Youth Policy Institute Charter Schools (YPICS)

YPICS Regular Board Meeting

Date and Time

Monday June 29, 2026 at 6:30 PM PDT

Location

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

The Public may also access the live stream of the meeting at any of the four (4) YPICS locations or via the Zoo m link below: https://us06web.zoom.us/j/81369704903

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

Bert Corona Charter School
9400 Remick Avenue Pacoima, CA 91331

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

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

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

Board members will be calling in from:
1728 S. Vermont Ave, Los Angeles CA 90006

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**6:30 PM**
	Opening Items			
A.	Record Attendance and Guests		Yesenia Zubia	
B.	Call the Meeting to Order		Mary Keipp	
C.	Additions/Corrections to Agenda		Mary Keipp	1 m
D.	Approval of June 8, 2026 Regular Board Meeting Minutes	Approve Minutes	Mary Keipp	1 m
II.	**Communications**			**6:32 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")

		Purpose	Presenter	Time

is to conduct the affairs of the Charter Schools in public. Your participation assures us of continuing community interest in our Charter Schools. To assist you in the case of speaking/participating in our meetings, the following guidelines are provided:

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

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

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

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

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

III. Items Scheduled for Information — 6:32 PM

A.	Board Committee Updates	FYI	Committee Chairs	5 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 will be presented by Committee Chair, Dean Cho

		Purpose	Presenter	Time
B.	Bert Corona Charter School Executive Administrator's Report	FYI	Kevin Myers	2 m
C.	Monseñor Oscar Romero Charter School Executive Administrator's Report	FYI	Freddy Zepeda	2 m

IV. Consent Agenda Items — 6:41 PM

A. Background — Vote

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 Homeless Education Polices for BCCS, MORCS and BCCHS.
2. Recommendation to approve the CharterSafe Insurance proposal for FY26-27.
3. Recommendation to approve the YPICS 26-27 Staff Rosters.
4. Recommendation to review the YPICS Anti-Nepotism Policy.

V. Items Scheduled For Action — 6:42 PM

A. FY 25-26 YPICS May Financials — Vote — Irina Castillo — 5 m

This is a recommendation to approve the YPICS May 2026 financials and check registers as submitted.

B. 26-27 YPICS Local Control Accountability Plans (LCAPS) — Vote — Yvette King-Berg — 3 m

This is a recommendation to approve the FY 26-27 LCAPS for Bert Corona Charter School, Monsenor Oscar Romero Charter School and Bert Corona Charter High School.

		Purpose	Presenter	Time
C.	FY 26-27 YPICS Consolidated Application for Funding	Vote	Irina Castillo	3 m

This is a recommendation to approve the FY26-27 Consolidated Applications for Bert Corona Charter School, Monsenor Oscar Romero Charter School and Bert Corona Charter High School.

D.	FY 26-27 YPICS EPA Spending Plan	Vote	Irina Castillo	3 m

This is a recommendation to approve the FY 26-27 YPICS EPA Spending Plans for Bert Corona Charter School, Monsenor Oscar Romero Charter Schools and Bert Corona Charter High School.

E.	YPICS Teacher/Counselor Salary Table and FY 26-27 Work Calendar	Vote	Yvette King-Berg	3 m

This is a recommendation to approve an updated teacher/counselor salary table with a table increase of 3.30% and approve an updated FY 26-27 work calendar for teachers/counselors to 192 working days.

F.	FY 26-27 YPICS Local Indicators	Vote	Yvette King-Berg	3 m

This is a recommendation to approve the Local Indicators for Bert Corona Charter School, Monsenor Oscar Romero Charter School and Bert Corona Charter High School.

G.	FY26-27 YPICS Budget	Vote	Yvette King-Berg	3 m

This is a recommendation to approve the proposed FY26-27 YPICS budget.

H.	FY25-26 LAUSD Oversight Visits	Vote	Yvette King-Berg	3 m

This is recommendation to receive and file the FY25-26 LAUSD Oversight reports for Bert Corona Charter School, Monsenor Oscar Romero Charter School and Bert Corona Charter High School.

I.	Banc of California Certificate of Deposit	Vote	Yvette King-Berg	3 m

This is a recommendation to renew the certificate of deposit (CD) maturing on July 15, 2026.

J.	CalSTRS Requirements - Updated YPICS Bylaws, Articles of Incorporation, and Form 0765	Vote	Yvette King-Berg	3 m

This is a recommendation to approve the updated YPICS Bylaws, Articles of Incorporation, and authorize the execution of Form 0765 per CalSTRS requirements.

		Purpose	Presenter	Time
K.	SB 760: YPICS All-Gender Restroom Policy	Vote	Yvette King-Berg	3 m

This is a recommendation to approve the YPICS board policy: All-Gender Restrooms, in accordance with California Senate Bill 760 and Education Code mandates.

L.	Board Resolution 2026-0629-03: Bert Corona Charter Renewal Petition	Vote	Yvette King-Berg	5 m

This is recommendation to approve Board Resoultion No. 2026-0629-03 Resolution to approve and submit the charter renewal petition for Bert Corona Charter Middle School to the Los Angeles Unified School District.

M.	Larson Communications Contract Extention	Vote	Yvette King-Berg	3 m

This is a recommendation to approve a six-month contract extension from July 1, 2026 through December 30, 2026 for Larson Communications marketing services to support YPICS enrollment and outreach efforts.

N.	YPICS California Community Schools Partnership Program Implementation Plans	Vote	Yvette King-Berg	3 m

This is a recommendation to approve the California Community Schools Partnership Program Implementation Plans for Bert Corona Charter School, Monsenor Oscar Romero Charter School and Bert Corona Charter High School.

O.	YPICS After School Services - Think Together	Vote	Yvette King-Berg	3 m

This is a recommendation to approve the YPICS after school services Think Together MOU.

VI. Announcements — 7:31 PM

A.	Next Board Meeting	FYI	Yvette King-Berg	1 m

The next YPICS Regular Board Meeting is scheduled for Monday, August 24, 2026.

VII. Closing Items — 7:32 PM

A.	Adjourn Meeting	Vote	Mary Keipp

Coversheet

Approval of June 8, 2026 Regular Board Meeting Minutes

Section:	I. Opening Items
Item:	D. Approval of June 8, 2026 Regular Board Meeting Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for YPICS Regular Board Meeting on June 8, 2026

APPROVED

Youth Policy Institute Charter Schools (YPICS)

Minutes

YPICS Regular Board Meeting

Date and Time
Monday June 8, 2026 at 6:00 PM

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

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Board members will be calling in from:
1728 S. Vermont Ave, Los Angeles CA 90006

Trustees Present
D. Cho, M. Green, M. Keipp

Trustees Absent
C. Lopez, S. Mendoza

Guests Present
F. Zepeda, I. Castillo, J. Osorio, K. Myers, M. Garcia, R. Bradford, R. Duenas, Vanessa Vargas, Teacher (remote), Y. King-Berg, Y. Zubia (remote)

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

M. Keipp called a meeting of the board of trustees of Youth Policy Institute Charter Schools (YPICS) to order on Monday Jun 8, 2026 at 6:12 PM.

C. Additions/Corrections to Agenda

There were no additions or corrections to the agenda.

D. Approval of May 18, 2026 Regular Board Meeting Minutes

M. Green made a motion to approve the minutes from YPICS Regular Board Meeting on 05-18-26.
D. Cho seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call	
D. Cho	Aye
S. Mendoza	Absent
M. Green	Aye
C. Lopez	Absent
M. Keipp	Aye

II. Communications

A. Presentations from the Public

YPICS teacher, Vanessa Vargas presented to the Board of Directors on agenda item: Section V, Sub Section E. 2026-2027 YPICS Salary tables in favor of salary increases for teachers. The Board directed administration to follow up with the teachers to address concerns. presented.

III. Items Scheduled for Information

A. Board Committee Updates

The committee chairs did not have updates to report out.

B. YPICS Executive Director Report

The 25-26 audit has begun and the school operations teams have submitted all requested items ahead of schedule.

C. YPICS Budget Presentation

The budget was presented and covered revenue and expense expectations based on the Governor's May Revise. The budgets will be brought to the Board for approval on June 29, 2026.

IV. Consent Agenda Items

A. Background

B. Consent Items

M. Green made a motion to approve the consent agenda items.
D. Cho seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

V. Items Scheduled For Action

A. Updated Bert Corona Charter School and Monseñor Oscar Romero Charter School ELO-P Plans

D. Cho made a motion to approve the updated ELO-P plans for Monsenor Oscar Romero Charter School and Bert Corona Charter School.
M. Green seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

M. Green	Aye
M. Keipp	Aye
S. Mendoza	Absent

Roll Call

C. Lopez	Absent
D. Cho	Aye

B. Bert Corona Charter and Monsenor Oscar Romero School Cost Sharing and Allocation Agreement for Chromebooks

M. Green made a motion to approve the Bert Corona Charter School and Monsenor Oscar Romero Charter School cost sharing and allocation agreement for Chromebooks.
D. Cho seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

M. Keipp	Aye
D. Cho	Aye
S. Mendoza	Absent
C. Lopez	Absent

C. Approve One Year Extension of the Meal Program Contract for 26-27 School Year

M. Green made a motion to approve a one-year extension to the meal program contract for the 26-27 school year.
D. Cho seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

D. Approve YPICS Extreme Weather Policy and Procedures

D. Cho made a motion to approve the YPICS Extreme Weather Policy and Procedures.
M. Green seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

E. 2026-2027 YPICS Salary Tables

M. Green made a motion to approve the proposed 26-27 salary tables pursuant to the current budget and governor's budget.

D. Cho seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

F. Closure of US Bank and Chase Bank Parent-Student Accounts and Depositing Funds to Banc of CA Operating Account

M. Green made a motion to approve moving parent and student funds into the YPICS Banc of California operating account and closing out the US Bank and Chase Bank accounts.
D. Cho seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

VI. Announcements

A. Next Board Meeting

The next board meeting will be Monday, June 29, 2026 at the YPICS Learning and Support Center.

B. LCAP Public Hearing

The LCAP hearing will take place on Monday, June 29, 2026 at 6:00 PM. The hearing will take place at the YPICS Learning and Support Center.

VII. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:55 PM.

Respectfully Submitted,
Y. Zubia

Coversheet

Bert Corona Charter School Executive Administrator's Report

Section: III. Items Scheduled for Information
Item: B. Bert Corona Charter School Executive Administrator's Report
Purpose: FYI
Submitted by:
Related Material: 25-26 BCCS EA BoD Report (June 26).pdf

BERT CORONA CHARTER SCHOOL

Board Report
Dr. Kevin Myers, Executive Administrator
May 18, 2026

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

Instruction & Performance Data

This year, we were able to get all of our CAASPP scores in before our final board meeting, so I am happy to share our growth with the board this month.

Schoolwide Data:

Schoolwide	ELA		Math		Science	
	#	%	#	%	#	%
4	23	6.87%	16	4.73%	3	2.65%
3	91	27.16%	30	8.88%	11	9.73%
2	98	29.25%	87	25.74%	75	66.37%
1	123	36.72%	205	60.65%	24	21.24%
	335		338		113	

BERT CORONA CHARTER SCHOOL

Grade Level Breakdown:

5th Grade	ELA		Math		Science	
	#	%	#	%	#	%
4	0	0.00%	0	0.00%	0	0.00%
3	0	0.00%	1	16.67%	0	0.00%
2	2	33.33%	1	16.67%	4	66.67%
1	4	66.67%	4	66.67%	2	33.33%
	6		6		6	

6th Grade	ELA		Math	
	#	%	#	%
4	9	7.96%	6	5.31%
3	27	23.89%	12	10.62%
2	29	25.66%	35	30.97%
1	48	42.48%	60	53.10%
	113		113	

7th Grade	ELA		Math	
	#	%	#	%
4	5	4.46%	4	3.57%
3	28	25.00%	8	7.14%
2	40	35.71%	28	25.00%
1	39	34.82%	72	64.29%
	112		112	

8th Grade	ELA		Math		Science	
	#	%	#	%	#	%
4	12	11.21%	6	5.61%	3	2.80%
3	36	33.64%	9	8.41%	11	10.28%
2	27	25.23%	23	21.50%	71	66.36%
1	32	29.91%	69	64.49%	22	20.56%
	107		107		107	

BERT CORONA CHARTER SCHOOL

SPED and EL Breakdown

Schoolwide EL	ELA		Math	
	#	%	#	%
4	0	0.00%	0	0.00%
3	5	9.09%	1	1.82%
2	9	16.36%	6	10.91%
1	41	74.55%	48	87.27%
	55		55	

Schoolwide SPED	ELA		Math	
	#	%	#	%
4	1	1.28%	1	1.28%
3	7	8.97%	1	1.28%
2	16	20.51%	11	14.10%
1	54	69.23%	65	83.33%
	78		78	

ELPAC Performance

ELPAC Performance Level Counts					
Perf. Level	5th Grade	6th Grade	7th Grade	8th Grade	Total
4	0	10	7	3	20
3	2	8	6	6	22
2	0	5	7	1	13
1	0	0	0	1	1
	2	23	20	11	56

Growth Over Time

ELA			
	Met/Exceeded	Nearly Met	Not Met
2023	17.02%	27.55%	55.42%
2024	24.13%	27.62%	48.26%
2025	28.06%	29.25%	42.69%
2026	34.62%	28.79%	36.53%

Math			
	Met/Exceeded	Nearly Met	Not Met
2023	10.74%	14.11%	75.15%
2024	8.13%	20.64%	71.22%
2025	10.35%	19.82%	69.82%
2026	13.61%	25.74%	60.65%

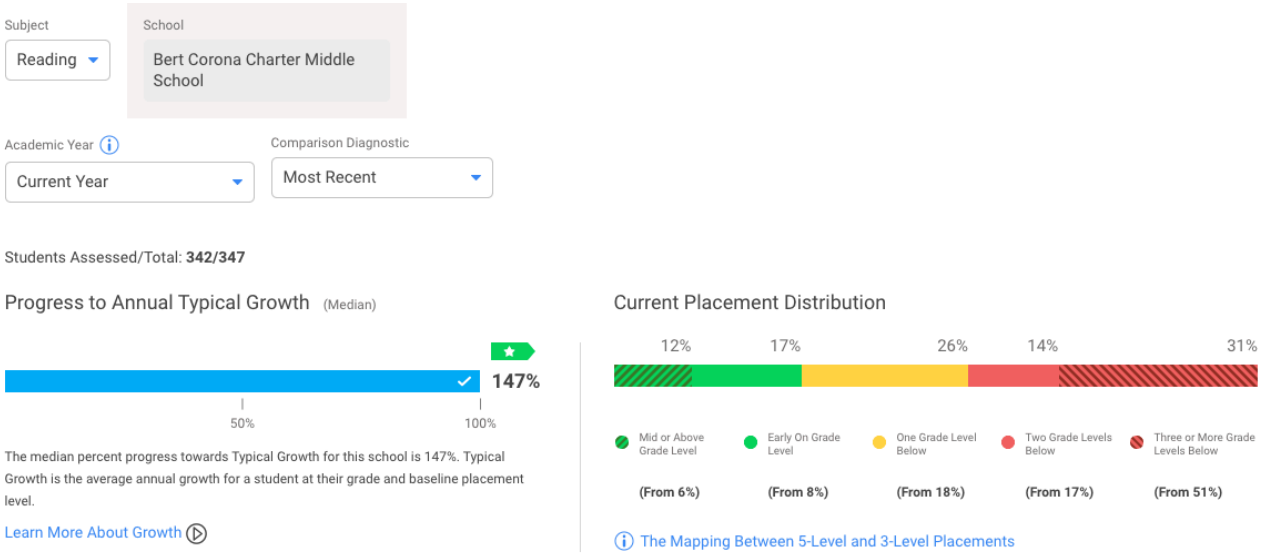
BERT CORONA CHARTER SCHOOL

The following was provided in May, but I am including it again just to provide easy access as a comparison to our CAASPP Scores (above).

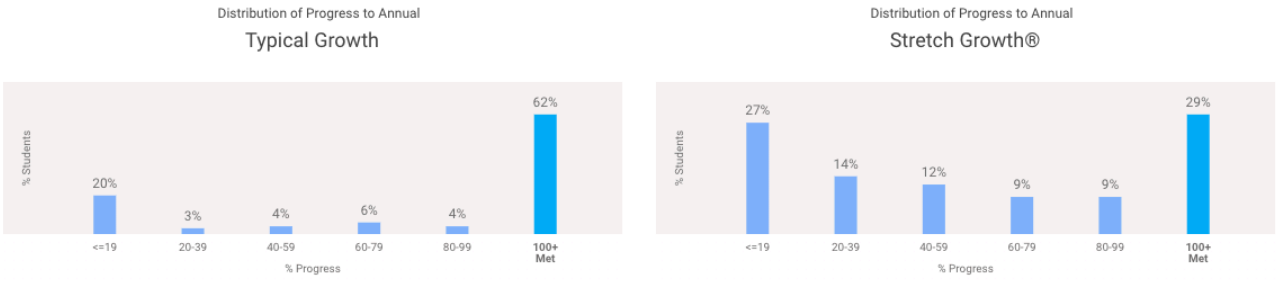
READING- IREADY

In reading, we achieved 147% typical growth median, with 62% of students meeting their typical growth. While we performed well across the school, our 7th graders stood out with 197% typical growth and 68% of students meeting their typical. Moreover, our other student groups, including students with disabilities, English Learners, and socioeconomically disadvantaged, all performed well; English Learners even outpaced the growth of the general population!

Overall Performance and Growth (Reading)



Typical and Stretch Growth (Reading)



Grade Level Comparison (Reading)

BERT CORONA CHARTER SCHOOL

Choose to Show Results By: Grade

+ Add secondary demographic to show results by

Showing 4 of 4

Grade	Annual Typical Growth Progress (Median)	Annual Typical Growth % Met	Annual Stretch Growth® Progress (Median)	Annual Stretch Growth® % Met	% Students with Improved Placement	Students Assessed/Total
Grade 5	84%	50%	36%	17%	50%	6/6
Grade 6	157%	70%	62%	35%	67%	115/115
Grade 7	197%	68%	71%	30%	71%	112/115
Grade 8	83%	50%	28%	21%	45%	109/111

English Learner Growth (Reading)

Choose to Show Results By: English Learner

+ Add secondary demographic to show results by

Showing 3 of 3

All	Annual Typical Growth Progress (Median)	Annual Typical Growth % Met	Annual Stretch Growth® Progress (Median)	Annual Stretch Growth® % Met	% Students with Improved Placement	Students Assessed/Total
Yes - English Learner	159%	71%	60%	34%	68%	62/65
No - English Learner	144%	60%	50%	28%	59%	276/277
Not Reported	167%	75%	59%	25%	75%	4/5

Special Education Growth (Reading)

Choose to Show Results By: Special Education

+ Add secondary demographic to show results by

Showing 2 of 2

All	Annual Typical Growth Progress (Median)	Annual Typical Growth % Met	Annual Stretch Growth® Progress (Median)	Annual Stretch Growth® % Met	% Students with Improved Placement	Students Assessed/Total
Yes - Special Education	126%	59%	46%	25%	65%	81/83
Not Reported	156%	63%	52%	30%	60%	261/264

Socioeconomically Disadvantaged Growth (Reading)

BERT CORONA CHARTER SCHOOL

Choose to Show Results By: Economically Disadvant...

Add secondary demographic to show results by

Showing 2 of 2

All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Yes - Economically Disadvantaged	143%	63%	51%	29%	62%	238/241
Not Reported	156%	62%	52%	29%	60%	104/106

MATH- IREADY

For math, our school also met our goals for all student groups. As a school, we achieved 100% typical growth, and 52% of students met their typical growth. Additionally, all of our student subgroups, including English Learners, students with special needs, and socioeconomically disadvantaged students, exceeded their typical growth goals as a group. Students with special needs showed especially strong growth in math, achieving 146% typical growth!

Our 6th graders were an interesting group in terms of math performance: although they only achieved 87% of their typical growth, 24% of them ended the year at grade level (up from 9% at the beginning of the year). That is, while their typical growth median was lower, they did achieve a high level of proficiency. My hope is that this translates into higher scores on our CAASPP assessment!

Overall Performance and Growth (Math)

Subject: Math

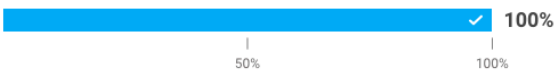
School: Bert Corona Charter Middle School

Academic Year: Current Year

Comparison Diagnostic: Most Recent

Students Assessed/Total: **343/347**

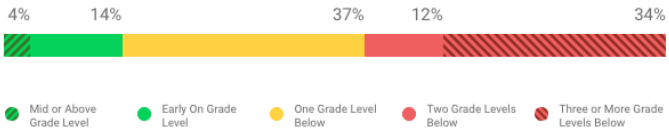
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 100%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Learn More About Growth

Current Placement Distribution

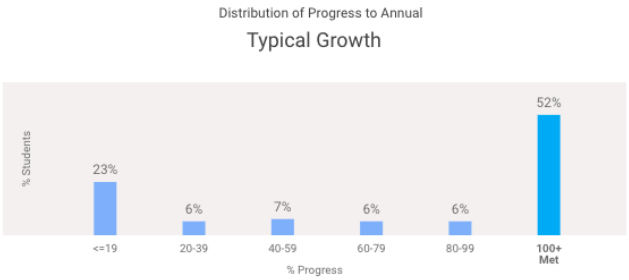


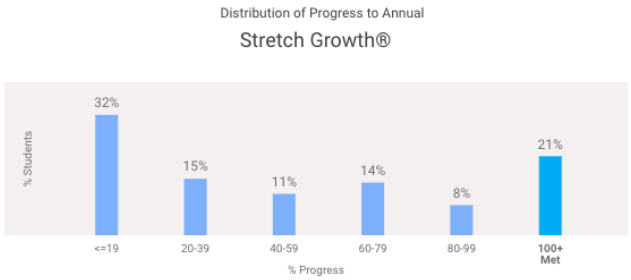
Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
(From 1%)	(From 7%)	(From 28%)	(From 16%)	(From 48%)

The Mapping Between 5-Level and 3-Level Placements

Typical and Stretch Growth (Math)

BERT CORONA CHARTER SCHOOL





Grade Level Comparison (Math)

Choose to Show Results By: Grade

Add secondary demographic to show results by

Showing 4 of 4

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	103%	50%	56%	17%	67%	6/6
Grade 6	87%	47%	46%	12%	55%	115/115
Grade 7	117%	58%	55%	26%	62%	113/115
Grade 8	100%	50%	39%	25%	56%	109/111

English Learner Growth (Math)

Choose to Show Results By: English Learner

Add secondary demographic to show results by

Showing 3 of 3

All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Yes - English Learner	104%	52%	44%	16%	65%	62/65
No - English Learner	100%	51%	46%	21%	56%	276/277
Not Reported	223%	80%	88%	40%	80%	5/5

Special Education Growth (Math)

BERT CORONA CHARTER SCHOOL

Choose to Show Results By: Special Education

Add secondary demographic to show results by

Showing 2 of 2

All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Yes - Special Education	146%	58%	61%	27%	63%	81/83
Not Reported	97%	50%	42%	19%	56%	262/264

Socioeconomically Disadvantaged Growth (Math)

Choose to Show Results By: Economically Disadvant...

Add secondary demographic to show results by

Showing 2 of 2

All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Yes - Economically Disadvantaged	104%	53%	48%	21%	60%	238/241
Not Reported	86%	49%	39%	21%	52%	105/106

Prior to the assessments, we set goals for our students and aligned growth and performance with incentives. Our students will be going on trips, getting ice cream celebrations and pizza parties. They will also have the opportunity to pie a staff member in the face if they hit their typical growth (this is always a favorite that students request as an incentive!). We are excited about celebrating with our kids and teachers!

The week of May 11th, we started our CAASPP testing. We look forward to our state assessment results being as strong as our iReady scores!

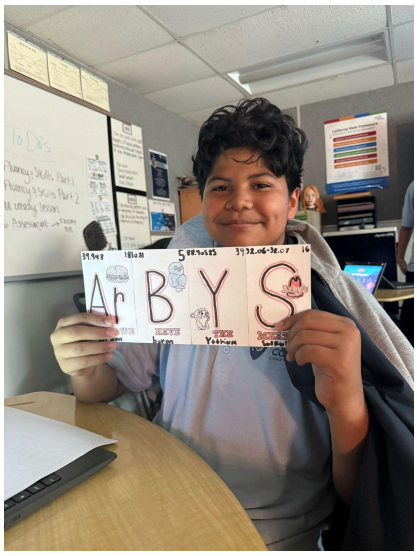
Closing Out the Year:

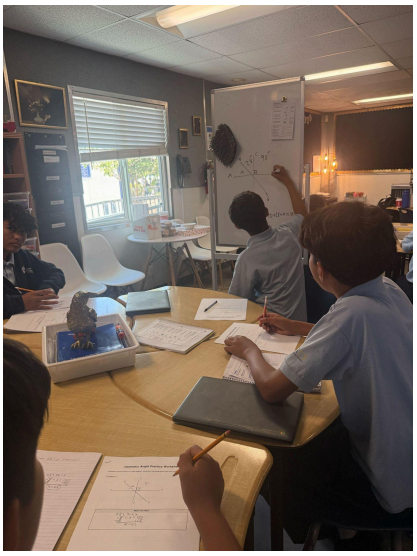
The end of the school year is always a hectic time, but we close out our year with much celebration and a plethora of success. This year, we had all but 5 of our scholars participate in our culmination ceremony, meaning 96% of our students met the academic, attendance, and behavior requirements to participate!

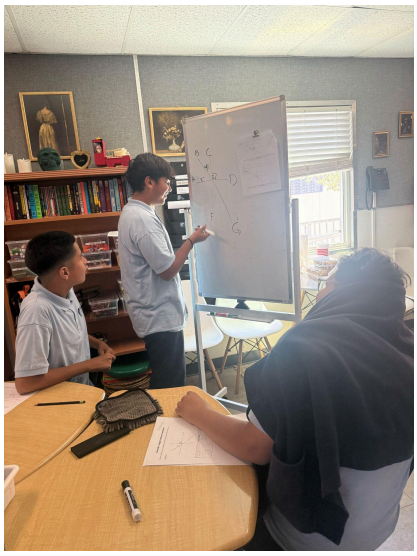
We also ended the year with a lot of celebration for our growth and recognized staff and students for the amazing outcomes this year. Check out some of our photos below!

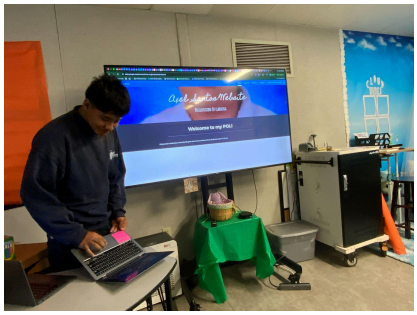
BERT CORONA CHARTER SCHOOL

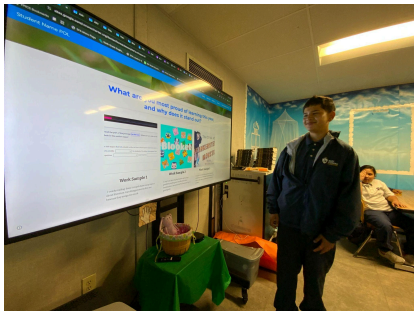
BERT CORONA CHARTER SCHOOL











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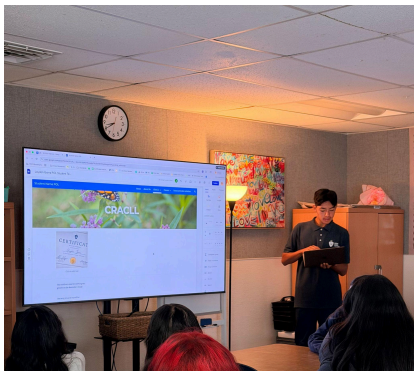

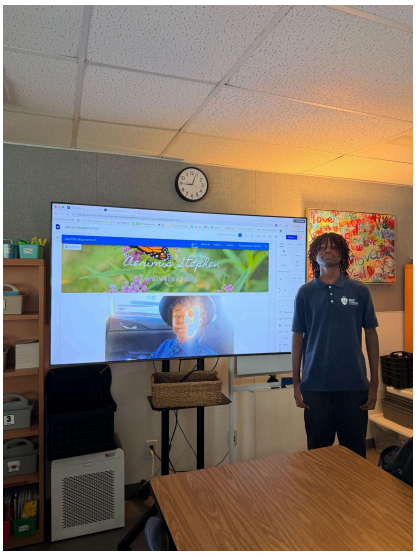

BERT
CORONA
CHARTER SCHOOL

Coversheet

Monseñor Oscar Romero Charter School Executive Administrator's Report

Section: III. Items Scheduled for Information
Item: C. Monseñor Oscar Romero Charter School Executive Administrator's Report
Purpose: FYI
Submitted by:
Related Material: 25-26 MORCS EA BoD Report June 8, 2026.pdf

MONSEÑOR OSCAR ROMERO CHARTER SCHOOL

YPICS Board Report
Freddy Zepeda, Executive Administrator

June 8, 2026

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

As the 2025–2026 school year comes to a close, MORCS continues to celebrate the accomplishments, growth, and achievements of our students and school community. This report highlights recent events, recognitions, and activities that have strengthened school culture, fostered family engagement, and provided meaningful experiences for our students both inside and outside the classroom.

MONSEÑOR OSCAR ROMERO CHARTER SCHOOL

Instruction

As we approach the end of the school year, a variety of events and activities are being held to celebrate student accomplishments and recognize the hard work, growth, and dedication demonstrated throughout the year.

The 7th Grade End-of-Year Awards Ceremony, which provided an opportunity to honor students for their outstanding achievements across academic, behavioral, and character-based categories. Families were invited to attend and joined us in celebrating the success of our students, resulting in a full house in the Multi-Purpose Room (MPR). The event fostered a strong sense of pride and community as students were recognized in front of their families, teachers, and peers.

Awards were presented in the following categories: Physical Education, Film & Media Arts, Perseverance, English Language Development (ELD), Mathematics, Reading, Science, History, Vocabulary, Growth Mindset, Most Improved, Citizenship, and Kindness. Through these recognitions, more than 25 students were celebrated for their achievements, growth, positive contributions, and commitment to excellence throughout the school year.

The ceremony highlighted the many ways students can excel and reinforced the importance of academic achievement, perseverance, character, and personal growth. Students were visibly excited and honored to receive recognition, making the event a meaningful and memorable experience for all who attended.

On Wednesday, May 27, MORCS hosted a school outreach event to welcome incoming students and families for the 2026–2027 school year. The event provided an opportunity for new families to become acquainted with our school community, meet teachers and staff, and learn more about the programs and supports available to students.

Approximately 40 families attended the event, which created a warm and welcoming environment for meaningful connections to be established before the start of the school year. Families shared positive feedback about the school and expressed appreciation for the opportunity to meet their future teachers and engage with staff members in an informal setting. These early interactions help foster trust, build strong relationships, and support a smooth transition into middle school.

In partnership with Think Together, a Kona Ice truck was secured for the event, allowing families to enjoy a refreshing treat while exploring the campus and getting to know members of the MORCS community. The added opportunity for families to gather and socialize contributed to the positive atmosphere throughout the evening.

Overall, the event was highly successful and aligned with our commitment to family engagement and relationship-building. We are optimistic that these early connections will help incoming students and families feel welcomed, supported, and excited to begin their journey at MORCS.

MONSEÑOR OSCAR ROMERO CHARTER SCHOOL

In May, our 6th grade students had the opportunity to attend the Los Angeles County Fair as part of our culture-building field trip program. For many students, this was their first time visiting the fair, making the experience especially memorable and meaningful.

Throughout the day, students explored the fairgrounds, participated in activities and games, and enjoyed a variety of fair attractions and food alongside their teachers and MORCS staff members. The trip provided students with an opportunity to build positive relationships with peers and staff while experiencing a well-known community event outside of the classroom setting.

Upon returning to campus, students enthusiastically shared stories and highlights from their day, reflecting the excitement and enjoyment they experienced throughout the trip. The field trip not only offered a fun and engaging experience but also exposed students to new opportunities and experiences that many had not previously had access to.

Overall, the Los Angeles County Fair field trip was a highly successful experience that supported our efforts to build school culture, strengthen student connections, and create lasting memories for our 6th grade students.

The MORCS Co-Ed Volleyball season recently concluded with an outstanding accomplishment as our scholar-athletes were crowned Division 1 Mid City Champions. This achievement reflects the hard work, dedication, and teamwork demonstrated by our student-athletes throughout the season.

A special thank you goes to Ms. Vargas and Ms. Emily, who invested countless hours preparing and supporting the team. Their commitment to student success both on and off the court helped create a positive and competitive athletic experience for all participants. Throughout the season, the team displayed resilience, sportsmanship, and determination, making each match an exciting event for players and spectators alike.

MORCS hosted the majority of its home games at the gym co-located at Berendo, while also traveling to compete against schools across the league. The season generated tremendous school spirit, with families, staff, and students regularly filling the gym to cheer on the team. The strong turnout and enthusiastic support showcased the pride and sense of community that athletics continue to foster at MORCS.

As the season comes to a close, our scholar-athletes will be recognized and celebrated at the annual team banquet, which will be held at Shakey’s. This event will provide an opportunity to honor the team's accomplishments, reflect on a memorable season, and celebrate the Division 1 Mid City Championship together.

We congratulate our student-athletes and coaches on an exceptional season and for representing MORCS with pride and excellence.

MONSEÑOR OSCAR ROMERO CHARTER SCHOOL

Coversheet

Consent Items

Section: IV. Consent Agenda Items
Item: B. Consent Items
Purpose: Vote
Submitted by:
Related Material:
YPICS_MORCS_Homeless_Education_Policy_update_June_2026.pdf
YPICS_BCCHS_Homeless_Education_Policy_update_June_2026.pdf
Final BCCS_Homeless_Education_Policy_update_June_2026 (3).pdf
YPI Charter Schools Inc..10097.CharterSAFEProposal2627.05-21-2026.pdf
YPI Charter Schools Inc..10097.CharterSAFEInvoice2627.pdf
26-27 YPICS Rosters.pdf
YPICS Anti-nepotism Final 2 070113.pdf

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.

Board Approved: June 29, 2022
Revised: June 26, 2023
Last Reviewed June 29, 2026

- 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 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:

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

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

Board Approved: June 29, 2022
Revised: June 26, 2023
Last Reviewed June 29, 2026

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

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

Training

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

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Last Reviewed June 29, 2026

YPI Charter Schools
Bert Corona Charter School
Homeless Education Policy

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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.

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- 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:
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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

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Enrollment

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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.

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Services

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Transportation

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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.

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 29, 2026

10097
A
SELF
P,WC

CharterSAFE
BE SAFE • FEEL SAFE

2026-2027 Membership Renewal Proposal

Prepared for Named Member:
YPI Charter Schools, Inc.

Coverage Effective:
July 01, 2026 at 12:01 AM - July 01, 2027 at 12:00 AM

California Charter Schools Joint Powers Authority
P.O. Box 969, Weimar, CA 95736
Phone: 888.901.0004
www.chartersafe.org

Issued: May 21, 2026 at 12:41 pm

DISCLOSURE: This proposal is an outline of the coverages proposed by California Charter Schools Joint Powers Authority (CCSJPA) based on the information provided by the Named Member. It does not include all of the terms, coverages, exclusions, limitation and conditions of the actual contracts. The policies themselves must be read for those details. Policy forms for your reference will be made available upon request to CCSJPA. As set forth in this document, CCSJPA DBA CharterSAFE shall be referred to as CharterSAFE.

Dear Ruben,

CharterSAFE is pleased to present your membership renewal for the 2026-2027 year. Your membership includes the following:

For a more detailed listing of our member services, please contact your primary member servicer Egan Yu at eyu@chartersafe.org.

All of CharterSAFE's coverage placements are with insurance companies that have a financial rating with A.M. Best of A- (Excellent), financial size category VII ($50M policyholder surplus minimum) or higher or are placed with a California joint powers authority in good standing.

We look forward to working with you in the 2026 -2027 year!

Thank you,

The CharterSAFE Team

10097
A
SELF
P,WC

MEMBER CONTRIBUTION SUMMARY

Named Member:

YPI Charter Schools, Inc.

Coverage Effective: July 01, 2026 at 12:01 AM - July 01, 2027 at 12:00 AM

Your CharterSAFE Insurance Program includes the following coverages:

Liability & Property Package Member Contribution — **$261,862.00**

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

Crime
Property
Student & Volunteer Accident

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

Workers' Compensation & Employer's Liability Member Contribution — **$104,675.00**

PREVENT TRAINING CREDIT — **$2,160.00**

Credit will be applied either by:
1. Payment in full - applied to your full payment due
2. Installment Plan - applied to deposit

Total Member Contribution — **$366,537.00**

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

Payment in Full - Due Upon Signing - $366,537.00
Installment Plan
- Deposit (25%) - Due Upon Signing - $91,634.00
- 9 Monthly Installments - $30,545.00

Refer to the CharterSAFE Invoice for details and instructions on payment by ACH Debits

Invoices shall become delinquent thirty (30) calendar days from installment due date. **CharterSAFE membership, including insurance coverage, is subject to cancellation for any invoice over sixty (60) days past due.**

Proposal Acceptance: Go to www.chartersafe.org and sign on to complete the Member Renewal acceptance.

1. Login to the CharterSAFE website at www.CharterSAFE.org using the Policyholder Account (the same one you used to complete the renewal application)
2. Hover over the Member Portal tab at the top of the page and click on "Member Contribution Form"
3. Checkmark one payment option and electronically sign the "Member Contribution Summary"
4. Payment is due upon signing of the proposal

By signing online, I, representing the Named Member in this proposal, acknowledge that I have read the complete proposal and agree to the terms outlined within.

DISCLOSURE: This proposal is an outline of the coverages proposed by California Charter Schools Joint Powers Authority (CCSJPA) based on the information provided by the Named Member. It does not include all of the terms, coverages, exclusions, limitation and conditions of the actual contracts. The policies themselves must be read for those details. Policy forms for your reference will be made available upon request to CCSJPA. As set forth in this document, CCSJPA DBA CharterSAFE shall be referred to as CharterSAFE.

EXPOSURES & LOCATIONS

Mailing Address

10660 White Oak Ave #B101
Granada Hills, CA 91344

Member contributions are calculated based on the exposures provided in the renewal application. The below represents the total sum of all scheduled locations as well as a breakdown by location.

Student Count	**843**
Employee Count	**132**
Annual Estimated Payroll	**$9,711,223.00**
Total Insured Value	**$28,211,678.00**
Building Value (owned or required to insure)	$25,000,000.00
Tenant Improvements	$100,000.00
Portable Value	$1,925,000.00
Content Value	$597,703.00
Electronic Data Processing (EDP) Value	$588,975.00
Number of Portables	**15**

Scheduled Locations and Breakdown of Exposures

Location ID: 19059
Bert Corona Charter High School: 12513 Gain Street

Pacoima, CA, 91331
Leased/Owned: **Leased**

Students:	**209**
Employees:	**31**
Payroll:	**2,423,914.00**
Total TIV:	**282,000.00**
Building Value:	0.00
Tenant Improvements:	0.00
Portable Value:	0.00
Content Value:	160,000.00
EDP Value:	122,000.00
# of Portables:	**4**

Location ID: 1635
Bert Corona Charter School: 9400 Remick Avenue

Pacoima, CA, 91331
Leased/Owned: **Leased**

Students:	**348**
Employees:	**46**
Payroll:	**3,435,027.00**
Total TIV:	**2,600,000.00**
Building Value:	0.00
Tenant Improvements:	100,000.00
Portable Value:	1,925,000.00
Content Value:	355,000.00
EDP Value:	220,000.00
# of Portables:	**11**

Location ID: 19060
Monseñor Oscar Romero Charter School: 2670 W 11th Street

Los Angeles, CA, 90006
Leased/Owned: **Leased**

Students:	**286**
Employees:	**35**
Payroll:	**2,865,895.00**
Total TIV:	**25,254,678.00**
Building Value:	25,000,000.00
Tenant Improvements:	0.00
Portable Value:	0.00
Content Value:	45,203.00
EDP Value:	209,475.00
# of Portables:	**0**

Location ID: 16446
YPI Charter Schools: 10660 White Oak Ave. #B101

Granada Hills, CA, 91344
Leased/Owned: **Leased**

Students:	**0**
Employees:	**20**
Payroll:	**986,387.00**
Total TIV:	**75,000.00**
Building Value:	0.00
Tenant Improvements:	0.00
Portable Value:	0.00
Content Value:	37,500.00
EDP Value:	37,500.00
# of Portables:	**0**

Vehicles

Vehicle Type	Make	Model	Year	VIN
Van	Ford	Transit F150	2019	1FMZK1YM0KKA52830
Van	Ford	Transit F150	2019	1FMZK1YM2KKA59651
Van	Ford	Transit Passenger Van	2019	1FMZK1YM1KKA70480
Van	Ford	Transit Passenger Wagoı	2019	1FMZK1YM6KKA36115
Van	Ford	Transit Passenger Wagoı	2019	1FMZK1YM3KKA85417
Van	Honda	Odyssey	2023	5FNRL6H6XPB076069
Van	Honda	Odyssey	2023	5FNRL6H70PB079121
Van	Honda	Odyssey	2026	5FNRL6H7XTB000094

CORE LIABILITY PROGRAM

Core Liability Program Coverage Limits: **$55,000,000** Per Member Aggregate

Directors & Officers, Employment Practices, and Fiduciary Liability

Directors & Officers Liability Retroactive Date: **07/01/2013**
Employment Practices Liability Retroactive Date: **07/01/2013**
Fiduciary Liability Retroactive Date: **07/01/2013**

Coverages	Limits	Deductibles
Directors & Officers and Company Liability	$5,000,000 per **claim** and Named Member aggregate	$15,000.00 per **claim**
Employment Practices Liability	$5,000,000 per **claim** and Named Member aggregate	$25,000.00 per **claim**
Fiduciary Liability	$1,000,000 per **claim** and Named Member aggregate	$0
Reporting:	Claims must be reported immediately to CharterSAFE and to not exceed sixty (60) days after policy expiration. **Coverage is provided on a claims-made basis.**	

General Liability

Coverages	Limits	Deductibles
Bodily Injury and Property Damage	$5,000,000 per occurrence and Named Member aggregate	$0 $2,500 per occurrence for bodily injury arising out of participation in a school sponsored *High-Risk Activity**
Premises Medical Payment	$10,000 per person $50,000 per occurrence	$0
Products and Completed Operations	$5,000,000 per occurrence and Named Member aggregate	$0
Fire Legal/Damage to Premises Rented Sublimit	$1,000,000 per occurrence	$0

*A list of *High-Risk Activities* is available at www.chartersafe.org or you may contact Egan Yu at eyu@chartersafe.org

Employee Benefits Liability

Coverages	Limits	Deductibles
Employee Benefits Liability	$5,000,000 per occurrence and Named Member aggregate	$0

Educator's Legal Liability

Coverages	Limits	Deductibles
Educator's Legal Liability	$5,000,000 per occurrence and Named Member aggregate	$2,500 per occurrence
Special Education Program Legal Expense Coverage - Reimbursement Sublimit	$50,000 per occurrence/ aggregate reimbursement sublimit $5,000,000 CharterSAFE Members' Combined Annual Aggregate	$7,500 per occurrence

Childhood Sexual Assault Liability

Childhood Sexual Assault Liability Retroactive Date: **07/01/2021**

Coverages	Limits	Deductibles
Childhood Sexual Assault Liability	$5,000,000 per **claim** and Named Member aggregate	$0 if training mandate* is fulfilled $125,000 if training mandate* is not fulfilled
Reporting:	Claims must be reported immediately to CharterSAFE and to not exceed sixty (60) days after policy expiration. **Coverage is provided on a claims-made basis.**	
***Training Mandate** Members must complete the CharterSAFE Mandated Reporter Training in compliance with State and Federal requirements. Should a loss occur, if all employees involved, including mandated reporters, respectively completed the CharterSAFE Mandated Reporter Training, the deductible is waived. If not all employees involved completed the CharterSAFE Mandated Reporter Training, there is a $125,000 deductible.		
CLAIM means: a CLAIM or **SUIT** arising out of **CHILDHOOD SEXUAL ASSAULT**, **CHILD ABUSE** or **NEGLECT** will be deemed first made against a **COVERED PARTY** during the **PERIOD OF COVERAGE** and reported to **CCS JPA** as required by the reporting condition shown in SECTION IV CONDITIONS.		

Investigation Coverage (NEW)

Coverages	Limits	Deductibles
Childhood Sexual Assault, Abuse or Neglect Investigation	$25,000 per Incident and $50,000 Named Member aggregate	$0 if training mandate* is fulfilled
Coverage: To pay the expense of an investigation of facts or circumstances of a reported incident that may give rise to a **CLAIM** or **SUIT** involving any actual or alleged **CHILDHOOD SEXUAL ASSAULT**, **CHILD ABUSE** or **NEGLECT** against **NAMED MEMBER**.		

Law Enforcement Activities Liability

Coverages	Limits	Deductibles
Law Enforcement Activities Liability	$5,000,000 per occurrence and Named Member aggregate	$0

Automobile

Coverages	Limits	Deductibles
Auto Liability, including autos scheduled with CharterSAFE, non-owned autos, and hired autos	$5,000,000 per occurrence and Named Member aggregate	$0
Auto Physical Damage*	$2,000,000 per occurrence and Named Member aggregate	$0 $1,000 per occurrence for Hired Auto Physical Damage
*Auto Physical Damage described herein for hired automobiles is secondary to any/all rental coverage offered by the rental company(ies). CharterSAFE strongly advises our members to purchase auto physical damage when renting vehicles.		

Excess Liability - SELF

Coverage Provided by:	Schools Excess Liability Fund (SELF)
Coverage:	Excess Liability with separate Memorandum of Coverage with separate terms, conditions, and exclusions.
Limits:	$50,000,000 per occurrence/ **claim** and member aggregate as outlined by the SELF Memorandum of Coverage. This coverage is excess of the $5M limits above to total a limit of $55M.

CharterSAFE is a single member of SELF, a not-for-profit scholastic JPA in California, for excess liability coverage. Please note that SELF is a separate entity from CharterSAFE and carries a separate Memorandum of Coverage with different terms, conditions, and exclusions. You can access SELF JPA's information at www.selfjpa.org.

Employment Practices Liability coverage within the SELF layer includes ONLY these three types: wrongful termination, discrimination, and/or sexual harassment.

CRIME

Coverages	Limits	Deductibles
Money and Securities	$1,000,000 per occurrence and Named Member aggregate	$2,500 per occurrence
Forgery or Alteration		$2,500 per occurrence
Employee Dishonesty		$5,000 per occurrence
Computer and Funds Transfer Fraud		$2,500 per occurrence

PROPERTY

Perils Include: Direct Physical Loss subject to all the terms, conditions, and exclusions established in the applicable policy(ies)

Valuation: Replacement Cost as scheduled with CharterSAFE, see "Exposures & Locations" section

Coverages	Limits	Deductibles
Property	As scheduled with CharterSAFE subject to the maximum limit of $100,000,000 per occurrence and CharterSAFE Members' Combined Annual Aggregate. See "Exposures & Locations" section for scheduled limits. Coverage will be provided to locations scheduled and appropriately valued with CharterSAFE.	$1,000 per occurrence for all other covered perils **Causes of Loss:** 1. Water Damage: $2,500 per occurrence 2. Wildfire: $10,000 per occurrence
Boiler & Machinery / Equipment Breakdown	As scheduled with CharterSAFE subject to the maximum limit of $100,000,000 per occurrence and CharterSAFE Members' Combined Annual Aggregate. See "Exposures & Locations" section for scheduled limits. Coverage will be provided to locations scheduled and appropriately valued with CharterSAFE.	$1,000 per occurrence
Business Interruption	$10,000,000 per occurrence	$1,000 per occurrence
Extra Expense	$5,000,000 per occurrence and $10,000,000 CharterSAFE Members' Combined Annual Aggregate	$1,000 per occurrence

PLEASE NOTE:

Renovation and construction projects valued over $200,000 in hard and soft costs are not covered unless specifically endorsed onto the policy. If you have a renovation/construction project valued over $200,000 in hard and soft costs, please contact your CharterSAFE Representative: Egan Yu at eyu@chartersafe.org. CharterSAFE is able to endorse builder's risk coverage for renovation projects up to $10,000,000 onto your policy. Additional member contribution would apply.

Optional Flood and/or Earthquake Coverage: If interested in obtaining a separate policy for flood and/or earthquake coverage, please contact:

Gallagher
2050 Main Street, Suite 1250
Irvine, CA 92612

Kiki Goldsmith
Client Service Executive
kiki_goldsmith@ajg.com
949-349-9842

STUDENT AND VOLUNTEER ACCIDENT

Coverages	Limits	Deductibles
Student Accident	$50,000 per injury/accident 104 Week benefit period	$2,500 per injury/accident for *High-Risk Activities**
Volunteer Accident	$25,000 per injury/accident 104 Week benefit period	$2,500 per injury/accident for *High-Risk Activities**
*A list of *High-Risk Activities* is available at www.chartersafe.org or you may contact Egan Yu at eyu@chartersafe.org		

Terms & Conditions:

- Coverage is provided on an excess basis but would become primary should the student or volunteer not have health insurance.
- Claim submission deadline: Ninety (90) days after the date of incident.

Optional Catastrophic Student Accident Coverage:

If interested in obtaining higher limits with or without sports included, please contact:

Gallagher
2050 Main Street, Suite 1250
Irvine, CA 92612

Kiki Goldsmith
Client Service Executive
kiki_goldsmith@ajg.com
949-349-9842

ADDITIONAL PROGRAM COVERAGES

Pollution Liability and First Party Remediation

Coverages	Limits	Deductibles
Pollution Liability and First Party Remediation	$1,000,000 per pollution condition or indoor environmental condition and aggregate $5,000,000 CharterSAFE Members' Combined Annual Aggregate Coverage will be provided to locations scheduled and appropriately valued with CharterSAFE.	$10,000 per pollution condition
Reporting:	Claim must be reported to CharterSAFE within sixty (60) days after policy expiration. **Coverage is provided on a claims-made basis.**	

Terrorism Liability

Coverages	Limits	Deductibles
Terrorism Liability	$5,000,000 per occurrence and CharterSAFE Members' Combined Annual Aggregate	$0
Reporting:	Claim must be reported to CharterSAFE within sixty (60) days after policy expiration. **Coverage is provided on a claims-made basis.**	

Terrorism Property

Coverages	Limits	Deductibles
Terrorism Property	As scheduled with CharterSAFE subject to the maximum limit of $20,000,000 per occurrence and CharterSAFE Members' Combined Annual Aggregate See "Exposures & Locations" section for schedule limits Coverage will be provided to locations scheduled and appropriately valued with CharterSAFE.	$1,000 per occurrence

Cyber Liability

Coverages	Limits	Deductibles
Cyber Liability	$1,000,000 per **claim** $10,000,000 CharterSAFE Members' Combined Annual Aggregate	*Varies Based on Levels Noted Below
Ransomware Sublimits (inclusive with Cyber Liability Coverages)	Qualification Level 1 $1,000,000 ransom payment sublimit* $1,000,000 ransomware limit Qualification Level 2 $500,000 ransom payment sublimit* $1,000,000 ransomware limit Qualification Level 3 $50,000 ransom payment sublimit* $750,000 ransomware limit	Level 1 $10,000 per **claim** Level 2 $25,000 per **claim** Level 3 $75,000 per **claim**
Reporting:	Claim must be reported to CharterSAFE within sixty (60) days after policy expiration. **Coverage is provided on a claims-made basis.**	

***Requirement for Coverage to be in effect:**

Qualification Level 1 - submitted cyber application and have implemented (1) MFA for all remote systems access by faculty, staff, and contractors; (2) backup data is stored in a cloud or offline using separate credentials; (3) implemented an EDR tool or MDR service.
Qualification Level 2 - submitted cyber application and have implemented (1) MFA for all remote systems access by faculty, staff, and contractors; (2) backup data is stored in a cloud of offline using separate credentials.
Qualification Level 3 - Members who did not submit a cyber application, do not meet the security requirements, and/or net income of budget is less than or equal to $0.

If a Named Member is controlled or managed by a single entity, group or board of directors, or governed under the terms of a common charter or set of bylaws, or has data under its care, custody and control in a shared network environment with any other Named Member they will share a single limit.

Deadly Weapons Protection

Coverages	Limits	Deductibles
Deadly Weapons Protection	$500,000 per occurrence of a Deadly Weapon Event $2,500,000 CharterSAFE Members' Combined Annual Aggregate Coverage will be provided to locations scheduled and appropriately valued with CharterSAFE.	$0

WORKERS' COMPENSATION & EMPLOYER'S LIABILITY

Coverages	Limits	Deductibles
Workers' Compensation	Statutory	$0
Employer's Liability	$5,000,000 per Accident $5,000,000 by Disease per Employee $5,000,000 by Disease Policy Limit	$0

Auditable:

The estimated payroll figure will be audited at the end of each coverage period. CharterSAFE will request copies of the 941 Federal Quarterly Reporting Forms on a quarterly basis to verify the payroll figure. If the estimated payroll figure has been overestimated, a refund will be issued. If the estimated payroll figure has been underestimated, an invoice for the additional amount due will be issued.

CharterSAFE

BE SAFE • FEEL SAFE

WHAT STRENGTHENS ONE SCHOOL STRENGTHENS US ALL

THANK YOU
FOR BEING A
CharterSAFE MEMBER

Protecting Schools. Promoting Safety. Customizing Insurance.

CharterSAFE
BE SAFE • FEEL SAFE

INVOICE

Invoice Date: May 21, 2026
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 2026-2027

(Choose one option)	Amount	Use ACH	Due Date
❑ **Payment in Full**	**$366,537.00**	❑	**Due Now**
❑ **Installment Plan:**			
Deposit (25%)	**$91,634.00**	❑	**Due Now**
Monthly Installment 9 installments due the 1st of every month	**$30,545.00**	❑	**August 01, 2026**

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
Vice President, 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.

Bert Corona Charter School 26-27 Staff Roster						
			Last Name	First Name	Position	FTE
Administration	1	1	Myers	Kevin	Executive Administrator	YR
	2	2	Rios	Daniel	Director of Operations	YR
	3	3	Myers	Mariana	Coordinator of Instruction	YR
	4	4	Arreola	Joseph	Coordinator of School Culture & Climate	YR
	5	5	Sepulveda	Irma	Coordinator of Community Schools	YR
Teachers	6	1	Bravo	Nallely	5th Grade/6th Teacher - ELA/SS	FT
	7	2	Dueñas	Nayeli	6th Teacher- Math/Science	FT
	8	3	Contreras	Maria	7th Teacher- Math/Science	FT
	9	4	Vidana	Berenice	7th Teacher- ELA/SS	FT
	10	5	Marquez	Berenice	7th Teacher- ELA/SS	FT
	11	6	Guidry	Trish	6th Teacher- ELA/SS	FT
	12	7	Perez	Roberto	7th Teacher- Math/Science	FT
	13	8	Bravo	Tristan	5th/6th Teacher- Math/Science	FT
	14	9	Oliveros	Alexis	8th Teacher- Social Studies	FT
	15	10	Walter	Brett	8th Teacher- ELA	FT
	16	11	Wyatt	Seth	8th Teacher- Math/Science	FT
	17	12	Anguiano	Sabrina	8th Teacher- Math/Science	FT
	18	13	Preston	Sherri	7th Teacher- Resource Specialist	FT
	19	14	Rodriguez	Oscar	8th Teacher- Resource Specialist	FT
	20	15	Nakano	Alyxis	6th Teacher- Resource Specialist	FT
	21	16	Pistilli	Kim	ELD Teacher	FT
	22	17	Hoosein	Malachi	Physical Education Teacher	FT
Operations	24	1	Castillo	Eileen	Program Coordinator	FT
	25	2	Sanchez	Alexandra	Office Assistant	FT
	26	3	Oliva	Kimberly	Office Assistant	FT
	27	4	Fernandez	Carlos	Custodian	FT
	28	5	Lopez	Edgardo	Custodian	PT
	29	6	Arciniega	Iliana	Meal Server	PT
	30	7	Pacheco Fuentes	Yolanda	Meal Server	PT
	31	8	Herrera	Leslie	Meal Program Assistant	PT
SCC	32	1	Meneses	Valinda	School Counselor	FT
	33	2	Sepulveda	Jose	SCC Manager	FT
	34	3	Ibarra	Madison	PBIS Manager	FT
	35	4	Salguero	Sandy	SCC Office Assistant	FT
	36	5	Basulto	Aylin	SCC Supervision Aide	PT
	37	6	Ortega Rojas	Araceli	SCC Supervision Aide	PT
CS	38	1	Silva	Nicholas	Coordinator of Expanded Learning (ELOP)	PT
	39	2	Berg	Ares	Youth Mentor	FT

Bert Corona Charter School 26-27 Staff Roster						
			Last Name	First Name	Position	FTE
Tutors	40	1	Lomeli	Montserrat	Lead Tutor- Gen Ed	FT
	41	2	Gutierrez	Hector	Tutor- EL	FT
	42	3	De Leon	Sophia	Tutor- Special Education	PT
	43	4	Anguiano	Enrique	Tutor- Special Education	PT
	44	5	**OPEN**		Tutor- Special Education	PT
	45	6	Partida	Maria	BII- (7)	FT
	46	7	Rizo-Pelayo	Jose	BII- (6)	FT
	47	8	Rodriguez	Alyssa	BII- (7)	FT
	48	9	Hernandez	Allexx	BII- (6)	FT
	49	10	Rodriguez	Clara	BII- (8)	FT
After School		a	Iris	Perez	EXL Site Coordinator	FT
		b	Torres	Esmeralda	EXL Senior Youth Leader	PT
		c	Saul	Valledares	EXL Youth Leader- BSB	PT
		d	Kim	Kilmer	EXL Youth Leader- BSB	PT
		e	Paulina	Roman	EXL Youth Leader	PT
		f	Elijah	Simmons	EXL Youth Leader	PT
		g	Prado	Jaydi	EXL Youth Leader	PT
		h	Evelyn	Coronel	EXL Youth Leader	PT
		i	Anette	Martinez	EXL Youth Leader	PT
		j	Carla	Hernandez	EXL Youth Leader	PT
		k	Emmanuel	Sanchez	EXL Youth Leader	PT

Monseñor Oscar Romero Charter School 26-27 Staff Roster						
		#	Last Name	First Name	Position	FTE
Administration	1	1	Zepeda	Freddy	Executive Administrator	FT
	2	2	Duran	Paul	Coordinator of Instruction	
	3	3	Gamez	Karina	Coordinator of Operations	FT
	4	4	Cruz	Edwin	Coordinator of School Culture & Climate	FT
	5	5	Jimenez	Cynthia	Coordinator of Community Schools	FT
Teachers	6	1	Guzman	Omar	6th Teacher- Math/Science	FT
	7	2	Carbajal	Reynaldo	Teacher- Physical Education	FT
	8	3	Open		8th Teacher- Science	FT
	9	4	Garcia	Richard	Teacher- ELD Teacher	FT
	10	5	Guzman	Freddy	6th Teacher- Math/Science	FT
	11	6	Harry	Tanya	6th Teacher- ELA/History	FT
	12	7	Lee	James	8th Teacher- Math	FT
	13	8	Menendez	Kelly	7th Teacher- ELA	FT
	14	9	Montiel	Cinthia	Teacher- Resource Specialist	FT
	15	10	Brown	Denyale	8th Teacher- ELA	FT
	16	11	Reddy	Swati	7th Teacher- History	FT
	17	12	Reiland	Sara	8th Teacher- History	FT
	18	13	Gonzalez	Lizabet	Teacher- Resource Specialist	FT
	19	14	Shenavai	Delyla	7th Teacher- Math/Science	FT
	20	15	Sihn	Christine	6th Teacher- ELA/History	FT
	21	16	Vargas	Vanessa	7th Teacher- Math/Science	FT
SCC	22	1	Duarte	Steve	School Counselor	FT
	23	2	Sanchez	Jacqueline	SCC Manager	FT
	24	3	Bernardino	Fabiola	Supervision Aide- Lead	FT
CS	25	1	Open		Youth Mentor	FT
Operations	26	1	Mejia	Kimberly	Program Coordinator	FT
	27	2	Becerra Dado	Jennifer	Office Assistant	FT
	28	3	Cruz	Maria	Custodian	FT
	29	4	Sandoval	Sandra Itzel	Meal Program Assistant	FT
	30	5	Ruiz Palomino	Yanira	Meal Server	FT
Tutors	31	1	Dominguez	Jessica	Tutor - SpEd	FT
	32	2	Aguirre	David	Tutor - SpEd	FT
	33	3	Open		Tutor- SpEd BII (S)	FT
	34	4	Thomas	Sage	Tutor - SpEd BII (M/C) 8	FT
	35	5	Carrillo	Saira	Tutor - Gen Ed (PE)	FT

YPICS Learning & Support Center Staff Roster				
	Last Name	**First Name**	**Position**	**FTE**
1	King-Berg	Yvette	Executive Director	FT
2	Lavan	Ena	Chief Accountability Officer	FT
3	Dueñas	Ruben	Chief Operations Officer	FT
4	Nutt	Vashon	Director of Special Education	FT
5	Bradford	Ryan	Director of Technology and Integration	FT
6	Castrellon	Susan	Coordinator of Compliance	FT
7	Obando-Salguero	Jennifer	Coordinator of Psychological Services and MTSS Specialist	FT
8	Lee	Kimberly	School Psychologist- Counseling/Assesments	FT
9	Paz	Amy	School Psychologist- BID	FT
10	Santacruz	Jennifer	School Psychologist- Counseling/Assesments	FT
11	Marchell	Yesenia	Coordinator of Human Resources & Accounts Payable	FT
12	Martinez	Maria	Accounts Payable Clerk	FT
13	Gachuzo	Elida	Student Records	FT
14	Osorio	Jahaira	Accounts Payable/ HR Clerk	FT
15	Silva	Nicholas	Coordinator of Expanded Learning	FT
16	Ochoa	Andres	Information Technology Technician- Lead	FT
17	Lingat	Christopher	Information Technology Technician	FT
18	Castillo	Aaron	Information Technology Technician	PT

Anti-Nepotism Policy

PURPOSE:

YPI Charter Schools' believes that all employees and prospective employees shall be hired, evaluated and advanced on the basis of individual merit, without reference to considerations of race, sex, religion, sexual orientation, or national origin, or any other factors not involving personal professional qualifications and performance, the following restrictions, designed to avoid the possibility of favoritism based on family or personal relationship, shall be observed with respect to personnel.

SCOPE:

Employees may not be assigned, transferred, or promoted to a position if it will create a direct or indirect supervisor/subordinate relationship between immediate family members or if it will create an actual conflict of interest or the appearance of a conflict of interest.

For purposes of this policy, immediate family includes: spouse, partner, parent, child, sibling, in-law with respect to each of these categories, grandparent, grandchild, and members of household. It also includes individuals in a romantic relationship.

Employees are required to disclose an immediate family relationship with anyone who is in their direct or indirect supervisor/subordinate chain.

Employees who become immediate family members as defined above, after being hired or placed in a position may continue that employment as long as it does not involve any conditions cited above.

GENERAL POLICY STATEMENT:

It is the goal of **YPI Charter Schools** to avoid creating or maintaining circumstances in which the appearance or possibility of favoritism, conflicts or management disruptions exist. The agency may allow existing personal relationships to be maintained or employ individuals with personal relationships to current employees under the following circumstances described below.

No personal employee relationship covered by this policy will be allowed to be maintained, regardless of the positions involved, if it creates an actual conflict of interest or is prohibited by any legal or regulatory mandate. This policy must be considered when hiring, promoting or transferring any employee.

