

Monitoring Goals, Actions, and Resources for the 2024-25 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2024-25 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

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

Goal 1

Goal Description

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.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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 Monitoring Outcomes by Full-time Equivalent)	95% "Clear" Credentialed Teachers
1.2	Access to Standards–Aligned Instructional Materials (Priority 1)	100% teachers/ students with access to standards- aligned curricula (ELA,ELD, math, science, and social science) (Source: LACOE Williams Instructional Visit, August 2023)			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, and social science)
1.3	Facilities in “Good” Repair as Measured by Facility Inspection Tool (FIT) (Priority 1)	Score: 96.83% Rating: “Good” (Source: LACOE Williams Facilities Inspection November 2023)			Score: 100% Rating: “Exemplary” (Source: LACOE Williams Facilities Inspection October 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			2024 Local Indicator "Met" Implementation of State Standards	Maintain Implementation of State Standards ELA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		(Source: Local reporting for the 2022-23 CA Dashboard Local Indicators)			ELA 5, ELD 5, Math 5, NGSS 5, History 5 (Source: Local Indicator reported in June 2024)	5, ELD 5, Math 5, NGSS 5, History 5
1.5	Teacher Perception of Professional Development Impact & Support (Priority 2)	3.78 Professional Development & Support 71% Staff members responded to Youth Truth Survey (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2023-24)			3.62 Professional Development & Support 96% Staff members responded to Youth Truth Survey (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2024-25)	Participation: 95% Rating: 4
1.6	Access to and enrollment in a broad course of study (Priority 7)	100% of students have access to a broad course of study (Source: Local reporting for 2022-23 CA Dashboard Local Indicators)			2024 Local Indicator "Met" 100% of students have access to a broad course of study (Source: Local Indicator reported in June 2024)	Maintain 100% students access to a broad course of study

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
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	No	Fully Implemented	\$354,714.00	\$137,610

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	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.				
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.	No	Fully Implemented	\$1,245,650.00	\$703,541
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.	Yes	Fully Implemented	\$294,099.00	\$167,263

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
1.4	<p>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]</p>	No	Fully Implemented	\$42,891.00	\$35,585
1.5	<p>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.</p>	Yes	Fully Implemented	\$64,844.00	\$65,504
1.6	<p>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].</p>	Yes	Fully Implemented	\$63,667.00	\$42,780

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	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	<p>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.)</p>	Yes	Fully Implemented	\$195,135.00	\$95,012
1.8	<p>EL-focused Professional Development 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>	Yes	Fully Implemented	\$20,500.00	\$6,803

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	<p>Equity-focused Standards-based Instruction for English Learners Supporting the Growth of English Learners & Dually-Identified Students</p> <ul style="list-style-type: none"> • Quality implementation of the English Learner Master Plan aligned to the CA English Learner Roadmap • Implementation of strategies to support EL acquisition/mastery of the English language (speaking, listening, reading, writing) • Understanding the language needs of ELD in acquisition of academic language • Use of ELlevation platform for professional development modules, progress monitoring of students who are EL and those who have reclassified (RFEP) <p>(Title III, LEP - \$11,723)</p>				
1.9	<p>Effective Instructional Leadership/Coordinator of Instruction Support for Impactful & Effective Instruction New implementation of standards-based planning platform will be led by the Coordinator of Instruction. Continuing implementation and in-house support of RELAY's "Get Better Faster" as a common framework for coaching, observation and feedback which provides a common language and</p>	Yes	Partially Implemented	\$409,525.00	\$218,433

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	<p>understanding of instructional expectations that are rooted in equity for all students. The Executive Administrator and Coordinator of Instruction will conduct weekly classroom observations, and providing weekly on-site PD tailored to the needs of teachers and paras to facilitate higher levels of student learning; and documented visitations via online platform. The school will implement these strategies schoolwide.</p> <p>The school's regular weekly professional development for the academic year will include:</p> <ul style="list-style-type: none"> • Support to teachers on use of online planning platform for effective planning for instruction • YPICS Hallmarks: Standards-based grading, project-based learning, and service learning • Universal Design for Learning (UDL) training for administration and staff to create flexible learning learning environments and learning spaces that can accommodate individual learning differences. • Backwards Design training prioritizing the intended learning outcomes instead of topics to be covered, and most importantly facilitating student learning. • Curricular support (Stile, iReady, Thinking Nation, TCI) • Teachers requiring BTSA will be supported by an onsite mentor. 				

