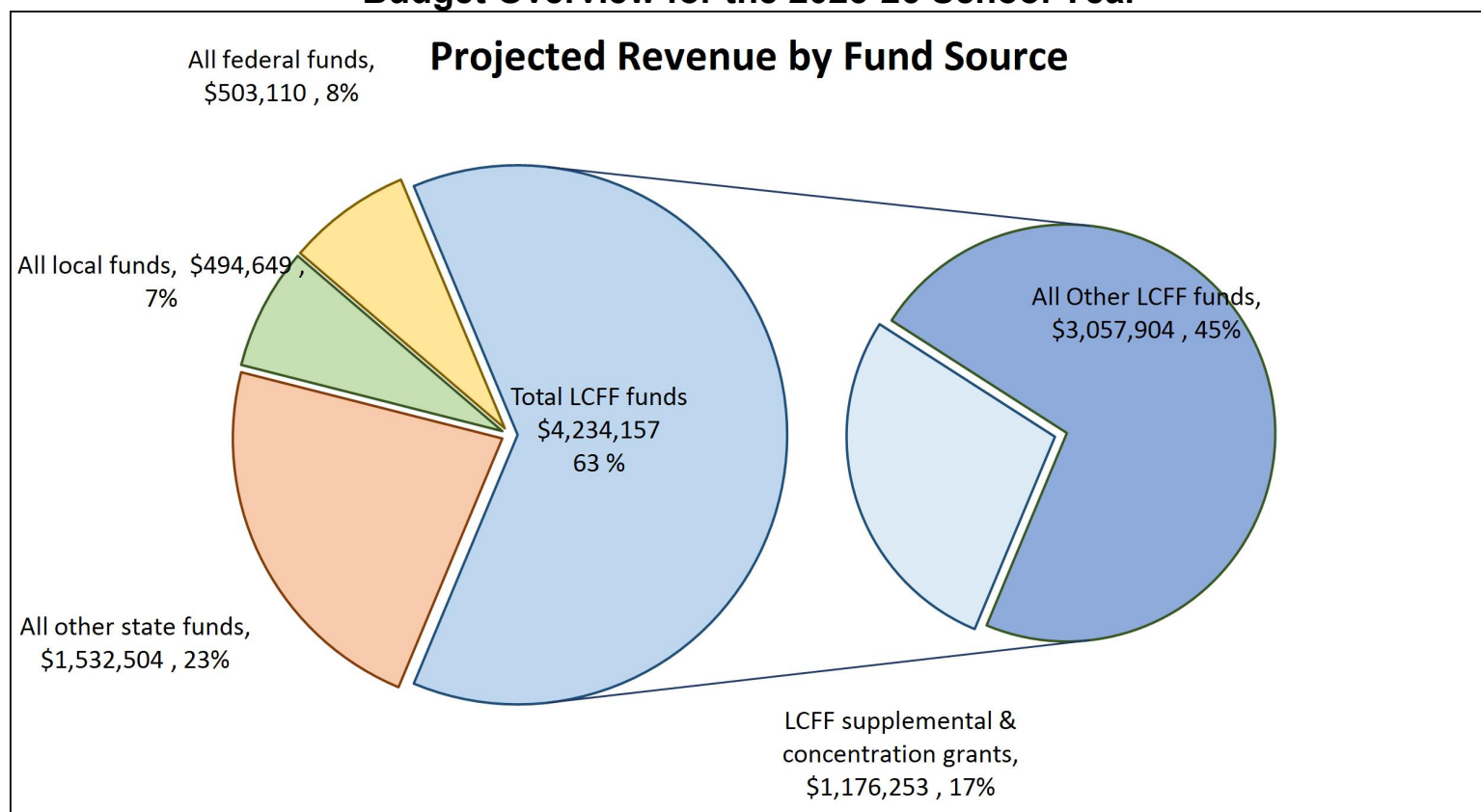
Executive Director

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

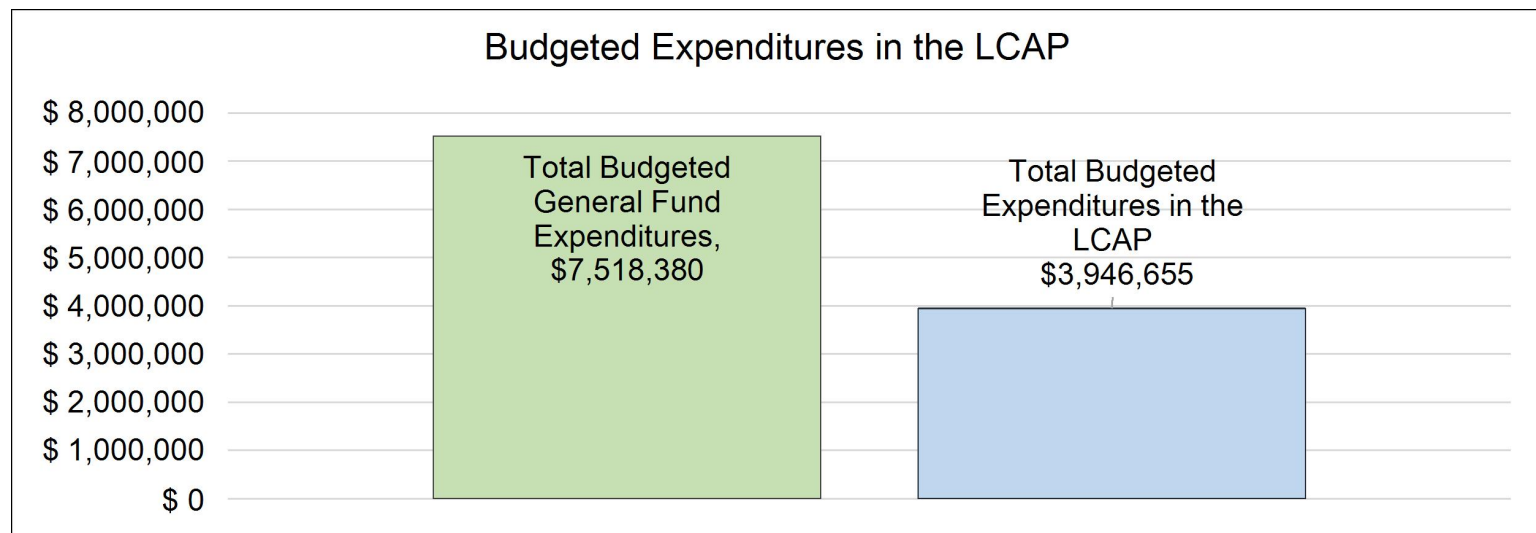


This chart shows the total general purpose revenue Monsenor Oscar Romero Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Monsenor Oscar Romero Charter School is \$6,764,420, of which \$4,234,157 is Local Control Funding Formula (LCFF), \$1,532,504 is other state funds, \$494,649 is local funds, and \$503,110 is federal funds. Of the \$4,234,157 in LCFF Funds, \$1,176,253 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 \$7,518,380 for the 2025-26 school year. Of that amount, \$3,946,655 is tied to actions/services in the LCAP and \$3,571,725 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Funds not included in the LCAP consist of Child Nutrition, Special Education, Entitlement/Encroachment, Services & Other Operating Expenses, and Depreciation Expenses.

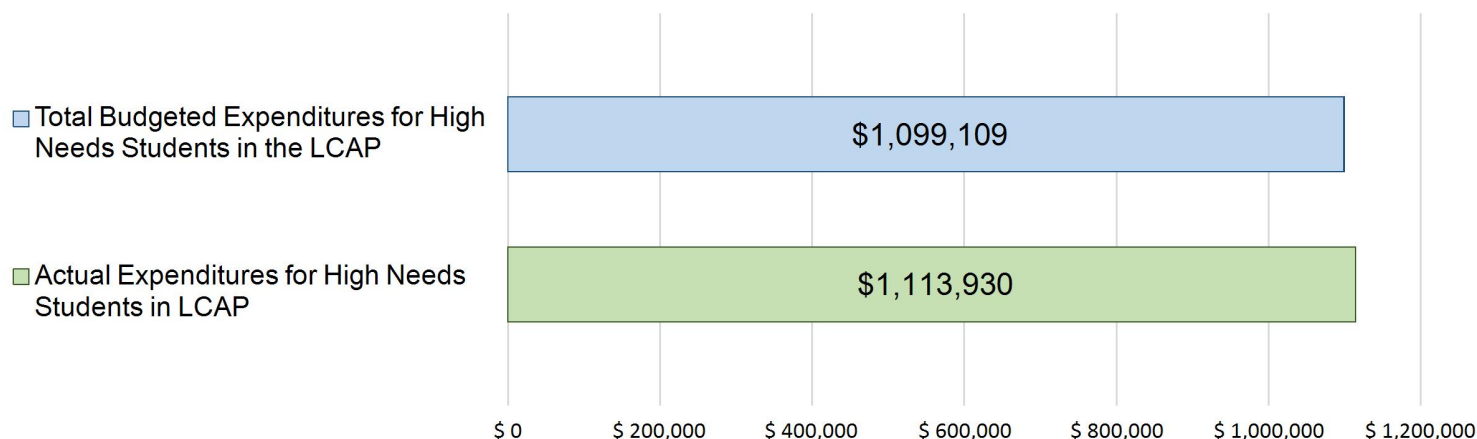
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Monsenor Oscar Romero Charter School is projecting it will receive \$1,176,253 based on the enrollment of foster youth, English learner, and low-income students. Monsenor Oscar Romero Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Monsenor Oscar Romero Charter School plans to spend \$1,176,253 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

Prior Year Expenditures: Increased or Improved Services for High Needs Students



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 \$1,099,109 for planned actions to increase or improve services for high needs students. Monsenor Oscar Romero Charter School actually spent \$1,113,930 for actions to increase or improve services for high needs students in 2024-25.

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.

MORCS serves 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.

As a recipient of Learning Recovery Block Grant Funds, MORCS completed its needs assessment process with educational partners in February 2025 and the use of these funds have been incorporated in the 2025-26 plan.

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 desire 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 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</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
	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.
Board of Directors	<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)	<p>100% teachers/ students with access to standards- aligned curricula (ELA, ELD, math, science, social science, and social science)</p> <p>(Source: LACOE Williams Instructional Visit, December 2023)</p>	<p>100% teachers/students with access to standards- aligned curricula (ELA, ELD, math, science, social science, and social science)</p> <p>(Source: LACOE Williams Instructional Visit, August 2024)</p>		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)	<p>Score: 100% Rating: “Excellent”</p> <p>(LACOE Williams Facilities Inspection, December 2023)</p>	<p>Score: 100% Rating: “Excellent”</p> <p>(LACOE Williams Facilities Inspection, November 2024)</p>		Maintain Williams Facility rating >90%	No difference
1.4	Implementation of State Standards (Priority 2)	<p>Implementation of State Standards ELA 5, ELD 5, Math 5, NGSS 5, History 5</p> <p>(Source: Local reporting for the 2022-23 CA Dashboard Local Indicators)</p>	<p>2024 Local Indicator "Standard Met" Implementation of State Standards ELA 5, ELD 5, Math 5, NGSS 5, History 5</p>		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)	<p>3.84 Professional Development & Support 29% Staff members responded to Youth Truth Survey*</p> <p>(Source: Avg. Ratings on scale of "1 Strongly Disagree" - "5 Strongly Agree" Youth Truth Survey administered for 2023-24)</p>	<p>3.36 Professional Development & Support</p> <p>88% Staff members responded to Youth Truth Survey</p> <p>(Source: Youth Truth Survey administered for 2024-25)</p>		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)	<p>100% of students have access to a broad course of study</p> <p>(Source: Local reporting for the 2022-23 CA Dashboard Local Indicators)</p>	<p>2024 Local Indicator "Standard Met" 100% of students have access to a broad course of study</p> <p>(Source: Local Indicator reported in June 2024)</p>		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.

All actions were implemented without any material changes.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences in between the budgeted amount for actions in this goal and the estimated actuals.

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

Our internal data monitoring for the metrics associated with this goal demonstrate the actions have been effective. We will assess the effectiveness more deeply upon release of the 2025 state Dashboard.

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.

No changes.

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.	\$483,759.00	No
1.2	Standards-Based Instruction	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	\$1,414,165.00	No

Action #	Title	Description	Total Funds	Contributing
	(Certificated 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.	\$298,620.00	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]	\$56,691.00	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.	\$173,816.00	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	\$1,600.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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).		
1.7	Technology Integration	Provide sufficient IT Support to the school in order to maintain 1:1 devices to students and ensure they are in working order. Additionally, provide integrated technology resources/platforms to improve writing skills across the content areas as well as for secondary success (e.g., Thinking Nation, Google Classroom/Suite, iXL, Adobe Suite, etc.)	\$185,769.00	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 	\$29,973.00	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>	\$417,172.00	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>	\$253,113.00	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.

All actions were implemented without any material changes.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences in between the budgeted amount for actions in this goal and the estimated actuals.

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

Our internal data monitoring for the metrics associated with this goal demonstrate the actions have been effective. We will assess the effectiveness more deeply upon release of the 2025 state Dashboard.

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.

No changes.

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>	\$0.00	Yes
2.3	Designated ELD	Students identified as English Learners ("Emerging"/"Expanding") will have a designated instructional period for English Language Development (ELD) taught by a credentialed ELD teacher. In this course, students who are at ELD 1-3 will be grouped together will provide designated ELD instruction to impact students English language progression leading to successful	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
2.4	Reading & Writing Across the Curriculum	All teachers will employ consistent use of Success for All (SFA) strategies (e.g., model, think aloud,) to instruct students in developing literary skills using shorter pieces of literature to align to assessment writing domains. (e.g., Grades 6-8: Narrative, Explanatory, Argumentative). Students will learn how to apply these critical skills to longer works. Additionally, writing will be a core competency as part of the successful, grade-level standards-based instruction in all grade levels. Students will receive direct instruction in writing which align to the respective genres assessed on the SBAC English/Language Arts Writing Tasks. Grade-level performance tasks will be administered three times per year. The resulting data from the rubric scoring of these writing performance tasks will provide necessary information for teachers to group students for targeted instruction for writing improvement. Performance tasks (e.g., Grades 6-8: Narrative, Explanatory, Argumentative).	\$1,000.00	No
2.5	Critical Thinking & Writing Skills Development for Social Science	All grade-levels will use Thinking Nation as a supplemental instructional platform to provide rigorous social science writing content. Students in grades 6-8 will have access to the curriculum which prioritizes disciplinary thinking skills such as curated research papers focusing on causation, comparison, contextualization, continuity and change, and historical significance. Consistent use of the platform for social studies instruction will provide continuity and increasing rigor for students as they progress to the next grade level.	\$0.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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.

All actions were implemented without any material changes.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences in between the budgeted amount for actions in this goal and the estimated actuals.

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

Our internal data monitoring for the metrics associated with this goal demonstrate the actions have been effective. We will assess the effectiveness more deeply upon release of the 2025 state Dashboard.

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.

As math continues to be an area for growth, we will be partnering with the UCLA Math Project in 2025-26. Otherwise, there are no changes.

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)	93.1% Attendance Rate P-2 ADA (Source: MORCS P-2 Report)		95% Attendance Rate	-0.3%
4.2	Dashboard Chronic Absenteeism Indicator (Priority 5)	2023 Dashboard Chronic Absenteeism Indicator 24.8% All Students "Red"	2024 Dashboard Chronic Absenteeism Indicator 21% All Students "Yellow"		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
		24.6% EL "Red" 24.7% Hispanic "Red" 25.1% SED "Red" 28.9% SWD "Red"	20% EL "Yellow" 21% Hispanic "Yellow" 21.3% SED "Yellow" 27.5% SWD "Orange"			EL decreased 4.6% Hispanic decreased 3.7% SED decreased 3.8% SWD decreased 1.4%
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-Angeles/Los-Angeles-Unified/Monsenor-	2024 Expulsion Rate 0% (Source: Ed-Data, https://www.ed-data.org/ShareData/Html/120762)		Maintain expulsion rate <1%	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Oscar-Romero-Charter-Middle)				
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 Disagree" - "5 Strongly Agree" Youth Truth	4.12 Engagement 4.38 Communication/ Feedback 4.15 Safety 74% Families responded to Youth Truth Survey (Source: 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
		Survey administered for 2023-24)	administered for 2024-25)			
4.8	Parent Survey Participation in Programs for Unduplicated Pupils (Priority 3)	<p>4.35 Relationships 4.21 Culture 4.28 Resources Diversity, Equity & Inclusion</p> <p>71% Families responded to Youth Truth Survey</p> <p>(Source: Avg. Ratings on scale of "1 Strongly Disagree" - "5 Strongly Agree" Youth Truth Survey administered for 2023-24)</p>	<p>4.34 Relationships 4.19 Culture 4.27 Resources 4.07 Diversity, Equity & Inclusion</p> <p>74% Families responded to Youth Truth Survey</p> <p>(Source: Youth Truth Survey administered for 2024-25)</p>		Participation: 95% Rating/area: 4.5	<p>Relationships: decreased 0.01 Culture: decreased 0.02 Resources: decreased 0.01 Diversity, Equity & Inclusion</p> <p>Family participation INCREASED 2%</p>
4.9	Teacher Perception of Safety & Positive Culture (Priority 3)	<p>3.42 Positive Culture 3.88 Positive Relationships 4.02 Engagement 3.64 Safety 29% Staff responded to Youth Truth Survey</p> <p>(Source: Avg. Ratings on scale of "1 Strongly Disagree" - "5 Strongly Agree" Youth Truth Survey administered for 2023-24)</p>	<p>3.4 Positive Culture 3.75 Positive Relationships 3.64 Engagement 3.69 Safety</p> <p>88% Staff responded to Youth Truth Survey</p> <p>(Source: Youth Truth Survey administered for 2024-25)</p>		Participation: 95% Rating/area: 4.0	<p>Culture: decreased 0.02 Relationships: decreased 0.13 Engagement: no difference Safety: increased 0.05</p> <p>Staff participation rate INCREASED 59%</p>

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.

All actions were implemented without any material changes.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences in between the budgeted amount for actions in this goal and the estimated actuals.

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

Our internal data monitoring for the metrics associated with this goal demonstrate the actions have been effective. We will assess the effectiveness more deeply upon release of the 2025 state Dashboard.

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.

No changes.

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 	\$82,738.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		<p>supporting the academic development of the student while at home. This includes information on understanding resources, standards-based grading/monitoring student marks and assessments.</p> <ul style="list-style-type: none"> • Coordinator of Culture & Climate will develop presentation content for parent workshops aligning to climate/culture. Specifically, parents will be engaged around the behavioral expectations for students, as well as opportunities for parent involvement in schoolwide events to build an inclusive, positive culture. • Coordinator of Community Schools will plan and deliver content for parent/guardian meetings focused on the home-school relationship. Families will be provided with access to community resources to support social-emotional wellness of the family. The Coordinator will have planning and direct oversight of the expanded learning program held after school. Additionally, there is a Parent Coordinator who will host workshops around supporting their child in the home. • Coordinator of Operations will assist with coordination and implementation of the hallmark YPICS annual activities (e.g., back to school night, open house, Fall and Spring parent conferences, Youth Truth Survey). • Parent Coordinator serves as the bridge between home and school 		
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	\$3,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
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.	\$133,823.00	Yes
4.6	School Climate & Culture Team Staffing	The school will maintain a fully staffed Climate and Culture Team consisting of a Coordinator of Climate/Culture, SCC Manager, SCC Assistant, and Campus Aides. This team is charged with maintaining a positive school climate/culture to increase student belonging and connection to school.	\$408,216.00	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
\$1,176,253	\$142,009

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
38.466%	0.000%	\$0.00	38.466%

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
	Scope: Schoolwide		
1.5	<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>	Supplemental resources are necessary to work on closing gaps that impede access to grade-level standards in both areas.	iReady, state assessments
1.6	<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>	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.	Discipline referrals, academic data, attendance
1.7	Action: Technology Integration	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	iReady, academic marks, device repairs

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>	enrollment. EL/LI are able to access platforms for supplemental support from home which increases the likelihood of their growth in all content areas.	
1.8	<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>	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.	iReady, ELA/ELD course grades
1.9	<p>Action: Effective Instructional Leadership/Coordinator of Instruction Support for Impactful & Effective Instruction</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	Teacher engagement in professional development, classroom observations, lesson plan review, number of

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>	outcomes will be the basis for coaching to improve student group academic performance.	observation/coaching/feed back sessions
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>	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.	Regular attendance of students, parent attendance for meetings, chronic absenteeism
2.1	<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>	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.	iReady ELA, reclassification rates and progress monitoring of ELs and RFEPs still in the auditing period post reclass.

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
	Scope: Schoolwide		
2.2	<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>	Students who are performing two or more below grade-level will receive targeted academic acceleration to bring them closer to grade-level.	iReady Personalized Pathways, iReady assessments
2.5	<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>	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).	Student DBQ scores, student writing assessment scores

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
3.2	<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>	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.	iReady Pathway progress/growth, iReady local assessment
3.3	<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>	The Stile X Supplemental Resources will address a variety of needs posed by different student groups.	Science course grades, CAST scores
4.1	<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>	The school needs to increase parent engagement and understanding of the mission/vision.	Chronic absenteeism, parent attendance at schoolwide events

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>		
4.3	<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>	Through the Parent Coordinator and Community Schools Team, develop positive relationships with families in an inclusive manner to maintain sustained involvement.	Chronic Absenteeism, parent attendance for meetings, volunteering
4.5	<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>	Conducting a tiered-intervention process to engage parents on the importance of regular attendance especially for the vulnerable student groups.	Student attendance rates, MTSS Chronic absenteeism tracking

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>		
4.6	<p>Action: School Climate & Culture Team Staffing</p> <p>Need: On the 2023 Dashboard, the schoolwide chronic absenteeism indicator was "Red" with all significant student groups (English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities). The range of chronic absenteeism was 24.6% to 28.9%. The 2023 Suspension Rate Indicator was "Green" with 0.7% of students being suspended at least one day.</p> <p>Scope: Schoolwide</p>	Continuing efforts to reduce chronic absences for all student groups.	Regular attendance of students, discipline referrals

Limited Actions

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

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

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	3,057,904	1,176,253	38.466%	0.000%	38.466%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,145,639.00	\$658,458.00	\$0.00	\$142,558.00	\$3,946,655.00	\$3,167,212.00	\$779,443.00

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					\$84,018.00	\$399,741.00	\$241,217.00	\$242,542.00			\$483,759.00	
1	1.2	Standards-Based Instruction (Certificated Teachers)	All	No					\$1,354,165.00	\$60,000.00	\$1,414,165.00				\$1,414,165.00	
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		\$298,620.00	\$0.00	\$68,717.00	\$229,903.00			\$298,620.00	
1	1.4	Core Instructional Materials/Licenses & State-Verified Assessments	All	No					\$0.00	\$56,691.00	\$56,691.00				\$56,691.00	
1	1.5	Supplemental Instructional Materials & Support	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: MORCS		\$69,019.00	\$104,797.00	\$140,797.00	\$33,019.00			\$173,816.00	
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	\$1,600.00	\$1,600.00				\$1,600.00	
1	1.7	Technology Integration	English Learners Low Income	Yes	School wide	English Learners Low Income			\$62,744.00	\$123,025.00	\$185,769.00				\$185,769.00	
1	1.8	EL-focused Professional Development	English Learners Low Income	Yes	School wide	English Learners Low Income			\$3,584.00	\$26,389.00	\$17,617.00			\$12,356.00	\$29,973.00	
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		\$417,172.00	\$0.00	\$346,780.00	\$70,392.00			\$417,172.00	
1	1.10	Effective Operations Team	All	No			Specific Schools:		\$253,113.00	\$0.00	\$253,113.00				\$253,113.00	

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	\$0.00	\$0.00				\$0.00	
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		\$82,738.00	\$0.00	\$82,738.00				\$82,738.00	
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		\$133,823.00	\$0.00	\$51,221.00	\$82,602.00			\$133,823.00	
4	4.6	School Climate & Culture Team Staffing	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: MORCS		\$408,216.00	\$0.00	\$278,014.00			\$130,202.00	\$408,216.00	

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
3,057,904	1,176,253	38.466%	0.000%	38.466%	\$1,176,253.00	0.000%	38.466 %	Total:	\$1,176,253.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$1,176,253.00

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	\$68,717.00	
1	1.5	Supplemental Instructional Materials & Support	Yes	Schoolwide	English Learners Low Income	Specific Schools: MORCS	\$140,797.00	
1	1.6	Multi-Tiered System of Supports (MTSS) Team	Yes	Schoolwide	English Learners Low Income	Specific Schools: MORCS	\$1,600.00	
1	1.7	Technology Integration	Yes	Schoolwide	English Learners Low Income		\$185,769.00	
1	1.8	EL-focused Professional Development	Yes	Schoolwide	English Learners Low Income		\$17,617.00	
1	1.9	Effective Instructional Leadership/Coordinator of Instruction Support for Impactful & Effective Instruction	Yes	Schoolwide	English Learners Low Income	Specific Schools: MORCS	\$346,780.00	
1	1.10	Effective Operations Team				Specific Schools: MORCS	\$253,113.00	
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	\$0.00	
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			\$82,738.00	
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	\$51,221.00	
4	4.6	School Climate & Culture Team Staffing	Yes	Schoolwide	English Learners Low Income	Specific Schools: MORCS	\$278,014.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$3,559,295.00	\$3,539,399.00

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	\$229,437.00
1	1.2	Standards-Based Instruction (Certificated Teachers)	No	\$1,278,957.00	\$1,278,957.00
1	1.3	Paraprofessionals (Academic Tutors & Behavior Support)	Yes	\$215,587.00	\$215,587.00
1	1.4	Core Instructional Materials/Licenses & State-Verified Assessments	No	\$28,021.00	\$42,300.00
1	1.5	Supplemental Instructional Materials & Support	Yes	\$200,701.00	\$200,701.00
1	1.6	Multi-Tiered System of Supports (MTSS) Team	Yes	\$61,950.00	\$61,950.00
1	1.7	Technology Integration	Yes	\$195,601.00	\$190,000.00
1	1.8	EL-focused Professional Development	Yes	\$12,000.00	\$12,000.00
1	1.9	Effective Instructional Leadership/Coordinator of Instruction Support for Impactful & Effective Instruction	Yes	\$388,545.00	\$420,000.00
1	1.10	Effective Operations Team	No	\$415,402.00	\$350,000.00