POLICY DETAILS:

1. No one with supervisory responsibility shall hire or recommend for hire any related person.
2. Related persons currently employed by **YPI Charter Schools** shall immediately disclose all family and personal relationships with other **YPI Charter Schools** employees to the Director. The Director will report all disclosures to the Executive Director. All persons wishing to be considered for employment with **YPI Charter Schools** shall disclose family and personal relationships with the current **YPI Charter Schools** employees or students.
3. With respect to proposed employment decisions which would result in the concurrent service of related persons within the same department, a person related to an incumbent employee may not be employed if the professional qualifications of other candidates for the available position are demonstrably superior to those of the related person.
4. With respect to the concurrent service of related persons within the same department, neither related person shall be permitted, either individually or as a member of the faculty or as a member of a committee, to participate in the evaluation or advancement or salary decision of the other related person.
5. No Board member, member of the **YPI Charter Schools** administration or faculty member shall engage in recommendations, discussion, or otherwise participate in any final decision or recommendation relating to the appointment, promotion, retention, tenure, or other consideration of employment of a related person.
6. In the event of a lack of candidates, a need for specialized skills, or other unique circumstances as determined on a case-by-case basis, the restriction against hiring related persona may be waived in the best interest of **YPI Charter Schools** upon recommendation of a review committee comprised of the Chief Operations Officer and Executive Director and upon the approval of the Board of Directors.
7. When other qualified candidates have not applied, assignments of short duration (generally less than 60 working days), may be exempt from these guidelines.
8. **Definition of "Related Persons"**

The following relationships create related persons:

- 8.1. Parent and child
- 8.2. Siblings
- 8.3. Grandparent and grandchild
- 8.4. Spouses and registered domestic partners
- 8.5. Guardian and ward
- 8.6. Any corresponding in-law, step, or adoptive relative, or anyone residing in a permanent basis in the home of a current **YPI Charter Schools** employee or student.

9. Persons engaged in amorous relationships; an amorous relationship exists when two persons voluntarily have a physical relationship or are engaged in a romantic courtship (e.g. dating or engaged) that may or may not have been consummated.

10. Policy Statement on Consensual Relationships

Consensual romantic or sexual relationships between supervisors and employees and between faculty or staff and students are potentially exploitative and **must be avoided**. They raise serious concerns about the validity of the consent, conflicts of interest, and unfair treatment of others.

10.1 The **YPI Charter Schools'** Anti-Nepotism policy precludes individuals from evaluating the work performance of others with whom they have intimate familial or personal relationships, or from making hiring, salary, or similar financial decisions concerning such persons. The same principles apply to supervisor-employee relationship in the context of work or academic evaluation.

10.2 Violations of the Consensual Relationship Policy, if proved, will result in the imposition of corrective actions and/or disciplinary sanctions, up to and including dismissal from **YPI Charter Schools'** employ.

10.3 The provisions of this policy shall applicable prospectively only, with reference to appointments made after the adoption date of the policy.

Coversheet

FY 25-26 YPICS May Financials

Section: V. Items Scheduled For Action
Item: A. FY 25-26 YPICS May Financials
Purpose: Vote
Submitted by:
Related Material: 25-26 YPICS Financials Board Packet 05.26.pdf

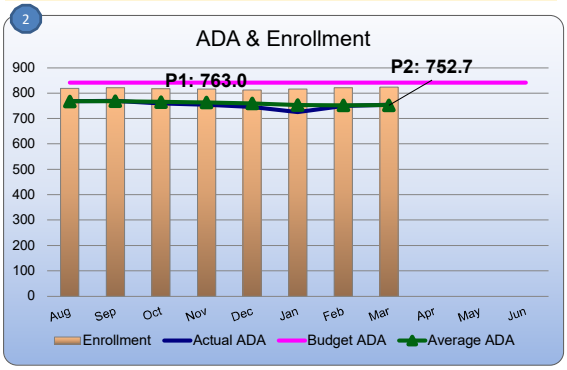
YPI Charter Schools - Financial Dashboard (May 2026)

1

Key Performance Indicators

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

2



KEY POINTS

Enrollment is currently 77 students below budget, resulting in a $1,412K decrease in LCFF Revenue.

Forecast includes $1.64M of restricted one-time funds. An additional $259K remains available to spend through FY27/28.

$7.15MK of cash has been held in CD accounts.

P2 ADA % for the FY25-26 is 92.1% vs 92.7% for the prior year. The last four month of attendance have been under 92%.

3

Attendance Analysis	Actual through Month 8	Actual P2	Budgeted P2	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 24-25 P2	FY 23-24 P2
Enrollment	824	824	901	(77)	824	0	872	847
ADA %	92.1%	92.1%	93.5%	-1.4%	94.0%	-1.9%	92.7%	92.7%
Average ADA	752.65	752.66	842.20	(89.54)	752.66	0.00	801.07	778.37

4

Income Statement	Actual through 05/31/26	Forecast as of 05/31/26	FY 25-26 Budget	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 24-25	FY 23-24
Local Control Funding Formula	9,784,158	11,607,629	13,020,099	(1,412,469)	11,607,629	0	12,113,655	11,612,823
Federal Revenue	1,078,562	1,473,423	1,398,301	75,122	1,471,156	2,267	1,922,813	3,510,698
State Revenue	4,767,142	3,978,959	3,734,751	244,208	3,978,959	0	3,118,156	3,313,241
Other Local Revenue	1,032,614	1,169,625	1,201,495	(31,869)	1,175,240	(5,615)	1,763,592	3,029,652
Grants/Fundraising	42,779	113,474	116,000	(2,526)	108,807	4,667	100,626	43,383
TOTAL REVENUE	16,705,254	18,343,110	19,470,645	(1,127,535)	18,341,791	1,319	19,018,842	21,509,798
Total per ADA		24,371	23,119	1,252	24,369	2	23,742	27,634
w/o Grants/Fundraising		24,220	22,981	1,239	24,225	(4)	23,616	27,579
Certificated Salaries	5,894,422	6,511,601	6,799,291	287,689	6,548,641	37,039	6,164,145	6,108,717
Classified Salaries	2,885,552	3,125,888	3,549,706	423,817	3,131,144	5,255	3,238,813	3,082,354
Benefits	3,134,630	3,283,235	3,412,732	129,497	3,283,822	587	3,125,796	2,956,342
Student Supplies	1,058,422	1,388,867	1,522,195	133,328	1,473,329	84,462	1,696,032	1,853,818
Operating Expenses	3,956,272	4,381,800	4,094,394	(287,405)	4,246,800	(135,000)	4,531,116	4,318,530
Other	929,312	1,012,006	995,707	(16,300)	1,010,984	(1,022)	1,017,924	1,080,851
TOTAL EXPENSES	17,858,610	19,703,398	20,374,024	670,627	19,694,719	(8,678)	19,773,826	19,400,612
Total per ADA		26,178	24,191	(1,987)	26,167	12	24,684	24,925
NET INCOME / (LOSS)	(1,153,356)	(1,360,287)	(903,379)	(456,908)	(1,352,928)	(7,359)	(754,984)	2,109,186
Op Inc Exluding Non-cash Lease Exp	(322,897)	(459,094)	(15,305)	(443,788)	(449,578)	(9,516)	154,006	0

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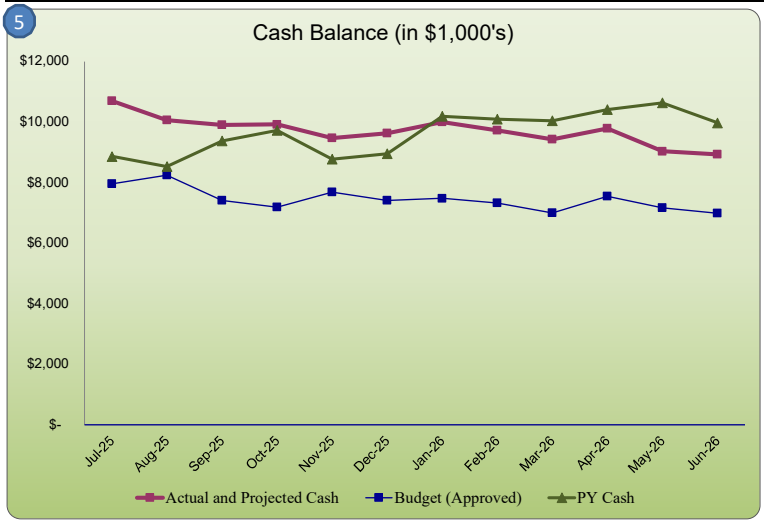

Year-End Cash Balance		
Projected	Budget	Variance
8,930,554	6,988,186	1,942,367

6

Balance Sheet	6/30/2025	4/30/2026	5/31/2026	6/30/2026 FC
Assets				
Cash, Operating	9,973,497	9,786,121	9,032,444	**8,930,554**
Cash, Restricted	0	0	0	**0**
Accounts Receivable	2,401,612	34,461	19,752	**1,624,295**
Due From Others	1,663	417	564	**564**
Deposits/Prepaids	255,767	134,815	138,340	**274,344**
Net Fixed Assets	25,076,202	24,554,749	24,481,839	**24,409,952**
Lease Assets	1,915,757	1,901,317	1,884,885	**1,873,266**
Other Assets	0	0	0	**0**
Total Assets	39,624,499	36,411,881	35,557,824	**37,112,974**
Liabilities				
A/P & Payroll	765,495	173,048	358,570	**1,060,284**
Due to Others	607,558	390,748	379,191	**545,758**
Deferred Revenue	2,082,836	0	0	**932,020**
Lease Liabilities	1,990,245	2,003,562	1,989,378	**1,979,785**
Other Liabilities	107,828	107,828	107,828	**107,828**
Total Debt	6,678,503	6,512,758	6,484,178	**6,455,551**
Total Liabilities	12,232,465	9,187,943	9,319,146	**11,081,227**
Equity				
Beginning Fund Bal.	28,147,020	27,392,036	27,392,036	**27,392,036**
Net Income/(Loss)	(754,984)	(168,097)	(1,153,356)	**(1,360,287)**
Total Equity	27,392,036	27,223,939	26,238,680	**26,031,749**
Total Liabilities & Equity	39,624,500	36,411,882	35,557,826	**37,112,975**
Days Cash on Hand	193	190	175	173
Cash Reserve %	52.8%	52.0%	48.0%	47.4%

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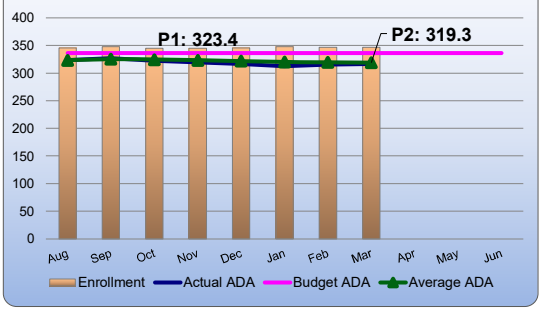
BERT CORONA CHARTER SCHOOL - Financial Dashboard (May 2026)

1 Key Performance Indicators

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

2 ADA & Enrollment



KEY POINTS

Forecasted Enrollment is currently 11 students below budget, resulting in a $254K decrease in LCFF Revenue.

Forecast includes $619K of restricted one-time funds. An additional $259K remains available to spend through FY27/28.

Average ADA for FY25-26 is 92% vs 93.1% for FY24-25.

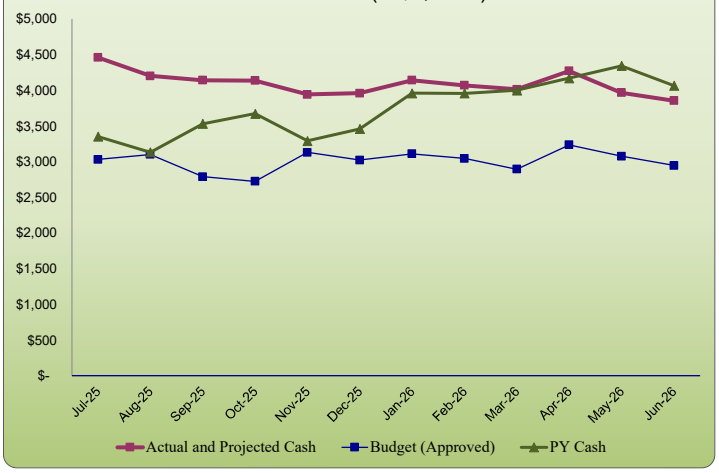
3

Attendance Analysis	Actual through Month 8	Actual P2	Budget P2	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 24-25	FY 23-24
Enrollment	347	**347**	358	(11)	347	0	341	342
Attendance %	92.0%	**92.0%**	94.0%	-2.0%	92.0%	0.0%	93.1%	93.0%
Avg Daily Attendance (ADA)	319.35	**319.35**	336.52	(17.17)	319.35	0.00	319.10	321.84

4

Income Statement	Actual through 05/31/26	Forecast as of 05/31/26	FY 25-26 Budget	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 24-25	FY 23-24
Local Control Funding Formula	3,867,844	**4,665,223**	4,919,716	(254,494)	4,665,223	0	4,563,743	4,531,333
Federal Revenue	459,109	**658,986**	618,872	40,114	658,986	0	778,186	1,370,027
State Revenue	2,133,719	**1,668,249**	1,607,240	61,010	1,668,249	0	1,329,132	1,519,681
Other Local Revenue	383,425	**432,097**	502,429	(70,331)	437,746	(5,648)	774,895	1,187,725
Grants/Fundraising	16,969	**26,969**	30,000	(3,031)	22,302	4,667	55,011	4,849
TOTAL REVENUE	6,861,066	**7,451,524**	7,678,256	(226,732)	7,452,505	(981)	7,500,966	8,613,615
Total per ADA		**23,333**	22,817	517	23,336	(3)	23,507	26,764
w/o Grants/Fundraising		**23,249**	22,727	521	23,267	(18)	23,334	26,749
Certificated Salaries	2,084,089	**2,326,432**	2,302,628	(23,804)	2,338,984	12,552	2,198,546	2,186,330
Classified Salaries	1,019,542	**1,099,915**	1,258,650	158,736	1,095,964	(3,951)	1,181,236	1,083,041
Benefits	1,048,069	**1,105,584**	1,105,703	119	1,106,057	473	1,070,422	995,440
Student Supplies	507,906	**617,431**	685,425	67,994	662,856	45,425	810,998	777,197
Operating Expenses	2,062,714	**2,302,094**	2,238,490	(63,604)	2,241,327	(60,767)	2,151,385	2,346,661
Other	74,816	**80,960**	72,893	(8,067)	80,470	(490)	82,117	92,022
TOTAL EXPENSES	6,797,136	**7,532,416**	7,663,790	131,374	7,525,658	(6,758)	7,494,704	7,480,690
Total per ADA		**23,587**	22,774	(813)	23,566	21	23,487	23,244
NET INCOME / (LOSS)	63,930	**(80,892)**	14,466	(95,358)	(73,152)	(7,739)	6,263	1,132,925
OPERATING INCOME	138,746	**69**	87,360	(87,291)	7,318	(7,249)	88,379	1,224,947

5 Cash Balance (in $1,000's)



Year-End Cash Balance		
Projected	Budget	Variance
3,851,867	2,944,935	906,933

6

Balance Sheet	6/30/2025	4/30/2026	5/31/2026	6/30/2026
Assets				
Cash, Operating	4,064,292	4,270,583	3,965,082	**3,851,867**
Cash, Restricted	0	0	0	**0**
Accounts Receivable	1,020,767	34,461	19,751	**730,962**
Due From Others	484	(144)	(10)	**(10)**
Deposits/Prepaids	151,101	109,272	109,272	**158,775**
Net Fixed Assets	593,348	690,536	683,902	**677,758**
Lease Assets	1,823,576	1,713,527	1,702,384	**1,691,887**
Other Assets	0	0	0	**0**
Total Assets	7,653,568	6,818,234	6,480,381	**7,111,240**
Liabilities				
A/P & Payroll	180,993	16,129	92,745	**262,451**
Due to Others	158,587	45,095	38,569	**70,239**
Deferred Revenue	932,315	0	0	**582,775**
Lease Liabilities	1,901,699	1,814,279	1,805,163	**1,796,692**
Other Liabilities	21,470	21,470	21,470	**21,470**
Total Debt	0	0	0	**0**
Total Liabilities	3,195,064	1,896,973	1,957,947	**2,733,626**
Equity				
Beginning Fund Bal.	4,452,242	4,458,505	4,458,505	**4,458,505**
Net Income/(Loss)	6,263	462,756	63,930	**(80,892)**
Total Equity	4,458,505	4,921,261	4,522,435	**4,377,613**
Total Liabilities & Equity	7,653,568	6,818,234	6,480,381	**7,111,240**

Days Cash on Hand	200	209	194	**189**
Cash Reserve %	54.8%	57.4%	53.2%	**51.7%**

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BERT CORONA CHARTER SCHOOL
Financial Analysis
May 2026

Net Income

Bert Corona Charter School is projected to achieve a net income of -$81K in FY25-26 compared to $15K in the board approved budget. Reasons for this negative $95K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of May 31, 2026, the school's cash balance was $3.97M. By June 30, 2026, the school's cash balance is projected to be $3.85M, which represents a 52% reserve.

As of May 31, 2026, the Accounts Receivable balance was $20K, down from $35K in the previous month, due to the receipt of revenue earned in FY24-25.

As of May 31, 2026, the Accounts Payable balance, including payroll liabilities, totaled $93K, compared to $16K in the prior month.

As of May 31, 2026, BCCS had a zero debt balance.

Income Statement

Revenue

Total revenue for FY25-26 is projected to be $7.45M, which is $227K or 3.0% under budgeted revenue of $7.68M.

LCFF Revenue – is projected to be below budget by $254K due to lower enrollment and attendance.

Other Federal Revenue - is projected to be over budget by $20K due to rolling CSI grant funds to FY25-26.

Other State Revenue - is projected to be above budget by $98K.

Other Local Revenue - is projected to be under budget by $60K. This is offset by savings in PD and Other Consultants costs.

Expenses

Total expenses for FY25-26 are projected to be $7.53M, which is $131K or 1.7% under budgeted expenditures of $7.66M.

Salaries are projected to be lower than budget by $135K

PD Consultant & Tuition costs are projected to be lower than budget by $54K due to loss of Teacher Residents. It is offset by lower revenue.

SPED costs are projected to be higher than budget by $93K based on the actuals for last year.

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 336.52 based on enrollment of 358 and a 94.0% attendance rate.

Forecast P2 ADA is 319.35 based on enrollment of 347 and a 92.0% attendance rate.

Actual ADA through Month 8 is 319.35 with ending enrollment of 347 and a 92.0% attendance rate.

In Month 8, ADA was 316.36 with a 91.2% attendance rate.

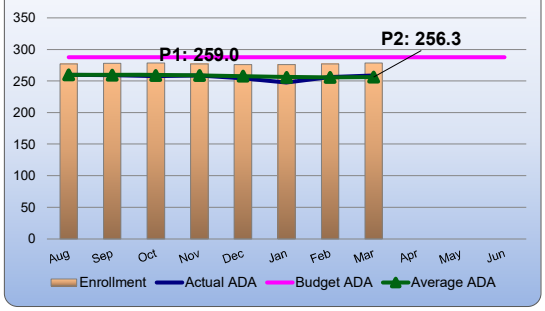
This report will discuss revenue and expenditure variances from the Board-approved budget that are above $20,000 and 10%.

MONSENOR OSCAR ROMERO CHARTER SCHOOL - Financial Dashboard (May 2026)

1 Key Performance Indicators

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

2 ADA & Enrollment



KEY POINTS

Enrollment is currently 27 students below budget, resulting in a $434K decrease in LCFF Revenue.

Forecast includes $605K of restricted one-time funds. An additional $K remains available to spend through FY27/28.

Average ADA for FY25-26 is 92.6% vs 93.1% for FY24-25.

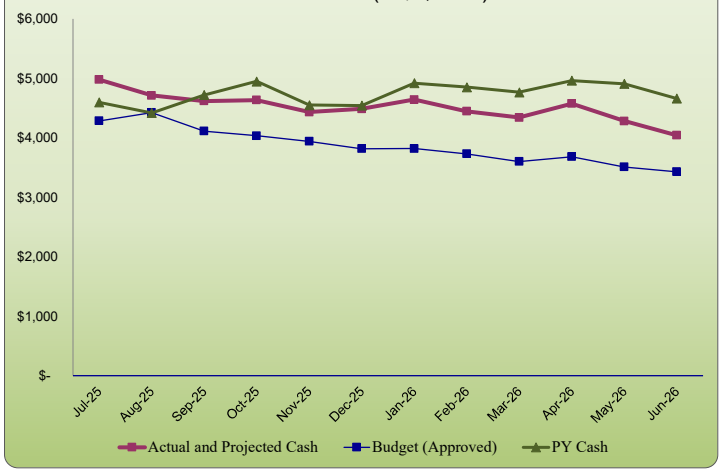
3

Attendance Analysis	Actual through Month 8	Actual P2	Budget P2	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 24-25	FY 23-24
Enrollment	279	**279**	306	(27)	279	0	302	282
Attendance %	92.6%	**92.6%**	94.0%	-1.4%	92.6%	0.0%	93.1%	93.5%
Avg Daily Attendance (ADA)	256.31	**256.31**	287.64	(31.33)	256.31	0.00	276.44	256.48

4

Income Statement	Actual through 05/31/26	Forecast as of 05/31/26	FY 25-26 Budget	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 24-25	FY 23-24
Local Control Funding Formula	3,190,881	**3,800,592**	4,234,157	(433,565)	3,800,592	0	3,990,563	3,670,040
Federal Revenue	373,094	**505,245**	503,110	2,135	502,978	2,267	679,965	1,506,579
State Revenue	1,709,536	**1,474,405**	1,532,504	(58,100)	1,474,405	0	1,210,608	1,133,377
Other Local Revenue	384,571	**435,471**	443,649	(8,178)	435,471	0	663,946	1,075,406
Grants/Fundraising	7,609	**51,000**	51,000	0	51,000	0	0	1,535
TOTAL REVENUE	5,665,691	**6,266,713**	6,764,420	(497,707)	6,264,446	2,267	6,545,081	7,386,937
Total per ADA		**24,450**	23,517	933	24,441	9	23,676	28,801
w/o Grants/Fundraising		**24,251**	23,340	911	24,242	9	23,676	28,795
Certificated Salaries	1,779,764	**1,963,889**	2,094,981	131,092	1,971,357	7,468	1,944,798	1,894,291
Classified Salaries	796,232	**871,334**	1,034,774	163,440	877,581	6,248	894,341	873,175
Benefits	901,158	**945,547**	943,243	(2,304)	946,321	774	879,245	830,166
Student Supplies	359,071	**488,939**	516,485	27,546	506,405	17,466	532,044	726,716
Operating Expenses	1,716,450	**2,094,744**	2,036,010	(58,734)	2,061,893	(32,851)	2,152,173	1,719,925
Other	827,198	**901,456**	892,887	(8,569)	900,924	(532)	904,049	926,543
TOTAL EXPENSES	6,379,873	**7,265,908**	7,518,380	252,472	7,264,480	(1,428)	7,306,650	6,970,816
Total per ADA		**28,348**	26,138	(2,210)	28,343	6	26,431	27,179
NET INCOME / (LOSS)	(714,182)	**(999,195)**	(753,960)	(245,235)	(1,000,035)	839	(761,568)	416,121
OPERATING INCOME	(8,130)	**(229,692)**	6,974	(236,666)	(231,064)	1,372	6,119	1,201,981

5 Cash Balance (in $1,000's)



Year-End Cash Balance		
Projected	Budget	Variance
4,043,661	3,429,931	613,730

6

Balance Sheet	6/30/2025	4/30/2026	5/31/2026	6/30/2026
Assets				
Cash, Operating	4,660,050	4,573,746	4,280,472	**4,043,661**
Cash, Restricted	0	0	0	**0**
Accounts Receivable	835,256	1	1	**602,797**
Due From Others	299	0	0	**0**
Deposits/Prepaids	41,784	7,223	7,223	**47,952**
Net Fixed Assets	24,396,248	23,802,613	23,738,629	**23,675,179**
Lease Assets	38,504	31,962	31,294	**30,623**
Other Assets	0	0	0	**0**
Total Assets	29,972,142	28,415,544	28,057,619	**28,400,212**
Liabilities				
A/P & Payroll	319,972	42,770	115,820	**417,038**
Due to Others	418,342	345,395	340,365	**346,805**
Deferred Revenue	719,039	0	0	**349,246**
Lease Liabilities	38,504	34,325	33,657	**32,987**
Other Liabilities	29,418	29,418	29,418	**29,418**
Total Debt	6,678,503	6,512,758	6,484,178	**6,455,551**
Total Liabilities	8,203,779	6,964,665	7,003,438	**7,631,044**
Equity				
Beginning Fund Bal.	22,529,932	21,768,364	21,768,364	**21,768,364**
Net Income/(Loss)	(761,568)	(317,484)	(714,182)	**(999,195)**
Total Equity	21,768,364	21,450,879	21,054,181	**20,769,169**
Total Liabilities & Equity	29,972,142	28,415,545	28,057,620	**28,400,212**

Days Cash on Hand	260	257	240	**227**
Cash Reserve %	71.3%	70.4%	65.9%	**62.2%**

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MONSENOR OSCAR ROMERO CHARTER SCHOOL
Financial Analysis
May 2026

Net Income

Monsenor Oscar Romero Charter School is projected to achieve a net loss of -$999K in FY25-26 compared to -$754K in the board approved budget. Reasons for this negative $245K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of May 31, 2026, the school's cash balance was $4.28M. By June 30, 2026, the school's cash balance is projected to be $4.04M, which represents a 62% reserve.

As of May 31, 2026, the Accounts Receivable balance was $K, down from $K in the previous month, due to the receipt of revenue earned in FY24-25.

As of May 31, 2026, the Accounts Payable balance, including payroll liabilities, totaled $116K, compared to $43K in the prior month.

As of May 31, 2026, MORCS had a debt balance of $6.48M compared to $6.51M in the prior month. An additional $29K will be paid this fiscal year.

Income Statement

Revenue

Total revenue for FY25-26 is projected to be $6.27M, which is $498K or 7.4% under budgeted revenue of $6.76M.

LCFF Revenue – is projected to be below budget by $433K due to lower enrollment and attendance.

ELOP Revenue - is projected to be below budget by $108K

Expenses

Total expenses for FY25-26 are projected to be $7.27M, which is $253K or 3.4% under budgeted expenditures of $7.52M.

Salaries are projected to be lower than budget by $294K

Health Insurance expenses are projected to be higher than budget by $57K

Vendor Repairs are projected to be higher than budget by $45K

Contracted Substitute Costs are projected to be higher than budget by $40K. This cost is offset by lower teacher salaries.

ADA

Budgeted P2 ADA is 287.64 based on enrollment of 306 and a 94.0% attendance rate.

This report will discuss revenue and expenditure variances from the Board-approved budget that are above $20,000 and 10%.

Forecast P2 ADA is 256.31 based on enrollment of 279 and a 92.6% attendance rate.

Actual ADA through Month 8 is 256.31 with ending enrollment of 279 and a 92.6% attendance rate.

In Month 8, ADA was 258.91 with a 93.2% attendance rate.

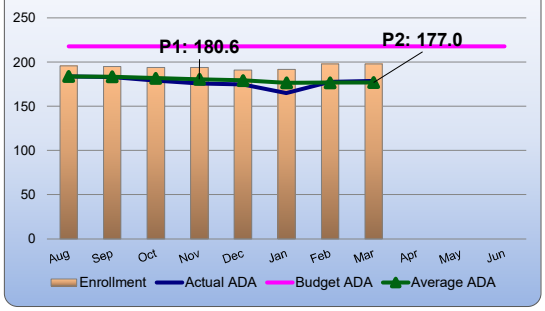
This report will discuss revenue and expenditure variances from the Board-approved budget that are above $20,000 and 10%.

Bert Corona Charter High School - Financial Dashboard (May 2026)

1 Key Performance Indicators

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

2 ADA & Enrollment



KEY POINTS

Forecasted enrollment is currently 39 students below budget, resulting in a $724K decrease in LCFF Revenue.

Forecast includes $416K of restricted one-time funds. An additional $K remains available to spend through FY27/28.

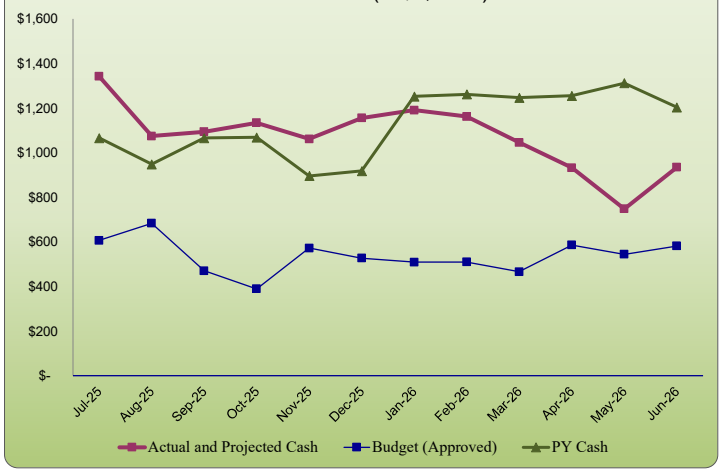
3

Attendance Analysis	Actual through Month 8	Actual P2	Budget P2	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 24-25	FY 23-24
Enrollment	198	**198**	237	(39)	198	0	229	223
Attendance %	91.5%	**91.5%**	92.0%	-0.5%	91.5%	0.0%	91.5%	91.9%
Avg Daily Attendance (ADA)	177.00	**177.00**	218.04	(41.04)	177.00	0.00	205.53	200.05

4

Income Statement	Actual through 05/31/26	Forecast as of 05/31/26	FY 25-26 Budget	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 24-25	FY 23-24
Local Control Funding Formula	2,725,433	**3,141,815**	3,866,225	(724,411)	3,141,815	0	3,559,349	3,411,450
Federal Revenue	246,359	**309,192**	276,320	32,873	309,192	0	464,662	634,092
State Revenue	923,887	**836,305**	595,006	241,298	836,305	0	578,416	660,183
Other Local Revenue	252,837	**289,276**	255,418	33,858	289,267	9	311,886	755,242
Grants/Fundraising	18,201	**35,505**	35,000	505	35,505	0	45,615	36,999
TOTAL REVENUE	4,166,716	**4,612,092**	5,027,969	(415,877)	4,612,083	9	4,959,929	5,497,966
Total per ADA		**26,057**	23,060	2,997	26,057	0	24,132	27,483
w/o Grants/Fundraising		**25,856**	22,899	2,957	25,856	0	23,910	27,298
Certificated Salaries	1,437,892	**1,582,171**	1,717,675	135,504	1,588,663	6,492	1,581,952	1,590,587
Classified Salaries	730,529	**789,008**	874,274	85,266	793,713	4,705	841,570	788,686
Benefits	811,850	**846,049**	927,975	81,925	838,122	(7,928)	855,494	792,439
Student Supplies	187,699	**260,465**	300,136	39,671	281,592	21,127	329,672	340,415
Operating Expenses	1,443,614	**1,388,090**	1,344,970	(43,120)	1,363,226	(24,864)	1,322,322	1,366,488
Other	24,460	**26,508**	26,825	316	26,508	0	28,597	59,209
TOTAL EXPENSES	4,636,044	**4,892,292**	5,191,854	299,562	4,891,825	(468)	4,959,607	4,937,825
Total per ADA		**27,640**	23,811	(3,829)	27,637	3	24,131	24,683
NET INCOME / (LOSS)	(469,328)	**(280,200)**	(163,885)	(116,315)	(279,741)	(459)	322	560,141
OPERATING INCOME	(444,868)	**(253,692)**	(137,061)	(116,631)	(253,233)	(459)	28,919	619,350

5 Cash Balance (in $1,000's)



Year-End Cash Balance		
Projected	Budget	Variance
934,304	581,281	353,022

6

Balance Sheet	6/30/2025	4/30/2026	5/31/2026	**6/30/2026**
Assets				
Cash, Operating	1,203,380	932,083	747,918	**934,304**
Cash, Restricted	0	0	0	**0**
Accounts Receivable	545,589	(0)	(0)	**290,535**
Due From Others	616	561	575	**575**
Deposits/Prepaids	45,171	5,239	5,239	**49,508**
Net Fixed Assets	77,868	55,458	53,409	**51,360**
Lease Assets	25,923	21,518	21,068	**20,617**
Other Assets	0	0	0	**0**
Total Assets	1,898,546	1,014,857	828,208	**1,346,898**
Liabilities				
A/P & Payroll	232,515	90,063	96,878	**298,435**
Due to Others	30,628	0	0	**128,458**
Deferred Revenue	431,482	0	0	**0**
Lease Liabilities	25,923	23,109	22,659	**22,208**
Other Liabilities	12,832	12,832	12,832	**12,832**
Total Debt	0	0	0	**0**
Total Liabilities	733,379	126,005	132,370	**461,932**
Equity				
Beginning Fund Bal.	1,164,846	1,165,167	1,165,167	**1,165,167**
Net Income/(Loss)	322	(276,314)	(469,328)	**(280,200)**
Total Equity	1,165,167	888,854	695,839	**884,967**
Total Liabilities & Equity	1,898,547	1,014,858	828,209	**1,346,899**

Days Cash on Hand	89	70	56	**70**
Cash Reserve %	24.4%	19.2%	15.4%	**19.2%**

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Bert Corona Charter High School
Financial Analysis
May 2026

Net Income

Bert Corona Charter High School is projected to achieve a net loss of -$280K in FY25-26 compared to -$164K in the board approved budget. Reasons for this negative $116K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of May 31, 2026, the school's cash balance was $748K. By June 30, 2026, the school's cash balance is projected to be $934K, which represents a 19% reserve.

As of May 31, 2026, the Accounts Receivable balance was $K, down from $K in the previous month, due to the receipt of revenue earned in FY24-25.

As of May 31, 2026, the Accounts Payable balance, including payroll liabilities, totaled $97K, compared to $90K in the prior month.

As of May 31, 2026, BCHS has a zero debt balance.

Income Statement

Revenue

Total revenue for FY25-26 is projected to be $4.61M, which is $416K or 8.3% under budgeted revenue of $5.03M.

LCFF Revenue – is projected to be below budget by $724K due to lower enrollment.

Other Federal Revenue - is projected to be over budget by $20K due to moving CSI funds into the current year.

Other State Revenue - is projected to be above budget by $249K to offset LCFF losses. All of the one-time funds will be utilized in FY25-26.

AB602 Revenue – is projected to be below budget by $32K due to lower enrollment.

Expenses

Total expenses for FY25-26 are projected to be $4.89M, which is $300K or 5.8% under budgeted expenditures of $5.19M.

Salaries are projected to be lower than budget by $221K

Contracted Substitute Teacher costs are projected to be higher than budget by $33K

SPED Services are projected to be higher than budget by $53K.

Intra-Agency Fees are projected to be lower than budget by $74K mainly due to the lower enrollment.

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 218.04 based on enrollment of 237 and a 92.0% attendance rate.

Forecast P2 ADA is 177.00 based on enrollment of 198 and a 91.5% attendance rate.

Actual ADA through Month 8 is 177.00 with ending enrollment of 198 and a 91.5% attendance rate.

In Month 8, ADA was 178.82 with a 90.3% 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 05/01/26 to 05/31/26

Check #	Vendor Name	Date	Description	Amount
A031657	7 LAYER IT SOLUTIONS, INC.	5/14/2026	05/26 - SERVICE MANAGEMENT NETWORK DEVICE	1,295.00
P092465	AFLAC WORLDWIDE HEADQUARTERS	5/28/2026	05/26 - HEALTH PREMIUM	2,394.42
313529	AMANECER CONSULTING GROUP	5/11/2026	04/26 - TECHNICAL ASSISTANCE - IMPLEMENTATION	5,000.00
P091135	Amazon Capital Services	5/7/2026	KNITTING GUIDE, ACRYLIC PAINT, NOTE PADS, ETC	2,257.36
P091371	Amazon Capital Services	5/11/2026	3-RING BINDER	50.06
P091585	Amazon Capital Services	5/14/2026	FIDGET TOY, WASHABLE MARKERS, BUTTON MAKER, ETC	457.64
P092466	Amazon Capital Services	5/28/2026	RUBBER FOOTBALL, VOLLEYBALL, SOCCERBALL, ETC	2,232.87
313523	AMY PAZ	5/7/2026	03/02/26-03/26/26 - MILEAGE	167.98
313557	AMY PAZ	5/28/2026	APRIL MILEAGE	103.24
313550	AT&T	5/14/2026	04/26 - FAX SERVICE	212.45
313543	AT&T MOBILITY	5/14/2026	03/18/26-04/17/26 - HOTSPOTS	2,196.09
313554	AT&T MOBILITY	5/28/2026	03/02/26-04/01/26 - HOTSPOTS	529.61
EFT05/01	BLUE SHIELD OF CALIFORNIA	5/1/2026	05/26 - HEALTH PREMIUM - Y. MARCHELL	2,085.08
E028237	BUR-CAL TERMITE & PEST CONTROL INC.	5/14/2026	04/22/26 - PEST CONTROL	385.00
P091136	CAREPORTAL	5/7/2026	03/26 - CAREPORTAL AGENCY SUBSCRIPTION	41.68
E028153	CRISIS PREVENTION INSTITUTE INC	5/11/2026	NONVIOLENT CRISIS PREVENTION CERTIFICATION PROGRAM	4,949.00
A032021	CROSS COUNTRY EDUCATION	5/28/2026	03/02/26-03/30/26 - SPED SERVICES - COTA,OT,SLP,SLPA	53,668.70
313563	CTL Corporation	5/28/2026	(340) CTL CHOMEBOOK , WHITE GLOVES, CHROM EDU UPGRADE, ETC	123,787.50
313539	CYNTHIA JIMENEZ	5/14/2026	05/27/26-05/29/26 - MEAL PER DIEM - NATIONAL COMMUNITY SCHOOLS AND FAMILY EI	42.00
313533	DENYALE BROWN	5/11/2026	REIMT: FIELD TRIP TO FILM FESTIVAL IN GALENA ILLINOIS	112.78
P091137	EAST VALLEY HIGH SCHOOL STUDENT BODY	5/7/2026	ALTERNATE CROSS COUNTRY TRACK	481.48
P092463	EDUCATIONAL DESIGNS FOR EDUCATION	5/28/2026	07/14/25-08/20/25 - CONSULTING SERVICES	2,600.00
E028531	EF EXPLORE AMERICA, INC.	5/28/2026	03/29/26-04/01/26 - FIELD TRIP - WASHINGTON, DC	3,251.00
313547	EMPLOYMENT DEVELOPMENT DEPARTMENT	5/14/2026	01/01/26 - 03/31/26 - SEF LOCAL EXPERIENCE CHARGE	2,563.24
313545	ERIKA LEON	5/14/2026	APRIL MILEAGE	188.14
313548	EXED	5/14/2026	FY25/26 - BOARD RECRUITMENT & MATCHING PROGRAM	28,160.00
313531	EXPATIATE COMMUNICATION INC.	5/11/2026	1ST INSTALLMENT OF SPECIAL EDUCATION PROGRAM STUDY	6,500.00
P091370	FLOYD SKEREN MANUKIAN LANGEVIN, LLP	5/11/2026	02/26 - LEGAL SERVICE	26.00
313541	FREDDY ZEPEDA	5/14/2026	05/27/26-05/29/26 - MEAL PER DIEM - NATIONAL COMMUNITY SCHOOLS AND FAMILY EI	42.00
313558	FRESH START HEALTHY MEALS, INC.	5/28/2026	04/27/26 - SPECIAL LUNCH	12,544.50
313530	HERNANDEZ JANITORIAL SERVICES	5/11/2026	04/16/26-04/30/26 - MAINTENANCE SERVICE	1,996.50
313559	HERNANDEZ JANITORIAL SERVICES	5/28/2026	05/01/26-05/15/26 - MAINTENANCE SERVICE	1,996.50
P091583	IMPACT CANINE SOLUTIONS	5/14/2026	04/29/26 - CANINE SERVICES	690.00
A031477	IMPACT FACILITIES SERVICES INC	5/7/2026	03/01/26-03/31/26 - MAINTENANCE SERVICE	4,200.00
A031566	IMPACT FACILITIES SERVICES INC	5/11/2026	04/01/26-04/31/26 - MAINTENANCE SERVICE	4,400.00
313542	IRMA L SEPULVEDA	5/14/2026	05/27/26-05/29/26 - MEAL PER DIEM - NATIONAL COMMUNITY SCHOOLS AND FAMILY EI	110.00
313540	ISIS PENA	5/14/2026	05/27/26-05/29/26 - MEAL PER DIEM - NATIONAL COMMUNITY SCHOOLS AND FAMILY EI	110.00
P092468	JEANNETTE M CRUZ REIBER	5/28/2026	04/26 - MONTHLY CREDENTIALING SERVICES	800.00
P092464	JEFFREY SAMUELS DBA SANDY'S COMMUNICATION	5/28/2026	(12) MOTOROLA RADIO	2,739.36
313546	JENNIFER I. OBANDO-SALGUERO	5/14/2026	APRIL MILEAGE	220.04
313537	JOHN MURILLO	5/13/2026	CRD SETTLEMENT PAYMENT	13,000.00
313525	LA DEPT. OF WATER AND POWER	5/7/2026	3/20/26-4/20/26 - ELECTRIC,SEWER, WATER CHARGES	5,335.14
313532	LA DEPT. OF WATER AND POWER	5/11/2026	03/03/26-04/30/26 - FIRE SERVICE CHARGES	7,553.17
A032019	LAW OFFICES OF YOUNG, MINNEY & CORR, LLP	5/28/2026	04/26 - LEGAL SERVICE	4,158.00
P091139	LUIS GIRON	5/7/2026	04/26 - LANDSCAPING SERVICE	800.00
313564	MAJOR METROPOLITAN SECURITY	5/28/2026	06/26 - FIRE ALARM MONITORING SERVICE	405.00
313538	MARIA FATIMA ORTIZ	5/14/2026	12/12/24 - TRANSPORTATION - THE LA ZOO	1,520.00
313562	MARIA FATIMA ORTIZ	5/28/2026	05/01/26 - TRANSPORTATION - GENE AUTRY MUSEUM	3,300.00
313528	Maria Martinez	5/7/2026	04/27/26 - DOMINOS - FOOD FOR BOARD MEETING	46.04
313544	Maria Martinez	5/14/2026	APRIL 2026 MILEAGE	266.08
E028238	MCCALLA COMPANY	5/14/2026	SAFETY UTILITY BLADES, CLOROX, WET MOP, ETC	398.10
313556	Medieval Times Dinner and Tournament, Inc.	5/28/2026	06/09/26 - EDUCATIONAL FIELD TRIP 7TH GRADE STUDENTS (65)	2,585.70
P091584	MULTI-HEALTH SYSTEMS, INC	5/14/2026	CDI - SELF REPORT, PARENTS, TEACHERS ONLINE FORM	210.00
313553	PETER HUANG AND LORETTA HUANG	5/14/2026	4/13/26-5/11/26 - ELECTRIC CHARGES	517.79
313561	PETER HUANG AND LORETTA HUANG	5/28/2026	06/26 - RENT	4,094.50
313552	PRIMO BRANDS	5/14/2026	04/05/26-05/04/26 - WATER BOTTLED SERVICE	91.81
A032018	PRN NURSING CONSULTANTS, LLC	5/28/2026	03/12/26 - SPED SERVICES	1,200.00
313527	PUROSERVE	5/7/2026	05/26 - FILTER SERVICE RENTAL, RO RENTAL, SOFT WATER, ETC	354.51
313534	PUROSERVE	5/11/2026	05/26 - FILTER SERVICE RENTAL	153.72
313522	Quadient Finance USA, Inc.	5/7/2026	03/04/26 - POSTAGE	1,000.00
313551	Quadient Finance USA, Inc.	5/14/2026	LATE FEE	57.41
313526	REPUBLIC SERVICES #902	5/7/2026	05/26 - WASTE DISPOSAL SERVICE	1,778.39
313524	RICOH USA Inc.	5/7/2026	STAPLES CARTRIDGE	59.67
313536	RICOH USA Inc.	5/11/2026	05/20/26-06/19/26 - COPIER LEASE	2,594.18
313555	RUBEN DUENAS	5/28/2026	05/27/26-05/29/26 - MEAL PER DIEM - NATIONAL COMMUNITY ENGAGEMENT CONFERE	110.00
313560	San Fernando Valley Japanese American Community Ce	5/28/2026	06/26 - RENT	13,237.00
A031655	SCOOT EDUCATION INC.	5/14/2026	04/20/26-04/24/26 - SUBSTITUTES	31,797.00
A032023	SCOOT EDUCATION INC.	5/28/2026	05/04/26-05/08/26 - SUBSTITUTES	21,735.00
313565	SOUTHERN CALIFORNIA GAS COMPANY	5/28/2026	04/14/26-05/14/26 - GAS CHARGES	202.35
EFT05/29	Teresa Sale Benefits Consultant	5/29/2026	06/26 - HEALTH PREMIUMS & ADJUSTMENTS	120,355.44
A032022	The Education Team	5/28/2026	04/20/26 - SUBSTITUTE	198.75
313535	Think Together	5/11/2026	INSTALLMENT #10 OF 10 - COMPREHENSIVE MANAGEMENT OF ASES	38,661.74
P092469	THRIVEPASS, INC	5/28/2026	04/26 - FSA PAYMENT	377.63
313549	TIME WARNER CABLE	5/14/2026	4/26 - E-RATE ADJUSTMENT, 05/26 - INTERNET ACCOUNT #49301	309.90

Check #	Vendor Name	Date	Description	Amount
P092467	UNUM	5/28/2026	05/26 - DISABILITY PREMIUMS	3,130.52
A031656	WAXIE SANITARY SUPPLY	5/14/2026	PAPER TOWELS, HAND SANITIZER, HAND SOAP, ETC	2,382.76
A032020	WAXIE SANITARY SUPPLY	5/28/2026	FACIAL TISSUE	326.39
P091138	WEST COAST INSTALLATIONS	5/7/2026	12/10/25 - TROUBLESHOOT & REPAIR FAULTY GATE	500.00
				560,390.91

Coversheet

26-27 YPICS Local Control Accountability Plans (LCAPS)

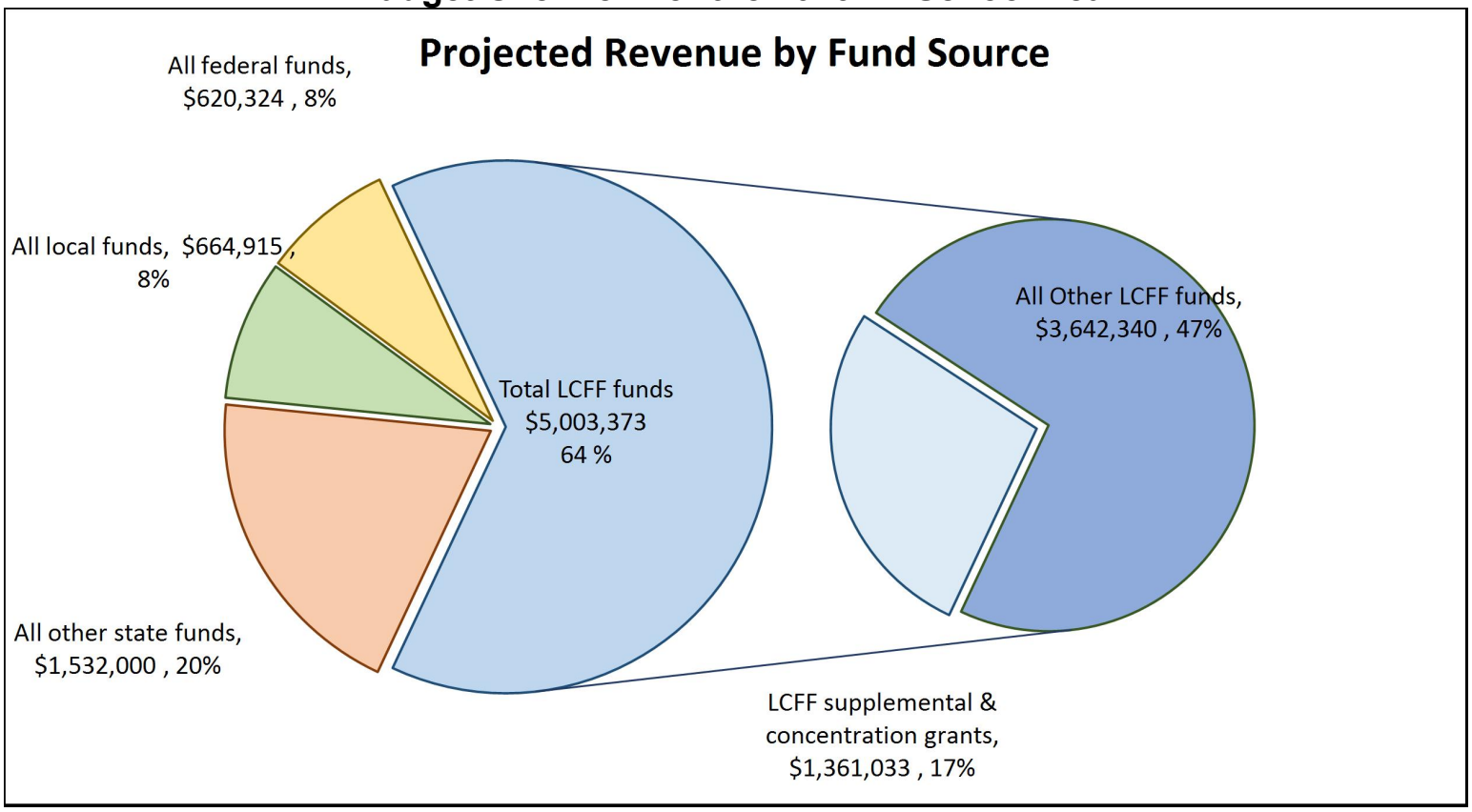
Section: V. Items Scheduled For Action
Item: B. 26-27 YPICS Local Control Accountability Plans (LCAPS)
Purpose: Vote
Submitted by:
Related Material:
2026_Local_Control_and_Accountability_Plan_Bert_Corona_Charter_School_20260626.pdf
2026_Local_Control_and_Accountability_Plan_Monsenor_Oscar_Romero_Charter_Middle_School_20260626 (1).pdf
2026_Local_Control_and_Accountability_Plan_Bert_Corona_Charter_High_School_20260626.pdf

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bert Corona Charter School
CDS Code: 19647330106872
School Year: 2026-27
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 2026-27 School Year

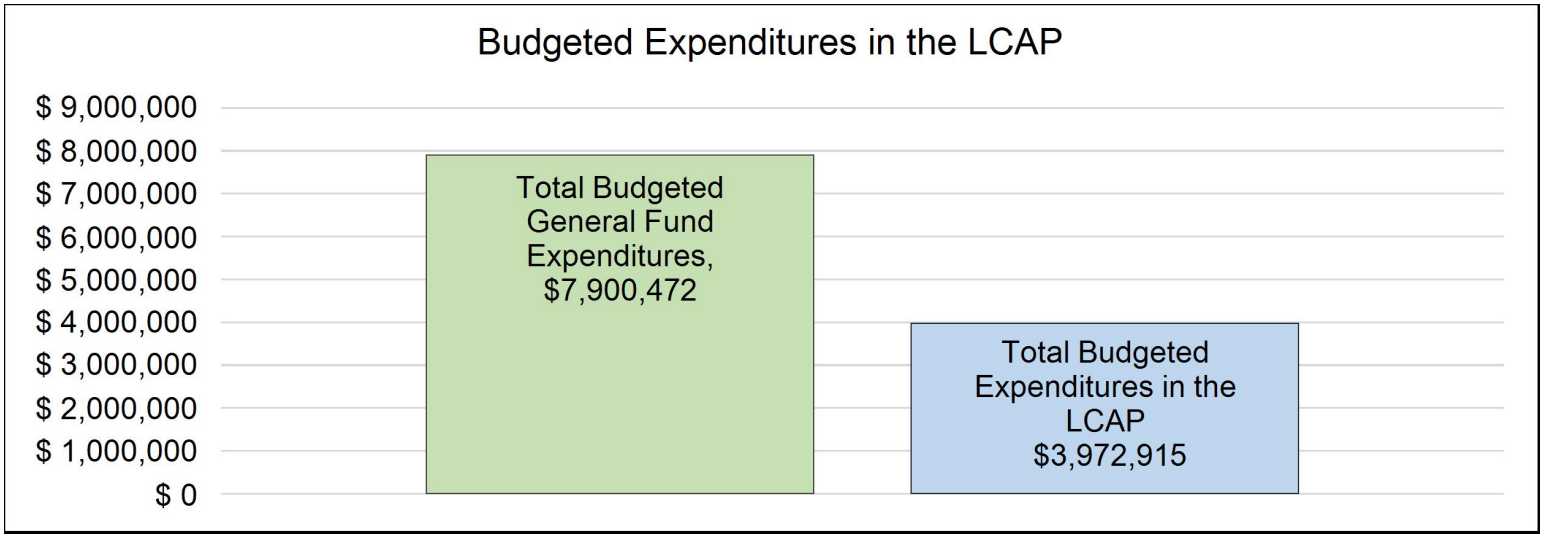


This chart shows the total general purpose revenue Bert Corona Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Bert Corona Charter School is $7,820,612, of which $5,003,373 is Local Control Funding Formula (LCFF), $1,532,000 is other state funds, $664,915 is local funds, and $620,324 is federal funds. Of the $5,003,373 in LCFF Funds, $1,361,033 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 2026-27. 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 $7,900,472 for the 2026-27 school year. Of that amount, $3,972,915 is tied to actions/services in the LCAP and $3,927,557 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

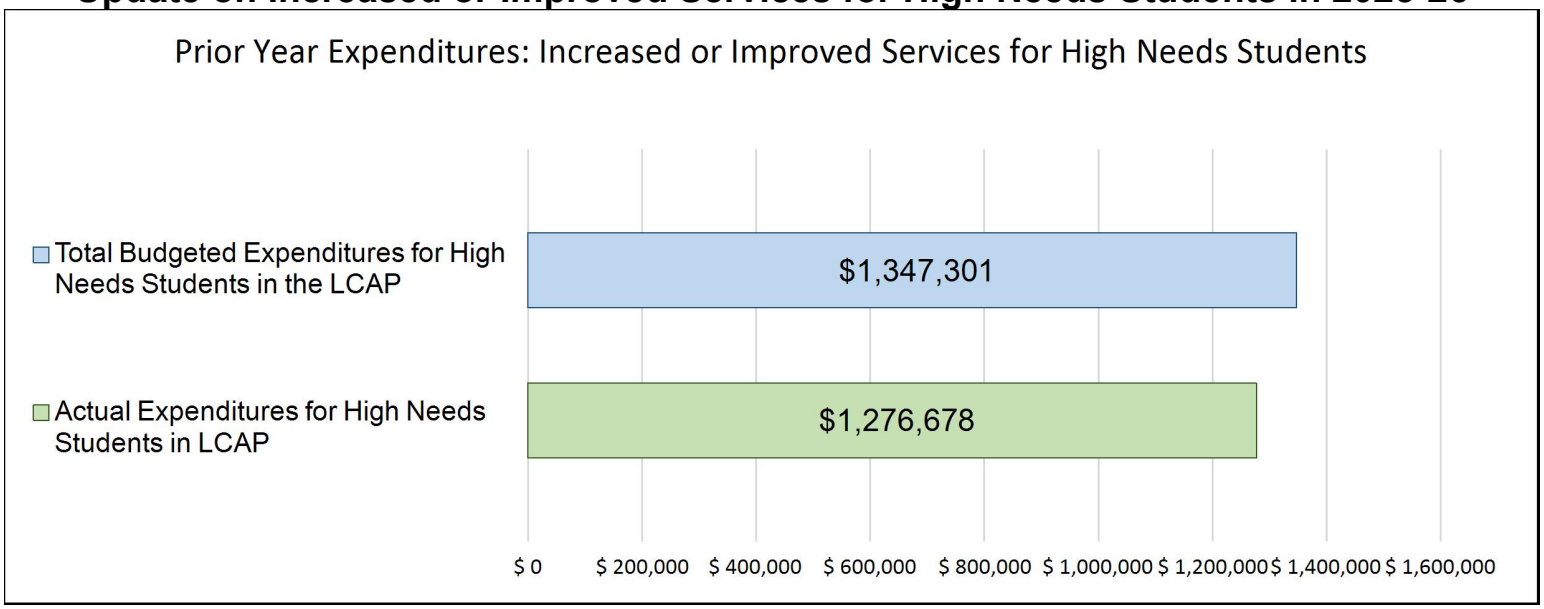
Funds not included in the LCAP consist of Child Nutrition, Special Education, Entitlement/Encroachment, Services & Other Operating Expenses, and Depreciation Expenses.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Bert Corona Charter School is projecting it will receive $1,361,033 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 $1,379,814 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 2025-26



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 2025-26, Bert Corona Charter School's LCAP budgeted $1,347,301 for planned actions to increase or improve services for high needs students. Bert Corona Charter School actually spent $1,276,678. for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $70,623 had the following impact on Bert Corona Charter 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 School	Yvette King Berg Executive Director	ykingberg@ypics.org (818) 305-2791

Plan Summary [2026-27]

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, high expectations for all students; a personalized, supportive learning environment that recognizes students' accomplishments; family-school-community partnerships and service; and integrated classroom technology 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 learning through clear, 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, 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.

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 habits of mind that students develop under the care of Bert Corona Charter School will prepare them for the rigors of college and the world of work.
VISION: Our school is named in honor of and inspired by Bert Corona, a prominent Latino community organizer who dedicated his life to leading 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 participation in the community. 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 public school students in the area are eligible for federal free or reduced-price meals, indicative of the high poverty levels in the area.

BCCS serves a wide range of scholars who require 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 critical instructional areas to propel them to advance across all areas. Students struggling with basic skills are provided with grade-level instructional materials and targeted support from various education experts, including 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 to achieve a successful, multidimensional approach that meets the needs of our diverse population.

The school created its own culture of awareness, with considerate, committed, and conscientious teachers who serve the needs of our scholars. Many visitors, including the LAUSD Charter Schools Division Executive Director and staff, 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 March 2026, and the use of these funds has been incorporated in the 2026-27 plan.

Reflections: Annual Performance

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

ACADEMIC PERFORMANCE 2025 CA DASHBOARD
ENGLISH LANGUAGE PROGRESS INDICATOR (English Learners): "Yellow" - English learners are making progress toward English language Proficiency. This was a 4.5% decrease from the prior year. This is the second year that the CDE reported the performance of the Long-Term English Learner student group in addition to the general performance of all English learners. The LTEL student group individually achieved a "Blue" performance level, indicating strong growth and performance for this group; the general EL progress was 63.9% of ELs made progress on the ELPAC.

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

"Yellow" Performance: Schoolwide -61.2 DFS (improvement of 7 points), Hispanic -62.6 DFS (improvement of 6.2 points), SED -64.6 DFS (6.6 point improvement)
"Orange" Performance: EL -87.1 (21.8 point improvement), SWD -128.7 (improvement of 9.6 points), LTEL -125 DFS (increase of 15.8 points)

- MATHEMATICS INDICATOR (Distance from Standard):

"Orange"- Schoolwide: -128.2 (improvement of 6.8 points), Hispanic -129.2 DFS (improvement of 5.4 points), SED -130.5 DFS (8.5 point improvement), EL -148.3 (22.3 point improvement), SWD -189.8 (improvement of 13.5 points), LTEL -181 DFS (increase of 16 points)

- COLLEGE/CAREER INDICATOR (Distance from Standard): N/A

ACADEMIC ENGAGEMENT 2025 CA DASHBOARD

- CHRONIC ABSENTEEISM INDICATOR:

"Orange" Performance: Schoolwide 22.9% (declined 1%), Hispanic 22.8% (declined by 0.6%), SED 22.3% (declined by 2.5%)
"Red" Performance: EL 26.3% (maintained -0.3%), SWD 24.25% (maintained 0%), LTEL 33.3% (increased 3.5%)

CONDITIONS & CLIMATE 2025 CA DASHBOARD

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

"Blue" Performance: Schoolwide 1.1% suspended (declined by 4.1%); Hispanic 1.2% suspended (declined by 3.9%); SED 1.2% suspended (declined by 4.1%)
"Green" Performance: EL 1.2% suspended (declined by 6.1%); LTEL 2.7% suspended (declined by 4.3%); SWD 1.1% suspended (declined by 2.5%)

2025 LOCAL INDICATORS CA DASHBOARD

- 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"

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 2025 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 various data sources to enable accurate root cause analyses, so we may better understand the underlying causes of 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. LACOE continues to partner with Bert Corona to support the focus on building literacy through writing across all subject areas.

As of this writing, the LCAP will continue to 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 2026.

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	Students were administered the 2025-26 Youth Truth Survey to gather perception data on areas such as engagement, relationships, culture, and belonging. These areas are aligned to metrics in the current LCAP, and demonstrate a need for improvement in several areas, but for the 2025-26, the priorities will be in culture (41% positive), relationships (48%), and belonging (50%). The data was reviewed with student leadership to gather ideas for improving in these areas, and opportunities to include them in the plan.
Parents/Guardians	Parents have been engaged in several ways in tracking current LCAP progress and in planning for 2026-27. 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 Walks (Winter) and (late Spring), CSI planning, and monthly presentations/updates to the Board of Directors. Based on the 2025-256Youth 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 prioritize for next year, based on feedback/data, are school safety (83% positive) and engagement (78%).
Support Staff	In August 2025, the teachers received training on the CAASPP results and the CA Dashboard to promote understanding of school performance data, including the charter school performance tracks under AB1505. In September 2025, during on-site staff development,

Educational Partner(s)	Process for Engagement
	the administration presented its Academic Excellence Action Plan for the year to teachers and its alignment with the desired LCAP outcomes for the current academic year. Between the October release of the State CAASPP data and the December release of the CA Dashboard for 2025, the staff analyzed local assessment data to determine the necessary interventions to close learning gaps and align with the desired outcomes in the LCAP. During December 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 to assess the status of implementation of actions in the current LCAP and requested feedback from teachers/staff on potential changes for the coming year. Based on the 2025-26 Youth Truth Staff Survey, the specific areas to prioritize for next year, based on feedback/data, are: safety (69% positive), culture (61%), and professional development & support (66%). The leadership presented a draft of the 2026-27 LCAP to staff in May, prior to the public hearing before the Board.
Teachers	In August 2025, the teachers received training on the CAASPP results and the CA Dashboard to promote understanding of school performance data, including the charter school performance tracks under AB1505. In September 2025, during on-site staff development, the administration presented its Academic Excellence Action Plan for the year to teachers and its alignment with the desired LCAP outcomes for the current academic year. Between the October release of the State CAASPP data and the December release of the CA Dashboard for 2025, the staff analyzed local assessment data to determine the necessary interventions to close learning gaps and align with the desired outcomes in the LCAP. During December 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.

Educational Partner(s)	Process for Engagement
	The Site Leadership Team reviewed the LCAP to assess the status of implementation of actions in the current LCAP and requested feedback from teachers/staff on potential changes for the coming year. Based on the 2025-26 Youth Truth Staff Survey, the specific areas to prioritize for next year, based on feedback/data, are: safety (69% positive), culture (61%), and professional development & support (66%). The leadership presented a draft of the 2026-27 LCAP to staff in May, prior to the public hearing before the Board.
Special Education	The site leadership team and the Director of Special Education consulted with staff members of LAUSD Options 3 COP and 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.
LMU Center for Equity for English Learners	Actions related to English learners were reviewed.
Administrators	The Executive Administrator engaged the site leadership team in September using prior-year state-verified local assessment data, CAASPP results, and the 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 areas of work were reflected in prior-year outcomes and how each would focus on specific goals in the 2025-26 LCAP to reach desired outcomes. During December 2025's Data Day, staff reflected on progress using various data points in the LCAP (surveys of students, parents/guardians, and staff; MOY local assessment results; MTSS to address CA Dashboard Indicators; state system of support; ESSA assistance). In December 2025, in preparation for the LCAP Mid-Year Progress Report for the Board of Directors, this LCAP monitoring structure was put in place, with administrators using the MTSS structure in their areas of work. This will continue to be the process for the 2026-27 academic year to ensure the LCAP data are

Educational Partner(s)	Process for Engagement
	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	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. 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. 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. 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. The public hearing on the 2025-26 "draft" LCAP was held during the regular Board meeting on May 19, 2025.