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	<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	<p>Effective Operations Team The Operations Team is charged with monitoring the daily functions of the school site to ensure effective processes/procedures are in place and executed in a professional manner to support a nurturing, welcoming, and safe environment for all stakeholders. As the first line of interaction for parents, the operations team will develop relationships with parents/guardians/students that increase their positive engagement with the school (e.g., enrollment process, knowledgeable source of information regarding available school resources, etc.) Additionally, the team plays a crucial role in increasing the connectedness and satisfaction of families with the school, and promoting regular student attendance. The Operations Team will execute its responsibilities for compliance adherence to fiscal policies and procedures, meal program implementation/monitoring, attendance accounting, CALPADs reporting, school safety, outreach/enrollment, and additional areas as-needed.</p>	No	Fully Implemented	\$620,175.00	\$370,292

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures

Goal 2

Goal Description

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.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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)			TBD	iReady Reading Growth Diagnostic [BOY to EOY] 70% meeting typical growth 30% meeting stretch growth
2.2	Dashboard English Language Progress Indicator (ELPI) (Priority 4)	56.9% English learners making 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 Indicator)	Maintain "Blue" or "Green" ELPI on Dashboard
2.3	Dashboard English/Language Arts Indicator (Priority 4)	2022-23 Dashboard ELA & CAASPP School "Red" -84.9 DFS 17.02% Met/Exceeded Hispanic "Red" -83.7 DFS 17.31% Met/Exceeded SED "Red" -87.4 DFS 16.37% Met/Exceeded			2024 Dashboard ELA & CAASPP School "Yellow" -68.3 DFS 24.13% Met/Exceeded LTEL "Red" -140.8 DFS 2.38% Met/Exceeded Hispanic "Yellow" - 68.8 DFS	Dashboard ELA Indicator "Yellow"

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		EL "Red" -133.7 DFS 0.92% Met/Exceeded SWD "Orange" -143.1 DFS 2.54% Met/Exceeded			24.25% Met/Exceeded SED "Orange" -71.2 DFS 23.94% Met/Exceeded EL "Orange" -108.9 DFS 3.75% Met/Exceeded 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

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
2.1	ELA/ELD Co-planning for Instruction & Assessment Teachers will engage in the standards-based instructional co-planning process with considerations for both whole class and student groups with specific needs (e.g., English learners, Students with Disabilities, dually identified, RFEPs in ongoing monitoring period) 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. Resource Teachers will consult with the ELD and ELA teachers to provide additional support as these students continue to develop math skills	Yes	Fully Implemented	\$0.00	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	<p>along with their language skills in all domains (e.g., reading, writing, speaking, and listening). For those who have reclassified, they will be progressed monitored using academic marks and state-verified assessment data platform to ensure on-going progress. Teachers will consider the necessary adjustments needed for Students with Disabilities who are also English Learners or have reclassified through the alternative process for students with IEPs.</p>				
2.2	<p>Accelerations for Language Arts (Tiers 2 & 3) Based on results from iReady Reading Diagnostic, students will receive placement in an iReady ELA Personalized Pathway. Teachers will monitor each student's pathway in the platform for progress on foundational skills and standards ensuring that students complete two independent lessons per week. This monitoring of individual student pathway progress is crucial to see growth, and to inform teachers core instructional planning. This will also serve as an identifier for groupings afterschool tutoring. During the school day, flexible program support classes will be provided for students who have been identified as requiring focused standards-based support.</p>	Yes	Fully Implemented	\$7,000.00	\$7,000
2.3	<p>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</p>	No	Fully Implemented	\$95,025.00	\$67,060