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	\$0.00
2	2.2	Accelerations for Language Arts (Tiers 2 & 3)	Yes	\$7,000.00	\$0.00
2	2.3	Designated ELD	No	\$0.00	\$0.00
2	2.4	Reading & Writing Across the Curriculum	No	\$1,000.00	\$1,000.00
2	2.5	Critical Thinking & Writing Skills Development for Social Science	Yes	\$0.00	\$0.00
3	3.1	Mathematics Co-planning for Instruction & Assessment	No	\$0.00	\$0.00
3	3.2	Accelerations for Mathematics (Tiers 2 & 3)	Yes	\$0.00	\$0.00
3	3.3	NGSS Science Supplemental Resource	Yes	\$0.00	\$0.00
4	4.1	Parent Engagement Activities & Increasing Parent Capacity for Decision-Making	No Yes	\$75,980.00	\$75,980.00
4	4.2	Leadership Development for Students	No	\$2,000.00	\$2,000.00
4	4.3	Engagement of Parents of Underserved Groups	Yes	\$3,000.00	\$3,000.00
4	4.4	Positive Behavior & Intensive Support (PBIS)	No	\$1,200.00	\$1,500.00

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	\$90,000.00
4	4.6	School Climate & Culture Team Staffing	Yes	\$364,987.00	\$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)
\$1,113,534.00	\$1,099,109.00	\$1,113,930.00	(\$14,821.00)	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	\$180,000.00		
1	1.5	Supplemental Instructional Materials & Support	Yes	\$128,701.00	\$140,000.00		
1	1.6	Multi-Tiered System of Supports (MTSS) Team	Yes	\$61,950.00	\$61,950.00		
1	1.7	Technology Integration	Yes	\$184,042.00	\$177,000.00		
1	1.8	EL-focused Professional Development	Yes	\$12,000.00	\$0.00		
1	1.9	Effective Instructional Leadership/Coordinator of Instruction Support for Impactful & Effective Instruction	Yes	\$388,545.00	\$270,000.00		
2	2.1	ELA/ELD Co-planning for Instruction & Assessment	Yes	\$0.00	\$0.00		
2	2.2	Accelerations for Language Arts (Tiers 2 & 3)	Yes	\$7,000.00	\$0.00		
2	2.5	Critical Thinking & Writing Skills Development for Social Science	Yes	\$0.00	\$0.00		
3	3.2	Accelerations for Mathematics (Tiers 2 & 3)	Yes	\$0.00	\$0.00		
3	3.3	NGSS Science Supplemental Resource	Yes	\$0.00	\$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	\$75,980.00		
4	4.3	Engagement of Parents of Underserved Groups	Yes	\$3,000.00	\$3,000.00		
4	4.5	MTSS for Chronic Absenteeism	Yes				
4	4.6	School Climate & Culture Team Staffing	Yes	\$194,844.00	\$206,000.00		

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)
\$2,867,567.00	\$1,113,534.00	0	38.832%	\$1,113,930.00	0.000%	38.846%	\$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

- 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:

2025-26 Local Control and Accountability Plan for Monsenor Oscar Romero Charter School

- 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 High School

CDS Code: 19647330132126

School Year: 2025-26

LEA contact information:

Yvette King Berg

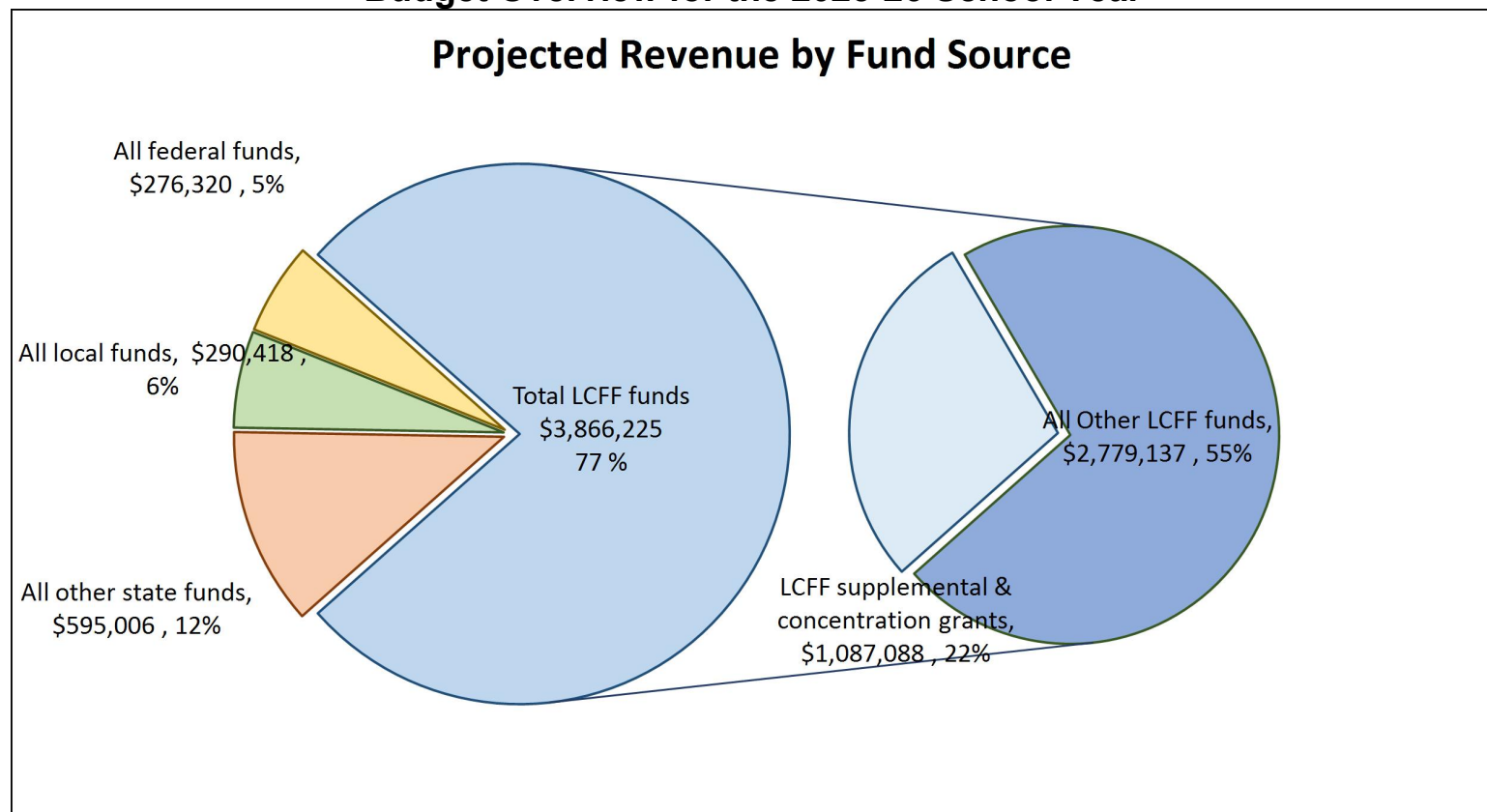
Executive Director

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

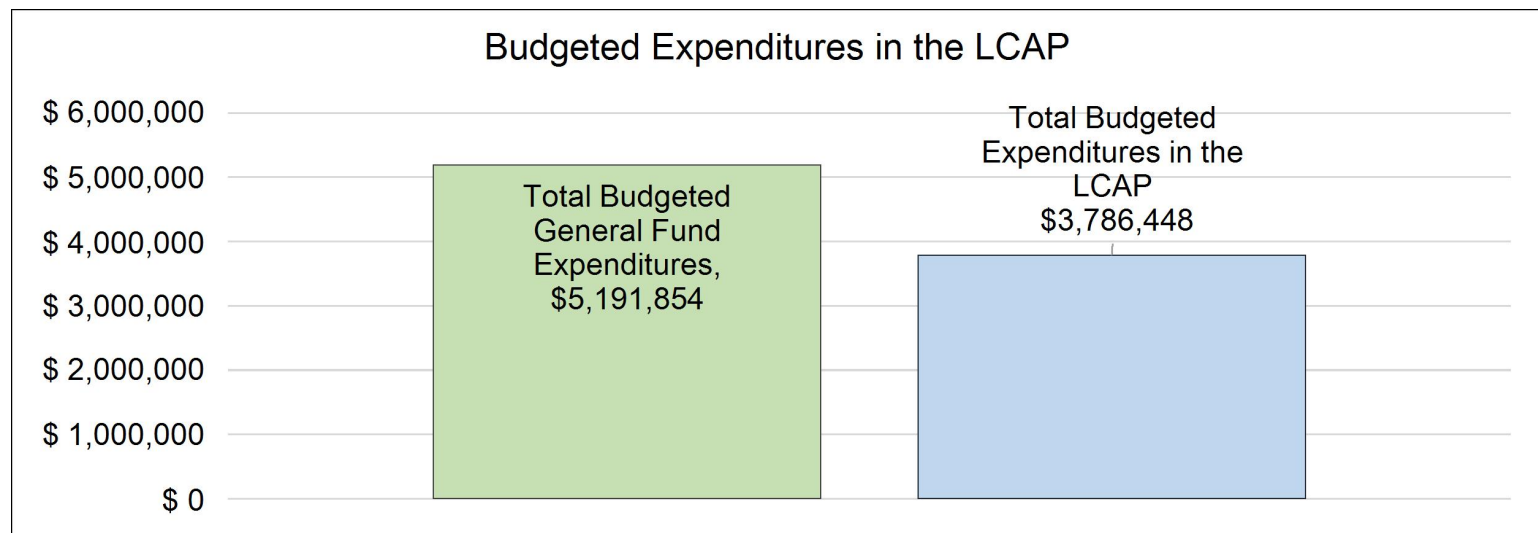


This chart shows the total general purpose revenue Bert Corona Charter High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Bert Corona Charter High School is \$5,027,969, of which \$3,866,225 is Local Control Funding Formula (LCFF), \$595,006 is other state funds, \$290,418 is local funds, and \$276,320 is federal funds. Of the \$3,866,225 in LCFF Funds, \$1,087,088 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 \$5,191,854 for the 2025-26 school year. Of that amount, \$3,786,448 is tied to actions/services in the LCAP and \$1,405,406 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Funds not included in the LCAP consist of Child Nutrition, Special Education, Entitlement/Encroachment, Services & Other Operating Expenses, and Depreciation Expenses.

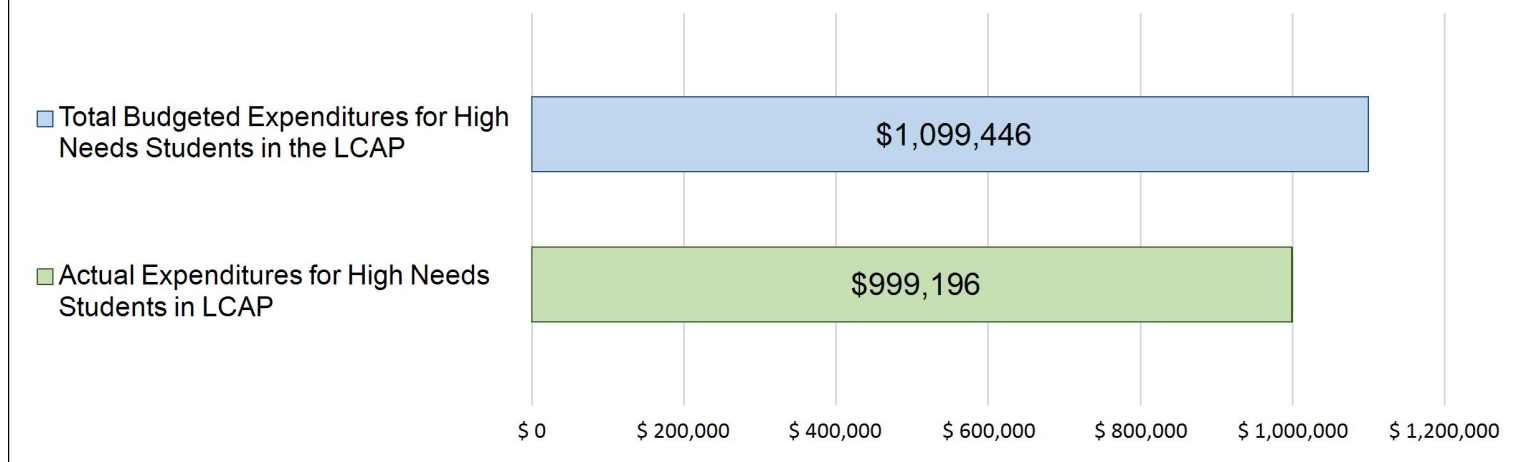
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Bert Corona Charter High School is projecting it will receive \$1,087,088 based on the enrollment of foster youth, English learner, and low-income students. Bert Corona Charter High School must describe how it intends to increase or improve services for high needs students in the LCAP. Bert Corona Charter High School plans to spend \$1,087,088 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

Prior Year Expenditures: Increased or Improved Services for High Needs Students



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 \$1,099,446 for planned actions to increase or improve services for high needs students. Bert Corona Charter High School actually spent \$999,196 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$100,250 had the following impact on Bert Corona Charter High School's ability to increase or improve services for high needs students:

The school originally included more expenditures based on the projected budget. However, actual enrollment and S&C funds were lower. For final allocation of S&C, all funds were spent.

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.

As a recipient of Learning Recovery Block Grant Funds, BCCHS completed its needs assessment process with educational partners in February 2025 and the use of these funds have been incorporated in the 2025-26 plan.

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 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>
Teachers	<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
	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.
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 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.

All actions were implemented without any material changes.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences in between the budgeted amount for actions in this goal and the estimated actuals.

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

Our internal data monitoring for the metrics associated with this goal demonstrate the actions have been effective. We will assess the effectiveness more deeply upon release of the 2025 state Dashboard.

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.

No changes.

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.	\$320,000.00	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.	\$956,774.00	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.	\$205,433.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
1.4	Core Instructional Materials/Licenses, and State-Verified Assessments	Provide teachers and students with the necessary standards-based, college preparatory curricula across the core and supplemental instructional materials to ensure all students have access to grade-level content. Additionally, provide integrated technology resources/platforms to improve writing skills across the content areas as well as for post-secondary success (e.g., Thinking Nation, Google Classroom/Suite, iXL, Adobe Suite, 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.)	\$16,200.00	No
1.5	Supplemental Instructional Materials & Support	Teachers will apply differentiated instructional supports for students who demonstrate skill gaps in reading, writing and mathematics to improve their performance. Supplemental instructional materials will be used to provide instructional scaffolds for targeted student needs [e.g., consumable supplemental materials including workbooks for IronBox, No Red Ink, 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.	\$16,550.00	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	\$3,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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).		
1.7	Technology Integration	Provide sufficient IT Support to the school in order to maintain 1:1 devices to students and ensure they are in working order. Additionally, provide integrated technology resources/platforms to improve writing skills across the content areas as well as for secondary success (e.g., Thinking Nation, Google Classroom/Suite, iXL, Adobe Suite, etc.)	\$142,483.00	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) 	\$1,087.00	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 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>	\$379,709.00	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>	\$398,341.00	No
1.11	Commitment to Equity for Special Populations	Students with IEPs receive both push-in (during core) and RSP Lab in order to provide access to the full educational program while meeting the accommodations and services required by the IEP. The RSPs and core teachers regularly collaborate for instructional planning (co-planning and co-teaching) to ensure SWD are appropriately supported in assessing grade-level content standards.	\$451,716.00	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	4% Reclassification Rate for 2023-24		10% Reclassification Rate	+1.92%

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.

All actions were implemented without any material changes.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences in between the budgeted amount for actions in this goal and the estimated actuals.

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

Our internal data monitoring for the metrics associated with this goal demonstrate the actions have been effective. We will assess the effectiveness more deeply upon release of the 2025 state Dashboard.

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.

No changes.

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	Teachers will engage in the standards-based instructional co-planning process with considerations for both whole class and student groups with	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Instruction & Assessment	<p>specific needs (e.g., English learners, Students with Disabilities, dually identified, RFEPs in ongoing monitoring period).</p> <p>Resource Teachers will consult with the ELD and ELA teachers to provide additional support as these students continue to develop math skills along with their language skills in all domains (e.g., reading, writing, speaking, and listening).</p> <p>For those who have reclassified, they will be progress monitored using academic marks and state-verified assessment data platform to ensure on-going progress. Teachers will consider the necessary adjustments needed for Students with Disabilities who are also English Learners or have reclassified through the IEP. Instructional strategies to address the wide range of English language levels in the core. California ELD standards will be integrated along with California Common Core ELA standards, and instructional strategies will be geared to support students.</p>		
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>	\$114,016.00	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</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		tasks will provide necessary information for teachers to group students for targeted instruction for writing improvement.		
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.

All actions were implemented without any material changes.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences in between the budgeted amount for actions in this goal and the estimated actuals.

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

Our internal data monitoring for the metrics associated with this goal demonstrate the actions have been effective. We will assess the effectiveness more deeply upon release of the 2025 state Dashboard.

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.

As math continues to be an area for growth, we will be partnering with the UCLA Math Project in 2025-26. Otherwise, there are no changes.

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	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	\$7,933.00	No

Action #	Title	Description	Total Funds	Contributing
	Instruction & Assessment	<p>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> <p>Math teachers will engage in Year 1 targeted professional development through the UCLA Math Project.</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)	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.	\$0.00	No
3.4	NGSS & College-preparatory Science	College preparatory lab science courses will include investigations and experiments aligned to NGSS standards.	\$0.00	No

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)	75% Passed ELA course with C- or better (Source: Infinite Campus Final 2025 ELA Grades)		Increase ELA Annual course passage with "C-" or better	-18%

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)	94% Passed math course with C- or better (Source: Infinite Campus Final 2025 Math Grades)		Increase Math Annual course passage with "C-" or better	+2%
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)	21% 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)	<p>0% Graduates completing 2 semesters or 3 trimesters of college course credit with "C-" or better</p> <p>(Source: 2023 CA Dashboard Additional Reports "Met UC/CSU Requirements and CTE Completion Report")</p> <p>NOTE: Locally tracked data for the Class of 2023 was 15% of graduates with successful completion of 2 semesters with C- or better</p>	<p>0% Graduates completing 2 semesters or 3 trimesters of college course credit with "C-" or better</p> <p>(Source: 2024 CA Dashboard Additional Reports "Met UC/CSU Requirements and CTE Completion Report")</p>		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)	<p>7.5% Prepared</p> <p>(Source: Dashboard Additional Reports "College/Career Levels and Measure Report 2023")</p>	<p>29.6% Prepared</p> <p>(Source: Dashboard Additional Reports "College/Career Levels and Measure Report 2024")</p>		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.

All actions were implemented without any material changes. As we seek to improve our CCI Indicator, we have expanded our agreement with Mission College to increase dual enrollment course offerings beginning in August 2026.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences in between the budgeted amount for actions in this goal and the estimated actuals.

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

Our internal data monitoring for the metrics associated with this goal demonstrate the actions have been effective. We will assess the effectiveness more deeply upon release of the 2025 state Dashboard.

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.

No changes.

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	The Coordinator of College/Career readiness provides a range of activities for students and families to understand the pathways to college. Monthly workshop topics will include applying to college, financial aid, test prep and admissions. In partnership with GEAR UP, all grade levels will take part in college visits throughout the year, and juniors/seniors will have extended overnight visits to experience the college setting. While we seek to ensure all students are prepared to enter and succeed in college, the economic realities which surfaced during the pandemic, requires BCCHS to redouble its efforts to engage families on the importance of pursuing a college degree, and the necessary preparations for college (e.g. coursework, graduation, college testing, financing, etc.)	\$124,515.00	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.	\$16,617.00	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.	\$106,773.00	No

Action #	Title	Description	Total Funds	Contributing
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 course. The goal is to increase the number of offerings to expose students to rigorous content and expose them to a variety of subject areas which may support them in the decision to enroll and graduate from a two- or four-year university. Students will take two (2) semester long courses for college credit and earn a grade of C or better.	\$0.00	No
4.5	Advisory with SEL Component	All students are enrolled in “Advisory” where modules on college/career exploration aligned to student interest. Additionally, this course has a SEL component embedded addressing mindfulness, distress tolerance, emotional regulation, and interpersonal effectiveness. [NOTE: Costs for this action are for materials only. Staffing costs are captured in Goal 1.]	\$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)	91.5% Attendance Rate P-2 ADA (Source: BCCHS P-2 Report)		95% Attendance Rate	-0.4%
5.2	Chronic Absenteeism Rate (Priority 5)	36.3% All Students 40% SWD 37.5% English learner	28.9% All Students 32.8% SWD		Chronic absenteeism under 15%	All Students -7.4% SWD -7.2% EL -11.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		36.7% Hispanic 36.7% SED (Source: Ed-data 2022-23, http://www.ed-data.org/ShareData/Html/114936)	26.2% English learner 29.3% Hispanic 28.6% SED (Source: DataQuest 2023-24 Absenteeism Data Report)			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%
5.5	Dashboard Suspension Rate Indicator (Priority 6)	2023 Dashboard - Suspension Rate Indicator	2024 Dashboard - Suspension Rate Indicator		Maintain Suspension rate	All Students -0.5% Hispanic -0.6% SWD +3.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		1.8% All Students "Green" "Green" Group(s) 1.9% Hispanic 2% SED "Blue" Group(s) 0% SWD 0% EL	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		<2% All students "Green"	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 Survey administered for 2023-24)	3.62 Engagement 3.37 Relationships 3.42 Culture 3.48 Belonging 88% Students responded to Youth Truth Survey (Source: Youth Truth Survey administered for 2024-25)		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
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 3.93 Engagement 3.8 Safety	3.12 Positive Culture 3.75 Positive Relationships 3.75 Engagement 3.69 Safety		Participation: 95% Rating/area: 4.0	Positive Relationships - 0.24 Engagement -0.31 Safety -0.11

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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)	100% Staff responded to Youth Truth Survey (Source: Youth Truth Survey administered for 2024-25)			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.

All actions were implemented without any material changes.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences in between the budgeted amount for actions in this goal and the estimated actuals.

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

Our internal data monitoring for the metrics associated with this goal demonstrate the actions have been effective. We will assess the effectiveness more deeply upon release of the 2025 state Dashboard.

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.

No changes.