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 2025, 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 Monitoring Outcomes by Full-time Equivalent)	55% FTE appropriately credentialed and assigned (Source: CDE DataQuest, 2023-24 Teacher Assignment Monitoring Outcomes by Full-time Equivalent)	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
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)	100% teachers/ students with access to standards- aligned curricula (ELA,ELD, math, science, and social science) (Source: LACOE Williams Instructional Visit, August 2025)	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"	2025 Dashboard Local Indicator on Implementation of State Standards "Standard Met" (Source: Local reporting for the 2024-25 CA Dashboard Local Indicators)	Maintain Implementation of State Standards ELA 5, ELD 5, Math 5, NGSS 5, History 5	No difference
1.5	Teacher Perception of Professional Development Impact & Support (Priority 2)	3.78 Professional Development & Support 71% Staff members responded to Youth Truth Survey	3.62 Professional Development & Support		Participation: 95% Rating: 4	Professional Development & Support: -0.16

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)	96% Staff members responded to Youth Truth Survey (Source: Youth Truth Survey administered for 2024-25)			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"	2025 Dashboard Local Indicator on Access to a Broad Course of Study "Standard Met" (Source: Local reporting for the 2024-25 CA Dashboard Local Indicators)	Maintain 100% students access to a broad course of study	No difference

Goal Analysis [2025-26]

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.	$371,283.00	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.	$1,383,569.00	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	$415,164.00	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]	$50,982.00	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.	$55,332.00	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).	$2,897.00	Yes
1.7	Technology Integration	Provide sufficient IT Support to the school in order to maintain 1:1 devices to students and ensure they are in working order. Additionally, provide	$233,596.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.)		
1.8	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. 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. Equity-focused Standards-based Instruction for English Learners Supporting the Growth of English Learners & Dually-Identified Students • 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) (Title III, LEP - $11,376)	$22,399.00	Yes
1.9	Effective Instructional Leadership/Coordinator of Instruction Support for Impactful & Effective Instruction	New implementation of standards-based planning platform will be led by the Coordinator of Instruction. Continuing implementation and in-house support of RELAY's "Get Better Faster" as a common framework for coaching, observation and feedback which provides a common language and understanding of instructional expectations that are rooted in equity for all students. The Executive Administrator and Coordinator of Instruction will conduct weekly classroom observations, and providing weekly on-site PD tailored to the needs of teachers and paras to facilitate higher levels of	$480,358.00	Yes

Action #	Title	Description	Total Funds	Contributing
		student learning; and documented visitations via online platform. The school will implement these strategies schoolwide. The school's regular weekly professional development for the academic year will include: • 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. 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.		
1.10	Effective Operations Team	The Operations Team is charged with monitoring the daily functions of the school site to ensure effective processes/procedures are in place and executed in a professional manner to support a nurturing, welcoming, and safe environment for all stakeholders. As the first line of interaction for parents, the operations team will develop relationships with parents/guardians/students that increase their positive engagement with the school (e.g., enrollment process, knowledgeable source of information regarding available school resources, etc.) Additionally, the team plays a crucial role in increasing the connectedness and satisfaction of families with the school, and promoting regular student attendance.	$336,326.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		

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)	2025-26 iReady Reading Growth Diagnostic [EOY] 63% meeting typical growth 30% 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)	63.9% English learners making process toward English language Proficiency "Blue" (Source: 2025 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	2025 Dashboard ELA & CAASPP School "Yellow" -61.2 DFS 28.06% Met/Exceeded Hispanic "Yellow" -62.6 DFS 27.3% Met/Exceeded SED "Yellow" -64.6 DFS 27.21% Met/Exceeded EL "Orange" -87.1 DFS 0% Met/Exceeded LTEL "Orange" -125 DFS 0% Met/Exceeded SWD "Orange" -128.7 DFS	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%

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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	7.69% 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 [2025-26]

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	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 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.	$0.00	Yes
2.2	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.	$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	$114,266.00	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., 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 will provide continuity and increasing rigor for students as they progress to the next grade level.	$0.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Verified Data Source - iReady Mathematics Growth (Priority 8)	2023-24 iReady Mathematics Growth Diagnostic [BOY to EOY] 60% meeting typical growth 21% meeting stretch growth (Source: iReady Platform, 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)	2025-26 iReady Mathematics Growth Diagnostic [BOY to EOY] 52% meeting typical growth 21% meeting stretch growth (Source: iReady Platform, EOY Diagnostic Growth Report)	iReady Mathematics Growth Diagnostic [BOY to EOY] 70% meeting typical growth 30% meeting stretch growth	Meeting typical growth: declined 7% Meeting stretch growth: declined 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Dashboard Mathematics Indicator (Priority 4)	2023 Dashboard Mathematics & CAASPP School "Red" -134.8 DFS 10.74% Met/Exceeded Hispanic "Red" -134.6 DFS 10.8% Met/Exceeded SED "Red" -136.4 DFS 10.56% Met/Exceeded EL "Red" -182.8 DFS 0% Met/Exceeded SWD "Red" -182.8 DFS 10.56% Met/Exceeded	2024 Dashboard Mathematics & CAASPP School "Red" -135 DFS 8.13% Met/Exceeded Hispanic "Red" -134.6 DFS 8.09% Met/Exceeded SED "Red" -139 DFS 7.87% Met/Exceeded EL "Orange" -170.6 DFS 0% Met/Exceeded LTEL "Red" -197 DFS 0% Met/Exceeded SWD "Red" -203.3 DFS 1.37% Met/Exceeded	2025 Dashboard Mathematics & CAASPP School "Orange" -128.2 DFS 10.35% Met/Exceeded Hispanic "Orange" -129.2 DFS 10.03% Met/Exceeded SED "Orange" -130.5 DFS 9.42% Met/Exceeded EL "Orange" -148.3 DFS 1.89% Met/Exceeded LTEL "Orange" -181 DFS 0% Met/Exceeded SWD "Orange" -189.8 DFS 0% Met/Exceeded	Dashboard Mathematics Indicator "Yellow"	School: declined 0.2 points DFS Hispanic: no difference SED: declined 2.7 points DFS EL: increased 12.2 points DFS LTEL: declined 0.5 points DFS SWD: declined 20.9 points DFS
3.3	California Science Test (Priority 4)	2023 CAST - Met/Exceeded 12.28% All Students 13.08% Hispanic	2024 CAST and CA Dashboard 10.26% All Students -26.9 DFS	2025 CAST and CA Dashboard 8.04% All Students "Orange" 38.5 science points	CAST 30% meet/exceed	All Students: declined 3.3 points DFS Hispanic: declined 4.1 points DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		0% SWD 9.28% SED 0% EL 0% LTEL	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	8.11% Hispanic "Orange" 38.6 science points 0% SWD 33.2 science points 6.06% SED "Orange" 37.2 science points 4.76% EL "Orange" 31.7 science points 0% LTEL 27.6 science points		SWD: declined 2.2 points DFS SED: declined 2.4 points DFS EL: declined 1.6 points LTEL: increased 7.0 points DFS

Goal Analysis [2025-26]

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 2026-27. 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	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., Equations, Interaction [Match, Table, Grid], Grid, Multi-selection, Multiple Choice, Short Answer).		No
3.2	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.	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
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)	91.7% 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"	2025 Dashboard Chronic Absenteeism Indicator 22.9% All Students "Orange"	Decrease Chronic absenteeism to <10%	All Students: decreased Hispanic: decreased 5.6% SED: decreased 5.2% EL: decreased 0.1%

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)	22.6% Hispanic "Orange" 22.3% SED "Orange" 26.3% EL "Red" 33.3% LTEL "Red" 24.4% SWD "Red" 43.8% Homeless (No color)		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"	2025 Dashboard Suspension Rate Indicator "Blue" 1.1% All Students 1.2% Hispanic "Blue" 1.1% SWD "Green" 1.2% EL "Green" 2.7% LTEL "Green" 1.2% SED "Blue" 0% Homeless	Dashboard Suspension Indicator "Green" or better; all student groups under 2%	All Students: increased 1.9% Hispanic: increased 1.9% SWD: increased 1.2% EL: increased 2.3% LTEL: increased 0.1% SED: increased 2.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.4	Expulsion Rate (Priority 6)	2023 Expulsion Rate 0.3% All Students (Source: Ed-Data, https://www.ed-data.org/school/Los-Angeles/Los-Angeles-Unified/Bert-Corona-Charter)	2024 Expulsion Rate 0% All Students (Source: CDE DataQuest 2023-24 Expulsion Rate Report)		Maintain expulsion rate <1%	Decreased 0.3%
4.5	Middle School Dropout Rate (Priority 5)	0% Middle School Dropout Rate for 2022-23 (Source: CALPADS)	0% Middle School Dropout Rate for 2023-24 (Source: CALPADS)		Maintain dropout rate under 1%	No difference
4.6	Student Perception of School Safety and Connectedness (Priority 6)	3.45 Relationships 3.43 Culture 3.41 Belonging 81% Students responded to Youth Truth Survey* (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2023-24)	3.39 Relationships 3.48 Culture 3.45 Belonging 104% Students responded to Youth Truth Survey (Source: Youth Truth Survey administered for 2024-25)		Participation: 95% Rating/area: 4.0	Relationships: -0.06 Culture: +0.05 Belonging: +0.04 Students responding: +23%
4.7	Parent Satisfaction, Safety & Decision-Making (Priority 3)	4.01 Engagement 4.29 Communication/ Feedback 4.06 Safety 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 Agree" Youth Truth	3.72 Positive Culture 3.95 Positive Relationships 4 Engagement 3.8 Safety 96% Staff responded to Youth Truth Survey (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
		Survey administered for 2023-24)	administered for 2024-25)			

Goal Analysis [2025-26]

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	The Executive Administrative and leadership team will ensure there are monthly activities for meaningful engagement of parents/guardians. • 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	$9,293.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 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

Action #	Title	Description	Total Funds	Contributing
4.3	Engagement of Parents of Underserved Groups	While the Youth Truth Survey results show parents are satisfied with the school, our special populations (e.g., Newcomers, English learners, Students with Disabilities, Foster Youth) often face more barriers to active participation in their child's education. The Executive Administrator in collaboration with the Coordinators of Operations, Community Schools, and Operations will develop a multi-faceted approach to developing and maintaining supportive relationships over the academic year. Through a thoughtful approach, we will address the importance of regular school attendance, and the myriad of community services available to them.	$3,500.00	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.	$1,621.00	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
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.	$489,329.00	Yes

Action #	Title	Description	Total Funds	Contributing
		(Title I - $114,556, Title IV, SSAE - $10,000)		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2025-26]

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

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

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

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

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

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,361,033	$169,478

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
37.367%	0.000%	$0.00	37.367%

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	**Action:** Paraprofessionals (Academic Tutors & Behavior Support) **Need:** Our students who are low-income, English learner, and/or have IEPs demonstrate the highest need based on local assessments and SBAC.	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	**Action:** Supplemental Instructional Materials & Support **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. **Scope:** Schoolwide	Supplemental resources are necessary to work on closing gaps that impede access to grade-level standards in both areas.	iReady, state assessments
1.6	**Action:** Multi-Tiered System of Supports (MTSS) Team **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. **Scope:** Schoolwide	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
	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 **Scope:** Schoolwide	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	**Action:** EL-focused Professional Development **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. **Scope:** Schoolwide	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	**Action:** Effective Instructional Leadership/Coordinator of Instruction Support for Impactful & Effective Instruction	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
	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. **Scope:** Schoolwide	impact of instruction. The reflection on the outcomes will be the basis for coaching to improve student group academic performance.	observation/coaching/feedback sessions
1.10	**Action:** Effective Operations Team **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. **Scope:**	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	**Action:** ELA/ELD Co-planning for Instruction & Assessment **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.	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	**Action:** Accelerations for Language Arts (Tiers 2 & 3) **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 **Scope:** Schoolwide	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	**Action:** Critical Thinking & Writing Skills Development for Social Science **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. **Scope:** Schoolwide	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	**Action:** Accelerations for Mathematics (Tiers 2 & 3) **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". **Scope:** Schoolwide	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	**Action:** NGSS Science Supplemental Resource **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%. **Scope:** Schoolwide	The Stile X Supplemental Resources will address a variety of needs posed by different student groups.	Science course grades, CAST scores
4.1	**Action:** Parent Engagement Activities & Increasing Parent Capacity for Decision-Making **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	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
	home and provide a parent education component on the mission/vision of the school in meeting goals/outcomes established in the charter petition. **Scope:** Schoolwide		
4.3	**Action:** Engagement of Parents of Underserved Groups **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. **Scope:** Schoolwide	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	**Action:** MTSS for Chronic Absenteeism **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%.	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

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	3,642,340	1,361,033	37.367%	0.000%	37.367%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,515,595.00	$306,245.00	$0.00	$151,075.00	$3,972,915.00	$3,357,090.00	$615,825.00

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		$121,383.00	$249,900.00	$371,283.00				$371,283.00	
1	1.2	Standards-Based Instruction (Certificated Teachers)	All	No			Specific Schools: BCCS		$1,314,069.00	$69,500.00	$1,373,569.00			$10,000.00	$1,383,569.00	
1	1.3	Paraprofessionals (Academic Tutors & Behavior Support)	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: BCCS		$415,164.00	$0.00	$262,306.00	$152,858.00			$415,164.00	
1	1.4	Core Instructional Materials/Licenses & State-Verified Assessments	All	No			Specific Schools: BCCS		$0.00	$50,982.00	$50,982.00				$50,982.00	
1	1.5	Supplemental Instructional Materials & Support	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: BCCS		$0.00	$55,332.00	$55,332.00				$55,332.00	
1	1.6	Multi-Tiered System of Supports (MTSS) Team	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: BCCS		$0.00	$2,897.00	$2,897.00				$2,897.00	
1	1.7	Technology Integration	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: BCCS		$76,902.00	$156,694.00	$218,461.00	$15,135.00			$233,596.00	
1	1.8	EL-focused Professional Development	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: BCCS		$0.00	$22,399.00	$14,153.00			$8,246.00	$22,399.00	
1	1.9	Effective Instructional Leadership/Coordinator of Instruction Support for Impactful & Effective Instruction	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: BCCS		$480,358.00	$0.00	$480,358.00				$480,358.00	
1	1.10	Effective Operations Team	All	No			Specific Schools: BCCS		$336,326.00	$0.00	$336,326.00				$336,326.00	
2	2.1	ELA/ELD Co-planning for Instruction & Assessment	English Learners Low Income	Yes	Schoolwide	English Learners	Specific Schools:		$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
						Low Income	BCCS									
2	2.2	Accelerations for Language Arts (Tiers 2 & 3)	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: BCCS		$0.00	$0.00	$0.00				$0.00	
2	2.3	Designated ELD	All English Learners	No					$114,266.00	$0.00		$114,266.00			$114,266.00	
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	Schoolwide	English Learners Low Income	Specific Schools: BCCS		$0.00	$0.00	$0.00				$0.00	
3	3.1	Mathematics Co-planning for Instruction & Assessment	All	No			Specific Schools: BCCS									
3	3.2	Accelerations for Mathematics (Tiers 2 & 3)	English Learners Low Income	Yes	Schoolwide	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	Schoolwide	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	Schoolwide	English Learners Low Income	Specific Schools: BCCS		$9,293.00	$0.00	$9,293.00				$9,293.00	
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	Schoolwide	English Learners Low Income	Specific Schools: BCCS		$0.00	$3,500.00	$3,500.00				$3,500.00	
4	4.4	Positive Behavior & Intensive Support (PBIS)	All	No			Specific Schools: BCCS		$0.00	$1,621.00	$1,621.00				$1,621.00	
4	4.5	MTSS for Chronic Absenteeism	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: BCCS		$0.00	$0.00	$0.00				$0.00	
4	4.6	School Climate & Culture Team Staffing	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: BCCS		$489,329.00	$0.00	$333,514.00	$23,986.00		$131,829.00	$489,329.00	

2026-27 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
3,642,340	1,361,033	37.367%	0.000%	37.367%	$1,379,814.00	0.000%	37.883 %	**Total:**	$1,379,814.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$1,379,814.00

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	$262,306.00	
1	**1.5**	Supplemental Instructional Materials & Support	Yes	Schoolwide	English Learners Low Income	Specific Schools: BCCS	$55,332.00	
1	**1.6**	Multi-Tiered System of Supports (MTSS) Team	Yes	Schoolwide	English Learners Low Income	Specific Schools: BCCS	$2,897.00	
1	**1.7**	Technology Integration	Yes	Schoolwide	English Learners Low Income	Specific Schools: BCCS	$218,461.00	
1	**1.8**	EL-focused Professional Development	Yes	Schoolwide	English Learners Low Income	Specific Schools: BCCS	$14,153.00	
1	**1.9**	Effective Instructional Leadership/Coordinator of Instruction Support for Impactful & Effective Instruction	Yes	Schoolwide	English Learners Low Income	Specific Schools: BCCS	$480,358.00	
1	**1.10**	Effective Operations Team				Specific Schools: BCCS	$336,326.00	
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	$9,293.00	
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	$333,514.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$4,032,508.00	$4,025,018.00

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	$355,018.00	$355,018.00
1	**1.2**	Standards-Based Instruction (Certificated Teachers)	No	$1,343,411.00	$1,343,411.00
1	**1.3**	Paraprofessionals (Academic Tutors & Behavior Support)	Yes	$426,053.00	$400,000.00
1	**1.4**	Core Instructional Materials/Licenses & State-Verified Assessments	No	$52,534.00	$52,534.00
1	**1.5**	Supplemental Instructional Materials & Support	Yes	$52,192.00	$52,192.00
1	**1.6**	Multi-Tiered System of Supports (MTSS) Team	Yes	$2,780.00	$2,780.00
1	**1.7**	Technology Integration	Yes	$199,230.00	$250,000.00
1	**1.8**	EL-focused Professional Development	Yes	$32,078.00	$32,078.00
1	**1.9**	Effective Instructional Leadership/Coordinator of Instruction Support for Impactful & Effective Instruction	Yes	$444,767.00	$444,767.00
1	**1.10**	Effective Operations Team	No	$487,806.00	$487,806.00

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	$0.00	$0.00
2	2.3	Designated ELD	No	$100,889.00	$120,000.00
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	$19,832.00	$19,832.00
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	$74,962.00	$20,000.00
4	4.2	Leadership Development for Students	No	$2,000.00	$5,000.00
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	$1,556.00	$2,200.00
4	4.5	MTSS for Chronic Absenteeism	Yes	$0.00	$0.00
4	4.6	School Climate & Culture Team Staffing	Yes	$432,900.00	$432,900.00

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)

2025-26 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)
1,276,678	$1,347,301.00	$1,276,678.00	$70,623.00	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	$334,074.00	$318,413.00		
1	1.5	Supplemental Instructional Materials & Support	Yes	$52,192.00	$52,192.00		
1	1.6	Multi-Tiered System of Supports (MTSS) Team	Yes	$2,780.00	$2,780.00		
1	1.7	Technology Integration	Yes	$199,230.00	$199,230.00		
1	1.8	EL-focused Professional Development	Yes	$24,477.00	$24,477.00		
1	1.9	Effective Instructional Leadership/Coordinator of Instruction Support for Impactful & Effective Instruction	Yes	$396,284.00	$396,284.00		
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	$0.00	$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	$74,962.00	$20,000.00		
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	$259,802.00	$259,802.00		

2025-26 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)
$3,388,752.00	1,276,678	0	37.674%	$1,276,678.00	0.000%	37.674%	$0.00	0.000%

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Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues 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 2026-27, 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 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,

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- 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.

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- **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.

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- 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

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- 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:

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- 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 32627(d).

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

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

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

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

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- 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.

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- **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).

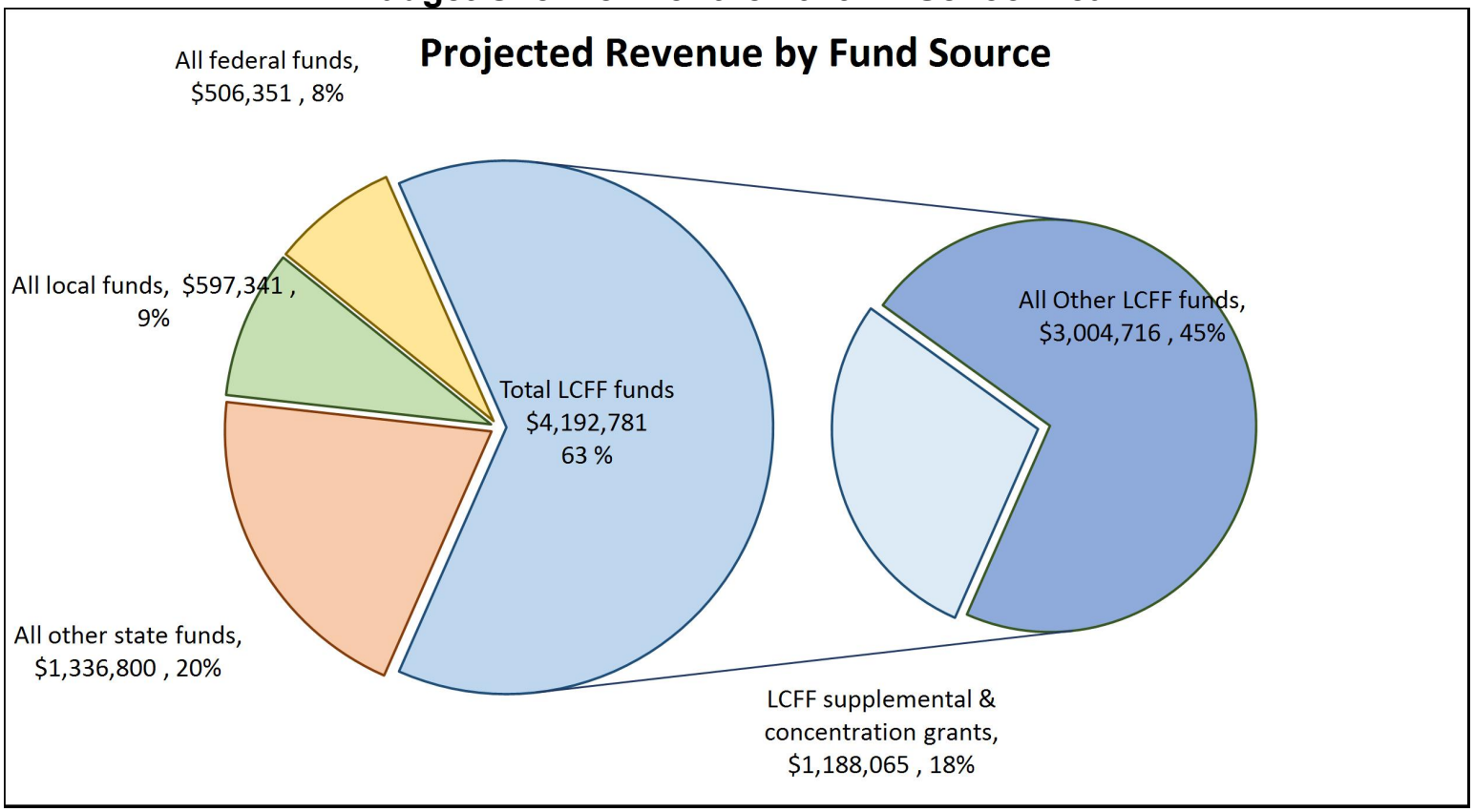
California Department of Education
November 2024

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Monsenor Oscar Romero Charter School
CDS Code: 19647330114959
School Year: 2026-27
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 2026-27 School Year

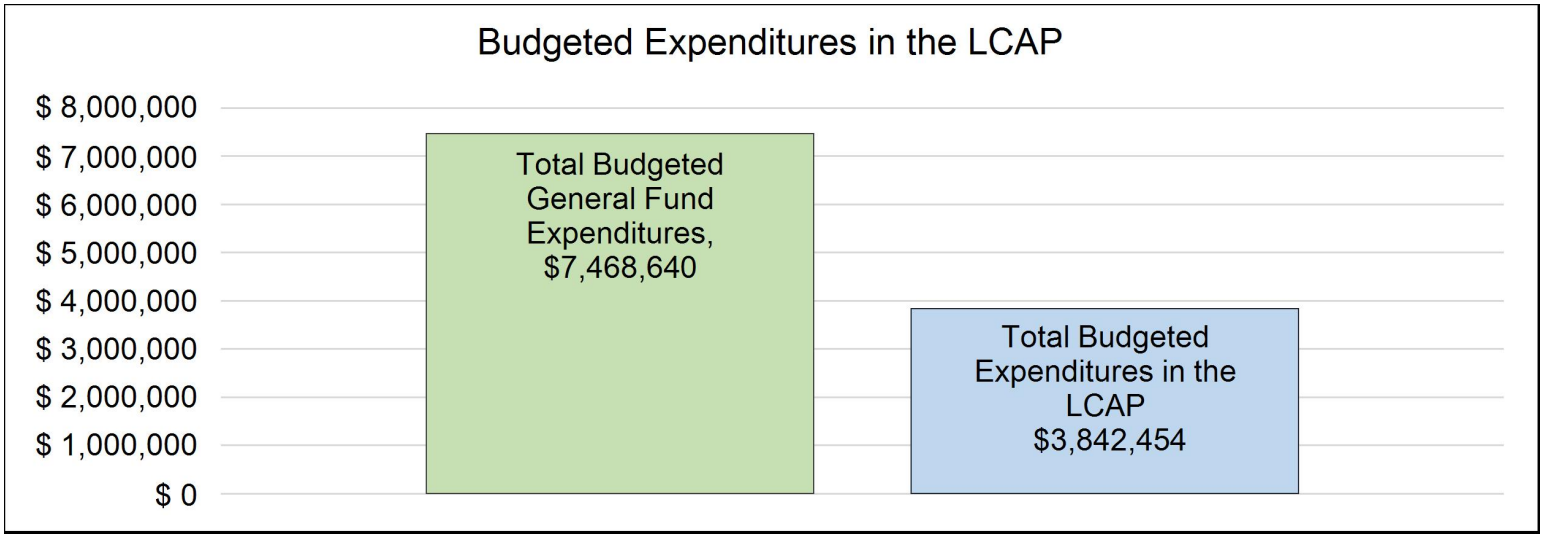


This chart shows the total general purpose revenue Monsenor Oscar Romero Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Monsenor Oscar Romero Charter School is $6,633,273, of which $4,192,781 is Local Control Funding Formula (LCFF), $1,336,800 is other state funds, $597,341 is local funds, and $506,351 is federal funds. Of the $4,192,781 in LCFF Funds, $1,188,065 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 2026-27. 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 $7,468,640 for the 2026-27 school year. Of that amount, $3,842,454 is tied to actions/services in the LCAP and $3,626,186 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

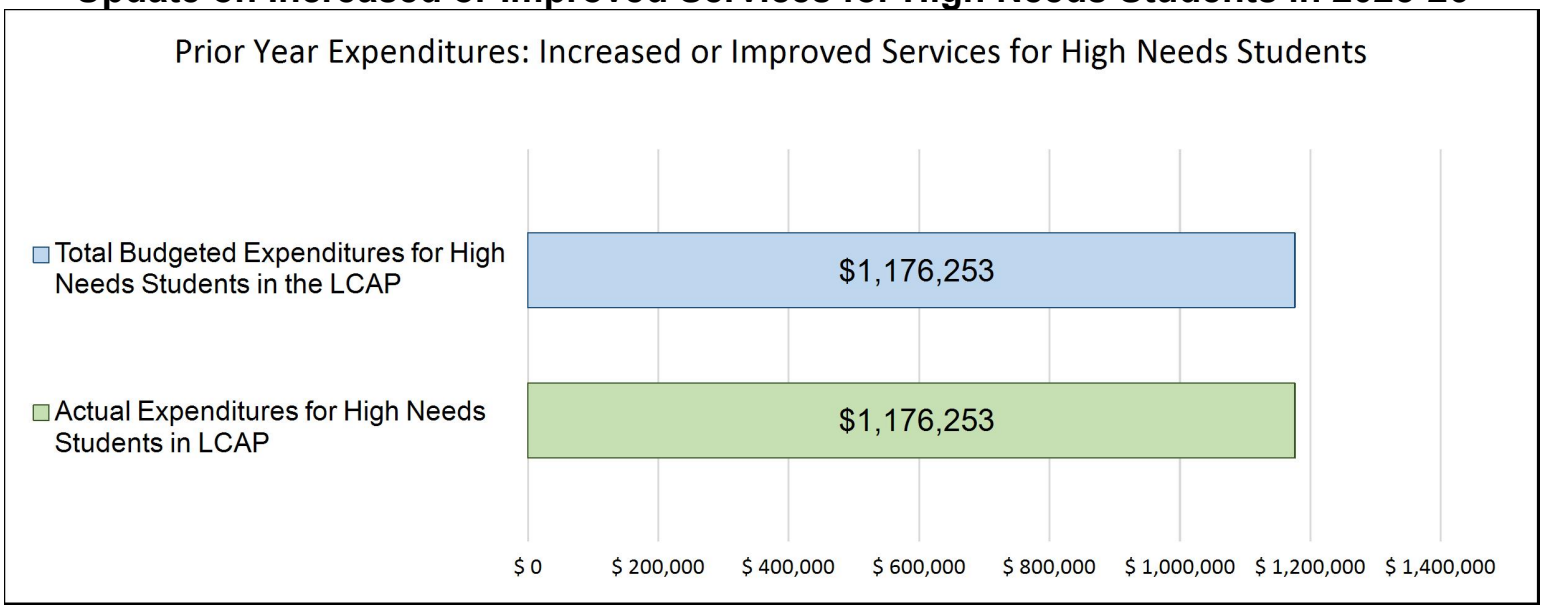
Funds not included in the LCAP consist of Child Nutrition, Special Education, Entitlement/Encroachment, Services & Other Operating Expenses, and Depreciation Expenses.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Monsenor Oscar Romero Charter School is projecting it will receive $1,188,065 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 $1,188,065 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 2025-26



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 2025-26, Monsenor Oscar Romero Charter School's LCAP budgeted $1,176,253 for planned actions to increase or improve services for high needs students. Monsenor Oscar Romero Charter School actually spent $1,176,253 for actions to increase or improve services for high needs students in 2025-26.

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 [2026-27]

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 2025 CA DASHBOARD

-ENGLISH/LANGUAGE ARTS INDICATOR (Distance from Standard): "Orange" Performance: School wide -63.3 DFS (decline of 9.7 points), Hispanic -64.8 DFS (decline of 64.8 points), SED -63.2 DFS (decline of 7.7 points). ELs "Red" Performance: EL -99.8 (18.4 decline), LTEL -127.8 DFS (6.3 points declined), SWD -119.6 (declined 4.4 points)

-ENGLISH LANGUAGE PROGRESS INDICATOR (English Learners): "Orange" 48.4 making progress toward English Language Proficiency. This was a decrease of 20.1% over the prior year. The Long-Term English Learner group was at 57.4, a decline of 12.9% over the prior year.

- MATHEMATICS INDICATOR (Distance from Standard):

"Orange" Performance: Schoolwide -114.9 DFS (increased 3.2 points), Hispanic -116.8 DFS (4.3 point increase), EL -133.8 (5.1 point increase), LTEL -169.4 DFS (maintained 2.9 points), SED -114.8 DFS (maintained 1.8 points), SWD “Orange” Performance -157.3 DFS (increased 26.5 points).

ACADEMIC ENGAGEMENT 2024-25 CA DASHBOARD

- CHRONIC ABSENTEEISM INDICATOR:

"Red" Rating: Schoolwide 21.2% Chronically absent (maintained 0.2%), EL 25.9% (increased 5.9%), LTEL 23.2% (increased 5.3%), Hispanic 20.9% (maintained -0.1%), SED 21% (maintained -0.3%), SWD "Orange" Rating: SWD 24.4% (declined 3.1%)

CONDITIONS & CLIMATE 2025 CA DASHBOARD
SUSPENSION RATE INDICATOR (Suspended at least one day):
"Blue" Rating: Schoolwide 0.3%, EL 0.9%, Hispanic 0.3%, LTEL 1.8% (increased 0.3%), SWD "Green" Rating 2.4% (declined 2.6%), “Blue” Rating: SED 0.3%

2025 LOCAL INDICATORS CA DASHBOARD

- 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.

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	Students were administered the 2025-26 Youth Truth Survey to gather perception data on areas such as engagement, relationships, culture, and belonging. These areas are aligned with metrics in the 2024-25 LCAP and demonstrate a need for improvement in several areas. For 2026-27, the priorities will be in culture (31% positive), belonging (49%), and relationships (45%). The data was reviewed with student leadership to gather ideas for improving in these areas and opportunities to include them in the plan.
Parents/Guardians	Parents have been engaged in several ways in tracking current LCAP progress and in planning for 2026-27. 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 Walks (Winter & Spring), school improvement planning and monthly presentations/updates to the Board of Directors. Based on the 2025-26 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 (77% positive) and engagement (75%).
Support Staff	In August 2025, the staff received training on the CAASPP results and the CA Dashboard to promote understanding of school performance data, including the charter school performance tracks under AB1505. In September 2025, the administration presented its Academic Excellence Action Plan for the year to staff and its alignment with

Educational Partner(s)	Process for Engagement
	desired LCAP outcomes for the current academic year. Between the October release of the State CAASPP data and the November release of the CA Dashboard for 2025, the staff analyzed local assessment data to determine the necessary interventions to close learning gaps and align with the desired outcomes in the LCAP. During December 2025's Data Day, staff reflected on progress using various data points in the LCAP (surveys of students, parents/guardians, 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 status of implementation of actions in the 25-26 LCAP and requested feedback from teachers/staff on potential changes for the coming year. Based on the 2025-26 Youth Truth Staff Survey, specific areas to be prioritized for next year, based on feedback/data, are: culture (26% positive), safety (71%), relationships (45%), and professional development & support (41%). The leadership presented a draft of the 2026-27 LCAP to staff in May, prior to the public hearing before the Board.
Teachers	In August 2025, the staff received training on the CAASPP results and the CA Dashboard to promote understanding of school performance data, including the charter school performance tracks under AB1505. In September 2025, the administration presented its Academic Excellence Action Plan for the year to staff and its alignment with desired LCAP outcomes for the current academic year. Between the October release of the State CAASPP data and the November release of the CA Dashboard for 2025, the staff analyzed local assessment data to determine the necessary interventions to close learning gaps and align with the desired outcomes in the LCAP. During December 2025's Data Day, staff reflected on progress using various data points in the LCAP (surveys of students, parents/guardians, 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 status of implementation of actions in the 25-26 LCAP and requested feedback from teachers/staff on potential changes for the coming year. Based on the

Educational Partner(s)	Process for Engagement
	2025-26 Youth Truth Staff Survey, specific areas to be prioritized for next year, based on feedback/data, are: culture (26% positive), safety (71%), relationships (45%), and professional development & support (41%). The leadership presented a draft of the 2026-27 LCAP to staff in May, prior to the public hearing before the Board.
Special Education	The site leadership team and the Director of Special Education consulted with members of the LAUSD Charter Operated Programs Option 3, 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.
LMU Center for Equity for English Learners	Actions related to English learners were reviewed.
Administrators	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 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

Educational Partner(s)	Process for Engagement
	opportunities around state data, including Lexile and quantile, and school improvement for special groups such as dually identified students and newcomers.
Board of Directors	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. At each regular meeting between September 2025 and February 2026, as well as meetings of the Academic Excellence Committee, the Board was presented with real-time updates and progress on implementation of LCAP actions. In February, the members received a Mid-Year LCAP Progress Report presentation including financials and assessment data. Based on the available data, board members provided feedback on the need to increase focus on mathematics, dual-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. The public hearing on the 2026-27 LCAP was held on June 29, 2026.

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 Outcomes by Full-time Equivalent)	70.6% FTE appropriately credentialed and assigned (Source: CDE DataQuest, 2023-24 Teacher Assignment Monitoring Outcomes by Full-time Equivalent)	95% "Clear" Credentialed Teachers	+10.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Access to Standards–Aligned Instructional Materials (Priority 1)	100% teachers/ students with access to standards- aligned curricula (ELA, ELD, math, science, social science, and social science) (Source: LACOE Williams Instructional Visit, December 2023)	100% teachers/students with access to standards- aligned curricula (ELA, ELD, math, science, social science, and social science) (Source: LACOE Williams Instructional Visit, August 2024)	100% teachers/students with access to standards- aligned curricula (ELA, ELD, math, science, social science, and social science) (Source: LACOE Williams Instructional Visit, August 2025)	Maintain 100% teachers/ students with access to standards- aligned curricula (ELA, ELD, math, science, social science, and social science)	No difference
1.3	Facilities in “Good” Repair as Measured by Facility Inspection Tool (FIT) (Priority 1)	Score: 100% Rating: “Excellent” (LACOE Williams Facilities Inspection, December 2023)	Score: 100% Rating: “Excellent” (LACOE Williams Facilities Inspection, November 2024)	Score: 100% Rating: “Excellent” (LACOE Williams Facilities Inspection, Fall 2025)	Maintain Williams Facility rating >90%	No difference
1.4	Implementation of State Standards (Priority 2)	Implementation of State Standards ELA 5, ELD 5, Math 5, NGSS 5, History 5 (Source: Local reporting for the 2022-23 CA Dashboard Local Indicators)	2024 Local Indicator "Standard Met" Implementation of State Standards ELA 5, ELD 5, Math 5, NGSS 5, History 5 (Source: Local Indicator reported in June 2024)	2025 Local Indicator "Standard Met" (Source: Local Indicator reported in June 2025)	Maintain Implementation of State Standards ELA 5, ELD 5, Math 5, NGSS 5, History 5	No difference
1.5	Teacher Perception of Professional	3.84 Professional Development & Support	3.36 Professional Development &	Professional Development &	Participation: 95% Rating: 4	59% Participation increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Development Impact & Support (Priority 2)	29% Staff members responded to Youth Truth Survey* (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2023-24)	Support 88% Staff members responded to Youth Truth Survey (Source: Youth Truth Survey administered for 2024-25)	Support % Staff members responded to Youth Truth Survey (Source: Youth Truth Survey administered for 2025-26)		0.48 rating decrease
1.6	Access to and enrollment in a broad course of study (Priority 7)	100% of students have access to a broad course of study (Source: Local reporting for the 2022-23 CA Dashboard Local Indicators)	2024 Local Indicator "Standard Met" 100% of students have access to a broad course of study (Source: Local Indicator reported in June 2024)	2025 Local Indicator "Standard Met" 100% of students have access to a broad course of study (Source: Local Indicator reported in June 2025)	Maintain 100% students access to a broad course of study	No difference

Goal Analysis [2025-26]

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.	$561,287.00	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.	$1,463,565.00	No
1.3	Paraprofessionals (Academic Tutors & Behavior Support)	Tutors will be assigned to classes based on student needs to increase academic success for the students by providing targeted individual and/or group tutoring and supports as necessary; support teachers with instructional goals and objectives; and review student data and create individualized tutoring plans. Special Education paraprofessionals are assigned based on students' IEPs. The BII will provide dedicated support to assigned students(s) to improve student academic skills and meet the behavioral expectations as defined in the IEP.	$184,135.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Core Instructional Materials/Licenses & State-Verified Assessments	Provide teachers and students with the necessary standards-based curricula across the core and to ensure all students have access to grade-level content. School-wide assessments administered 3xs/year in English/language arts and mathematics using verified data source (iReady) to monitor student growth and progress.[Curriculum: iReady Language Arts & Math, TCI, Stile electronic core curriculum]	$50,190.00	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.	$151,794.00	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).	$1,600.00	Yes
1.7	Technology Integration	Provide sufficient IT Support to the school in order to maintain 1:1 devices to students and ensure they are in working order. Additionally, provide integrated technology resources/platforms to improve writing skills across the content areas as well as for secondary success (e.g.,Thinking Nation, Google Classroom/Suite, iXL, Adobe Suite, etc.)	$211,418.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	EL-focused Professional Development	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. 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. Equity-focused Standards-based Instruction for English Learners Supporting the Growth of English Learners & Dually-Identified Students • 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)	$26,535.00	Yes
1.9	Effective Instructional Leadership/Coordinator of Instruction Support for Impactful & Effective Instruction	New implementation of standards-based planning platform will be led by the Coordinator of Instruction. Continuing implementation and in-house support of RELAY's "Get Better Faster" as a common framework for coaching, observation and feedback which provides a common language and understanding of instructional expectations that are rooted in equity for all students. The Executive Administrator and Coordinator of Instruction will conduct weekly classroom observations, and providing weekly on-site PD	$440,047.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. The school's regular weekly professional development for the academic year will include: • 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. 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.		
1.10	Effective Operations Team	The Operations Team is charged with monitoring the daily functions of the school site to ensure effective processes/procedures are in place and executed in a professional manner to support a nurturing, welcoming, and safe environment for all stakeholders. As the first line of interaction for parents, the operations team will develop relationships with parents/guardians/students that increase their positive engagement with the school (e.g., enrollment process, knowledgeable source of information regarding available school resources, etc.) Additionally, the team plays a	$268,746.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		

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	2025-26 iReady Reading Growth Diagnostic EOY 63% met/exceeded typical growth 29% 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)	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)	48.4% % making progress towards English language proficiency "Orange" (Source: 2025 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 12.82% Met/Exceeded	2025 Dashboard ELA & CAASPP School "Orange" -63.3 DFS 28.52% Met/Exceeded Hispanic "Orange" -64.8 DFS 28.67% Met/Exceeded SED "Orange" -63.2 DFS 28.72% Met/Exceeded EL "Red" -99.8 DFS 2.04% Met/Exceeded LTEL "Red" -127.8 DFS 0% Met/Exceeded	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
				SWD "Red" -119.6 DFS 13.89% Met/Exceeded		
2.4	Reclassification Rate (Priority 4)	12.39% Reclassification Rate for 2022-23	18.5% Reclassification Rate for 2023-24	% Reclassification Rate for 2024-25	20% Reclassification Rate	+6.11%

Goal Analysis [2025-26]

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	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 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.	$0.00	Yes
2.2	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.	$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 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	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		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)	2025-26 iReady Mathematics Growth Diagnostic [BOY to EOY] 53% met/exceeded typical growth 23% met/exceeded growth (Source: iReady Platform)	2023-24 iReady Mathematics Growth Diagnostic [BOY to EOY] 75% meeting typical growth 45% meeting stretch growth	15% difference for typical growth 22% 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	2025 Dashboard Mathematics & CAASPP 10.07% School "Orange" -114.9 DFS 9.32% Hispanic "Orange" -116.8 DFS 10.18% SED "Red" -114.8 DFS 2.04% EL "Orange" -133.8 DFS 4.66% LTEL "Red" -169.4 DFS 0% SWD "Orange" -157.3 DFS 0% SWD "Red" - 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	2024 CAST Met/Exceeded 30.7% School - 22.7 DFS 19.58% Hispanic - 22.5 DFS 2.36% English learner -27.3 DFS	2025 CAST Met/Exceeded 17.3% School 44.6 science points "Yellow" 17.52% Hispanic 44.4 science points "Orange"	CAST - Met/Exceeded 30% School	CAST Met/Exceeded School +17.76% Hispanic +6.49% English learner +2.36% SED +5.87%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		N/A SWD - data suppressed	20.73% SED -22.5 DFS 9% SWD -34.5 DFS	0% English learner 35 science points "Orange" 0% Long term English learner 29.7 science points 18.37% SED -44.4 science points "Yellow" 13.33% SWD 35.5 science points		SWD +9%

Goal Analysis [2025-26]

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	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., Equations, Interaction [Match, Table, Grid], Grid, Multi-selection, Multiple Choice, Short Answer).	$0.00	No
3.2	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.	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	NGSS Science Supplemental Resource	NGSS core curriculum will be supplemented with the use of Stile X to support access to grade-level standards for the diverse needs of our students (i.e., English learners, low-income, students with disabilities). These supplemental materials serve as a resource to hone in on mastery of critical concepts for each instructional unit. Students will have regular practice in structured note-taking, science vocabulary development, how to take science assessments which are language-dependent. Additional resources for support include videos, flashcards, and practice tests.	$0.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Student Attendance Rates (Priority 5)	92.8% Attendance Rate 256.48 ADA through Month 8 (Source: MORCS Financial Analysis Report, May 20, 2024)	93.1% Attendance Rate P-2 ADA (Source: MORCS P-2 Report)	92.09% 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" 24.6% EL "Red"	2024 Dashboard Chronic Absenteeism Indicator 21% All Students "Yellow"	2025 Dashboard Chronic Absenteeism Indicator 21.2% All Students "Red"	Chronic Absenteeism Dashboard Indicator "Yellow"	Chronic Absenteeism School decreased 3.8% EL decreased 4.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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"	25.9% EL "Red" 23.2% LTEL "Red" 20.9% Hispanic "Red" 21% SED "Red" 24.4% SWD "Orange"		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"	2025 Dashboard Suspension Rate Indicator 0.3% All Students "Blue" 2.4% SWD "Green" 0.9% English learners "Green" % Long Term English learners"Green" 0.3% Hispanic "Blue" 0.3% 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-	2024 Expulsion Rate 0% (Source: Ed-Data,	2025 Expulsion Rate 0% (Source:)	Maintain expulsion rate <1%	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		data.org/school/Los-Angeles/Los-Angeles-Unified/Monsenor-Oscar-Romero-Charter-Middle)	https://www.ed-data.org/ShareData/Html/120762)			
4.5	Middle School Dropout Rate (Priority 5)	0% Middle Dropout Rate for 2022-23 (Source: CALPADS)	0% Middle Dropout Rate for 2023-24 (Source: CALPADS)	---% Middle Dropout Rate for 2024-25 (Source:)	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)	Engagement Relationships Culture Belonging % Students responded to Youth Truth Survey (Source: Youth Truth Survey administered for 2025-26)	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	4.12 Engagement 4.38 Communication/ Feedback 4.15 Safety 74% Families responded to Youth Truth Survey	Engagement Communication/ Feedback Safety % 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
		Agree" Youth Truth Survey administered for 2023-24)	(Source: Youth Truth Survey administered for 2024-25)	administered for 2025-26)		
4.8	Parent Survey Participation in Programs for Unduplicated Pupils (Priority 3)	4.35 Relationships 4.21 Culture 4.28 Resources Diversity, Equity & Inclusion 71% Families responded to Youth Truth Survey (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2023-24)	4.34 Relationships 4.19 Culture 4.27 Resources 4.07 Diversity, Equity & Inclusion 74% Families responded to Youth Truth Survey (Source: Youth Truth Survey administered for 2024-25)	Relationships Culture Resources Diversity, Equity & Inclusion % Families responded to Youth Truth Survey (Source: Youth Truth Survey administered for 2025-26)	Participation: 95% Rating/area: 4.5	Relationships: decreased 0.01 Culture: decreased 0.02 Resources: decreased 0.01 Diversity, Equity & Inclusion Family participation INCREASED 2%
4.9	Teacher Perception of Safety & Positive Culture (Priority 3)	3.42 Positive Culture 3.88 Positive Relationships 4.02 Engagement 3.64 Safety 29% Staff responded to Youth Truth Survey (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2023-24)	3.4 Positive Culture 3.75 Positive Relationships 3.64 Engagement 3.69 Safety 88% Staff responded to Youth Truth Survey (Source: Youth Truth Survey administered for 2024-25)	Positive Culture Positive Relationships Engagement Safety % Staff responded to Youth Truth Survey (Source: Youth Truth Survey administered for 2025-26)	Participation: 95% Rating/area: 4.0	Culture: decreased 0.02 Relationships: decreased 0.13 Engagement: no difference Safety: increased 0.05 Staff participation rate INCREASED 59%

Goal Analysis [2025-26]

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	The Executive Administrative and leadership team will ensure there are monthly activities for meaningful engagement of parents/guardians. • 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	$74,412.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		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 obstacles. Parents will also participate in this experience with their student to forge a more positive child-parent relationship and two-way accountability.	$2,000.00	No
4.3	Engagement of Parents of Underserved Groups	While the Youth Truth Survey results show parents are satisfied with the school, our special populations (e.g., Newcomers, English learners, Students with Disabilities, Foster Youth) often face more barriers to active participation in their child's education. The Executive Administrator in collaboration with the Coordinators of Operations, Community Schools,	$6,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.	$149,996.00	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.	$248,529.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,188,065	$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
39.540%	0.000%	$0.00	39.540%

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	**Action:** Paraprofessionals (Academic Tutors & Behavior Support) **Need:** Our students who are low-income, English learner, and/or have IEPs demonstrate the highest need based on local assessments and SBAC.	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	**Action:** Supplemental Instructional Materials & Support **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. **Scope:** Schoolwide	Supplemental resources are necessary to work on closing gaps that impede access to grade-level standards in both areas.	iReady, state assessments
1.6	**Action:** Multi-Tiered System of Supports (MTSS) Team **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. **Scope:** Schoolwide	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
	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 **Scope:** Schoolwide	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	**Action:** EL-focused Professional Development **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 **Scope:** Schoolwide	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	**Action:** Effective Instructional Leadership/Coordinator of Instruction Support for Impactful & Effective Instruction **Need:**	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
	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. **Scope:** Schoolwide	outcomes will be the basis for coaching to improve student group academic performance.	observation/coaching/feed back sessions
1.10	**Action:** Effective Operations Team **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. **Scope:**	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	**Action:** ELA/ELD Co-planning for Instruction & Assessment **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. **Scope:**	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
	Schoolwide		
2.2	**Action:** Accelerations for Language Arts (Tiers 2 & 3) **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. **Scope:** Schoolwide	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	**Action:** Critical Thinking & Writing Skills Development for Social Science **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. **Scope:** Schoolwide	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	**Action:** Accelerations for Mathematics (Tiers 2 & 3) **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". **Scope:** Schoolwide	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	**Action:** NGSS Science Supplemental Resource **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%. **Scope:** Schoolwide	The Stile X Supplemental Resources will address a variety of needs posed by different student groups.	Science course grades, CAST scores
4.1	**Action:** Parent Engagement Activities & Increasing Parent Capacity for Decision-Making **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	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
	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. **Scope:** Schoolwide		
4.3	**Action:** Engagement of Parents of Underserved Groups **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. **Scope:** Schoolwide	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	**Action:** MTSS for Chronic Absenteeism **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%.	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 24.6% to 28.9%. The 2023 Suspension Rate Indicator was "Green" with 0.7% of students being suspended at least one day. **Scope:** Schoolwide	Continuing efforts to reduce chronic absences for all student groups.	Regular attendance of students, discipline referrals

Limited Actions

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

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

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The additional concentration grant funding for support staff including paraprofessionals for students identified as needing extra help with literacy and/or math state standards.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1:26
Staff-to-student ratio of certificated staff providing direct services to students		1:21

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	3,004,716	1,188,065	39.540%	0.000%	39.540%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,525,754.00	$169,214.00	$0.00	$147,486.00	$3,842,454.00	$3,075,963.00	$766,491.00

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					$88,890.00	$472,397.00	$561,287.00				$561,287.00	
1	1.2	Standards-Based Instruction (Certificated Teachers)	All	No					$1,393,565.00	$70,000.00	$1,463,565.00				$1,463,565.00	
1	1.3	Paraprofessionals (Academic Tutors & Behavior Support)	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: MORCS		$184,135.00	$0.00	$94,742.00	$89,393.00			$184,135.00	
1	1.4	Core Instructional Materials/Licenses & State-Verified Assessments	All	No					$0.00	$50,190.00	$50,190.00				$50,190.00	
1	1.5	Supplemental Instructional Materials & Support	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: MORCS		$149,405.00	$2,389.00	$92,650.00	$59,144.00			$151,794.00	
1	1.6	Multi-Tiered System of Supports (MTSS) Team	English Learners Low Income	Yes	Schoolwide	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	Schoolwide	English Learners Low Income			$74,654.00	$136,764.00	$201,040.00	$10,378.00			$211,418.00	
1	1.8	EL-focused Professional Development	English Learners Low Income	Yes	Schoolwide	English Learners Low Income			$3,584.00	$22,951.00	$15,353.00			$11,182.00	$26,535.00	
1	1.9	Effective Instructional Leadership/Coordinator of Instruction Support for Impactful & Effective Instruction	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: MORCS		$440,047.00	$0.00	$440,047.00				$440,047.00	
1	1.10	Effective Operations Team	All	No			Specific Schools: MORCS		$268,746.00	$0.00	$258,447.00	$10,299.00			$268,746.00	
2	2.1	ELA/ELD Co-planning for Instruction & Assessment	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: MORCS		$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
2	2.2	Accelerations for Language Arts (Tiers 2 & 3)	English Learners Low Income	Yes	Schoolwide	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	Schoolwide	English Learners Low Income	Specific Schools: MORCS		$0.00	$0.00	$0.00				$0.00	
3	3.1	Mathematics Co-planning for Instruction & Assessment	All	No			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	Schoolwide	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	Schoolwide	English Learners Low Income	Specific Schools: MORCS		$0.00	$0.00	$0.00				$0.00	
4	4.1	Parent Engagement Activities & Increasing Parent Capacity for Decision-Making	All	No Yes	Schoolwide		Specific Schools: MORCS		$74,412.00	$0.00	$74,412.00				$74,412.00	
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	Schoolwide	English Learners Low Income	Specific Schools: MORCS		$0.00	$6,000.00	$6,000.00				$6,000.00	
4	4.4	Positive Behavior & Intensive Support (PBIS)	All	No			Specific Schools: MORCS		$0.00	$1,200.00	$1,200.00				$1,200.00	
4	4.5	MTSS for Chronic Absenteeism	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: MORCS		$149,996.00	$0.00	$149,996.00				$149,996.00	
4	4.6	School Climate & Culture Team Staffing	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: MORCS		$248,529.00	$0.00	$112,225.00			$136,304.00	$248,529.00	

2026-27 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
3,004,716	1,188,065	39.540%	0.000%	39.540%	$1,188,065.00	0.000%	39.540 %	**Total:**	$1,188,065.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$1,188,065.00

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	$94,742.00	
1	**1.5**	Supplemental Instructional Materials & Support	Yes	Schoolwide	English Learners Low Income	Specific Schools: MORCS	$92,650.00	
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		$201,040.00	
1	**1.8**	EL-focused Professional Development	Yes	Schoolwide	English Learners Low Income		$15,353.00	
1	**1.9**	Effective Instructional Leadership/Coordinator of Instruction Support for Impactful & Effective Instruction	Yes	Schoolwide	English Learners Low Income	Specific Schools: MORCS	$440,047.00	
1	**1.10**	Effective Operations Team				Specific Schools: MORCS	$258,447.00	
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			$74,412.00	
4	4.3	Engagement of Parents of Underserved Groups	Yes	Schoolwide	English Learners Low Income	Specific Schools: MORCS	$6,000.00	
4	4.5	MTSS for Chronic Absenteeism	Yes	Schoolwide	English Learners Low Income	Specific Schools: MORCS	$149,996.00	
4	4.6	School Climate & Culture Team Staffing	Yes	Schoolwide	English Learners Low Income	Specific Schools: MORCS	$112,225.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,946,655.00	$3,979,073.00

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	$483,759.00	$500,000.00
1	**1.2**	Standards-Based Instruction (Certificated Teachers)	No	$1,414,165.00	$1,414,165.00
1	**1.3**	Paraprofessionals (Academic Tutors & Behavior Support)	Yes	$298,620.00	$298,620.00
1	**1.4**	Core Instructional Materials/Licenses & State-Verified Assessments	No	$56,691.00	$56,691.00
1	**1.5**	Supplemental Instructional Materials & Support	Yes	$173,816.00	$173,816.00
1	**1.6**	Multi-Tiered System of Supports (MTSS) Team	Yes	$1,600.00	$1,600.00
1	**1.7**	Technology Integration	Yes	$185,769.00	$185,769.00
1	**1.8**	EL-focused Professional Development	Yes	$29,973.00	$29,973.00
1	**1.9**	Effective Instructional Leadership/Coordinator of Instruction Support for Impactful & Effective Instruction	Yes	$417,172.00	$417,172.00
1	**1.10**	Effective Operations Team	No	$253,113.00	$253,113.00

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	$0.00	$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	$82,738.00	$82,738.00
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	$1,200.00
4	4.5	MTSS for Chronic Absenteeism	Yes	$133,823.00	$150,000.00

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)
4	**4.6**	School Climate & Culture Team Staffing	Yes	$408,216.00	$408,216.00

2025-26 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)
$1,074,011	$1,176,253.00	$1,176,253.00	$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	$68,717.00	$68,717.00		
1	1.5	Supplemental Instructional Materials & Support	Yes	$140,797.00	$140,797.00		
1	1.6	Multi-Tiered System of Supports (MTSS) Team	Yes	$1,600.00	$1,600.00		
1	1.7	Technology Integration	Yes	$185,769.00	$185,769.00		
1	1.8	EL-focused Professional Development	Yes	$17,617.00	$17,617.00		
1	1.9	Effective Instructional Leadership/Coordinator of Instruction Support for Impactful & Effective Instruction	Yes	$346,780.00	$346,780.00		
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	$0.00	$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		

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)
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	$82,738.00	$82,738.00		
4	4.3	Engagement of Parents of Underserved Groups	Yes	$3,000.00	$3,000.00		
4	4.5	MTSS for Chronic Absenteeism	Yes	$51,221.00	$51,221.00		
4	4.6	School Climate & Culture Team Staffing	Yes	$278,014.00	$278,014.00		

2025-26 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	$1,074,011	0	37.454%	$1,176,253.00	0.000%	41.019%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues 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 2026-27, 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 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,

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- 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.

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- **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 32627(d).

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

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

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

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

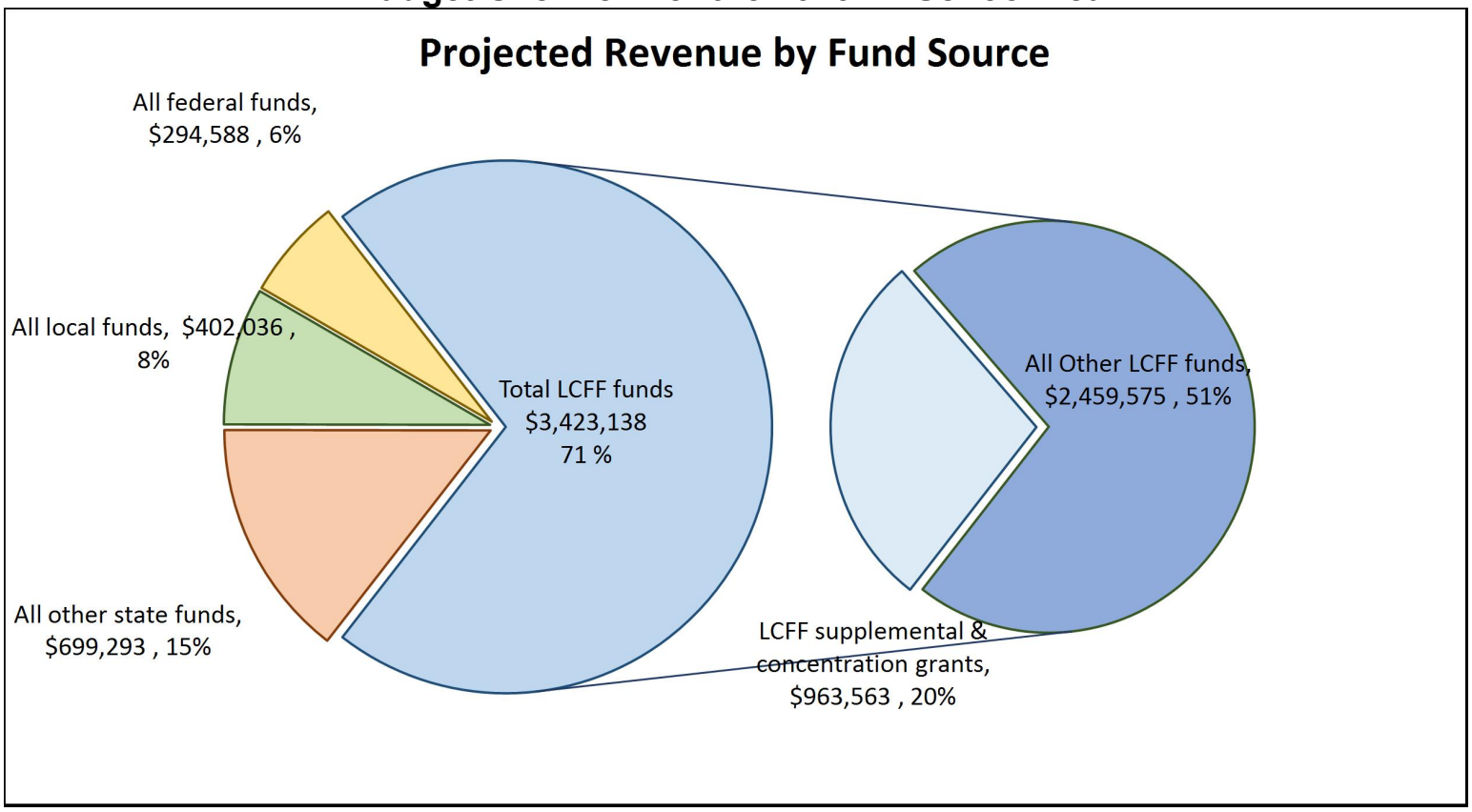
California Department of Education
November 2024

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bert Corona Charter High School
CDS Code: 19647330132126
School Year: 2026-27
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 2026-27 School Year

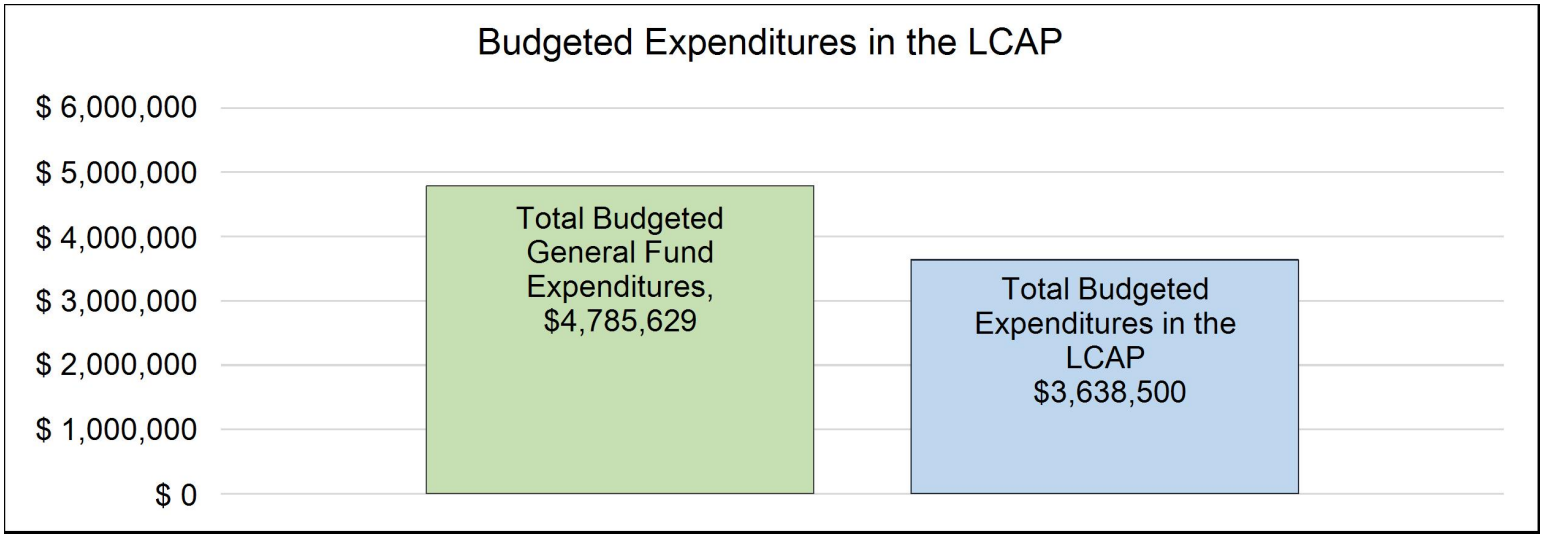


This chart shows the total general purpose revenue Bert Corona Charter High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Bert Corona Charter High School is $4,819,055, of which $3,423,138 is Local Control Funding Formula (LCFF), $699,293 is other state funds, $402,036 is local funds, and $294,588 is federal funds. Of the $3,423,138 in LCFF Funds, $963,563 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 2026-27. 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 $4,785,629 for the 2026-27 school year. Of that amount, $3,638,500 is tied to actions/services in the LCAP and $1,147,129 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

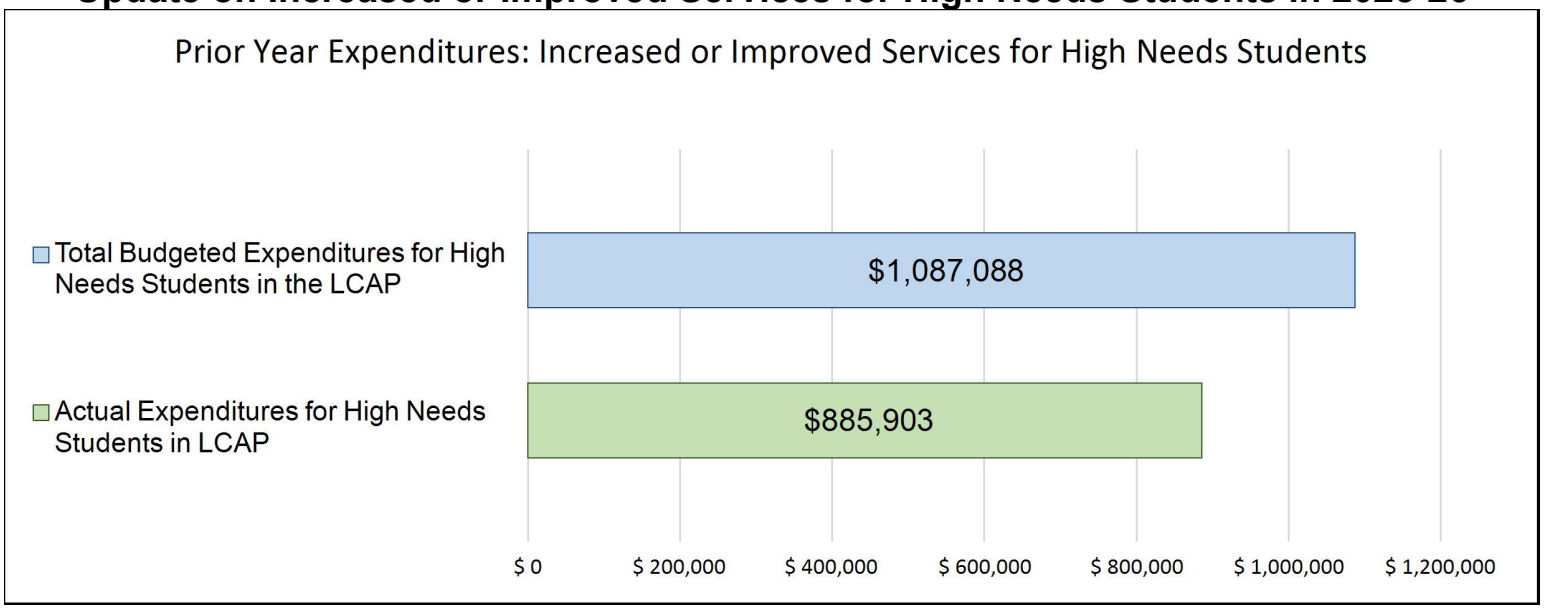
Funds not included in the LCAP consist of Child Nutrition, Special Education, Entitlement/Encroachment, Services & Other Operating Expenses, and Depreciation Expenses.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Bert Corona Charter High School is projecting it will receive $963,563 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 $963,563 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 2025-26



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 2025-26, Bert Corona Charter High School's LCAP budgeted $1087088 for planned actions to increase or improve services for high needs students. Bert Corona Charter High School actually spent $885903 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $201,185 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 [2026-27]

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 or 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 BCCS 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 2025 CA DASHBOARD

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

"Red" Performance: Schoolwide: -60.8 DFS (Declined 4.0 points, 50 students); Hispanic -65.8 DFS (Declined 10.5 points, 46 students); Socioeconomically Disadvantaged (SED) -60.6 DFS (Declined 4.1 points, 48 students)
"No Color" (Gray): English Learners (EL) -146.1 DFS (Declined 53.2 points, 16 students); Students with Disabilities (SWD) -87.6 DFS (Increased 38.7 points, 14 students); Long-Term English Learners (LTEL) Fewer than 11 students - data not displayed for privacy (9 students)

- MATHEMATICS INDICATOR (Distance from Standard):

"Red" Performance: Schoolwide: -167.5 DFS (Maintained 2.0 points, 50 students); Hispanic -172.9 DFS (Declined 5.2 points, 46 students); Socioeconomically Disadvantaged (SED) -168.5 DFS (Maintained 0.3 points, 48 students)
"No Color" (Gray): English Learners (EL) -217.6 DFS (Declined 50.4 points, 16 students); Students with Disabilities (SWD) -213.1 DFS (Declined 14.5 points, 14 students)

- ENGLISH LANGUAGE PROGRESS INDICATOR (English Learners):

"Red" Performance: 24.1% of English Learners making progress toward English language proficiency (Maintained 0.9%, 54 students); Long-Term English Learners (LTEL) 21.4% making progress (Declined 2.5%, 42 students).