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	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.				
2.4	<p>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).</p>	No	Fully Implemented	\$1,000.00	\$2,008
2.5	<p>Critical Thinking & Writing Skills Development for Social Science All grade-levels will use Thinking Nation as a supplemental instructional platform to provide</p>	Yes	Fully Implemented	\$0.00	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	<p>rigorous social science writing content. Students in grades 5-8 will have access to the curriculum which prioritizes disciplinary thinking skills such as curated research papers focusing on causation, comparison, contextualization, continuity and change, and historical significance. Consistent use of the platform for social studies instruction will provide continuity and increasing rigor for students as they progress to the next grade level.</p>				

Goal 3

Goal Description

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.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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)			TBD	2023-24 iReady Mathematics Growth Diagnostic [BOY to EOY] 70% meeting typical growth 30% meeting stretch growth
3.2	Dashboard Mathematics Indicator (Priority 4)	2023 Dashboard Mathematics & CAASPP School "Red" -134.8 DFS 10.74% Met/Exceeded Hispanic "Red" -134.6 DFS 10.8% Met/Exceeded SED "Red" -136.4 DFS 10.56% Met/Exceeded EL "Red" -182.8 DFS 0% Met/Exceeded SWD "Red" -182.8 DFS 10.56% Met/Exceeded			2024 Dashboard Mathematics & CAASPP School "Red" -135 DFS 8.13% Met/Exceeded LTEL "Red" -197 DFS 0% Met/Exceeded Hispanic "Red" -134.6 DFS 8.09% Met/Exceeded SED "Red" -139 DFS 7.87% Met/Exceeded EL "Orange" -170.6 DFS 0% Met/Exceeded SWD "Red" -203.3 DFS 1.37% Met/Exceeded	Dashboard Mathematics Indicator "Yellow"

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.3	California Science Test (Priority 4)	2023 CAST - Met/Exceeded 12.28% All Students 13.08% Hispanic 0% SWD 9.28% SED 0% EL			2024 CAST Met/Exceeded & DFS 10.26% All Students (-26.9 DFS) 9.73% Hispanic (-27.1 DFS) 0% SWD (-39.4 DFS) 9.61% SED (-27 DFS) 0% EL (-35.7 DFS) 0% LTEL (-36.9 DFS)	CAST 30% meet/exceed

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
3.1	<p>Mathematics Co-planning for Instruction & Assessment</p> <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. 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. All teachers will incorporate SBAC assessment formatted questions to increase students' understanding of state assessments (e.g.,</p>	No	Fully Implemented	\$0.00	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	Equations, Interaction [Match, Table, Grid], Grid, Multi-selection, Multiple Choice, Short Answer).				
3.2	<p>Accelerations for Mathematics (Tiers 2 & 3) 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. 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>	Yes	Fully Implemented	0.00	\$0.00
3.3	<p>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.</p>	Yes	Fully Implemented	0.00	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures