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. Each grade level will have a tailored college/career engagement plan. 	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
5.2	Engagement of Parents of Underrepresented 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. 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 & Greet, and IEP meetings.	\$0.00	Yes
5.3	Student Activities & Sports Program	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.	\$48,339.00	No
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	\$10,500.00	No

Action #	Title	Description	Total Funds	Contributing
		to forge a more positive child-parent relationship and two-way accountability.		
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
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	\$83,918.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		

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
\$1,087,088	\$129,063

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
39.116%	0.000%	\$0.00	39.116%

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
	Scope: Schoolwide		
1.5	<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>	Supplemental resources are necessary to work on closing gaps that impede access to grade-level standards in both areas.	NWEA, course grades
1.6	<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>	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.	Discipline referrals, academic data, attendance
1.7	Action: Technology Integration	As the majority of students are identified as either LI and/or EL, it is imperative they are provided with	NWEA, academic marks, device repairs

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>	
1.8	<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>	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.	Teacher engagement in professional development, classroom observations, lesson plan review, number of observation/coaching/feed back sessions
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>	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.	Regular attendance of students, parent attendance for meetings, chronic absenteeism
2.1	<p>Action: ELA/ELD Co-planning for Instruction & Assessment</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-	2.1 NWEA Reading growth, 2.2 CA Dashboard ELA Indicator, 2.3 CA Dashboard English

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>	wide basis to address the needs of the student groups described above.	Language Progress Indicator, 2.4 Reclassification Rate
2.2	<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>	Students who are performing two or more years below grade-level will receive targeted academic acceleration to bring them closer to grade-level.	NWEA, academic marks

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
2.6	<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>	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).	Student DBQ scores, student writing assessment scores
3.2	<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>	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.	Course grades, NWEA
5.1	<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>	The school needs to increase parent engagement and understanding of the mission/vision.	Chronic absenteeism, parent attendance at schoolwide events

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>		
5.2	<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>	The action is being provided on a schoolwide basis in order to reach the large SED population at the school.	Student attendance, chronic absenteeism, parent attendance for meetings, graduation rate, high school dropout rate

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
	Scope: Schoolwide		
5.5	<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>	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.	Student attendance and discipline referral rates, MTSS Chronic absenteeism tracking

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
4.1	<p>Action: Culture of College Readiness</p> <p>Need:</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	Course Passage with "C-" or better (ELA, Math), Successful A-G Course Completion, CTE Pathway Completion, Successful

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

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	2,779,138	1,087,088	39.116%	0.000%	39.116%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,961,783.00	\$738,578.00	\$0.00	\$86,087.00	\$3,786,448.00	\$3,102,370.00	\$684,078.00

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	\$320,000.00	\$227,000.00	\$93,000.00			\$320,000.00	
1	1.2	Standards-Based Instruction (Certificated Teachers)	All	No			Specific Schools: BCCHS		\$908,774.00	\$48,000.00	\$956,774.00				\$956,774.00	
1	1.3	Paraprofessionals (Academic Tutors & Behavior Support)	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: BCCHS		\$205,433.00	\$0.00	\$126,686.00	\$78,747.00			\$205,433.00	
1	1.4	Core Instructional Materials/Licenses, and State-Verified Assessments	All	No			Specific Schools: BCCHS		\$0.00	\$16,200.00	\$16,200.00				\$16,200.00	
1	1.5	Supplemental Instructional Materials & Support	English Learners Low Income	Yes	School wide	English Learners Low Income			\$0.00	\$16,550.00	\$16,550.00				\$16,550.00	
1	1.6	Multi-Tiered System of Supports (MTSS) Team	English Learners Low Income	Yes	School wide	English Learners Low Income			\$0.00	\$3,000.00	\$3,000.00				\$3,000.00	
1	1.7	Technology Integration	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: BCCHS		\$32,931.00	\$109,552.00	\$142,483.00				\$142,483.00	
1	1.8	EL-focused Professional Development	English Learners	Yes	School wide	English Learners			\$0.00	\$1,087.00				\$1,087.00	\$1,087.00	
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		\$379,709.00	\$0.00	\$331,304.00	\$48,405.00			\$379,709.00	
1	1.10	Effective Operations Team	All	No					\$398,341.00	\$0.00	\$398,341.00				\$398,341.00	

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		\$366,016.00	\$85,700.00	\$1,700.00	\$450,016.00			\$451,716.00	
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		\$114,016.00	\$0.00	\$45,606.00	\$68,410.00			\$114,016.00	
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	\$7,933.00	\$7,933.00				\$7,933.00	
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:		\$124,515.00	\$0.00	\$124,515.00				\$124,515.00	

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	\$16,617.00	\$16,617.00				\$16,617.00	
4	4.3	Career/Technical Education: Media Arts Pathway	All	No					\$106,773.00	\$0.00	\$106,773.00				\$106,773.00	
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	\$48,339.00	\$48,339.00				\$48,339.00	
5	5.4	Leadership Development for Students	All	No					\$0.00	\$10,500.00	\$10,500.00				\$10,500.00	
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	\$296,944.00			\$85,000.00	\$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					\$83,918.00	\$0.00	\$83,918.00				\$83,918.00	

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
2,779,138	1,087,088	39.116%	0.000%	39.116%	\$1,087,088.00	0.000%	39.116 %	Total:	\$1,087,088.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$124,515.00
								Schoolwide Total:	\$962,573.00

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	\$126,686.00	
1	1.5	Supplemental Instructional Materials & Support	Yes	Schoolwide	English Learners Low Income		\$16,550.00	
1	1.6	Multi-Tiered System of Supports (MTSS) Team	Yes	Schoolwide	English Learners Low Income		\$3,000.00	
1	1.7	Technology Integration	Yes	Schoolwide	English Learners Low Income	Specific Schools: BCCHS	\$142,483.00	
1	1.8	EL-focused Professional Development	Yes	Schoolwide	English Learners			
1	1.9	Effective Instructional Leadership/Coordinator of Instruction (Support for Impactful & Effective Instruction)	Yes	Schoolwide	English Learners Low Income		\$331,304.00	
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	\$45,606.00	
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	\$124,515.00	
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		\$296,944.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$3,697,990.00	\$3,561,946.00

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	\$260,000.00
1	1.2	Standards-Based Instruction (Certificated Teachers)	No	\$931,187.00	\$931,187.00
1	1.3	Paraprofessionals (Academic Tutors & Behavior Support)	Yes	\$188,809.00	\$188,809.00
1	1.4	Core Instructional Materials/Licenses, and State-Verified Assessments	No	\$17,250.00	\$17,250.00
1	1.5	Supplemental Instructional Materials & Support	Yes	\$22,257.00	\$35,000.00
1	1.6	Multi-Tiered System of Supports (MTSS) Team	Yes	\$55,667.00	\$35,000.00
1	1.7	Technology Integration	Yes	\$126,468.00	\$126,468.00
1	1.8	EL-focused Professional Development	Yes	\$6,000.00	\$6,000.00
1	1.9	Effective Instructional Leadership/Coordinator of Instruction (Support for Impactful & Effective Instruction)	Yes	\$325,125.00	\$325,125.00
1	1.10	Effective Operations Team	No	\$452,528.00	\$400,000.00

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	\$374,241.00
2	2.1	ELA/ELD Co-planning for Instruction & Assessment	Yes	\$0.00	\$0.00
2	2.2	Accelerations in English/Language Arts (Tiers 2 & 3)	No Yes	\$107,092.00	\$80,000.00
2	2.3	Designated ELD	No	\$0.00	\$0.00
2	2.4	ELA Instructional Support Courses	No	\$0.00	\$0.00
2	2.5	Junior/Senior Seminar - Reading & Writing	No	\$0.00	\$0.00
2	2.6	Social Science - Critical Thinking & Writing Skills Development	Yes	\$0.00	\$0.00
3	3.1	Mathematics Co-planning for Instruction & Assessment	No	\$0.00	\$0.00
3	3.2	Accelerations for Mathematics (Tiers 2 & 3)	Yes	\$0.00	\$0.00
3	3.3	Junior and Senior Seminars (Math component)	No	\$0.00	\$0.00
3	3.4	NGSS & College-preparatory Science	No	\$0.00	\$0.00
3	3.5	Study Hall/Homework Help	No	\$0.00	\$0.00
4	4.1	Culture of College Readiness	Yes	\$160,167.00	\$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	\$16,625.00
4	4.3	Career/Technical Education: Media Arts Pathway	No	\$101,378.00	\$101,378.00
4	4.4	Dual Enrollment- LAMC Partnership	No	\$0.00	\$0.00
4	4.5	Advisory with SEL Component	No	\$0.00	\$0.00
5	5.1	Parent Engagement Activities & Increasing Parent Capacity for Decision-Making	Yes	\$0.00	\$0.00
5	5.2	Engagement of Parents of Underrepresented Groups	Yes	\$0.00	\$0.00
5	5.3	Student Activities & Sports Program	No	\$52,000.00	\$25,000.00
5	5.4	Leadership Development for Students	No	\$5,000.00	\$20,000.00
5	5.5	Positive Behavior & Intensive Support (PBIS) including Climate/Culture Staffing	Yes	\$381,944.00	\$381,944.00
5	5.6	Monthly Climate & Culture Programming (Absenteeism Reduction)	No	\$600.00	\$600.00
5	5.7	Mentorship Interns for At-Promise Students	No	\$77,152.00	\$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)
\$997,779.00	\$1,099,446.00	\$999,196.00	\$100,250.00	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	\$160,000.00		
1	1.5	Supplemental Instructional Materials & Support	Yes	\$22,257.00	\$35,000.00		
1	1.6	Multi-Tiered System of Supports (MTSS) Team	Yes	\$55,667.00	\$32,000.00		
1	1.7	Technology Integration	Yes	\$117,029.00	\$117,029.00		
1	1.8	EL-focused Professional Development	Yes	\$6,000.00	0.00		
1	1.9	Effective Instructional Leadership/Coordinator of Instruction (Support for Impactful & Effective Instruction)	Yes	\$325,125.00	\$210,000.00		
2	2.1	ELA/ELD Co-planning for Instruction & Assessment	Yes	\$0.00	\$0.00		
2	2.2	Accelerations in English/Language Arts (Tiers 2 & 3)	Yes	\$96,383.00	\$50,000.00		
2	2.6	Social Science - Critical Thinking & Writing Skills Development	Yes	\$0.00	\$0.00		
3	3.2	Accelerations for Mathematics (Tiers 2 & 3)	Yes	\$0.00	\$0.00		
4	4.1	Culture of College Readiness	Yes	\$160,167.00	\$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	\$0.00		
5	5.2	Engagement of Parents of Underrepresented Groups	Yes	\$0.00	\$0.00		
5	5.5	Positive Behavior & Intensive Support (PBIS) including Climate/Culture Staffing	Yes	\$245,183.00	\$235,000.00		

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)
\$2,560,904	\$997,779.00	0	38.962%	\$999,196.00	0.000%	39.017%	\$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

- 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

2025-26 Local Control and Accountability Plan for Bert Corona Charter High School

- 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:

2025-26 Local Control and Accountability Plan for Bert Corona Charter High School

- 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

Coversheet

Local Indicators for CA Dashboard (BCCS, MORCS, and BCCHS)

Section:	V. Items Scheduled For Action
Item:	B. Local Indicators for CA Dashboard (BCCS, MORCS, and BCCHS)
Purpose:	Vote
Submitted by:	
Related Material:	BCCS 24-25_Local_Indicators (1).pdf MORCS 24-25_Local_Indicators (1).pdf BCCHS 24-25_Local_Indicators (1).pdf

2025-26 Local Performance Indicator Self-Reflection

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

Introduction

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

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

Performance Standards

The approved performance standards require an LEA to:

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

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

Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

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

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

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

Parent and Family Engagement (LCFF Priority 3)

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

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

School Climate (LCFF Priority 6)

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

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

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

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

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

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

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

Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

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

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

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2022-23	18.1	50.9%	2%	10.1%	37%	0%	0%	0%

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

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

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

Rating Scale (lowest to highest):

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

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

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

Rating Scale (lowest to highest):

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

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

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

Rating Scale (lowest to highest):

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

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

Other Adopted Academic Standards

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

Rating Scale (lowest to highest):

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

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

Support for Teachers and Administrators

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

Rating Scale (lowest to highest):

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

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

Optional Narrative (Limited to 1,500 characters)

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

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

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

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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

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

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

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

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

Instructions

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

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

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

LEAs are to implement the following self-reflection process:

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

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

OUR SURVEY DATA STRENGTHS:

Families: Relationships (93% positive); Communications & Feedback (94% positive); Resources (93% positive)

Staff: The highest-rated core survey question was "I feel comfortable speaking honestly to families about their child's progress." This question is part of the Relationships measure which overall was 82% positive.

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

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

- Families: Engagement, School Safety
- Teachers/Staff: Engagement, Culture, School Safety

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

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

Section 2: Building Partnerships for Student Outcomes

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

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

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

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

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

The pre-service professional development in Summer 2024 included multiple sessions on building relationships with students/families using resources from Relay Graduate School of Education. Two sessions were specific to building relationships: "Harnessing Identity to Build Trust" and "Deepening Connections with Families & Students."

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

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

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

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

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

OUR SURVEY DATA STRENGTHS Youth Truth Engagement Theme

- Families: Resources overall theme was 93% positive

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

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

- Families: Engagement
- Teachers/Staff: Culture, Professional Development & Support

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

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

Section 3: Seeking Input for Decision-Making

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

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

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

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

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

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

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

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

2025 Youth Truth Survey of Families questions on engagement: Overall Engagement Summary Measure is 4.19 which describes the degree to which families are engaged in their school and empowered to influence decision making.

- Parents/family members are included in planning school activities (Overall 83% positive, 4.20 rating)
- I feel engaged with my school. (Overall 82% positive, 4.13 rating)
- I feel represented by parent/family groups at my school. (Overall 81% positive, 4.17 rating)
- I feel empowered to play a meaningful role in decision-making at my school. (Overall 77% positive. 4.09 rating)
- I feel informed about important decisions regarding my school (Overall 88% positive, 4.32 rating)

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

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

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

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

School Climate (LCFF Priority 6)

Introduction

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

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

Introduction

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

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

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

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

The school uses the national survey developed by Youth Truth to annually evaluate multiple indicators of school climate and culture. The survey assesses the following themes: engagement, relationships, culture, academic challenge, belonging, communication & feedback, school safety, resources for support, and professional development/support.

The BCCS Youth Truth report synthesized feedback from 654 respondents across all students, parents/guardians, support staff, teachers, and administrators. The response rate was 59%.

Overall Youth Truth Survey Results for BCCS 2024-25 by theme area:

Engagement: Students 44%, Families 85%, Staff 81%

Relationships: Students 43%, Families 93%, Staff 82%

Culture: Students 41%, Families 91%, Staff 62%

Belonging: Students 44%

Communication & Feedback: Families 94%

School Safety: Families 76%, Staff 53%

Resources: Families 93%

Professional Development & Support: Staff 66%

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

Strengths

Engagement: Families 85% (improved 8%), Staff 81% (declined 2%)

Relationships: Families 93% , Staff 82%

Culture: Families 91% (increased 4%)

Communication & Feedback: Families 94% (improved 5%)

Resources: Families 93% (improved 4%)

Identified Needs

Engagement: Students 44% (declined 5%), Families 77%

Relationships: Students 43%

Culture: Students 41% (improved 1%), Staff 62% (improved 9%)

Belonging: Students 44% (declined 3%)

School Safety: Families 76%, Staff 53%

Professional Development & Support: Staff 66% (declined 15%)

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

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

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

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

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

All students have access to the broad course of study as described in the current charter petition. Our English learners receive the required ELD instruction to support their acquisition of English language mastery over the course of their enrollment. Students with Disabilities have full access to the core instructional program to prepare them for the rigors of high school/post secondary goals in alignment with their respective IEPs. These students also receive push-in support in their core courses, as well as designated supports from the RSP Teacher.

Access to the broad course of study is monitored by review of the master schedule during the summer and winter prior to student programming using the SIS.

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

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

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

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

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

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

2025-26 Local Performance Indicator Self-Reflection

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

Introduction

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

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

Performance Standards

The approved performance standards require an LEA to:

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

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

Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

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

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

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

Parent and Family Engagement (LCFF Priority 3)

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

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

School Climate (LCFF Priority 6)

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

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

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

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

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

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

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

Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

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

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

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2022-23	15	72.3%	5.5%	12.2%	10%	0%	0%	0%

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

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

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

Rating Scale (lowest to highest):

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

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

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

Rating Scale (lowest to highest):

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

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

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

Rating Scale (lowest to highest):

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

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

Other Adopted Academic Standards

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

Rating Scale (lowest to highest):

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

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

Support for Teachers and Administrators

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

Rating Scale (lowest to highest):

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

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

Optional Narrative (Limited to 1,500 characters)

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

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

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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

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

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

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

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

Instructions

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

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

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

LEAs are to implement the following self-reflection process:

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

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

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

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

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

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

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

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

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

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

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

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

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

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

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

Annually, the school holds a variety of cultural events representative of the ethnic and cultural backgrounds of our entire learning community. These events are intentionally integrated into our planning calendar each year to demonstrate respect for the various backgrounds of students, families, and staff. Over the years, they have become

traditions, and the staff fully engages with students to understand the significance not only to the school but to the larger global context.

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

OUR SURVEY DATA 2024-25 Youth Truth Survey Results

Families: Relationships (91% positive); Communications & Feedback Theme (94% positive; increase of 5%); Resources Theme (90% positive)

Staff: The highest-rated core survey question was "I feel comfortable speaking honestly to families about their child's progress." This question is part of the Relationships measure which overall was 68% positive.

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

The Youth Truth Survey questions aligned to building relationships seek to gauge different aspects based on the partner group. For the coming academic year, we will prioritize actions/activities directed to the following Youth Truth Survey areas:

- Families: Culture
- Teachers/Staff: Culture, Engagement

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

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

Section 2: Building Partnerships for Student Outcomes

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

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

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

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

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

The pre-service professional development in Summer 2024 included multiple sessions on building relationships with students/families using resources from Relay Graduate School of Education. Two sessions were specific to building relationships: "Harnessing Identity to Build Trust" and "Deepening Connections with Families & Students."

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

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

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

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

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

OUR SURVEY DATA Youth Truth Themes:

Families: Resources overall 90% positive, Engagement overall 83% positive

Staff/Teachers: Engagement overall 61% positive, Professional Development & Support 48% positive

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

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

Families: Engagement, Culture

Staff: Engagement, Professional Development & Support

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

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

Section 3: Seeking Input for Decision-Making

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

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

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

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

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

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

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

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

2025 Youth Truth Survey of Families questions on engagement: Overall Engagement Summary Measure is 4.12 which describes the degree to which families are engaged in their school and empowered to influence decision making.

- Parents/family members are included in planning school activities (Overall 87% positive, 4.22 rating)
- I feel engaged with my school. (Overall 84% positive, 4.16 rating)
- I feel represented by parent/family groups at my school. (Overall 82% positive, 4.07 rating)
- I feel empowered to play a meaningful role in decision-making at my school. (Overall 72% positive. 3.93 rating)
- I feel informed about important decisions regarding my school (Overall 85% positive, 4.13 rating)

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

While the data analysis from families and staff do not demonstrate a glaring "need," the survey response to being empowered to play a meaningful role in decision-making is an area we plan to focus on for the 2025-26 academic year.

Additionally, we will continue to develop the capacity of our families and staff in participating in the various committees and engaging with our Board of Directors on policies/procedures and strategic planning that impact students, families and staff.

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

Maintain accurate engagement activity calendar on the website; upcoming events/reminder SIS-programmed calls, emails and text messages; backpack letters, etc. in order for parents to be aware of events and opportunities for providing input.

School Climate (LCFF Priority 6)

Introduction

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

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

Introduction

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

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

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

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

The school uses the national survey developed by Youth Truth to annually evaluate multiple indicators of school climate and culture. The survey assesses the following themes: engagement, relationships, culture, academic challenge, belonging, communication & feedback, school safety, resources for support, and professional development/support.

The MORCS 2024-25 Youth Truth report synthesized feedback from 417 respondents across all students, parents/guardians, support staff, teachers, and administrators. The response rate was 71%.

Overall Youth Truth Survey Results for MORCS 2024-25 by theme area:

Engagement: Students 50%, Families 83% (no change), Staff 61%

Relationships: Students 47% , Families 91% (no change), Staff 68%

Culture: Students 43%, Families 88% (no change), Staff 34%

Belonging: Students 49% (no change)

Communication & Feedback: Families 94%

School Safety: Families 78% (decreased 4%), Staff 55%

Resources: Families 90%

Professional Development & Support: Staff 75%

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

Strengths

Engagement: Families 86%

Relationships: Families 91%

Culture: Families 88%

Communication & Feedback: Families 94% (increased 5% over the prior year)

Resources: Families 90% (increased 1%)

Identified Needs

Engagement: Students 50% (decreased 3%), Staff 61% (decreased 12%)

Relationships: Students (decreased 4%), Staff (decreased 7%)

Culture: Students (decreased 3%), Staff (decreased 12%)

Belonging: Students

School Safety: Families 78% (decreased 4%), Staff (decreased 12%)

Professional Development & Support: Staff (decreased 27%)

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

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

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

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

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

All students have access to the broad course of study as described in the current charter petition. Our English learners receive the required ELD instruction to support their acquisition of English language mastery over the course of their enrollment. Students with Disabilities have full access to the core instructional program to prepare them for the rigors of high school/post secondary goals in alignment with their respective IEPs. These students also receive push-in support in their core courses, as well as designated supports from the RSP Teacher.

Access to the broad course of study is monitored by review of the master schedule during the summer and winter prior to student programming using the SIS.

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

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

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

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

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

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

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

2025-26 Local Performance Indicator Self-Reflection

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

Introduction

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

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

Performance Standards

The approved performance standards require an LEA to:

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

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

Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

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

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

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

Parent and Family Engagement (LCFF Priority 3)

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

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

School Climate (LCFF Priority 6)

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

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

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

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

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

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

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

Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

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

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

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2022-23	14.1	45.8%	24.3%	0%	21.3%	3.8%	3.6%	1.4%

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

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

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

Rating Scale (lowest to highest):

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

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

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

Rating Scale (lowest to highest):

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

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

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

Rating Scale (lowest to highest):

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

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

Other Adopted Academic Standards

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

Rating Scale (lowest to highest):

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

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

Support for Teachers and Administrators

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

Rating Scale (lowest to highest):

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

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

Optional Narrative (Limited to 1,500 characters)

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

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

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

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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

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

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

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

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

Instructions

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

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

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

LEAs are to implement the following self-reflection process:

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

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

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

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

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

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

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

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

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

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

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

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

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

-**Community Schools:** The Coordinator of Community Schools manages relationships with external agencies which

provide supports to our families in a variety of areas. The CS Team works with other members of the administrative team and classroom teachers to ensure appropriate resources can be directed to students/families through our Tier II and III interventions, as well as counseling and mental health services, as needed.

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

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

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

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

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

OUR SURVEY DATA 2024-25 Youth Truth Survey Results

- Families: Relationships (91% positive); Communications & Feedback Theme (86% positive); Resources Theme (87% positive)
- Staff: The highest-rated core survey question was "I feel comfortable speaking honestly to families about their child's progress." This question is part of the Relationships measure which overall was 73% positive

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

The Youth Truth Survey questions aligned to building relationships seek to gauge different aspects based on the educational partner group. For the coming academic year, we will prioritize actions/activities directed to the following Youth Truth Survey areas:

- Families: Communication and Feedback
- Teachers/Staff: Culture, Engagement, Relationships

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

- Climate & Culture/Community Schools Team: MTSS, TFI, PBIS implementation

- College/Career Counselor: Expanding College Counseling
- Instructional Team: Relay & SchoolMint Grow

Section 2: Building Partnerships for Student Outcomes

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

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

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

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

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

The pre-service professional development in Summer 2024 included multiple sessions using materials from Relay Graduate School of Education. Two sessions were specific to building relationships: "Harnessing Identity to Build Trust" and "Deepening Connections with Families & Students."

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

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

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

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

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

OUR SURVEY DATA 2024-25 Youth Truth Themes:

Families: Relationships (91% positive); Engagement (84% positive); Resources (87% positive)

Staff: The highest-rated core survey question was "I feel comfortable speaking honestly to families about their child's progress." This question is part of the Relationships measure which overall was 73% positive

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

The Youth Truth Survey Engagement Theme questions aligned to building partnerships for student outcomes seek to gauge different aspects based on the educational partner group. For the coming academic year, we will prioritize actions/activities directed to the following Youth Truth Survey areas:

- Families: Engagement, School Safety
- Teachers: Engagement, Professional Development

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

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

Section 3: Seeking Input for Decision-Making

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

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

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

Practices	Rating Scale Number
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

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

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

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

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

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

2025 Youth Truth Survey of Families questions on engagement: Overall Engagement Summary Measure is 4.05 which describes the degree to which families are engaged in their school and empowered to influence decision making.

- Parents/family members are included in planning school activities (Overall 82% positive, 4.05 rating)
- I feel engaged with my school. (Overall 81% positive, 4.02 rating)
- I feel represented by parent/family groups at my school. (Overall 81% positive, 4.05 rating)
- I feel empowered to play a meaningful role in decision-making at my school. (Overall 76% positive. 3.96 rating)
- I feel informed about important decisions regarding my school (Overall 85% positive, 4.11 rating)

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

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

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

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

School Climate (LCFF Priority 6)

Introduction

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

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

Introduction

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

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

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

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

The school uses the national survey developed by Youth Truth to annually evaluate multiple indicators of school climate and culture. The survey assesses the following themes: engagement, relationships, culture, academic challenge, belonging, communication & feedback, school safety, resources for support, and professional development/support.

The BCCHS Youth Truth report synthesized feedback from 366 respondents across all students, parents/guardians, support staff, teachers, and administrators.

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

Engagement: Students 56%, Families 84%, Staff 71%

Relationships: Students 41%, Families 91%, Staff 73%

Culture: Students 38%, Families 91%, Staff 37%

Belonging: Students 47%

Communication & Feedback: Families 86%

School Safety: Families 82%, Staff 63%

Resources: Families 87%

Professional Development & Support: Staff 71%

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

Strengths

Engagement: Families 84%,
Relationships: Families 89%
Culture Families: 91%
Communication & Feedback: Families 86%
School Safety: Families 82%
Resources: Families 90%

Identified Needs

Engagement: Students 56%, Staff 71%
Relationships: Students 41%, Staff 37%
Culture: Students 37%, Staff 45%
Belonging: Students 47%
School Safety: Staff 63%
Professional Development & Support: Staff 71%

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

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

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

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

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

All students have access to the broad course of study as described in the current charter petition. Our English learners receive the required ELD instruction to support their acquisition of English language mastery over the course of their enrollment. Students with Disabilities have full access to the core instructional program to prepare them for the rigors of high school/post secondary goals in alignment with their respective IEPs. These students also receive push-in support in their core courses, as well as designated supports from the RSP Teacher.

Access to the broad course of study is monitored by review of the master schedule during the summer and winter prior to student programming using the SIS.