- COLLEGE/CAREER INDICATOR (Distance from Standard):

"Orange" Performance: Schoolwide 29.8% Prepared (Maintained 0.2%, 57 students); Hispanic 30.4% Prepared (Maintained 0.2%, 57 students); Socioeconomically Disadvantaged (SED) 29.8% Prepared (Maintained 1.5%, 58 students)
“No Color” (Gray): English Learners (EL) 23.5% Prepared (Increased 15.8%, 17 students); Long-Term English Learners (LTEL) 20.0% Prepared (Increased 20.0%, 15 students); Students with Disabilities (SWD) 11.1% Prepared (Increased 11.1%, 18 students)

ACADEMIC ENGAGEMENT 2025 CA DASHBOARD

- GRADUATION RATE INDICATOR:

"Blue" Rating: Schoolwide 96.6% Graduated (Increased 5.6%, 58 students); Hispanic 96.5% Graduated (Increased 5.8%, 57 students); Socioeconomically Disadvantaged (SED) 96.6% Graduated (Increased 5.8%, 58 students)
"No Color" (Gray): English Learners (EL) 94.1% Graduated (Increased 8.4%, 17 students); Long-Term English Learners (LTEL) 93.3% Graduated (Increased 8.7%, 15 students); Students with Disabilities (SWD) 100.0% Graduated (Increased 13.3%, 19 students); African American & Homeless Fewer than 11 students - data not displayed for privacy

CONDITIONS & CLIMATE 2025 CA DASHBOARD

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

"Orange" Rating: Schoolwide 4.5% suspended at least one day (Increased 3.2%, 247 students); Hispanic 4.6% suspended at least one day (Increased 3.3%, 237 students); English Learners (EL) 6.1% suspended at least one day (Increased 4.6%, 66 students); Long-Term English Learners (LTEL) 8.0% suspended at least one day (Increased 6.0%, 50 students); Socioeconomically Disadvantaged (SED) 4.3% suspended at least one day (Increased 3.0%, 233 students); Students with Disabilities (SWD) 4.2% suspended at least one day (Increased 0.8%, 71 students)

2025 LOCAL INDICATORS CA DASHBOARD

- 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"

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	Students were administered the 2025-26 Youth Truth Survey to gather perception data on areas such as engagement, relationships, culture, and belonging. These areas are aligned to metrics in the 2025 LCAP. The data was reviewed with student leadership to gather ideas for improving in these areas, and opportunities to include them in the plan.
Parents/Guardians	Parents have been engaged in several ways in tracking current LCAP progress and in planning for 2026-27. 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. Based on the 2025-26 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 culture (83% positive), relationships (84%), and resources (87%).
Support Staff	In August 2025, 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 2025, 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

Educational Partner(s)	Process for Engagement
	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. During December 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 25-26 LCAP, and requested feedback from teachers/staff about potential changes for the coming year. Based on the 2025-26 Youth Truth Staff Survey, the specific areas to be prioritized for next year, based on feedback/data, are culture (32% positive) and relationships (34%). The leadership presented a draft of the 2026-27 LCAP to staff in May prior to the public hearing before the Board.
Teachers	In August 2025, 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 2025, 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. During January 2026'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 25-26 LCAP, and requested feedback from teachers/staff about potential changes for the coming year. Based on the 2025-26 Youth Truth Staff Survey, the specific

Educational Partner(s)	Process for Engagement
	areas to be prioritized for next year, based on feedback/data, are culture (32% positive) and relationships (34%). The leadership presented a draft of the 2026-27 LCAP to staff in May prior to the public hearing before the Board.
Special Education	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.
LMU Center for Equity for English Learners	The draft of the LCAP was submitted for review for actions relating to English learners.
Administrators	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 2025-26 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 2026, 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 2026-27 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

Educational Partner(s)	Process for Engagement
	school improvement for special groups such as dually identified students and newcomers.
Board of Directors	With the start of the 2025-26 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. Following the 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 Achievement 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. At each regular meeting between September and December 2025, as well as meetings of the Academic Excellence Committee, the Board was presented with real-time updates and progress on implementation of LCAP actions. 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, dual-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. The public hearing on the 2026-27 "draft" LCAP is presented during the regular Board meeting in June 2026.

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 Outcomes by Full-time Equivalent)	69.8% FTE appropriately credentialed and assigned (Source: CDE DataQuest, 2023-24 Teacher Assignment Monitoring Outcomes by Full-time Equivalent)	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
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)	100% teachers/students with access to standards- aligned curricula (Source: LACOE Williams Instructional Visit, August 2025)	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)	Score: 97.2%% Rating: “Exemplary” (Source: LACOE Williams Facilities Inspection, September 2025)	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)	2025 Local Indicator "Met" Implementation of State Standards (Source: Local Indicator report June 2025)	Maintain Implementation of State Standards ELA 5, ELD 5, Math 5, NGSS 5, History 5	No difference
1.5	Teacher Perception of Professional Development Impact & Support (Priority 2)	3.66 Professional Development & Support 67% Staff members responded to Youth Truth Survey* (Source: Avg. Ratings on scale of "1 Strongly Disagree" -"5 Strongly Agree" Youth Truth	3.61 Professional Development & Support 100% Staff members (teachers, support staff & administrators)	3.62 Professional Development & Support 74% Staff members (teachers, support staff & administrators)	4.5 Professional development & Support 95% Participation in Teacher Survey	Professional Development & Support -0.05 Staff responding +33%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Survey administered for 2023-24)	(Source: Youth Truth Survey administered for 2024-25)	(Source: Youth Truth Survey administered for 2025-26)		
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)	2025 Local Indicator "Met" 100% of students have access to a broad course of study (Source: Local Indicator report June 2025)	Maintain 100% student access to a broad course of study	No difference

Goal Analysis [2025-26]

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 2026 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.	$374,356.00	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.	$933,866.00	No
1.3	Paraprofessionals (Academic Tutors & Behavior Support)	Tutors will be assigned to classes based on student needs to increase academic success for the students by providing targeted individual and/or group tutoring and supports as necessary; support teachers with instructional goals and objectives; and review student data and create individualized tutoring plans. Special Education paraprofessionals are assigned based on students' IEPs. The BII will provide dedicated support to assigned students(s) to improve student academic skills and meet the behavioral expectations as defined in the IEP.	$212,151.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$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, 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.	$17,050.00	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).	$3,000.00	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.)	$122,251.00	Yes
1.8	EL-focused Professional Development	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. 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. Equity-focused Standards-based Instruction for English Learners Supporting the Growth of English Learners & Dually-Identified Students • 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)	$1,000.00	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	$431,396.00	Yes

Action #	Title	Description	Total Funds	Contributing
	& Effective Instruction)	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. The school's regular weekly professional development for the academic year will include: • 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. 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.		
1.10	Effective Operations Team	The Operations Team is charged with monitoring the daily functions of the school site to ensure effective processes/procedures are in place and executed in a professional manner to support a nurturing, welcoming, and safe environment for all stakeholders. As the first line of interaction for parents, the operations team will develop relationships with parents/guardians/students that increase their positive engagement with the school (e.g., enrollment process, knowledgeable source of information regarding available school resources, etc.) Additionally, the team plays a	$271,729.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
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.	$435,350.00	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 22% near/at grade-level 25% at grade-level 11% above grade-level EOY NWEA Reading Growth	2026 EOY NWEA Reading Achievement 22% near/at grade-level 23% at grade-level 10% 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)	51% met/exceed personal growth goal 23% close to growth goal (Source: Spring 2025 NWEA MAP)	52% met/exceed personal growth goal 18% close to growth goal (Source: Spring 2026 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	2025 Dashboard ELA Indicator (DFS) All students "Red" -60.8 DFS "Red" Group(s) Hispanic -65.8 DFS SED -60.6 DFS “No color” EL -146.1 DFS SWD -87.6 SwD - 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"	2025 Dashboard ELPI Indicator 24.1% making progress toward English language proficiency "Red"	45% making progress toward English language proficiency "Orange"	-1.1%
2.4	Reclassification Rate (Priority 4)	2.08% Reclassification Rate 2022-23	4% Reclassification Rate for 2023-24	3.6% Reclassification Rate for 2024-25	10% Reclassification Rate	+1.92%

Goal Analysis [2025-26]

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 2026 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	Teachers will engage in the standards-based instructional co-planning process with considerations for both whole class and student groups with specific needs (e.g., English learners, Students with Disabilities, dually identified, RFEPs in ongoing monitoring period). Resource Teachers will consult with the ELD and ELA teachers to provide additional support as these students continue to develop math skills along with their language skills in all domains (e.g., reading, writing, speaking, and listening). For those who have reclassified, they will be progress monitored using academic marks and state-verified assessment data platform to ensure on-	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
2.2	Accelerations in English/Language Arts (Tiers 2 & 3)	Literacy Specialist / ELD Teacher provides push-in support to work with ELs and small groups of students who are reading below middle school Lexile norms. On a push-in basis for at least 150 minutes per week, students who are performing below grade-level average on NWEA MAP Lexile levels to increase their fluency, vocabulary development, and Lexile level. Flexible pull-out will also 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.	$119,539.00	No 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 reclassification. As an added support for these students, the ELD teacher will provide push-in/pull-out as needed to assist them in accessing the core content standards. Students at ELD 4 "Bridging" will receive push-in support during core content instruction.	$0.00	No
2.4	ELA Instructional Support Courses	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. All teachers will employ consistent use of Success for All (SFA) strategies (e.g., model, think aloud,) to instruct students in developing literary skills	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
2.5	Junior/Senior Seminar - Reading & Writing	Junior and Senior Seminar instructional block focused on CAASPP/SBAC practice using materials created by the CDE to support ongoing development of skills for students to familiarize themselves with the language and rigor of state English/language assessments including performance tasks. 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.) Additionally, writing will be a core competency as part of the successful, grade-level standards-based instruction in all grade levels. Students will receive direct instruction in writing which align to the respective genres assessed on the SBAC Grade 11 English/Language Arts Writing Tasks. Grade-level performance tasks will be administered three times per year. The resulting data from the rubric scoring of these writing performance tasks will provide necessary information for teachers to group students for targeted instruction for writing improvement.	$0.00	No
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	$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, 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 22% near/at grade-level 25% at grade-level 11% above grade-level EOY NWEA Math Growth 29% met/exceed personal growth goal	2026 EOY NWEA Math Achievement 17% near/at grade-level 10% at grade-level 5% above grade-level EOY NWEA Math Growth 27% met/exceed personal growth goal	MOY NWEA Math Achievement 20% near/at grade-level 15% at grade-level 7% above grade-level MOY 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)	28% close to growth goal (Source: Spring 2025 NWEA MAP)	31% close to growth goal (Source: Spring 2026 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	2025 Dashboard Mathematics Indicator School "Red" -167.5 DFS "Red" Group(s) SED -168.5 DFS Hispanic -172.9 DFS "No Color" EL -217.6 DFS SWD -213.1 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	2025 Dashboard CAST "Yellow" 42.7 science points 16.33% met/exceeded EL 35.7 science points 0% met/exceeded LTEL 30 science points 0% met/exceeded	>50% meet/exceed	School declined 11.3%

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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	Hispanic "Yellow" 42.8 science points 16.31% met/exceeded SED "Yellow" 42.8 science points 16.79% met/exceeded SWD 37.8 science points 10.52% met/exceeded		

Goal Analysis [2025-26]

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 2026 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 continue to partner with the UCLA Math Project in 2026-27. 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	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., Equations, Interaction [Match, Table, Grid], Grid, Multi-selection, Multiple Choice, Short Answer). Math teachers will engage in Year 1 targeted professional development through the UCLA Math Project.	$8,000.00	No
3.2	Accelerations for Mathematics (Tiers 2 & 3)	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 iReady MyPath curriculum during the core Algebra 1 instructional blocks. Targeted Math Tutoring after school will be provided based on analysis of NWEA MAP scores and academic course grades, and identified students will attend 10-week tutorial for skill improvement. Students exit when their skills are at grade level.	$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	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		the language and rigor of state math assessments including performance tasks.		
3.4	NGSS & College-preparatory Science	College preparatory lab science courses will include investigations and experiments aligned to NGSS standards.	$0.00	No
3.5	Study Hall/Homework Help	Study Hall: Facilitated by a certificated teacher, study hall is focused on pathway completion and re-do mastery assignments.	$0.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	English/Language Arts Course Passage with "C-" or better (Priority 8)	93% Passed ELA course with C- or better (Source: Infinite Campus Final 2024 ELA Grades)	75% Passed ELA course with C- or better (Source: Infinite Campus Final 2025 ELA Grades)	88% Passed ELA course with C- or better (Source: Infinite Campus Final 2026 ELA Grades)	Increase ELA Annual course passage with "C-" or better	-5%
4.2	Mathematics Course Passage with "C-" or better (Priority 8)	92% Passed math course with C- or better	94% Passed math course with C- or better	97% Passed math course with C- or better	Increase Math Annual course	+5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Source: Infinite Campus Final 2024 Math Grades)	(Source: Infinite Campus Final 2025 Math Grades)	(Source: Infinite Campus Final 2026 Math Grades)	passage with "C-" or better	
4.3	CTE Pathway Completion (Priority 4)	0% Graduates completion of CTE Pathway (Source: 2023 CA Dashboard Additional Reports "Met UC/CSU Requirements and CTE Completion Report") NOTE: Locally tracked data for the Class of 2023 was 58%	7.3% Graduates completion of CTE Pathway (Source: 2024 CA Dashboard Additional Reports "Met UC/CSU Requirements and CTE Completion Report")	3.4% Graduates completion of CTE Pathway (Source: 2025 CA Dashboard Additional Reports "Met UC/CSU Requirements and CTE Completion Report")	95% Graduates completion of CTE Pathway	+3.4%
4.4	Successful A-G Course Completion (Priority 4)	0% Graduates completion of A-G course requirements (Source: 2023 CA Dashboard Additional Reports "Met UC/CSU Requirements and CTE Completion Report") NOTE: Locally tracked data for the Class of 2023 66% Graduates completed A-G course requirements with C or better	60% Graduates completion of A-G course requirements (Source: 2024 CA Dashboard Additional Reports "Met UC/CSU Requirements and CTE Completion Report")	74.1% Graduates completion of A-G course requirements (Source: 2025 CA Dashboard Additional Reports "Met UC/CSU Requirements and CTE Completion Report")	90% Graduates completion of A-G course requirements	+74.1%
4.5	Combined Successful Completion of CTE	0% Combined successful completion	0% Combined successful completion of CTE	3.4% Combined successful completion of CTE	95% Cohort graduates successful	+3.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Pathway & A-G Coursework (Priority 4)	of CTE Pathway & A-G Coursework (Source: 2023 CA Dashboard Additional Reports "Met UC/CSU Requirements and CTE Completion Report")	Pathway & A-G Coursework (Source: 2024 CA Dashboard Additional Reports "Met UC/CSU Requirements and CTE Completion Report")	Pathway & A-G Coursework (Source: 2025 CA Dashboard Additional Reports "Met UC/CSU Requirements and CTE Completion Report")	completion of CTE Pathway & A-G Coursework	
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)	24% Students passing an AP exam with "3" or better (Source: 2025 CollegeBoard Advanced Placement Results average)	40% Students passing an AP exam with "3" or better	-10%
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 CTE Completion Report")	74.1% Graduates meeting UC/CSU requirements (Source: 2025 CA Dashboard Additional Reports "Met UC/CSU Requirements and CTE Completion Report")	95% Graduates meeting UC/CSU requirements	Grads meeting UC/CSU +74.1%
4.8	Successful Completion of 2 Semesters or 3 Trimesters Dual Enrollment with Course Grade of C- or better (Priority 8)	0% Graduates completing 2 semesters or 3 trimesters of college course credit with "C-" or better	0% Graduates completing 2 semesters or 3 trimesters of college course	0% Graduates completing 2 semesters or 3 trimesters of college course	25% Graduates completing 2 semesters or 3 trimesters of college course	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Source: 2023 CA Dashboard Additional Reports "Met UC/CSU Requirements and CTE Completion Report") NOTE: Locally tracked data for the Class of 2023 was 15% of graduates with successful completion of 2 semesters with C- or better	credit with "C-" or better (Source: 2024 CA Dashboard Additional Reports "Met UC/CSU Requirements and CTE Completion Report")	credit with "C-" or better (Source: 2025 CA Dashboard Additional Reports "College/Career Levels & Measures Report")	credit with "C-" or better	
4.9	Early Assessment Program (EAP) - Percentage of Students Prepared for College – ELA & Math with "3" or better in both areas on SBAC (Priority 4)	7.5% Prepared (Source: Dashboard Additional Reports "College/Career Levels and Measure Report 2023")	29.6% Prepared (Source: Dashboard Additional Reports "College/Career Levels and Measure Report 2024")	29.8% Prepared (Source: Dashboard Additional Reports "College/Career Levels and Measure Report 2025")	45% Prepared	+22.1%
4.10	Dashboard College/Career Indicator - CCI (Priority 4)	Graduates "prepared" as measured by the Dashboard College/Career Indicator (CCI) 7.5% School "Very Low" 5.8% Hispanic "Very Low" 7.8% SED "Very Low" 0% EL 0% SwD (Source: 2023 CA Dashboard,	Graduates "prepared" as measured by the 2024 Dashboard College/Career Indicator (CCI) 29.6% School "Yellow" "Yellow" Group(s) 30.2% Hispanic 28.3% SED "No Color"	Graduates "prepared" as measured by the 2025 Dashboard College/Career Indicator (CCI) 29.8% School "Orange" "Orange" Group(s) 30.4% Hispanic 29.8% SED "No Color"	Graduates "prepared" as measured by the Dashboard College/Career Indicator (CCI) 45% School 50% Hispanic 45% SED 25% EL 20% SwD	School +22.1% Hispanic +24.4 SED +20.5% EL +7.7% LTEL N/A SWD No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		College/Career Indicator)	7.7% EL 0% LTEL 0% SwD	23.5% EL 20% LTEL 11.1% SwD		

Goal Analysis [2025-26]

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 2026 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. All grade levels will take part in college visits throughout the	$111,829.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.)		
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
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	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		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.]		

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 meaningly 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)	90.8% Attendance Rate P-2 ADA (Source: BCCHS P-2 Report)	95% Attendance Rate	-1.1%
5.2	Chronic Absenteeism Rate (Priority 5)	36.3% All Students 40% SWD 37.5% English learner 36.7% Hispanic	28.9% All Students 32.8% SWD 26.2% English learner	33.1% All Students 33.2% Hispanic 35.9% EL 32.4% SWD	Chronic absenteeism under 15%	All Students -3.2% SWD -7.6% EL -1.6% Hispanic -3.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		36.7% SED (Source: Ed-data 2022-23, http://www.ed-data.org/ShareData/Html/114936)	29.3% Hispanic 28.6% SED (Source: DataQuest 2023-24 Absenteeism Data Report)	34.2% SED (Source: DataQuest 2024-25 Absenteeism Data Report)		SED -2.5%
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)	3.5% Cohort Dropouts (Source: DataQuest 2024-25 Four-Year Adjusted Cohort Outcome" report)	Less than/equal to 4%	Dropout -4%
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	2025 Dashboard - Graduation Indicator 96.6% All Students "Blue" "Blue" Group(s) 96.5% Hispanic 96.6% SED "No Color" Group(s) 94.1% EL 93.3% LTEL 100% SWD	97% All students "Green"	All Students +4.1% Hispanic +4.2% SWD +33.3% EL +15.5% SED +4.4%
5.5	Dashboard Suspension Rate Indicator (Priority 6)	2023 Dashboard - Suspension Rate Indicator	2024 Dashboard - Suspension Rate Indicator	2025 Dashboard - Suspension Rate Indicator	Maintain Suspension rate <2% All students "Green"	All Students +3.7% Hispanic +2.7% SWD +4.2% EL+6.1% LTEL N/A

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	4.5% All Students "Orange" "Orange" Group(s) 6.1% EL 8% LTEL 4.3% SED 4.2% SWD 4.6% Hispanic		SED +2.3%
5.6	Expulsion Rate (Priority 6)	0% Expulsion Rate (Source: DataQuest 2022-2023 Expulsion Report)	0% Expulsion Rate (Source: DataQuest 2023-24 Expulsion Report)	0% Expulsion Rate (Source: DataQuest 2024-25 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)	3.63 Engagement 3.39 Relationships 3.37 Culture 3.46 Belonging 98% Students responded to Youth Truth Survey (Source: Youth Truth Survey administered for 2025-26)	Participation: 95% Rating/area: 4.0	Engagement +0.18 Relationships +0.05 Culture -0.01 Belonging +0.03 Students responding +16%
5.8	Parent Satisfaction, Safety & Decision-Making (Priority 3)	3.97 Engagement 4.23 Communication/ Feedback 4.19 Safety	4.05 Engagement 4.24 Communication/ Feedback	3.96 Engagement 4.26 Communication/ Feedback	Participation: 95% Rating/area: 4.5	Engagement -0.01 Communication/ Feedback +0.03 Safety +0.02

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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)	4.14 Safety 70% Families responded to Youth Truth Survey (Source: Youth Truth Survey administered for 2024-25)	4.21 Safety 80 % Families responded to Youth Truth Survey (Source: Youth Truth Survey administered for 2025-26)		Families responding +15%
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)	4.27 Relationships 4.15 Culture 4.16 Resources 80% Families responded to Youth Truth Survey (Source: Youth Truth Survey administered for 2025-26)	Participation: 95% Rating/area: 4.5	Relationships +0.02 Culture +0.02 Resources -0.06 Families responding +15%
5.10	Teacher Perception of Safety & Positive Culture (Priority 3)	3.36 Positive Culture 4.06 Positive Relationships 3.93 Engagement 3.8 Safety 67% Staff responded to Youth Truth Survey (Source: Avg. Ratings on scale of "1 Strongly	3.12 Positive Culture 3.75 Positive Relationships 3.75 Engagement 3.69 Safety 100% Staff responded to Youth Truth Survey	3.41 Positive Culture 3.86 Positive Relationships 4.02 Engagement 3.67 Safety 74% Staff responded to Youth Truth Survey	Participation: 95% Rating/area: 4.0	Positive Culture +0.05 Positive Relationships -0.2 Engagement +0.09 Safety -0.13 Staff responding +7%

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Disagree" -"5 Strongly Agree" Youth Truth Survey administered for 2023-24)	(Source: Youth Truth Survey administered for 2024-25)	(Source: Youth Truth Survey administered for 2025-26)		

Goal Analysis [2025-26]

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 2026 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	The Executive Administrative and leadership team will ensure there are monthly activities for meaningful engagement of parents/guardians. • 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
5.2	Engagement of Parents of	While the Youth Truth Survey results show parents are satisfied with the school, our special populations (e.g., Newcomers, English learners,	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Underrepresented Groups	Students with Disabilities, Foster Youth) often face more barriers to active participation in their child's education. The Executive Administrator in collaboration with the Coordinators of Operations, Community Schools, and Operations will develop a multi-faceted approach to developing and maintaining supportive relationships over the academic year. Through a thoughtful approach, we will address the importance of regular school attendance, and the myriad of community services available to them. The Coordinator of Operations will assist with planning and implementation of the annual activities for meaningfully engaging parents/guardians of underrepresented student groups to support the success of their child at BCCHS. At minimum, these activities include Cafe con los Directores, back to school night, parent conferences, open house, SpEd Fall and Spring Meet & Greets, and IEP meetings.		
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.	$51,839.00	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 to forge a more positive child-parent relationship and two-way accountability.	$10,500.00	No

Action #	Title	Description	Total Funds	Contributing
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.	$297,922.00	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 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.	$96,532.00	No

Action #	Title	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$963,563	$115,108

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
39.176%	0.000%	$0.00	39.176%

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	**Action:** Paraprofessionals (Academic Tutors & Behavior Support) **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.	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	**Action:** Supplemental Instructional Materials & Support **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. **Scope:** Schoolwide	Supplemental resources are necessary to work on closing gaps that impede access to grade-level standards in both areas.	NWEA, course grades
1.6	**Action:** Multi-Tiered System of Supports (MTSS) Team **Need:** Using the 2025 Dashboard as well as local data points, students present a variety of needs which affect their academic, social, and emotional development/success. **Scope:** Schoolwide	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	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
	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. **Scope:** Schoolwide	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	**Action:** EL-focused Professional Development **Need:** The BCCHS enrollment is 93% socioeconomically disadvantaged, 27% English learner, 31% SpEd, and 11% students dually identified. Another important consideration is that 44% are RFEP and have 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. **Scope:** Schoolwide	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.	Teacher rating of impact of professional development and support; Staff retention; ELA/ELD course grades, NWEA

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
1.9	**Action:** Effective Instructional Leadership/Coordinator of Instruction (Support for Impactful & Effective Instruction) **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. **Scope:** Schoolwide	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/feedback sessions
1.10	**Action:** Effective Operations Team **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. **Scope:**	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	**Action:** ELA/ELD Co-planning for Instruction & Assessment **Need:** The BCCHS enrollment is 93% socioeconomically disadvantaged, and have	The instructional co-planning model will allow teachers to effectively plan for different levels of student English language mastery as well as skill gaps. This action is being provided on a school-wide basis to address the needs of the student groups described above.	2.1 NWEA Reading growth, 2.2 CA Dashboard ELA Indicator, 2.3 CA Dashboard English Language Progress Indicator, 2.4 Reclassification 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
	overlapping identification as English learner (27%), SpEd (31%), and 11% students dually identified. While 44% 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. **Scope:** Schoolwide		
2.2	**Action:** Accelerations in English/Language Arts (Tiers 2 & 3) **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. **Scope:** Schoolwide	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
2.6	**Action:** Social Science - Critical Thinking & Writing Skills Development **Need:**	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
	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. **Scope:** Schoolwide		
3.2	**Action:** Accelerations for Mathematics (Tiers 2 & 3) **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". **Scope:** Schoolwide	Our four significant student groups (English Learner, Hispanic, Socioeconomically Disadvantaged and Students with Disabilities) are all performing more than 167.5 points below standard & state performance.	Course grades, NWEA
5.1	**Action:** Parent Engagement Activities & Increasing Parent Capacity for Decision-Making **Need:** The engagement of parents for the significant student groups (EL, LI, SwD) is an area for improvement. There is a need to engage these families to effectively support their child(ren) at home and provide a parent education component on the mission/vision of the school in meeting goals/outcomes established in the charter petition.	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
	Scope: Schoolwide		
5.2	**Action:** Engagement of Parents of Underrepresented Groups **Need:** The enrollment at BCCHS is 94% 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. **Scope:** Schoolwide	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
5.5	**Action:** Positive Behavior & Intensive Support (PBIS) including Climate/Culture Staffing **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). **Scope:** Schoolwide	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	**Action:** Culture of College Readiness **Need:** Based on the CCR Indicator on the 2023 Dashboard, the school was rated "Very Low" with 7.5% of the graduates meeting the preparedness standard. The Hispanic and SED student groups were identified but English learners were not due to the small student group size in the graduating class.	The Coordinator of College/Career Readiness is charged to provide programming (e.g., student and parent workshops, staff professional development, etc.) to ensure students at all grade levels are actively planning under the Coordinator's guidance, for post-secondary success. With almost 95% UDP, it is imperative that the Coordinator maintain targeted plans for each grade level for completion of the CTE Pathway, successful A-G completion, as well as college entrance examinations. Additionally, depending on	Course Passage with "C-" or better (ELA, Math), Successful A-G Course Completion, CTE Pathway Completion, Successful Completion of Dual Enrollment, FAFSA completion/submission, engagement of students/families in college/career events

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)	student need, the Coordinator maintains student-specific plans for course enrollments, credit recovery and dual enrollment.	

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The additional concentration grant funding for Reading Specialist to enhance student performance in reading and support staff including paraprofessionals for students identified as needing extra help with literacy and/or math state standards.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1:18
Staff-to-student ratio of certificated staff providing direct services to students		1:15

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	2,459,575	963,563	39.176%	0.000%	39.176%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,913,137.00	$598,602.00	$0.00	$126,761.00	$3,638,500.00	$2,643,282.00	$995,218.00

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	$374,356.00	$374,356.00				$374,356.00	
1	1.2	Standards-Based Instruction (Certificated Teachers)	All	No			Specific Schools: BCCHS		$889,866.00	$44,000.00	$933,866.00				$933,866.00	
1	1.3	Paraprofessionals (Academic Tutors & Behavior Support)	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: BCCHS		$212,151.00	$0.00	$157,718.00	$48,433.00		$6,000.00	$212,151.00	
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	Schoolwide	English Learners Low Income			$0.00	$17,050.00	$17,050.00				$17,050.00	
1	1.6	Multi-Tiered System of Supports (MTSS) Team	English Learners Low Income	Yes	Schoolwide	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	Schoolwide	English Learners Low Income	Specific Schools: BCCHS		$36,545.00	$85,706.00	$122,251.00				$122,251.00	
1	1.8	EL-focused Professional Development	English Learners	Yes	Schoolwide	English Learners			$0.00	$1,000.00				$1,000.00	$1,000.00	
1	1.9	Effective Instructional Leadership/Coordinator of Instruction (Support for Impactful & Effective Instruction)	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: BCCHS		$431,396.00	$0.00	$317,171.00	$114,225.00			$431,396.00	
1	1.10	Effective Operations Team	All	No					$271,729.00	$0.00	$270,390.00	$1,339.00			$271,729.00	
1	1.11	Commitment to Equity for Special Populations	Students with Disabilities	No			Specific Schools: BCCHS		$69,000.00	$366,350.00	$71,901.00	$363,449.00			$435,350.00	

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
2	2.1	ELA/ELD Co-planning for Instruction & Assessment	English Learners Low Income	Yes	Schoolwide	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	Schoolwide	English Learners Low Income	Specific Schools: BCCHS		$119,539.00	$0.00	$118,284.00	$1,255.00			$119,539.00	
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	Schoolwide	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	$8,000.00				$8,000.00	$8,000.00	
3	3.2	Accelerations for Mathematics (Tiers 2 & 3)	English Learners Low Income	Yes	Schoolwide	English Learners Low Income			$0.00	$0.00	$0.00				$0.00	
3	3.3	Junior and Senior Seminars (Math component)	All	No			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 Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: BCCHS		$111,829.00	$0.00	$111,829.00				$111,829.00	
4	4.2	Credit Recovery Opportunities	All	No					$0.00	$16,617.00	$16,617.00				$16,617.00	

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	4.3	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	Schoolwide	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	Schoolwide	English Learners Foster Youth Low Income			$0.00	$0.00	$0.00				$0.00	
5	5.3	Student Activities & Sports Program	All	No					$0.00	$51,839.00	$51,839.00				$51,839.00	
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	Schoolwide	English Learners Foster Youth Low Income			$297,922.00	$0.00	$116,260.00	$69,901.00		$111,761.00	$297,922.00	
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					$96,532.00	$0.00	$96,532.00				$96,532.00	

2026-27 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
2,459,575	963,563	39.176%	0.000%	39.176%	$963,563.00	0.000%	39.176 %	**Total:**	$963,563.00
								LEA-wide Total:	$0.00
								Limited Total:	$111,829.00
								Schoolwide Total:	$851,734.00

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	$157,718.00	
1	**1.5**	Supplemental Instructional Materials & Support	Yes	Schoolwide	English Learners Low Income		$17,050.00	
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	$122,251.00	
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		$317,171.00	
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	$118,284.00	
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	$111,829.00	
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		$116,260.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,786,448.00	$3,805,900.00

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	$320,000.00	$500,000
1	**1.2**	Standards-Based Instruction (Certificated Teachers)	No	$956,774.00	$900,000
1	**1.3**	Paraprofessionals (Academic Tutors & Behavior Support)	Yes	$205,433.00	$200,000
1	**1.4**	Core Instructional Materials/Licenses, and State-Verified Assessments	No	$16,200.00	$16,200
1	**1.5**	Supplemental Instructional Materials & Support	Yes	$16,550.00	$16,550.00
1	**1.6**	Multi-Tiered System of Supports (MTSS) Team	Yes	$3,000.00	$3,000.00
1	**1.7**	Technology Integration	Yes	$142,483.00	$142,483.00
1	**1.8**	EL-focused Professional Development	Yes	$1,087.00	$1,087.00
1	**1.9**	Effective Instructional Leadership/Coordinator of Instruction (Support for Impactful & Effective Instruction)	Yes	$379,709.00	$379,709.00
1	**1.10**	Effective Operations Team	No	$398,341.00	$300,000.00

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	$451,716.00	$451,716.00
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	$114,016.00	$114,016.00
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	$7,933.00	$7,933.00
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	$124,515.00	$124,515.00

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

2025-26 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)
$885,903.00	$1,087,088.00	$885,903.00	$201,185.00	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	$126,686.00	$100,000.00		
1	1.5	Supplemental Instructional Materials & Support	Yes	$16,550.00	$16,550.00		
1	1.6	Multi-Tiered System of Supports (MTSS) Team	Yes	$3,000.00	$3,000.00		
1	1.7	Technology Integration	Yes	$142,483.00	$142,483.00		
1	1.8	EL-focused Professional Development	Yes				
1	1.9	Effective Instructional Leadership/Coordinator of Instruction (Support for Impactful & Effective Instruction)	Yes	$331,304.00	$331,304.00		
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	$45,606.00	$45,606.00		
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	$124,515.00	$124,515.00		

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	$296,944.00	$122,445.00		

2025-26 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	$885,903.00	0	34.593%	$885,903.00	0.000%	34.593%	$0.00	0.000%

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Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues 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 2026-27, 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 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,

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- 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.

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- **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

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- 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 32627(d).

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

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

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

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

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- **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

FY 26-27 YPICS Consolidated Application for Funding

Section: V. Items Scheduled For Action
Item: C. FY 26-27 YPICS Consolidated Application for Funding
Purpose: Vote
Submitted by:
Related Material: ConApp Spring 2025-26_Certified_MORCS.pdf
ConApp Spring 2025-26_Certified_BCCS.pdf
ConApp Spring 2025-26_Certified_BCCHS.pdf

California Department of Education **Consolidated Application**

Monsenor Oscar Romero Charter Middle (19 64733 0114959)

Status: Certified
Saved by: Irina Castillo
Date: 6/26/2026 12:10 PM

2024–25 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, 2024 through June 30, 2026.

CDE Program Contact:

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

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
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Department of Education **Consolidated Application**

Monsenor Oscar Romero Charter Middle (19 64733 0114959)

Status: Certified
Saved by: Irina Castillo
Date: 6/26/2026 12:10 PM

2025–26 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, 2025 through June 30, 2026.

CDE Program Contact:

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

2025–26 Title II, Part A allocation	$14,497
Transferred–in amount	$0
Transferred–out amount	$0
2025–26 Total allocation	$14,497

Professional Development Expenditures

Professional development for teachers	$5,697
Professional development for administrators	$0
Consulting/Professional services	$0
Induction programs	$8,800
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	$14,497
2025–26 Unspent funds	$0

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California Department of Education **Consolidated Application**

Monsenor Oscar Romero Charter Middle (19 64733 0114959)

Status: Certified
Saved by: Irina Castillo
Date: 6/26/2026 12:10 PM

2025–26 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:

Karmina 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

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Monsenor Oscar Romero Charter Middle (19 64733 0114959)

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2025–26 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:

Karmina 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

2025–26 Title I, Part A LEA allocation	$127,472
2025–26 Title I, Part A direct or indirect services to homeless children reservation	$100

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California Department of Education **Consolidated Application**

Monsenor Oscar Romero Charter Middle (19 64733 0114959)

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2025–26 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:

Karmina 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 2025–26 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children	$0
Homeless services provided (Maximum 500 characters)	
No expenditures or encumbrances comment Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	Uniforms, computers, and other supplies were provided, but paid for with other funds.

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California Department of Education **Consolidated Application**

Monsenor Oscar Romero Charter Middle (19 64733 0114959)

Status: Certified
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Date: 6/26/2026 12:10 PM

2026–27 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/ca26assurancestoc.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	06/29/2026

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California Department of Education **Consolidated Application**

Monsenor Oscar Romero Charter Middle (19 64733 0114959)

Status: Certified
Saved by: Irina Castillo
Date: 6/26/2026 12:10 PM

2026–27 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:

Carrie Lopes, Title I Policy, Program, and Support Office, CLopes@cde.ca.gov, 916-319-0126

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	06/29/2026
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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California Department of Education **Consolidated Application**

Monsenor Oscar Romero Charter Middle (19 64733 0114959)

Status: Certified
Saved by: Irina Castillo
Date: 6/26/2026 12:10 PM

2026–27 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**

Monsenor Oscar Romero Charter Middle (19 64733 0114959)

Status: Certified
Saved by: Irina Castillo
Date: 6/26/2026 12:10 PM

2026–27 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: Irina Castillo
Date: 6/26/2026 12:10 PM

2026–27 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 Park, Language Policy and Leadership Office, APark@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	$135.70
Estimated English learner student count	93
Estimated English learner student program allocation	$12,620

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	$12,620
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	$12,620

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California Department of Education **Consolidated Application**

Monsenor Oscar Romero Charter Middle (19 64733 0114959)

Status: Certified
Saved by: Irina Castillo
Date: 6/26/2026 12:10 PM

2026–27 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/.

2026–27 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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California Department of Education **Consolidated Application**

Bert Corona Charter (19 64733 0106872)

Status: Certified
Saved by: Irina Castillo
Date: 6/25/2026 6:10 PM

2024–25 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, 2024 through June 30, 2026.

CDE Program Contact:

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

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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California Department of Education **Consolidated Application**

Bert Corona Charter (19 64733 0106872)

Status: Certified
Saved by: Irina Castillo
Date: 6/25/2026 6:10 PM

2024–25 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, 2024 through June 30, 2026.

CDE Program Contact:

Annie Park, Language Policy and Leadership Office, APark@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	$33,558
Transferred-in amount	$0
2024–25 Total allocation	$33,558
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	$33,558
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	$33,558
2024–25 Unspent funds	$0

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California Department of Education **Consolidated Application**

Bert Corona Charter (19 64733 0106872)

Status: Certified
Saved by: Irina Castillo
Date: 6/25/2026 6:10 PM

2025–26 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, 2025 through June 30, 2026.

CDE Program Contact:

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

2025–26 Title II, Part A allocation	$16,669
Transferred–in amount	$0
Transferred–out amount	$0
2025–26 Total allocation	$16,669

Professional Development Expenditures

Professional development for teachers	$12,669
Professional development for administrators	$0
Consulting/Professional services	$0
Induction programs	$4,000
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	$16,669
2025–26 Unspent funds	$0

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California Department of Education **Consolidated Application**

Bert Corona Charter (19 64733 0106872)

Status: Certified
Saved by: Irina Castillo
Date: 6/25/2026 6:10 PM

2025–26 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, 2025 through June 30, 2026.

CDE Program Contact:

Annie Park, Language Policy and Leadership Office, APark@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.

2025–26 Title III EL student program allocation	$31,845
Transferred-in amount	$0
2025–26 Total allocation	$31,845
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	$31,845
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	$31,845
2025–26 Unspent funds	$0

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California Department of Education **Consolidated Application**

Bert Corona Charter (19 64733 0106872)

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2025–26 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:

Karmina 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

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Bert Corona Charter (19 64733 0106872)

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2025–26 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:

Karmina 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

2025–26 Title I, Part A LEA allocation	$145,851
2025–26 Title I, Part A direct or indirect services to homeless children reservation	$101

*****Warning*****
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California Department of Education **Consolidated Application**

Bert Corona Charter (19 64733 0106872)

Status: Certified
Saved by: Irina Castillo
Date: 6/25/2026 6:10 PM

2025–26 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:

Karmina 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 2025–26 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children	$125
Homeless services provided (Maximum 500 characters)	Student clothing
No expenditures or encumbrances comment Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	

Warning
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California Department of Education **Consolidated Application**

Bert Corona Charter (19 64733 0106872)

Status: Certified
Saved by: Irina Castillo
Date: 6/25/2026 6:10 PM

2026–27 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/ca26assurancestoc.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	06/29/2026

Warning
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California Department of Education **Consolidated Application**

Bert Corona Charter (19 64733 0106872)

Status: Certified
Saved by: Irina Castillo
Date: 6/25/2026 6:10 PM

2026–27 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:

Carrie Lopes, Title I Policy, Program, and Support Office, CLopes@cde.ca.gov, 916-319-0126

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	06/29/2026
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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California Department of Education **Consolidated Application**

Bert Corona Charter (19 64733 0106872)

Status: Certified
Saved by: Irina Castillo
Date: 6/25/2026 6:10 PM

2026–27 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: Irina Castillo
Date: 6/25/2026 6:10 PM

2026–27 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

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Bert Corona Charter (19 64733 0106872)

Status: Certified
Saved by: Irina Castillo
Date: 6/25/2026 6:10 PM

2026–27 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 Park, Language Policy and Leadership Office, APark@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	$135.70
Estimated English learner student count	66
Estimated English learner student program allocation	$8,956

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	$8,956
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	$8,956

Warning
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California Department of Education **Consolidated Application**

Bert Corona Charter (19 64733 0106872)

Status: Certified
Saved by: Irina Castillo
Date: 6/25/2026 6:10 PM

2026–27 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/.

2026–27 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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California Department of Education **Consolidated Application**

Bert Corona Charter High (19 64733 0132126)

Status: Certified
Saved by: Irina Castillo
Date: 6/26/2026 9:12 AM

2024–25 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, 2024 through June 30, 2026.

CDE Program Contact:

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

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

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California Department of Education **Consolidated Application**

Bert Corona Charter High (19 64733 0132126)

Status: Certified
Saved by: Irina Castillo
Date: 6/26/2026 9:12 AM

2025–26 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, 2025 through June 30, 2026.

CDE Program Contact:

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

2025–26 Title II, Part A allocation	$10,551
Transferred–in amount	$0
Transferred–out amount	$0
2025–26 Total allocation	$10,551

Professional Development Expenditures

Professional development for teachers	$0
Professional development for administrators	$0
Consulting/Professional services	$0
Induction programs	$10,551
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	$10,551
2025–26 Unspent funds	$0

Warning
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2025–26 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:

Karmina 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	Max
Homeless liaison last name	Garcia
Homeless liaison title	Executive Administrator
Homeless liaison email address (Format: abc@xyz.zyx)	mrmgarcia@coronacharter.org
Homeless liaison telephone number (Format: 999-999-9999)	818-480-6810
Homeless liaison telephone extension	
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	0.05

Homeless Liaison Training Information

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California Department of Education **Consolidated Application**

Bert Corona Charter High (19 64733 0132126)

Status: Certified
Saved by: Irina Castillo
Date: 6/26/2026 9:12 AM

2025–26 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:

Karmina 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

2025–26 Title I, Part A LEA allocation	$95,287
2025–26 Title I, Part A direct or indirect services to homeless children reservation	$99

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California Department of Education **Consolidated Application**

Bert Corona Charter High (19 64733 0132126)

Status: Certified
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Date: 6/26/2026 9:12 AM

2025–26 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:

Karmina 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 2025–26 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children	$0
Homeless services provided (Maximum 500 characters)	
No expenditures or encumbrances comment Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	Uniforms, computers, and other Supplies were provided, but paid for with other funds.

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California Department of Education **Consolidated Application**

Bert Corona Charter High (19 64733 0132126)

Status: Certified
Saved by: Irina Castillo
Date: 6/26/2026 9:11 AM

2026–27 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/ca26assurancestoc.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	06/29/2026

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California Department of Education **Consolidated Application**

Bert Corona Charter High (19 64733 0132126)

Status: Certified
Saved by: Irina Castillo
Date: 6/26/2026 9:12 AM

2026–27 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:

Carrie Lopes, Title I Policy, Program, and Support Office, CLopes@cde.ca.gov, 916-319-0126

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	06/29/2026
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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Bert Corona Charter High (19 64733 0132126)

Status: Certified
Saved by: Irina Castillo
Date: 6/26/2026 9:12 AM

2026–27 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 High (19 64733 0132126)

Status: Certified
Saved by: Irina Castillo
Date: 6/26/2026 9:12 AM

2026–27 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

Warning
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Bert Corona Charter High (19 64733 0132126)

Status: Certified
Saved by: Irina Castillo
Date: 6/26/2026 9:12 AM

2026–27 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 Park, Language Policy and Leadership Office, APark@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	$135.70
Estimated English learner student count	54
Estimated English learner student program allocation	$7,328

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	$7,328
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	$7,328

Warning
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California Department of Education **Consolidated Application**

Bert Corona Charter High (19 64733 0132126)

Status: Certified
Saved by: Irina Castillo
Date: 6/26/2026 9:12 AM

2026–27 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/.

2026–27 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

Coversheet

FY 26-27 YPICS EPA Spending Plan

Section: V. Items Scheduled For Action
Item: D. FY 26-27 YPICS EPA Spending Plan
Purpose: Vote
Submitted by:
Related Material: FY26-27 EPA Spending Plan BCCHS.pdf
FY26-27 EPA Spending Plan MORCS.pdf
FY26-27 EPA Spending Plan BCCS.pdf

YPI Charter Schools, Inc

FY 2026-27 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 that opened in FY13/14 or later, EPA is apportioned at $200/ADA.

For Bert Corona Charter High, this equates to $37,000.

Funds will be used to support teacher salaries and benefits.

YPI Charter Schools, Inc

FY 2026-27 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 49% of a school's FY12/13 funding rate multiplied by the current year Average Daily Attendance.

For Monsenor Oscar Romero Charter, this equates to $736,961.

Funds will be used to support teacher salaries and benefits.

YPI Charter Schools, Inc

FY 2026-27 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.

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Proposition 30 also requires all districts, counties, and charter schools to report on their websites an accounting of how much money was received from the EPA and how that money was spent.

For schools open before FY13/14, EPA funds are estimated to roughly equal 49% of a school's FY12/13 funding rate multiplied by the current year Average Daily Attendance.

For Bert Corona Charter, this equates to $893,133.

Funds will be used to support teacher salaries and benefits.

Coversheet

YPICS Teacher/Counselor Salary Table and FY 26-27 Work Calendar

Section:	V. Items Scheduled For Action
Item:	E. YPICS Teacher/Counselor Salary Table and FY 26-27 Work Calendar
Purpose:	Vote
Submitted by:	
Related Material:	Board Brief Teacher Salary Increases and Calendar Change.pdf 26-27 YPICS Teacher Counselor Salary Table-3.3% (draft).pdf..pdf

TO: YPICS Board of Trustees

FROM: YKB & The YPICS Executive Administration Team

DATE: June 29, 2026

SUBJECT: ACTION ITEM: Recommendation for Approval of 2026–2027 Teacher Employment Terms, Budget Adjustments, and Teacher Calendar

1. Action Requested

The Executive Administration requests that the Board of Trustees approve the proposed revisions to the 2026–2027 teacher compensation package, operational hours, and the accompanying **2026–2027 Teacher Calendar**.

2. Background & Context

Following transparent and professional dialogue regarding a recent petition submitted by YPICS teachers, the Executive Administration team has closely reviewed staff feedback. In response, we have optimized the 2026–2027 budget proposal to address key recruitment and retention priorities.

The recommended adjustments are designed to keep YPICS highly competitive with regional Los Angeles-area charter schools of similar size, improve staff morale, and establish a framework for shared collaborative governance moving forward.

3. Summary of Recommended Adjustments

The final 2026–2027 budget proposal brought before the Board today incorporates the following modifications:

:

Operational Area	Previous Proposal	Revised Agreement (New Budget)
Salary Table Increase	2.87%	**3.3%**
Average Total Raise	—	**5.43%** (Exceeds local LA-Area CPI of 3.3%)
Teacher Work Calendar	196 Days	**192 Days** (Reduced by 4 professional development days)
Monday End Time	4:30 PM	**4:00 PM**
Friday Dismissal	Standard Hours	**Teacher departure aligned with student departure**
2026–2027 Teacher Calendar	Baseline Draft	**Updated & Attached for Formal Approval**

		26-27 YPICS Credentialed Teacher, Counselor, Salary Table (3.3% table increase)													
Level	Semster Units/ Years	1	2	3	4	5	6	7	8	9	10	11	12	13	14
20	14 Units or less	$67,316	$67,501	$67,686	$67,994	$68,425	$69,042	$69,486	$70,275	$72,088	$74,137	$74,878	$75,627	$76,384	$77,147
21	More than 14 Units	$67,501	$67,686	$67,994	$68,425	$69,042	$70,156	$71,108	$72,807	$74,902	$77,396	$78,170	$78,951	$79,741	$80,538
22	More than 28 Units	$67,686	$67,994	$68,425	$69,042	$69,844	$71,109	$73,510	$75,652	$77,823	$81,418	$82,232	$83,054	$83,885	$84,724
23	More than 42 Units	$67,994	$68,425	$69,041	$69,844	$70,803	$73,556	$76,386	$78,574	$80,867	$85,732	$86,589	$87,455	$88,329	$89,213
24	More than 56 Units	$68,425	$69,042	$69,844	$70,804	$73,556	$76,432	$79,369	$81,647	$84,447	$89,907	$90,806	$91,714	$92,631	$93,558
25	More than 70 Units	$69,042	$69,844	$70,405	$74,444	$77,334	$80,363	$82,442	$84,998	$88,301	$94,174	$95,116	$96,067	$97,028	$97,998
26	More than 84 Units	$70,156	$70,742	$72,807	$77,410	$80,424	$83,575	$85,671	$88,653	$92,171	$98,350	$99,334	$100,327	$101,330	$102,343
27	More than 98 Units	$70,283	$73,541	$75,682	$80,515	$83,651	$86,924	$89,004	$92,369	$96,025	$102,694	$103,721	$104,758	$105,805	$106,863
Level	Semster Units/ Years	1	2	3	4	5	6	7	8	9	10	11	12	13	14

3.3% Table Increase	Salary	$ Increase	% Increase
Maximum	$106,863	$3,414	10.47%
Minimum	$65,165	$2,150	3.30%
Average	$80,147	$2,560	5.43%

Coversheet

FY 26-27 YPICS Local Indicators

Section: V. Items Scheduled For Action
Item: F. FY 26-27 YPICS Local Indicators
Purpose: Vote
Submitted by:
Related Material:
2026_Local_Indicator_Self-Reflection_25-26_Indicators_Bert_Corona_Charter_School_20260626 (1).pdf
2026_Local_Indicator_Self-Reflection_25-26_Indicators_Monsenor_Oscar_Romero_Charter_Middle_School_20260626 (1).pdf
2026_Local_Indicator_Self-Reflection_25-26_Indicators_Bert_Corona_Charter_High_School_20260626.pdf

2026-27 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
2023-24	18.1	55%	17%	0%	27.7%	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)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

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)

1. 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, BCCS 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. BCCS has 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. BCCS has 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 (93% positive); Resources (89% 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.

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

The Youth Truth Survey “Relationships” Theme questions aligned to building relationships seek to gauge different aspects based on the stakeholder group. For the 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

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

The LEA continues to have strong relationships with families, as evidence, in parent participation rates in student-led parent conferences, parent workshops, Coffee with the Administrators, and parent surveys. In addressing the needs of the whole child and engaging parents and our school community to support each other the LEA has responded and addressed social emotional, cultural needs, for our school community. The school should continue to provide access and communication between all 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 2025 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%.

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

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

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

OUR SURVEY DATA STRENGTHS Youth Truth Engagement Theme

- Families: Resources overall theme was 93% 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.

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

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.	5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5
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, BCCS seeks 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.

2025-26 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 78% positive, 4.20 rating)
- I feel engaged with my school. (Overall 79% positive, 4.13 rating)
- I feel represented by parent/family groups at my school. (Overall 83% positive, 4.17 rating)

- I feel empowered to play a meaningful role in decision-making at my school. (Overall 73% positive. 4.09 rating)
- I feel informed about important decisions regarding my school (Overall 83% 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 663 respondents across all students, parents/guardians, support staff, teachers, and administrators. The response rate was 92%.

Overall Youth Truth Survey Results for BCCS 2025-26 by theme area:
Engagement: Students 44%, Families 78%, Staff 79%
Relationships: Students 48%, Families 93%, Staff 82%
Culture: Students 41%, Families 89%, Staff 61%
Belonging: Students 50%
Communication & Feedback: Families 93%
School Safety: Families 83%, Staff 69%
Resources: Families 89%
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 78%, Staff 79%
Relationships: Families 93% , Staff 82%
Culture: Families 91% (increased 4%)
Communication & Feedback: Families 93%
Resources: Families 89%

Identified Needs
Engagement: Students 41%, Families 89%
Relationships: Students 48%
Culture: Students 41%, Staff 61%
Belonging: Students 50%
School Safety: Families 83%, Staff 59%
Professional Development & Support: Staff 66%

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)

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

4. 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. BCCS does 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.

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

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

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

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest):

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

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					

Coordinating Services	1	2	3	4	5
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

2026-27 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
2023-24	17	70.5%	5.9%	4.9%	12.8%	5.9%	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)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

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)

1. 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 2025-26 Youth Truth Survey Results

Families: Relationships (84% positive); Communications & Feedback Theme (90% positive); Resources Theme (84% 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 45% 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 Greets for both fall and spring semesters to better engage the parents of these students who may have gone “unseen” in their prior educational setting. This is aimed at ensuring parents that we are here to partner with them for their child’s success in alignment with their IEPs.

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

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

OUR SURVEY DATA Youth Truth Themes:
Families: Resources overall 84% positive, Engagement overall 75% positive
Staff/Teachers: Engagement overall 50% positive, Professional Development & Support 41% 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 partner group.

Families: Engagement, Culture
Staff: Engagement, Professional Development & Support

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.	5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5
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 4.12 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 75% positive, 3.75 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 2025-26 Youth Truth report synthesized feedback from 547 respondents across all students, parents/guardians, support staff, teachers, and administrators. The response rate was 80%.

Overall Youth Truth Survey Results for MORCS 2025-26 by theme area:
Engagement: Students 33%, Families 75%, Staff 50%
Relationships: Students 45% , Families 84%, Staff 45%
Culture: Students 31%, Families 80% (no change), Staff 26%
Belonging: Students 45%
Communication & Feedback: Families 90%
School Safety: Families 77% (decreased 1%), Staff 71%
Resources: Families 84%
Professional Development & Support: Staff 41%

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 75%
Relationships: Families 84%
Culture: Families 80%
Communication & Feedback: Families 90%
Resources: Families 84%

Identified Needs
Engagement: Students 33%, Staff 50%
Relationships: Students 45%, Staff 45%
Culture: Students 31%, Staff 26%
Belonging: Students 43%
School Safety: Families 77%, Staff 71%
Professional Development & Support: Staff 41%

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. 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.

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

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the					

Coordinating Instruction	1	2	3	4	5
coordination of partial credit policies between district of residence and county office of education.					

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

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest):

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

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					

Coordinating Services	1	2	3	4	5
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

2026-27 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
2023-24	13.8	69.8%	14.5%	0%	7.1%	7.4%	0%	1.2%

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)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

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. All teachers have been trained on CAASPP and ELPAC question formats. The RACE strategy (Respond, Answer, Cite, Explain) is being taught school-wide to support short-response writing. Thinking Maps have been reintroduced across content areas.Advisory teachers confer with students before and after each NWEA MAP diagnostic to discuss progress and set individualized growth goals.Grade distributions are analyzed each grading period to identify areas of need and plan reteaching before the

end of each term.LACOE Writing Support: The organization collaborated with LACOE to deliver multiple PD sessions on "Writing Across the Curriculum.
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)

1. 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 400 respondents across all students, parents/guardians, support staff, teachers, and administrators. The response rate was 85%.

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 2025-26 Youth Truth Survey Results

- Families: Relationships (91% positive); Communications & Feedback Theme (90% positive); Resources Theme (88% positive)

- Staff: The highest-rated core survey question was Relations- Administrators treat staff with respect 94%. This question is part of the Relationships measure which overall was 94% 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 2025 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%.

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

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

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

OUR SURVEY DATA 2025-26 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.	5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5
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, BCCHS seeks 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.

2025-26 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 86% 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," BCCHS continues 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 39%, Families 76%, Staff 66%
Relationships: Students 46%, Families 89%, Staff 66%
Culture: Students 37%, Families 85%, Staff 45%
Belonging: Students 47%
Communication & Feedback: Families 92%
School Safety: Families 80%, Staff 70%
Resources: Families 87%
Professional Development & Support: Staff 55%

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 76%,
Relationships: Families 89%
Culture Families: 85%
Communication & Feedback: Families 92%
School Safety: Families 80%
Resources: Families 87%

Identified Needs
Engagement: Students 39%, Staff 66%
Relationships: Students 46%, Staff 66%
Culture: Students 37%, Staff 45%
Belonging: Students 47%
School Safety: Staff 70%
Professional Development & Support: Staff 55%

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)

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

4. 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. BCCHS does 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, BCCHS monitors student's success through student transcripts, UC Doorways courses approved as meeting A-G requirements, and periodic review by WASC for maintaining successful accreditation.