Goal 4

Goal Description

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.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	Student Attendance Rates (Priority 5)	93% Attendance Rate 321.84 ADA through Month 8 (Source: BCCS Financial Analysis Report, May 20, 2024)			TBD	95% Attendance Rate
4.2	Dashboard Chronic Absenteeism Indicator (Priority 5)	2023 Dashboard Chronic Absenteeism Indicator 30.3% All Students "Red" 28.8% Hispanic "Red" 30% SED "Red" 26.7% English learners "Red" 31% SWD "Red"			2024 Dashboard Chronic Absenteeism Indicator 23.9% All Students "Yellow" 23.2% Hispanic "Yellow" 24.8% SED "Yellow" 26.6% English learners "Red" 29.8% LTEL "Red" 24.4% SWD "Orange" 31% SED	Decrease Chronic absenteeism to <10%
4.3	Dashboard Suspension Rate Indicator (Priority 6)	2023 Dashboard Suspension Rate Indicator "Orange" 3.3% All Students 2.4% SWD "Green"			2024 Dashboard Suspension Rate Indicator "Orange" 5.2% All Students 3.6% SWD "Orange"	Dashboard Suspension Indicator "Green" or better; all student groups under 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		5% English learners "Orange" 0.7% Hispanic "Green" 3.2% SED "Yellow"			7.4% English learners "Orange" 7% LTEL "Yellow" % Hispanic "Orange" 5.3% SED "Orange"	
4.4	Expulsion Rate (Priority 6)	2023 Expulsion Rate 0.3% All Students (Source: Ed-Data, https://www.ed-data.org/school/Los-Angeles/Los-Angeles-Unified/Bert-Corona-Charter)			2024 Expulsion Rate 0% All Students (Source: Ed-Data, https://www.ed-data.org/ShareData/Html/120764)	Maintain expulsion rate <1%
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%
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			3.4 Engagement 3.39 Relationships 3.48 Culture 3.45 Belonging 100% Students responded to Youth Truth Survey* (Source: Avg. Ratings on scale of "1 Strongly	Participation: 95% Rating/area: 4.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Agree" Youth Truth Survey administered for 2023-24)			Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2024-25)	
4.7	Parent Satisfaction, Safety & Decision-Making (Priority 3)	4.01 Engagement 4.29 Communication/ Feedback 4.06 Safety 37% Families responded to Youth Truth Survey* (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2023-24)			4.19 Engagement 4.5 Communication/ Feedback 4.29 Safety 78% Families responded to Youth Truth Survey* (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2024-25)	Participation: 95% Rating/area: 4.5
4.8	Parent Survey Participation in Programs for Unduplicated Pupils (Priority 3)	4.36 Relationships 4.17 Culture 4.29 Resources 4.28 Diversity, Equity & Inclusion 37% Families responded to Youth Truth Survey (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2023-24)			4.47 Relationships 4.37 Culture 4.43 Resources 4.18 Diversity, Equity & Inclusion 78% Families responded to Youth Truth Survey (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2024-25)	Participation: 95% Rating/area: 4.5
4.9	Teacher Perception of Safety & Positive Culture (Priority 3)	3.66 Positive Culture 3.86 Positive Relationships 3.98 Engagement 3.44 Safety			3.72 Positive Culture 3.95 Positive Relationships 4.0 Engagement 3.8 Safety	Participation: 95% Rating/area: 4.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		71% 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)			96% Staff responded to Youth Truth Survey (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2024-25)	

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
4.1	<p>Parent Engagement Activities & Increasing Parent Capacity for Decision-Making The Executive Administrative and leadership team will ensure there are monthly activities for meaningful engagement of parents/guardians.</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 	Yes	Fully Implemented	\$68,851.00	\$48,479

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	<p>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 				

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	<p>house, Fall and Spring parent conferences, Youth Truth Survey).</p> <ul style="list-style-type: none"> Parent Coordinator serves as the bridge between home and school 				
4.2	<p>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.</p>	No	Not Implementing	\$2,000.00	\$0.00
4.3	<p>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.</p>	Yes	Fully Implemented	\$3,500.00	\$3,444

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
4.4	<p>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.</p>	No	Fully Implemented	\$1,200.00	\$1,556
4.5	<p>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.</p>	Yes	Partially Implemented	\$0.00	\$0.00
4.6	<p>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</p>	Yes	Fully Implemented	\$390,138.00	\$293,942

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	increase student belonging and connection to school. (Title I - \$118,440, Title IV, SSAE - \$10,017)				

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	4,515,190	4,572,006
LCFF Supplemental/Concentration Grants	1,231,929	1,251,837