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

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

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

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

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

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

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

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

Coversheet

Approval of FY24/25 May Forecast

Section:	V. Items Scheduled For Action
Item:	C. Approval of FY24/25 May Forecast
Purpose:	Vote
Submitted by:	
Related Material:	24-25 YPICS Financials Board Packet 05.25.pdf

YPI CHARTER SCHOOLS, INC - Financial Dashboard (May 2025)

1

Key Performance Indicators

ADA vs. Budget



Cash on Hand



Net Income / (Loss)

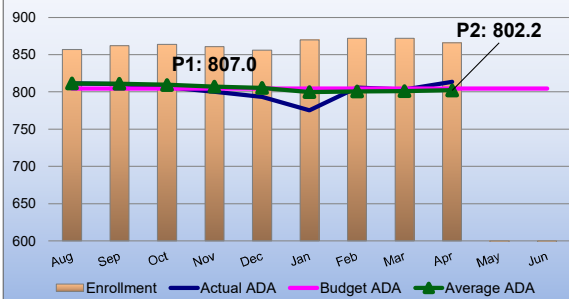


Year-End Cash



2

ADA & Enrollment



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 \$1.10M of restricted one-time funds. An additional \$1.20M 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%	90.9%	1.8%	92.7%	90.2%
Average ADA	802.20	801.07	804.74	(3.67)	801.07	0.00	778.37	742.26

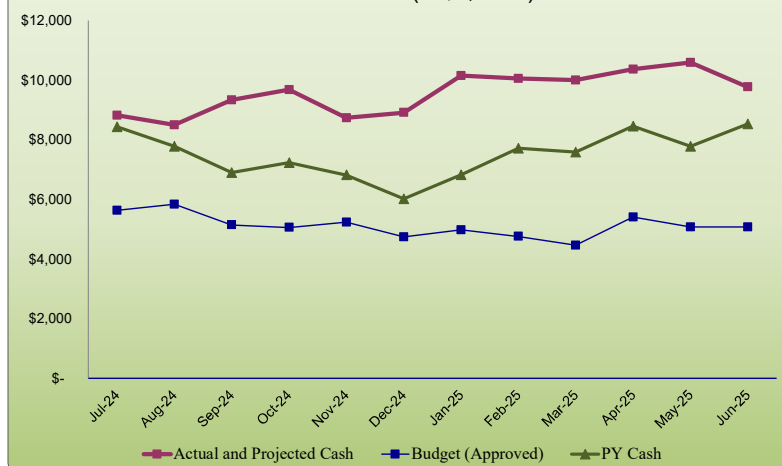
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Income Statement

	Actual through 05/31/25	Forecast as of 05/31/25	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	10,304,857	12,096,560	12,182,867	(86,307)	12,096,560	0	11,612,823	10,210,742
Federal Revenue	1,173,776	1,864,629	1,914,253	(49,624)	1,862,916	1,712	3,510,698	3,101,915
State Revenue	4,841,982	3,336,024	3,540,169	(204,145)	3,437,205	(101,181)	3,313,241	3,467,525
Other Local Revenue	1,642,266	1,713,740	1,032,850	680,890	1,709,207	4,534	3,029,652	1,037,193
Grants/Fundraising	71,096	91,096	60,000	31,096	82,601	8,495	43,383	68,873
TOTAL REVENUE	18,033,978	19,102,049	18,730,139	371,911	19,188,489	(86,440)	21,509,798	17,886,248
Total per ADA		23,846	23,275	571	23,954	(108)	27,634	24,097
w/o Grants/Fundraising		23,732	23,200	532	23,850	(119)	27,579	24,004
Certificated Salaries	5,512,351	6,167,931	6,591,305	423,374	6,203,589	35,658	6,108,717	5,318,471
Classified Salaries	2,951,459	3,219,376	3,188,363	(31,014)	3,263,876	44,500	3,082,354	2,541,261
Benefits	2,993,211	3,156,054	3,086,329	(69,725)	3,156,096	42	2,956,342	2,553,891
Student Supplies	1,468,063	1,722,872	1,525,298	(197,574)	1,685,399	(37,473)	1,853,818	1,884,948
Operating Expenses	4,001,385	4,639,516	4,047,396	(592,120)	4,587,857	(51,660)	4,318,530	4,473,332
Other	933,432	1,018,627	1,008,354	(10,272)	1,019,181	554	1,080,851	1,085,893
TOTAL EXPENSES	17,859,900	19,924,376	19,447,046	(477,330)	19,915,997	(8,379)	19,400,612	17,857,796
Total per ADA		24,872	24,166	(707)	24,862	10	24,925	24,059
NET INCOME / (LOSS)	174,078	(822,327)	(716,907)	(105,419)	(727,508)	(94,819)	2,109,186	28,452
Op Inc Excluding Non-cash Lease Exp	1,008,502	82,957	170,602	(87,645)	180,035	(97,078)	3,079,942	0

5

Cash Balance (in \$1,000's)



Year-End Cash Balance		
Projected	Budget	Variance
9,778,750	5,077,498	4,701,252

6

Balance Sheet

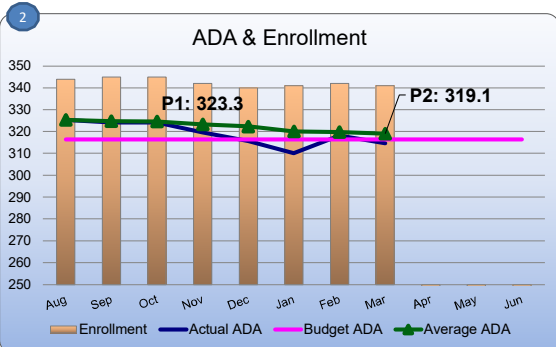
	6/30/2024	4/30/2025	5/31/2025	6/30/2025 FC
Assets				
Cash, Operating	8,537,596	10,371,278	10,598,171	9,778,461
Cash, Restricted	0	0	0	0
Accounts Receivable	5,097,623	490,120	67,690	1,928,431
Due From Others	3,726	578	1,635	1,635
Other Assets	2,147,938	1,878,235	1,861,892	1,973,524
Net Fixed Assets	25,953,461	25,218,654	25,145,213	25,071,977
Total Assets	41,740,344	37,958,865	37,674,600	38,754,028
Liabilities				
A/P & Payroll	1,091,094	408,424	494,706	665,543
Due to Others	1,063,512	331,092	316,475	592,938
Deferred Revenue	2,706,109	0	0	1,778,390
Other Liabilities	1,852,081	1,852,081	1,852,081	1,717,396
Total Debt	6,897,047	6,734,968	6,706,759	6,691,586
Total Liabilities	13,609,843	9,326,564	9,370,021	11,445,853
Equity				
Beginning Fund Bal.	26,021,317	28,130,503	28,130,503	28,130,503
Net Income/(Loss)	2,109,186	501,799	174,078	(822,327)
Total Equity	28,130,503	28,632,301	28,304,580	27,308,176
Total Liabilities & Equity	41,740,345	37,958,866	37,674,601	38,754,029
Available Line of Credit	500,000	500,000	500,000	500,000
Days Cash on Hand	169	199	203	187
Cash Reserve %	46%	54.5%	55.7%	51.3%

BERT CORONA CHARTER SCHOOL - Financial Dashboard (May 2025)

1 Key Performance Indicators

ADA vs. Budget ● Cash on Hand ●

Net Income / (Loss) ● Year-End Cash ●



KEY POINTS

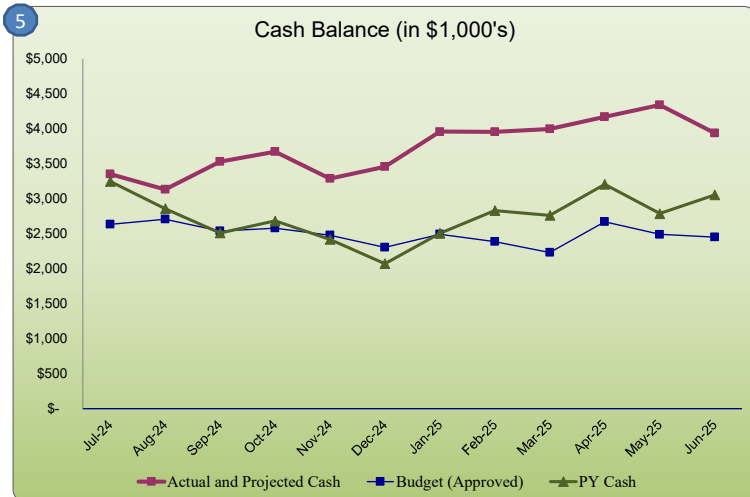
Enrollment is currently 8 students above budget, resulting in a \$43K increase in LCFF Revenue.

Forecast includes \$454K of restricted one-time funds. An additional \$495K remains available to spend through FY27/28.

Due to the audit adjustment, ERC funds have been recognized as revenue in FY23-24.

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

Income Statement	Actual through 05/31/25	Forecast as of 05/31/25	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	3,924,604	4,557,752	4,515,190	42,562	4,557,752	0	4,531,333	4,005,725
Federal Revenue	481,827	768,656	789,059	(20,403)	767,075	1,581	1,370,027	1,218,493
State Revenue	2,100,416	1,514,212	1,599,049	(84,837)	1,530,218	(16,006)	1,519,681	1,542,496
Other Local Revenue	698,848	742,313	404,993	337,320	742,663	(350)	1,187,725	356,226
Grants/Fundraising	34,841	34,841	20,000	14,841	30,881	3,960	4,849	22,447
TOTAL REVENUE	7,240,536	7,617,773	7,328,291	289,482	7,628,588	(10,815)	8,613,615	7,145,386
Total per ADA		23,873	23,165	708	23,907	(34)	26,764	23,256
w/o Grants/Fundraising		23,763	23,102	662	23,810	(46)	26,749	23,183
Certificated Salaries	1,974,374	2,192,327	2,305,977	113,650	2,228,304	35,976	2,186,330	1,882,882
Classified Salaries	1,075,497	1,174,282	1,137,451	(36,831)	1,203,835	29,554	1,083,041	900,343
Benefits	1,017,867	1,073,560	1,012,704	(60,856)	1,081,926	8,367	995,440	870,042
Student Supplies	737,205	814,411	691,919	(122,492)	784,256	(30,155)	777,197	865,254
Operating Expenses	1,953,986	2,272,756	2,102,055	(170,702)	2,243,830	(28,927)	2,346,661	2,456,016
Other	75,405	82,244	66,303	(15,941)	82,244	(0)	92,022	94,050
TOTAL EXPENSES	6,834,334	7,609,580	7,316,408	(293,171)	7,624,395	14,815	7,480,690	7,068,587
Total per ADA		23,847	23,128	(719)	23,893	(46)	23,244	23,006
NET INCOME / (LOSS)	406,202	8,193	11,882	(3,689)	4,194	4,000	1,132,925	76,798
OPERATING INCOME	481,607	90,437	78,185	12,252	86,437	4,000	1,224,947	170,849



Balance Sheet	6/30/2024	4/30/2025	5/31/2025	6/30/2025 FC
Assets				
Cash, Operating	3,056,729	4,169,208	4,341,210	3,938,013
Cash, Restricted	0	0	0	0
Accounts Receivable	2,406,105	365,563	56,854	808,974
Due From Others	2,594	182	310	310
Other Assets	2,081,300	1,921,959	1,910,992	1,958,091
Net Fixed Assets	675,465	606,898	600,060	593,221
Total Assets	8,222,192	7,063,812	6,909,426	7,298,608
Liabilities				
A/P & Payroll	370,981	117,230	138,869	189,919
Due to Others	462,183	35,597	29,634	195,184
Deferred Revenue	1,054,309	0	0	677,561
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	2,035,365	2,051,042	2,838,233
Equity				
Beginning Fund Bal.	3,319,257	4,452,182	4,452,182	4,452,182
Net Income/(Loss)	1,132,925	576,265	406,202	8,193
Total Equity	4,452,182	5,028,446	4,858,384	4,460,375
Total Liabilities & Equity	8,222,192	7,063,812	6,909,426	7,298,608
Days Cash on Hand	151	202	211	191
Cash Reserve %	41.4%	55.3%	57.7%	52.3%

Year-End Cash Balance		
Projected	Budget	Variance
3,938,013	2,450,950	1,487,062



BERT CORONA CHARTER SCHOOL

Financial Analysis

May 2025

Net Income

Bert Corona Charter School is projected to achieve a net income of \$8K in FY24-25 compared to \$12K in the board approved budget. Reasons for this negative \$4K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of May 31, 2025, the school's cash balance was \$4.34M. By June 30, 2025, the school's cash balance is projected to be \$3.94M, which represents a 52% reserve.

As of May 31, 2025, the Accounts Receivable balance was \$57K, down from \$366K in the previous month, due to the receipt of revenue earned in FY23-24.

As of May 31, 2025, the Accounts Payable balance, including payroll liabilities, totaled \$139K, compared to \$117K in the prior month.

As of May 31, 2025, BCCS had a zero debt balance.

Income Statement

Revenue

Total revenue for FY24-25 is projected to be \$7.62M, which is \$290K or 4.0% over budgeted revenue of \$7.33M.

Child Nutrition Federal Revenue – is projected to be above budget by \$52K 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 \$7.61M, which is \$293K or 4.0% over budgeted expenditures of \$7.32M.

Health Costs are projected to be higher than budget by \$94K 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 \$40K 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 \$85K.

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 \$50K 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.

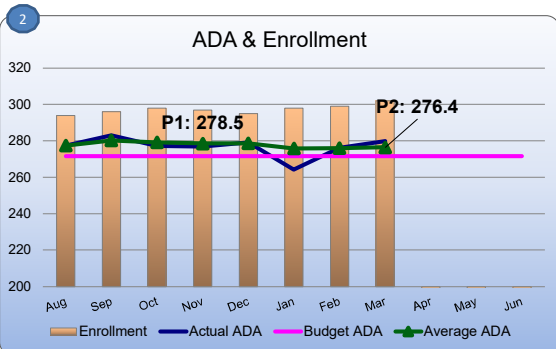
This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$20,000 and 10%.

MONSENIOR OSCAR ROMERO CHARTER SCHOOL - Financial Dashboard (May 2025)

1 Key Performance Indicators

ADA vs. Budget ● Cash on Hand ●

Net Income / (Loss) ● Year-End Cash ●



KEY POINTS

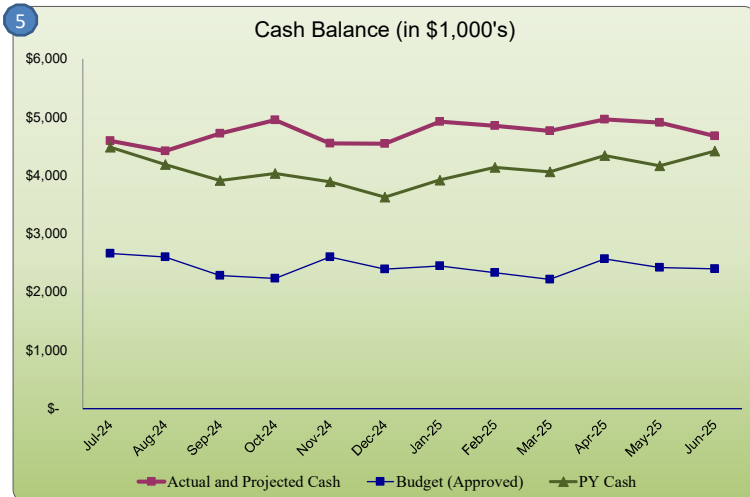
Enrollment is currently 16 students above budget, resulting in a \$62K increase in LCFF Revenue.

Forecast includes \$381K of restricted one-time funds. An additional \$551K remains available to spend through FY27/28.

Due to Audit adjustment, ERC funds have been recognized as revenue in FY23-24.

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

Income Statement	Actual through 05/31/25	Forecast as of 05/31/25	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	3,377,648	3,980,531	3,918,531	62,000	3,980,531	0	3,670,040	3,360,632
Federal Revenue	404,081	652,277	667,301	(15,024)	652,461	(184)	1,506,579	1,090,004
State Revenue	1,791,435	1,196,050	1,393,980	(197,930)	1,247,001	(50,950)	1,133,377	1,621,764
Other Local Revenue	641,963	661,981	376,946	285,035	658,968	3,014	1,075,406	400,778
Grants/Fundraising	-	-	20,000	(20,000)	20,000	(20,000)	1,535	11,460
TOTAL REVENUE	6,215,126	6,490,839	6,376,758	114,081	6,558,960	(68,121)	7,386,937	6,484,638
Total per ADA		23,480	23,470	10	23,727	(246)	28,801	25,479
w/o Grants/Fundraising		23,480	23,396	84	23,654	(174)	28,795	25,434
Certificated Salaries	1,729,371	1,933,531	2,114,275	180,743	1,932,925	(607)	1,894,291	1,605,293
Classified Salaries	818,163	906,987	945,392	38,405	921,281	14,294	873,175	774,512
Benefits	836,239	887,436	895,751	8,315	888,291	855	830,166	710,560
Student Supplies	441,321	535,812	515,237	(20,575)	544,661	8,849	726,716	628,998
Operating Expenses	1,857,849	2,088,345	1,741,851	(346,494)	2,101,854	13,509	1,719,925	1,874,014
Other	828,897	904,624	910,228	5,604	905,179	554	926,543	946,401
TOTAL EXPENSES	6,511,839	7,256,736	7,122,735	(134,001)	7,294,190	37,454	6,970,816	6,539,778
Total per ADA		26,251	26,215	(35)	26,386	(135)	27,179	25,696
NET INCOME / (LOSS)	(296,713)	(765,897)	(745,977)	(19,920)	(735,230)	(30,666)	416,121	(55,139)
OPERATING INCOME	407,001	1,586	19,087	(17,501)	32,047	(30,461)	1,201,981	746,343



Balance Sheet	6/30/2024	4/30/2025	5/31/2025	6/30/2025 FC
Assets				
Cash, Operating	4,419,671	4,963,169	4,907,551	4,674,050
Cash, Restricted	0	0	0	0
Accounts Receivable	1,863,222	79,314	12,977	682,549
Due From Others	299	299	299	299
Other Assets	61,649	15,785	14,992	57,911
Net Fixed Assets	25,163,936	24,524,196	24,460,222	24,396,453
Total Assets	31,508,776	29,582,763	29,396,041	29,811,262
Liabilities				
A/P & Payroll	434,781	117,278	116,278	218,291
Due to Others	587,275	336,772	332,881	388,257
Deferred Revenue	1,052,839	0	0	749,178
Other Liabilities	6,989	6,989	6,989	0
Total Debt	6,897,047	6,734,968	6,706,759	6,691,586
Total Liabilities	8,978,930	7,196,007	7,162,907	8,047,311
Equity				
Beginning Fund Bal.	22,113,726	22,529,847	22,529,847	22,529,847
Net Income/(Loss)	416,121	(143,091)	(296,713)	(765,897)
Total Equity	22,529,847	22,386,756	22,233,134	21,763,950
Total Liabilities & Equity	31,508,777	29,582,763	29,396,041	29,811,262
Days Cash on Hand	261	278	276	263
Cash Reserve %	71.5%	76.0%	75.6%	72.0%

Year-End Cash Balance		
Projected	Budget	Variance
4,674,050	2,399,737	2,274,312



MONSEÑOR OSCAR ROMERO CHARTER SCHOOL

Financial Analysis

May 2025

Net Income

Monsenor Oscar Romero Charter School is projected to achieve a net income of -\$766K in FY24-25 compared to -\$746K in the board approved budget. Reasons for this negative \$20K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of May 31, 2025, the school's cash balance was \$4.91M. By June 30, 2025, the school's cash balance is projected to be \$4.67M, which represents a 72% reserve.

As of May 31, 2025, the Accounts Receivable balance was \$13K, down from \$79K in the previous month, due to the receipt of revenue earned in FY23-24.

As of May 31, 2025, the Accounts Payable balance, including payroll liabilities, totaled \$116K, compared to \$117K in the prior month.

As of May 31, 2025, MORCS had a debt balance of \$6.71M compared to \$6.74M in the prior month. An additional \$15K will be paid this fiscal year.

Income Statement

Revenue

Total revenue for FY24-25 is projected to be \$6.49M, which is \$114K or 1.8% 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 \$229K 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 \$7.26M, which is \$134K or 1.9% over budgeted expenditures of \$7.12M.

Other Facilities 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 \$40K

Field Trips are projected to be higher than budget by \$25K.

This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$20,000 and 10%.



SPED Services are projected to be higher than budget by \$140K. 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

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.

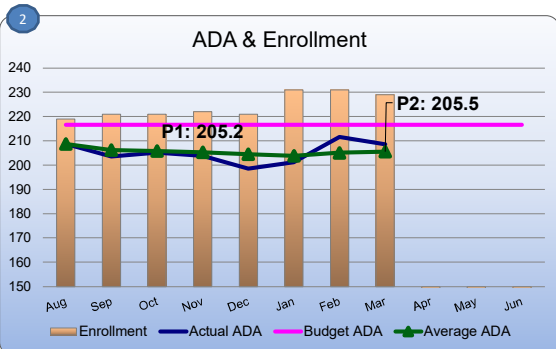
This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$20,000 and 10%.

Bert Corona Charter High School - Financial Dashboard (May 2025)

1 Key Performance Indicators

ADA vs. Budget ● Cash on Hand ●

Net Income / (Loss) ● Year-End Cash ●



KEY POINTS

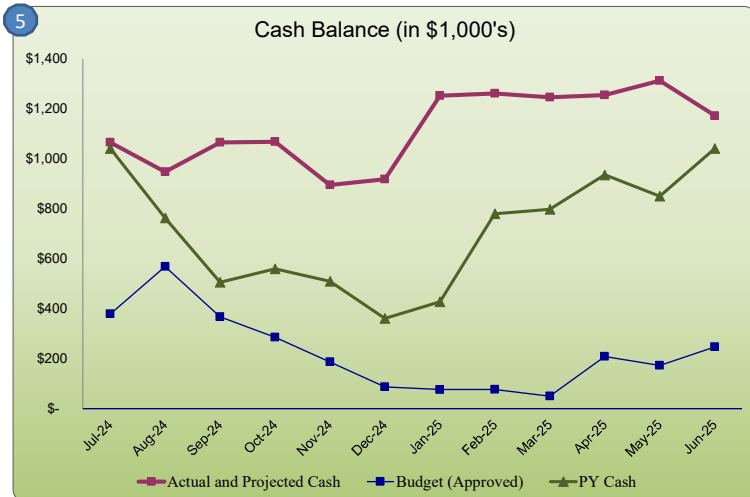
Enrollment is currently 4 students below budget, resulting in a \$191K decrease in LCFF Revenue.

Forecast includes \$264K of restricted one-time funds. An additional \$149K remains available to spend through FY27/28.

Due to Audit adjustment, ERC funds have been recognized as revenue in FY23-24.

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

Income Statement	Actual through 05/31/25	Forecast as of 05/31/25	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	3,002,605	3,558,278	3,749,147	(190,869)	3,558,278	0	3,411,450	2,844,385
Federal Revenue	287,868	443,696	457,892	(14,197)	443,381	315	634,092	793,417
State Revenue	950,131	655,138	547,139	107,998	659,986	(4,849)	660,183	303,265
Other Local Revenue	288,593	296,851	250,911	45,940	295,723	1,128	755,242	276,601
Grants/Fundraising	36,255	36,255	20,000	16,255	31,720	4,535	36,999	34,967
TOTAL REVENUE	4,565,452	4,990,218	5,025,090	(34,872)	4,989,088	1,130	5,497,966	4,252,636
Total per ADA		24,280	23,190	1,090	24,274	5	27,483	23,560
w/o Grants/Fundraising		24,103	23,098	1,005	24,120	(17)	27,298	23,367
Certificated Salaries	1,409,197	1,602,622	1,720,557	117,935	1,602,309	(312)	1,590,587	1,417,641
Classified Salaries	767,314	823,001	787,709	(35,292)	826,453	3,452	788,686	554,770
Benefits	823,652	868,685	867,184	(1,501)	864,893	(3,792)	792,439	637,399
Student Supplies	268,672	339,899	306,798	(33,100)	336,921	(2,977)	340,415	381,289
Operating Expenses	1,199,092	1,324,110	1,296,992	(27,118)	1,326,386	2,275	1,366,488	1,210,453
Other	26,232	28,597	28,662	65	28,597	(0)	59,209	44,291
TOTAL EXPENSES	4,494,159	4,986,914	5,007,903	20,988	4,985,559	(1,355)	4,937,825	4,245,843
Total per ADA		24,264	23,111	(1,153)	24,257	7	24,683	23,523
NET INCOME / (LOSS)	71,294	3,304	17,187	(13,884)	3,529	(226)	560,141	6,793
OPERATING INCOME	97,526	31,901	45,850	(13,949)	32,126	(226)	619,350	51,084



Year-End Cash Balance		
Projected	Budget	Variance
1,177,299	252,968	924,331

Balance Sheet	6/30/2024	4/30/2025	5/31/2025	6/30/2025 FC
Assets				
Cash, Operating	1,040,822	1,255,246	1,312,777	1,177,299
Cash, Restricted	0	0	0	0
Accounts Receivable	828,296	45,243	(2,141)	450,159
Due From Others	618	(156)	617	617
Other Assets	34,276	9,614	9,044	27,998
Net Fixed Assets	106,466	82,598	80,233	77,868
Total Assets	2,010,479	1,392,545	1,400,530	1,733,941
Liabilities				
A/P & Payroll	224,769	147,237	158,734	183,213
Due to Others	16,870	1,245	624	30,927
Deferred Revenue	598,962	0	0	351,652
Other Liabilities	5,033	5,033	5,033	0
Total Debt	(0)	(0)	(0)	(0)
Total Liabilities	845,633	153,515	164,391	565,792
Equity				
Beginning Fund Bal.	604,705	1,164,846	1,164,846	1,164,846
Net Income/(Loss)	560,141	74,185	71,294	3,304
Total Equity	1,164,846	1,239,031	1,236,139	1,168,149
Total Liabilities & Equity	2,010,479	1,392,546	1,400,530	1,733,941
Days Cash on Hand	78	92	97	87
Cash Reserve %	21.3%	25.3%	26.5%	23.7%



Bert Corona Charter High School Financial Analysis May 2025

Net Income

Bert Corona Charter High School is projected to achieve a net income of \$3K 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 May 31, 2025, the school's cash balance was \$1.31M. By June 30, 2025, the school's cash balance is projected to be \$1.18M, which represents a 24% reserve.

As of May 31, 2025, the Accounts Receivable balance was -\$2K, down from \$45K in the previous month, due to the receipt of revenue earned in FY23-24.

As of May 31, 2025, the Accounts Payable balance, including payroll liabilities, totaled \$159K, compared to \$147K in the prior month.

As of May 31, 2025, BCHS had a zero debt balance.

Income Statement

Revenue

Total revenue for FY24-25 is projected to be \$4.99M, which is \$35K 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 \$93K 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 \$21K 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

SPED Services are projected to be higher than budget by \$21K.

This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$20,000 and 10%.



ADA

Budgeted P2 ADA is 216.69 based on enrollment of 233 and a 93.0% attendance rate.