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

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

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

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest):

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

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					

Coordinating Services	1	2	3	4	5
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

Coversheet

FY26-27 YPICS Budget

Section: V. Items Scheduled For Action
Item: G. FY26-27 YPICS Budget
Purpose: Vote
Submitted by:
Related Material: 2026-27 Budget YPI BCCS Details.pdf
2026-27 Budget YPI MORCS Details.pdf
2026-27 Budget YPI BCCHS Details.pdf
26-27 Budget Update Presentation.pdf

BERT CORONA CHARTER SCHOOL
Multi-Year Budget Detail
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	-1	0	1	2	3	4		
	2025-26	2026-27 Trend	2027-28	2028-29	2029-30	2030-31	2026-27 Percent of Budget	Percent Change, 2025-26 to 2026-27
Enrollment	347	350	360	360	360	360		
ADA	319.35	329.00	342.00	342.00	342.00	342.00		
ADA %	92.0%	94.0%	95.0%	95.0%	95.0%	95.0%		
UPP	85.1%	86.0%	85.2%	85.2%	85.3%	85.3%		
Income								
8011-8098 · Local Control Funding Formula Sources								
8011 Local Control Funding Formula	2,774,603	2,678,712	2,898,390	3,036,421	3,178,856	3,324,077	34%	-3%
8012 Education Protection Account	501,288	893,133	959,062	988,697	1,019,445	1,051,150	11%	78%
8019 Local Control Funding Formula - Prior Year	-						0%	
8096 In Lieu of Property Taxes	1,389,540	1,431,528	1,488,093	1,488,093	1,488,093	1,488,093	18%	3%
8098 In Lieu of Property Taxes, Prior Year	-						0%	
Total 8011-8098 · Local Control Funding Formula Sources	**4,665,431**	**5,003,373**	**5,345,545**	**5,513,211**	**5,686,395**	**5,863,320**	**64%**	**7%**
8100-8299 · Federal Revenue							0%	
8181 Special Education - Federal (IDEA)	82,338	84,826	88,178	88,178	88,178	88,178	1%	3%
8221 Child Nutrition - Federal	373,061	364,795	375,218	375,218	375,218	375,218	5%	-2%
8223 CACFP Supper	-	-	-	-	-	-	0%	
8291 Title I	136,007	136,007	136,007	136,007	136,007	136,007	2%	0%
8292 Title II	16,404	16,404	16,404	16,404	16,404	16,404	0%	0%
8294 Title III	10,984	8,292	8,340	8,578	8,578	8,578	0%	-25%
8295 Title IV, SSAE	10,000	10,000	10,000	10,000	10,000	10,000	0%	0%
8296 Title IV, PCSGP	-	-	-	-	-	-	0%	
8297 Facilities Incentive Grant	-	-	-	-	-	-	0%	
8299 All Other Federal Revenue	20,064	-	-	-	-	-	0%	-100%
Total 8100-8299 · Other Federal Income	**648,858**	**620,324**	**634,147**	**634,385**	**634,385**	**634,385**	**8%**	**-4%**
8300-8599 · Other State Revenue								
8520 Child Nutrition - State	147,514	144,245	148,367	148,367	148,367	148,367	2%	-2%
8550 Mandate Block Grant	6,548	6,805	7,241	7,760	8,003	8,252	0%	4%
8560 Lottery Revenue	91,131	93,467	97,160	97,160	97,160	97,160	1%	3%
8587 State Grant Pass-Through	-	-	-	-	-	-	0%	
8591 SB740	95,310	91,139	91,139	91,139	91,139	91,139	1%	-4%
8592 State Mental Health	27,218	27,882	28,984	28,984	28,984	28,984	0%	2%
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	208,607	260,932	257,490	257,628	257,839	257,991	3%	25%
8596 Prop 28 Arts & Music	18,973	78,955	83,220	85,997	88,718	91,681	1%	316%
8599 State Revenue - Other	869,465	625,092	376,757	362,672	325,034	250,000	8%	-28%
Total 8300-8599 · Other State Income	**1,668,249**	**1,532,000**	**1,293,841**	**1,283,189**	**1,248,726**	**1,177,056**	**20%**	**-8%**
8600-8799 · Other Local Revenue								
8631 Sale of Equipment & Supplies	-	-	-	-	-	-	0%	
8634 Food Service Sales	-	-	-	-	-	-	0%	
8650 Leases & Rentals	-	-	-	-	-	-	0%	
8660 Interest & Dividend Income	92,724	75,000	85,000	85,000	85,000	85,000	1%	-19%
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	984	-	-	-	-	-	0%	-100%
8696 Other Fundraising	11,000	15,000	15,000	15,000	15,000	15,000	0%	36%
8697 E-Rate	20,000	20,000	20,000	20,000	20,000	20,000	0%	0%
8698 SELPA Grants	20,966	25,000	25,000	25,000	25,000	25,000	0%	19%
8699 All Other Local Revenue	20,000	89,055	101,758	111,758	121,758	121,758	1%	345%
8792 Transfers of Apportionments - Special Education	296,398	440,860	458,280	458,280	458,280	458,280	6%	49%
Total 8600-8799 · Other Income-Local	**462,072**	**664,915**	**705,038**	**715,038**	**725,038**	**725,038**	**9%**	**44%**
Prior Year Adjustments								
8999 Other Prior Year Adjustment	68	-					0%	-100%
Total Prior Year Adjustments	**68**	**-**	**-**	**-**	**-**	**-**	**0%**	**-100%**
TOTAL INCOME	**7,444,677**	**7,820,613**	**7,978,571**	**8,145,823**	**8,294,544**	**8,399,799**	**100%**	**5%**
Expense								
1000 · Certificated Salaries								
1110 Teachers' Salaries	1,629,260	1,722,233	1,791,122	1,862,767	1,876,987	1,952,067	22%	6%
1120 Teachers' Hourly	-	-	-	-	-	-	0%	
1170 Teachers' Salaries - Substitute	371	-	-	-	-	-	0%	-100%
1175 Teachers' Salaries - Stipend/Extra Duty	204,082	203,472	200,899	208,935	217,292	225,984	3%	0%
1211 Certificated Pupil Support - Librarians	-	-	-	-	-	-	0%	
1213 Certificated Pupil Support - Guidance & Counseling	101,289	108,031	112,352	116,846	121,520	126,381	1%	7%
1215 Certificated Pupil Support - Psychologist	123,547	179,427	186,604	194,068	201,830	209,904	2%	45%
1299 Certificated Pupil Support - Other	-	-	-	-	-	-	0%	
1300 Certificated Supervisors' & Administrators' Salaries	279,734	292,845	304,559	316,741	329,411	342,587	4%	5%
1900 Other Certificated Salaries	-	-	-	-	-	-	0%	
Total 1000 · Certificated Salaries	**2,338,282**	**2,506,007**	**2,595,536**	**2,699,357**	**2,747,041**	**2,856,922**	**32%**	**7%**
2000 · Classified Salaries								
2111 Instructional Aide & Other Salaries	342,177	384,742	400,131	375,235	390,245	405,855	5%	12%
2121 After School Staff Salaries	-	-	-	-	-	-	0%	

BERT CORONA CHARTER SCHOOL
Multi-Year Budget Detail
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	-1	0	1	2	3	4		
	2025-26	2026-27 Trend	2027-28	2028-29	2029-30	2030-31	2026-27 Percent of Budget	Percent Change, 2025-26 to 2026-27
2131 Classified Teacher Salaries	-	-	-	-	-	-	0%	
2200 Classified Support Salaries	171,110	182,334	189,627	197,212	205,100	213,304	2%	7%
2300 Classified Supervisors' & Administrators' Salaries	287	-	-	-	-	-	0%	-100%
2400 Classified Office Staff Salaries	550,188	539,505	503,715	523,864	544,818	566,611	7%	-2%
2900 Other Classified Salaries	37,094	44,105	45,869	47,704	49,612	51,596	1%	19%
Total 2000 · Classified Salaries	**1,100,856**	**1,150,685**	**1,139,342**	**1,144,015**	**1,189,775**	**1,237,366**	**15%**	**5%**
Total 1000-2000 · Salaries	**3,439,138**	**3,656,692**	**3,734,878**	**3,843,371**	**3,936,816**	**4,094,289**	**46%**	**6%**
3000 · Employee Benefits								
3111 STRS - State Teachers Retirement System	431,393	478,647	495,747	515,577	524,685	545,672	6%	11%
3212 PERS - Public Employee Retirement System	-	-	-	-	-	-	0%	
3213 PARS - Public Agency Retirement System	-						0%	
3311 OASDI - Social Security	69,269	71,342	70,639	70,929	73,766	76,717	1%	3%
3331 MED - Medicare	49,678	53,022	54,156	55,729	57,084	59,367	1%	7%
3401 H&W - Health & Welfare	538,233	549,057	583,216	619,762	669,343	722,891	7%	2%
3501 SUI - State Unemployment Insurance	1,712	1,828	1,867	1,922	1,968	2,047	0%	7%
3601 Workers' Compensation Insurance	-	-	-	-	-	-	0%	
3751 OPEB, Active Employees	-						0%	
3901 Other Retirement Benefits	13,928	11,507	11,393	11,440	11,898	12,374	0%	-17%
3902 Other Benefits	2,206	2,000	2,000	2,000	2,000	2,000	0%	-9%
Total 3000 · Employee Benefits	**1,106,419**	**1,167,405**	**1,219,019**	**1,277,359**	**1,340,744**	**1,421,067**	**15%**	**6%**
Total 1000-3000 · Salaries & Benefits	**4,545,556**	**4,824,097**	**4,953,896**	**5,120,730**	**5,277,560**	**5,515,356**	**61%**	**6%**
4000 · Supplies								
4111 Core Curricula Materials	65,891	54,565	57,909	59,646	61,436	63,279	1%	-17%
4211 Books & Other Reference Materials	4,000	4,000	4,245	4,372	4,504	4,639	0%	0%
4311 Student Materials	57,002	58,944	61,942	62,922	63,931	64,970	1%	3%
4351 Office Supplies	9,600	9,600	9,905	10,202	10,509	10,824	0%	0%
4371 Custodial Supplies	18,000	18,000	19,103	19,676	20,266	20,874	0%	0%
4391 Food (Non Nutrition Program)	9,000	9,000	9,552	9,838	10,133	10,437	0%	0%
4392 Uniforms	26,500	21,500	22,818	23,502	24,207	24,933	0%	-19%
4393 PE & Sports Equipment	5,500	5,500	5,675	5,845	6,021	6,201	0%	0%
4395 Before & After School Program Supplies	-	-	-	-	-	-	0%	
4399 All Other Supplies	5,000	6,000	6,368	6,559	6,755	6,958	0%	20%
4390 Other Supplies	46,000	42,000	44,412	45,744	47,116	48,530	1%	-9%
4411 Non Capitalized Equipment	64,000	68,212	72,392	74,564	76,801	79,105	1%	7%
4711 Nutrition Program Food & Supplies	398,363	390,029	403,178	405,194	407,220	409,256	5%	-2%
4713 CACFP Supper Food & Supplies	-	-	-	-	-	-	0%	
Total 4000 · Supplies	**662,856**	**645,349**	**673,087**	**682,321**	**691,782**	**701,476**	**8%**	**-3%**
5000 · Operating Services								
5211 Travel & Conferences	9,099	9,100	9,658	9,947	10,246	10,553	0%	0%
5311 Dues & Memberships	9,689	12,628	13,480	13,974	14,472	14,907	0%	30%
5451 General Insurance	-	-	-	-	-	-	0%	
5511 Utilities	102,000	102,000	108,251	111,498	114,843	118,288	1%	0%
5521 Security Services	3,600	3,600	3,821	3,935	4,053	4,175	0%	0%
5531 Housekeeping Services	48,200	50,400	53,489	55,093	56,746	58,448	1%	5%
5599 Other Facility Operations & Utilities	29,600	32,400	33,430	34,433	35,466	36,530	0%	9%
5611 School Rent - Private Facility	201,670	183,163	179,923	176,611	161,443	155,935	2%	-9%
5613 School Rent - Prop 39	-	-	-	-	-	-	0%	
5619 Other Facility Rentals	-	-	-	-	-	-	0%	
5621 Equipment Lease	23,956	24,904	26,430	27,223	28,040	28,881	0%	4%
5631 Vendor Repairs	50,000	50,000	50,000	50,000	50,000	50,000	1%	0%
5812 Field Trips & Pupil Transportation	25,600	17,700	18,785	19,348	19,929	20,527	0%	-31%
5821 Legal	-	-	-	-	-	-	0%	
5823 Audit	-	-	-	-	-	-	0%	
5831 Advertisement & Recruitment	2,000	4,000	4,245	4,372	4,504	4,639	0%	100%
5841 Contracted Substitute Teachers	50,460	108,500	111,950	115,309	118,768	122,331	1%	115%
5842 Special Education Services	196,820	160,050	168,850	173,422	178,131	182,981	2%	-19%
5843 Non Public School	-	-	-	-	-	-	0%	
5844 After School Services	203,309	203,309	203,922	204,240	204,568	204,906	3%	0%
5849 Other Student Instructional Services	19,000	57,000	60,493	62,308	64,177	66,102	1%	200%
5852 PD Consultants & Tuition	49,636	45,942	47,403	48,825	50,290	51,799	1%	-7%
5854 Nursing & Medical (Non-IEP)	-	-	-	-	-	-	0%	
5859 All Other Consultants & Services	48,962	62,190	64,775	66,119	67,502	68,927	1%	27%
5861 Non Instructional Software	30,750	30,750	32,634	33,613	34,622	35,660	0%	0%
5865 Fundraising Cost	-	-	-	-	-	-	0%	
5871 District Oversight Fees	46,654	50,034	53,455	55,132	56,864	58,633	1%	7%
5872 Special Education Fees (SELPA)	75,747	105,137	109,292	109,292	109,292	109,292	1%	39%
5881 Intra-Agency Fees	956,604	984,737	901,438	903,322	904,441	923,571	12%	3%
5895 Bad Debt Expense	-	-	-	-	-	-	0%	
5898 Uncategorized Expense	-	-	-	-	-	-	0%	
5899 All Other Expenses	9,850	10,250	10,878	11,204	11,541	11,887	0%	4%
5911 Office Phone	10,000	10,000	10,318	10,628	10,946	11,275	0%	0%
5913 Mobile Phone	10,000	9,360	9,658	9,947	10,246	10,553	0%	-6%
5921 Internet	7,000	7,210	7,439	7,662	7,892	8,129	0%	3%
5923 Website Hosting	5,878	6,054	6,246	6,434	6,627	6,826	0%	3%

BERT CORONA CHARTER SCHOOL
Multi-Year Budget Detail
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	-1	0	1	2	3	4		
	2025-26	**2026-27 Trend**	**2027-28**	**2028-29**	**2029-30**	**2030-31**	**2026-27 Percent of Budget**	**Percent Change, 2025-26 to 2026-27**
5931 Postage & Shipping	3,914	4,031	4,160	4,284	4,413	4,545	0%	3%
5999 Other Communications	4,312	4,441	4,582	4,720	4,861	5,007	0%	3%
Total 5000 · Operating Services	**2,234,311**	**2,348,891**	**2,309,005**	**2,332,897**	**2,344,923**	**2,385,308**	**30%**	**5%**
6000 · Capital Outlay								
6901 Depreciation Expense	79,980	84,546	64,160	63,513	63,513	63,513	1%	6%
6911 Amortization Expense - Lease Assets	-	-	-	-	-	-	0%	
6912 Amortization Expense - Other	-						0%	
6999 Capital Outlay	-						0%	
Total 6000 · Capital Outlay	**79,980**	**84,546**	**64,160**	**63,513**	**63,513**	**63,513**	**1%**	**6%**
7000 · Other Outgo								
7438 Interest Expense	-	-	-	-	-	-	0%	
Total 7000 · Other Outgo	**-**	**-**	**-**	**-**	**-**	**-**	**0%**	
TOTAL EXPENSE	**7,522,703**	**7,902,884**	**8,000,147**	**8,199,461**	**8,377,778**	**8,665,653**	**100%**	**5%**
NET INCOME	**(78,025)**	**(82,271)**	**(21,577)**	**(53,638)**	**(83,234)**	**(265,854)**		
Operating Income		2,275	42,583	9,875	(19,721)	(202,341)		
Beginning Cash Balance	4,064,292	3,555,128	2,992,848	2,859,432	2,622,284	2,428,081		
Cash Flow from Operating Activities								
Net Income	(78,025)	(82,271)	(21,577)	(53,638)	(83,234)	(265,854)		
Change in Accounts Receivable								
Prior Year Accounts Receivable	1,020,767	989,206	886,196	1,008,228	1,207,336	1,249,320		
Current Year Accounts Receivable	(989,206)	(886,196)	(1,008,228)	(1,207,336)	(1,249,320)	(1,254,126)		
Change in Due from	484		-	-	-	-		
Change in Accounts Payable	49,536	(11,409)	(10,838)	(10,296)	(9,782)	(9,292)		
Change in Due to	(78,512)	(47,825)	0	(0)	(115,521)	-		
Change in Current Lease Payable	3,007	6,794	7,090	19,388	10,193	10,698		
Change in Lease Assets	130,356	127,819	131,373	135,151	139,372	144,057		
Change in Accrued Vacation	-	-	-	-	-	-		
Change in Payroll Liabilities	(5,786)	3,432	-	-	-	-		
Change in Prepaid Expenditures	(7,674)	(61,452)	(5,999)	(6,299)	(6,614)	(6,944)		
Change in Deposits	-	-	-	-	-	-		
Change in Deferred Revenue	(362,040)	(353,818)	(55,028)	(45,907)	-	-		
Change in OPEB / Net Pension Liability	-	-	-	-	-	-		
Change in Long Term Lease Liabilities	(106,679)	(113,474)	(120,564)	(139,953)	(150,146)	(160,844)		
Change in Other Long Term Assets	-	-	-	-	-	-		
Change in Other Long Term Liabilities	-	-	-	-	-	-		
Depreciation Expense	79,980	84,546	64,160	63,513	63,513	63,513		
Cash Flow from Investing Activities								
Capital Expenditures	(165,370)	(210,000)	-	-	-	-		
Cash Flow from Financing Activities								
Source - Sale of Receivables	-	-	-	-	-	-		
Use - Sale of Receivables	-	-	-	-	-	-		
Source - Loans	-	-	-	-	-	-		
Use - Loans	-	-	-	-	-	-		
Ending Cash Balance	3,555,128	3,000,482	2,859,432	2,622,284	2,428,081	2,198,609		
Month with Lowest Ending Cash Balance	Jul: $	Dec: $2,922,727	Dec: $2,657,721	Jun: $2,522,525	Dec: $2,285,032	Jun: $2,078,850		
5% Reserve Goal	376,135	395,144	400,007	409,973	418,889	433,283		
Operating Income	1,955	2,275	42,583	9,875	(19,721)	(202,341)		
Operating Income, Excluding Non-cash Lease Expense	26,274	23,415	57,170	9,294	(25,810)	(214,106)		
EBITDA	1,955	2,275	42,583	9,875	(19,721)	(202,341)		
Net Income as a Percent of Expenses	-1.0%	-1.0%	-0.3%	-0.7%	-1.0%	-3.1%		
Ending Cash as a Percent of Expenses	47.3%	38.0%	35.7%	32.0%	29.0%	25.4%		

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	-1 2025-26	0 2026-27 Trend	1 2027-28	2 2028-29	3 2029-30	4 2030-31	2026-27 Percent of Budget	Percent Change, 2025-26 to 2026-27
Enrollment	**279**	**290**	**295**	**320**	**340**	**345**		
ADA	**256.31**	**271.15**	**277.30**	**300.80**	**319.60**	**324.30**		
ADA %	**92.6%**	**93.5%**	**94.0%**	**94.0%**	**94.0%**	**94.0%**		
UPP	**97.1%**	**96.3%**	**97.2%**	**97.2%**	**97.2%**	**97.1%**		
Income								
8011-8098 · Local Control Funding Formula Sources								
8011 Local Control Funding Formula	2,290,996	2,276,005	2,439,834	2,773,428	3,084,404	3,271,377	34%	-1%
8012 Education Protection Account	405,790	736,961	778,548	870,622	953,805	997,931	11%	82%
8019 Local Control Funding Formula - Prior Year	-						0%	
8096 In Lieu of Property Taxes	1,119,812	1,179,814	1,206,574	1,308,826	1,390,628	1,411,078	18%	5%
8098 In Lieu of Property Taxes, Prior Year	-						0%	
Total 8011-8098 · Local Control Funding Formula Sources	**3,816,598**	**4,192,781**	**4,424,955**	**4,952,876**	**5,428,836**	**5,680,386**	**63%**	**10%**
8100-8299 · Federal Revenue							0%	
8181 Special Education - Federal (IDEA)	66,355	69,911	71,496	77,555	82,402	83,614	1%	5%
8221 Child Nutrition - Federal	272,019	275,292	280,038	303,770	322,756	327,503	4%	1%
8223 CACFP Supper	-	-	-	-	-	-	0%	
8291 Title I	126,092	126,092	126,092	126,092	126,092	126,092	2%	0%
8292 Title II	13,662	13,662	13,662	13,662	13,662	13,662	0%	0%
8294 Title III	12,313	11,182	11,707	11,909	12,918	13,725	0%	-9%
8295 Title IV, SSAE	10,212	10,212	10,212	10,212	10,212	10,212	0%	0%
8296 Title IV, PCSGP	-	-	-	-	-	-	0%	
8297 Facilities Incentive Grant	-	-	-	-	-	-	0%	
8299 All Other Federal Revenue	709	-	-	-	-	-	0%	-100%
Total 8100-8299 · Other Federal Income	**501,361**	**506,351**	**513,207**	**543,200**	**568,042**	**574,808**	**8%**	**1%**
8300-8599 · Other State Revenue								
8520 Child Nutrition - State	105,535	106,805	108,646	117,854	125,220	127,061	2%	1%
8550 Mandate Block Grant	5,673	5,462	5,968	6,292	7,039	7,712	0%	-4%
8560 Lottery Revenue	73,324	77,032	78,779	85,455	90,796	92,131	1%	5%
8587 State Grant Pass-Through	-	-	-	-	-	-	0%	
8591 SB740	-	-	-	-	-	-	0%	
8592 State Mental Health	21,935	22,980	23,501	25,492	27,086	27,484	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	159,487	233,092	240,774	251,644	306,338	316,954	4%	46%
8596 Prop 28 Arts & Music	59,699	56,755	56,755	56,755	56,755	56,755	1%	-5%
8599 State Revenue - Other	854,773	631,191	250,000	250,000	250,000	250,000	10%	-26%
Total 8300-8599 · Other State Income	**1,483,910**	**1,336,800**	**967,906**	**996,976**	**1,066,716**	**1,081,581**	**20%**	**-10%**
8600-8799 · Other Local Revenue								
8631 Sale of Equipment & Supplies	-	-	-	-	-	-	0%	
8634 Food Service Sales	-	-	-	-	-	-	0%	
8650 Leases & Rentals	-	-	-	-	-	-	0%	
8660 Interest & Dividend Income	150,853	120,000	100,000	75,000	75,000	75,000	2%	-20%
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	51,000	10,000	10,000	10,000	10,000	10,000	0%	-80%
8696 Other Fundraising	-	-	-	-	-	-	0%	
8697 E-Rate	15,000	15,000	15,000	15,000	15,000	15,000	0%	0%
8698 SELPA Grants	15,000	20,000	20,000	20,000	20,000	20,000	0%	33%
8699 All Other Local Revenue	15,000	69,000	69,000	69,000	69,000	69,000	1%	360%
8792 Transfers of Apportionments - Special Education	238,864	363,341	371,582	403,072	428,264	434,562	5%	52%
Total 8600-8799 · Other Income-Local	**485,717**	**597,341**	**585,582**	**592,072**	**617,264**	**623,562**	**9%**	**23%**
Prior Year Adjustments								
8999 Other Prior Year Adjustment	124	-					0%	-100%
Total Prior Year Adjustments	**124**	**-**	**-**	**-**	**-**	**-**	**0%**	**-100%**
TOTAL INCOME	**6,287,709**	**6,633,273**	**6,491,651**	**7,085,124**	**7,680,859**	**7,960,336**	**100%**	**5%**
Expense								
1000 · Certificated Salaries								
1110 Teachers' Salaries	1,625,465	1,578,957	1,642,115	1,707,800	1,776,112	1,847,156	21%	-3%
1120 Teachers' Hourly	-	-	-	-	-	-	0%	
1170 Teachers' Salaries - Substitute	-	-	-	-	-	-	0%	
1175 Teachers' Salaries - Stipend/Extra Duty	81,974	95,546	99,368	103,342	107,476	111,775	1%	17%
1211 Certificated Pupil Support - Librarians	-	-	-	-	-	-	0%	
1213 Certificated Pupil Support - Guidance & Counseling	36,646	26,021	27,062	28,144	29,270	30,441	0%	-29%
1215 Certificated Pupil Support - Psychologist	104,880	218,173	226,899	235,975	245,414	255,231	3%	108%
1299 Certificated Pupil Support - Other	-	-	-	-	-	-	0%	
1300 Certificated Supervisors' & Administrators' Salaries	138,806	144,439	150,217	156,225	162,474	168,973	2%	4%
1900 Other Certificated Salaries	-	-	-	-	-	-	0%	
Total 1000 · Certificated Salaries	**1,987,772**	**2,063,135**	**2,145,661**	**2,231,487**	**2,320,746**	**2,413,576**	**28%**	**4%**
2000 · Classified Salaries								
2111 Instructional Aide & Other Salaries	244,019	226,260	235,310	244,723	254,512	264,692	3%	-7%
2121 After School Staff Salaries	-	-	-	-	-	-	0%	

MONSENOR OSCAR ROMERO CHARTER SCHOOL
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	-1	0	1	2	3	4		
	2025-26	2026-27 Trend	2027-28	2028-29	2029-30	2030-31	2026-27 Percent of Budget	Percent Change, 2025-26 to 2026-27
2131 Classified Teacher Salaries	-	-	-	-	-	-	0%	
2200 Classified Support Salaries	106,864	102,483	106,582	110,846	115,279	119,891	1%	-4%
2300 Classified Supervisors' & Administrators' Salaries	236	-	-	-	-	-	0%	-100%
2400 Classified Office Staff Salaries	494,597	548,357	570,292	593,103	616,827	641,501	7%	11%
2900 Other Classified Salaries	40,558	33,627	34,972	36,371	37,825	39,338	0%	-17%
Total 2000 · Classified Salaries	**886,273**	**910,727**	**947,156**	**985,042**	**1,024,444**	**1,065,422**	**12%**	**3%**
Total 1000-2000 · Salaries	**2,874,044**	**2,973,862**	**3,092,816**	**3,216,529**	**3,345,190**	**3,478,998**	**40%**	**3%**
3000 · Employee Benefits								
3111 STRS - State Teachers Retirement System	368,940	394,059	409,821	426,214	443,263	460,993	5%	7%
3212 PERS - Public Employee Retirement System	-	-	-	-	-	-	0%	
3213 PARS - Public Agency Retirement System	-						0%	
3311 OASDI - Social Security	55,002	56,465	58,724	61,073	63,516	66,056	1%	3%
3331 MED - Medicare	41,625	43,121	44,846	46,640	48,505	50,445	1%	4%
3401 H&W - Health & Welfare	475,380	391,437	422,752	456,572	493,098	532,545	5%	-18%
3501 SUI - State Unemployment Insurance	1,435	1,487	1,546	1,608	1,673	1,739	0%	4%
3601 Workers' Compensation Insurance	-	-	-	-	-	-	0%	
3751 OPEB, Active Employees	-						0%	
3901 Other Retirement Benefits	12,787	8,197	8,524	8,865	9,220	9,589	0%	-36%
3902 Other Benefits	1,612	3,500	3,500	3,500	3,500	3,500	0%	117%
Total 3000 · Employee Benefits	**956,782**	**898,265**	**949,713**	**1,004,472**	**1,062,773**	**1,124,868**	**12%**	**-6%**
Total 1000-3000 · Salaries & Benefits	**3,830,826**	**3,872,127**	**4,042,530**	**4,221,001**	**4,407,964**	**4,603,866**	**52%**	**1%**
4000 · Supplies								
4111 Core Curricula Materials	52,051	52,645	55,256	61,737	67,563	70,613	1%	1%
4211 Books & Other Reference Materials	10,300	4,200	4,408	4,925	5,390	5,633	0%	-59%
4311 Student Materials	52,790	47,690	50,055	55,926	61,204	63,967	1%	-10%
4351 Office Supplies	7,200	7,200	7,557	8,443	9,240	9,657	0%	0%
4371 Custodial Supplies	8,400	8,400	8,817	9,851	10,780	11,267	0%	0%
4391 Food (Non Nutrition Program)	10,800	10,800	11,336	12,665	13,860	14,486	0%	0%
4392 Uniforms	13,000	20,000	20,992	23,454	25,667	26,826	0%	54%
4393 PE & Sports Equipment	8,400	8,400	8,817	9,851	10,780	11,267	0%	0%
4395 Before & After School Program Supplies	-	-	-	-	-	-	0%	
4399 All Other Supplies	8,000	8,000	8,397	9,382	10,267	10,730	0%	0%
4390 Other Supplies	40,200	47,200	49,541	55,351	60,575	63,310	1%	17%
4411 Non Capitalized Equipment	57,250	48,740	51,157	57,157	62,551	65,375	1%	-15%
4711 Nutrition Program Food & Supplies	278,114	291,340	297,845	324,702	346,720	353,578	4%	5%
4713 CACFP Supper Food & Supplies	100	-	-	-	-	-	0%	-100%
Total 4000 · Supplies	**506,405**	**507,415**	**524,635**	**578,092**	**624,024**	**643,402**	**7%**	**0%**
5000 · Operating Services								
5211 Travel & Conferences	10,399	10,399	10,915	12,195	13,346	13,948	0%	0%
5311 Dues & Memberships	7,072	9,600	10,146	11,416	12,568	13,136	0%	36%
5451 General Insurance	344	371	389	435	476	498	0%	8%
5511 Utilities	102,000	127,200	133,060	146,396	158,488	165,226	2%	25%
5521 Security Services	7,457	1,500	1,574	1,759	1,925	2,012	0%	-80%
5531 Housekeeping Services	42,000	48,000	50,380	56,289	61,602	64,383	1%	14%
5599 Other Facility Operations & Utilities	249,842	236,130	247,839	276,908	303,041	316,723	3%	-5%
5611 School Rent - Private Facility	-	-	-	-	-	-	0%	
5613 School Rent - Prop 39	-	-	-	-	-	-	0%	
5619 Other Facility Rentals	-	-	-	-	-	-	0%	
5621 Equipment Lease	23,600	23,600	24,770	27,676	30,287	31,655	0%	0%
5631 Vendor Repairs	50,000	53,917	56,591	63,228	69,195	72,319	1%	8%
5812 Field Trips & Pupil Transportation	53,300	54,400	57,098	63,795	69,815	72,967	1%	2%
5821 Legal	-	-	-	-	-	-	0%	
5823 Audit	-	-	-	-	-	-	0%	
5831 Advertisement & Recruitment	2,000	2,000	2,099	2,345	2,567	2,683	0%	0%
5841 Contracted Substitute Teachers	60,000	109,000	112,466	115,840	119,315	122,895	1%	82%
5842 Special Education Services	100,500	116,558	121,665	134,345	145,744	151,712	2%	16%
5843 Non Public School	-	-	-	-	-	-	0%	
5844 After School Services	246,309	246,309	246,309	246,309	246,309	246,309	3%	0%
5849 Other Student Instructional Services	36,034	56,755	56,755	56,755	56,755	56,755	1%	58%
5852 PD Consultants & Tuition	35,592	42,842	44,967	50,241	54,982	57,464	1%	20%
5854 Nursing & Medical (Non-IEP)	1,500	1,500	1,574	1,759	1,925	2,012	0%	0%
5859 All Other Consultants & Services	34,144	58,444	60,351	65,083	69,338	71,566	1%	71%
5861 Non Instructional Software	27,652	29,818	31,297	34,967	38,267	39,995	0%	8%
5865 Fundraising Cost	1,564	1,582	1,660	1,855	2,030	2,122	0%	1%
5871 District Oversight Fees	38,166	41,928	44,250	49,529	54,288	56,804	1%	10%
5872 Special Education Fees (SELPA)	61,044	86,650	88,616	96,125	102,133	103,635	1%	42%
5881 Intra-Agency Fees	788,103	765,281	708,273	787,180	839,838	899,822	10%	-3%
5895 Bad Debt Expense	-	-	-	-	-	-	0%	
5898 Uncategorized Expense	-	-	-	-	-	-	0%	
5899 All Other Expenses	10,818	11,666	12,244	13,680	14,971	15,647	0%	8%
5911 Office Phone	7,919	8,157	8,416	8,669	8,929	9,197	0%	3%
5913 Mobile Phone	12,250	11,400	11,763	12,115	12,479	12,853	0%	-7%
5921 Internet	22,087	22,750	23,473	24,177	24,902	25,650	0%	3%
5923 Website Hosting	3,552	5,465	5,639	5,808	5,982	6,161	0%	54%

MONSENOR OSCAR ROMERO CHARTER SCHOOL
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	-1	0	1	2	3	4		
	2025-26	**2026-27 Trend**	**2027-28**	**2028-29**	**2029-30**	**2030-31**	**2026-27 Percent of Budget**	**Percent Change, 2025-26 to 2026-27**
5931 Postage & Shipping	2,306	2,375	2,450	2,524	2,600	2,678	0%	3%
5999 Other Communications	2,810	2,894	2,986	3,075	3,168	3,263	0%	3%
Total 5000 · Operating Services	**2,040,363**	**2,188,490**	**2,180,015**	**2,372,480**	**2,527,268**	**2,642,088**	**29%**	**7%**
6000 · Capital Outlay								
6901 Depreciation Expense	767,966	755,443	746,798	740,548	731,798	731,798	10%	-2%
6911 Amortization Expense - Lease Assets	-	-	-	-	-	-	0%	
6912 Amortization Expense - Other	-						0%	
6999 Capital Outlay	-						0%	
Total 6000 · Capital Outlay	**767,966**	**755,443**	**746,798**	**740,548**	**731,798**	**731,798**	**10%**	**-2%**
7000 · Other Outgo								
7438 Interest Expense	131,952	145,165	141,523	137,808	134,017	130,151	2%	10%
Total 7000 · Other Outgo	**131,952**	**145,165**	**141,523**	**137,808**	**134,017**	**130,151**	**2%**	**10%**
TOTAL EXPENSE	**7,277,513**	**7,468,640**	**7,635,500**	**8,049,928**	**8,425,071**	**8,751,304**	**100%**	**3%**
NET INCOME	**(989,803)**	**(835,367)**	**(1,143,849)**	**(964,804)**	**(744,212)**	**(790,968)**		
Operating income	(221,838)	(79,924)	(397,051)	(224,256)	(12,414)	(59,170)		
Beginning Cash Balance	4,660,050	3,774,657	3,157,603	2,457,767	1,919,208	1,605,717		
Cash Flow from Operating Activities								
Net Income	(989,803)	(835,367)	(1,143,849)	(964,804)	(744,212)	(790,968)		
Change in Accounts Receivable								
Prior Year Accounts Receivable	835,256	757,535	743,286	817,658	949,415	1,018,164		
Current Year Accounts Receivable	(757,535)	(743,286)	(817,658)	(949,415)	(1,018,164)	(1,061,337)		
Change in Due from	299	-	-	-	-	-		
Change in Accounts Payable	(66)	(15,850)	(15,058)	(14,305)	(13,590)	(12,910)		
Change in Due to	(50,302)	(27,365)	(24,375)	24,701	(21,748)	3,732		
Change in Current Lease Payable	2,735	389	407	(4,365)	(4,682)	-		
Change in Lease Assets	7,881	8,252	8,641	9,048	4,682	-		
Change in Accrued Vacation	-	-	-	-	-	-		
Change in Payroll Liabilities	(2,901)	-	-	-	-	-		
Change in Prepaid Expenditures	(6,167)	(50,349)	(4,915)	(5,161)	(5,419)	(5,690)		
Change in Deposits	-	-	-	-	-	-		
Change in Deferred Revenue	(413,118)	(277,390)	-	-	-	-		
Change in OPEB / Net Pension Liability	-	-	-	-	-	-		
Change in Long Term Lease Liabilities	(8,252)	(8,641)	(9,048)	(4,682)	-	-		
Change in Other Long Term Assets	-	-	-	-	-	-		
Change in Other Long Term Liabilities	-	-	-	-	-	-		
Depreciation Expense	767,966	755,443	746,798	740,548	731,798	731,798		
Cash Flow from Investing Activities								
Capital Expenditures	(48,434)	-	-	-	-	-		
Cash Flow from Financing Activities								
Source - Sale of Receivables	-	-	-	-	-	-		
Use - Sale of Receivables	-	-	-	-	-	-		
Source - Loans	-	-	-	-	-	-		
Use - Loans	(222,952)	(180,424)	(184,066)	(187,781)	(191,571)	(195,438)		
Ending Cash Balance	3,774,657	3,157,603	2,457,767	1,919,208	1,605,717	1,293,068		
Month with Lowest Ending Cash Balance	Jul: $	Dec: $3,025,003	Jun: $2,457,767	Dec: $1,821,863	Dec: $1,450,552	Dec: $1,287,521		
5% Reserve Goal	363,876	373,432	381,775	402,496	421,254	437,565		
Operating Income	(221,838)	(79,924)	(397,051)	(224,256)	(12,414)	(59,170)		
Operating Income, Excluding Non-cash Lease Expense	(221,838)	(79,924)	(397,051)	(224,256)	(12,414)	(59,170)		
EBITDA	(89,885)	65,241	(255,528)	(86,448)	121,603	70,980		
Net Income as a Percent of Expenses	-13.6%	-11.2%	-15.0%	-12.0%	-8.8%	-9.0%		
Ending Cash as a Percent of Expenses	51.9%	42.3%	32.2%	23.8%	19.1%	14.8%		

Bert Corona Charter High School
Multi-Year Budget Detail
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	-1 2025-26	0 2026-27 Trend	1 2027-28	2 2028-29	3 2029-30	4 2030-31	2026-27 Percent of Budget	Percent Change, 2025-26 to 2026-27
Enrollment	**198**	**200**	**214**	**214**	**220**	**220**		
ADA	**177.00**	**185.00**	**199.02**	**199.02**	**206.80**	**206.80**		
ADA %	**91.5%**	**92.5%**	**93.0%**	**93.0%**	**94.0%**	**94.0%**		
UPP	**94.4%**	**94.5%**	**94.4%**	**94.4%**	**94.4%**	**94.5%**		
Income								
8011-8098 · Local Control Funding Formula Sources								
8011 Local Control Funding Formula	2,336,391	2,581,175	2,898,111	3,015,822	3,260,406	3,391,440	54%	10%
8012 Education Protection Account	35,400	37,000	39,804	39,804	41,360	41,360	1%	5%
8019 Local Control Funding Formula - Prior Year	-						0%	
8096 In Lieu of Property Taxes	770,154	804,963	865,966	865,966	899,818	899,818	17%	5%
8098 In Lieu of Property Taxes, Prior Year	-						0%	
Total 8011-8098 · Local Control Funding Formula Sources	**3,141,945**	**3,423,138**	**3,803,881**	**3,921,592**	**4,201,584**	**4,332,618**	**71%**	**9%**
8100-8299 · Federal Revenue							0%	
8181 Special Education - Federal (IDEA)	45,636	47,699	51,313	51,313	53,319	53,319	1%	5%
8221 Child Nutrition - Federal	120,304	119,891	128,283	128,283	131,880	131,880	2%	0%
8223 CACFP Supper	-	-	-	-	-	-	0%	
8291 Title I	99,155	99,155	99,155	99,155	99,155	99,155	2%	0%
8292 Title II	11,185	11,185	11,185	11,185	11,185	11,185	0%	0%
8294 Title III	7,287	6,659	6,795	7,270	7,270	7,474	0%	-9%
8295 Title IV, SSAE	10,000	10,000	10,000	10,000	10,000	10,000	0%	0%
8296 Title IV, PCSGP	-	-	-	-	-	-	0%	
8297 Facilities Incentive Grant	-	-	-	-	-	-	0%	
8299 All Other Federal Revenue	20,254	-	-	-	-	-	0%	-100%
Total 8100-8299 · Other Federal Income	**313,821**	**294,588**	**306,731**	**307,207**	**312,810**	**313,013**	**6%**	**-6%**
8300-8599 · Other State Revenue								
8520 Child Nutrition - State	50,069	49,897	53,390	53,390	54,887	54,887	1%	0%
8550 Mandate Block Grant	11,964	10,705	11,559	12,819	13,217	14,162	0%	-11%
8560 Lottery Revenue	50,387	52,557	56,540	56,540	58,750	58,750	1%	4%
8587 State Grant Pass-Through	-	-	-	-	-	-	0%	
8591 SB740	-	-	-	-	-	-	0%	
8592 State Mental Health	15,086	15,678	16,867	16,867	17,526	17,526	0%	4%
8593 After School Education & Safety	-	-	-	-	-	-	0%	
8594 Supplemental Categorical Block Grant	-	-	-	-	-	-	0%	
8595 Expanded Learning Opportunity Program	-	-	-	-	-	-	0%	
8596 Prop 28 Arts & Music	45,536	41,717	44,026	45,677	51,793	53,744	1%	-8%
8599 State Revenue - Other	665,527	528,739	250,000	250,000	250,000	250,000	11%	-21%
Total 8300-8599 · Other State Income	**838,568**	**699,293**	**432,382**	**435,292**	**446,173**	**449,069**	**15%**	**-17%**
8600-8799 · Other Local Revenue								
8631 Sale of Equipment & Supplies	-	-	-	-	-	-	0%	
8634 Food Service Sales	-	-	-	-	-	-	0%	
8650 Leases & Rentals	-	-	-	-	-	-	0%	
8660 Interest & Dividend Income	28,761	20,000	20,000	20,000	20,000	20,000	0%	-30%
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	30,000	30,000	32,100	32,100	33,000	33,000	1%	0%
8696 Other Fundraising	5,425	7,000	7,490	7,490	7,700	7,700	0%	29%
8697 E-Rate	12,620	11,000	11,000	11,000	11,000	11,000	0%	-13%
8698 SELPA Grants	28,523	35,000	35,000	35,000	35,000	35,000	1%	23%
8699 All Other Local Revenue	59,006	51,136	58,561	58,561	58,561	58,561	1%	-13%
8792 Transfers of Apportionments - Special Education	164,279	247,900	266,687	266,687	277,112	277,112	5%	51%
Total 8600-8799 · Other Income-Local	**328,614**	**402,036**	**430,838**	**430,838**	**442,373**	**442,373**	**8%**	**22%**
Prior Year Adjustments								
8999 Other Prior Year Adjustment	(3,961)	-					0%	-100%
Total Prior Year Adjustments	**(3,961)**	**-**	**-**	**-**	**-**	**-**	**0%**	**-100%**
TOTAL INCOME	**4,618,987**	**4,819,056**	**4,973,832**	**5,094,929**	**5,402,940**	**5,537,074**	**100%**	**4%**
Expense								
1000 · Certificated Salaries								
1110 Teachers' Salaries	1,227,421	1,140,441	1,186,059	1,233,501	1,282,841	1,334,155	24%	-7%
1120 Teachers' Hourly	-	-	-	-	-	-	0%	
1170 Teachers' Salaries - Substitute	-	-	-	-	-	-	0%	
1175 Teachers' Salaries - Stipend/Extra Duty	50,538	14,500	15,080	15,683	16,311	16,963	0%	-71%
1211 Certificated Pupil Support - Librarians	-	-	-	-	-	-	0%	
1213 Certificated Pupil Support - Guidance & Counseling	93,604	96,408	100,265	104,275	108,446	112,784	2%	3%
1215 Certificated Pupil Support - Psychologist	90,342	123,531	128,472	133,611	138,956	144,514	3%	37%
1299 Certificated Pupil Support - Other	-	-	-	-	-	-	0%	
1300 Certificated Supervisors' & Administrators' Salaries	144,886	148,656	154,603	160,787	167,218	173,907	3%	3%
1900 Other Certificated Salaries	-	-	-	-	-	-	0%	
Total 1000 · Certificated Salaries	**1,606,791**	**1,523,537**	**1,584,479**	**1,647,858**	**1,713,772**	**1,782,323**	**32%**	**-5%**
2000 · Classified Salaries								
2111 Instructional Aide & Other Salaries	298,313	254,614	264,798	275,390	286,406	297,862	5%	-15%
2121 After School Staff Salaries	-	-	-	-	-	-	0%	

Bert Corona Charter High School
Multi-Year Budget Detail
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	-1	0	1	2	3	4		
	2025-26	2026-27 Trend	2027-28	2028-29	2029-30	2030-31	2026-27 Percent of Budget	Percent Change, 2025-26 to 2026-27
2131 Classified Teacher Salaries	-	-	-	-	-	-	0%	
2200 Classified Support Salaries	40,442	53,481	55,620	57,845	60,158	62,565	1%	32%
2300 Classified Supervisors' & Administrators' Salaries	113,173	119,034	123,796	128,747	133,897	139,253	2%	5%
2400 Classified Office Staff Salaries	292,870	288,519	300,060	312,063	324,545	337,527	6%	-1%
2900 Other Classified Salaries	54,680	56,331	58,584	60,927	63,364	65,899	1%	3%
Total 2000 · Classified Salaries	**799,478**	**771,979**	**802,858**	**834,972**	**868,371**	**903,106**	**16%**	**-3%**
Total 1000-2000 · Salaries	**2,406,269**	**2,295,516**	**2,387,336**	**2,482,830**	**2,582,143**	**2,685,429**	**48%**	**-5%**
3000 · Employee Benefits								
3111 STRS - State Teachers Retirement System	297,657	290,996	302,635	314,741	327,330	340,424	6%	-2%
3212 PERS - Public Employee Retirement System	-	-	-	-	-	-	0%	
3213 PARS - Public Agency Retirement System	-						0%	
3311 OASDI - Social Security	49,983	47,863	49,777	51,768	53,839	55,993	1%	-4%
3331 MED - Medicare	34,677	33,285	34,616	36,001	37,441	38,939	1%	-4%
3401 H&W - Health & Welfare	434,372	420,789	454,452	490,808	530,073	572,479	9%	-3%
3501 SUI - State Unemployment Insurance	1,204	1,148	1,194	1,241	1,291	1,343	0%	-5%
3601 Workers' Compensation Insurance	-	-	-	-	-	-	0%	
3751 OPEB, Active Employees	-						0%	
3901 Other Retirement Benefits	12,116	7,720	8,029	8,350	8,684	9,031	0%	-36%
3902 Other Benefits	1,420						0%	-100%
Total 3000 · Employee Benefits	**831,429**	**801,800**	**850,703**	**902,909**	**958,658**	**1,018,207**	**17%**	**-4%**
Total 1000-3000 · Salaries & Benefits	**3,237,698**	**3,097,315**	**3,238,040**	**3,385,739**	**3,540,801**	**3,703,636**	**65%**	**-4%**
4000 · Supplies								
4111 Core Curricula Materials	21,200	21,200	22,365	22,736	23,486	23,891	0%	0%
4211 Books & Other Reference Materials	1,500	1,500	1,656	1,706	1,806	1,860	0%	0%
4311 Student Materials	47,667	27,450	30,306	31,215	33,053	34,044	1%	-42%
4351 Office Supplies	6,000	4,800	4,953	5,101	5,254	5,412	0%	-20%
4371 Custodial Supplies	3,000	3,000	3,095	3,188	3,284	3,382	0%	0%
4391 Food (Non Nutrition Program)	9,000	9,000	9,936	10,234	10,837	11,162	0%	0%
4392 Uniforms	13,923	11,000	12,144	12,509	13,245	13,642	0%	-21%
4393 PE & Sports Equipment	3,500	3,250	3,588	3,696	3,913	4,031	0%	-7%
4395 Before & After School Program Supplies	-	-	-	-	-	-	0%	
4399 All Other Supplies	14,300	13,050	13,465	13,869	14,285	14,714	0%	-9%
4390 Other Supplies	40,723	36,300	39,134	40,308	42,280	43,549	1%	-11%
4411 Non Capitalized Equipment	29,204	34,100	37,647	38,777	41,060	42,292	1%	17%
4711 Nutrition Program Food & Supplies	132,298	144,640	155,539	156,317	161,503	162,310	3%	9%
4713 CACFP Supper Food & Supplies	-	-	-	-	-	-	0%	
Total 4000 · Supplies	**281,592**	**272,990**	**294,695**	**299,347**	**311,726**	**316,740**	**6%**	**-3%**
5000 · Operating Services								
5211 Travel & Conferences	8,099	2,500	2,760	2,843	3,010	3,101	0%	-69%
5311 Dues & Memberships	12,710	15,256	16,894	17,454	18,530	19,086	0%	20%
5451 General Insurance	-	-	-	-	-	-	0%	
5511 Utilities	-	-	-	-	-	-	0%	
5521 Security Services	-	-	-	-	-	-	0%	
5531 Housekeeping Services	-	-	-	-	-	-	0%	
5599 Other Facility Operations & Utilities	7,985	6,750	7,452	7,676	8,128	8,372	0%	-15%
5611 School Rent - Private Facility	-	-	-	-	-	-	0%	
5613 School Rent - Prop 39	332,384	374,356	413,299	425,698	450,762	464,285	8%	13%
5619 Other Facility Rentals	12,000	16,300	17,996	18,535	19,627	20,216	0%	36%
5621 Equipment Lease	13,800	13,800	14,239	14,666	15,106	15,559	0%	0%
5631 Vendor Repairs	3,000	1,000	1,104	1,137	1,204	1,240	0%	-67%
5812 Field Trips & Pupil Transportation	17,000	14,500	16,008	16,489	17,459	17,983	0%	-15%
5821 Legal	-	-	-	-	-	-	0%	
5823 Audit	-	-	-	-	-	-	0%	
5831 Advertisement & Recruitment	4,000	3,000	3,095	3,188	3,284	3,382	0%	-25%
5841 Contracted Substitute Teachers	81,026	93,000	95,957	98,836	101,801	104,855	2%	15%
5842 Special Education Services	136,930	102,350	112,035	115,118	121,352	124,715	2%	-25%
5843 Non Public School	-	-	-	-	-	-	0%	
5844 After School Services	-	-	-	-	-	-	0%	
5849 Other Student Instructional Services	-	-	-	-	-	-	0%	
5852 PD Consultants & Tuition	28,516	15,000	15,477	15,941	16,420	16,912	0%	-47%
5854 Nursing & Medical (Non-IEP)	-	-	-	-	-	-	0%	
5859 All Other Consultants & Services	36,053	51,224	52,217	33,183	34,179	35,204	1%	42%
5861 Non Instructional Software	20,700	21,000	23,185	23,880	25,286	26,045	0%	1%
5865 Fundraising Cost	3,217	3,416	3,771	3,884	4,113	4,237	0%	6%
5871 District Oversight Fees	31,419	34,231	38,039	39,216	42,016	43,326	1%	9%
5872 Special Education Fees (SELPA)	41,983	59,120	63,600	63,600	66,086	66,086	1%	41%
5881 Intra-Agency Fees	527,373	523,721	521,793	522,883	556,410	568,179	11%	-1%
5895 Bad Debt Expense	-	-	-	-	-	-	0%	
5898 Uncategorized Expense	-	-	-	-	-	-	0%	
5899 All Other Expenses	8,500	9,000	9,936	10,234	10,837	11,162	0%	6%
5911 Office Phone	6,000	6,000	6,191	6,377	6,568	6,765	0%	0%
5913 Mobile Phone	5,760	6,720	6,934	7,142	7,356	7,577	0%	17%
5921 Internet	13,257	13,655	14,089	14,512	14,947	15,395	0%	3%
5923 Website Hosting	2,881	2,968	3,062	3,154	3,249	3,346	0%	3%

Bert Corona Charter High School
Multi-Year Budget Detail
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	2025-26	2026-27 Trend	2027-28	2028-29	2029-30	2030-31	2026-27 Percent of Budget	Percent Change, 2025-26 to 2026-27
5931 Postage & Shipping	1,518	1,563	1,613	1,661	1,711	1,763	0%	3%
5999 Other Communications	650	670	691	712	733	755	0%	3%
Total 5000 · Operating Services	**1,356,763**	**1,391,099**	**1,461,437**	**1,468,020**	**1,550,174**	**1,589,545**	**29%**	**3%**
6000 · Capital Outlay								
6901 Depreciation Expense	26,508	24,223	23,628	3,361	82	82	1%	-9%
6911 Amortization Expense - Lease Assets	-	-	-	-	-	-	0%	
6912 Amortization Expense - Other	-						0%	
6999 Capital Outlay	-						0%	
Total 6000 · Capital Outlay	**26,508**	**24,223**	**23,628**	**3,361**	**82**	**82**	**1%**	**-9%**
7000 · Other Outgo								
7438 Interest Expense	-	-	-	-	-	-	0%	
Total 7000 · Other Outgo	**-**	**-**	**-**	**-**	**-**	**-**	**0%**	
TOTAL EXPENSE	**4,902,561**	**4,785,629**	**5,017,799**	**5,156,468**	**5,402,782**	**5,610,003**	**100%**	**-2%**
NET INCOME	**(283,575)**	**33,427**	**(43,968)**	**(61,538)**	**157**	**(72,929)**		
Operating Income	(257,066)	57,651	(20,339)	(58,177)	239	(72,848)		
Beginning Cash Balance	1,203,669	947,183	788,758	569,265	487,216	426,935		
Cash Flow from Operating Activities								
Net Income	(283,575)	33,427	(43,968)	(61,538)	157	(72,929)		
Change in Accounts Receivable								
Prior Year Accounts Receivable	545,589	271,565	396,420	525,188	532,527	577,067		
Current Year Accounts Receivable	(271,565)	(396,420)	(525,188)	(532,527)	(577,067)	(576,986)		
Change in Due from	55		-	-	-	-		
Change in Accounts Payable	93,749	(15,296)	(14,531)	(13,804)	(13,114)	(12,458)		
Change in Due to	84,037	50,496	(53,256)	-	-	-		
Change in Current Lease Payable	1,841	262	274	(2,939)	(3,152)	-		
Change in Lease Assets	5,306	5,556	5,817	6,091	3,152	-		
Change in Accrued Vacation	-	-	-	-	-	-		
Change in Payroll Liabilities	(17,057)	(3,294)	-	-	-	-		
Change in Prepaid Expenditures	(4,337)	(2,475)	(2,599)	(2,729)	(2,866)	(3,009)		
Change in Deposits	-	-	-	-	-	-		
Change in Deferred Revenue	(431,482)	(111,905)	-	-	-	-		
Change in OPEB / Net Pension Liability	-	-	-	-	-	-		
Change in Long Term Lease Liabilities	(5,556)	(5,817)	(6,091)	(3,152)	-	-		
Change in Other Long Term Assets	-	-	-	-	-	-		
Change in Other Long Term Liabilities	-	-	-	-	-	-		
Depreciation Expense	26,508	24,223	23,628	3,361	82	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	947,183	797,505	569,265	487,216	426,935	338,701		
Month with Lowest Ending Cash Balance	Jul: $	Oct: $332,904	Mar: $338,415	Oct: $293,325	Oct: $183,391	Oct: $187,264		
5% Reserve Goal	245,128	239,281	250,890	257,823	270,139	280,500		
Operating Income	(257,066)	57,651	(20,339)	(58,177)	239	(72,848)		
Operating Income, Excluding Non-cash Lease Expense	(257,066)	57,651	(20,339)	(58,177)	239	(72,848)		
EBITDA	(257,066)	57,651	(20,339)	(58,177)	239	(72,848)		
Net Income as a Percent of Expenses	-5.8%	0.7%	-0.9%	-1.2%	0.0%	-1.3%		
Ending Cash as a Percent of Expenses	19.3%	16.7%	11.3%	9.4%	7.9%	6.0%		

YPI Charter Schools
2026-27 Budget

June 2026

26/27 State Budget Update

- Legislature has reached agreement on a 2026-27 budget framework, but a final deal with the Governor is still pending
- Governor has until 6/30 to sign the budget bill
- Governor also has “line item” veto authority to remove or reduce any appropriation in the budget
- Governor and Legislature agreed on the budget and it is inline with the Governor’s May revise

26/27 State Budget Update

Proposal	Governor	Legislative Version
Statutory Cost-of-Living Adjustment (COLA)[1]	2.87%	2.87%
Additional Local Control Funding Formula (LCFF) Investment	1.44%	1.44%
Special Education Base Rate	$1,340/ADA	$1,340/ADA
Student Support and Professional Development Discretionary Block Grant	$5.0 billion distributed per ADA	$5.2 billion distributed per ADA
Learning Recovery Emergency Block Grant[1]	$757.3 million	$757.3 million
Career Technical Education Incentive Grant	-	$300 million
Kitchen Infrastructure and Training Grant	$100 million	$1 billion

SSPDDBG

Options	BCCS	MORCS	BCCHS
$937 per ADA	$299,225	$240,157	$165,845

The final amount will be slightly higher

LCFF increases for FY26-27 at 4.31% Super COLA

	Enrollement	ADA %	FY25-26 LCFF RATE	FY26-27 LCFF RATE	Change per ADA	LCFF Base	LCFF S & C	LCFF Total
BCCS	350	94%	$ 14,609	$ 15,208	$ 599	$ 3,642,340	$ 1,361,033	$ 5,003,373
MORCS	290	94%	$ 14,829	$ 15,463	$ 634	$ 3,004,716	$ 1,188,065	$ 4,192,781
BCCHS	200	93%	$ 17,751	$ 18,503	$ 752	$ 2,459,575	$ 963,563	$ 3,423,138

Expense Assumptions

- Updated Hourly Staff Scales Based on the Minimum Hourly Rate increase (3.08%)
- Updated Teacher Salary Scale (increase by 3.3% CPI)
- Updated Admin Salary Scale (increase by 2.87% COLA)
- 5% Increase in Health Insurance costs
- BCCHS – leveraging dual enrollment with LA Community colleges
- MORCS – reduction 1 admin and 1 part-time elective teacher
- PPDL – increased Substitute costs
- Rent & Repairs
  - BCCS: Rent $162K, Repairs $260K
  - MORCS: M&O costs $155K, Repiars $127K
  - BCCHS: Prop 39 for High School $364K
  - LSC: Rent $51K
- MORCS Prop 1D repayment loan ($145K Interest & $180K Principal)
- LCS Cost – allocated based on the number of students.

YPI CHARTER SCHOOLS, INC - CENTRAL ADMIN

Multi-Year Budget Summary

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	2025-26	2026-27 Forecast	2027-28	2028-29	2029-30	2030-31
INCOME						
8011-8098 · Local Control Funding Formula Sources	-	-	-	-	-	-
8100-8299 · Federal Revenue	-	-	-	-	-	-
8300-8599 · Other State Revenue	-	-	-	-	-	-
8600-8799 · Other Local Revenue	9,732	-	-	-	-	-
Grants/Fundraising	-	-	-	-	-	-
8999 · Other Prior Year Adjustment	-	-	-	-	-	-
TOTAL INCOME	**9,732**	**-**	**-**	**-**	**-**	**-**
EXPENSE						
1000 · Certificated Salaries	670,814	720,533	530,007	548,807	568,359	588,694
2000 · Classified Salaries	362,519	304,950	317,148	329,834	343,028	356,749
3000 · Employee Benefits	394,450	424,174	384,488	409,043	435,359	463,569
4000 · Supplies	24,112	25,019	25,815	26,589	27,387	28,208
5000 · Operating Services	(1,445,246)	(1,477,543)	(1,259,987)	(1,314,777)	(1,374,133)	(1,437,220)
6000 · Capital Outlay	3,082	2,866	2,529	504	-	-
7000 · Other Outgo	-	-	-	-	-	-
TOTAL EXPENSE	**9,732**	**(1)**	**(0)**	**(0)**	**(0)**	**(0)**
NET INCOME	**(0)**	**1**	**0**	**0**	**0**	**0**

BCCS – Summary Budget

	2025-26	2026-27 Trend	2027-28	2028-29	2029-30	2030-31
Total Enrollment	347	350	360	360	360	360
ADA	319.35	329.00	342.00	342.00	342.00	342.00
% Free and Reduced	82%	82%	82%	82%	82%	82%
% English Language Learners	19%	19%	19%	19%	19%	19%
% Unduplicated Low Income, EL, Foster Youth	85%	85%	85%	85%	85%	85%
INCOME						
8011-8098 · Local Control Funding Formula Sources	4,665,431	5,003,373	5,345,545	5,513,211	5,686,395	5,863,320
8100-8299 · Federal Revenue	648,858	620,324	634,147	634,385	634,385	634,385
8300-8599 · Other State Revenue	1,668,249	1,532,000	1,293,841	1,283,189	1,248,726	1,177,056
8600-8799 · Other Local Revenue	450,088	659,915	690,038	700,038	710,038	710,038
Grants/Fundraising	11,984	15,000	15,000	15,000	15,000	15,000
8999 · Other Prior Year Adjustment	68	-	-	-	-	-
TOTAL INCOME	**7,444,677**	**7,830,613**	**7,978,571**	**8,145,823**	8,294,544	8,399,799
EXPENSE						
1000 · Certificated Salaries	2,338,282	2,506,007	2,595,536	2,699,357	2,747,041	2,856,922
2000 · Classified Salaries	1,100,856	1,150,685	1,139,342	1,144,015	1,189,775	1,237,366
3000 · Employee Benefits	1,106,419	1,167,405	1,219,019	1,277,359	1,340,744	1,421,067
4000 · Supplies	662,856	645,349	673,087	682,321	691,782	701,476
5000 · Operating Services	2,234,311	2,348,891	2,309,005	2,332,897	2,344,923	2,385,308
6000 · Capital Outlay	79,980	84,546	64,160	63,513	63,513	63,513
7000 · Other Outgo	-	-	-	-	-	-
TOTAL EXPENSE	**7,522,703**	**7,902,884**	**8,000,147**	**8,199,461**	8,377,778	8,665,653
NET INCOME	**(78,025)**	**(72,271)**	**(21,577)**	**(53,638)**	(83,234)	(265,854)
Operating income		12,275	42,583	9,875	(19,721)	(202,341)
Ending Cash Balance	3,555,128	3,000,482	2,869,432	2,632,284	2,438,081	2,208,609

MORCS – Summary Budget

	2025-26	2026-27 Forecast	2027-28	2028-29	2029-30	2030-31
Total Enrollment	279	290	295	320	340	345
ADA	256.31	271.15	277.30	300.80	319.60	324.30
% Free and Reduced	96%	96%	96%	96%	96%	96%
% English Language Learners	32%	32%	32%	32%	32%	32%
% Unduplicated Low Income, EL, Foster Youth	97%	97%	97%	97%	97%	97%
INCOME						
8011-8098 · Local Control Funding Formula Sources	3,816,598	4,192,781	4,424,955	4,952,876	5,428,836	5,680,386
8100-8299 · Federal Revenue	501,361	506,351	513,207	543,200	568,042	574,808
8300-8599 · Other State Revenue	1,483,910	1,336,800	967,906	996,976	1,066,716	1,081,581
8600-8799 · Other Local Revenue	434,717	587,341	575,582	582,072	607,264	613,562
Grants/Fundraising	51,000	10,000	10,000	10,000	10,000	10,000
8999 · Other Prior Year Adjustment	124	-	-	-	-	-
TOTAL INCOME	**6,287,709**	6,633,273	6,491,651	7,085,124	7,680,859	7,960,336
EXPENSE						
1000 · Certificated Salaries	1,987,772	2,063,135	2,145,661	2,231,487	2,320,746	2,413,576
2000 · Classified Salaries	886,273	910,727	947,156	985,042	1,024,444	1,065,422
3000 · Employee Benefits	956,782	898,265	949,713	1,004,472	1,062,773	1,124,868
4000 · Supplies	506,405	507,415	524,635	578,092	624,024	643,402
5000 · Operating Services	2,040,363	2,188,490	2,180,015	2,372,480	2,527,268	2,642,088
6000 · Capital Outlay	767,966	755,443	746,798	740,548	731,798	731,798
7000 · Other Outgo	131,952	145,165	141,523	137,808	134,017	130,151
TOTAL EXPENSE	**7,277,513**	7,468,640	7,635,500	8,049,928	8,425,071	8,751,304
NET INCOME	**(989,803)**	(835,367)	(1,143,849)	(964,804)	(744,212)	(790,968)
Operating Income		(79,924)	(397,051)	(224,256)	(12,414)	(59,170)
Ending Cash Balance	3,774,657	3,157,603	2,457,767	1,919,208	1,605,717	1,293,068

BCCHS – Summary Budget

	2025-26	2026-27 Trend	2027-28	2028-29	2029-30	2030-31
Total Enrollment	198	200	214	214	220	220
ADA	177.00	185.00	199.02	199.02	206.80	206.80
% Free and Reduced	92%	92%	92%	92%	92%	92%
% English Language Learners	27%	27%	27%	27%	27%	27%
% Unduplicated Low Income, EL, Foster Youth	94%	95%	94%	94%	95%	95%
INCOME						
8011-8098 · Local Control Funding Formula Sources	3,141,945	3,423,138	3,803,881	3,921,592	4,201,584	4,332,618
8100-8299 · Federal Revenue	313,821	294,588	306,731	307,207	312,810	313,013
8300-8599 · Other State Revenue	838,568	699,293	432,382	435,292	446,173	449,069
8600-8799 · Other Local Revenue	293,189	365,036	391,248	391,248	401,673	401,673
Grants/Fundraising	35,425	37,000	39,590	39,590	40,700	40,700
8999 · Other Prior Year Adjustment	(3,961)	-	-	-	-	-
TOTAL INCOME	**4,618,987**	**4,819,056**	4,973,832	5,094,929	**5,402,940**	5,537,074
EXPENSE						
1000 · Certificated Salaries	1,606,791	1,523,537	1,584,479	1,647,858	1,713,772	1,782,323
2000 · Classified Salaries	799,478	771,979	802,858	834,972	868,371	903,106
3000 · Employee Benefits	831,429	801,800	850,703	902,909	958,658	1,018,207
4000 · Supplies	281,592	272,990	294,695	299,347	311,726	316,740
5000 · Operating Services	1,356,763	1,391,099	1,461,437	1,468,020	1,550,174	1,589,545
6000 · Capital Outlay	26,508	24,223	23,628	3,361	82	82
7000 · Other Outgo	-	-	-	-	-	-
TOTAL EXPENSE	**4,902,561**	**4,785,629**	5,017,799	5,156,468	**5,402,782**	5,610,003
NET INCOME	**(283,575)**	**33,427**	(43,968)	(61,538)	**157**	(72,929)
Operating income	(257,066)	57,651	(20,339)	(58,177)	239	(72,848)
Ending Cash Balance	947,183	797,505	569,265	487,216	426,935	338,701

Coversheet

FY25-26 LAUSD Oversight Visits

Section: V. Items Scheduled For Action
Item: H. FY25-26 LAUSD Oversight Visits
Purpose: Vote
Submitted by:
Related Material: YPIBERT 8054 - APBOV 2025-2026 (1).pdf
YPIOSCAR 8196 - APBOV Report 2025-2026 revised.pdf
YPIBERTHS 7598 - APBOV 2025-2026 (1).pdf

LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT*
2025-2026 SCHOOL YEAR
FOR

BERT CORONA MIDDLE - 8054

Name and Location Code of Charter School

LAUSD Vision

Los Angeles Unified will be the premier public school district by eliminating educational inequities to graduate ALL students ready for the world – to thrive in college, career, and life.

CSD Mission

The LAUSD Charter Schools Division (CSD) fosters high quality educational opportunities and outcomes for students in the greater Los Angeles community through exemplary charter public school authorizing, oversight, and sharing of promising practices so that all students maximize their potential.

CSD Core Values

We believe that our success depends on:

- Making decisions that put the interests of students first.
- Serving with high expectations, integrity, professionalism, and commitment.
- Employing authentic, responsive, and effective leadership and teamwork.
- Continuously learning as a dynamic organization.
- Building and sustaining a healthy workplace culture where high performance, diversity, and creativity thrive.
- Developing productive relationships with our charter schools and all stakeholders.

* Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to matters related to the school's governance, programs, facilities, operations, and/or fiscal management.

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **BERT CORONA CHARTER - MIDDLE**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/23/2026**

Charter School Name:	**Bert Corona Charter School (BCCS)**			**Location Code:**	**8054**
Current Address:		**City:**	**ZIP Code:**	**Phone:**	**Fax:**
9400 Remick Avenue		**Pacoima**	**91331**	**818-834-5805**	**--**
Current Term of Charter[1]:				**LAUSD Board District:**	**LAUSD Region:**
July 1, 2020 to June 30, 2028 (after SB 114)				**6**	**North**
Number of Students Currently Enrolled:	**Enrollment Capacity Per Charter:**		**Number Above/Below Enrollment Capacity (day of visit):**		**Below by 153**
347	**500**				
Grades Currently Served:	**Grades To Be Served Per Charter:**		**Percent Above/Below Enrollment Capacity (day of visit):**		**Below by 30.60%**
5-8	**5-8**				
Norm Enrollment Number:	**349**				
Total Number of Staff Members:	**47**	**Certificated:**	**23**	**Classified:**	**24**
Charter School's Leadership Team Members:	**Dr. Kevin Myers, Executive Administrator; Yvette King-Berg, Executive Director; Mariana C. Myers, Coordinator of Instruction; Joseph Arreola, Coordinator of School Culture; Leticia Sepulveda, Coordinator of Community Schools; Ruben Dueñas, Chief Operations Officer; Daniel Rios, DOO**				
Charter School's Contact for Special Education:	**Vashon Nutt, Director of Special Education Sherri Preston, Resource**			**SELPA & Option:**	**LAUSD Option 3**
CSD Assigned Administrator:	**Dr. Blanca A. Monaster**		**CSD Fiscal Oversight Manager:**		**Cindy Delos Santos-Iya**
Other CSD Team Members:	**Sunny Keaton, Administrator**				
Oversight Visit Date(s):	**April 23, 2026**		**Fiscal Review Date (if different):**		**Not applicable**
Is school located on a District facility? If so, please indicate the applicable program (e.g., Prop 39, PSC, conversion, etc.):	**No**		**LAUSD Co-Location Campus(es) (if applicable):**		**Not Applicable**

SUMMARY OF RATINGS

(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory

Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
4, Accomplished	**2, Developing**	**3, Proficient**	**4, Accomplished**

[1] Education Code section 47607.4 provides that "all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year."

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **BERT CORONA CHARTER - MIDDLE**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/23/2026**

CHARTER RENEWAL CRITERIA

In accordance with Education Code §§ 47605, 47607, and 47607.2, in order to renew a charter, the District must determine whether the charter school has met specific renewal criteria prescribed in statute.

REPORT GUIDE

LAUSD's oversight procedures are intended to balance a charter school's autonomy of operation with its accountability to the public. LAUSD utilizes a holistic, performance-based approach to evaluate all charter schools, guided principally by making decisions in the best interest of students. The CSD observes and monitors each charter school in accordance with applicable laws, regulations, LAUSD policy, memoranda of understanding, and the school's operative charter. Information gathered through oversight serves as part of the charter school's ongoing record for the District to make informed decisions about charter school authorization, renewal, material revisions, sharing of promising practices, and if need be, revocation. While LAUSD is responsible to provide oversight of its charter schools and the entities managing charter schools, the primary oversight of each charter school must first and foremost be performed by the charter school's own Governing Board. The Governing Board of a charter school has an ongoing responsibility to oversee the operations of its charter school(s), ensuring that every charter school it oversees is providing a high-quality educational program for students enrolled, is successfully fulfilling the terms of their charter, is fiscally sound, and complies with applicable laws, regulations, and court orders. In designing this document, the District has considered the California Charter Schools Act, the *LAUSD Policy and Procedures for Charter Schools,* the factors and guidance promulgated by the California State Board of Education in evaluating charter schools, and the National Association of Charter School Authorizers' *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

- ***Governance*** – demonstrating fulfillment of the Governing Board's fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school's full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education
- ***Student Achievement and Educational Performance*** – demonstrating positive academic achievement and growth for all students
- ***Organizational Management, Programs, and Operations*** – demonstrating effective leadership and implementation of the governing board's policies and procedures, as well as the school's educational program and systems and procedures for the day-to-day operations of the school
- ***Fiscal Operations*** – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements

This report, including the ratings in each category, is based on information and evidence gathered for the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide*. The "Sources of Evidence" sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school's performance in each category: *(4) Accomplished, (3) Proficient, (2) Developing, and (1) Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress; (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under "Corrective Action Required," the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school's approved charter. **If the report includes any findings under "Corrective Action Required," the charter school must take immediate and appropriate steps to remedy the identified concern.** In accordance with its "tiered intervention" approach to charter school non-compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those "promising practices" that the school believes have contributed to its success, in order to support the CSD's ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across all LAUSD schools.

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **BERT CORONA CHARTER - MIDDLE**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/23/2026**

GOVERNANCE	RATING*
Summary of School Performance	Choose a rating

Areas of Demonstrated Strength and/or Progress

G2: DUE PROCESS

The Governing Board has a system in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public, as evidenced by documents provided in preparation for the oversight visit, including but not limited to:

- Governance documentation demonstrated established systems to support due process for students, employees, and parents, including, but not limited to, Uniform Complaint Procedures (UCP) referenced within the Parent/Student Handbook, including complaint categories, investigation process, and protections such as confidentiality and non-retaliation.
- Procedures for resolving general stakeholder complaints including a General Complaint Policy and Complaint Form, which is accessible on campus; accessibility on the school's website and availability in languages other than English is not verified based on evidence provided**.**
- The Parent/Student Handbook in English and Spanish, includes procedures/policies regarding suspension and expulsion, including notice requirements, conference procedures, and opportunity for the student to present their version and evidence.
- The employee handbook includes descriptions of the school's employee complaint procedures, internal complaint review process, non-retaliation protections, and disciplinary policies, including escalation to the Executive Director and Board where applicable.

G3: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - EDUCATIONAL PROGRAM

The Governing Board considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.), as evidenced by:

- Review of governance documentation indicates that board meetings include reports and presentations from school leadership across Bert Corona Charter School (BCCS), Bert Corona Charter High School (BCCHS), and Monseñor Oscar Romero Charter School (MORCS), including Executive Administrator reports, Special Education reports, and Board Committee updates.
- Review of agendas and minutes included evidence that the board was presented school-specific special education compliance data for BCCS, BCCHS, and MORCS. For example, on December 8, 2025, the board reviewed "comparison and analysis of IEP and Service Compliance data," including BCCHS reducing overdue IEPs from 2 to 0 and reporting Tier 1–2 service delivery rates**,** and on March 2, 2026, reviewed updated data noting BCCHS Tier 1–2 service delivery at 88.3% and an increase in overdue IEPs from 1 to 2, along with analysis of contributing factors.
- Review of agendas and minutes included evidence that the board was presented instructional and assessment-related updates applicable across all three schools, including references to administration of iReady diagnostics and ongoing progress monitoring, as well as updates indicating that results would be shared in subsequent board meetings. *School-specific disaggregation of internal assessment data (BCCS vs. BCCHS vs. MORCS) is not explicitly identified in the evidence provided.*

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **BERT CORONA CHARTER - MIDDLE**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/23/2026**

- Review of agendas and minutes included evidence that the board was presented school site reports for each school, including Executive Administrator reports for BCCS, MORCS, and BCCHS, which included updates related to academics, culture and climate, and school operations.
- Review of governance documentation indicates that the board engaged in LCAP-related processes for all three schools, including a public hearing on June 30, 2025, for the 2025–2026 LCAPs, where information regarding the LCAPs and budgets for BCCS, BCCHS, and MORCS was presented, and stakeholder input was invited.
- board reviewed attendance or enrollment data specific to each school (BCCS, BCCHS, MORCS) is not verified based on evidence provided.
- Evidence that the board reviewed disaggregated student achievement data (by student group) specific to each school is not verified based on evidence provided.

Areas Noted for Further Growth and/or Improvement

While no areas for improvement are identified at this time, periodic reviews may uncover opportunities for growth in the future.

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes:

None

Progress on LAUSD Board of Education Benchmarks and/or MOU related to GOVERNANCE (if applicable):

☒ Not Applicable

***RATING NOTES:**

- ***A charter school may receive a rating as low as one (1) in this category for any of the following reasons: 1) Evidence of conflict(s) of interest within the organization (i.e. Governing Board, staff, contracted external parties, etc.), 2) School is in breach of the operative charter, including Federal, State, and District Required Language, 3) School is "Not in Good Standing," 4) Unresolved concern(s) and/or ongoing tiered intervention (i.e., Notice of Concern and/or Notice to Cure), and/or 5) If there are serious concerns related to fiscal matters (e.g., negative financial condition, fiscal mismanagement, repeat material weaknesses, significant deficiencies, and/or significant audit findings disclosed in the charter operator's most recent annual independent audit report, etc.).***
- ***A charter school cannot receive a rating greater than three (3) in this category if it receives an overall rating of two (2) or one (1) in any other category (Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; or Fiscal Operations).***

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **BERT CORONA CHARTER - MIDDLE**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/23/2026**

G1: GOVERNANCE STRUCTURE AND COMPLIANCE MONITORING

The Governing Board has implemented the organizational structure, roles, and responsibilities set forth in the approved charter and applicable law, including:

- Governing Board composition, structure, roles, and responsibilities as set forth in the approved charter
- Governing Board committees/councils are implemented as described in the school's charter (e.g., Finance, Human Resources, Academics, etc.)
- The Governing Board has a system in place to ensure compliance with the public integrity statutes including laws requiring open meetings and laws forbidding financial and other conflicts of interest.
- The Governing Board reviews and certifies the *Compliance Monitoring and Certification of Board Compliance Review* form

Performance Rubric	Sources of Evidence
☒ The Governing Board has fully implemented the organizational structure set forth in the school's operative charter, including all committees/councils; and has a system in place to ensure it consistently complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) ☐ The Governing Board has implemented the organizational structure set forth in the school's operative charter, including committees/councils; and has a system in place to ensure it complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) ☐ The Governing Board has partially implemented the organizational structure set forth in the school's operative charter; and/or has an ineffective system in place to ensure it is complying with applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) ☐ The Governing Board has not implemented the organizational structure set forth in the school's operative charter; and has an ineffective or no system in place to ensure it is complying with applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.)	☒ Organizational chart in approved charter ☒ Organizational chart (current) ☒ Board member roster ☒ Bylaws (current) ☒ Board Committee(s) Calendar(s) ☒ California open meeting law training (Brown Act) ☒ Compliance Monitoring and Certification of Board Compliance Review ☒ Board meeting agendas, minutes, and/or documentation ☒ Observation of Governing Board meeting(s) ☒ Discussion with leadership ☐ Stakeholder focus group ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **BERT CORONA CHARTER - MIDDLE**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/23/2026**

G2: DUE PROCESS

***The Governing Board has systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the school's charter, and LAUSD charter school policy, to honor and protect the rights of students, employees, parents, and the public in the following areas*:**

- Student discipline
- Employee grievances and discipline
- Stakeholder complaint resolution pursuant to the Uniform Complaint Procedures (UCP)
- Parent/stakeholder complaint resolution for complaints outside regulatory scope of UCP

Performance Rubric	Sources of Evidence
☒ The Governing Board has well-developed systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public ☐ The Governing Board has systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public ☐ The Governing Board has partially developed systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public ☐ The Governing Board has minimal or no systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public	☒ Student discipline policy and procedures ☒ Employee grievance and discipline policy and procedure ☒ Uniform Complaint Procedures policy and form(s) ☒ Stakeholder complaint procedures and form(s) ☒ Observation of Governing Board meeting(s) ☒ Discussion with school leadership ☐ Stakeholder focus group ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **BERT CORONA CHARTER - MIDDLE**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/23/2026**

G3: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - EDUCATIONAL PROGRAM

The Governing Board has systems in place to ensure ongoing:

- Review and use of academic performance data (e.g., CA School Dashboard, internal assessments, etc.) and other school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence
- Monitoring of the school's implementation of its Local Control and Accountability Plan (LCAP) and additional school plans (e.g., Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), School Plan for Student Achievement (SPSA), and action plans for making progress toward LCAP goals)
- Transparent governance and accountability to stakeholders, including compliance with the LAUSD BOE's Charter School Transparency Resolution, as well as consideration of input from the school's committees/councils and stakeholders

Performance Rubric	Sources of Evidence
☐ The Governing Board regularly considers school performance data, stakeholder input, and other data, and takes appropriate action to achieve positive measurable pupil outcomes (e.g., approving action plans and/or resources, analysis and discussion, etc.) ☒ The Governing Board considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.) ☐ The Governing Board seldom considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.) ☐ The Governing Board does not consider school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.)	☒ Board meeting agendas, minutes, and/or documentation ☒ Board member and executive leadership training of Governing Board meeting(s) ☒ Observation of Governing Board meeting(s) ☒ Discussion with school leadership ☐ Stakeholder focus group ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **BERT CORONA CHARTER - MIDDLE**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/23/2026**

G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE – STAFFING AND EVALUATIONS

The Governing Board has systems in place to ensure ongoing:

- Monitoring of staffing needs and the school's compliance with all applicable credentialing, clearance, and training requirements
- Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff
- Evaluation of executive level leadership (including, but not limited to, those positions reporting to the Governing Board, as indicated in Element 4 of the approved charter, such as Executive Director, Area Superintendent, Principal, etc.)

Performance Rubric	Sources of Evidence
☒ The Governing Board regularly monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a well-developed system for the evaluation of all school-based staff and executive level leadership staff ☐ The Governing Board monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a system for the evaluation of school-based staff and executive level leadership staff ☐ The Governing Board inconsistently monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and/or has partially implemented a system for the evaluation of school-based staff and/or executive level leadership staff ☐ The Governing Board seldom monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and/or has not implemented a system for the evaluation of school-based staff and/or executive level leadership staff	☒ Human Resources policies and procedures ☒ Board meeting agendas, minutes, and/or documentation ☒ Evaluation of Executive Leadership procedures and tools ☒ Evaluation of school-based staff procedures and tools ☒ Compliance Monitoring and Certification of Board Compliance Review ☒ *Certification of Clearances, Credentialing, and Mandated Reporter Training* form ("ESSA Grid") for current academic year ☒ Observation of Governing Board meeting(s) ☒ Discussion with school leadership ☐ Stakeholder focus group ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **BERT CORONA CHARTER - MIDDLE**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/23/2026**

G5: FISCAL CONDITION

The Governing Board has a system in place to ensure fiscal viability:

- The school is fiscally strong and net assets are positive in the two most current annual independent audit reports.
- If applicable, all LAUSD Board of Education-approved fiscal condition-related benchmark(s) are met by the required deadline(s).

Performance Rubric	Sources of Evidence
☒ The school is fiscally strong with positive net assets and meets the four (4) recommended financial ratios (identified as part of the Supplemental Criteria within the Fiscal Operations Rubrics section below for the rating of 4, *Accomplished)* in the two most current annual independent audit reports, ***and***, if applicable, all LAUSD Board of Education-approved fiscal condition-related benchmark(s) are met by the required deadline(s) ☐ The school is fiscally stable, with positive net assets in the most current annual independent audit report ☐ The school is fiscally weak or unstable*, net assets are negative in the most current annual independent audit report, **or** the school does not have an independent audit report or audited financial result for its first operative year on file with LAUSD or prior charter authorizer ☐ The school is consistently fiscally weak, net assets are negative in the two most current annual independent audit reports, **or** the school does not have an independent audit report or audited financial result for its first operative year on file with LAUSD or prior charter authorizer **Notes:** Additional factors that may affect the rating include: inadequate cash flow; financial condition and/or enrollment trend that is declining and/or beginning to reflect an unbalanced budget; indicators of deteriorating financial health that could result in negative net assets and/or fiscal insolvency (such as a negative cash balance) during the current and/or the foreseeable fiscal years; prolonged reliance on financing resources to sustain operations (e.g., factoring receivables, intraorganizational or third-party loans, ongoing deficit spending); or concerns that the school may be unable to maintain quality educational programs if the student enrollment falls below a certain threshold. *For example, the school's financial condition fluctuates from year to year, with significant net losses contributing to negative net assets in the current or upcoming school years.	☒ Board meeting agendas and minutes ☒ Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances ☒ Observation of Governing Board meeting ☒ Discussion with leadership ☒ Independent audit report(s) ☒ Other financial information submitted by the school ☒ Other: (see Fiscal Operations section below)

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **BERT CORONA CHARTER - MIDDLE**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/23/2026**

G6: FISCAL MANAGEMENT AND ACCOUNTABILITY

The Governing Board has a system in place to ensure sound fiscal management and accountability:

- The school adheres to the Governing Board-approved fiscal policies and procedures and does not have any areas noted for improvement.
- The two most current annual independent audit reports show no audit findings that are identified as material weaknesses or significant deficiencies.
- The school is in compliance with Generally Accepted Accounting Principles, all applicable federal, state, and local laws and regulations, LAUSD charter policy, and the school's approved charter.
- If applicable, all LAUSD Board of Education-approved fiscal management-related benchmark(s) are met by the required deadline(s).

Performance Rubric	Sources of Evidence
☒ The school **consistently adheres** to the Governing Board-approved fiscal policies and procedures, does not have any areas noted for improvement, and the two most current annual independent audit reports show no audit findings that are identified as material weaknesses or significant deficiencies ☐ The school **generally adheres** to the Governing Board-approved fiscal policies and procedures, but has areas noted for improvement, and the most current annual independent audit report shows no audit findings that are identified as material weaknesses or significant deficiencies ☐ The school is **not adhering** to the Governing Board-approved fiscal policies and procedures, and has areas noted for improvement, **or** has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings that are identified as material weaknesses or significant deficiencies, unresolved recurring issues, potential conflicts of interest, etc.) ☐ The school is **continuously not adhering** to the Governing Board-approved fiscal policies and procedures, **or** has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings that are identified as material weaknesses or significant deficiencies, noncompliance with Generally Accepted Accounting Principles (GAAP), applicable law, LAUSD charter policy, and the school's approved charter, conflicts of interest, etc.)	☒ Board meeting agendas and minutes ☒ Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances ☒ Observation of Governing Board meeting ☒ Discussion with leadership ☒ Independent audit report(s) ☒ Other: (see Fiscal Operations section below)

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **BERT CORONA CHARTER - MIDDLE**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/23/2026**

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	2, Developing
California Department of Education's (CDE) Charter School's 2026 Performance Category[2]	Middle Performing

Areas of Demonstrated Strength and/or Progress

A5: ALL STUDENTS ENGLISH LEARNER PROGRESS INDICATOR (ELPI)

The schoolwide Dashboard ELPI performance color is Yellow. The school's 2025 percentage of English Learner students making progress towards English language proficiency (63.9%) is higher than the state average (46.4%).

A10: ALL STUDENTS SUSPENSION RATE INDICATOR - (GRADES K-12)

The schoolwide Dashboard Suspension Rate Indicator performance color is Blue. The school's 2025 percentage of students suspended at least one day (1.1%) is lower than the state average (2.9%).

Areas Noted for Further Growth and/or Improvement

A1: ALL STUDENTS ENGLISH LANGUAGE ARTS (ELA) INDICATOR - (GRADES 3-8 & 11) and A2: STUDENT GROUP ENGLISH LANGUAGE ARTS (ELA) INDICATOR - (GRADES 3-8 & 11)

- The schoolwide Dashboard ELA Indicator performance color is Yellow. The school's 2025 schoolwide ELA DFS (-61.2 DFS) is lower than the state average (-8.1 DFS).
- None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS). The 2025 average DFS in ELA for the school's:
  - English Learner student group (-87.1 DFS) is lower than the state average (-59.9 DFS).
  - Latino student group (-62.6) is lower than the state average (-33.7 DFS).
  - Long-Term English Learners student group (-125.0 DFS) is lower than the state average (-104.5 DFS).
  - Socioeconomically Disadvantaged student group (-64.6 DFS) is lower than the state average (-35.3 DFS).
  - Students with Disabilities student group (-128.7 DFS) is [higher than/lower than/the same as] the state average (-89.4 DFS).

- The school leadership reports the following steps to address All Students and all numerically significant student groups as follows:

[2] In January 2026, the California Department of Education (CDE) updated Criterion 1 and Criterion 2 for determining charter school performance categories. For Criterion 1, the CDE added the Science Indicator to the Dashboard state indicators used to determine the performance category. Additionally, the CDE updated Criterion 2, the academic indicators, to include Science in the determination of performance categories.

- Implementation of co-teaching and weekly collaborative planning across general education, special education, and ELD staff.
- Designated ELD time and targeted literacy supports for multilingual learners, which includes Success for All.
- Schoolwide focus on writing across content areas, including partnerships and cross-curricular writing tasks.
- Use of iReady Reading curriculum, pacing guides, and standards-aligned instructional materials.
- Administration of interim assessments (IABs) and performance tasks to monitor progress and inform instruction.
- Before- and after-school tutoring provided by credentialed teachers.
- Increased family engagement through literacy events, conferences, and communication around student data.

A3: ALL STUDENTS MATH INDICATOR - (GRADES 3-8 & 11) and A4: STUDENT GROUP MATH INDICATOR - (GRADES 3-8 & 11)

- The schoolwide Dashboard Math Indicator performance color is Orange. The school's 2025 schoolwide Math DFS (-128.2 DFS) is lower than the state average (-42.4 DFS).
- None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS). The 2025 average DFS in Math for the school's:
  - English Learner student group (-148.3 DFS) is lower than the state average (-86.1 DFS).
  - Latino student group (-129.2 DFS) is lower than the state average (-73.6 DFS).
  - Long-Term English Learner student group (-181.0 DFS) is lower than the state average (-158.9 DFS).
  - Socioeconomically Disadvantaged students -130.5 DFS) is lower than the state average (-72.9 DFS).
  - Students with Disabilities student group (-189.8 DFS) is lower than the state average (-120.7 DFS).

- **The school leadership reports the following steps to address All Students and all numerically significant student groups as follows:**
  - Implementation of co-teaching and weekly collaborative planning to plan instruction, supports, and small-group learning.
  - Use of iReady diagnostic data and student pathways to inform instruction and support students performing below grade level.
  - Provision of before- and after-school math tutoring by credentialed teachers.
  - Use of intervention supports, including math support classes and supplemental curriculum, such as Ironbox, to build foundational skills.
  - Professional development and instructional coaching through partnerships, such as iReady and UCLA Math Project, focused on engagement strategies, discourse, and mathematical practices.
  - Efforts to support families through math-focused engagement opportunities, such as family math night and home strategies.
  - Use of prerequisite lessons and scaffolds to support multilingual learners' access to grade-level content.

A8: ALL STUDENTS CHRONIC ABSENTEEISM INDICATOR - (Grades K-8)

The schoolwide Dashboard Chronic Absenteeism Indicator performance color is Orange. The school's 2025 percentage of chronically absent students (22.9%) is higher than the state average (17.1%). The school leadership reports the following steps to address chronic absenteeism for All Students and all numerically significant student groups as follows:

- Implementation of schoolwide attendance recognition systems, including monthly assemblies and incentives for strong attendance.

- Use of tiered communication systems with families, including notification letters and meetings based on absence thresholds.
- Daily monitoring of attendance and outreach to families when students are absent, including identification of attendance patterns.
- Provision of attendance recovery opportunities multiple times per week.
- Implementation of attendance incentives and competitions (e.g., advisory-based recognition).
- Development of targeted Tier 2 supports, including individualized attendance plans, check-in/check-out systems, and mentorship.
- Implementation of intensive Tier 3 interventions, including transportation support, independent study options, and partnerships with external agencies to address barriers to attendance.
- Provision of counseling and community-based supports to address underlying causes of chronic absenteeism, including social-emotional and family needs.

The Indicator information below is provided for informational purposes only and will not be scored.

A11: ALL STUDENTS SCIENCE INDICATOR - (GRADES 5, 8, 10-12)
The school's schoolwide Dashboard Science Indicator is at 38.5 science points as compared to the state at 52.6 science points.
STUDENT GROUP SCIENCE INDICATOR - (GRADES 5, 8, 10-12)

- English Learner student group is at 31.7 science points as compared to the state at 41.1 science points.
- Latino student group is at 38.6 science points as compared to the state at 47.1 science points.
- Socioeconomically Disadvantaged students is at 37.2 science points as compared to the state at 47.1 science points.

Notes:
Local Indicators: Dashboard Year 2025
Basic Services and Conditions: Met
Implementation of State Academic Standards: Met
Parent and Family Engagement: Met
School Climate: Met
Access to a Broad Course of Study: Met

Charter School's 2025-2026 Every Student Succeeds Act (ESSA) Assistance Status:
☐ Comprehensive Support and Improvement – Low Graduation Rate (CSI- Low Grad)
☐ Comprehensive Support and Improvement – Low Performance (CSI- Low Perform)
☐ Additional Targeted Support and Improvement (ATSI)

☐ Targeted Support and Improvement (TSI)
☒ No Status

2025 LCFF Charter School Assistance Eligibility:
☒ General Assistance (Level 1) - resources and assistance that is made available to all local educational agencies
☐ Differentiated Assistance (Level 2) - local educational agencies that meet certain eligibility criteria for additional support

For 2024-2025:
The school's percent of "At Risk" ELs is 2.3% as compared to the state's percent of 6.0%
The school's percent of "LTELs" is 5.9% as compared to the state percent of 10.4%

Progress on LAUSD Board of Education Benchmarks and/or MOU related to STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE (if applicable):
☐ Not Applicable

BR 073-18/19

The school shall provide a written status report to the Charter Schools Division (CSD) no later than December 1 of each year of the charter term demonstrating its progress related to the following:

1. The Charter School shall demonstrate an ongoing increase in reclassification of its English Learners to meet or exceed the Resident School's Median and the District reclassification rate.
   *Status: **No update** as the state has not released reclassification data as of the time of issuing this oversight report.*

2. Evidence to demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for the English Learner and Students with Disabilities subgroups in English Language Arts as measured by CAASPP (SBAC) Assessment at a rate level equal to or greater than the Resident and Similar Schools Medians, with the goal of achieving and maintaining the "Green" performance level or higher by the end of the charter term.
   Status: ***The school did not meet the benchmark*** (see above Student Achievement and Educational Performance-Summary of School Performance, Areas Noted for Further Growth and/or Improvement).

   a. In 2025, in ELA, English Language Learners Performance Level, remained Orange from 2024. The DFS "Increased Significantly" by 21.8 points from -108.9 to -87.1, the student group **did not** increase one Performance Level.

      The 2025 English Language Learners ELA DFS (-87.1) is **higher** than the Resident Schools English Language Learners Median DFS (-93.1), the student group **did attain** a rate that is equal or greater than the Resident Schools.

   b. In 2025, in ELA, Students with Disabilities Performance Level, remained Orange from 2024. The DFS "Increased" by 9.6 points from -138.3 to -128.7, the student group **did not** increase one Performance Level.

The 2025, Students with Disabilities' ELA DFS (-128.7) is **lower** than the Resident Schools Students with Disabilities Median DFS (-122.1), the student group **did not** attain a rate that is equal or greater than the Resident Schools.

3. Evidence to demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for the English Learner and Students with Disabilities subgroups in Mathematics as measured by CAASPP (SBAC) Assessment at a rate level equal to or greater than the Resident and Similar Schools Medians, with the goal of achieving and maintaining the "Green" performance level or higher by the end of the charter term.
   Status: ***The school did not meet the benchmark*** (see above Student Achievement and Educational Performance-Summary of School Performance, Areas Noted for Further Growth and/or Improvement).

   a. In 2025, in Math, English Language Learners Performance Level, remained Orange from 2024. The DFS "Increased Significantly" by 22.3 points from -170.6 to -148.3 the student group **did not** increase one Performance Level.
   The 2025 English Language Learners' Math DFS (-148.3) is **lower** than the Resident Schools English Language Learners Median DFS (-131.7), the student group **did not** attain a rate that is equal or greater than the Resident Schools.

   b. In 2025, Students with Disabilities Performance Level, changed from Red to Orange from 2024. DFS "Increased" by 13.5 points from -203.3 to -189.8, the student group **did** increase one Performance Level.

   The 2025 Students with Disabilities' Math DFS (-189.8) is **lower** than the Resident Schools Students with Disabilities Median DFS (-164.5), the student group **did not** attain a rate that is equal or greater than the Resident Schools.

RATING NOTE: A charter school cannot receive a rating in this category greater than a one (1) if the school has been identified as a Low Performing charter school based on the state's published list.

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **BERT CORONA CHARTER - MIDDLE**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/23/2026**

A1: ALL STUDENTS ENGLISH LANGUAGE ARTS (ELA) INDICATOR - (GRADES 3-8 & 11)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard All Students ELA Indicator (CDE)

Performance Rubric	Sources of Evidence
☐ The California School Dashboard All Students ELA Indicator color is Blue ☐ The California School Dashboard All Students ELA Indicator color is Green; or a Status (DFS) that is the same or higher than the state average ☒ The California School Dashboard All Students ELA Indicator color is Yellow or Orange; and a Status (DFS) that is lower than the state average ☐ The California School Dashboard All Students ELA Indicator color is Red ☐ Not available - No color assigned on the California School Dashboard for the ELA Indicator	☒ California School Dashboard (CDE) ☐ Other: (Specify)

A2: STUDENT GROUP ENGLISH LANGUAGE ARTS (ELA) INDICATOR - (GRADES 3-8 & 11)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard ELA Indicator for Numerically Significant Student Groups (30 or more students) (CDE)

Performance Rubric	Sources of Evidence
☐ All numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☐ The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☐ Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☒ None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☐ Not available - No assessment of performance on the California School Dashboard for this indicator; or the school does not have numerically significant student group(s)	☒ California School Dashboard (CDE) ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **BERT CORONA CHARTER - MIDDLE**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/23/2026**

A3: ALL STUDENTS MATH INDICATOR - (GRADES 3-8 & 11)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard All Students Math Indicator (CDE)

Performance Rubric	Sources of Evidence
☐ The California School Dashboard All Students Math Indicator color is Blue ☐ The California School Dashboard All Students Math Indicator color is Green; or a Status (DFS) that is the same or higher than the state average ☒ The California School Dashboard All Students Math Indicator color is Yellow or Orange; and a Status (DFS) that is lower than the state average ☐ The California School Dashboard All Students Math Indicator color is Red ☐ Not available - No color assigned on the California School Dashboard for the Math Indicator	☒ California School Dashboard (CDE) ☐ Other: (Specify)

A4: STUDENT GROUP MATH INDICATOR - (GRADES 3-8 & 11)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard Math Indicator for Numerically Significant Student Groups (30 or more students) (CDE)

Performance Rubric	Sources of Evidence
☐ All numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☐ The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☐ Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☒ None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☐ Not available - No assessment of performance on the California School Dashboard for this indicator; or the school does not have numerically significant student group(s)	☒ California School Dashboard (CDE) ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **BERT CORONA CHARTER - MIDDLE**

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DATE OF VISIT: **4/23/2026**

A5: ALL STUDENTS ENGLISH LEARNER PROGRESS INDICATOR (ELPI)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard All Students ELPI (CDE)

Performance Rubric	Sources of Evidence
☐ The California School Dashboard All Students ELPI color is Blue ☒ The California School Dashboard All Students ELPI color is Green; or a Status (Percent) that is the same or higher than the state average ☐ The California School Dashboard All Students ELPI color is Yellow or Orange; and a Status (Percent) that is lower than the state average ☐ The California School Dashboard All Students ELPI color is Red ☐ Not available - No color assigned on the California School Dashboard for the ELPI	☒ California School Dashboard (CDE) ☐ Other: (Specify)

A6: ALL STUDENTS COLLEGE/CAREER (CCI) INDICATOR - (GRADES 9-12)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard All Students CCI (CDE)

Performance Rubric	Sources of Evidence
☐ The California School Dashboard All Students CCI color is Blue ☐ The California School Dashboard All Students CCI color is Green; or a Status (Percent) that is the same or higher than the state average ☐ The California School Dashboard All Students CCI color is Yellow or Orange; and a Status (Percent) that is lower than the state average ☐ The California School Dashboard All Students CCI color is Red ☐ Not available – No color assigned on the California School Dashboard for the CCI ☒ Not applicable - CCI is not applicable for the grade levels assigned at the charter school	☐ California School Dashboard (CDE) ☐ Other: (Specify)

A7: STUDENT GROUP COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard CCI for Numerically Significant Student Groups (30 or more students) (CDE)

Performance Rubric	Sources of Evidence
☐ All numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) ☐ The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) ☐ Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) ☐ None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) ☐ Not available – No assessment of performance on the California School Dashboard for this indicator; or the school does not have numerically significant student group(s) ☒ Not applicable - CCI is not applicable for the grade levels assigned at the charter school	☐ California School Dashboard (CDE) ☐ Other: (Specify)

A8: ALL STUDENTS CHRONIC ABSENTEEISM INDICATOR - (GRADES K-8)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard All Students Chronic Absenteeism Indicator (CDE)

Performance Rubric	Sources of Evidence
☐ The California School Dashboard All Students Chronic Absenteeism Indicator color is Blue ☐ The California School Dashboard All Students Chronic Absenteeism Indicator color is Green; or a Status (Percent) that is the same or lower than the state average ☒ The California School Dashboard All Students Chronic Absenteeism Indicator color is Yellow or Orange; and a Status (Percent) that is higher than the state average ☐ The California School Dashboard All Students Chronic Absenteeism Indicator color is Red notwithstanding the Status (Percent) ☐ Not available - No color assigned on the California School Dashboard for the Chronic Absenteeism Indicator ☐ Not applicable - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	☒ California School Dashboard (CDE) ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **BERT CORONA CHARTER - MIDDLE**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/23/2026**

A9: ALL STUDENTS GRADUATION RATE INDICATOR - (GRADES 9-12)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard All Students Graduation Rate Indicator (CDE)

Performance Rubric	Sources of Evidence
☐ The California School Dashboard All Students Graduation Rate Indicator color is Blue ☐ The California School Dashboard All Students Graduation Rate Indicator color is Green; or a Status (Percent) that is the same or higher than the state average ☐ The California School Dashboard All Students Graduation Rate Indicator color is Yellow or Orange; and a Status (Percent) that is lower than the state average ☐ The California School Dashboard All Students Graduation Rate Indicator color is Red ☐ Not available - No color assigned on the California School Dashboard for the Graduation Rate Indicator ☒ Not applicable - The Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	☐ California School Dashboard (CDE) ☐ Other: (Specify)

A10: ALL STUDENTS SUSPENSION RATE INDICATOR - (GRADES K-12)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard All Students Suspension Rate Indicator (CDE)

Performance Rubric	Sources of Evidence
☒ The California School Dashboard All Students Suspension Rate Indicator color is Blue ☐ The California School Dashboard All Students Suspension Rate Indicator color is Green; or a Status (Percent) that is the same or lower than the state average ☐ The California School Dashboard All Students Suspension Rate Indicator color is Yellow or Orange; and a Status (Percent) that is higher than the state average ☐ The California School Dashboard All Students Suspension Rate Indicator color is Red ☐ Not available - No color assigned on the California School Dashboard for the Suspension Rate Indicator	☒ California School Dashboard (CDE) ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

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DATE OF VISIT: **4/23/2026**

ALL STUDENTS SCIENCE INDICATOR - (GRADES 5, 8, 10-12)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard All Students Science Indicator (CDE)

Performance Rubric	Sources of Evidence
The Science Indicator information is for informational purposes only and will not be scored. ☐ The California School Dashboard All Students Science Indicator is the same or higher than the state ☒ The California School Dashboard All Students Science Indicator is lower than the state ☐ Not applicable - The Science Indicator is not applicable for the grade levels assigned at the charter school ☐ Not available - No assessment of performance on the California School Dashboard for this indicator; or the school does not have numerically significant student group(s)	☒ California School Dashboard (CDE) ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **BERT CORONA CHARTER - MIDDLE**

Annual Performance-Based Oversight Visit Report

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ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	3, Proficient

Areas of Demonstrated Strength and/or Progress

O1: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM

The school has implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served, as evidenced by:

- Identified key features of the program, including:
  - A structured co-planning and co-teaching model across general education, special education, and ELD staff.
  - Use of research-based curriculum and instructional programs, such as; iReady, Success for All, Thinking Nation, UCLA Math Project strategies.
- Documentation reviewed, discussions with school leaders, and instructional materials included evidence of implementation of these key features, including:
  - Weekly co-planning structures (Monday/Tuesday planning and Thursday refinement sessions).
  - Defined co-teaching models, including station teaching, parallel teaching, 1 teach/1 support embedded into lesson planning.
  - Integration of intervention and acceleration programs such as; iReady, Ironbox within daily instruction
- Documentation reviewed including lesson plans, unit plans, scope and sequence) included evidence that instruction is aligned to California State Content Standards, including:
  - Standards-aligned unit planning with clearly identified Reading, Writing, Language, and Speaking & Listening standards.
  - Daily learning objectives written in student-friendly language and aligned to grade-level standards.
- Professional development materials and described a process for determining PD needs, which includes:
  - A structured PD calendar with ongoing co-planning, data analysis, and instructional refinement sessions
  - Use of classroom observations, coaching, and student data to determine PD focus areas
  - Alignment of PD topics to schoolwide goals, including reclassification, subgroup performance, and instructional practices

O4: SCHOOL CLIMATE AND STUDENT DISCIPLINE

The school has a school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as demonstrated by schoolwide suspension event rate data less than 4.5%, and suspension disproportionality rates that do not reach or exceed 14.5% for the Students with Disabilities or African American student groups.

- Review of documentation, discussions with school leaders, and classroom/campus observations included evidence of systems to promote a positive school climate, including:
  - A schoolwide PBIS framework with defined expectations for student behavior, including being safe, respectful, and responsible.

- A behavior matrix outlining expected student behaviors across school settings.
- A Behavior Growth Path that includes progressive interventions such as redirection, reflection, parent communication, and referral to additional supports.

- Documentation reviewed and discussions with school leaders included evidence of a process for collecting and responding to data relating to school climate and student discipline, including:
  - Monthly collection and analysis of discipline data
  - Use of discipline data to inform schoolwide interventions and targeted supports
  - End-of-year analysis used to inform planning and adjustments for the following school year
- Documentation reviewed included evidence of alternatives to suspension and restorative practices, including:
  - Use of structured reflection and behavior intervention processes.
  - Make-up time and supervised support as alternatives to exclusionary discipline.
  - Opportunities for students to repair harm through restorative actions.
- Documentation reviewed included evidence of systems to prevent acts of bullying, including:
  - Schoolwide expectations and behavioral norms reinforced through PBIS structures.
  - Defined procedures for addressing and responding to student behavior concerns.
- Documentation reviewed and discussions with school leaders included evidence of tiered systems of support, including:
  - Tier 1 schoolwide expectations and instruction.
  - Tier 2 and Tier 3 interventions for students requiring additional behavioral support.
  - Check-In/Check-Out systems to monitor student behavior and provide ongoing feedback.
- Documentation reviewed included evidence of staff roles and supports to address behavior, including:
  - School Culture and Climate team providing support to students and staff.
  - Systems for referral and follow-up for students requiring additional intervention.
- Documentation reviewed included evidence of professional development related to school climate and student discipline, including:
  - Training on PBIS implementation and behavior support strategies.
  - Ongoing support for staff related to classroom management and student engagement.
- While the school's 2025 suspension data meets established thresholds, performance has not been consistent across years.

Areas Noted for Further Growth and/or Improvement

O2: MEETING THE NEEDS OF ALL STUDENTS; STUDENT GROUP DATA ANALYSIS -

The school has partially implemented and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; and evidence of systems to modify instruction based on data analysis. Documentation reviewed and discussions with school leaders included evidence of:

- Co-teaching models and small group instruction to support access to grade-level content.
- Use of intervention and acceleration programs such as iReady and targeted math support to address student learning needs.

- Professional development focused on instructional strategies, accessibility, and student engagement to support diverse learners.
- The school also provided evidence of student group data analysis, including:
- Documentation reviewed included evidence of student group data analysis, including:
  - Disaggregated student performance data used to monitor progress
  - Data analysis protocols guiding descriptive, diagnostic, predictive, and prescriptive review of data
  - Instructional planning informed by data analysis cycles and identified student needs
- Documentation reviewed and discussions with school leaders included evidence of designated and integrated ELD, including:
  - A master schedule that includes designated ELD instruction and coordinated push-in and pull-out supports
  - ELD lesson plans aligned to California English Language Development Standards with defined objectives
  - Instructional strategies and professional development supporting multilingual learners
- Documentation reviewed included evidence of systems to modify instruction based on data, including:
  - A structured data analysis cycle incorporating iReady diagnostics, interim assessments, and CAASPP-aligned measures
  - Ongoing review of student data to inform instructional adjustments
- Dashboard data indicates:
  - Performance for all students in ELA and Math remains below state averages
  - Performance for all numerically significant student groups remains below their respective state averages
- The school has established systems to support student learning; however, student outcome data indicates that these systems have not yet resulted in improved performance for student groups.

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes:

None

Progress on LAUSD Board of Education Benchmarks and/or MOU related to ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS (if applicable):

☒ Not Applicable

***RATING NOTES:**

- ***The overall rating for this category will be impacted if the school is in breach of the operative charter, including Federal, State, and District Required Language related to this section; and/or by a failure to provide evidence of any item on the following three (3) checklists: A) Review of Clearances, Credentialing, and Mandated Training Compliance Items; B) Review of Health and Safety Compliance Items; C) Review of Transparency and Stakeholder Information Compliance Items. See checklists below.***

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **BERT CORONA CHARTER - MIDDLE**

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O1: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM

The school has systems in place to ensure alignment to the curricular and educational program outlined in the approved charter by:

- Implementing innovative components and key features of the educational program described in the charter
- Implementing standards-based instruction in accordance with the California State Content Standards specific to the grade levels served and aligned with the needs of students
- Implementing assessments to measure the development of grade-level appropriate academic and non-academic skills
- Reviewing and analyzing school and student progress towards annual goals (schoolwide and for all student groups that the school serves) that are consistent with the educational performance measured by the California School Dashboard and state assessments
- Providing teacher, staff, and administrator professional development specific to supporting desired student outcomes, innovative components, and key features outlined in the school's charter
- Implementing a system to monitor student progress toward, and completion of, graduation and A-G requirements (**high schools only**)

Performance Rubric	Sources of Evidence
☐ The school has fully implemented the educational program, including innovative components and key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served; and has achieved an overall rating of "3" or "4" in the Student Achievement and Educational Performance category of this year's oversight report ☒ The school has implemented the educational program, including innovative components and key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served ☐ The school has partially implemented the educational program, including innovative components and key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served ☐ The school has minimally implemented, or not at all, the educational program, including innovative components and key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served	☒ Innovative Components and Key Features of the Educational Program ☒ Standards-Based Instructional Program ☒ Master Schedule/Course Schedule ☒ Student Achievement Data Analysis ☒ Professional Development documentation ☒ Classroom/site Observation ☒ Discussion with school leadership ☐ Other: (Specify) High School: ☐ System for monitoring student progress toward and completion of graduation and A-G Requirements ☐ WASC Accreditation Notification Letter ☐ UC Doorways course approval ☐ Graduation Requirement/Policy ☐ Math Placement Assessment Policy (9th grade only) ☐ Advanced Placement Exam: Participation Rate and Passage Rate ☐ College acceptance and enrollment rates

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **BERT CORONA CHARTER - MIDDLE**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/23/2026**

O2: MEETING THE NEEDS OF ALL STUDENTS; STUDENT GROUP DATA ANALYSIS

The school has a system in place to ensure:

- Implementation of differentiated instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all numerically significant student groups identified in the school's LCAP and by the CDE
- Implementation of internal student assessments aligned with instructional outcomes to determine student mastery of California State Content Standards
- Disaggregation and analysis of data on a regular basis to address individual student needs and guide instructional planning and use of interventions
- Implementation, review, and modification, as appropriate, of its Master Plan for English Learners (EL identification, standards-based designated and integrated ELD instruction, progress monitoring, assessment, and reclassification)

Performance Rubric	Sources of Evidence
☐ The school has a well-developed system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; evidence of systems to modify instruction based on data analysis; and has achieved an overall rating of "3" or "4" in the Student Achievement and Educational Performance category of this year's oversight report ☐ The school has a system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; and evidence of systems to modify instruction based on data analysis ☒ The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and/or limited evidence of systems to modify instruction based on data analysis ☐ The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and/or no evidence of systems to modify instruction based on data analysis	☒ Implementation of differentiated instructional strategies ☒ Intervention/Enrichment Program during the instructional day ☒ Student Group data analysis ☒ Internal assessment data ☒ Professional Development documentation ☒ Students Experiencing Homelessness Designee ☒ Foster Youth Designee ☒ Classroom/site Observation ☒ Discussion with school leadership ☐ Other: (Specify) English Learners ☒ Master Plan for English Learners ☒ Designated English Language Development (ELD) schedule ☒ Documentation of implementation of the school's Master Plan for English Learners ☒ Implementation of a data analysis system

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **BERT CORONA CHARTER - MIDDLE**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/23/2026**

O3: SPECIAL EDUCATION

The school has a system in place to ensure that the school:

- Provides special education programs and services in accordance with students' IEPs
- Maintains and monitors mandated IEP timeline records and accurate service provision records in Welligent
- Conducts a special education self-review annually, using the Special Education Self-Review Checklist
- Provides special education training for staff

Performance Rubric	Sources of Evidence
☐ The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with regular and ongoing professional development/training to support implementation of its special education program; and as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records ☒ The school has a system in place for implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with professional development/training to support implementation of its special education program; and as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records ☐ The school has a partially developed system in place for implementation and monitoring of its special education processes and program in compliance with all requirements ☐ The school has a minimal or no system in place for implementation and monitoring of its special education processes and program in compliance with all requirements ☐ Not applicable - Charter school participates in LAUSD's Option 1 SELPA	☒ Welligent IEP Timeline and Service Tracking Reports ☒ Annual Self-Review Checklist ☒ Professional Development documentation ☒ Classroom/site Observation ☐ Discussion with School Leadership ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **BERT CORONA CHARTER - MIDDLE**

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DATE OF VISIT: **4/23/2026**

O4: SCHOOL CLIMATE AND STUDENT DISCIPLINE

The school has a school climate and schoolwide student discipline system in place to ensure that the school's practices:

- Align with principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, schoolwide positive behavior support, and data monitoring
- Provide positive opportunities for student wellness, growth, and success, aimed at making the school safe, welcoming, supportive, and inclusive
- Monitor discretionary suspensions and expulsions
- Monitor chronic absenteeism for all students and student groups
- Prevent acts of bullying, including cyberbullying, in accordance with the requirements of Ed. Code, §§ 32283.5 and 234.4

Performance Rubric	Sources of Evidence
☐ The school has a well-developed and effective school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights. Additionally, the school demonstrates effective and consistent implementation of applicable policies related to suspensions and expulsions including, but not limited to, appropriate and timely notification to the District. ☒ The school has a school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights. Additionally, the school demonstrates consistent implementation of applicable policies related to suspensions and expulsions including, but not limited to, appropriate notification to the District. ☐ The school has a partially developed and/or minimally effective school climate and student discipline system that is only partially aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, and/or the school demonstrates inconsistent implementation of applicable policies related to suspensions and expulsions including, but not limited to, appropriate and timely notification to the District. ☐ The school has a minimally developed school climate and student discipline system as demonstrated by one or more of the following: the issuance of repeated CSD Notices to Cure (tiered intervention) related to suspension/expulsion; noted concerns related to ensuring due process rights when implementing suspension/expulsion practices; violation of law or policy.	☒ Positive school climate system and Restorative Justice documentation ☒ Documentation of systems to prevent acts of bullying ☒ Documentation of systems to promote regular attendance ☒ Professional Development documentation ☒ Classroom/site Observation ☒ Discussion with school leadership ☐ Stakeholder focus group ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **BERT CORONA CHARTER - MIDDLE**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/23/2026**

O5: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT

The school has a system for stakeholder engagement, including gathering input, facilitating, and encouraging involvement, sharing information, and resolving concerns, which:

- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school's charter, and the school LCAP
- Implements a School Site Council (SSC), English Learner Advisory Committee (ELAC), and/or Parent Advisory Committee (PAC) in accordance with applicable legal requirements (e.g., member composition of committee/council, legally required topics, etc.), if applicable

Performance Rubric	Sources of Evidence
☐ The school provided evidence of a well-developed and effective system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements ☒ The school provided evidence of a system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements ☐ The school provided limited evidence of a system for stakeholder engagement, sharing information, and resolving concerns ☐ The school provided little to no evidence of a system for stakeholder engagement, sharing information, and resolving concerns	☒ Yearlong Calendar of stakeholder engagement events/meetings. ☒ Stakeholder Engagement ☒ Stakeholder Consultation ☒ School Site Council (SSC) documentation ☒ Parent Advisory Committee (PAC) documentation ☒ English Learners Advisory Committee (ELAC) documentation ☒ School website ☒ Discussion with school leadership ☐ Stakeholder focus group ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **BERT CORONA CHARTER - MIDDLE**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/23/2026**

A. Review of Clearances, Credentialing, and Mandated Training Compliance Items

The items below are expected to be evident to ensure the school is in compliance with applicable law and the terms of its approved charter regarding clearances, credentialing, and mandated training at all times. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and restrict the overall rating in the Organizational Management, Programs, and Operations category as indicated below.

Rating Note: A charter school cannot receive an overall rating in this category greater than one (1) if any items below are not evident.

Item	Evident	Not Evident
All new employees of the charter have a DOJ Criminal Background Clearance date prior to start date, per Ed Code § 45125.	☒	☐
Charter maintains accurate vendor certification forms, which are reviewed and signed by the charter school representative, prior to start date of vendor services, per Ed Code §§ 44237 and 45125.1.	☒	☐
All sole proprietors have a Sole Proprietor Criminal Background Clearance Certification form and a Sole Proprietor Vendor Certification of Criminal Background Clearance, Tuberculosis (TB) Clearance, and Credential Verification form completed prior to start date, per Ed Code §§ 44237, 45125.1 and 49406.	☒	☐
If applicable, all volunteers who perform school-site services while not under the direct supervision of a school employee have a DOJ Criminal Background Clearance date prior to start date, Ed Code §§ 44237 and 45125.	☐	☐
	☒ Not applicable	

Rating Note: A charter school cannot receive an overall rating in this category greater than two (2) if any items below are not evident.

Item	Evident	Not Evident
All employees have completed mandated child abuse reporter training within 6-weeks of the beginning of the school year or within 6-weeks of employment, per Ed Code § 44691.	☒	☐
All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times, per Ed Code § 47605(l).	☒	☐

Rating Note: A charter school may not receive an overall rating in this category greater than two (2) if any items below are not evident.

Item	Evident	Not Evident
The school has provided documentation for at least one Custodian of Records, per California Penal Code § 11102.2.	☒	☐
All new employees of the charter have undergone a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, per Ed Code § 49406.	☒	☐
All employees have current TB clearance, per Federal, State, and District Required Language.	☒	☐
All volunteers with frequent or prolonged contact with students have a current TB clearance upon initial time of assignment, per Ed Code § 49406.	☐	☐
	☒ Not applicable	

Notes:
None

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **BERT CORONA CHARTER - MIDDLE**

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DATE OF VISIT: **4/23/2026**

B. Review of Health and Safety Compliance Items

The items below are expected to be evident at the charter school to ensure the protection of student and staff health and safety. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and restrict the overall rating in the Organizational Management, Programs, and Operations category as indicated below.

A charter school cannot receive an overall rating in this category greater than one (1) if the items below are not evident.

Item	Evident	Not Evident
A current, comprehensive, site-specific comprehensive Health, Safety, and Emergency School Safety Plan per requirements of Ed. Code, §§ 47605(c)(5)(F), 32282, and 35179.4, as applicable. (Note: For schools co-located with a District school, the charter school participates in and complies with the District school's Integrated Safe School Plan)	☒	☐

A charter school may receive an overall rating in this category of two (2) if any of the items below are not evident.
If several (i.e., two or more) items below are not evident, charter school may receive an overall rating of one (1) in this category.

Item	Evident	Not Evident
School has sufficient emergency supplies in the event of a natural disaster or other emergency (Ed. Code § 32282)	☒	☐
School conducts annual emergency drills and trainings as legally required to prepare for a natural disaster or other emergency, per Ed. Code §§ 32001 and 32282	☒	☐
Provision and documentation of health screenings (e.g., vision, hearing, and scoliosis) per current applicable law and terms of the charter (Ed. Code § 49450 et seq, as referenced in FSDRL)	☒	☐
Stock and maintenance of the required number and type of emergency epinephrine auto-injectors ("epi-pen") onsite and training has been provided to volunteer staff member(s) in the storage and emergency use, per Ed. Code § 49414 and § 4119.2 of the Business and Professions Code	☒	☐
Provision of at least two meals free of charge (breakfast and lunch) during each school day to students requesting a meal, regardless of their free or reduced-price meal eligibility, per Ed. Code § 49501.5	☒	☐
A Board adopted Pupil Suicide Prevention Policy (grades 1-6 and/or grades 7-12, as applicable), requirements per of Ed. Code § 215. Suicide Prevention Lifeline and National Domestic Violence Hotline on at least one side of Student ID cards, as specified in Ed. Code § 215.5	☒	☐
For schools offering an interscholastic athletic program, at least one automated external defibrillator (AED) is onsite, and available at on-campus athletic activities or events per Ed. Code §§ 35179.4 and 35179.6.	☐	☐
	☒ Not applicable	

Notes:
None

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DATE OF VISIT: **4/23/2026**

C. Review of Transparency and Stakeholder Information Compliance Items

The items below are expected to be evident at the charter school to ensure that it operates in a transparent manner and keeps all stakeholders informed. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and impact the overall rating in the Organizational Management, Programs, and Operations category.

A charter school cannot receive a rating in this category greater than three (3) if any of the items below are not evident.

Item	Evident	Not Evident
The following information posted to the school's website: ☒ LCAP, per Ed. Code § 47606.5(h) ☒ Current Board agenda in compliance with Brown Act, per Gov. Code, § 54954.2 (a)(1) and (d). ☒ Policy on Pupil Suicide Prevention per Ed. Code § 234.6 ☒ Title IX information, including a link to CDE's Title IX website per Ed. Code § 234.6 ☒ Policies on anti-discrimination, anti-harassment, anti-intimidation, anti-bullying, and sexual harassment policies, including: anti-cyberbullying procedures, social media anti-bullying procedures, and a link to statewide resources including community-based organizations compiled by CDE, per Ed. Code § 234.6 ☒ Information provided to parents/guardians regarding the dangers associated with using synthetic drugs that are not prescribed by a physician, such as fentanyl; the possibility that dangerous synthetic drugs can be found in counterfeit pills; and the risk of social media platforms being used as a way to market and sell synthetic drugs, such as fentanyl, per Ed Code § 48985.5	☒	☐
Provides stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance Ed. Code § 47605(c)(5)(C)	☒	☐
Access to approved charter	☒	☐
Documentation of informing parents/guardians about transferability of courses/course credit and eligibility to meet A-G requirements (high schools only), per Ed. Code § 47605	☐	☐
	☒ Not applicable	
Informing parents/guardians of human trafficking prevention resources (grades 6-12), per Ed. Code § 49381	☒	☐
	☐ Not applicable	
Notification of access to available mental health services (grades K-12), per Ed. Code § 49428.	☒	☐
Charter schools serving any of the grades 6 to 12, shall prominently and conspicuously display a poster that identifies approaches and shares resources regarding pupil mental health in appropriate public areas that are accessible to, and commonly frequented by, pupils, per Ed. Code § 49428.5	☒	☐
	☐ Not applicable	
Notes: None		

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DATE OF VISIT: **4/23/2026**

LOCAL CONTROL AND ACCOUNTABILITY PLAN 2025-2026 (For Informational Purposes Only)

The CSD reviewed the Local Control and Accountability Plan.	
All requested template information and descriptions were *provided*:	**Sources of Evidence**
☒ LCFF Budget Overview for Parents ☒ Plan Summary ☒ Engaging Educational Partners ☒ Goals and Actions ☒ Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students ☒ Action Tables ☒ Instructions	☒ Local Control and Accountability Plan ☒ Board Agenda and Minutes
Notes: None	

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DATE OF VISIT: **4/23/2026**

8054	2021-2022					2022-2023					2023-2024				
Bert Corona Charter	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents		2,993,759	2,864,234	2,555,367	2,555,368		2,663,979	2,660,163	3,280,772	3,284,436		2,758,925	2,709,098	3,056,729	3,056,729
Accounts Receivable		1,178,968	1,080,069	2,437,218	2,636,715		867,116	1,559,158	1,798,923	1,806,416		1,169,662	1,297,420	1,654,812	2,408,699
Other Current Assets		134,158	134,209	53,246	44,834		68,353	8,375	161,726	55,333		170,985	170,985	160,696	58,526
Total Current Assets		**4,306,885**	**4,078,512**	**5,045,831**	**5,236,917**		**3,599,449**	**4,227,696**	**5,241,421**	**5,146,185**		**4,099,572**	**4,177,503**	**4,872,237**	**5,523,954**
Fixed and Other Assets		203,257	203,301	250,630	251,530		240,073	239,860	2,535,076	2,660,448		2,443,361	2,435,605	2,598,663	2,698,237
Total Assets		**4,510,142**	**4,281,813**	**5,296,461**	**5,488,447**		**3,839,522**	**4,467,556**	**7,776,497**	**7,806,633**		**6,542,933**	**6,613,108**	**7,470,900**	**8,222,191**
Deferred Outflows of Resources		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		1,447,590	1,339,436	2,233,214	2,245,984		475,757	988,107	2,386,432	2,513,481		1,168,277	1,294,643	1,773,785	1,887,854
Other Long Term Liabilities		32,455	32,455	12,769	0		12,769	12,769	2,074,468	1,973,895		2,042,431	1,999,082	1,996,225	1,882,095
Unfunded OPEB Liabilities		0	0	0	0		0	0	0	0		0	0	0	0
Total Liabilities		**1,480,045**	**1,371,891**	**2,245,983**	**2,245,984**		**488,526**	**1,000,876**	**4,460,901**	**4,487,376**		**3,210,708**	**3,293,725**	**3,770,010**	**3,769,949**
Deferred Inflows of Resources		0	0	0	0		0	0	0	0		0	0	0	0
Net Assets		**3,030,097**	**2,909,922**	**3,050,478**	**3,242,463**		**3,350,996**	**3,466,680**	**3,315,596**	**3,319,257**		**3,332,224**	**3,319,382**	**3,700,890**	**4,452,242**
Total Revenues	7,338,972	8,017,633	7,932,709	7,347,080	7,539,063	6,777,167	6,997,923	7,110,876	7,145,386	7,145,388	7,791,881	7,909,130	7,881,206	7,862,323	8,613,613
Total Expenditures	7,289,735	7,782,171	7,817,422	7,091,237	7,091,237	6,671,235	6,889,387	6,886,659	7,072,252	7,068,594	7,666,733	7,892,502	7,881,081	7,480,690	7,480,628
Net Income / (Loss)	**49,237**	**235,462**	**115,287**	**255,843**	**447,826**	**105,932**	**108,536**	**224,217**	**73,134**	**76,794**	**125,148**	**16,628**	**125**	**381,633**	**1,132,985**
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	**49,237**	**235,462**	**115,287**	**255,843**	**447,826**	**105,932**	**108,536**	**224,217**	**73,134**	**76,794**	**125,148**	**16,628**	**125**	**381,633**	**1,132,985**
Net Assets, Beginning	2,889,315	2,855,757	2,855,757	2,855,757	2,794,637	2,909,922	3,050,478	3,050,478	3,050,478	3,242,463	3,466,680	3,315,596	3,315,596	3,315,596	3,319,257
Adj. for restatement / Prior Yr Adj	28,945	(61,122)	(61,122)	(61,122)	0	224,851	191,983	191,985	191,985	0	209,259	0	3,661	3,661	0
Net Assets, Beginning, Adjusted	**2,918,260**	**2,794,635**	**2,794,635**	**2,794,635**	**2,794,637**	**3,134,773**	**3,242,461**	**3,242,463**	**3,242,463**	**3,242,463**	3,675,939	3,315,596	3,319,257	3,319,257	3,319,257
Net Assets, End	**2,967,497**	**3,030,097**	**2,909,922**	**3,050,478**	**3,242,463**	**3,240,705**	**3,350,996**	**3,466,680**	**3,315,596**	**3,319,257**	**3,801,086**	**3,332,224**	**3,319,382**	**3,700,890**	**4,452,242**
Unrestricted Net Assets		2,943,587	2,846,501	2,942,539	3,134,524		2,963,515	3,382,152	3,134,161	3,137,822		3,103,911	3,104,519	3,503,947	4,255,299
Restricted Net Assets		86,510	63,421	107,939	107,939		387,481	84,528	181,435	181,435		228,314	214,864	196,943	196,943

8054	Audited Financials					2024-2025					2025-2026				
Bert Corona Charter	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	2,555,368	3,284,436	3,056,729	4,064,293	0		3,538,958	3,674,239	4,068,559	4,064,293		3,760,339	3,587,414	0	0
Accounts Receivable	2,636,715	1,806,416	2,408,699	1,021,246	0		913,021	938,416	1,020,769	1,021,246		0	880,906	0	0
Other Current Assets	44,834	55,333	58,526	50,851	0		168,811	168,811	151,447	50,851		964,702	159,213	0	0
Total Current Assets	**5,236,917**	**5,146,185**	5,523,954	5,136,390	0		**4,620,790**	**4,781,466**	**5,240,774**	**5,136,390**		**4,725,041**	**4,627,534**	**0**	**0**
Fixed and Other Assets	251,530	2,660,448	2,698,237	2,517,180	0		2,385,102	2,385,102	2,416,924	2,517,180		2,373,408	2,372,566	0	0
Total Assets	**5,488,447**	**7,806,633**	**8,222,191**	**7,653,570**	**0**		**7,005,891**	**7,166,568**	**7,657,699**	**7,653,570**		**7,098,449**	**7,000,100**	**0**	**0**
Deferred Outflows of Resources	0	0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities	2,245,984	2,513,481	1,887,854	1,294,069	0		1,056,887	769,082	1,280,279	1,294,069		804,602	792,092	0	0
Other Long Term Liabilities	0	1,973,895	1,882,095	1,900,997	0		1,905,312	1,905,312	1,922,467	1,900,997		1,818,647	1,820,819	0	0
Unfunded OPEB Liabilities	0	0	0	0	0		0	0	0	0		0	0	0	0
Total Liabilities	**2,245,984**	**4,487,376**	**3,769,949**	**3,195,066**	**0**		**2,962,199**	**2,674,394**	**3,202,745**	**3,195,066**		**2,623,249**	**2,612,911**	**0**	**0**
Deferred Inflows of Resources	0	0	0	0	0		0	0	0	0		0	0	0	0
Net Assets	**3,242,463**	**3,319,257**	**4,452,242**	**4,458,504**	**0**		**4,043,692**	**4,492,174**	**4,454,954**	**4,458,504**		**4,475,200**	**4,387,189**	**0**	**0**
Total Revenues	7,539,063	7,145,388	8,613,613	7,500,967	0	7,324,439	7,993,122	7,780,865	7,497,416	7,500,967	7,692,348	7,618,432	7,511,505	0	0
Total Expenditures	7,091,237	7,068,594	7,480,628	7,494,705	0	7,296,588	7,650,320	7,740,934	7,494,704	7,494,705	7,683,700	7,601,737	7,582,821	0	0
Net Income / (Loss)	**447,826**	**76,794**	**1,132,985**	**6,262**	**0**	**27,852**	**342,802**	**39,932**	**2,712**	**6,262**	**8,648**	**16,695**	**(71,316)**	**0**	**0**
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	**447,826**	**76,794**	**1,132,985**	**6,262**	**0**	27,852	**342,802**	**39,932**	**2,712**	**6,262**	8,648	16,695	(71,316)	0	0
Net Assets, Beginning	2,794,637	3,242,463	3,319,257	4,452,242	0	3,319,382	3,700,890	3,700,890	3,700,890	4,452,242	4,492,174	4,454,954	4,458,505	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	4,903	0	751,352	751,352	0	0	3,551	3,551	0	0
Net Assets, Beginning, Adjusted	2,794,637	3,242,463	3,319,257	4,452,242	0	3,324,286	3,700,890	4,452,242	4,452,242	4,452,242	4,492,174	4,458,505	4,462,056	0	0
Net Assets, End	**3,242,463**	**3,319,257**	**4,452,242**	**4,458,504**	**0**	**3,352,137**	**4,043,692**	**4,492,174**	**4,454,954**	**4,458,504**	**4,500,822**	**4,475,200**	**4,390,740**	**0**	**0**
Unrestricted Net Assets	3,134,524	3,137,822	4,255,299	4,261,561	0		3,819,732	4,263,502	4,278,990	4,261,561		4,307,794	4,233,197	0	0
Restricted Net Assets	107,939	181,435	196,943	196,943	0		223,960	228,672	175,964	196,943		167,406	153,992	0	0

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **BERT CORONA CHARTER - MIDDLE**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/23/2026**

FISCAL OPERATIONS	RATING
Summary of School Performance	4, Accomplished

Other circumstances and information could influence the rating and are noted in this evaluation.