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 05/01/25 to 05/31/25**

Check #	Vendor Name	Date	Description	Amount
A023973	7 LAYER IT SOLUTIONS, INC.	5/17/2025	5/25- SERVICE MANAGEMENT NETWORK DEVICE	1,295.00
312945	AAA RENTS AND EVENTS INC.	5/27/2025	PLASTIC FOLDING CHAIRS RENTAL	1,250.00
312923	ALEX JACOBSON	5/16/2025	FEBRUARY MILEAGE	22.40
P071170	Amazon Capital Services	5/8/2025	PHOTOGRAPHY EQUIPMENT, DECOR, AND TECH EQUIPMENT	3,664.42
P071697	Amazon Capital Services	5/17/2025	STUDENT AND SPORT MATERIALS	1,397.40
P072186	Amazon Capital Services	5/28/2025	FOOD SUPPLIES & STUDENT MATERIALS	459.49
312924	AT&T	5/16/2025	04/25 - FAX SERVICE	211.16
312944	AT&T MOBILITY	5/27/2025	03/18/25-04/17/25 - HOTSPOTS	898.51
312946	AT&T MOBILITY	5/27/2025	03/18/25-04/17/25 - CELLPHONES	1,464.31
312925	Basic Pacific	5/16/2025	05/25 - FSA MONTHLY FEE	538.20
312943	BLUE WAVE	5/22/2025	(1375) POLOS UNIFORMS	27,653.50
P071699	CAREPORTAL	5/17/2025	04/25 - CAREPORTAL AGENCY SUBSCRIPTION	20.84
P071168	CDW GOVERNMENT, INC.	5/8/2025	04/09/25-04/08/26 - EDUCATION COLLABORATIVE	1,000.00
312947	CDW GOVERNMENT, INC.	5/27/2025	SYNOLOGY 16TB HAT5300 SATA HARD DRIVE (7)	3,974.35
312948	CFOMW TAX LLC	5/27/2025	FY2020 Q2,Q3,Q4 - SUCCESS FEE FOR EMPLOYEE RETENTION CREDIT	22,979.30
312926	CLIFTONLARSONALLEN LLP	5/16/2025	FY24-25 - AUDIT SERVICES	12,232.50
A023745	CROSS COUNTRY EDUCATION	5/8/2025	12/02/24-12/20/24 - SPED SERVICES - APE,BID,DIS COUNSELOR, SLP,SLPA	5,592.18
312918	CTL Corporation	5/8/2025	CHROMEBOOK LAPTOP (68) - BCHS	128,575.78
P071698	CTL Corporation	5/17/2025	LAPTOP REPAIRS	488.26
312927	EMPLOYMENT DEVELOPMENT DEPARTMENT	5/16/2025	01/01/25-03/31/25 - SEF LOCAL EXPERIENCE CHARGE	815.70
312922	Ena LaVan	5/8/2025	STARBUCKS COFFEE (2) - OVERSIGHT VISIT	44.00
P071169	FRESH START HEALTHY MEALS, INC.	5/8/2025	05/25 - STUDENT MEALS	4,870.64
312928	FRESH START HEALTHY MEALS, INC.	5/16/2025	04/25 - STUDENTS MEALS	76,340.58
P072184	FRESH START HEALTHY MEALS, INC.	5/28/2025	BREAKFAST FAMILY STYLE	1,091.75
312916	FRONTIER	5/8/2025	04/13/25-05/12/25 - FAX SERVICE	345.73
312949	FRONTIER	5/27/2025	05/13/25 - 06/12/25 - FAX SERVICE	345.01
P071701	Health and Safety First	5/17/2025	04/28/25 - CPR/AED ADULT CERIFICATION	1,595.00
312929	HERNANDEZ JANITORIAL SERVICES	5/16/2025	04/16/25-04/30/25 - MAINTENANCE SERVICE	1,815.00
312950	HERNANDEZ JANITORIAL SERVICES	5/27/2025	05/01/25 - 05/15/25 - MAINTENANCE SERVICE	1,815.00
312915	HOME DEPOT CREDIT SERVICES	5/8/2025	FACIAL TISSUE, BATHROOM TISSUE PAPER	90.13
P071696	IMPACT CANINE SOLUTIONS	5/17/2025	04/10/25 - CANINE SERVICE	440.00
312930	JAHAIRA OSORIO	5/16/2025	04/07/25-04/30/25 - MILEAGE	54.57
312931	JENNIFER I. OBANDO-SALGUERO	5/16/2025	APRIL MILEAGE	226.59
312951	KARINA GAMEZ	5/27/2025	PLASTIC BINS FOR STATE TESTING	26.52
312921	KELLY MENENDEZ	5/8/2025	03/22/25 - PARKING FEE - WHALE WATCHING FIELD TRIP	44.00
312932	KIMBERLY LEE	5/16/2025	APRIL MILEAGE	71.19
312917	LA DEPT. OF WATER AND POWER	5/8/2025	03/19/25-04/17/25 - ELECTRIC, WATER & SEWER CHARGES	4,694.95
312933	LA DEPT. OF WATER AND POWER	5/16/2025	03/03/25-04/29/25 - SEWER CHARGES	5,935.85
312952	LA DEPT. OF WATER AND POWER	5/27/2025	04/17/25 - 05/14/25 - ELECTRIC, WATER & SEWER CHARGES	4,408.55
A023972	LAW OFFICES OF YOUNG, MINNEY & CORR, LLP	5/17/2025	04/25 - LEGAL SERVICES	869.00
P072185	LUIS GIRON	5/28/2025	05/25 - LANDSCAPING SERVICE	1,800.00
312953	LUMINARIAS INSTITUTE, INC	5/27/2025	04/25 - NON SPECIAL EDUCATION THERAPIST SERVICE	11,000.00
312954	MAGIC JUMP RENTALS INC	5/27/2025	WATER SLIDE (2)	933.20
312934	MAJOR METROPOLITAN SECURITY	5/16/2025	06/25 - BURGLAR ALARM MONITORING SERVICE	405.00
312913	MARIA FATIMA ORTIZ	5/8/2025	03/28/25 - TRANSPORTATION - PASADENA ICE SKATING RINK FIELD TRIP	1,900.00
312935	Maria Martinez	5/16/2025	APRIL MILEAGE	245.70
E021121	MCCALLA COMPANY	5/8/2025	BATH TISSUE, FACIAL TISSUE, & TRASH LINERS	921.52
E021122	MORE PREPARED LLC	5/8/2025	ENERGY BARS & WATER	2,524.65
312914	OMAR GUZMAN	5/8/2025	SHELL - GAS FOR VAN#73 - 03/28/25 FIELD TRIP TO SKY ZONE	100.00
P072190	ORALE ENTERPRISES	5/28/2025	FULL COLOR BANNER 3X6	76.65
P072188	PARENT EDUCATION BRIDGE FOR STUDENT ACHIEVEM	5/28/2025	WORKSHOP SERIES - LANGUAGE DEVELOPMENT	5,990.00
P071700	PETER HUANG AND LORETTA HUANG	5/17/2025	04/09/25-05/08/25 - ELECTRIC CHARGES	414.70
312955	PETER HUANG AND LORETTA HUANG	5/27/2025	06/25 - RENT	3,937.02
312956	PRIMO BRANDS	5/27/2025	04/05/25 - 05/04/25 - WATER BOTTLED SERVICE	109.68
A023746	PRN NURSING CONSULTANTS, LLC	5/8/2025	02/05/25 - SPED SERVICES	480.00
312936	PUROSERVE	5/16/2025	05/25 - CABINET, RO, FILTER SERVICE, SOFT WATER RENTALS	484.01
312919	Quadient Finance USA, Inc.	5/8/2025	04/25 - POSTAGE	300.00
P072189	REGENTS UNIVERSITY OF CALIFORNIA LOS ANGELES	5/28/2025	VIRTUAL CALIFORNIA MATH SESSIONS (10)	1,450.00
312920	REPUBLIC SERVICES #902	5/8/2025	05/25 - WASTE DISPOSAL SERVICE	1,844.17
312957	RICOH USA Inc.	5/27/2025	05/20/25 - 06/19/25 - COPIER LEASE	2,594.18
E021277	RINGCENTRAL, INC.	5/17/2025	SMS REGISTRATION	58.27
312958	San Fernando Valley Japanese American Community Center	5/27/2025	06/25 - RENT	12,978.00
A023747	SCOOT EDUCATION INC.	5/8/2025	03/24/25-03/28/25 - SUBSTITUTES	22,348.00
A023971	SCOOT EDUCATION INC.	5/17/2025	04/28/25-05/02/25 - SUBSTITUTES	11,444.00
A024176	SCOOT EDUCATION INC.	5/28/2025	04/28/25 - 05/2/25 - SUBSTITUTES	10,775.00
312959	SILVERIO PELAYO	5/27/2025	04/02/25 - 04/04/25 - CONFERENCE EXPENSES	133.00
312911	SIX FLAGS MAGIC MOUNTAIN	5/2/2025	05/23/25 - JUNIOR HIGH GRAD NITE PACKAGES	6,044.00
312960	SOUTHERN CALIFORNIA GAS COMPANY	5/27/2025	04/14/25 - 05/13/25 - GAS CHARGES	627.78
312937	Stuart Cowie	5/16/2025	SPORT SUPPLIES	153.39
P072187	SUCCESS FOR ALL FOUNDATION, INC.	5/28/2025	04/10/25 - STAFF TRAINING	2,400.00
STD05/26	Teresa Sale Benefits Consultant	5/30/2025	06/25 - HEALTH PREMIUMS & ADJUSTMENTS	125,406.12
A023744	The Education Team	5/8/2025	04/07/25-04/11/25 - SUBSTITUTES	1,478.75
A023974	The Education Team	5/17/2025	04/22/25-04/25/25 - SUBSTITUTES	1,216.56
312938	Think Together	5/16/2025	INSTALLMENT #10 OF 10 - COMPREHENSIVE MANAGEMENT OF ASES	38,661.74
312939	TIME WARNER CABLE	5/16/2025	05/25 - INTERNET ACCOUNT# 49301	221.76
312912	TOP MAIDS IN LA LLC	5/8/2025	03/03/25-03/28/25 - JANITORIAL SERVICES	3,610.00
312940	TOP MAIDS IN LA LLC	5/16/2025	04/25 - JANITORIAL SERVICES	3,040.00
312961	TOP OUT CLIMBING GYM	5/27/2025	05/27/25 - 06/02/25 - FIELD TRIP TO - TOP OUT CLIMBING GYM	1,200.00

Check #	Vendor Name	Date	Description	Amount
A023748	TOTAL EDUCATION SOLUTIONS	5/8/2025	03/25 - SPED SERVICES	13,400.00
312941	UNUM	5/16/2025	06/25 - DISABILITY PREMIUMS	2,362.46
312942	VASHON NUTT	5/16/2025	04/29/25 - PLAZA LOCK & KEY - REKEY FILE CABINETS	260.28
P072191	Vibix Learning LLC	5/28/2025	SPRING 2025 PERSONNEL MEDIATION SERVICES	4,000.00
A023749	WAXIE SANITARY SUPPLY	5/8/2025	SOAP, SANITIZER, TRASH BAGS, SEAT COVERS,& PAPER TOWELS	2,314.05
A023970	WAXIE SANITARY SUPPLY	5/17/2025	GENERAL CLEANER, BATHROOM DISINFECTANT, & PAPER TOWELS	399.80
312962	YOLANDA FUENTES	5/27/2025	04/02/25 - 04/04/25 - CONFERENCE EXPENSES	1,333.00
				623,033.80

Coversheet

Approval of FY25-26 YPICS Budgets for BCCS, MORCS, and BCCHS

Section:	V. Items Scheduled For Action
Item:	D. Approval of FY25-26 YPICS Budgets for BCCS, MORCS, and BCCHS
Purpose:	Vote
Submitted by:	
Related Material:	FY25-26 Budget BCCS Details (1).pdf FY25-26 Budget MORCS Details (1).pdf FY25-26 Budget BCHS Details (1).pdf

BERT CORONA CHARTER SCHOOL

Multi-Year Budget Detail

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	-1	0	1	2	3	4		
	2024-25	2025-26 Trend	2026-27	2027-28	2028-29	2029-30	2025-26 Percent of Budget	Percent Change, 2024-25 to 2025-26
Enrollment	341	358	360	360	360	360		
ADA	319.10	336.52	338.40	338.40	338.40	338.40		
ADA %	93.1%	94.0%	94.0%	94.0%	94.0%	94.0%		
UPP	87.9%	88.0%	88.0%	88.0%	88.1%	88.1%		
Income								
8011-8098 - Local Control Funding Formula Sources								
8011 Local Control Funding Formula	2,711,570	2,958,134	3,107,528	3,262,466	3,417,251	3,577,052	39%	9%
8012 Education Protection Account	519,474	561,723	581,920	601,822	621,742	642,322	7%	8%
8019 Local Control Funding Formula - Prior Year	(20,755)						0%	-100%
8096 In Lieu of Property Taxes	1,327,395	1,399,859	1,407,680	1,407,680	1,407,680	1,407,680	18%	5%
8098 In Lieu of Property Taxes, Prior Year	20,067						0%	-100%
Total 8011-8098 - Local Control Funding Formula Sources	4,557,752	4,919,716	5,097,128	5,271,967	5,446,673	5,627,053	64%	8%
8100-8299 - Federal Revenue							0%	
8181 Special Education - Federal (IDEA)	81,409	87,704	88,194	88,194	88,194	88,194	1%	8%
8221 Child Nutrition - Federal	369,410	377,110	379,217	379,217	379,217	379,217	5%	2%
8223 CACFP Supper	-	-	-	-	-	-	0%	
8291 Title I	128,671	128,671	128,671	128,671	128,671	128,671	2%	0%
8292 Title II	14,000	14,000	14,000	14,000	14,000	14,000	0%	0%
8294 Title III	11,723	11,387	12,025	12,092	12,092	12,092	0%	-3%
8295 Title IV, SSAE	-	-	-	-	-	-	0%	
8296 Title IV, PCSGP	-	-	-	-	-	-	0%	
8297 Facilities Incentive Grant	-	-	-	-	-	-	0%	
8299 All Other Federal Revenue	163,444	-	-	-	-	-	0%	-100%
Total 8100-8299 - Other Federal Income	768,656	618,872	622,107	622,174	622,174	622,174	8%	-19%
8300-8599 - Other State Revenue								
8520 Child Nutrition - State	147,189	150,258	151,097	151,097	151,097	151,097	2%	2%
8550 Mandate Block Grant	6,457	6,548	7,114	7,399	7,644	7,897	0%	1%
8560 Lottery Revenue	91,167	95,954	96,491	96,491	96,491	96,491	1%	5%
8587 State Grant Pass-Through	-	-	-	-	-	-	0%	
8591 SB740	83,176	95,310	91,141	92,963	94,823	96,719	1%	15%
8592 State Mental Health	25,822	27,231	27,383	27,383	27,383	27,383	0%	5%
8593 After School Education & Safety	203,483	203,483	203,483	203,483	203,483	203,483	3%	0%
8594 Supplemental Categorical Block Grant	-	-	-	-	-	-	0%	
8595 Expanded Learning Opportunity Program	291,544	219,752	228,455	237,438	255,942	266,015	3%	-25%
8596 Prop 28 Arts & Music	26,578	37,460	39,019	40,320	39,780	39,780	0%	41%
8599 State Revenue - Other	638,795	771,244	253,245	-	-	-	10%	21%
Total 8300-8599 - Other State Income	1,514,212	1,607,240	1,097,428	856,574	876,642	888,865	21%	6%
8600-8799 - Other Local Revenue								
8631 Sale of Equipment & Supplies	-	-	-	-	-	-	0%	
8634 Food Service Sales	-	-	-	-	-	-	0%	
8650 Leases & Rentals	-	-	-	-	-	-	0%	
8660 Interest & Dividend Income	74,032	75,000	50,000	-	-	-	1%	1%
8662 Net Increase (Decrease) in Fair Value of Investments	-	-	-	-	-	-	0%	
8681 Intra-Agency Fee Income	-	-	-	-	-	-	0%	
8682 Childcare & Enrichment Program Fees	-	-	-	-	-	-	0%	
8689 All Other Fees & Contracts	-	-	-	-	-	-	0%	
8692 Grants	-	-	-	-	-	-	0%	
8694 In Kind Donations	-	-	-	-	-	-	0%	
8695 Contributions & Events	5,027	-	-	-	-	-	0%	-100%
8696 Other Fundraising	29,814	30,000	30,000	30,000	30,000	30,000	0%	1%
8697 E-Rate	20,000	20,000	20,000	20,000	20,000	20,000	0%	0%
8698 SELPA Grants	18,772	15,000	15,000	15,000	15,000	15,000	0%	-20%
8699 All Other Local Revenue	340,618	80,000	20,000	20,000	20,000	20,000	1%	-77%
8792 Transfers of Apportionments - Special Education	286,938	312,429	314,174	314,174	314,174	314,174	4%	9%
Total 8600-8799 - Other Income-Local	775,201	532,429	449,174	399,174	399,174	399,174	7%	-31%
Prior Year Adjustments								
8999 Other Prior Year Adjustment	1,953	-	-	-	-	-	0%	-100%
Total Prior Year Adjustments	1,953	-	-	-	-	-	0%	-100%
TOTAL INCOME	7,617,773	7,678,256	7,265,838	7,149,889	7,344,663	7,537,266	100%	1%
Expense								
1000 - Certificated Salaries								
1110 Teachers' Salaries	1,392,791	1,587,337	1,650,831	1,716,864	1,785,539	1,856,960	21%	14%
1120 Teachers' Hourly	-	-	-	-	-	-	0%	
1170 Teachers' Salaries - Substitute	686	-	-	-	-	-	0%	-100%
1175 Teachers' Salaries - Stipend/Extra Duty	293,980	208,805	217,157	225,843	234,877	244,272	3%	-29%
1211 Certificated Pupil Support - Librarians	-	-	-	-	-	-	0%	
1213 Certificated Pupil Support - Guidance & Counseling	99,187	138,391	143,927	149,684	155,672	161,898	2%	40%
1215 Certificated Pupil Support - Psychologist	83,744	87,502	91,002	94,642	98,427	102,365	1%	4%
1299 Certificated Pupil Support - Other	-	-	-	-	-	-	0%	
1300 Certificated Supervisors' & Administrators' Salaries	321,941	280,593	291,816	303,489	315,629	328,254	4%	-13%
1900 Other Certificated Salaries	-	-	-	-	-	-	0%	
Total 1000 - Certificated Salaries	2,192,327	2,302,628	2,394,733	2,490,522	2,590,143	2,693,749	30%	5%
2000 - Classified Salaries								
2111 Instructional Aide & Other Salaries	327,188	390,402	406,018	422,259	439,149	456,715	5%	19%
2121 After School Staff Salaries	-	-	-	-	-	-	0%	

BERT CORONA CHARTER SCHOOL*Multi-Year Budget Detail*

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	2024-25	2025-26 Trend	2026-27	2027-28	2028-29	2029-30	2025-26 Percent of Budget	Percent Change, 2024-25 to 2025-26
2131 Classified Teacher Salaries	68,898	77,244	80,334	83,547	86,889	90,364	1%	12%
2200 Classified Support Salaries	139,324	172,274	179,165	186,332	193,785	201,537	2%	24%
2300 Classified Supervisors' & Administrators' Salaries	28,686	-	-	-	-	-	0%	-100%
2400 Classified Office Staff Salaries	559,873	563,867	586,422	609,878	634,274	659,645	7%	1%
2900 Other Classified Salaries	50,313	54,863	57,058	59,340	61,714	64,182	1%	9%
Total 2000 - Classified Salaries	1,174,282	1,258,650	1,308,996	1,361,356	1,415,810	1,472,443	16%	7%
Total 1000-2000 - Salaries	3,366,609	3,561,278	3,703,729	3,851,878	4,005,953	4,166,191	46%	6%
3000 - Employee Benefits								
3111 STRS - State Teachers Retirement System	392,022	439,802	457,394	475,690	494,717	514,506	6%	12%
3212 PERS - Public Employee Retirement System	-	-	-	-	-	-	0%	
3213 PARS - Public Agency Retirement System	-	-	-	-	-	-	0%	
3311 OASDI - Social Security	73,030	78,036	81,158	84,404	87,780	91,291	1%	7%
3331 MED - Medicare	48,974	51,639	53,704	55,852	58,086	60,410	1%	5%
3401 H&W - Health & Welfare	532,537	511,689	552,624	596,834	644,581	696,148	7%	-4%
3501 SUI - State Unemployment Insurance	2,001	1,781	1,852	1,926	2,003	2,083	0%	-11%
3601 Workers' Compensation Insurance	9,244	10,170	11,000	11,898	12,868	13,918	0%	10%
3751 OPEB, Active Employees	-	-	-	-	-	-	0%	
3901 Other Retirement Benefits	13,473	12,587	13,090	13,614	14,158	14,724	0%	-7%
3902 Other Benefits	2,278	-	-	-	-	-	0%	-100%
Total 3000 - Employee Benefits	1,073,560	1,105,703	1,170,822	1,240,217	1,314,194	1,393,081	14%	3%
Total 1000-3000 - Salaries & Benefits	4,440,169	4,666,981	4,874,551	5,092,096	5,320,148	5,559,272	61%	5%
4000 - Supplies								
4111 Core Curricula Materials	70,327	71,534	74,092	76,315	78,604	80,962	1%	2%
4211 Books & Other Reference Materials	18,500	8,000	8,286	8,535	8,791	9,054	0%	-57%
4311 Student Materials	109,293	58,350	59,567	60,484	61,430	62,403	1%	-47%
4351 Office Supplies	12,000	9,600	9,888	10,185	10,490	10,805	0%	-20%
4371 Custodial Supplies	19,200	18,000	18,540	19,096	19,669	20,259	0%	-6%
4391 Food (Non Nutrition Program)	8,500	9,000	9,322	9,601	9,889	10,186	0%	6%
4392 Uniforms	68,581	26,500	27,447	28,271	29,119	29,993	0%	-61%
4393 PE & Sports Equipment	5,700	5,500	5,665	5,835	6,010	6,190	0%	-4%
4395 Before & After School Program Supplies	-	-	-	-	-	-	0%	
4399 All Other Supplies	19,272	9,500	9,840	10,135	10,439	10,752	0%	-51%
4390 Other Supplies	102,053	50,500	52,274	53,842	55,457	57,121	1%	-51%
4411 Non Capitalized Equipment	60,000	64,000	66,288	68,277	70,325	72,435	1%	7%
4711 Nutrition Program Food & Supplies	423,466	405,441	409,745	411,793	413,852	415,922	5%	-4%
4713 CACFP Supper Food & Supplies	-	-	-	-	-	-	0%	
Total 4000 - Supplies	814,838	685,425	698,680	708,527	718,619	728,961	9%	-16%
5000 - Operating Services								
5211 Travel & Conferences	16,254	7,099	7,353	7,573	7,801	8,035	0%	-56%
5311 Dues & Memberships	11,401	9,881	10,240	10,549	10,866	11,191	0%	-13%
5451 General Insurance	-	-	-	-	-	-	0%	
5511 Utilities	90,932	105,600	109,376	112,657	116,037	119,518	1%	16%
5521 Security Services	3,471	3,600	3,729	3,841	3,956	4,074	0%	4%
5531 Housekeeping Services	47,600	48,200	49,923	51,421	52,964	54,553	1%	1%
5599 Other Facility Operations & Utilities	47,200	29,600	30,488	31,403	32,345	33,315	0%	-37%
5611 School Rent - Private Facility	201,663	201,670	201,667	201,667	201,661	189,864	3%	0%
5613 School Rent - Prop 39	-	-	-	-	-	-	0%	
5619 Other Facility Rentals	-	-	-	-	-	-	0%	
5621 Equipment Lease	28,455	23,956	24,813	25,557	26,324	27,113	0%	-16%
5631 Vendor Repairs	63,756	50,000	51,788	53,341	54,942	56,590	1%	-22%
5812 Field Trips & Pupil Transportation	30,450	25,600	26,515	27,311	28,130	28,974	0%	-16%
5821 Legal	-	-	-	-	-	-	0%	
5823 Audit	-	-	-	-	-	-	0%	
5831 Advertisement & Recruitment	15,000	4,000	4,143	4,267	4,395	4,527	0%	-73%
5841 Contracted Substitute Teachers	174,615	68,000	70,431	72,544	74,721	76,962	1%	-61%
5842 Special Education Services	136,795	135,000	139,827	144,022	148,342	152,793	2%	-1%
5843 Non Public School	-	-	-	-	-	-	0%	
5844 After School Services	201,906	203,309	203,667	203,977	204,297	204,627	3%	1%
5849 Other Student Instructional Services	31,643	14,000	12,429	12,802	13,186	13,582	0%	-56%
5852 PD Consultants & Tuition	62,780	103,804	12,734	13,116	13,509	13,914	1%	65%
5854 Nursing & Medical (Non-IEP)	-	-	-	-	-	-	0%	
5859 All Other Consultants & Services	108,720	53,533	48,411	49,863	51,359	52,900	1%	-51%
5861 Non Instructional Software	49,048	30,750	31,849	32,805	33,789	34,803	0%	-37%
5865 Fundraising Cost	-	-	-	-	-	-	0%	
5871 District Oversight Fees	45,584	49,197	50,971	52,720	54,467	56,271	1%	8%
5872 Special Education Fees (SELPA)	73,669	80,026	80,474	80,474	80,474	80,474	1%	9%
5881 Intra-Agency Fees	741,144	939,697	930,497	937,155	972,778	1,009,146	12%	27%
5895 Bad Debt Expense	-	-	-	-	-	-	0%	
5898 Uncategorized Expense	2,699	-	-	-	-	-	0%	-100%
5899 All Other Expenses	10,843	9,850	10,146	10,450	10,763	11,086	0%	-9%
5911 Office Phone	9,237	10,000	10,358	10,668	10,988	11,318	0%	8%
5913 Mobile Phone	15,536	10,000	10,300	10,609	10,927	11,255	0%	-36%
5921 Internet	16,796	7,000	7,210	7,426	7,649	7,879	0%	-58%
5923 Website Hosting	6,712	6,914	7,121	7,335	7,555	7,781	0%	3%

BERT CORONA CHARTER SCHOOL

Multi-Year Budget Detail

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	-1	0	1	2	3	4		
	2024-25	2025-26 Trend	2026-27	2027-28	2028-29	2029-30	2025-26 Percent of Budget	Percent Change, 2024-25 to 2025-26
5931 Postage & Shipping	3,984	4,103	4,226	4,353	4,484	4,618	0%	3%
5999 Other Communications	3,982	4,101	4,224	4,351	4,482	4,616	0%	3%
Total 5000 - Operating Services	2,251,875	2,238,490	2,154,909	2,184,257	2,243,188	2,291,779	29%	-1%
6000 - Capital Outlay								
6901 Depreciation Expense	82,244	72,893	59,261	38,874	38,227	38,227	1%	-11%
6911 Amortization Expense - Lease Assets	-	-	-	-	-	-	0%	
6912 Amortization Expense - Other	-	-	-	-	-	-	0%	
6999 Capital Outlay	-	-	-	-	-	-	0%	
Total 6000 - Capital Outlay	82,244	72,893	59,261	38,874	38,227	38,227	1%	-11%
7000 - Other Outgo								
7438 Interest Expense	-	-	-	-	-	-	0%	
Total 7000 - Other Outgo	-	-	-	-	-	-	0%	
TOTAL EXPENSE	7,589,125	7,663,790	7,787,401	8,023,754	8,320,182	8,618,239	100%	1%
NET INCOME	28,648	14,466	(521,563)	(873,864)	(975,519)	(1,080,974)		
Beginning Cash Balance	3,056,729	3,968,467	2,944,935	2,623,275	1,848,408	901,261		
Cash Flow from Operating Activities								
Net Income	28,648	14,466	(521,563)	(873,864)	(975,519)	(1,080,974)		
Change in Accounts Receivable								
Prior Year Accounts Receivable	2,349,251	752,120	1,038,017	903,788	846,899	856,700		
Current Year Accounts Receivable	(752,120)	(1,038,017)	(903,788)	(846,899)	(856,700)	(888,799)		
Change in Due from	2,284	-	-	-	-	-		
Change in Accounts Payable	(176,856)	(8,383)	(7,964)	(7,566)	(7,188)	(6,828)		
Change in Due to	(266,998)	(754,926)	-	-	-	-		
Change in Current Lease Payable		(290)	6,794	7,090	19,388	10,193		
Change in Lease Assets		131,288	127,819	131,373	135,151	139,372		
Change in Accrued Vacation	-	-	-	-	-	-		
Change in Payroll Liabilities	(4,206)	-	-	-	-	-		
Change in Prepaid Expenditures	(7,434)	(69,258)	(6,761)	(7,099)	(7,454)	(7,827)		
Change in Deposits	(675)	-	-	-	-	-		
Change in Deferred Revenue	(366,748)	-	-	-	-	-		
Change in OPEB / Net Pension Liability		-	-	-	-	-		
Change in Long Term Lease Liabilities		(106,679)	(113,474)	(120,564)	(139,953)	(150,146)		
Change in Other Long Term Assets	131,318	-	-	-	-	-		
Change in Other Long Term Liabilities	(106,969)	-	-	-	-	-		
Depreciation Expense	82,244	72,893	59,261	38,874	38,227	38,227		
Cash Flow from Investing Activities								
Capital Expenditures	-	-	-	-	-	-		
Cash Flow from Financing Activities								
Source - Sale of Receivables	-	-	-	-	-	-		
Use - Sale of Receivables	-	-	-	-	-	-		
Source - Loans	-	-	-	-	-	-		
Use - Loans	-	-	-	-	-	-		
Ending Cash Balance	3,968,467	2,961,681	2,623,275	1,848,408	901,261	(188,820)		
Month with Lowest Ending Cash Balance	Aug: \$3,131,898	Oct: \$2,722,080	Jun: \$2,543,275	Jun: \$1,828,408	Jun: \$881,261	Jun: (\$ 208,820)		
5% Reserve Goal	379,456	383,190	389,370	401,188	416,009	430,912		
Operating Income	110,891	87,360	(462,302)	(834,990)	(937,292)	(1,042,746)		
Operating Income, Excluding Non-cash Lease Expense	138,319	111,679	(444,403)	(820,403)	(937,872)	(1,048,835)		
EBITDA	110,891	87,360	(462,302)	(834,990)	(937,292)	(1,042,746)		
Net Income as a Percent of Expenses	0.4%	0.2%	-6.7%	-10.9%	-11.7%	-12.5%		
Ending Cash as a Percent of Expenses	52.3%	38.6%	33.7%	23.0%	10.8%	-2.2%		

MONSEÑOR OSCAR ROMERO CHARTER SCHOOL

Multi-Year Budget Detail

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	-1	-0	1	2	3	4		
	2024-25	2025-26 Trend	2026-27	2027-28	2028-29	2029-30	2025-26 Percent of Budget	Percent Change, 2024-25 to 2025-26
Enrollment	302	306	329	345	350	360		
ADA	276.44	287.64	309.26	324.30	329.00	338.40		
ADA %	93.1%	94.0%	94.0%	94.0%	94.0%	94.0%		
UPP	90.3%	91.7%	90.3%	90.2%	90.2%	90.2%		
Income								
8011-8098 · Local Control Funding Formula Sources								
8011 Local Control Funding Formula	2,379,565	2,556,316	2,877,952	3,176,268	3,383,532	3,652,512	38%	7%
8012 Education Protection Account	451,598	481,313	535,706	582,150	611,199	650,602	7%	7%
8019 Local Control Funding Formula - Prior Year	(16,540)						0%	-100%
8096 In Lieu of Property Taxes	1,149,938	1,196,528	1,286,463	1,349,026	1,368,577	1,407,680	18%	4%
8098 In Lieu of Property Taxes, Prior Year	15,970						0%	-100%
Total 8011-8098 · Local Control Funding Formula Sources	3,980,531	4,234,157	4,700,121	5,107,444	5,363,308	5,710,794	63%	6%
8100-8299 · Federal Revenue							0%	
8181 Special Education - Federal (IDEA)	70,525	73,383	78,898	82,735	83,934	86,333	1%	4%
8221 Child Nutrition - Federal	272,837	271,734	292,159	306,367	310,807	319,687	4%	0%
8223 CACFP Supper	-	-	-	-	-	-	0%	
8291 Title I	133,068	133,068	133,068	133,068	133,068	133,068	2%	0%
8292 Title II	12,160	12,160	12,160	12,160	12,160	12,160	0%	0%
8294 Title III	13,546	12,765	13,107	14,092	14,778	14,992	0%	-6%
8295 Title IV, SSAE	-	-	-	-	-	-	0%	
8296 Title IV, PCSGP	-	-	-	-	-	-	0%	
8297 Facilities Incentive Grant	-	-	-	-	-	-	0%	
8299 All Other Federal Revenue	150,322	-	-	-	-	-	0%	-100%
Total 8100-8299 · Other Federal Income	652,458	503,110	529,392	548,423	554,747	566,240	7%	-23%
8300-8599 · Other State Revenue								
8520 Child Nutrition - State	104,555	104,133	111,960	117,404	119,106	122,509	2%	0%
8550 Mandate Block Grant	5,146	5,680	6,118	6,817	7,398	7,767	0%	10%
8560 Lottery Revenue	79,171	82,017	88,182	92,470	93,810	96,491	1%	4%
8587 State Grant Pass-Through	-	-	-	-	-	-	0%	
8591 SB740	-	-	-	-	-	-	0%	
8592 State Mental Health	22,370	23,276	25,025	26,242	26,623	27,383	0%	4%
8593 After School Education & Safety	203,483	203,483	203,483	203,483	203,483	203,483	3%	0%
8594 Supplemental Categorical Block Grant	-	-	-	-	-	-	0%	
8595 Expanded Learning Opportunity Program	220,168	258,409	249,085	279,057	291,029	291,126	4%	17%
8596 Prop 28 Arts & Music	49,978	32,929	33,813	36,355	38,123	38,675	0%	-34%
8599 State Revenue - Other	561,767	822,577	250,777	-	-	-	12%	46%
Total 8300-8599 · Other State Income	1,246,637	1,532,504	968,442	761,829	779,571	787,434	23%	23%
8600-8799 · Other Local Revenue								
8631 Sale of Equipment & Supplies	-	-	-	-	-	-	0%	
8634 Food Service Sales	-	-	-	-	-	-	0%	
8650 Leases & Rentals	-	-	-	-	-	-	0%	
8660 Interest & Dividend Income	139,868	140,000	140,000	140,000	140,000	140,000	2%	0%
8662 Net Increase (Decrease) in Fair Value of Investments	-	-	-	-	-	-	0%	
8681 Intra-Agency Fee Income	-	-	-	-	-	-	0%	
8682 Childcare & Enrichment Program Fees	-	-	-	-	-	-	0%	
8689 All Other Fees & Contracts	-	-	-	-	-	-	0%	
8692 Grants	-	-	-	-	-	-	0%	
8694 In Kind Donations	-	-	-	-	-	-	0%	
8695 Contributions & Events	20,000	51,000	-	-	-	-	1%	155%
8696 Other Fundraising	-	-	-	-	-	-	0%	
8697 E-Rate	18,772	15,000	15,000	15,000	15,000	15,000	0%	-20%
8698 SELPA Grants	15,000	15,000	15,000	15,000	15,000	15,000	0%	0%
8699 All Other Local Revenue	237,483	15,000	15,000	15,000	15,000	15,000	0%	-94%
8792 Transfers of Apportionments - Special Education	248,578	258,649	278,090	291,614	295,840	304,293	4%	4%
Total 8600-8799 · Other Income-Local	679,700	494,649	463,090	476,614	480,840	489,293	7%	-27%
Prior Year Adjustments								
8999 Other Prior Year Adjustment	282	-	-	-	-	-	0%	-100%
Total Prior Year Adjustments	282	-	-	-	-	-	0%	-100%
TOTAL INCOME	6,559,607	6,764,420	6,661,045	6,894,310	7,178,467	7,553,760	100%	3%
Expense								
1000 · Certificated Salaries								
1110 Teachers' Salaries	1,462,149	1,658,296	1,724,628	1,793,613	1,865,358	1,939,972	22%	13%
1120 Teachers' Hourly	-	-	-	-	-	-	0%	
1170 Teachers' Salaries - Substitute	-	-	-	-	-	-	0%	
1175 Teachers' Salaries - Stipend/Extra Duty	139,508	95,608	99,433	103,410	107,546	111,848	1%	-31%
1211 Certificated Pupil Support - Librarians	-	-	-	-	-	-	0%	
1213 Certificated Pupil Support - Guidance & Counseling	74,916	76,697	79,765	82,955	86,273	89,724	1%	49%
1215 Certificated Pupil Support - Psychologist	80,359	120,262	125,072	130,075	135,278	140,689	1%	6%
1299 Certificated Pupil Support - Other	-	-	-	-	-	-	0%	
1300 Certificated Supervisors' & Administrators' Salaries	176,600	144,118	149,882	155,878	162,113	168,597	2%	-18%
1900 Other Certificated Salaries	-	-	-	-	-	-	0%	
Total 1000 · Certificated Salaries	1,933,531	2,094,981	2,178,780	2,265,931	2,356,568	2,450,831	28%	8%
2000 · Classified Salaries								
2111 Instructional Aide & Other Salaries	254,888	329,250	342,420	356,117	370,362	385,176	4%	29%
2121 After School Staff Salaries	-	-	-	-	-	-	0%	

MONSEÑOR OSCAR ROMERO CHARTER SCHOOL*Multi-Year Budget Detail*

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	2024-25	2025-26 Trend	2026-27	2027-28	2028-29	2029-30	2025-26 Percent of Budget	Percent Change, 2024-25 to 2025-26
2131 Classified Teacher Salaries	-	-	-	-	-	-	0%	
2200 Classified Support Salaries	86,731	97,519	101,420	105,477	109,696	114,084	1%	12%
2300 Classified Supervisors' & Administrators' Salaries	23,662	-	-	-	-	-	0%	-100%
2400 Classified Office Staff Salaries	501,357	576,361	599,416	623,393	648,328	674,261	8%	15%
2900 Other Classified Salaries	40,349	31,643	32,909	34,225	35,594	37,018	0%	-22%
Total 2000 - Classified Salaries	906,987	1,034,774	1,076,165	1,119,211	1,163,980	1,210,539	14%	14%
Total 1000-2000 - Salaries	2,840,518	3,129,755	3,254,945	3,385,143	3,520,548	3,661,370	42%	10%
3000 - Employee Benefits								
3111 STRS - State Teachers Retirement System	351,901	400,141	416,147	432,793	450,105	468,109	5%	14%
3212 PERS - Public Employee Retirement System	-	-	-	-	-	-	0%	
3213 PARS - Public Agency Retirement System	-	-	-	-	-	-	0%	
3311 OASDI - Social Security	56,966	64,156	66,722	69,391	72,167	75,053	1%	13%
3331 MED - Medicare	41,456	45,381	47,197	49,085	51,048	53,090	1%	9%
3401 H&W - Health & Welfare	409,887	409,950	442,746	478,166	516,419	557,733	5%	0%
3501 SUI - State Unemployment Insurance	1,742	1,565	1,627	1,693	1,760	1,831	0%	-10%
3601 Workers' Compensation Insurance	8,060	9,236	9,989	10,805	11,686	12,640	0%	15%
3751 OPEB, Active Employees	-	-	-	-	-	-	0%	
3901 Other Retirement Benefits	15,438	9,313	9,685	10,073	10,476	10,895	0%	-40%
3902 Other Benefits	2,269	3,500	3,500	3,500	3,500	3,500	0%	54%
Total 3000 - Employee Benefits	887,719	943,243	997,615	1,055,504	1,117,161	1,182,850	13%	6%
Total 1000-3000 - Salaries & Benefits	3,728,237	4,072,997	4,252,559	4,440,647	4,637,709	4,844,220	54%	9%
4000 - Supplies								
4111 Core Curricula Materials	48,301	52,051	57,643	62,259	65,057	68,923	1%	8%
4211 Books & Other Reference Materials	9,980	10,300	11,406	12,320	12,873	13,639	0%	3%
4311 Student Materials	77,880	52,790	58,461	63,143	65,980	69,901	1%	-32%
4351 Office Supplies	8,400	7,200	7,973	8,612	8,999	9,534	0%	-14%
4371 Custodial Supplies	8,400	8,400	9,302	10,047	10,499	11,123	0%	0%
4391 Food (Non Nutrition Program)	12,800	10,800	11,960	12,918	13,498	14,301	0%	-16%
4392 Uniforms	13,000	13,000	14,396	15,549	16,248	17,214	0%	0%
4393 PE & Sports Equipment	4,400	8,400	9,302	10,047	10,499	11,123	0%	91%
4395 Before & After School Program Supplies	-	-	-	-	-	-	0%	
4399 All Other Supplies	13,000	8,000	8,240	8,487	8,742	9,004	0%	-38%
4390 Other Supplies	43,200	40,200	43,899	47,002	48,987	51,641	1%	-7%
4411 Non Capitalized Equipment	58,000	57,250	58,968	60,737	62,559	64,435	1%	-1%
4711 Nutrition Program Food & Supplies	290,459	288,294	311,513	328,296	334,719	346,004	4%	-1%
4713 CACFP Supper Food & Supplies	-	-	-	-	-	-	0%	
Total 4000 - Supplies	544,621	516,485	559,165	592,416	609,672	635,198	7%	-5%
5000 - Operating Services								
5211 Travel & Conferences	23,817	10,399	10,711	11,032	11,363	11,704	0%	-56%
5311 Dues & Memberships	7,230	6,796	7,386	7,881	8,205	8,631	0%	-6%
5451 General Insurance	-	-	-	-	-	-	0%	
5511 Utilities	96,000	102,000	105,060	108,212	111,458	114,802	1%	6%
5521 Security Services	1,440	1,500	1,545	1,591	1,639	1,688	0%	4%
5531 Housekeeping Services	36,000	42,000	46,512	50,237	52,494	55,613	1%	17%
5599 Other Facility Operations & Utilities	256,764	249,842	276,679	298,839	312,265	330,822	3%	-3%
5611 School Rent - Private Facility	-	-	-	-	-	-	0%	
5613 School Rent - Prop 39	-	-	-	-	-	-	0%	
5619 Other Facility Rentals	-	-	-	-	-	-	0%	
5621 Equipment Lease	23,320	23,600	24,308	25,037	25,788	26,562	0%	1%
5631 Vendor Repairs	5,000	5,306	5,876	6,347	6,632	7,026	0%	6%
5812 Field Trips & Pupil Transportation	47,604	53,300	53,972	55,591	57,259	58,977	1%	12%
5821 Legal	5,991	-	-	-	-	-	0%	-100%
5823 Audit	-	-	-	-	-	-	0%	
5831 Advertisement & Recruitment	6,000	2,000	2,060	2,122	2,185	2,251	0%	-67%
5841 Contracted Substitute Teachers	120,000	60,000	66,445	71,767	74,991	79,448	1%	-50%
5842 Special Education Services	200,686	100,500	111,296	120,209	125,610	133,075	1%	-50%
5843 Non Public School	-	-	-	-	-	-	0%	
5844 After School Services	257,236	246,309	252,002	256,703	259,551	263,487	3%	-4%
5849 Other Student Instructional Services	92,050	36,034	-	-	-	-	0%	-61%
5852 PD Consultants & Tuition	27,925	39,029	41,633	44,968	46,988	49,780	1%	40%
5854 Nursing & Medical (Non-IEP)	1,311	1,500	1,661	1,794	1,875	1,986	0%	14%
5859 All Other Consultants & Services	101,187	34,153	29,901	30,798	31,722	32,674	0%	-66%
5861 Non Instructional Software	42,793	45,412	50,290	54,318	56,758	60,132	1%	6%
5865 Fundraising Cost	-	-	-	-	-	-	0%	
5871 District Oversight Fees	39,811	42,342	47,001	51,074	53,633	57,108	1%	6%
5872 Special Education Fees (SELPA)	63,821	66,406	71,398	74,870	75,955	78,125	1%	4%
5881 Intra-Agency Fees	643,778	803,204	850,371	898,107	945,756	1,009,146	11%	25%
5895 Bad Debt Expense	-	-	-	-	-	-	0%	
5898 Uncategorized Expense	5,390	-	-	-	-	-	0%	-100%
5899 All Other Expenses	8,600	9,126	10,107	10,916	11,407	12,085	0%	6%
5911 Office Phone	7,886	8,368	9,267	10,009	10,459	11,081	0%	6%
5913 Mobile Phone	9,949	10,248	10,555	10,872	11,198	11,534	0%	3%
5921 Internet	24,665	25,405	26,167	26,952	27,761	28,594	0%	3%
5923 Website Hosting	5,694	5,865	6,041	6,222	6,409	6,601	0%	3%

MONSEÑOR OSCAR ROMERO CHARTER SCHOOL
Multi-Year Budget Detail

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	-1	0	1	2	3	4		
	2024-25	2025-26 Trend	2026-27	2027-28	2028-29	2029-30	2025-26 Percent of Budget	Percent Change, 2024-25 to 2025-26
5931 Postage & Shipping	2,348	2,418	2,490	2,565	2,642	2,721	0%	3%
5999 Other Communications	2,862	2,948	3,036	3,127	3,221	3,318	0%	3%
Total 5000 - Operating Services	2,167,155	2,036,010	2,123,770	2,242,161	2,335,224	2,458,970	27%	-6%
6000 - Capital Outlay								
6901 Depreciation Expense	767,482	760,934	749,389	740,744	734,494	725,744	10%	-1%
6911 Amortization Expense - Lease Assets	-	-	-	-	-	-	0%	
6912 Amortization Expense - Other	-	-	-	-	-	-	0%	
6999 Capital Outlay	-	-	-	-	-	-	0%	
Total 6000 - Capital Outlay	767,482	760,934	749,389	740,744	734,494	725,744	10%	-1%
7000 - Other Outgo								
7438 Interest Expense	137,142	131,952	141,523	137,808	134,017	130,151	2%	-4%
Total 7000 - Other Outgo	137,142	131,952	141,523	137,808	134,017	130,151	2%	-4%
TOTAL EXPENSE	7,344,638	7,518,380	7,826,406	8,153,775	8,451,116	8,794,283	100%	2%
NET INCOME	(785,031)	(753,960)	(1,165,361)	(1,259,465)	(1,272,649)	(1,240,523)		
Operating Income		6,974	(415,972)	(518,721)	(538,155)	(514,780)		
Beginning Cash Balance	4,419,670	4,585,791	3,429,931	2,717,019	1,978,203	1,227,403		
Cash Flow from Operating Activities								
Net Income	(785,031)	(753,960)	(1,165,361)	(1,259,465)	(1,272,649)	(1,240,523)		
Change in Accounts Receivable								
Prior Year Accounts Receivable	1,850,245	672,706	800,837	900,950	920,617	929,129		
Current Year Accounts Receivable	(672,706)	(800,837)	(900,950)	(920,617)	(929,129)	(985,537)		
Change in Due from	0	-	-	-	-	-		
Change in Accounts Payable	(237,379)	(7,940)	(7,543)	(7,166)	(6,808)	(6,467)		
Change in Due to	(194,654)	(49,251)	-	-	-	-		
Change in Current Lease Payable	-	-	-	-	-	-		
Change in Lease Assets	-	-	-	-	-	-		
Change in Accrued Vacation	-	-	-	-	-	-		
Change in Payroll Liabilities	(1,378)	-	-	-	-	-		
Change in Prepaid Expenditures	(6,497)	(53,468)	(5,219)	(5,480)	(5,754)	(6,042)		
Change in Deposits	-	-	-	-	-	-		
Change in Deferred Revenue	(351,748)	(701,091)	-	-	-	-		
Change in OPEB / Net Pension Liability	-	-	-	-	-	-		
Change in Long Term Lease Liabilities	-	-	-	-	-	-		
Change in Other Long Term Assets	10,235	-	-	-	-	-		
Change in Other Long Term Liabilities	(6,989)	-	-	-	-	-		
Depreciation Expense	767,482	760,934	749,389	740,744	734,494	725,744		
Cash Flow from Investing Activities								
Capital Expenditures	-	-	-	-	-	-		
Cash Flow from Financing Activities								
Source - Sale of Receivables	-	-	-	-	-	-		
Use - Sale of Receivables	-	-	-	-	-	-		
Source - Loans	-	-	-	-	-	-		
Use - Loans	(205,461)	(222,952)	(184,066)	(187,781)	(191,571)	(195,438)		
Ending Cash Balance	4,585,791	3,429,931	2,717,019	1,978,203	1,227,403	448,267		
Month with Lowest Ending Cash Balance	Aug: \$4,418,985	Jun: \$3,429,931	Jun: \$2,705,519	Jun: \$1,966,703	Jun: \$1,215,903	Jun: \$436,767		
5% Reserve Goal	367,232	375,919	391,320	407,689	422,556	439,714		
Operating Income	(17,549)	6,974	(415,972)	(518,721)	(538,155)	(514,780)		
Operating Income, Excluding Non-cash Lease Expense	(17,549)	6,974	(415,972)	(518,721)	(538,155)	(514,780)		
EBITDA	119,593	138,927	(274,449)	(380,914)	(404,138)	(384,629)		
Net Income as a Percent of Expenses	-10.7%	-10.0%	-14.9%	-15.4%	-15.1%	-14.1%		
Ending Cash as a Percent of Expenses	62.4%	45.6%	34.7%	24.3%	14.5%	5.1%		

Bert Corona Charter High School*Multi-Year Budget Detail*

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	2024-25	2025-26 Trend	2026-27	2027-28	2028-29	2029-30	2025-26 Percent of Budget	Percent Change, 2024-25 to 2025-26
Enrollment	229	237	270	289	289	289		
ADA	205.53	218.04	248.40	265.88	265.88	265.88		
ADA %	91.5%	92.0%	92.0%	92.0%	92.0%	92.0%		
UPP	94.5%	95.0%	94.5%	94.5%	94.5%	94.5%		
Income								
8011-8098 - Local Control Funding Formula Sources								
8011 Local Control Funding Formula	2,662,611	2,915,612	3,473,381	3,895,012	4,071,246	4,253,467	58%	10%
8012 Education Protection Account	41,106	43,608	49,680	53,176	53,176	53,176	1%	6%
8019 Local Control Funding Formula - Prior Year	(12,901)						0%	-100%
8096 In Lieu of Property Taxes	854,966	907,005	1,033,297	1,106,010	1,106,010	1,106,010	18%	6%
8098 In Lieu of Property Taxes, Prior Year	12,496						0%	-100%
Total 8011-8098 - Local Control Funding Formula Sources	3,558,278	3,866,225	4,556,358	5,054,198	5,230,432	5,412,653	77%	9%
8100-8299 - Federal Revenue								
8181 Special Education - Federal (IDEA)	52,435	55,626	63,372	67,831	67,831	67,831	1%	6%
8221 Child Nutrition - Federal	117,092	120,656	137,456	147,129	147,129	147,129	2%	3%
8223 CACFP Supper	-	-	-	-	-	-	0%	
8291 Title I	83,769	83,769	83,769	83,769	83,769	83,769	2%	0%
8292 Title II	8,714	8,714	8,714	8,714	8,714	8,714	0%	0%
8294 Title III	7,294	7,555	8,138	9,271	9,924	9,924	0%	4%
8295 Title IV, SSAE	-	-	-	-	-	-	0%	
8296 Title IV, PCSGP	-	-	-	-	-	-	0%	
8297 Facilities Incentive Grant	-	-	-	-	-	-	0%	
8299 All Other Federal Revenue	174,392	-	-	-	-	-	0%	-100%
Total 8100-8299 - Other Federal Income	443,696	276,320	301,449	316,715	317,367	317,367	5%	-38%
8300-8599 - Other State Revenue								
8520 Child Nutrition - State	46,975	48,405	55,145	59,025	59,025	59,025	1%	3%
8550 Mandate Block Grant	11,155	11,724	12,875	15,201	16,838	17,426	0%	5%
8560 Lottery Revenue	58,835	62,171	70,828	75,812	75,812	75,812	1%	6%
8587 State Grant Pass-Through	-	-	-	-	-	-	0%	
8591 SB740	-	-	-	-	-	-	0%	
8592 State Mental Health	16,631	17,644	20,101	21,515	21,515	21,515	0%	6%
8593 After School Education & Safety	-	-	-	-	-	-	0%	
8594 Supplemental Categorical Block Grant	-	-	-	-	-	-	0%	
8595 Expanded Learning Opportunity Program	-	-	-	-	-	-	0%	
8596 Prop 28 Arts & Music	24,883	38,615	40,918	42,952	48,199	50,001	1%	55%
8599 State Revenue - Other	496,657	416,447	250,000	250,000	-	-	8%	-16%
Total 8300-8599 - Other State Income	655,138	595,006	449,867	464,505	221,390	223,780	12%	-9%
8600-8799 - Other Local Revenue								
8631 Sale of Equipment & Supplies	-	-	-	-	-	-	0%	
8634 Food Service Sales	-	-	-	-	-	-	0%	
8650 Leases & Rentals	-	-	-	-	-	-	0%	
8660 Interest & Dividend Income	13,354	13,354	-	-	-	-	0%	0%
8662 Net Increase (Decrease) in Fair Value of Investments	-	-	-	-	-	-	0%	
8681 Intra-Agency Fee Income	-	-	-	-	-	-	0%	
8682 Childcare & Enrichment Program Fees	-	-	-	-	-	-	0%	
8689 All Other Fees & Contracts	-	-	-	-	-	-	0%	
8692 Grants	-	-	-	-	-	-	0%	
8694 In Kind Donations	-	-	-	-	-	-	0%	
8695 Contributions & Events	29,510	30,000	34,177	36,582	36,582	36,582	1%	2%
8696 Other Fundraising	6,745	5,000	5,696	6,097	6,097	6,097	0%	-26%
8697 E-Rate	12,105	11,000	11,000	11,000	11,000	11,000	0%	-9%
8698 SELPA Grants	20,355	20,000	20,000	20,000	20,000	20,000	0%	-2%
8699 All Other Local Revenue	64,580	15,000	15,000	15,000	15,000	15,000	0%	-77%
8792 Transfers of Apportionments - Special Education	184,815	196,064	223,364	239,082	239,082	239,082	4%	6%
Total 8600-8799 - Other Income-Local	331,463	290,418	309,237	327,761	327,761	327,761	6%	-12%
Prior Year Adjustments								
8999 Other Prior Year Adjustment	1,643	-	-	-	-	-	0%	-100%
Total Prior Year Adjustments	1,643	-	-	-	-	-	0%	-100%
TOTAL INCOME	4,990,218	5,027,969	5,616,911	6,163,179	6,096,951	6,281,561	100%	1%
Expense								
1000 - Certificated Salaries								
1110 Teachers' Salaries	1,131,964	1,336,002	1,389,442	1,445,020	1,502,820	1,562,933	26%	18%
1120 Teachers' Hourly	-	-	-	-	-	-	0%	
1170 Teachers' Salaries - Substitute	-	-	-	-	-	-	0%	
1175 Teachers' Salaries - Stipend/Extra Duty	131,362	57,309	59,601	61,985	64,465	67,043	1%	-56%
1211 Certificated Pupil Support - Librarians	-	-	-	-	-	-	0%	
1213 Certificated Pupil Support - Guidance & Counseling	127,750	120,650	125,476	130,495	135,715	141,144	2%	-6%
1215 Certificated Pupil Support - Psychologist	70,389	62,714	65,222	67,831	70,544	73,366	1%	-11%
1299 Certificated Pupil Support - Other	-	-	-	-	-	-	0%	
1300 Certificated Supervisors' & Administrators' Salaries	141,157	141,000	146,640	152,506	158,606	164,950	3%	0%
1900 Other Certificated Salaries	-	-	-	-	-	-	0%	
Total 1000 - Certificated Salaries	1,602,622	1,717,675	1,786,382	1,857,837	1,932,151	2,009,437	33%	7%
2000 - Classified Salaries								
2111 Instructional Aide & Other Salaries	227,673	282,046	293,328	305,061	317,263	329,954	5%	24%
2121 After School Staff Salaries	-	-	-	-	-	-	0%	