Financial Highlights

The charter school's net assets are positive.

FINANCIAL HIGHLIGHTS					
Bert Corona Charter	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Audited Actuals)	2025-2026 (Second Interim)
Net Assets	$3,242,463	$3,319,257	$4,452,242	$4,458,504	$4,387,188
Net Income / (Loss)	$447,826	$76,794	$1,132,985	$6,262	($71,316) [1]
Transfers In / Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Cash and Cash Equivalents	$2,555,368	$3,284,436	$3,056,729	$4,064,293	$3,587,414
Unrestricted Net Assets	$3,134,524	$3,137,822	$4,255,299	$4,261,561	$4,233,197
Norm Enrollment Reported by the School	341	340	348	346	349
FINANCIAL RATIO ANALYSIS					
Fund Reserve (Reserve for Economic Uncertainty) (Unrestricted Net Assets /Total Expenditures) *3% - 5% and greater is recommended (depending on the school's ADA)*	44.20%	44.39%	56.88%	56.86%	55.83%

Cash Reserve Level (Cash Balance/Total Expenditures) *5% and greater is recommended*	36.04%	46.47%	40.86%	54.23%	47.31%
Current Ratio (Working Capital Ratio) (Current Assets/Current Liabilities) *At least 1.2 or 120% is recommended*	233.17%	204.74%	292.60%	396.92%	584.22%
Debt Ratio (Total Liabilities/Total Assets) *Lower than 1.0 or 100% is recommended*	40.92%	57.48%	45.85%	41.75%	37.33%

[1] YPICS attributes the projected FY 2025–2026 operating net loss to $80,697 in non-cash depreciation; when excluding this expense, the school would have reported a positive operating income.

Charter Operator Fiscal Information

The financial condition of the charter operator is summarized in the table below.

YPI Charter Schools, Inc. (YPICS)					
Source: Independent Audit Report for the Year Ending June 30, 2025					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
3	3	$27,392,027	($754,991) [2]	$0	$0

[2] The YPICS organization's net loss of ($754,991) in FY 2024–2025 was largely attributable to the ($761,572) net loss at Monseñor Oscar Romero Charter Middle, offset by net income of $6,262 at Bert Corona Charter and $319 at Bert Corona Charter High. Monseñor Oscar Romero Charter Middle's net loss of ($761,572) was primarily attributable to non-cash depreciation expenses of $767,688, related to the school's Proposition 1D property; excluding this expense, the school would have reported net operating income.

Management Fees: According to YPICS, there are no management fees charged to any of the YPICS charter schools that it operates. Instead, each school pays a portion of the actual expenses for administrative support, including the salaries of YPICS' Executive Director, its Chief Operations Officer, and other Learning and Support Center (YPICS' Home Office) positions that are related to the organization. These costs are allocated on a pro-rated basis among the YPICS schools based on Average Daily Attendance (ADA).

Norm Enrollment Data and Trends

The school's Norm Enrollment history by grade level is summarized below.

Bert Corona Charter Norm Day Enrollment History					
Grade Level	**2021-2022**	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**
5	16	13	8	9	7
6	103	107	118	110	113
7	105	111	113	121	117
8	117	109	109	106	112
Total Enrollment	**341**	**340**	**348**	**346**	**349**
Increase/(Decrease) in Enrollment from Prior Year	**N/A**	**(1)**	**8**	**(2)**	**3**
Enrollment Growth/(Decrease) (%)	**N/A**	**(0.3%)**	**2.4%**	**(0.6%)**	**0.9%**

Accumulated Increase/Decrease in Student Enrollment Since 2021-2022	
Accumulated increase in student enrollment count	**8**

Accumulated increase in student enrollment percentage	**2.3%**
Current Board-approved enrollment capacity in the school's operative charter as compared to its reported 2025-2026 Norm Enrollment	
Per Board-approved enrollment capacity in the school's operative charter	**500**
2025-2026 Norm Enrollment	**349**
Below Board-approved enrollment capacity in the school's operative charter	**(151)**
Below Board-approved enrollment capacity in the school's operative charter percentage	**(30.2%)**

According to YPICS, Bert Corona Charter's low enrollment reflects combined demographic and economic pressures in Pacoima and across LAUSD, with rising housing costs driving family out-migration, alongside declining birth rates and reduced newcomer enrollment linked to immigration enforcement and economic instability affecting the Latino community the school serves. As noted above, the school has maintained a balanced budget for Fiscal Year 2024-2025, and projected positive ending net assets for the 2025-2026 Second Interim Financials. The CSD will continue to monitor the school's student enrollment through oversight**.**

Areas of Demonstrated Strength and/or Progress:

The school's net assets are positive. Please refer to the Financial Highlights table above.

Areas Noted for Further Growth and/or Improvement:

No significant items noted.

Other Observations:

1. **Type of Observation:** Unclear Written Guidance in the School's Fiscal Policies and Procedures (On Approval Authority for Contracts and Expenditures at $50,000 Threshold)
   - **Source(s) of Document Reviewed:** Charter Operator's Fiscal Policies, and Procedures
   - **Description of Observation:** Page 4 (Lines of Authority) of YPICS' Fiscal Policies and Procedures (FPP) approved on 4/28/2025 states:
     Governing Board
     - Reviews and approves all contracts over $50,000.
     - Reviews and approves all non-budgeted expenditures over $50,000 and any irregular expenditures.

     Executive Director
     - Reviews and approves all contracts under $50,000.
     - Reviews and approves all expenditures under $50,000.

As such, the CSD noted that the FPP lacks clarity regarding the approval authority for contracts and expenditures at precisely $50,000.

- **Charter School's Response:** YPICS stated that it will incorporate the recommended revisions into its Fiscal Policies and Procedures and present the updated policy to the charter school board as soon as possible.
- **CSD Comments:** The lack of clear, written policies, procedures, and documentation for the organization's contract and expenditure thresholds may create uncertainty among charter school employees, the authorizer, and other stakeholders, and may raise questions regarding consistency and oversight. The CSD acknowledges that the charter operator will update its FPP to address the observation, as noted above, and the CSD will continue to monitor the school's adherence to its FPP through ongoing oversight.

The Charter Schools Division will continue to monitor this issue referenced above during the next oversight visit. The results may be factored in the school's rating for next year.

Corrective Action Required:

None noted that immediate action is required to remedy concerns in this report.

Progress on LAUSD Board of Education and/or MOU Benchmarks related to FISCAL OPERATIONS (if applicable):

☒ Not Applicable

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **BERT CORONA CHARTER - MIDDLE**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/23/2026**

Notes:

I.	Review of Fiscal Documentation	Comments
1.	FY 2024-2025 Independent Audit Report	
	a. Audit opinion:	Unmodified/Unqualified
	b. Material weaknesses:	None Reported
	c. Deficiencies/Findings:	None Reported
	d. Lack of a Going Concern:	None Reported
	Description (if applicable):	
	The status of audit findings from 2023-2024 (if applicable)	Not applicable
2.	(Only for **new schools** without an audit report on file) The charter school is in its first/second year of operation and there is no independent audit report on file with the CSD.	Not applicable
3.	The 2024-2025 audited and unaudited actuals:	Nearly mirror each other.
	The 2024-2025 independent audit report is not available as of the date of this report.	Not applicable
4.	Segregation of Duties (SOD) reviews were conducted in-person at:	Monseñor Oscar Romero Charter Middle
		No discrepancies were noted.
5.	Proposition 39 information.	Not applicable

II.	Review of 2025-2026 Fiscal Preparation Guide	Provided	Comments
1.	Most Current Fiscal Reports Reported to the Board	Yes	
2.	Board Meeting Minutes – Discussion of Fiscal Reports Presented to Board & Board Packet	Yes	
3.	Audit or Fiscal Reports – CalSTRS, CalPERS, USDE, CDE, FCMAT, IRS, SBA, OPEB, etc.	N/A	

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **BERT CORONA CHARTER - MIDDLE**

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DATE OF VISIT: **4/23/2026**

4.	Board Meeting Minutes – Approval of 2025-2026 Budget	Yes	
5.	Evidence of Compliance – STRS, PERS, Social Security, Other Benefits	Yes	Benefits offered by the school: STRS, 403B, and Social Security
6.	Board Meeting Minutes – Selection of Independent Auditor	Yes	
7.	Board Meeting Minutes – Discussion of Independent Audit Report	Yes	
8.	Board Meeting Minutes – Discussion of the Most Recent Interim Financial Reports Submitted to LAUSD	Yes	
9.	Board Meeting Minutes – Discussion of Staff or Vendors Complaints	N/A	
10.	Board Meeting Minutes – Discussion of 2024-2025 Annual Performance-Based Oversight Visit Report	Yes	
11.	Current Fiscal Policies and Procedures	Yes	
12.	Board Meeting Minutes – Approval of Fiscal Policies and Procedures	Yes	
13.	Organizational Chart(s)	Yes	
14.	Summary of Total Compensation Paid in FY 2024-2025	Yes	
15.	Related Parties	Yes	
16.	MOUs for CMO Management Fees and/or back office service provider agreements	Yes	
17.	Board Meeting Minutes – Approval of Management Fees, License Fees, or Any Other Fees	Yes	
18.	Most Current Accounts Payable Aging Report	Yes	
19.	Check Registers (12 months)	Yes	Period spanning from 1/2025 to 12/2025 Reviewed checks for sample testing No discrepancies were noted.
20.	Credit Card Statements and Reconciliations (6 months)	Yes	Period spanning from 7/2025 to 12/2025 Reviewed credit card transactions for sample testing No discrepancies were noted.
21.	Monthly Bank Statements and Reconciliations (6 months)	Yes	Period spanning from 7/2025 to 12/2025 Reviewed electronic credit/debit transactions for sample testing No discrepancies were noted.
22.	Student Body Financial Records (6 months)	Yes	Period spanning from 07/2025 to 12/2025

LAUSD CHARTER SCHOOLS DIVISION

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			Reviewed student body financial transactions for sample testing No discrepancies were noted.
23.	Capitalized and Non-Capitalized Inventory Listing	Yes	
24a.	Posting of EPA on School's Website	Yes	
24b.	Posting of Audited Financials on School's Website	Yes	
25.	Financing Activities, Loans, Factoring Receivables, Intercompany Transfers/Loans, etc.	Yes	
26.	New and Renewed Facility Lease Agreements and Board Meeting Minutes – Approval of New or Renewed Lease	N/A	
27.	Facilities Plans – Purchase, Lease, Relocation, Expansion, Major Improvements	N/A	
28.	Employee Retention Credit	Yes	Both 2023-2024 and 2024-2025 YPICS independent audit reports disclosed that YPICS applied and received ERC for $1,878,231. Governing board meeting minutes, Internal Revenue Service's correspondences, and other forms pertaining to the ERC application were provided
29.	Disclosure of Legal Issues with material fiscal impact	N/A	

Notes: N/A (Provided Column) = indicated by the charter school as not applicable
ANI = Areas Noted for Further Growth and/or Improvement
OO = Other Observations

LAUSD CHARTER SCHOOLS DIVISION SCHOOL NAME: **BERT CORONA CHARTER - MIDDLE**

Annual Performance-Based Oversight Visit Report DATE OF VISIT: **4/23/2026**

Fiscal Operations Rubrics

Existing School *– a charter school that was/is in operation/active in the preceding school year(s) and the current school year. Existing schools may receive a rating of 4, 3, 2, or 1.*
New School *– a charter school that is in its first year of operation in the current school year and does not have an independent audit report or audited financial result for its first operative year on file with LAUSD. New schools are evaluated based on current year information. New schools may receive a rating of 2 or 1.*

Existing School 4 (Accomplished)	***To receive a rating of 4 (Accomplished), an existing school, at a minimum, meets all of the Required and Supplemental Criteria listed below.***

REQUIRED CRITERIA

1. Net assets are positive in the two most current annual independent audit reports;
2. The cash balance at the beginning of the school year is positive;
3. The two most current annual independent audit reports show no audit findings that are identified as material weaknesses or significant deficiencies;
4. If applicable, federal, state, and other public agency audits/reviews (e.g., California State Teachers' Retirement System (CalSTRS), California Public Employees' Retirement System (CalPERS), Fiscal Crisis & Management Assistance Team (FCMAT), United States Department of Education (USDE), California Department of Education (CDE), United States Small Business Administration (SBA), Internal Revenue Service (IRS), Employment Development Department (EDD), etc.), at the time of the oversight visit, show no outstanding findings;
5. Vendors and staff are consistently paid in a timely manner;
6. Governing board approves fiscal policies and procedures, at a minimum, once prior to each charter renewal term;
7. The charter school consistently adheres to the governing board-approved fiscal policies and procedures;
8. Governing board adopts the annual budget;
9. Governing board reviews and/or discusses audited financial statements submitted to LAUSD;
10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;
11. There is no apparent conflict of interest;
12. The Education Protection Account allocation and expenditures and audited financial statements are posted on the charter school's website;
13. The LCAP is submitted to the appropriate agencies;
14. Reasonable requests for information made by the Charter Schools Division and LAUSD are consistently processed or submitted by the charter school in a timely manner;
15. There are no items cited in Areas Noted for Further Growth and/or Improvement and there are no more than five (5) items cited in Other Observations for the most current year;
16. If applicable (when audited and unaudited actuals do not mirror each other), adequate explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements;
17. Proper segregation of duties is consistently in place;
18. If applicable, there are no outstanding fiscal-related tiered intervention notices issued to the school; or the school has no tiered intervention notices as of the oversight report issuance date; and

19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are fully met by the required deadline(s); or the school has no fiscal benchmarks in its current charter term.

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA

1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 (5 CCR § 15450 Reserves) (i.e., unrestricted fund balance divided by total expenditures) in the two most current annual independent audit reports;
2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the two most current annual independent audit reports;
3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the two most current annual independent audit reports;
4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the two most current annual independent audit reports;
5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, timely right sizing, etc.);
6. Fiscal reports (e.g., first interim, second interim, unaudited actuals, balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings for review and discussion;
7. The most current annual independent audit report is submitted to the appropriate agencies, including the school's charter authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)), or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and
8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school's charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).

Existing School 3 (Proficient)	***To receive a rating of 3 (Proficient), an existing school, at a minimum, meets all of the Required and at least five (5) of the Supplemental Criteria listed below.***

REQUIRED CRITERIA

1. Net assets are positive in the most current annual independent audit report;
2. The cash balance at the beginning of the school year is positive;
3. The most current annual independent audit report shows no audit findings that are identified as material weaknesses or significant deficiencies;
4. If applicable, federal, state, and other public agency audits/reviews (e.g., CalSTRS, CalPERS, FCMAT, USDE, CDE, SBA, IRS, EDD, etc.), at the time of the oversight visit, show outstanding findings, and the school is able to demonstrate evidence of remedies in addressing these findings;
5. Vendors and staff are generally paid in a timely manner;
6. Governing board approves fiscal policies and procedures, at a minimum, once prior to each charter renewal term;
7. The charter school generally adheres to the governing board-approved fiscal policies and procedures;

8. Governing board adopts the annual budget;
9. Governing board reviews and/or discusses audited financial statements submitted to LAUSD;
10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;
11. There is no apparent conflict of interest;
12. The Education Protection Account allocation and expenditures and audited financial statements are posted on the charter school's website;
13. The LCAP is submitted to the appropriate agencies;
14. Reasonable requests for information made by the Charter Schools Division and LAUSD are generally processed or submitted by the charter school in a timely manner;
15. There are no significant recurring issues cited in the Areas Noted for Further Growth and/or Improvement;
16. If applicable (when audited and unaudited actuals do not mirror each other), at least partial explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements;
17. Proper segregation of duties is generally in place;
18. If applicable, the charter school is in the process of resolving outstanding fiscal issues cited in a Notice issued by the CSD as part of its tiered intervention process; and
19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are partially met by the required deadline(s).

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA

1. The school maintains the minimum reserve for economic uncertainties as defined in CCR, Title 5, Section 15450 (5 CCR § 15450 Reserves) (i.e., unrestricted fund balance divided by total expenditures) in the most current annual independent audit report;
2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the most current annual independent audit report;
3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current annual independent audit report;
4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the most current annual independent audit report;
5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, timely right sizing, etc.);
6. Fiscal reports (e.g., first interim, second interim, unaudited actuals, balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings for review and discussion;
7. The most current annual independent audit report is submitted to the appropriate agencies, including the school's charter authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)) or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and
8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school's charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **BERT CORONA CHARTER - MIDDLE**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/23/2026**

Existing School 2 (Developing)	***An existing school would receive a rating of 2 (Developing) if the charter school is not eligible for the rating of Accomplished or Proficient, but, at a minimum, meets all of the Required and at least four (4) of the Supplemental Criteria listed below.***

REQUIRED CRITERIA

1. Net assets are positive in the most current annual independent audit report; net assets are negative with strong trend towards becoming positive (be positive at the end of the third year per the applicable interim financials); or the school's financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years;
2. The cash balance at the beginning of the school year is positive; and
3. Governing board approves fiscal policies and procedures, at a minimum, once prior to each charter renewal term.

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA

1. The school maintains the minimum reserve for economic uncertainties as defined in CCR, Title 5, Section 15450 (5 CCR § 15450 Reserves) (i.e., unrestricted fund balance divided by total expenditures) in the most current annual independent audit;
2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the most current annual independent audit;
3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current annual independent audit;
4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the most current annual independent audit;
5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, timely right sizing, etc.);
6. Fiscal reports (e.g., first interim, second interim, unaudited actuals, balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings for review and discussion;
7. The most current annual independent audit report is submitted to the appropriate agencies, including the school's charter authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)) or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and
8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school's charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **BERT CORONA CHARTER - MIDDLE**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/23/2026**

Existing School 1 (Unsatisfactory)	***An existing school would receive a rating of 1 (Unsatisfactory) based on the conditions described below.***

An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:

A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for *Accomplished*, *Proficient*, or *Developing* above. The charter school was given a certain period of time to address the fiscal concerns of LAUSD (including, but not limited to, audit findings that are identified as repeat material weaknesses or significant deficiencies disclosed in the charter operator's most recent annual independent audit report, noncompliance with Generally Accepted Accounting Principles (GAAP), applicable law, LAUSD charter policy, and the school's approved charter, conflicts of interest, unresolved significant fiscal management issues, outstanding notices, etc.), but failed to provide a satisfactory response. The charter school has shown no *feasible* financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.

Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

New School 2 (Developing)	***A new school would receive a rating of 2 (Developing) if the charter school, at a minimum, meets all of the Required Criteria listed below.***

REQUIRED CRITERIA

1. Interim reports and/or unaudited actuals project positive net assets;
2. Projected debt, if any, is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school;
3. If enrollment is significantly below the enrollment per the school's *Pupil Estimates for New or Significantly Expanding Charters* report and/or its approved petition budget, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised viable three-year budget and three-year cash flow projections;
4. Governing board adopts the annual budget;
5. Governing board reviews and discusses the charter school's financial reports as evidenced by the governing board meeting minutes;
6. Reasonable requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner; and
7. The LCAP is submitted to the appropriate agencies.

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **BERT CORONA CHARTER - MIDDLE**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/23/2026**

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

New School 1 (Unsatisfactory)	***A new school would receive a rating of 1 (Unsatisfactory) based on the conditions described below.***

An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:

A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for *Developing*. The charter school was given a certain period of time to address the fiscal concerns of LAUSD (including, but not limited to, noncompliance with Generally Accepted Accounting Principles (GAAP), applicable law, LAUSD charter policy, and the school's approved charter, conflicts of interest, unresolved significant fiscal management issues, outstanding notices, etc.), but failed to provide a satisfactory response. The charter school has shown no *feasible* financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.

Continued operation of a charter school that is assessed as Unsatisfactory may result in non-implementation of instructional programs as provided in the petition.

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT*
2025-2026 SCHOOL YEAR
FOR

MONSEÑOR OSCAR ROMERO MIDDLE

Name and Location Code of Charter School

LAUSD Vision

Los Angeles Unified will be the premier public school district by eliminating educational inequities to graduate ALL students ready for the world – to thrive in college, career, and life.

CSD Mission

The LAUSD Charter Schools Division (CSD) fosters high quality educational opportunities and outcomes for students in the greater Los Angeles community through exemplary charter public school authorizing, oversight, and sharing of promising practices so that all students maximize their potential.

CSD Core Values

We believe that our success depends on:

- Making decisions that put the interests of students first.
- Serving with high expectations, integrity, professionalism, and commitment.
- Employing authentic, responsive, and effective leadership and teamwork.
- Continuously learning as a dynamic organization.
- Building and sustaining a healthy workplace culture where high performance, diversity, and creativity thrive.
- Developing productive relationships with our charter schools and all stakeholders.

***** Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to matters related to the school's governance, programs, facilities, operations, and/or fiscal management.

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Monseñor Oscar Romero Charter Middle**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/6/2026**

Charter School Name:	**Monseñor Oscar Romero Charter Middle**			**Location Code:**	**8196**
Current Address:		**City:**	**ZIP Code:**	**Phone:**	**Fax:**
2670 W. 11th Street		**Los Angeles**	**90006**	**213-413-9600**	
Current Term of Charter[1]:				**LAUSD Board District:**	**LAUSD Region:**
July 1, 2025 to June 30, 2030				**5**	**West**
Number of Students Currently Enrolled:	**Enrollment Capacity Per Charter:**		**Number Above/Below Enrollment Capacity (day of visit):**		**Below by 111**
264	**375**				
Grades Currently Served:	**Grades To Be Served Per Charter:**		**Percent Above/Below Enrollment Capacity (day of visit):**		**Below by 29.60%**
6-8	**6-8**				
Norm Enrollment Number:	**277**				
Total Number of Staff Members:		**Certificated:**		**Classified:**	
Charter School's Leadership Team Members:	**Freddy Zepeda, Executive Administrator; Mary G. Keipp, Board Chair; Ruben Dueñas, Chief Operations Officer; Yvette King-Berg, Executive Director; Paul Duran, Coordinator of Instruction, Jennifer Obando-Salguero, MTSS Specialist**				
Charter School's Contact for Special Education:	**Vashon Nutt, Director of Special Education**		**SELPA & Option:**		**LAUSD Option 3**
CSD Assigned Administrator:	**Dr. Blanca A. Monaster**		**CSD Fiscal Oversight Manager:**		**Cindy Delos Santos-Iya**
Other CSD Team Members:	**José Salas**				
Oversight Visit Date(s):	**May 6, 2026**		**Fiscal Review Date (if different):**		**Not Applicable**
Is school located on a District facility? If so, please indicate the applicable program (e.g., Prop 39, PSC, conversion, etc.):	**Yes, Long Term Lease**		**LAUSD Co-Location Campus(es) (if applicable):**		**Berendo Middle School**

SUMMARY OF RATINGS

(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory

Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
4, Accomplished	**2, Developing**	**2, Developing**	**4, Accomplished**

[1] Education Code section 47607.4 provides that "all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year."

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Monseñor Oscar Romero Charter Middle**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/6/2026**

CHARTER RENEWAL CRITERIA

In accordance with Education Code §§ 47605, 47607, and 47607.2, in order to renew a charter, the District must determine whether the charter school has met specific renewal criteria prescribed in statute.

REPORT GUIDE

LAUSD's oversight procedures are intended to balance a charter school's autonomy of operation with its accountability to the public. LAUSD utilizes a holistic, performance-based approach to evaluate all charter schools, guided principally by making decisions in the best interest of students. The CSD observes and monitors each charter school in accordance with applicable laws, regulations, LAUSD policy, memoranda of understanding, and the school's operative charter. Information gathered through oversight serves as part of the charter school's ongoing record for the District to make informed decisions about charter school authorization, renewal, material revisions, sharing of promising practices, and if need be, revocation. While LAUSD is responsible to provide oversight of its charter schools and the entities managing charter schools, the primary oversight of each charter school must first and foremost be performed by the charter school's own Governing Board. The Governing Board of a charter school has an ongoing responsibility to oversee the operations of its charter school(s), ensuring that every charter school it oversees is providing a high-quality educational program for students enrolled, is successfully fulfilling the terms of their charter, is fiscally sound, and complies with applicable laws, regulations, and court orders. In designing this document, the District has considered the California Charter Schools Act, the *LAUSD Policy and Procedures for Charter Schools,* the factors and guidance promulgated by the California State Board of Education in evaluating charter schools, and the National Association of Charter School Authorizers' *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

- ***Governance*** – demonstrating fulfillment of the Governing Board's fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school's full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education
- ***Student Achievement and Educational Performance*** – demonstrating positive academic achievement and growth for all students
- ***Organizational Management, Programs, and Operations*** – demonstrating effective leadership and implementation of the governing board's policies and procedures, as well as the school's educational program and systems and procedures for the day-to-day operations of the school
- ***Fiscal Operations*** – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements

This report, including the ratings in each category, is based on information and evidence gathered for the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide.* The "Sources of Evidence" sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school's performance in each category: *(4) Accomplished, (3) Proficient, (2) Developing, and (1) Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress; (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under "Corrective Action Required," the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school's approved charter. **If the report includes any findings under "Corrective Action Required," the charter school must take immediate and appropriate steps to remedy the identified concern.** In accordance with its "tiered intervention" approach to charter school non-compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those "promising practices" that the school believes have contributed to its success, in order to support the CSD's ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across all LAUSD schools.

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Monseñor Oscar Romero Charter Middle**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/6/2026**

GOVERNANCE	RATING*
Summary of School Performance	3, Proficient

Areas of Demonstrated Strength and/or Progress

G2: DUE PROCESS

The Governing Board has a system in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public, as evidenced by documents provided in preparation for the oversight visit, including but not limited to:

- Governance documentation demonstrated established systems to support due process for students, employees, and parents, including, but not limited to, Uniform Complaint Procedures (UCP) referenced within the Parent/Student Handbook, including complaint categories, investigation process, and protections such as confidentiality and non-retaliation.
- Procedures for resolving general stakeholder complaints including a General Complaint Policy and Complaint Form, which is accessible on campus; accessibility on the school's website and availability in languages other than English is not verified based on evidence provided**.**
- The Parent/Student Handbook in English and Spanish, includes procedures/policies regarding suspension and expulsion, including notice requirements, conference procedures, and opportunity for the student to present their version and evidence.
- The employee handbook includes descriptions of the school's employee complaint procedures, internal complaint review process, non-retaliation protections, and disciplinary policies, including escalation to the Executive Director and Board where applicable.

G3: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - EDUCATIONAL PROGRAM

The Governing Board considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.), as evidenced by:

- Review of governance documentation indicates that board meetings include reports and presentations from school leadership across Bert Corona Charter School (BCCS), Bert Corona Charter High School (BCCHS), and Monseñor Oscar Romero Charter School (MORCS), including Executive Administrator reports, Special Education reports, and Board Committee updates.
- Review of agendas and minutes included evidence that the board was presented school-specific special education compliance data for BCCS, BCCHS, and MORCS. For example, on December 8, 2025, the board reviewed "comparison and analysis of IEP and Service Compliance data," including BCCHS reducing overdue IEPs from 2 to 0 and reporting Tier 1–2 service delivery rates**,** and on March 2, 2026, reviewed updated data noting BCCHS Tier 1–2 service delivery at 88.3% and an increase in overdue IEPs from 1 to 2, along with analysis of contributing factors.
- Review of agendas and minutes included evidence that the board was presented instructional and assessment-related updates applicable across all three schools, including references to administration of iReady diagnostics and ongoing progress monitoring, as well as updates indicating that results would be shared in subsequent board meetings. *School-specific disaggregation of internal assessment data (BCCS vs. BCCHS vs. MORCS) is not explicitly identified in the evidence provided.*

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Monseñor Oscar Romero Charter Middle**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/6/2026**

- Review of agendas and minutes included evidence that the board was presented school site reports for each school, including Executive Administrator reports for BCCS, MORCS, and BCCHS, which included updates related to academics, culture and climate, and school operations.
- Review of governance documentation indicates that the board engaged in LCAP-related processes for all three schools, including a public hearing on June 30, 2025, for the 2025–2026 LCAPs, where information regarding the LCAPs and budgets for BCCS, BCCHS, and MORCS was presented, and stakeholder input was invited.
- board reviewed attendance or enrollment data specific to each school (BCCS, BCCHS, MORCS) is not verified based on evidence provided.
- Evidence that the board reviewed disaggregated student achievement data (by student group) specific to each school is not verified based on evidence provided.

Areas Noted for Further Growth and/or Improvement

While no areas for improvement are identified at this time, periodic reviews may uncover opportunities for growth in the future.

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes:
None

Progress on LAUSD Board of Education Benchmarks and/or MOU related to GOVERNANCE (if applicable):

☒ Not Applicable

***RATING NOTES:**

- ***A charter school may receive a rating as low as one (1) in this category for any of the following reasons: 1) Evidence of conflict(s) of interest within the organization (i.e. Governing Board, staff, contracted external parties, etc.), 2) School is in breach of the operative charter, including Federal, State, and District Required Language, 3) School is "Not in Good Standing," 4) Unresolved concern(s) and/or ongoing tiered intervention (i.e., Notice of Concern and/or Notice to Cure), and/or 5) If there are serious concerns related to fiscal matters (e.g., negative financial condition, fiscal mismanagement, repeat material weaknesses, significant deficiencies, and/or significant audit findings disclosed in the charter operator's most recent annual independent audit report, etc.).***
- ***A charter school cannot receive a rating greater than three (3) in this category if it receives an overall rating of two (2) or one (1) in any other category (Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; or Fiscal Operations).***

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Monseñor Oscar Romero Charter Middle**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/6/2026**

G1: GOVERNANCE STRUCTURE AND COMPLIANCE MONITORING

The Governing Board has implemented the organizational structure, roles, and responsibilities set forth in the approved charter and applicable law, including:

- Governing Board composition, structure, roles, and responsibilities as set forth in the approved charter
- Governing Board committees/councils are implemented as described in the school's charter (e.g., Finance, Human Resources, Academics, etc.)
- The Governing Board has a system in place to ensure compliance with the public integrity statutes including laws requiring open meetings and laws forbidding financial and other conflicts of interest.
- The Governing Board reviews and certifies the *Compliance Monitoring and Certification of Board Compliance Review* form

Performance Rubric	Sources of Evidence
☒ The Governing Board has fully implemented the organizational structure set forth in the school's operative charter, including all committees/councils; and has a system in place to ensure it consistently complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) ☐ The Governing Board has implemented the organizational structure set forth in the school's operative charter, including committees/councils; and has a system in place to ensure it complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) ☐ The Governing Board has partially implemented the organizational structure set forth in the school's operative charter; and/or has an ineffective system in place to ensure it is complying with applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) ☐ The Governing Board has not implemented the organizational structure set forth in the school's operative charter; and has an ineffective or no system in place to ensure it is complying with applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.)	☒ Organizational chart in approved charter ☒ Organizational chart (current) ☒ Board member roster ☒ Bylaws (current) ☒ Board Committee(s) Calendar(s) ☒ California open meeting law training (Brown Act) ☒ Compliance Monitoring and Certification of Board Compliance Review ☒ Board meeting agendas, minutes, and/or documentation ☒ Observation of Governing Board meeting(s) ☒ Discussion with leadership ☐ Stakeholder focus group ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Monseñor Oscar Romero Charter Middle**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/6/2026**

G2: DUE PROCESS

***The Governing Board has systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the school's charter, and LAUSD charter school policy, to honor and protect the rights of students, employees, parents, and the public in the following areas*:**

- Student discipline
- Employee grievances and discipline
- Stakeholder complaint resolution pursuant to the Uniform Complaint Procedures (UCP)
- Parent/stakeholder complaint resolution for complaints outside regulatory scope of UCP

Performance Rubric	Sources of Evidence
☒ The Governing Board has well-developed systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public ☐ The Governing Board has systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public ☐ The Governing Board has partially developed systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public ☐ The Governing Board has minimal or no systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public	☒ Student discipline policy and procedures ☒ Employee grievance and discipline policy and procedure ☒ Uniform Complaint Procedures policy and form(s) ☒ Stakeholder complaint procedures and form(s) ☒ Observation of Governing Board meeting(s) ☒ Discussion with school leadership ☐ Stakeholder focus group ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Monseñor Oscar Romero Charter Middle**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/6/2026**

G3: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - EDUCATIONAL PROGRAM

The Governing Board has systems in place to ensure ongoing:

- Review and use of academic performance data (e.g., CA School Dashboard, internal assessments, etc.) and other school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence
- Monitoring of the school's implementation of its Local Control and Accountability Plan (LCAP) and additional school plans (e.g., Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), School Plan for Student Achievement (SPSA), and action plans for making progress toward LCAP goals)
- Transparent governance and accountability to stakeholders, including compliance with the LAUSD BOE's Charter School Transparency Resolution, as well as consideration of input from the school's committees/councils and stakeholders

Performance Rubric	Sources of Evidence
☐ The Governing Board regularly considers school performance data, stakeholder input, and other data, and takes appropriate action to achieve positive measurable pupil outcomes (e.g., approving action plans and/or resources, analysis and discussion, etc.) ☒ The Governing Board considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.) ☐ The Governing Board seldom considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.) ☐ The Governing Board does not consider school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.)	☒ Board meeting agendas, minutes, and/or documentation ☒ Board member and executive leadership training of Governing Board meeting(s) ☒ Observation of Governing Board meeting(s) ☒ Discussion with school leadership ☐ Stakeholder focus group ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Monseñor Oscar Romero Charter Middle**

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DATE OF VISIT: **5/6/2026**

G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE – STAFFING AND EVALUATIONS

The Governing Board has systems in place to ensure ongoing:

- Monitoring of staffing needs and the school's compliance with all applicable credentialing, clearance, and training requirements
- Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff
- Evaluation of executive level leadership (including, but not limited to, those positions reporting to the Governing Board, as indicated in Element 4 of the approved charter, such as Executive Director, Area Superintendent, Principal, etc.)

Performance Rubric	Sources of Evidence
☒ The Governing Board regularly monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a well-developed system for the evaluation of all school-based staff and executive level leadership staff ☐ The Governing Board monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a system for the evaluation of school-based staff and executive level leadership staff ☐ The Governing Board inconsistently monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and/or has partially implemented a system for the evaluation of school-based staff and/or executive level leadership staff ☐ The Governing Board seldom monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and/or has not implemented a system for the evaluation of school-based staff and/or executive level leadership staff	☒ Human Resources policies and procedures ☒ Board meeting agendas, minutes, and/or documentation ☒ Evaluation of Executive Leadership procedures and tools ☒ Evaluation of school-based staff procedures and tools ☒ Compliance Monitoring and Certification of Board Compliance Review ☒ *Certification of Clearances, Credentialing, and Mandated Reporter Training* form ("ESSA Grid") for current academic year ☒ Observation of Governing Board meeting(s) ☒ Discussion with school leadership ☐ Stakeholder focus group ☐ Other: (Specify)

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Monseñor Oscar Romero Charter Middle**

Annual Performance-Based Oversight Visit Report

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G5: FISCAL CONDITION

The Governing Board has a system in place to ensure fiscal viability:

- The school is fiscally strong and net assets are positive in the two most current annual independent audit reports.
- If applicable, all LAUSD Board of Education-approved fiscal condition-related benchmark(s) are met by the required deadline(s).

Performance Rubric	Sources of Evidence
☒ The school is fiscally strong with positive net assets and meets the four (4) recommended financial ratios (identified as part of the Supplemental Criteria within the Fiscal Operations Rubrics section below for the rating of 4, *Accomplished)* in the two most current annual independent audit reports, ***and***, if applicable, all LAUSD Board of Education-approved fiscal condition-related benchmark(s) are met by the required deadline(s) ☐ The school is fiscally stable, with positive net assets in the most current annual independent audit report ☐ The school is fiscally weak or unstable*, net assets are negative in the most current annual independent audit report, **or** the school does not have an independent audit report or audited financial result for its first operative year on file with LAUSD or prior charter authorizer ☐ The school is consistently fiscally weak, net assets are negative in the two most current annual independent audit reports, **or** the school does not have an independent audit report or audited financial result for its first operative year on file with LAUSD or prior charter authorizer **Notes:** Additional factors that may affect the rating include: inadequate cash flow; financial condition and/or enrollment trend that is declining and/or beginning to reflect an unbalanced budget; indicators of deteriorating financial health that could result in negative net assets and/or fiscal insolvency (such as a negative cash balance) during the current and/or the foreseeable fiscal years; prolonged reliance on financing resources to sustain operations (e.g., factoring receivables, intraorganizational or third-party loans, ongoing deficit spending); or concerns that the school may be unable to maintain quality educational programs if the student enrollment falls below a certain threshold. *For example, the school's financial condition fluctuates from year to year, with significant net losses contributing to negative net assets in the current or upcoming school years.	☒ Board meeting agendas and minutes ☒ Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances ☒ Observation of Governing Board meeting ☒ Discussion with leadership ☒ Independent audit report(s) ☒ Other financial information submitted by the school ☒ Other: (see Fiscal Operations section below)

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Monseñor Oscar Romero Charter Middle**

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DATE OF VISIT: **5/6/2026**

G6: FISCAL MANAGEMENT AND ACCOUNTABILITY

The Governing Board has a system in place to ensure sound fiscal management and accountability:

- The school adheres to the Governing Board-approved fiscal policies and procedures and does not have any areas noted for improvement.
- The two most current annual independent audit reports show no audit findings that are identified as material weaknesses or significant deficiencies.
- The school is in compliance with Generally Accepted Accounting Principles, all applicable federal, state, and local laws and regulations, LAUSD charter policy, and the school's approved charter.
- If applicable, all LAUSD Board of Education-approved fiscal management-related benchmark(s) are met by the required deadline(s).

Performance Rubric	Sources of Evidence
☒ The school **consistently adheres** to the Governing Board-approved fiscal policies and procedures, does not have any areas noted for improvement, and the two most current annual independent audit reports show no audit findings that are identified as material weaknesses or significant deficiencies ☐ The school **generally adheres** to the Governing Board-approved fiscal policies and procedures, but has areas noted for improvement, and the most current annual independent audit report shows no audit findings that are identified as material weaknesses or significant deficiencies ☐ The school is **not adhering** to the Governing Board-approved fiscal policies and procedures, and has areas noted for improvement, **or** has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings that are identified as material weaknesses or significant deficiencies, unresolved recurring issues, potential conflicts of interest, etc.) ☐ The school is **continuously not adhering** to the Governing Board-approved fiscal policies and procedures, **or** has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings that are identified as material weaknesses or significant deficiencies, noncompliance with Generally Accepted Accounting Principles (GAAP), applicable law, LAUSD charter policy, and the school's approved charter, conflicts of interest, etc.)	☒ Board meeting agendas and minutes ☒ Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances ☒ Observation of Governing Board meeting ☒ Discussion with leadership ☒ Independent audit report(s) ☒ Other: (see Fiscal Operations section below)

LAUSD CHARTER SCHOOLS DIVISION

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STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	2, Developing
California Department of Education's (CDE) Charter School's 2026 Performance Category[2]	Middle Performing

Areas of Demonstrated Strength and/or Progress

A5: ALL STUDENTS ENGLISH LEARNER PROGRESS INDICATOR (ELPI)

The schoolwide Dashboard ELPI performance color is Orange. The school's 2025 percentage of English Learner students making progress towards English language proficiency (48.4%) is higher than the state average (46.4%).

A10: ALL STUDENTS SUSPENSION RATE INDICATOR - (GRADES K-12)

The schoolwide Dashboard Suspension Rate Indicator performance color is Blue. The school's 2025 percentage of students suspended at least one day (0.3%) is higher than the state average (2.9%).

Areas Noted for Further Growth and/or Improvement

Areas of Demonstrated Strength and/or Progress

A1: ALL STUDENTS ENGLISH LANGUAGE ARTS (ELA) INDICATOR - (GRADES 3-8 & 11) and A2: STUDENT GROUP ENGLISH LANGUAGE ARTS (ELA) INDICATOR - (GRADES 3-8 & 11)

- The schoolwide Dashboard ELA Indicator performance color is Orange. The school's 2025 schoolwide ELA DFS (-63.3 DFS) is lower than the state average (-8.1 DFS).
- None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS). The 2025 average DFS in ELA for the school's:
  - English Learner student group (-99.8 DFS) is lower than the state average (-59.9 DFS).
  - Latino student group (-64.8 DFS) is lower than the state average (-33.7 DFS).
  - Long-Term English Learners student group (-127.8 DFS) is lower than the state average (-104.5 DFS)
  - Socioeconomically Disadvantaged student group (-63.2 DFS) is lower than the state average (-35.3 DFS)
  - Students with Disabilities student group (-119.6 DFS) is lower than the state average (-89.4 DFS)

[2] In January 2026, the California Department of Education (CDE) updated Criterion 1 and Criterion 2 for determining charter school performance categories. For Criterion 1, the CDE added the Science Indicator to the Dashboard state indicators used to determine the performance category. Additionally, the CDE updated Criterion 2, the academic indicators, to include Science in the determination of performance categories.

- School leadership shared that the school has implemented a more intentional, data-driven ELA system to address learning gaps for all students and student groups, which includes, but is not limited to:
  - Use of i-Ready Diagnostics and My Path to identify skill gaps and provide targeted intervention.
  - Implementation of CAASPP Interim Assessments (FIABs and Performance Tasks) aligned to priority standards.
  - Regular data analysis cycles where teachers review results, set goals, and adjust instruction.
  - A yearlong assessment calendar to monitor progress and guide reteaching.
  - Embedded Language Objectives across classes to support English Learners and access to content.
  - Accommodated interim assessments for Students with Disabilities to monitor supports and progress.

A3: ALL STUDENTS MATH INDICATOR - (GRADES 3-8 & 11) and A4: STUDENT GROUP MATH INDICATOR - (GRADES 3-8 & 11)

- The schoolwide Dashboard Math Indicator performance color is Orange. The school's 2025 schoolwide Math DFS (-114.9 DFS) is lower than the state average (-42.4 DFS).
- All the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS). The 2025 average DFS in Math for the school's:
  - English Learner student group (-133.8 DFS) is lower than the state average (-86.1 DFS).
  - Latino student group (-116.8 DFS) is lower than the state average (-73.6 DFS).
  - Long-Term English Learner student group (-169.4 DFS) is lower than the state average (-158.9 DFS).
  - Socioeconomically Disadvantaged students (-114.8 DFS) is lower than the state average (-72.9 DFS)
  - Students with Disabilities student group (-157.3 DFS) is lower than the state average (-120.7 DFS)

- School leadership shared that the following actions are being implemented to address mathematics performance:
  - Use of i-Ready Diagnostics/My Path and CAASPP Interim Assessments to identify gaps and monitor progress.
  - Teacher data analysis cycles to set goals and adjust instruction, including reteaching and targeted support.
  - Implementation of Math Support classes with mid-year adjustments based on student progress.
  - Professional development through UCLA Center X to strengthen math instruction.
  - Embedded supports for student groups, including accommodations for SWD and language objectives for ELs.
  - Progress is monitored through diagnostic data, interim assessments, and ongoing collaboration cycles.

A8: ALL STUDENTS CHRONIC ABSENTEEISM INDICATOR - (Grades K-8)

The schoolwide Dashboard Chronic Absenteeism Indicator performance color is Red. The school's 2025 percentage of chronically absent students (-21.2%) is higher than the state average (17.1%). School leadership shared that the following actions are being implemented to address chronic absenteeism:

- Use of an MTSS process to identify and monitor students with attendance concerns through regular data review
- Development of individualized intervention plans based on student needs

- Provision of transportation supports to address barriers to attendance
- Ongoing meetings with students and families to identify root causes and set attendance goals
- Implementation of attendance incentives and monthly celebrations to promote positive attendance habits
- Progress is monitored through ongoing attendance data review and MTSS team tracking of student attendance trends and intervention effectiveness.

Corrective Action Required
None noted that require immediate action to remedy concerns indicated in this report.

Notes:
The Indicator information below is provided for informational purposes only and will not be scored.

A11: ALL STUDENTS SCIENCE INDICATOR - (GRADES 5, 8, 10-12)
The school's schoolwide Dashboard Science Indicator is at 44.6 science points as compared to the state at 52.6 science points.
STUDENT GROUP SCIENCE INDICATOR - (GRADES 5, 8, 10-12)

- English Learner student group is at 35.0 science points as compared to the state at 41.1 science points.
- Latino student group is at 44.4 science points as compared to the state at 47.1 science points.
- Long-Term English Learner student group is at 29.7 science points as compared to the state at 34.0 science points.
- Socioeconomically Disadvantaged students is at 44.4 science points as compared to the state at 47.1 science points.
- Students with Disabilities student group is at 35.5 science points as compared to the state at 38.3 science points.

Local Indicators: Dashboard Year 2025
Basic Services and Conditions: Met
Implementation of State Academic Standards: Met
Parent and Family Engagement: Met
School Climate: Met
Access to a Broad Course of Study: Met

Charter School's 2025-2026 Every Student Succeeds Act (ESSA) Assistance Status:
☐ Comprehensive Support and Improvement – Low Graduation Rate (CSI- Low Grad)
☐ Comprehensive Support and Improvement – Low Performance (CSI- Low Perform)
☐ Additional Targeted Support and Improvement (ATSI)
☐ Targeted Support and Improvement (TSI)
☒ No Status

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2025 LCFF Charter School Assistance Eligibility:

☒ General Assistance (Level 1) - resources and assistance that is made available to all local educational agencies

☐ Differentiated Assistance (Level 2) - local educational agencies that meet certain eligibility criteria for additional support

For 2024-2025:

The school's percent of "At Risk" ELs is 1.3% as compared to the state's percent of 6.0%

The school's percent of "LTELs" is 19.0% as compared to the state percent of 10.4%

Progress on LAUSD Board of Education Benchmarks and/or MOU related to STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE (if applicable):

☐ Not Applicable

BR-095 24/25

The following benchmarks are proposed for Monseñor Oscar Romero Charter Middle for the 2025-2030 charter term:

1. In each year of the charter term, the school shall demonstrate academic growth in English Language Arts (ELA) for All Students as reported on the California School Dashboard ELA Academic Performance Indicator by achieving a Distance from Standard (DFS) that has Increased or Increased Significantly from the prior year as measured by Change Level; or achieved a DFS that is equal to or higher than the state average DFS.

   Status: ***The school did not meet the benchmark*** *(see above Student Achievement and Educational Performance-Summary of School Performance, Areas Noted for Further Growth and/or Improvement).*

   In 2025, ELA for the All Students, the DFS "Declined" by -9.7 points from -53.6 to -63.3. The All Students did not increase from the prior year.

2. In each year of the charter term, the school shall demonstrate academic growth in English Language Arts (ELA) for Students with Disabilities as reported on the California School Dashboard ELA Academic Performance Indicator by achieving a Distance from Standard (DFS) that has Increased or Increased Significantly from the prior year as measured by Change Level or achieved a DFS that is equal to or higher than their respective student group state average DFS.

   Status: ***The school did not meet the benchmark*** *(see above Student Achievement and Educational Performance-Summary of School Performance, Areas Noted for Further Growth and/or Improvement).*

   In 2025, ELA for the Students with Disabilities student group, the DFS "Declined" by -4.4 points from -115.3 to -119.6. The Students with Disabilities student group did not increase from the prior year.

3. In each year of the charter term, the school shall demonstrate academic growth in English Language Arts (ELA) for the English Learner student group as reported on the California School Dashboard ELA Academic Performance Indicator by achieving a Distance from Standard (DFS) that has Increased or Increased Significantly from the prior year as measured by Change Level or achieved a DFS that is equal to or higher than their respective student group state average DFS.

   Status: ***The school did not meet the benchmark*** *(see above Student Achievement and Educational Performance-Summary of School Performance, Areas Noted for Further Growth and/or Improvement).*

   In 2025, ELA for the English Learner student group, the DFS "Declined Significantly" by -18.4 points from -81.4 to -99.8. The English Learner student group did not increase from the prior year.

4. In each year of the charter term, the school shall demonstrate academic growth in Math for All Students as reported on the California School Dashboard Math Academic Performance Indicator by achieving a Distance from Standard (DFS) that has Increased or Increased Significantly from the prior year as measured by Change Level or achieved a DFS that is equal to or higher than the state average DFS.

   Status: ***The school did meet the benchmark*** *(the school leadership provided steps they are taking to continue to improve, please see above Student Achievement and Educational Performance-Summary of School Performance, Areas Noted for Further Growth and/or Improvement).*

   In 2025, Math for the All Students, the DFS "Increased" by 3.2 points from -118.1 to -114.9. The All Students in Math increased from the prior year.

5. In each year of the charter term, the school shall demonstrate academic growth in Math for Students with Disabilities as reported on the California School Dashboard Math Academic Performance Indicator by achieving a Distance from Standard (DFS) that has Increased or Increased Significantly from the prior year as measured by Change Level or achieved a DFS that is equal to or higher than their respective student group state average DFS.

   Status: ***The school did meet the benchmark*** *(the school leadership provided steps they are taking to continue to improve, please see above Student Achievement and Educational Performance-Summary of School Performance, Areas Noted for Further Growth and/or Improvement).*

   In 2025, Math for the Students with Disabilities student group, the DFS "Increased Significantly" by 26.5 points from -183.8 to -157.3. The Students with Disabilities student group did increase from the prior year.

6. In each year of the charter term, the school shall demonstrate academic growth in Math for the English Learner student group as reported on the California School Dashboard Math Academic Performance Indicator by achieving a Distance from Standard (DFS) that has Increased or Increased Significantly from the prior year as measured by Change Level or achieved a DFS that is equal to or higher than their respective student group state average DFS.

   Status: ***The school did meet the benchmark*** *(the school leadership provided steps they are taking to continue to improve, please see above Student Achievement and Educational Performance-Summary of School Performance, Areas Noted for Further Growth and/or Improvement).*

   In 2025, Math for the English Learner student group, the DFS "Increased" by 5.1 points from -138.9 to -133.8. The Students with Disabilities student group did increase from the prior year.

RATING NOTE: A charter school cannot receive a rating in this category greater than a one (1) if the school has been identified as a Low Performing charter school based on the state's published list.

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A1: ALL STUDENTS ENGLISH LANGUAGE ARTS (ELA) INDICATOR - (GRADES 3-8 & 11)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard All Students ELA Indicator (CDE)

Performance Rubric	Sources of Evidence
☐ The California School Dashboard All Students ELA Indicator color is Blue ☐ The California School Dashboard All Students ELA Indicator color is Green; or a Status (DFS) that is the same or higher than the state average ☒ The California School Dashboard All Students ELA Indicator color is Yellow or Orange; and a Status (DFS) that is lower than the state average ☐ The California School Dashboard All Students ELA Indicator color is Red ☐ Not available - No color assigned on the California School Dashboard for the ELA Indicator	☒ California School Dashboard (CDE) ☐ Other: (Specify)

A2: STUDENT GROUP ENGLISH LANGUAGE ARTS (ELA) INDICATOR - (GRADES 3-8 & 11)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard ELA Indicator for Numerically Significant Student Groups (30 or more students) (CDE)

Performance Rubric	Sources of Evidence
☐ All numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☐ The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☐ Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☒ None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☐ Not available - No assessment of performance on the California School Dashboard for this indicator; or the school does not have numerically significant student group(s)	☒ California School Dashboard (CDE) ☐ Other: (Specify)

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A3: ALL STUDENTS MATH INDICATOR - (GRADES 3-8 & 11)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard All Students Math Indicator (CDE)

Performance Rubric	Sources of Evidence
☐ The California School Dashboard All Students Math Indicator color is Blue ☐ The California School Dashboard All Students Math Indicator color is Green; or a Status (DFS) that is the same or higher than the state average ☒ The California School Dashboard All Students Math Indicator color is Yellow or Orange; and a Status (DFS) that is lower than the state average ☐ The California School Dashboard All Students Math Indicator color is Red ☐ Not available - No color assigned on the California School Dashboard for the Math Indicator	☒ California School Dashboard (CDE) ☐ Other: (Specify)

A4: STUDENT GROUP MATH INDICATOR - (GRADES 3-8 & 11)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard Math Indicator for Numerically Significant Student Groups (30 or more students) (CDE)

Performance Rubric	Sources of Evidence
☐ All numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☐ The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☐ Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☒ None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☐ Not available - No assessment of performance on the California School Dashboard for this indicator; or the school does not have numerically significant student group(s)	☒ California School Dashboard (CDE) ☐ Other: (Specify)

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A5: ALL STUDENTS ENGLISH LEARNER PROGRESS INDICATOR (ELPI)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard All Students ELPI (CDE)

Performance Rubric	Sources of Evidence
☐ The California School Dashboard All Students ELPI color is Blue ☒ The California School Dashboard All Students ELPI color is Green; or a Status (Percent) that is the same or higher than the state average ☐ The California School Dashboard All Students ELPI color is Yellow or Orange; and a Status (Percent) that is lower than the state average ☐ The California School Dashboard All Students ELPI color is Red ☐ Not available - No color assigned on the California School Dashboard for the ELPI	☒ California School Dashboard (CDE) ☐ Other: (Specify)

A6: ALL STUDENTS COLLEGE/CAREER (CCI) INDICATOR - (GRADES 9-12)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard All Students CCI (CDE)

Performance Rubric	Sources of Evidence
☐ The California School Dashboard All Students CCI color is Blue ☐ The California School Dashboard All Students CCI color is Green; or a Status (Percent) that is the same or higher than the state average ☐ The California School Dashboard All Students CCI color is Yellow or Orange; and a Status (Percent) that is lower than the state average ☐ The California School Dashboard All Students CCI color is Red ☒ Not available – No color assigned on the California School Dashboard for the CCI ☐ Not applicable - CCI is not applicable for the grade levels assigned at the charter school	☐ California School Dashboard (CDE) ☐ Other: (Specify)

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A7: STUDENT GROUP COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard CCI for Numerically Significant Student Groups (30 or more students) (CDE)

Performance Rubric	Sources of Evidence
☐ All numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) ☐ The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) ☐ Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) ☐ None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) ☒ Not available – No assessment of performance on the California School Dashboard for this indicator; or the school does not have numerically significant student group(s) ☐ Not applicable - CCI is not applicable for the grade levels assigned at the charter school	☐ California School Dashboard (CDE) ☐ Other: (Specify)

A8: ALL STUDENTS CHRONIC ABSENTEEISM INDICATOR - (GRADES K-8)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard All Students Chronic Absenteeism Indicator (CDE)

Performance Rubric	Sources of Evidence
☐ The California School Dashboard All Students Chronic Absenteeism Indicator color is Blue ☐ The California School Dashboard All Students Chronic Absenteeism Indicator color is Green; or a Status (Percent) that is the same or lower than the state average ☐ The California School Dashboard All Students Chronic Absenteeism Indicator color is Yellow or Orange; and a Status (Percent) that is higher than the state average ☒ The California School Dashboard All Students Chronic Absenteeism Indicator color is Red notwithstanding the Status (Percent) ☐ Not available - No color assigned on the California School Dashboard for the Chronic Absenteeism Indicator ☐ Not applicable - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	☒ California School Dashboard (CDE) ☐ Other: (Specify)

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A9: ALL STUDENTS GRADUATION RATE INDICATOR - (GRADES 9-12)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard All Students Graduation Rate Indicator (CDE)

Performance Rubric	Sources of Evidence
☐ The California School Dashboard All Students Graduation Rate Indicator color is Blue ☐ The California School Dashboard All Students Graduation Rate Indicator color is Green; or a Status (Percent) that is the same or higher than the state average ☐ The California School Dashboard All Students Graduation Rate Indicator color is Yellow or Orange; and a Status (Percent) that is lower than the state average ☐ The California School Dashboard All Students Graduation Rate Indicator color is Red ☒ Not available - No color assigned on the California School Dashboard for the Graduation Rate Indicator ☐ Not applicable - The Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	☐ California School Dashboard (CDE) ☐ Other: (Specify)

A10: ALL STUDENTS SUSPENSION RATE INDICATOR - (GRADES K-12)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard All Students Suspension Rate Indicator (CDE)

Performance Rubric	Sources of Evidence
☒ The California School Dashboard All Students Suspension Rate Indicator color is Blue ☐ The California School Dashboard All Students Suspension Rate Indicator color is Green; or a Status (Percent) that is the same or lower than the state average ☐ The California School Dashboard All Students Suspension Rate Indicator color is Yellow or Orange; and a Status (Percent) that is higher than the state average ☐ The California School Dashboard All Students Suspension Rate Indicator color is Red ☐ Not available - No color assigned on the California School Dashboard for the Suspension Rate Indicator	☒ California School Dashboard (CDE) ☐ Other: (Specify)

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ALL STUDENTS SCIENCE INDICATOR - (GRADES 5, 8, 10-12)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard All Students Science Indicator (CDE)

Performance Rubric	Sources of Evidence
The Science Indicator information is for informational purposes only and will not be scored. ☐ The California School Dashboard All Students Science Indicator is the same or higher than the state ☒ The California School Dashboard All Students Science Indicator is lower than the state ☐ Not applicable - The Science Indicator is not applicable for the grade levels assigned at the charter school ☐ Not available - No assessment of performance on the California School Dashboard for this indicator; or the school does not have numerically significant student group(s)	☒ California School Dashboard (CDE) ☐ Other: (Specify)

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ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	2, Developing

Areas of Demonstrated Strength and/or Progress

O1: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM

The school has implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards, as evidenced by:

- School leaders highlighted key features including data-driven instruction and collaborative co-planning, with documentation showing use of i-Ready Diagnostics, CAASPP Interim Assessments, and scheduled co-planning sessions where teachers review student data and lesson plans.
- Professional development materials included sessions on co-planning, data dialogue and goal setting, FIAB analysis, i-Ready data analysis, and UCLA Math Project, and documentation describing that professional development needs are determined through teacher feedback, student data, classroom observations, and review by the Instructional Leadership Team.
- Documentation and classroom observations included lesson plans aligned to California Content Standards, including CCSS and NGSS, with identified standards such as RL.7.1, RL.7.2, and 7.NS.A.1, and learning objectives displayed in student-friendly language.
- Classroom observations included evidence of learning objectives, direct and guided instruction, group and individual practice, exit tickets including Quizizz and Kahoot, and accommodations such as sentence frames, visuals, chunked tasks, extended time, and small group support.
- Documentation included a system for reviewing student data during co-planning sessions, including review of diagnostics, interim assessments, and student work to revise lesson plans and instructional materials.

Areas Noted for Further Growth and/or Improvement

O2: MEETING THE NEEDS OF ALL STUDENTS; STUDENT GROUP DATA ANALYSIS

The school has partially implemented systems to meet the learning needs of all students, including student groups, as evidenced by:

- Documentation included MTSS processes, intervention and support classes, and defined referral and progress monitoring systems.
- Documentation included differentiated instructional strategies used across content areas, including small group instruction, scaffolds, visuals, and accommodations.
- Documentation included designated and integrated ELD, including ELD schedules, pull-out supports, and lesson plans aligned to ELD standards.
- Documentation included data analysis systems, including i-Ready data dialogue, and Tier 2 data-to-action cycles identifying student needs and instructional next steps.
- Classroom observations included evidence of:
  - posted learning objectives
  - use of visuals and sentence frames
  - opportunities for group and partner discussion

- accommodations including chunked tasks, extended time, and small group support in some classrooms observed
- Classroom observations also reflected variability in implementation of differentiated instructional strategies and student engagement across classrooms.
- Student achievement data shows a high percentage of students performing below grade level and limited growth across student groups, indicating that implementation is not yet consistent across classrooms or resulting in improved outcomes for all students.