Bert Corona Charter High School*Multi-Year Budget Detail*

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	2024-25	2025-26 Trend	2026-27	2027-28	2028-29	2029-30	2025-26 Percent of Budget	Percent Change, 2024-25 to 2025-26
2131 Classified Teacher Salaries	58,026	52,320	54,413	56,589	58,853	61,207	1%	-10%
2200 Classified Support Salaries	38,006	20,134	20,940	21,777	22,648	23,554	0%	-47%
2300 Classified Supervisors' & Administrators' Salaries	126,990	116,823	121,496	126,355	131,410	136,666	2%	-8%
2400 Classified Office Staff Salaries	325,981	348,317	362,250	376,740	391,810	407,482	7%	7%
2900 Other Classified Salaries	46,325	54,634	56,819	59,092	61,456	63,914	1%	18%
Total 2000 - Classified Salaries	823,001	874,274	909,245	945,615	983,439	1,022,777	17%	6%
Total 1000-2000 - Salaries	2,425,623	2,591,949	2,695,627	2,803,452	2,915,590	3,032,214	50%	7%
3000 - Employee Benefits								
3111 STRS - State Teachers Retirement System	294,478	328,076	341,199	354,847	369,041	383,802	6%	11%
3212 PERS - Public Employee Retirement System	-	-	-	-	-	-	0%	
3213 PARS - Public Agency Retirement System	-	-	-	-	-	-	0%	
3311 OASDI - Social Security	50,868	54,205	56,373	58,628	60,973	63,412	1%	7%
3331 MED - Medicare	35,133	37,583	39,087	40,650	42,276	43,967	1%	7%
3401 H&W - Health & Welfare	468,318	491,490	530,809	573,273	619,135	668,666	9%	5%
3501 SUI - State Unemployment Insurance	1,390	1,296	1,348	1,402	1,458	1,516	0%	-7%
3601 Workers' Compensation Insurance	5,923	6,582	7,119	7,700	8,329	9,008	0%	11%
3751 OPEB, Active Employees	-	-	-	-	-	-	0%	
3901 Other Retirement Benefits	11,115	8,743	9,092	9,456	9,834	10,228	0%	-21%
3902 Other Benefits	1,460	-	-	-	-	-	0%	-100%
Total 3000 - Employee Benefits	868,685	927,975	985,027	1,045,957	1,111,046	1,180,600	18%	7%
Total 1000-3000 - Salaries & Benefits	3,294,308	3,519,924	3,680,654	3,849,409	4,026,636	4,212,814	68%	7%
4000 - Supplies								
4111 Core Curricula Materials	16,707	21,200	23,142	24,489	24,924	25,372	0%	27%
4211 Books & Other Reference Materials	6,000	1,500	1,760	1,941	1,999	2,059	0%	-75%
4311 Student Materials	62,467	47,667	55,933	61,665	63,515	65,421	1%	-24%
4351 Office Supplies	6,000	6,000	6,180	6,365	6,556	6,753	0%	0%
4371 Custodial Supplies	3,000	3,000	3,090	3,183	3,278	3,377	0%	0%
4391 Food (Non Nutrition Program)	14,000	9,000	10,561	11,643	11,992	12,352	0%	-36%
4392 Uniforms	18,006	10,000	11,734	12,937	13,325	13,725	0%	-44%
4393 PE & Sports Equipment	6,378	3,500	4,107	4,528	4,664	4,804	0%	-45%
4395 Before & After School Program Supplies	-	-	-	-	-	-	0%	
4399 All Other Supplies	13,300	14,300	14,729	15,171	15,626	16,095	0%	8%
4390 Other Supplies	51,684	36,800	41,131	44,278	45,607	46,975	1%	-29%
4411 Non Capitalized Equipment	36,438	38,090	43,621	47,533	48,959	50,427	1%	5%
4711 Nutrition Program Food & Supplies	157,604	145,879	167,022	179,669	180,568	181,471	3%	-7%
4713 CACFP Supper Food & Supplies	-	-	-	-	-	-	0%	
Total 4000 - Supplies	339,899	300,136	341,880	369,124	375,406	381,853	6%	-12%
5000 - Operating Services								
5211 Travel & Conferences	12,126	8,099	9,504	10,477	10,792	11,116	0%	-33%
5311 Dues & Memberships	12,571	13,398	15,727	17,340	17,860	18,396	0%	7%
5451 General Insurance	869	-	-	-	-	-	0%	-100%
5511 Utilities	-	-	-	-	-	-	0%	
5521 Security Services	-	-	-	-	-	-	0%	
5531 Housekeeping Services	1,500	-	-	-	-	-	0%	-100%
5599 Other Facility Operations & Utilities	2,000	3,000	3,090	3,183	3,278	3,377	0%	50%
5611 School Rent - Private Facility	-	-	-	-	-	-	0%	
5613 School Rent - Prop 39	282,175	320,000	375,494	413,975	426,394	439,186	6%	13%
5619 Other Facility Rentals	12,085	12,000	14,081	15,524	15,990	16,469	0%	-1%
5621 Equipment Lease	14,244	13,800	14,214	14,640	15,080	15,532	0%	-3%
5631 Vendor Repairs	3,000	3,000	3,090	3,183	3,278	3,377	0%	0%
5812 Field Trips & Pupil Transportation	17,000	17,000	19,948	21,992	22,652	23,332	0%	0%
5821 Legal	-	-	-	-	-	-	0%	
5823 Audit	-	-	-	-	-	-	0%	
5831 Advertisement & Recruitment	15,000	4,000	4,120	4,244	4,371	4,502	0%	-73%
5841 Contracted Substitute Teachers	89,000	48,000	56,324	62,096	63,959	65,878	1%	-46%
5842 Special Education Services	125,957	84,000	98,567	108,668	111,928	115,286	2%	-33%
5843 Non Public School	-	-	-	-	-	-	0%	
5844 After School Services	-	-	-	-	-	-	0%	
5849 Other Student Instructional Services	540	-	-	-	-	-	0%	-100%
5852 PD Consultants & Tuition	17,425	19,120	22,436	24,735	25,477	26,241	0%	10%
5854 Nursing & Medical (Non-IEP)	375	398	467	515	531	547	0%	6%
5859 All Other Consultants & Services	62,720	36,423	33,516	34,522	35,557	36,624	1%	-42%
5861 Non Instructional Software	31,852	20,700	24,290	26,779	27,582	28,410	0%	-35%
5865 Fundraising Cost	5,700	6,050	7,099	7,826	8,061	8,303	0%	6%
5871 District Oversight Fees	35,587	38,662	45,564	50,542	52,304	54,127	1%	9%
5872 Special Education Fees (SELPA)	47,450	50,338	57,347	61,383	61,383	61,383	1%	6%
5881 Intra-Agency Fees	473,416	608,854	683,025	736,320	764,309	792,883	12%	29%
5895 Bad Debt Expense	-	-	-	-	-	-	0%	
5898 Uncategorized Expense	19,844	-	-	-	-	-	0%	-100%
5899 All Other Expenses	7,000	8,500	9,974	10,996	11,326	11,666	0%	21%
5911 Office Phone	8,567	6,000	7,041	7,762	7,995	8,235	0%	-30%
5913 Mobile Phone	8,760	5,760	5,933	6,111	6,294	6,483	0%	-34%
5921 Internet	13,386	13,788	14,201	14,627	15,066	15,518	0%	3%
5923 Website Hosting	2,000	2,060	2,122	2,185	2,251	2,319	0%	3%

Bert Corona Charter High School

Multi-Year Budget Detail

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	-1	0	1	2	3	4		
	2024-25	2025-26 Trend	2026-27	2027-28	2028-29	2029-30	2025-26 Percent of Budget	Percent Change, 2024-25 to 2025-26
5931 Postage & Shipping	1,500	1,545	1,591	1,639	1,688	1,739	0%	3%
5999 Other Communications	461	475	489	504	519	535	0%	3%
Total 5000 - Operating Services	1,324,110	1,344,970	1,529,253	1,661,770	1,715,926	1,771,461	26%	2%
6000 - Capital Outlay								
6901 Depreciation Expense	28,597	26,825	24,223	23,628	3,361	82	1%	-6%
6911 Amortization Expense - Lease Assets	-	-	-	-	-	-	0%	
6912 Amortization Expense - Other	-	-	-	-	-	-	0%	
6999 Capital Outlay	-	-	-	-	-	-	0%	
Total 6000 - Capital Outlay	28,597	26,825	24,223	23,628	3,361	82	1%	-6%
7000 - Other Outgo								
7438 Interest Expense	-	-	-	-	-	-	0%	
Total 7000 - Other Outgo	-	-	-	-	-	-	0%	
TOTAL EXPENSE	4,986,914	5,191,854	5,576,010	5,903,930	6,121,329	6,366,209	100%	4%
NET INCOME	3,304	(163,885)	40,901	259,249	(24,379)	(84,648)		
Beginning Cash Balance	1,041,111	1,177,588	581,281	572,153	816,926	823,979		
Cash Flow from Operating Activities								
Net Income	3,304	(163,885)	40,901	259,249	(24,379)	(84,648)		
Change in Accounts Receivable								
Prior Year Accounts Receivable	830,437	452,299	506,991	571,356	599,831	562,365		
Current Year Accounts Receivable	(452,299)	(506,991)	(571,356)	(599,831)	(562,365)	(579,884)		
Change in Due from	2	-	-	-	-	-		
Change in Accounts Payable	(39,917)	(7,931)	(7,534)	(7,158)	(6,800)	(6,460)		
Change in Due to	9,024	(372,511)	-	-	-	-		
Change in Current Lease Payable	CHECK	(5,033)	-	-	-	-		
Change in Lease Assets	CHECK	5,033	-	-	-	-		
Change in Accrued Vacation	-	-	-	-	-	-		
Change in Payroll Liabilities	(1,639)	-	-	-	-	-		
Change in Prepaid Expenditures	(1,093)	(24,113)	(2,354)	(2,472)	(2,595)	(2,725)		
Change in Deposits	-	-	-	-	-	-		
Change in Deferred Revenue	(247,310)	-	-	-	-	-		
Change in OPEB / Net Pension Liability	CHECK	-	-	-	-	-		
Change in Long Term Lease Liabilities	CHECK	-	-	-	-	-		
Change in Other Long Term Assets	7,371	-	-	-	-	-		
Change in Other Long Term Liabilities	-	-	-	-	-	-		
Depreciation Expense	28,597	26,825	24,223	23,628	3,361	82		
Cash Flow from Investing Activities								
Capital Expenditures	-	-	-	-	-	-		
Cash Flow from Financing Activities								
Source - Sale of Receivables	-	-	-	-	-	-		
Use - Sale of Receivables	-	-	-	-	-	-		
Source - Loans	-	-	-	-	-	-		
Use - Loans	-	-	-	-	-	-		
Ending Cash Balance	1,177,588	581,281	572,153	816,926	823,979	712,709		
Month with Lowest Ending Cash Balance	Nov: \$895,677	Oct: \$388,963	Jan: \$262,120	Jul: \$415,911	Jul: \$669,589	Jul: \$650,269		
5% Reserve Goal	249,346	259,593	278,800	295,197	306,066	318,310		
Operating Income	31,901	(137,061)	65,125	282,877	(21,017)	(84,567)		
Operating Income, Excluding Non-cash Lease Expense	31,901	(137,061)	65,125	282,877	(21,017)	(84,567)		
EBITDA	31,901	(137,061)	65,125	282,877	(21,017)	(84,567)		
Net Income as a Percent of Expenses	0.1%	-3.2%	0.7%	4.4%	-0.4%	-1.3%		
Ending Cash as a Percent of Expenses	23.6%	11.2%	10.3%	13.8%	13.5%	11.2%		

Coversheet

Approval of FY 25/26 Consolidated Application for Funding for BCCS, MORCS, and BCCHS

Section:	V. Items Scheduled For Action
Item:	E. Approval of FY 25/26 Consolidated Application for Funding for BCCS,
MORCS, and BCCHS	
Purpose:	Vote
Submitted by:	
Related Material:	ConApp Spring 2024-25_Certified_BCCS.pdf
	ConApp Spring 2024-25_Certified_MORCS.pdf
	ConApp Spring 2024-25_Certified_BCCHS.pdf

California Department of Education**Consolidated Application**

Bert Corona Charter (19 64733 0106872)

Status: Certified
Saved by: ExED Data Management
Date: 6/25/2025 12:57 PM**2023–24 Title II, Part A Fiscal Year Expenditure Report, 24 Months**

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2023 through June 30, 2025.

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

2023–24 Title II, Part A allocation	\$14,000
Transferred–in amount	\$0
Transferred–out amount	\$0
2023–24 Total allocation	\$14,000

Professional Development Expenditures

Professional development for teachers	\$8,891
Professional development for administrators	\$0
Consulting/Professional services	\$0
Induction programs	\$0
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$0

Personnel and Other Authorized Activities

Certificated personnel salaries	\$4,087
Classified personnel salaries	\$0
Employee benefits	\$1,022
Developing or improving an evaluation system	\$0
Recruitment activities	\$0
Retention activities	\$0
Class size reduction	\$0

Program Expenditures

Direct administrative costs	\$0
Indirect costs	\$0
Equitable services for nonprofit private schools	\$0
Total expenditures	\$14,000
2023–24 Unspent funds	\$0

*****Warning*****

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Report Date:6/25/2025

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California Department of Education**Consolidated Application**

Bert Corona Charter (19 64733 0106872)

Status: Certified
Saved by: ExED Data Management
Date: 6/25/2025 12:57 PM**2023–24 Title III English Learner YTD Expenditure Report, 24 Months**

A report of year-to-date (YTD) expenditures by activity. Activity period covered is July 1, 2023 through June 30, 2025.

CDE Program Contact:

Annie Abreu Park, Language Policy and Leadership Office, AAbreuPark@cde.ca.gov, 916-319-9620
Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Required and authorized Title III English Learner (EL) student program activities

An eligible entity receiving funds under the Every Student Succeeds Act section 3115 (c)-(d) shall use the funds for the supplementary services as part of the language instruction program for EL students.

Refer to the Program Information link above for required and authorized EL student program activities.

Refer to the Data Entry Instructions link above for Expenditure Report Instructions.

2023–24 Title III EL student program allocation	\$34,179
Transferred-in amount	\$0
2023–24 Total allocation	\$34,179
Object Code - Activity	
1000–1999 Certificated personnel salaries	\$0
2000–2999 Classified personnel salaries	\$0
3000–3999 Employee benefits	\$0
4000–4999 Books and supplies	\$0
5000–5999 Services and other operating expenditures	\$34,179
Direct administrative costs (amount cannot exceed 2% of the student program allocation plus transferred-in amount)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$0
Total year-to-date expenditures	\$34,179
2023–24 Unspent funds	\$0

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Report Date:6/25/2025

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California Department of Education**Consolidated Application**

Bert Corona Charter (19 64733 0106872)

Status: Certified
Saved by: ExED Data Management
Date: 6/25/2025 12:57 PM**2024–25 Title II, Part A Fiscal Year Expenditure Report, 12 Months**

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2024 through June 30, 2025.

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

2024–25 Title II, Part A allocation	\$16,404
Transferred–in amount	\$0
Transferred–out amount	\$0
2024–25 Total allocation	\$16,404

Professional Development Expenditures

Professional development for teachers	\$13,904
Professional development for administrators	\$0
Consulting/Professional services	\$0
Induction programs	\$2,500
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$0

Personnel and Other Authorized Activities

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

Program Expenditures

Direct administrative costs	\$0
Indirect costs	\$0
Equitable services for nonprofit private schools	\$0
Total expenditures	\$16,404
2024–25 Unspent funds	\$0

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Report Date:6/25/2025

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California Department of Education**Consolidated Application**

Bert Corona Charter (19 64733 0106872)

Status: Certified
Saved by: ExED Data Management
Date: 6/25/2025 12:57 PM**2024–25 Title III English Learner YTD Expenditure Report, 12 Months**

A report of year-to-date (YTD) expenditures by activity. Activity period covered is July 1, 2024 through June 30, 2025.

CDE Program Contact:

Annie Abreu Park, Language Policy and Leadership Office, AAbreuPark@cde.ca.gov, 916-319-9620
Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Required and authorized Title III English Learner (EL) student program activities

An eligible entity receiving funds under the Every Student Succeeds Act section 3115 (c)-(d) shall use the funds for the supplementary services as part of the language instruction program for EL students.

Refer to the Program Information link above for required and authorized EL student program activities.

Refer to the Data Entry Instructions link above for Expenditure Report Instructions.

2024–25 Title III EL student program allocation	\$33,375
Transferred-in amount	\$0
2024–25 Total allocation	\$33,375
Object Code - Activity	
1000–1999 Certificated personnel salaries	\$0
2000–2999 Classified personnel salaries	\$0
3000–3999 Employee benefits	\$0
4000–4999 Books and supplies	\$0
5000–5999 Services and other operating expenditures	\$33,375
Direct administrative costs (amount cannot exceed 2% of the student program allocation plus transferred-in amount)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$0
Total year-to-date expenditures	\$33,375
2024–25 Unspent funds	\$0

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Report Date:6/25/2025

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California Department of Education**Consolidated Application**

Bert Corona Charter (19 64733 0106872)

Status: Certified
Saved by: ExED Data Management
Date: 6/25/2025 12:57 PM**2024–25 Homeless Education Policy, Requirements, and Implementation**

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

CDE Program Contact:

Karina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692
Deborah Avalos, Integrated Student Support and Programs Office, DAvalos@cde.ca.gov, 916-319-0599

Homeless Education Certification

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

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

Homeless Liaison Contact Information

Homeless liaison first name	Kevin
Homeless liaison last name	Myers
Homeless liaison title	Executive Administrator
Homeless liaison email address (Format: abc@xyz.zyx)	drmyers@coronacharter.org
Homeless liaison telephone number (Format: 999-999-9999)	818-585-2305
Homeless liaison telephone extension	
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	0.05

Homeless Liaison Training Information*****Warning*****

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California Department of Education**Consolidated Application**

Bert Corona Charter (19 64733 0106872)

Status: Certified
Saved by: ExED Data Management
Date: 6/25/2025 12:57 PM**2024–25 Homeless Education Policy, Requirements, and Implementation**

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

CDE Program Contact:

Karina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692
Deborah Avalos, Integrated Student Support and Programs Office, DAvalos@cde.ca.gov, 916-319-0599

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

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment	
Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	06/24/2024
Does the LEA meet the above federal requirements	Yes
Compliance comment	
Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

Housing Questionnaire Identifying Homeless Children

Does your LEA use a housing questionnaire to assist with the identification of homeless children and youth	Yes
Does the housing questionnaire include best practices, rights, and protections afforded to homeless children and youth	Yes
Is the housing questionnaire made available in paper form	Yes
Did your LEA administer the housing questionnaire to all student body during the school year	Yes

Title I, Part A Homeless Expenditures

2024–25 Title I, Part A LEA allocation	\$134,675
2024–25 Title I, Part A direct or indirect services to homeless children reservation	\$1,010

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Report Date:6/25/2025

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Bert Corona Charter (19 64733 0106872)

Status: Certified
Saved by: ExED Data Management
Date: 6/25/2025 12:57 PM**2024–25 Homeless Education Policy, Requirements, and Implementation**

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

CDE Program Contact:

Karina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692
Deborah Avalos, Integrated Student Support and Programs Office, DAvalos@cde.ca.gov, 916-319-0599

Amount of 2024–25 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children	\$1,458
Homeless services provided (Maximum 500 characters)	student clothing and toiletries
No expenditures or encumbrances comment Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	

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California Department of Education**Consolidated Application**

Bert Corona Charter (19 64733 0106872)

Status: Certified
Saved by: ExED Data Management
Date: 6/25/2025 12:57 PM**2025–26 Certification of Assurances**

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca24assurance.stoc.asp>.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Yvette King-Berg
Authorized Representative's Signature	
Authorized Representative's Title	Executive Director
Authorized Representative's Signature Date	06/30/2025

*****Warning*****

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Report Date:6/25/2025

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California Department of Education**Consolidated Application**

Bert Corona Charter (19 64733 0106872)

Status: Certified
Saved by: ExED Data Management
Date: 6/25/2025 12:57 PM**2025–26 Protected Prayer Certification**

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Yvette King-Berg
Authorized Representative's Title	Executive Director
Authorized Representative's Signature Date	06/30/2025
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

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Report Date:6/25/2025

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California Department of Education**Consolidated Application**

Bert Corona Charter (19 64733 0106872)

Status: Certified
Saved by: ExED Data Management
Date: 6/25/2025 12:57 PM**2025–26 LCAP Federal Addendum Certification****CDE Program Contact:**Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233**Initial Application**

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	01/27/2025
Authorized Representative's Full Name	Yvette King-Berg
Authorized Representative's Title	Executive Director

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California Department of Education**Consolidated Application**

Bert Corona Charter (19 64733 0106872)

Status: Certified
Saved by: ExED Data Management
Date: 6/25/2025 12:57 PM**2025–26 Application for Funding****CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297**Local Governing Board Approval**

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes
---	-----

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes
---	-----

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

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California Department of Education**Consolidated Application**

Bert Corona Charter (19 64733 0106872)

Status: Certified
Saved by: ExED Data Management
Date: 6/25/2025 12:57 PM**2025–26 Title III English Learner Student Program Subgrant Budget**

The purpose of this data collection form is to provide a proposed budget for English learner (EL) Student Program Subgrant funds only per the Title III English Learner Students Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Annie Abreu Park, Language Policy and Leadership Office, AAbreuPark@cde.ca.gov, 916-319-9620
Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Estimated Allocation Calculation

Estimated English learner per student allocation	\$125.64
Estimated English learner student count	92
Estimated English learner student program allocation	\$11,559

Note: \$10,000 minimum program eligibility criteria

If the local educational agency's estimated English learner student program allocation is less than \$10,000, then it does not meet the minimum program eligibility criteria for direct funding status and requires further action. To receive instructions regarding the consortium application process, please go to the California Department of Education Title III EL Student Program Consortium Details web page located at <https://www.cde.ca.gov/sp/ml/elconsortium.asp>.

Budget

Professional development activities	\$11,559
Program and other authorized activities	\$0
English Proficiency and Academic Achievement	\$0
Parent, family, and community engagement	\$0
Direct administrative costs (Amount cannot exceed 2% of the estimated English learner student program allocation)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$0
Total budget	\$11,559

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Report Date:6/25/2025

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California Department of Education**Consolidated Application**

Bert Corona Charter (19 64733 0106872)

Status: Certified
Saved by: ExED Data Management
Date: 6/25/2025 12:57 PM**2025–26 Substitute System for Time Accounting**

This certification may be used by auditors and by California Department of Education (CDE) oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the CDE web site at <https://www.cde.ca.gov/fg/ac/sa/>.

2025–26 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

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Report Date:6/25/2025

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California Department of Education**Consolidated Application**

Monsenor Oscar Romero Charter Middle (19 64733 0114959)

Status: Certified
Saved by: ExED Data Management
Date: 6/25/2025 1:17 PM**2023–24 Title II, Part A Fiscal Year Expenditure Report, 24 Months**

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2023 through June 30, 2025.

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

2023–24 Title II, Part A allocation	\$12,160
Transferred–in amount	\$0
Transferred–out amount	\$0
2023–24 Total allocation	\$12,160

Professional Development Expenditures

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

Personnel and Other Authorized Activities

Certificated personnel salaries	\$1,462
Classified personnel salaries	\$310
Employee benefits	\$0
Developing or improving an evaluation system	\$0
Recruitment activities	\$0
Retention activities	\$0
Class size reduction	\$0

Program Expenditures

Direct administrative costs	\$0
Indirect costs	\$0
Equitable services for nonprofit private schools	\$0
Total expenditures	\$12,160
2023–24 Unspent funds	\$0

*****Warning*****

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Report Date:6/25/2025

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California Department of Education**Consolidated Application**

Monsenor Oscar Romero Charter Middle (19 64733 0114959)

Status: Certified
Saved by: ExED Data Management
Date: 6/25/2025 1:17 PM**2024–25 Title II, Part A Fiscal Year Expenditure Report, 12 Months**

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2024 through June 30, 2025.

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

2024–25 Title II, Part A allocation	\$13,662
Transferred–in amount	\$0
Transferred–out amount	\$0
2024–25 Total allocation	\$13,662

Professional Development Expenditures

Professional development for teachers	\$3,662
Professional development for administrators	\$0
Consulting/Professional services	\$0
Induction programs	\$10,000
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$0

Personnel and Other Authorized Activities

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

Program Expenditures

Direct administrative costs	\$0
Indirect costs	\$0
Equitable services for nonprofit private schools	\$0
Total expenditures	\$13,662
2024–25 Unspent funds	\$0

*****Warning*****

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Report Date:6/25/2025

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Page 1 of 4

California Department of Education**Consolidated Application**

Monsenor Oscar Romero Charter Middle (19 64733 0114959)

Status: Certified
Saved by: ExED Data Management
Date: 6/25/2025 1:17 PM**2024–25 Homeless Education Policy, Requirements, and Implementation**

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

CDE Program Contact:

Karina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692
Deborah Avalos, Integrated Student Support and Programs Office, DAvalos@cde.ca.gov, 916-319-0599

Homeless Education Certification

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

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

Homeless Liaison Contact Information

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

Homeless Liaison Training Information*****Warning*****

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California Department of Education**Consolidated Application**

Monsenor Oscar Romero Charter Middle (19 64733 0114959)

Status: Certified
Saved by: ExED Data Management
Date: 6/25/2025 1:17 PM**2024–25 Homeless Education Policy, Requirements, and Implementation**

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

CDE Program Contact:

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Deborah Avalos, Integrated Student Support and Programs Office, DAvalos@cde.ca.gov, 916-319-0599

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

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment	
Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	06/24/2024
Does the LEA meet the above federal requirements	Yes
Compliance comment	
Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

Housing Questionnaire Identifying Homeless Children

Does your LEA use a housing questionnaire to assist with the identification of homeless children and youth	Yes
Does the housing questionnaire include best practices, rights, and protections afforded to homeless children and youth	Yes
Is the housing questionnaire made available in paper form	Yes
Did your LEA administer the housing questionnaire to all student body during the school year	Yes

Title I, Part A Homeless Expenditures

2024–25 Title I, Part A LEA allocation	\$125,794
2024–25 Title I, Part A direct or indirect services to homeless children reservation	\$101

*****Warning*****

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Report Date:6/25/2025

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Page 3 of 4

California Department of Education**Consolidated Application**

Monsenor Oscar Romero Charter Middle (19 64733 0114959)

Status: Certified
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Date: 6/25/2025 1:17 PM**2024–25 Homeless Education Policy, Requirements, and Implementation**

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CDE Program Contact:

Karina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692
Deborah Avalos, Integrated Student Support and Programs Office, DAvalos@cde.ca.gov, 916-319-0599

Amount of 2024–25 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children	\$0
Homeless services provided (Maximum 500 characters)	
No expenditures or encumbrances comment Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	Uniforms, computers, and other supplies were provided, but paid for with other funds.

*****Warning*****

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Report Date:6/25/2025

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California Department of Education**Consolidated Application**

Monsenor Oscar Romero Charter Middle (19 64733 0114959)

Status: Certified
Saved by: ExED Data Management
Date: 6/25/2025 1:17 PM**2025–26 Certification of Assurances**

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca24assurancestoc.asp>.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Yvette King-Berg
Authorized Representative's Signature	
Authorized Representative's Title	Executive Director
Authorized Representative's Signature Date	06/30/2025

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Report Date:6/25/2025

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California Department of Education**Consolidated Application**

Monsenor Oscar Romero Charter Middle (19 64733 0114959)

Status: Certified
Saved by: ExED Data Management
Date: 6/25/2025 1:17 PM**2025–26 Protected Prayer Certification**

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Yvette King-Berg
Authorized Representative's Title	Executive Director
Authorized Representative's Signature Date	06/30/2025
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

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Report Date:6/25/2025

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California Department of Education**Consolidated Application**

Monsenor Oscar Romero Charter Middle (19 64733 0114959)

Status: Certified
Saved by: ExED Data Management
Date: 6/25/2025 1:17 PM**2025–26 LCAP Federal Addendum Certification****CDE Program Contact:**Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233**Initial Application**

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	01/27/2025
Authorized Representative's Full Name	Yvette King-Berg
Authorized Representative's Title	Executive Director

*****Warning*****

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Report Date:6/25/2025

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California Department of Education**Consolidated Application**

Monsenor Oscar Romero Charter Middle (19 64733 0114959)

Status: Certified
Saved by: ExED Data Management
Date: 6/25/2025 1:17 PM**2025–26 Application for Funding****CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297**Local Governing Board Approval**

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes
---	-----

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes
---	-----

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

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California Department of Education**Consolidated Application**

Monsenor Oscar Romero Charter Middle (19 64733 0114959)

Status: Certified
Saved by: ExED Data Management
Date: 6/25/2025 1:17 PM**2025–26 Title III English Learner Student Program Subgrant Budget**

The purpose of this data collection form is to provide a proposed budget for English learner (EL) Student Program Subgrant funds only per the Title III English Learner Students Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Annie Abreu Park, Language Policy and Leadership Office, AAbreuPark@cde.ca.gov, 916-319-9620
Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Estimated Allocation Calculation

Estimated English learner per student allocation	\$125.64
Estimated English learner student count	101
Estimated English learner student program allocation	\$12,690

Note: \$10,000 minimum program eligibility criteria

If the local educational agency's estimated English learner student program allocation is less than \$10,000, then it does not meet the minimum program eligibility criteria for direct funding status and requires further action. To receive instructions regarding the consortium application process, please go to the California Department of Education Title III EL Student Program Consortium Details web page located at <https://www.cde.ca.gov/sp/ml/elconsortium.asp>.

Budget

Professional development activities	\$12,690
Program and other authorized activities	\$0
English Proficiency and Academic Achievement	\$0
Parent, family, and community engagement	\$0
Direct administrative costs (Amount cannot exceed 2% of the estimated English learner student program allocation)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$0
Total budget	\$12,690

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Report Date:6/25/2025

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California Department of Education**Consolidated Application**

Monsenor Oscar Romero Charter Middle (19 64733 0114959)

Status: Certified
Saved by: ExED Data Management
Date: 6/25/2025 1:17 PM**2025–26 Substitute System for Time Accounting**

This certification may be used by auditors and by California Department of Education (CDE) oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the CDE web site at <https://www.cde.ca.gov/fg/ac/sa/>.

2025–26 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

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Report Date:6/25/2025

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California Department of Education**Consolidated Application**

Bert Corona Charter High (19 64733 0132126)

Status: Certified
Saved by: ExED Data Management
Date: 6/25/2025 1:09 PM**2023–24 Title II, Part A Fiscal Year Expenditure Report, 24 Months**

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2023 through June 30, 2025.

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

2023–24 Title II, Part A allocation	\$8,714
Transferred–in amount	\$0
Transferred–out amount	\$0
2023–24 Total allocation	\$8,714

Professional Development Expenditures

Professional development for teachers	\$6,169
Professional development for administrators	\$0
Consulting/Professional services	\$0
Induction programs	\$0
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$0

Personnel and Other Authorized Activities

Certificated personnel salaries	\$2,000
Classified personnel salaries	\$545
Employee benefits	\$0
Developing or improving an evaluation system	\$0
Recruitment activities	\$0
Retention activities	\$0
Class size reduction	\$0

Program Expenditures

Direct administrative costs	\$0
Indirect costs	\$0
Equitable services for nonprofit private schools	\$0
Total expenditures	\$8,714
2023–24 Unspent funds	\$0

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Report Date:6/25/2025

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Page 1 of 1

California Department of Education**Consolidated Application**

Bert Corona Charter High (19 64733 0132126)

Status: Certified
Saved by: ExED Data Management
Date: 6/25/2025 1:09 PM**2024–25 Title II, Part A Fiscal Year Expenditure Report, 12 Months**

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2024 through June 30, 2025.

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

2024–25 Title II, Part A allocation	\$11,185
Transferred–in amount	\$0
Transferred–out amount	\$0
2024–25 Total allocation	\$11,185

Professional Development Expenditures

Professional development for teachers	\$2,085
Professional development for administrators	\$0
Consulting/Professional services	\$0
Induction programs	\$9,100
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$0

Personnel and Other Authorized Activities

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

Program Expenditures

Direct administrative costs	\$0
Indirect costs	\$0
Equitable services for nonprofit private schools	\$0
Total expenditures	\$11,185
2024–25 Unspent funds	\$0

*****Warning*****

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Report Date:6/25/2025

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California Department of Education**Consolidated Application**

Bert Corona Charter High (19 64733 0132126)

Status: Certified
Saved by: ExED Data Management
Date: 6/25/2025 1:09 PM**2024–25 Homeless Education Policy, Requirements, and Implementation**

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

CDE Program Contact:

Karina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692
Deborah Avalos, Integrated Student Support and Programs Office, DAvalos@cde.ca.gov, 916-319-0599

Homeless Education Certification

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

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

Homeless Liaison Contact Information

Homeless liaison first name	Ruben
Homeless liaison last name	Duenas
Homeless liaison title	Executive Administrator
Homeless liaison email address (Format: abc@xyz.zyx)	rduenas@ypics.org
Homeless liaison telephone number (Format: 999-999-9999)	818-270-1340
Homeless liaison telephone extension	
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	0.05

Homeless Liaison Training Information*****Warning*****

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California Department of Education**Consolidated Application**

Bert Corona Charter High (19 64733 0132126)

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CDE Program Contact:

Karina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692
Deborah Avalos, Integrated Student Support and Programs Office, DAvalos@cde.ca.gov, 916-319-0599

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

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment	
Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	06/24/2024
Does the LEA meet the above federal requirements	Yes
Compliance comment	
Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

Housing Questionnaire Identifying Homeless Children

Does your LEA use a housing questionnaire to assist with the identification of homeless children and youth	Yes
Does the housing questionnaire include best practices, rights, and protections afforded to homeless children and youth	Yes
Is the housing questionnaire made available in paper form	Yes
Did your LEA administer the housing questionnaire to all student body during the school year	Yes

Title I, Part A Homeless Expenditures

2024–25 Title I, Part A LEA allocation	\$98,192
2024–25 Title I, Part A direct or indirect services to homeless children reservation	\$101

*****Warning*****

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Report Date:6/25/2025

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Bert Corona Charter High (19 64733 0132126)

Status: Certified
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Date: 6/25/2025 1:09 PM**2024–25 Homeless Education Policy, Requirements, and Implementation**

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CDE Program Contact:Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692Deborah Avalos, Integrated Student Support and Programs Office, DAvalos@cde.ca.gov, 916-319-0599

Amount of 2024–25 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children	\$0
Homeless services provided (Maximum 500 characters)	
No expenditures or encumbrances comment Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	Uniforms, computers, and other supplies were provided, but paid for with other funds.

*****Warning*****

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California Department of Education**Consolidated Application**

Bert Corona Charter High (19 64733 0132126)

Status: Certified
 Saved by: ExED Data Management
 Date: 6/25/2025 1:08 PM

2025–26 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca24assurance.stoc.asp>.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Yvette King-Berg
Authorized Representative's Signature	
Authorized Representative's Title	Executive Director
Authorized Representative's Signature Date	06/30/2025

*****Warning*****

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Report Date:6/25/2025

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California Department of Education**Consolidated Application**

Bert Corona Charter High (19 64733 0132126)

Status: Certified
Saved by: ExED Data Management
Date: 6/25/2025 1:09 PM**2025–26 Protected Prayer Certification**

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Yvette King-Berg
Authorized Representative's Title	Executive Director
Authorized Representative's Signature Date	06/30/2025
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

*****Warning*****

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Report Date:6/25/2025

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California Department of Education**Consolidated Application**

Bert Corona Charter High (19 64733 0132126)

Status: Certified
Saved by: ExED Data Management
Date: 6/25/2025 1:09 PM**2025–26 LCAP Federal Addendum Certification****CDE Program Contact:**Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233**Initial Application**

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	01/27/2025
Authorized Representative's Full Name	Yvette King-Berg
Authorized Representative's Title	Executive Director

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Report Date:6/25/2025

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California Department of Education**Consolidated Application**

Bert Corona Charter High (19 64733 0132126)

Status: Certified
Saved by: ExED Data Management
Date: 6/25/2025 1:09 PM**2025–26 Application for Funding****CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297**Local Governing Board Approval**

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes
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District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes
---	-----

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

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California Department of Education**Consolidated Application**

Bert Corona Charter High (19 64733 0132126)

Status: Certified
Saved by: ExED Data Management
Date: 6/25/2025 1:09 PM**2025–26 Title III English Learner Student Program Subgrant Budget**

The purpose of this data collection form is to provide a proposed budget for English learner (EL) Student Program Subgrant funds only per the Title III English Learner Students Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Annie Abreu Park, Language Policy and Leadership Office, AAbreuPark@cde.ca.gov, 916-319-9620
Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Estimated Allocation Calculation

Estimated English learner per student allocation	\$125.64
Estimated English learner student count	60
Estimated English learner student program allocation	\$7,538

Note: \$10,000 minimum program eligibility criteria

If the local educational agency's estimated English learner student program allocation is less than \$10,000, then it does not meet the minimum program eligibility criteria for direct funding status and requires further action. To receive instructions regarding the consortium application process, please go to the California Department of Education Title III EL Student Program Consortium Details web page located at <https://www.cde.ca.gov/sp/ml/elconsortium.asp>.

Budget

Professional development activities	\$7,538
Program and other authorized activities	\$0
English Proficiency and Academic Achievement	\$0
Parent, family, and community engagement	\$0
Direct administrative costs (Amount cannot exceed 2% of the estimated English learner student program allocation)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$0
Total budget	\$7,538

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Report Date:6/25/2025

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Bert Corona Charter High (19 64733 0132126)

Status: Certified
Saved by: ExED Data Management
Date: 6/25/2025 1:09 PM**2025–26 Substitute System for Time Accounting**

This certification may be used by auditors and by California Department of Education (CDE) oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the CDE web site at <https://www.cde.ca.gov/fg/ac/sa/>.

2025–26 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

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Report Date:6/25/2025

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Coversheet

Approval of FY25/26 EPA Spending Plans for BCCS, MORCS, and BCCHS

Section:	V. Items Scheduled For Action
Item:	F. Approval of FY25/26 EPA Spending Plans for BCCS, MORCS, and BCCHS
Purpose:	Vote
Submitted by:	
Related Material:	FY25-26 EPA Spending Plan BCCS.pdf FY25-26 EPA Spending Plan MORCS.pdf FY25-26 EPA Spending Plan BCCHS.pdf



YPI Charter Schools, Inc

FY 2025-26 Education Protection Account Spending Plan

California created the Education Protection Account (EPA) in November 2012 after the passage of Proposition 30, *The Schools and Local Public Safety Protection Act of 2012*. Proposition 30 temporarily increased the personal income tax rates for upper-income taxpayers and the sales tax rate for all taxpayers. The .25 sales tax increase expired in 2016. The income tax increase was set to expire in 2018 but was extended by voters through 2030 via Proposition 55 in November 2016.

Revenue generated from the increased taxes is deposited into the EPA and distributed to districts and charter schools every quarter.

While funds from the EPA are part of a district's or charter school's general-purpose funding, Proposition 30 specifies that EPA funds may not be used for administrative salaries or benefits or any other administrative costs. **Governing boards must annually determine the use of EPA funds at an open public meeting.**

Proposition 30 also requires all districts, counties, and charter schools to report on their websites an accounting of how much money was received from the EPA and how that money was spent.

For schools open before FY13/14, EPA funds are estimated to roughly equal 45% of a school's FY12/13 funding rate multiplied by the current year Average Daily Attendance.

For Bert Corona Charter, this equates to \$561,723.

Funds will be used to support teacher salaries and benefits.



YPI Charter Schools, Inc

FY 2025-26 Education Protection Account Spending Plan

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For schools open before FY13/14, EPA funds are estimated to roughly equal 45% of a school's FY12/13 funding rate multiplied by the current year Average Daily Attendance.

For Monsenor Oscar Romero Charter, this equates to \$481,313.

Funds will be used to support teacher salaries and benefits.



YPI Charter Schools, Inc

FY 2025-26 Education Protection Account Spending Plan

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For schools open before FY13/14, EPA funds are estimated to roughly equal 45% of a school's FY12/13 funding rate multiplied by the current year Average Daily Attendance.

For Bert Corona Charter High, this equates to \$43,608.

Funds will be used to support teacher salaries and benefits.

Coversheet

Approve 25-26 Staff Rosters

Section:	V. Items Scheduled For Action
Item:	G. Approve 25-26 Staff Rosters
Purpose:	Vote
Submitted by:	
Related Material:	25-26 YPICS Rosters.pdf

YPICS Learning & Support Center FY24-25 Staff Roster			
#	Last Name	First Name	Position
1	King-Berg	Yvette	Executive Director
2	Lavan	Ena	Chief Accountability Officer
3	Dueñas	Ruben	Chief Operations Officer
4	Favela-Barreras	Karina	Senior Director School Community Partnerships
5	Nutt	Vashon	Director of Special Education
6	Bradford	Ryan	Director of Technology and Integration
7	Castrellon	Susan	Coordinator of Compliance
8	Obando-Salguera	Jennifer	Coordinator of Psychological Services
9	Lee	Kimberly	School Psychologist- Counseling/Assesments
9	Paz	Amy	School Psychologist- BID
9	Open	Open	School Psychologist Intern
9	Open	Open	School Psychologist Intern
10	Gamez	Diana	Senior Director of Programs
11	Marchell	Yesenia	Coordinator of Human Resources & Accounts Payable
12	Martinez	Maria	Accounts Payable Clerk
13	Gachuzo	Elida	Student Records
14	Osorio	Jahaira	Accounts Payable/ HR Clerk
15	Ochoa	Andres	Information Technology Technician- Lead
16	Lopez	Kevin	Information Technology Technician
17	Castillo	Aaron	Information Technology Technician

Bert Corona Charter School				
		Last Name	First Name	Position
Administration	1	Myers	Kevin	Executive Administrator
	2	Rios	Daniel	Director of Operations
	3	Myers	Mariana	Coordinator of Instruction
	4	Arreola	Joseph	Coordinator of School Culture & Climate
	5	Sepulveda	Irma	Coordinator of Community Schools
	6	Meneses	Valinda	School Counselor
Teachers	7	Bravo	Nallely	5th Grade/6th Teacher - ELA/SS
	8	Dueñas	Nayeli	6th Teacher- Math/Science
	9	Contreras	Maria	7th Teacher- Math/Science
	10	Vidana	Berenice	7th Teacher- ELA/SS
	11	Marquez	Berenice	7th Teacher- ELA/SS
	12	Guidry	Trish	6th Teacher- ELA/SS
	13	Perez	Roberto	7th Teacher- Math/Science
	14	Bravo	Tristan	5th/6th Teacher- Math/Science
	15	Oliveros	Alexis	8th Teacher- Social Studies
	16	Walter	Brett	8th Teacher- ELA
	17	Luc	Christina	8th Teacher- Math
	18	Open	Open	8th Teacher- Science
	19	Preston	Sherri	6th Teacher- Resource Specialist
	20	Rodriguez	Oscar	7th Teacher- Resource Specialist
	21	Nakano	Alyxis	8th Teacher- Resource Specialist
Operations	22	Pistilli	Kim	Teacher- ELD Teacher
	23	Hoosein	Malachi	Teacher- Physical Education
	24	Kashani	Sarai	Parent Coordinator
	25	Castillo	Eileen	Program Coordinator
	26	Sanchez	Alexandra	Office Assistant
	27	Oliva	Kimberly	Office Assistant
	28	Fernandez	Carlos	Custodian
	29	Lopez	Edgardo	Custodian
	30	Arciniega	Iliana	Meal Server
SCC	31	Herrera	Leslie	Meal Program Assistant
	32	Pacheco Fuentes	Yolanda	Meal Server
	33	Sepulveda	Jose	SCC Manager
	34	Ibarra	Madison	SCC Office Assistant
CS	35	Salguero	Sandy	SCC Supervision Aide
	36	Ortega Rojas	Araceli	SCC Supervision Aide
	37	Silva	Nicholas	Expanded Learning Coordinator (ELOP)
	38	Berg	Ares	Youth Mentor
	39	Lomeli	Montserrat	Lead Tutor- Gen Ed
	40	Gutierrez	Hector	Tutor- EL

Tutors	41	Open	Open	Tutor- Special Education
	42	Open	Open	Tutor- Special Education
	43	Partida	Maria	Tutor- Special Education BII (8th grade)
	44	Rizo-Pelayo	Jose	Tutor- Special Education BII (6th grade)
	45	Rodriguez	Alyssa	Tutor- Special Education BII (7th grade)
	46	Rodriguez	Clara	Tutor- Special Education BII

Monseñor Oscar Romero Charter School FY24-25 Staff Roster

		Last Name	First Name	Position
Administration	1	Zepeda	Freddy	Executive Administrator
	2	Duran	Paul	Coordinator of Instruction
	3	Gamez	Karina	Coordinator of Operations
	4	Brown	Denyale	Coordinator of School Culture & Climate
	5	Cruz	Edwin	Coordinator of School Culture & Climate
	6	Vargas	Yesenia	Coordinator of Community Schools
	7	Dorado	Yonina	School Counselor
Teachers	8	Guzman	Omar	6th Teacher- Math/Science
	9	Guzman	Freddy	6th Teacher- Math/Science
	10	Harry	Tanya	6th Teacher- ELA/History
	11	Sihn	Christine	6th Teacher- ELA/History
	12	Vargas	Vanessa	7th Teacher- Math/Science
	13	Reddy	Swati	7th Teacher- History
	14	Menendez	Kelly	7th Teacher- ELA
	15	Shenavai	Delyla	7th Teacher- Math/Science
	16	Ortez	Jeny	8th Teacher- ELA
	17	Reiland	Sara	8th Teacher- History
	18	Catarino	Brenda	8th Teacher- Science
	19	Lee	James	8th Teacher- Math
	20	Carbajal	Reynaldo	Teacher- Physical Education
	21	Montiel Lopez	Cinthia	Teacher- Resource Specialist
	22	Ruiz Martinez	Blanca	Teacher- Resource Specialist
	23	Garcia	Richard	Teacher- ELD Teacher
	24	Rosenberg	Dave	Teacher- Media Arts
Tutors	25	Aguirre	David	Tutor - Gen Ed
	26	Carrillo Martinez	Saira	Tutor - Gen Ed
	27	Dominguez	Jessica	Tutor - SpEd
	28	Navarro	Antonieta	Tutor - SpEd BII
	29	Vazquez	Alex	Tutor- SpEd BII (8th grade)
	30	Martinez	Arnold	Tutor - SpEd BII
	31	Open	Open	Tutor - SpEd BII
SCC	32	Sanchez	Jacqueline	SCC Manager
	33	Bernardino	Fabiola	Supervision Aide- Lead
CS	34	Open	Open	Expanded Learning Coordinator (ELOP)
	35	Open	Open	Youth Mentor
Operations	36	Jimenez	Cynthia	Parent Coordinator
	37	Mejia	Kimberly	Program Coordinator
	38	Open	Open	Office Assistant
	39	Cruz	Maria	Custodian
	40	Open	Open	Meal Program Assistant
	41	Ruiz Palomino	Yanira	Meal Server

Bert Corona Charter High School				
		Last Name	First Name	Position
Administration	1	Garcia	Max	Executive Administrator
	2	Fuentes	Yolanda	Assistant Executive Administrator- SCC
	3	Soria	Christina	School Counselor
	4	Garcia	Nestor	Coordinator of Instruction
	5	Pena	Isis	Coordinator of Operations
	6	Gonzalez	Lizabet	Coordinator of School Culture & Climate
	7	Pelayo	Silverio	Coordinator of Community Schools
Teachers	8	Perez	Janette	Teacher- Resource Specialist
	9	Matias Lopez	Juan	Teacher- Resource Specialist
	10	Crispo	Carlos	Teacher- History (All)
	11	Carcamo	Patrick	Teacher- Media Arts
	12	Cowie	Stuart	Teacher- Physical Education
	13	Campos	Oscar	Teacher- Algebra I /II
	14	Ngatho	Stephen	Teacher - Math Geometry & Pre Calculus
	15	Mietz	Shawn	Teacher- English 11 & 12
	16	Edelhart	Courtenay	Teacher- English 9 & 10
	17	Open	Open	Teacher- Chemistry/Environmental Science
	18	Rothnay	Mark	Teacher- Biology
	19	Martinez	Nohemi	Teacher- Spanish
	20	Miller-Chilton	Shana	Teacher- Reading Specialist
	21	Matias Lopez	Kimberly	Tutor
	22	Amaya-Alfaro	Dailyn	Tutor
SpEd	23	Soriano	Vanessa	Tutor- SPED BII (BM)
	24	Lopez Montoya	Ebony	Tutor- SPED BII (IM)
	25	Galvan	Brianna	Tutor- SPED BII
	26	Lizarraga	Jasmine	Tutor- SPED BII (MM)
Ops	27	Galeana	Diana	Program Coordinator
	28	Rodriguez	Iliana	Office Assistant
	29	Cardenas	Maysha	Meal Program Assistant
	30	Yesca	Rosa	Meal Program Server
SCC	31	Gonzalez	Jose	Lead Supervision Aide
CS	32	Herrera	Julio	Youth Mentor
	33	Martinez	Salvador	Youth Mentor