O4: SCHOOL CLIMATE AND STUDENT DISCIPLINE

The school has partially implemented a school climate and student discipline system aligned to the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as evidenced by:

- Documentation included a comprehensive PBIS framework with Tier 1, Tier 2, and Tier 3 interventions, including incentives, Check-In Check-Out, counseling services, and individualized supports
- Documentation included restorative practices and alternatives to suspension, including behavior reflections, restorative circles, counseling, Ripple Effects program, and in-school reflection structures
- Documentation included systems to monitor school climate and discipline data, including tracking of attendance, suspensions, and behavioral incidents, with regular data review to identify trends and guide interventions
- Documentation included social-emotional learning, student supports, community partnerships, and parent engagement structures**,** including workshops, counseling, and outreach to families
- Chronic absenteeism data remains elevated, and documentation reflects ongoing implementation of intervention plans and strategies to address attendance, indicating that systems are in place but not yet resulting in improved outcomes for all students

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes:
None

Progress on LAUSD Board of Education Benchmarks and/or MOU related to ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS (if applicable):

☒ Not Applicable

***RATING NOTES:**

- ***The overall rating for this category will be impacted if the school is in breach of the operative charter, including Federal, State, and District Required Language related to this section; and/or by a failure to provide evidence of any item on the following three (3) checklists: A) Review of Clearances, Credentialing, and Mandated Training Compliance Items; B) Review of Health and Safety Compliance Items; C) Review of Transparency and Stakeholder Information Compliance Items. See checklists below.***

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O1: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM

The school has systems in place to ensure alignment to the curricular and educational program outlined in the approved charter by:

- Implementing innovative components and key features of the educational program described in the charter
- Implementing standards-based instruction in accordance with the California State Content Standards specific to the grade levels served and aligned with the needs of students
- Implementing assessments to measure the development of grade-level appropriate academic and non-academic skills
- Reviewing and analyzing school and student progress towards annual goals (schoolwide and for all student groups that the school serves) that are consistent with the educational performance measured by the California School Dashboard and state assessments
- Providing teacher, staff, and administrator professional development specific to supporting desired student outcomes, innovative components, and key features outlined in the school's charter
- Implementing a system to monitor student progress toward, and completion of, graduation and A-G requirements (**high schools only**)

Performance Rubric	Sources of Evidence
☐ The school has fully implemented the educational program, including innovative components and key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served; and has achieved an overall rating of "3" or "4" in the Student Achievement and Educational Performance category of this year's oversight report ☒ The school has implemented the educational program, including innovative components and key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served ☐ The school has partially implemented the educational program, including innovative components and key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served ☐ The school has minimally implemented, or not at all, the educational program, including innovative components and key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served	☒ Innovative Components and Key Features of the Educational Program ☒ Standards-Based Instructional Program ☒ Master Schedule/Course Schedule ☒ Student Achievement Data Analysis ☒ Professional Development documentation ☒ Classroom/site Observation ☒ Discussion with school leadership ☐ Other: (Specify) High School: ☐ System for monitoring student progress toward and completion of graduation and A-G Requirements ☐ WASC Accreditation Notification Letter ☐ UC Doorways course approval ☐ Graduation Requirement/Policy ☐ Math Placement Assessment Policy (9th grade only) ☐ Advanced Placement Exam: Participation Rate and Passage Rate ☐ College acceptance and enrollment rates

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O2: MEETING THE NEEDS OF ALL STUDENTS; STUDENT GROUP DATA ANALYSIS

The school has a system in place to ensure:

- Implementation of differentiated instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all numerically significant student groups identified in the school's LCAP and by the CDE
- Implementation of internal student assessments aligned with instructional outcomes to determine student mastery of California State Content Standards
- Disaggregation and analysis of data on a regular basis to address individual student needs and guide instructional planning and use of interventions
- Implementation, review, and modification, as appropriate, of its Master Plan for English Learners (EL identification, standards-based designated and integrated ELD instruction, progress monitoring, assessment, and reclassification)

Performance Rubric	Sources of Evidence
☐ The school has a well-developed system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; evidence of systems to modify instruction based on data analysis; and has achieved an overall rating of "3" or "4" in the Student Achievement and Educational Performance category of this year's oversight report ☐ The school has a system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; and evidence of systems to modify instruction based on data analysis ☒ The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and/or limited evidence of systems to modify instruction based on data analysis ☐ The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and/or no evidence of systems to modify instruction based on data analysis	☒ Implementation of differentiated instructional strategies ☒ Intervention/Enrichment Program during the instructional day ☒ Student Group data analysis ☒ Internal assessment data ☒ Professional Development documentation ☒ Students Experiencing Homelessness Designee ☒ Foster Youth Designee ☒ Classroom/site Observation ☒ Discussion with school leadership ☐ Other: (Specify) English Learners ☒ Master Plan for English Learners ☒ Designated English Language Development (ELD) schedule ☒ Documentation of implementation of the school's Master Plan for English Learners ☒ Implementation of a data analysis system

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O3: SPECIAL EDUCATION

The school has a system in place to ensure that the school:

- Provides special education programs and services in accordance with students' IEPs
- Maintains and monitors mandated IEP timeline records and accurate service provision records in Welligent
- Conducts a special education self-review annually, using the Special Education Self-Review Checklist
- Provides special education training for staff

Performance Rubric	Sources of Evidence
☐ The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with regular and ongoing professional development/training to support implementation of its special education program; and as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records ☒ The school has a system in place for implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with professional development/training to support implementation of its special education program; and as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records ☐ The school has a partially developed system in place for implementation and monitoring of its special education processes and program in compliance with all requirements ☐ The school has a minimal or no system in place for implementation and monitoring of its special education processes and program in compliance with all requirements ☐ Not applicable - Charter school participates in LAUSD's Option 1 SELPA	☒ Welligent IEP Timeline and Service Tracking Reports ☒ Annual Self-Review Checklist ☒ Professional Development documentation ☒ Classroom/site Observation ☒ Discussion with School Leadership ☐ Other: (Specify)

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O4: SCHOOL CLIMATE AND STUDENT DISCIPLINE

The school has a school climate and schoolwide student discipline system in place to ensure that the school's practices:

- Align with principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, schoolwide positive behavior support, and data monitoring
- Provide positive opportunities for student wellness, growth, and success, aimed at making the school safe, welcoming, supportive, and inclusive
- Monitor discretionary suspensions and expulsions
- Monitor chronic absenteeism for all students and student groups
- Prevent acts of bullying, including cyberbullying, in accordance with the requirements of Ed. Code, §§ 32283.5 and 234.4

Performance Rubric	Sources of Evidence
☐ The school has a well-developed and effective school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights. Additionally, the school demonstrates effective and consistent implementation of applicable policies related to suspensions and expulsions including, but not limited to, appropriate and timely notification to the District. ☐ The school has a school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights. Additionally, the school demonstrates consistent implementation of applicable policies related to suspensions and expulsions including, but not limited to, appropriate notification to the District. ☒ The school has a partially developed and/or minimally effective school climate and student discipline system that is only partially aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, and/or the school demonstrates inconsistent implementation of applicable policies related to suspensions and expulsions including, but not limited to, appropriate and timely notification to the District. ☐ The school has a minimally developed school climate and student discipline system as demonstrated by one or more of the following: the issuance of repeated CSD Notices to Cure (tiered intervention) related to suspension/expulsion; noted concerns related to ensuring due process rights when implementing suspension/expulsion practices; violation of law or policy.	☒ Positive school climate system and Restorative Justice documentation ☒ Documentation of systems to prevent acts of bullying ☒ Documentation of systems to promote regular attendance ☒ Professional Development documentation ☒ Classroom/site Observation ☒ Discussion with school leadership ☐ Stakeholder focus group ☐ Other: (Specify)

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O5: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT

The school has a system for stakeholder engagement, including gathering input, facilitating, and encouraging involvement, sharing information, and resolving concerns, which:

- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school's charter, and the school LCAP
- Implements a School Site Council (SSC), English Learner Advisory Committee (ELAC), and/or Parent Advisory Committee (PAC) in accordance with applicable legal requirements (e.g., member composition of committee/council, legally required topics, etc.), if applicable

Performance Rubric	Sources of Evidence
☐ The school provided evidence of a well-developed and effective system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements ☒ The school provided evidence of a system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements ☐ The school provided limited evidence of a system for stakeholder engagement, sharing information, and resolving concerns ☐ The school provided little to no evidence of a system for stakeholder engagement, sharing information, and resolving concerns	☒ Yearlong Calendar of stakeholder engagement events/meetings. ☒ Stakeholder Engagement ☒ Stakeholder Consultation ☒ School Site Council (SSC) documentation ☒ Parent Advisory Committee (PAC) documentation ☒ English Learners Advisory Committee (ELAC) documentation ☒ School website ☒ Discussion with school leadership ☐ Stakeholder focus group ☐ Other: (Specify)

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A. Review of Clearances, Credentialing, and Mandated Training Compliance Items

The items below are expected to be evident to ensure the school is in compliance with applicable law and the terms of its approved charter regarding clearances, credentialing, and mandated training at all times. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and restrict the overall rating in the Organizational Management, Programs, and Operations category as indicated below.

Rating Note: A charter school cannot receive an overall rating in this category greater than one (1) if any items below are not evident.

Item	Evident	Not Evident
All new employees of the charter have a DOJ Criminal Background Clearance date prior to start date, per Ed Code § 45125.	☒	☐
Charter maintains accurate vendor certification forms, which are reviewed and signed by the charter school representative, prior to start date of vendor services, per Ed Code §§ 44237 and 45125.1.	☒	☐
All sole proprietors have a Sole Proprietor Criminal Background Clearance Certification form and a Sole Proprietor Vendor Certification of Criminal Background Clearance, Tuberculosis (TB) Clearance, and Credential Verification form completed prior to start date, per Ed Code §§ 44237, 45125.1 and 49406.	☒	☐
If applicable, all volunteers who perform school-site services while not under the direct supervision of a school employee have a DOJ Criminal Background Clearance date prior to start date, Ed Code §§ 44237 and 45125.	☐	☐
	☒ Not applicable	

Rating Note: A charter school cannot receive an overall rating in this category greater than two (2) if any items below are not evident.

Item	Evident	Not Evident
All employees have completed mandated child abuse reporter training within 6-weeks of the beginning of the school year or within 6-weeks of employment, per Ed Code § 44691.	☒	☐
All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times, per Ed Code § 47605(l).	☒	☐

Rating Note: A charter school may not receive an overall rating in this category greater than two (2) if any items below are not evident.

Item	Evident	Not Evident
The school has provided documentation for at least one Custodian of Records, per California Penal Code § 11102.2.	☒	☐
All new employees of the charter have undergone a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, per Ed Code § 49406.	☒	☐
All employees have current TB clearance, per Federal, State, and District Required Language.	☒	☐
All volunteers with frequent or prolonged contact with students have a current TB clearance upon initial time of assignment, per Ed Code § 49406.	☐	☐
	☒ Not applicable	

Notes:
None

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B. Review of Health and Safety Compliance Items

The items below are expected to be evident at the charter school to ensure the protection of student and staff health and safety. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and restrict the overall rating in the Organizational Management, Programs, and Operations category as indicated below.

A charter school cannot receive an overall rating in this category greater than one (1) if the items below are not evident.

Item	Evident	Not Evident
A current, comprehensive, site-specific comprehensive Health, Safety, and Emergency School Safety Plan per requirements of Ed. Code, §§ 47605(c)(5)(F), 32282, and 35179.4, as applicable. (Note: For schools co-located with a District school, the charter school participates in and complies with the District school's Integrated Safe School Plan)	☒	☐

A charter school may receive an overall rating in this category of two (2) if any of the items below are not evident.
If several (i.e., two or more) items below are not evident, charter school may receive an overall rating of one (1) in this category.

Item	Evident	Not Evident
School has sufficient emergency supplies in the event of a natural disaster or other emergency (Ed. Code § 32282)	☒	☐
School conducts annual emergency drills and trainings as legally required to prepare for a natural disaster or other emergency, per Ed. Code §§ 32001 and 32282	☒	☐
Provision and documentation of health screenings (e.g., vision, hearing, and scoliosis) per current applicable law and terms of the charter (Ed. Code § 49450 et seq, as referenced in FSDRL)	☒	☐
Stock and maintenance of the required number and type of emergency epinephrine auto-injectors ("epi-pen") onsite and training has been provided to volunteer staff member(s) in the storage and emergency use, per Ed. Code § 49414 and § 4119.2 of the Business and Professions Code	☒	☐
Provision of at least two meals free of charge (breakfast and lunch) during each school day to students requesting a meal, regardless of their free or reduced-price meal eligibility, per Ed. Code § 49501.5	☒	☐
A Board adopted Pupil Suicide Prevention Policy (grades 1-6 and/or grades 7-12, as applicable), requirements per of Ed. Code § 215. Suicide Prevention Lifeline and National Domestic Violence Hotline on at least one side of Student ID cards, as specified in Ed. Code § 215.5	☒	☐
For schools offering an interscholastic athletic program, at least one automated external defibrillator (AED) is onsite, and available at on-campus athletic activities or events per Ed. Code §§ 35179.4 and 35179.6.	☐	☐
	☒ Not applicable	

Notes:
None

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C. Review of Transparency and Stakeholder Information Compliance Items

The items below are expected to be evident at the charter school to ensure that it operates in a transparent manner and keeps all stakeholders informed. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and impact the overall rating in the Organizational Management, Programs, and Operations category.

A charter school cannot receive a rating in this category greater than three (3) if any of the items below are not evident.

Item	Evident	Not Evident
The following information posted to the school's website: ☒ LCAP, per Ed. Code § 47606.5(h) ☒ Current Board agenda in compliance with Brown Act, per Gov. Code, § 54954.2 (a)(1) and (d). ☒ Policy on Pupil Suicide Prevention per Ed. Code § 234.6 ☒ Title IX information, including a link to CDE's Title IX website per Ed. Code § 234.6 ☒ Policies on anti-discrimination, anti-harassment, anti-intimidation, anti-bullying, and sexual harassment policies, including: anti-cyberbullying procedures, social media anti-bullying procedures, and a link to statewide resources including community-based organizations compiled by CDE, per Ed. Code § 234.6 ☒ Information provided to parents/guardians regarding the dangers associated with using synthetic drugs that are not prescribed by a physician, such as fentanyl; the possibility that dangerous synthetic drugs can be found in counterfeit pills; and the risk of social media platforms being used as a way to market and sell synthetic drugs, such as fentanyl, per Ed Code § 48985.5	☒	☐
Provides stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance Ed. Code § 47605(c)(5)(C)	☒	☐
Access to approved charter	☒	☐
Documentation of informing parents/guardians about transferability of courses/course credit and eligibility to meet A-G requirements (high schools only), per Ed. Code § 47605	☐	☐
	☒ Not applicable	
Informing parents/guardians of human trafficking prevention resources (grades 6-12), per Ed. Code § 49381	☒	☐
	☐ Not applicable	
Notification of access to available mental health services (grades K-12), per Ed. Code § 49428.	☒	☐
Charter schools serving any of the grades 6 to 12, shall prominently and conspicuously display a poster that identifies approaches and shares resources regarding pupil mental health in appropriate public areas that are accessible to, and commonly frequented by, pupils, per Ed. Code § 49428.5	☒	☐
	☐ Not applicable	

Notes:
None

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LOCAL CONTROL AND ACCOUNTABILITY PLAN 2025-2026 (For Informational Purposes Only)

The CSD reviewed the Local Control and Accountability Plan.	
All requested template information and descriptions were *provided*:	**Sources of Evidence**
☒ LCFF Budget Overview for Parents ☒ Plan Summary ☒ Engaging Educational Partners ☒ Goals and Actions ☒ Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students ☒ Action Tables ☒ Instructions	☒ Local Control and Accountability Plan ☒ Board Agenda and Minutes
Notes: None	

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8196	2021-2022					2022-2023					2023-2024				
Monsenor Oscar Romero Charter Middle	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents		3,396,741	3,301,528	4,446,002	4,446,001		2,892,508	3,001,526	4,393,392	4,389,246		4,187,350	3,464,243	4,419,671	4,419,669
Accounts Receivable		479,186	630,990	732,328	869,189		1,092,365	1,349,660	1,423,727	1,423,854		914,588	1,290,748	1,205,842	1,863,521
Other Current Assets		115,266	115,266	42,977	42,967		65,775	39	51,430	51,303		61,029	61,041	44,723	44,425
Total Current Assets		**3,991,193**	**4,047,784**	**5,221,307**	**5,358,157**		**4,050,648**	**4,351,226**	**5,868,549**	**5,864,403**		**5,162,967**	**4,816,032**	**5,670,236**	**6,327,615**
Fixed and Other Assets		26,669,528	26,669,001	26,668,250	26,668,249		25,868,024	25,867,573	25,870,003	25,897,173		25,159,018	25,182,472	25,181,160	25,181,161
Total Assets		**30,660,721**	**30,716,785**	**31,889,557**	**32,026,406**		**29,918,673**	**30,218,799**	**31,738,552**	**31,761,576**		**30,321,985**	**29,998,504**	**30,851,396**	**31,508,776**
Deferred Outflows of Resources		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		1,175,004	1,282,274	2,694,414	2,742,187		1,168,275	1,307,290	2,702,638	2,746,668		2,193,402	1,567,505	2,247,608	2,293,352
Other Long Term Liabilities		7,165,847	7,165,846	7,138,722	7,115,270		6,954,656	6,954,656	6,917,960	6,901,097		6,761,065	6,986,695	6,731,236	6,685,492
Unfunded OPEB Liabilities		0	0	0	0		0	0	0	0		0	0	0	0
Total Liabilities		**8,340,851**	**8,448,120**	**9,833,136**	**9,857,457**		**8,122,931**	**8,261,946**	**9,620,599**	**9,647,765**		**8,954,467**	**8,554,200**	**8,978,844**	**8,978,844**
Deferred Inflows of Resources		0	0	0	0		0	0	0	0		0	0	0	0
Net Assets		**22,319,870**	**22,268,665**	**22,056,421**	**22,168,949**		**21,795,742**	**21,956,853**	**22,117,954**	**22,113,811**		**21,367,518**	**21,444,304**	**21,872,552**	**22,529,932**
Total Revenues	4,613,811	5,234,964	5,467,836	5,262,873	5,399,725	6,003,783	6,455,197	6,674,752	6,484,638	6,484,639	6,751,054	6,552,201	6,527,532	6,729,556	7,386,937
Total Expenditures	5,395,994	5,578,167	5,822,723	5,830,004	5,854,328	6,742,108	6,828,321	6,886,848	6,535,634	6,539,777	7,354,421	7,302,636	7,196,955	6,970,816	6,970,816
Net Income / (Loss)	**(782,183)**	**(343,203)**	**(354,887)**	**(567,131)**	**(454,603)**	**(738,325)**	**(373,124)**	**(212,096)**	**(50,996)**	**(55,138)**	**(603,367)**	**(750,436)**	**(669,422)**	**(241,260)**	**416,121**
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	**(782,183)**	**(343,203)**	**(354,887)**	**(567,131)**	**(454,603)**	**(738,325)**	**(373,124)**	**(212,096)**	**(50,996)**	**(55,138)**	**(603,367)**	**(750,436)**	**(669,422)**	**(241,260)**	**416,121**
Net Assets, Beginning	22,328,888	22,667,797	22,667,797	22,667,797	22,623,552	22,268,665	22,056,421	22,056,421	22,056,421	22,168,949	21,956,853	22,117,954	22,117,954	22,117,954	22,113,811
Adj. for restatement / Prior Yr Adj	34,356	(4,724)	(44,245)	(44,245)	0	487,815	112,444	112,528	112,528	0	(38,527)	0	(4,227)	(4,142)	0
Net Assets, Beginning, Adjusted	**22,363,244**	**22,663,073**	**22,623,552**	**22,623,552**	**22,623,552**	**22,756,480**	**22,168,866**	**22,168,949**	**22,168,949**	**22,168,949**	21,918,326	22,117,954	22,113,726	22,113,812	22,113,811
Net Assets, End	**21,581,061**	**22,319,870**	**22,268,665**	**22,056,421**	**22,168,949**	**22,018,155**	**21,795,742**	**21,956,853**	**22,117,954**	**22,113,811**	**21,314,958**	**21,367,518**	**21,444,304**	**21,872,552**	**22,529,932**
Unrestricted Net Assets		22,240,777	22,213,790	21,946,469	22,058,997		2,981,893	21,914,694	21,962,634	21,958,491		21,208,541	21,263,394	21,728,376	22,385,757
Restricted Net Assets		79,093	54,875	109,952	109,952		18,813,849	42,159	155,320	155,320		158,977	180,910	144,175	144,175

8196	Audited Financials					2024-2025					2025-2026				
Monsenor Oscar Romero Charter Middle	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	4,446,001	4,389,246	4,419,669	4,660,050	0		4,291,094	4,670,614	4,655,783	4,660,050		3,808,997	3,849,228	0	0
Accounts Receivable	869,189	1,423,854	1,863,521	835,554	0		640,567	616,775	839,529	835,554		0	596,998	0	0
Other Current Assets	42,967	51,303	44,425	41,785	0		51,221	51,221	42,083	41,785		628,333	47,952	0	0
Total Current Assets	**5,358,157**	**5,864,403**	6,327,615	5,537,389	0		**4,982,882**	**5,338,610**	**5,537,396**	**5,537,389**		**4,437,330**	**4,494,177**	**0**	**0**
Fixed and Other Assets	26,668,249	25,897,173	25,181,161	24,434,751	0		24,404,880	24,404,264	24,434,752	24,434,751		23,709,554	23,707,872	0	0
Total Assets	**32,026,406**	**31,761,576**	**31,508,776**	**29,972,140**	**0**		**29,387,762**	**29,742,874**	**29,972,148**	**29,972,140**		**28,146,885**	**28,202,049**	**0**	**0**
Deferred Outflows of Resources	0	0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities	2,742,187	2,746,668	2,293,352	1,709,725	0		1,378,302	1,346,156	1,680,624	1,709,725		1,173,665	1,132,266	0	0
Other Long Term Liabilities	7,115,270	6,901,097	6,685,492	6,494,055	0		6,536,935	6,536,935	6,523,473	6,494,055		6,332,314	6,333,890	0	0
Unfunded OPEB Liabilities	0	0	0	0	0		0	0	0	0		0	0	0	0
Total Liabilities	**9,857,457**	**9,647,765**	**8,978,844**	**8,203,780**	**0**		**7,915,237**	**7,883,090**	**8,204,097**	**8,203,780**		**7,505,979**	**7,466,156**	**0**	**0**
Deferred Inflows of Resources	0	0	0	0	0		0	0	0	0		0	0	0	0
Net Assets	**22,168,949**	**22,113,811**	**22,529,932**	**21,768,360**	**0**		**21,472,525**	**21,859,784**	**21,768,050**	**21,768,360**		**20,640,905**	**20,735,893**	**0**	**0**
Total Revenues	5,399,725	6,484,639	7,386,937	6,545,081	0	6,380,515	6,901,336	6,556,417	6,479,563	6,545,081	6,765,196	6,231,861	6,263,559	0	0
Total Expenditures	5,854,328	6,539,777	6,970,816	7,306,653	0	7,132,937	7,301,363	7,226,565	7,241,445	7,306,653	7,525,130	7,359,320	7,296,030	0	0
Net Income / (Loss)	**(454,603)**	**(55,138)**	**416,121**	**(761,572)**	**0**	**(752,422)**	**(400,026)**	**(670,149)**	**(761,882)**	**(761,572)**	**(759,933)**	**(1,127,459)**	**(1,032,471)**	**0**	**0**
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	**(454,603)**	**(55,138)**	**416,121**	**(761,572)**	**0**	(752,422)	**(400,026)**	**(670,149)**	**(761,882)**	**(761,572)**	(759,933)	(1,127,459)	(1,032,471)	0	0
Net Assets, Beginning	22,623,552	22,168,949	22,113,811	22,529,932	0	21,444,304	21,872,552	21,872,552	21,872,552	22,529,932	21,859,784	21,768,050	21,768,364	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	105,969	0	657,381	657,381	0	0	314	314	0	0
Net Assets, Beginning, Adjusted	22,623,552	22,168,949	22,113,811	22,529,932	0	21,550,273	21,872,552	22,529,932	22,529,932	22,529,932	21,859,784	21,768,364	21,768,677	0	0
Net Assets, End	**22,168,949**	**22,113,811**	**22,529,932**	**21,768,360**	**0**	**20,797,851**	**21,472,525**	**21,859,784**	**21,768,050**	**21,768,360**	**21,099,850**	**20,640,905**	**20,736,207**	**0**	**0**
Unrestricted Net Assets	22,058,997	21,958,491	22,385,757	21,624,185	0		21,302,821	21,693,861	21,624,142	21,624,185		20,500,013	20,559,304	0	0
Restricted Net Assets	109,952	155,320	144,175	144,175	0		169,705	165,923	143,909	144,175		140,892	176,589	0	0

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FISCAL OPERATIONS	RATING
Summary of School Performance	4, Accomplished

Other circumstances and information could influence the rating and are noted in this evaluation.

Financial Highlights

The charter school's net assets are positive.

FINANCIAL HIGHLIGHTS					
Monseñor Oscar Romero Charter Middle	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Audited Actuals)	2025-2026 (Second Interim)
Net Assets	$22,168,949	$22,113,811	$22,529,932	$21,768,360	$20,735,889
Net Income / (Loss)	($454,603) [1]	($55,138) [1]	$416,121 [2]	($761,572) [1]	($1,032,471) [3]
Transfers In / Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Cash and Cash Equivalents	$4,446,001	$4,389,246	$4,419,669	$4,660,050	$3,849,228
Unrestricted Net Assets	$22,058,997	$21,958,491	$22,385,757	$21,624,185	$20,559,304
Norm Enrollment Reported by the School	295	280	272	298	277
FINANCIAL RATIO ANALYSIS					
Fund Reserve (Reserve for Economic Uncertainty) (Unrestricted Net Assets /Total Expenditures) *3% - 5% and greater is recommended (depending on the school's ADA)*	376.80%	335.77%	321.14%	295.95%	281.79%

Cash Reserve Level (Cash Balance/Total Expenditures) *5% and greater is recommended*	75.94%	67.12%	63.40%	63.78%	52.76%
Current Ratio (Working Capital Ratio) (Current Assets/Current Liabilities) *At least 1.2 or 120% is recommended*	195.40%	213.51%	275.91%	323.88%	396.92%
Debt Ratio (Total Liabilities/Total Assets) *Lower than 1.0 or 100% is recommended*	30.78%	30.38%	28.50%	27.37%	26.47%

[1] Per the charter operator, the operating losses reported for Fiscal Years (FYs) 2021–2022, 2022–2023, and 2024–2025 were primarily attributable to non-cash depreciation expenses of $820,844, $801,842, and $767,688, respectively, related to the school's Proposition 1D property. When excluding these depreciation expenses, the school would have reported net operating income for each of the corresponding years.
[2] The net income reported for FY 2023-24 is primarily attributable to revenues received from the Employee Retention Credit ("ERC").
[3] According to the school, the projected net loss of ($1,032,471) in FY 2025-2026 is primarily due to a combination of depreciation expense of $767,433, lower-than-projected enrollment, and an unanticipated increase in district facilities costs.

Charter Operator Fiscal Information

The financial condition of the charter operator is summarized in the table below.

YPI Charter Schools, Inc.'s (YPICS)					
Source: Independent Audit Report for the Year Ending June 30, 2025					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
3	3	$27,392,027	($754,991) [4]	$0	$0

[4] The YPICS organization's net loss of ($754,991) in FY 2024–2025 was largely attributable to the ($761,572) net loss at Monseñor Oscar Romero Charter Middle, offset by net income of $6,262 at Bert Corona Charter and $319 at Bert Corona Charter High. See subscript #1 in the Financial Highlights section for additional information regarding Monseñor Oscar Romero Charter Middle's net loss reported in FY 2024-2025.

Management Fees: According to YPICS, there are no management fees charged to any of the YPICS charter schools that it operates. Instead, each school pays a portion of the actual expenses for administrative support, including the salaries of YPICS' Executive Director, its Chief Operations Officer, and other Learning and Support Center (YPICS' Home Office) positions that are related to the organization. These costs are allocated on a pro-rated basis among the YPICS schools based on Average Daily Attendance (ADA).

Norm Enrollment Data and Trends

The school's Norm Enrollment history by grade level is summarized below.

Monseñor Oscar Romero Charter Middle Norm Day Enrollment History					
Grade Level	**2021-2022**	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**
6	88	97	71	103	71
7	90	95	98	87	111
8	117	88	103	108	95
Total Enrollment	**295**	**280**	**272**	**298**	**277**
Increase/(Decrease) in Enrollment from Prior Year	**N/A**	**(15)**	**(8)**	**26**	**(21)**
Enrollment Growth/(Decrease) (%)	**N/A**	**(5.1%)**	**(2.9%)**	**9.6%**	**(7.0%)**

Accumulated Increase/Decrease in Student Enrollment Since 2021-2022	
Accumulated decrease in student enrollment count	**(18)**
Accumulated decrease in student enrollment percentage	**(6.1%)**

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2025-2026 projected enrollment per the enrollment rollout plan or budget in the school's operative charter as compared to its reported 2025-2026 Norm Enrollment	
2025-2026 per the enrollment rollout plan in the school's operative charter	**295**
2025-2026 Norm Enrollment	**277**
Below 2025-2026 per enrollment rollout plan in its operative charter	**(18)**
Below 2025-2026 per enrollment rollout plan in its operative charter percentage	**(6.1%)**

Areas of Demonstrated Strength and/or Progress:

The school's net assets are positive. Please refer to the Financial Highlights table above.

Areas Noted for Further Growth and/or Improvement:

No significant items noted.

Other Observations:

1. **Type of Observation:** Unclear Written Guidance in the School's Fiscal Policies and Procedures (On Approval Authority for Contracts and Expenditures at $50,000 Threshold)
   - **Source(s) of Document Reviewed:** Charter Operator's Fiscal Policies, and Procedures
   - **Description of Observation:** Page 4 (Lines of Authority) of YPICS' Fiscal Policies and Procedures (FPP) approved on 4/28/2025 states:

     Governing Board
     - Reviews and approves all contracts over $50,000.
     - Reviews and approves all non-budgeted expenditures over $50,000 and any irregular expenditures.

     Executive Director
     - Reviews and approves all contracts under $50,000.
     - Reviews and approves all expenditures under $50,000.

     As such, the CSD noted that the FPP lacks clarity regarding the approval authority for contracts and expenditures at precisely $50,000.

   - **Charter School's Response:** YPICS stated that it will incorporate the recommended revisions into its Fiscal Policies and Procedures and present the updated policy to the charter school board as soon as possible.

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- **CSD Comments:** The lack of clear, written policies, procedures, and documentation for the organization's contract and expenditure thresholds may create uncertainty among charter school employees, the authorizer, and other stakeholders, and may raise questions regarding consistency and oversight. The CSD acknowledges that the charter operator will update its FPP to address the observation, as noted above, and the CSD will continue to monitor the school's adherence to its FPP through ongoing oversight.

The Charter Schools Division will continue to monitor this issue referenced above during the next oversight visit. The results may be factored in the school's rating for next year.

Corrective Action Required:

None noted that immediate action is required to remedy concerns in this report.

Progress on LAUSD Board of Education and/or MOU Benchmarks related to FISCAL OPERATIONS (if applicable):

☒ Not Applicable

LAUSD CHARTER SCHOOLS DIVISION

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DATE OF VISIT: **5/6/2026**

Notes:

I.	Review of Fiscal Documentation	Comments
1.	FY 2024-2025 Independent Audit Report	
	a. Audit opinion:	Unmodified/Unqualified
	b. Material weaknesses:	None Reported
	c. Deficiencies/Findings:	None Reported
	d. Lack of a Going Concern:	None Reported
	Description (if applicable):	
	The status of audit findings from 2023-2024 (if applicable)	Not applicable
2.	(Only for **new schools** without an audit report on file) The charter school is in its first/second year of operation and there is no independent audit report on file with the CSD.	Not applicable
3.	The 2024-2025 audited and unaudited actuals:	Nearly mirror each other.
	The 2024-2025 independent audit report is not available as of the date of this report.	Not applicable
4.	Segregation of Duties (SOD) reviews were conducted in-person at:	Monseñor Oscar Romero Charter Middle
		No discrepancies were noted.
5.	Proposition 39 information.	Not applicable

II.	Review of 2025-2026 Fiscal Preparation Guide	Provided	Comments
1.	Most Current Fiscal Reports Reported to the Board	Yes	
2.	Board Meeting Minutes – Discussion of Fiscal Reports Presented to Board & Board Packet	Yes	
3.	Audit or Fiscal Reports – CalSTRS, CalPERS, USDE, CDE, FCMAT, IRS, SBA, OPEB, etc.	N/A	

4.	Board Meeting Minutes – Approval of 2025-2026 Budget	Yes	
5.	Evidence of Compliance – STRS, PERS, Social Security, Other Benefits	Yes	Benefits offered by the school: STRS, 403B, and Social Security
6.	Board Meeting Minutes – Selection of Independent Auditor	Yes	
7.	Board Meeting Minutes – Discussion of Independent Audit Report	Yes	
8.	Board Meeting Minutes – Discussion of the Most Recent Interim Financial Reports Submitted to LAUSD	Yes	
9.	Board Meeting Minutes – Discussion of Staff or Vendors Complaints	N/A	
10.	Board Meeting Minutes – Discussion of 2024-2025 Annual Performance-Based Oversight Visit Report	Yes	
11.	Current Fiscal Policies and Procedures	Yes	
12.	Board Meeting Minutes – Approval of Fiscal Policies and Procedures	Yes	
13.	Organizational Chart(s)	Yes	
14.	Summary of Total Compensation Paid in FY 2024-2025	Yes	
15.	Related Parties	Yes	
16.	MOUs for CMO Management Fees and/or back office service provider agreements	Yes	
17.	Board Meeting Minutes – Approval of Management Fees, License Fees, or Any Other Fees	Yes	
18.	Most Current Accounts Payable Aging Report	Yes	
19.	Check Registers (12 months)	Yes	Period spanning from 1/2025 to 12/2025 Reviewed checks for sample testing No discrepancies were noted.
20.	Credit Card Statements and Reconciliations (6 months)	Yes	Period spanning from 7/2025 to 12/2025 Reviewed credit card transactions for sample testing No discrepancies were noted.
21.	Monthly Bank Statements and Reconciliations (6 months)	Yes	Period spanning from 7/2025 to 12/2025 Reviewed electronic credit/debit transactions for sample testing No discrepancies were noted.
22.	Student Body Financial Records (6 months)	Yes	Period spanning from 07/2025 to 12/2025

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			Reviewed student body financial transactions for sample testing No discrepancies were noted.
23.	Capitalized and Non-Capitalized Inventory Listing	Yes	
24a.	Posting of EPA on School's Website	Yes	
24b.	Posting of Audited Financials on School's Website	Yes	
25.	Financing Activities, Loans, Factoring Receivables, Intercompany Transfers/Loans, etc.	Yes	
26.	New and Renewed Facility Lease Agreements and Board Meeting Minutes – Approval of New or Renewed Lease	N/A	
27.	Facilities Plans – Purchase, Lease, Relocation, Expansion, Major Improvements	N/A	
28.	Employee Retention Credit	Yes	Both 2023-2024 and 2024-2025 YPICS independent audit reports disclosed that YPICS applied and received ERC for $1,878,231. Governing board meeting minutes, Internal Revenue Service's correspondences, and other forms pertaining to the ERC application were provided
29.	Disclosure of Legal Issues with material fiscal impact	N/A	

Notes: N/A (Provided Column) = indicated by the charter school as not applicable
ANI = Areas Noted for Further Growth and/or Improvement
OO = Other Observations

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Monseñor Oscar Romero Charter Middle**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/6/2026**

Fiscal Operations Rubrics

Existing School *– a charter school that was/is in operation/active in the preceding school year(s) and the current school year. Existing schools may receive a rating of 4, 3, 2, or 1.*

New School *– a charter school that is in its first year of operation in the current school year and does not have an independent audit report or audited financial result for its first operative year on file with LAUSD. New schools are evaluated based on current year information. New schools may receive a rating of 2 or 1.*

Existing School 4 (Accomplished)	***To receive a rating of 4 (Accomplished), an existing school, at a minimum, meets all of the Required and Supplemental Criteria listed below.***

REQUIRED CRITERIA

1. Net assets are positive in the two most current annual independent audit reports;
2. The cash balance at the beginning of the school year is positive;
3. The two most current annual independent audit reports show no audit findings that are identified as material weaknesses or significant deficiencies;
4. If applicable, federal, state, and other public agency audits/reviews (e.g., California State Teachers' Retirement System (CalSTRS), California Public Employees' Retirement System (CalPERS), Fiscal Crisis & Management Assistance Team (FCMAT), United States Department of Education (USDE), California Department of Education (CDE), United States Small Business Administration (SBA), Internal Revenue Service (IRS), Employment Development Department (EDD), etc.), at the time of the oversight visit, show no outstanding findings;
5. Vendors and staff are consistently paid in a timely manner;
6. Governing board approves fiscal policies and procedures, at a minimum, once prior to each charter renewal term;
7. The charter school consistently adheres to the governing board-approved fiscal policies and procedures;
8. Governing board adopts the annual budget;
9. Governing board reviews and/or discusses audited financial statements submitted to LAUSD;
10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;
11. There is no apparent conflict of interest;
12. The Education Protection Account allocation and expenditures and audited financial statements are posted on the charter school's website;
13. The LCAP is submitted to the appropriate agencies;
14. Reasonable requests for information made by the Charter Schools Division and LAUSD are consistently processed or submitted by the charter school in a timely manner;
15. There are no items cited in Areas Noted for Further Growth and/or Improvement and there are no more than five (5) items cited in Other Observations for the most current year;
16. If applicable (when audited and unaudited actuals do not mirror each other), adequate explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements;
17. Proper segregation of duties is consistently in place;

18. If applicable, there are no outstanding fiscal-related tiered intervention notices issued to the school; or the school has no tiered intervention notices as of the oversight report issuance date; and
19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are fully met by the required deadline(s); or the school has no fiscal benchmarks in its current charter term.

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA

1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 (5 CCR § 15450 Reserves) (i.e., unrestricted fund balance divided by total expenditures) in the two most current annual independent audit reports;
2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the two most current annual independent audit reports;
3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the two most current annual independent audit reports;
4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the two most current annual independent audit reports;
5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, timely right sizing, etc.);
6. Fiscal reports (e.g., first interim, second interim, unaudited actuals, balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings for review and discussion;
7. The most current annual independent audit report is submitted to the appropriate agencies, including the school's charter authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)), or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and
8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school's charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).

Existing School 3 (Proficient)	***To receive a rating of 3 (Proficient), an existing school, at a minimum, meets all of the Required and at least five (5) of the Supplemental Criteria listed below.***

REQUIRED CRITERIA

1. Net assets are positive in the most current annual independent audit report;
2. The cash balance at the beginning of the school year is positive;
3. The most current annual independent audit report shows no audit findings that are identified as material weaknesses or significant deficiencies;
4. If applicable, federal, state, and other public agency audits/reviews (e.g., CalSTRS, CalPERS, FCMAT, USDE, CDE, SBA, IRS, EDD, etc.), at the time of the oversight visit, show outstanding findings, and the school is able to demonstrate evidence of remedies in addressing these findings;

5. Vendors and staff are generally paid in a timely manner;
6. Governing board approves fiscal policies and procedures, at a minimum, once prior to each charter renewal term;
7. The charter school generally adheres to the governing board-approved fiscal policies and procedures;
8. Governing board adopts the annual budget;
9. Governing board reviews and/or discusses audited financial statements submitted to LAUSD;
10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;
11. There is no apparent conflict of interest;
12. The Education Protection Account allocation and expenditures and audited financial statements are posted on the charter school's website;
13. The LCAP is submitted to the appropriate agencies;
14. Reasonable requests for information made by the Charter Schools Division and LAUSD are generally processed or submitted by the charter school in a timely manner;
15. There are no significant recurring issues cited in the Areas Noted for Further Growth and/or Improvement;
16. If applicable (when audited and unaudited actuals do not mirror each other), at least partial explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements;
17. Proper segregation of duties is generally in place;
18. If applicable, the charter school is in the process of resolving outstanding fiscal issues cited in a Notice issued by the CSD as part of its tiered intervention process; and
19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are partially met by the required deadline(s).

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA

1. The school maintains the minimum reserve for economic uncertainties as defined in CCR, Title 5, Section 15450 (5 CCR § 15450 Reserves) (i.e., unrestricted fund balance divided by total expenditures) in the most current annual independent audit report;
2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the most current annual independent audit report;
3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current annual independent audit report;
4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the most current annual independent audit report;
5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, timely right sizing, etc.);
6. Fiscal reports (e.g., first interim, second interim, unaudited actuals, balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings for review and discussion;
7. The most current annual independent audit report is submitted to the appropriate agencies, including the school's charter authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)) or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and

8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school's charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).

Existing School 2 (Developing)	***An existing school would receive a rating of 2 (Developing) if the charter school is not eligible for the rating of Accomplished or Proficient, but, at a minimum, meets all of the Required and at least four (4) of the Supplemental Criteria listed below.***

REQUIRED CRITERIA

1. Net assets are positive in the most current annual independent audit report; net assets are negative with strong trend towards becoming positive (be positive at the end of the third year per the applicable interim financials); or the school's financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years;
2. The cash balance at the beginning of the school year is positive; and
3. Governing board approves fiscal policies and procedures, at a minimum, once prior to each charter renewal term.

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA

1. The school maintains the minimum reserve for economic uncertainties as defined in CCR, Title 5, Section 15450 (5 CCR § 15450 Reserves) (i.e., unrestricted fund balance divided by total expenditures) in the most current annual independent audit;
2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the most current annual independent audit;
3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current annual independent audit;
4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the most current annual independent audit;
5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, timely right sizing, etc.);
6. Fiscal reports (e.g., first interim, second interim, unaudited actuals, balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings for review and discussion;
7. The most current annual independent audit report is submitted to the appropriate agencies, including the school's charter authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)) or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and
8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school's charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Monseñor Oscar Romero Charter Middle**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/6/2026**

Existing School 1 (Unsatisfactory)	***An existing school would receive a rating of 1 (Unsatisfactory) based on the conditions described below.***

An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:

A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for *Accomplished*, *Proficient*, or *Developing* above. The charter school was given a certain period of time to address the fiscal concerns of LAUSD (including, but not limited to, audit findings that are identified as repeat material weaknesses or significant deficiencies disclosed in the charter operator's most recent annual independent audit report, noncompliance with Generally Accepted Accounting Principles (GAAP), applicable law, LAUSD charter policy, and the school's approved charter, conflicts of interest, unresolved significant fiscal management issues, outstanding notices, etc.), but failed to provide a satisfactory response. The charter school has shown no *feasible* financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.

Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

New School 2 (Developing)	***A new school would receive a rating of 2 (Developing) if the charter school, at a minimum, meets all of the Required Criteria listed below.***

REQUIRED CRITERIA

1. Interim reports and/or unaudited actuals project positive net assets;
2. Projected debt, if any, is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school;
3. If enrollment is significantly below the enrollment per the school's *Pupil Estimates for New or Significantly Expanding Charters* report and/or its approved petition budget, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised viable three-year budget and three-year cash flow projections;
4. Governing board adopts the annual budget;
5. Governing board reviews and discusses the charter school's financial reports as evidenced by the governing board meeting minutes;
6. Reasonable requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner; and
7. The LCAP is submitted to the appropriate agencies.

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Monseñor Oscar Romero Charter Middle**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/6/2026**

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

New School ***1 (Unsatisfactory)***	***A new school would receive a rating of 1 (Unsatisfactory) based on the conditions described below.***

An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:
A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for *Developing*. The charter school was given a certain period of time to address the fiscal concerns of LAUSD (including, but not limited to, noncompliance with Generally Accepted Accounting Principles (GAAP), applicable law, LAUSD charter policy, and the school's approved charter, conflicts of interest, unresolved significant fiscal management issues, outstanding notices, etc.), but failed to provide a satisfactory response. The charter school has shown no *feasible* financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.

Continued operation of a charter school that is assessed as Unsatisfactory may result in non-implementation of instructional programs as provided in the petition.

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT*
2025-2026 SCHOOL YEAR
FOR

BERT CORONA CHARTER HIGH

Name and Location Code of Charter School

LAUSD Vision

Los Angeles Unified will be the premier public school district by eliminating educational inequities to graduate ALL students ready for the world – to thrive in college, career, and life.

CSD Mission

The LAUSD Charter Schools Division (CSD) fosters high quality educational opportunities and outcomes for students in the greater Los Angeles community through exemplary charter public school authorizing, oversight, and sharing of promising practices so that all students maximize their potential.

CSD Core Values

We believe that our success depends on:

- Making decisions that put the interests of students first.
- Serving with high expectations, integrity, professionalism, and commitment.
- Employing authentic, responsive, and effective leadership and teamwork.
- Continuously learning as a dynamic organization.
- Building and sustaining a healthy workplace culture where high performance, diversity, and creativity thrive.
- Developing productive relationships with our charter schools and all stakeholders.

* Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to matters related to the school's governance, programs, facilities, operations, and/or fiscal management.

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **BERT CORONA CHARTER HIGH SCHOOL**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/20/2026**

Charter School Name:	**Bert Corona Charter High (BCCH)**			**Location Code:**	**7598**
Current Address:		**City:**	**ZIP Code:**	**Phone:**	**Fax:**
12513 Gain Street		**Pacoima**	**91331**	**818-480-6810**	
Current Term of Charter[1]:				**LAUSD Board District:**	**LAUSD Region:**
July 1, 2020 to June 30, 2027 (after SB 114)				**6**	**North**
Number of Students Currently Enrolled:	**Enrollment Capacity Per Charter:**			**Number Above/Below Enrollment Capacity (day of visit):**	**Below by 302**
198	**500**				
Grades Currently Served:	**Grades To Be Served Per Charter:**			**Percent Above/Below Enrollment Capacity (day of visit):**	**Below by 60.40%**
9-12	**9-12**				
Norm Enrollment Number:	**197**				
Total Number of Staff Members:	**30**	**Certificated:**	**16**	**Classified:**	**14**
Charter School's Leadership Team Members:	**Max Garcia, Executive Administrator; Nestor Garcia, Coordinator of Instruction; Yvette King-Berg, Executive Director; Ruben Dueñas, Chief Operations Officer**				
Charter School's Contact for Special Education:	**Vashon Nutt, Director of Special Education**			**SELPA & Option:**	**LAUSD Option 3**
CSD Assigned Administrator:	**Dr. Blanca A. Monaster**		**CSD Fiscal Oversight Manager:**		**Cindy Delos Santos-Iya**
Other CSD Team Members:	**Sunny Keaton, Administrator (Specialist)**				
Oversight Visit Date(s):	**April 20, 2026**		**Fiscal Review Date (if different):**		**Not applicable**
Is school located on a District facility? If so, please indicate the applicable program (e.g., Prop 39, PSC, conversion, etc.):	**Yes, Prop 39**		**LAUSD Co-Location Campus(es) (if applicable):**		**Maclay Middle School**

SUMMARY OF RATINGS *(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory*			
Governance	**Student Achievement and Educational Performance**	**Organizational Management, Programs, and Operations**	**Fiscal Operations**
3, Proficient	**1, Unsatisfactory**	**2, Developing**	**4, Accomplished**

[1] Education Code section 47607.4 provides that "all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year."

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **BERT CORONA CHARTER HIGH SCHOOL**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/20/2026**

CHARTER RENEWAL CRITERIA

In accordance with Education Code §§ 47605, 47607, and 47607.2, in order to renew a charter, the District must determine whether the charter school has met specific renewal criteria prescribed in statute.

REPORT GUIDE

LAUSD's oversight procedures are intended to balance a charter school's autonomy of operation with its accountability to the public. LAUSD utilizes a holistic, performance-based approach to evaluate all charter schools, guided principally by making decisions in the best interest of students. The CSD observes and monitors each charter school in accordance with applicable laws, regulations, LAUSD policy, memoranda of understanding, and the school's operative charter. Information gathered through oversight serves as part of the charter school's ongoing record for the District to make informed decisions about charter school authorization, renewal, material revisions, sharing of promising practices, and if need be, revocation. While LAUSD is responsible to provide oversight of its charter schools and the entities managing charter schools, the primary oversight of each charter school must first and foremost be performed by the charter school's own Governing Board. The Governing Board of a charter school has an ongoing responsibility to oversee the operations of its charter school(s), ensuring that every charter school it oversees is providing a high-quality educational program for students enrolled, is successfully fulfilling the terms of their charter, is fiscally sound, and complies with applicable laws, regulations, and court orders. In designing this document, the District has considered the California Charter Schools Act, the *LAUSD Policy and Procedures for Charter Schools,* the factors and guidance promulgated by the California State Board of Education in evaluating charter schools, and the National Association of Charter School Authorizers' *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

- ***Governance*** – demonstrating fulfillment of the Governing Board's fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school's full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education
- ***Student Achievement and Educational Performance*** – demonstrating positive academic achievement and growth for all students
- ***Organizational Management, Programs, and Operations*** – demonstrating effective leadership and implementation of the governing board's policies and procedures, as well as the school's educational program and systems and procedures for the day-to-day operations of the school
- ***Fiscal Operations*** – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements

This report, including the ratings in each category, is based on information and evidence gathered for the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide*. The "Sources of Evidence" sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school's performance in each category: *(4) Accomplished, (3) Proficient, (2) Developing, and (1) Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress; (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under "Corrective Action Required," the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school's approved charter. **If the report includes any findings under "Corrective Action Required," the charter school must take immediate and appropriate steps to remedy the identified concern.** In accordance with its "tiered intervention" approach to charter school non-compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those "promising practices" that the school believes have contributed to its success, in order to support the CSD's ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across all LAUSD schools.

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GOVERNANCE	RATING*
Summary of School Performance	3, Proficient

Areas of Demonstrated Strength and/or Progress

G2: DUE PROCESS

The Governing Board has a system in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public, as evidenced by documents provided in preparation for the oversight visit, including, but not limited to:

- Governance documentation demonstrated established systems to support due process for students, employees, and parents, including, but not limited to, Uniform Complaint Procedures (UCP) referenced within the Parent/Student Handbook, including complaint categories, investigation process, and protections such as confidentiality and non-retaliation.
- Procedures for resolving general stakeholder complaints including a General Complaint Policy and Complaint Form, which is accessible on campus; accessibility on the school's website and availability in languages other than English is not verified based on evidence provided**.**
- The Parent/Student Handbook in English and Spanish, includes procedures/policies regarding suspension and expulsion, including notice requirements, conference procedures, and opportunity for the student to present their version and evidence.
- The employee handbook includes descriptions of the school's employee complaint procedures, internal complaint review process, non-retaliation protections, and disciplinary policies, including escalation to the Executive Director and Board where applicable.

G3: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - EDUCATIONAL PROGRAM

The Governing Board considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.), as evidenced by:

- Review of governance documentation indicates that board meetings include reports and presentations from school leadership across Bert Corona Charter School (BCCS), Bert Corona Charter High School (BCCHS), and Monseñor Oscar Romero Charter School (MORCS), including Executive Administrator reports, Special Education reports, and Board Committee updates.
- Review of agendas and minutes included evidence that the board was presented school-specific special education compliance data for BCCS, BCCHS, and MORCS. For example, on December 8, 2025, the board reviewed "comparison and analysis of IEP and Service Compliance data," including BCCHS reducing overdue IEPs from 2 to 0 and reporting Tier 1–2 service delivery rates**,** and on March 2, 2026, reviewed updated data noting BCCHS Tier 1–2 service delivery at 88.3% and an increase in overdue IEPs from 1 to 2, along with analysis of contributing factors.
- Review of agendas and minutes included evidence that the board was presented instructional and assessment-related updates applicable across all three schools, including references to administration of iReady diagnostics and ongoing progress monitoring, as well as updates indicating that results would be shared in subsequent board meetings. *School-specific disaggregation of internal assessment data (BCCS vs. BCCHS vs. MORCS) is not explicitly identified in the evidence provided.*
- Review of agendas and minutes included evidence that the board was presented school site reports for each school, including Executive Administrator reports for BCCS, MORCS, and BCCHS, which included updates related to academics, culture and climate, and school operations.

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- Review of governance documentation indicates that the board engaged in LCAP-related processes for all three schools, including a public hearing on June 30, 2025, for the 2025–2026 LCAPs, where information regarding the LCAPs and budgets for BCCS, BCCHS, and MORCS was presented, and stakeholder input was invited.
- board reviewed attendance or enrollment data specific to each school (BCCS, BCCHS, MORCS) is not verified based on evidence provided.
- Evidence that the board reviewed disaggregated student achievement data (by student group) specific to each school is not verified based on evidence provided.

Areas Noted for Further Growth and/or Improvement

While no areas for improvement are identified at this time, periodic reviews may uncover opportunities for growth in the future.

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes:
None

Progress on LAUSD Board of Education Benchmarks and/or MOU related to GOVERNANCE (if applicable):

☒ Not Applicable

***RATING NOTES:**

- ***A charter school may receive a rating as low as one (1) in this category for any of the following reasons: 1) Evidence of conflict(s) of interest within the organization (i.e. Governing Board, staff, contracted external parties, etc.), 2) School is in breach of the operative charter, including Federal, State, and District Required Language, 3) School is "Not in Good Standing," 4) Unresolved concern(s) and/or ongoing tiered intervention (i.e., Notice of Concern and/or Notice to Cure), and/or 5) If there are serious concerns related to fiscal matters (e.g., negative financial condition, fiscal mismanagement, repeat material weaknesses, significant deficiencies, and/or significant audit findings disclosed in the charter operator's most recent annual independent audit report, etc.).***
- ***A charter school cannot receive a rating greater than three (3) in this category if it receives an overall rating of two (2) or one (1) in any other category (Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; or Fiscal Operations).***

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G1: GOVERNANCE STRUCTURE AND COMPLIANCE MONITORING

The Governing Board has implemented the organizational structure, roles, and responsibilities set forth in the approved charter and applicable law, including:

- Governing Board composition, structure, roles, and responsibilities as set forth in the approved charter
- Governing Board committees/councils are implemented as described in the school's charter (e.g., Finance, Human Resources, Academics, etc.)
- The Governing Board has a system in place to ensure compliance with the public integrity statutes including laws requiring open meetings and laws forbidding financial and other conflicts of interest.
- The Governing Board reviews and certifies the *Compliance Monitoring and Certification of Board Compliance Review* form

Performance Rubric	Sources of Evidence
☒ The Governing Board has fully implemented the organizational structure set forth in the school's operative charter, including all committees/councils; and has a system in place to ensure it consistently complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) ☐ The Governing Board has implemented the organizational structure set forth in the school's operative charter, including committees/councils; and has a system in place to ensure it complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) ☐ The Governing Board has partially implemented the organizational structure set forth in the school's operative charter; and/or has an ineffective system in place to ensure it is complying with applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) ☐ The Governing Board has not implemented the organizational structure set forth in the school's operative charter; and has an ineffective or no system in place to ensure it is complying with applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.)	☒ Organizational chart in approved charter ☒ Organizational chart (current) ☒ Board member roster ☒ Bylaws (current) ☒ Board Committee(s) Calendar(s) ☒ California open meeting law training (Brown Act) ☒ Compliance Monitoring and Certification of Board Compliance Review ☒ Board meeting agendas, minutes, and/or documentation ☒ Observation of Governing Board meeting(s) ☒ Discussion with leadership ☐ Stakeholder focus group ☐ Other: (Specify)

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G2: DUE PROCESS

***The Governing Board has systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the school's charter, and LAUSD charter school policy, to honor and protect the rights of students, employees, parents, and the public in the following areas*:**

- Student discipline
- Employee grievances and discipline
- Stakeholder complaint resolution pursuant to the Uniform Complaint Procedures (UCP)
- Parent/stakeholder complaint resolution for complaints outside regulatory scope of UCP

Performance Rubric	Sources of Evidence
☒ The Governing Board has well-developed systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public ☐ The Governing Board has systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public ☐ The Governing Board has partially developed systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public ☐ The Governing Board has minimal or no systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public	☒ Student discipline policy and procedures ☒ Employee grievance and discipline policy and procedure ☒ Uniform Complaint Procedures policy and form(s) ☒ Stakeholder complaint procedures and form(s) ☒ Observation of Governing Board meeting(s) ☒ Discussion with school leadership ☐ Stakeholder focus group ☐ Other: (Specify)

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G3: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - EDUCATIONAL PROGRAM

The Governing Board has systems in place to ensure ongoing:

- Review and use of academic performance data (e.g., CA School Dashboard, internal assessments, etc.) and other school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence
- Monitoring of the school's implementation of its Local Control and Accountability Plan (LCAP) and additional school plans (e.g., Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), School Plan for Student Achievement (SPSA), and action plans for making progress toward LCAP goals)
- Transparent governance and accountability to stakeholders, including compliance with the LAUSD BOE's Charter School Transparency Resolution, as well as consideration of input from the school's committees/councils and stakeholders

Performance Rubric	Sources of Evidence
☐ The Governing Board regularly considers school performance data, stakeholder input, and other data, and takes appropriate action to achieve positive measurable pupil outcomes (e.g., approving action plans and/or resources, analysis and discussion, etc.) ☒ The Governing Board considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.) ☐ The Governing Board seldom considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.) ☐ The Governing Board does not consider school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.)	☒ Board meeting agendas, minutes, and/or documentation ☒ Board member and executive leadership training of Governing Board meeting(s) ☒ Observation of Governing Board meeting(s) ☒ Discussion with school leadership ☐ Stakeholder focus group ☐ Other: (Specify)

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G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE – STAFFING AND EVALUATIONS

The Governing Board has systems in place to ensure ongoing:

- Monitoring of staffing needs and the school's compliance with all applicable credentialing, clearance, and training requirements
- Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff
- Evaluation of executive level leadership (including, but not limited to, those positions reporting to the Governing Board, as indicated in Element 4 of the approved charter, such as Executive Director, Area Superintendent, Principal, etc.)

Performance Rubric	Sources of Evidence
☒ The Governing Board regularly monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a well-developed system for the evaluation of all school-based staff and executive level leadership staff ☐ The Governing Board monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a system for the evaluation of school-based staff and executive level leadership staff ☐ The Governing Board inconsistently monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and/or has partially implemented a system for the evaluation of school-based staff and/or executive level leadership staff ☐ The Governing Board seldom monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and/or has not implemented a system for the evaluation of school-based staff and/or executive level leadership staff	☒ Human Resources policies and procedures ☒ Board meeting agendas, minutes, and/or documentation ☒ Evaluation of Executive Leadership procedures and tools ☒ Evaluation of school-based staff procedures and tools ☒ Compliance Monitoring and Certification of Board Compliance Review ☒ *Certification of Clearances, Credentialing, and Mandated Reporter Training* form ("ESSA Grid") for current academic year ☒ Observation of Governing Board meeting(s) ☒ Discussion with school leadership ☐ Stakeholder focus group ☐ Other: (Specify)

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G5: FISCAL CONDITION

The Governing Board has a system in place to ensure fiscal viability:

- The school is fiscally strong and net assets are positive in the two most current annual independent audit reports.
- If applicable, all LAUSD Board of Education-approved fiscal condition-related benchmark(s) are met by the required deadline(s).

Performance Rubric	Sources of Evidence
☒ The school is fiscally strong with positive net assets and meets the four (4) recommended financial ratios (identified as part of the Supplemental Criteria within the Fiscal Operations Rubrics section below for the rating of 4, *Accomplished)* in the two most current annual independent audit reports, ***and***, if applicable, all LAUSD Board of Education-approved fiscal condition-related benchmark(s) are met by the required deadline(s) ☐ The school is fiscally stable, with positive net assets in the most current annual independent audit report ☐ The school is fiscally weak or unstable*, net assets are negative in the most current annual independent audit report, **or** the school does not have an independent audit report or audited financial result for its first operative year on file with LAUSD or prior charter authorizer ☐ The school is consistently fiscally weak, net assets are negative in the two most current annual independent audit reports, **or** the school does not have an independent audit report or audited financial result for its first operative year on file with LAUSD or prior charter authorizer **Notes:** Additional factors that may affect the rating include: inadequate cash flow; financial condition and/or enrollment trend that is declining and/or beginning to reflect an unbalanced budget; indicators of deteriorating financial health that could result in negative net assets and/or fiscal insolvency (such as a negative cash balance) during the current and/or the foreseeable fiscal years; prolonged reliance on financing resources to sustain operations (e.g., factoring receivables, intraorganizational or third-party loans, ongoing deficit spending); or concerns that the school may be unable to maintain quality educational programs if the student enrollment falls below a certain threshold. *For example, the school's financial condition fluctuates from year to year, with significant net losses contributing to negative net assets in the current or upcoming school years.	☒ Board meeting agendas and minutes ☒ Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances ☒ Observation of Governing Board meeting ☒ Discussion with leadership ☒ Independent audit report(s) ☒ Other financial information submitted by the school ☒ Other: (see Fiscal Operations section below)

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G6: FISCAL MANAGEMENT AND ACCOUNTABILITY

The Governing Board has a system in place to ensure sound fiscal management and accountability:

- The school adheres to the Governing Board-approved fiscal policies and procedures and does not have any areas noted for improvement.
- The two most current annual independent audit reports show no audit findings that are identified as material weaknesses or significant deficiencies.
- The school is in compliance with Generally Accepted Accounting Principles, all applicable federal, state, and local laws and regulations, LAUSD charter policy, and the school's approved charter.
- If applicable, all LAUSD Board of Education-approved fiscal management-related benchmark(s) are met by the required deadline(s).

Performance Rubric	Sources of Evidence
☒ The school **consistently adheres** to the Governing Board-approved fiscal policies and procedures, does not have any areas noted for improvement, and the two most current annual independent audit reports show no audit findings that are identified as material weaknesses or significant deficiencies ☐ The school **generally adheres** to the Governing Board-approved fiscal policies and procedures, but has areas noted for improvement, and the most current annual independent audit report shows no audit findings that are identified as material weaknesses or significant deficiencies ☐ The school is **not adhering** to the Governing Board-approved fiscal policies and procedures, and has areas noted for improvement, **or** has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings that are identified as material weaknesses or significant deficiencies, unresolved recurring issues, potential conflicts of interest, etc.) ☐ The school is **continuously not adhering** to the Governing Board-approved fiscal policies and procedures, **or** has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings that are identified as material weaknesses or significant deficiencies, noncompliance with Generally Accepted Accounting Principles (GAAP), applicable law, LAUSD charter policy, and the school's approved charter, conflicts of interest, etc.)	☒ Board meeting agendas and minutes ☒ Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances ☒ Observation of Governing Board meeting ☒ Discussion with leadership ☒ Independent audit report(s) ☒ Other: (see Fiscal Operations section below)

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STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	1, Unsatisfactory
California Department of Education's (CDE) Charter School's 2026 Performance Category[2]	Low Performing-Criterion 2

Areas of Demonstrated Strength and/or Progress

A9: ALL STUDENTS GRADUATION RATE INDICATOR - (GRADES 9-12)

The California School Dashboard All Students Graduation Rate Indicator is 96.6% and the color is Blue, which is higher than the state at 87.8%.

Areas Noted for Further Growth and/or Improvement

A1: ALL STUDENTS ENGLISH LANGUAGE ARTS (ELA) INDICATOR - (GRADES 3-8 & 11) and A2: STUDENT GROUP ENGLISH LANGUAGE ARTS (ELA) INDICATOR - (GRADES 3-8 & 11)

- The schoolwide Dashboard ELA Indicator performance color is Red. The school's 2025 schoolwide ELA DFS (-60.8 DFS) is lower than the state average (-8.1 DFS).
- All of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS). The 2025 average DFS in ELA for the school's:
  - Latino student group (-65.8 DFS) is lower than the state average (-33.7 DFS).
  - Socioeconomically Disadvantaged student group (-60.6 DFS) is lower than the state average (-35.3 DFS).

- The school leadership noted the following instructional strategies implemented in response to data include:
  - Schoolwide use of RACE (Respond, Answer, Cite, Explain) writing strategy and Thinking Maps to support ELA skill development
  - Benchmark writing assessments aligned to CAASPP performance tasks (narrative, explanatory, argumentative) administered across the year
  - Writing Across the Curriculum professional development in partnership with LACOE
- Targeted student support structures include:
  - Academic Lab, where students complete iReady MyPath lessons (45 minutes weekly) based on individualized diagnostic data.
  - Advisory-based student conferencing, where teachers meet with students before and after NWEA MAP assessments to set and monitor individual growth goals.
- Progress monitoring systems include:

[2] In January 2026, the California Department of Education (CDE) updated Criterion 1 and Criterion 2 for determining charter school performance categories. For Criterion 1, the CDE added the Science Indicator to the Dashboard state indicators used to determine the performance category. Additionally, the CDE updated Criterion 2, the academic indicators, to include Science in the determination of performance categories.

- Ongoing analysis of iReady diagnostic results and MyPath progress data.
- NWEA MAP growth tracking across fall, winter, and spring administrations.
- Benchmark writing assessment analysis, used to identify specific skill gaps and inform next instructional steps.
- Grade distribution analysis each grading period to identify students needing reteaching and intervention.

A3: ALL STUDENTS MATH INDICATOR - (GRADES 3-8 & 11) and A4: STUDENT GROUP MATH INDICATOR - (GRADES 3-8 & 11)

- The schoolwide Dashboard Math Indicator performance color is Red. The school's 2025 schoolwide Math DFS (-172.9 DFS) is lower than the state average (-42.4 DFS).
- All of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS). The 2025 average DFS in Math for the school's:
  - Latino student group (-172.9 DFS) is lower than the state average (-73.6 DFS).
  - Socioeconomically Disadvantaged students (-78.2 DFS) is lower than the state average (-72.9 DFS).

- The school leadership noted the following instructional strategies implemented in response to data include:
  - Implementation of a multi-assessment data cycle utilizing CAASPP, NWEA MAP (fall, winter, spring), and iReady diagnostics to identify gaps in mathematics performance and monitor student growth over time.
  - Use of structured data analysis cycles during professional development, where leadership and teachers analyze assessment results and adjust instruction based on identified areas of need, including review of subgroup performance data.
  - Provision of targeted student support through Academic Lab, where students engage in iReady MyPath individualized math instruction (45 minutes weekly) aligned to diagnostic results.
  - Implementation of student goal setting and progress monitoring structures, including advisory-based conferencing tied to NWEA MAP growth targets.
- Ongoing monitoring of instructional impact through:
  - NWEA MAP growth data across administrations.
  - iReady diagnostic and lesson completion data.
  - Internal progress monitoring and grade analysis cycles.

A5: ALL STUDENTS ENGLISH LEARNER PROGRESS INDICATOR (ELPI)

The schoolwide Dashboard ELPI performance color is Red. The school's 2025 percentage of English Learner students making progress towards English language proficiency (24.1%) is lower than the state average (46.4%), as evidenced but not limited to:

- The school leadership noted the following instructional strategies implemented in response to data include a multi-measure data system to identify English Learner (EL) needs, including CAASPP, NWEA MAP Reading, and ELPAC data**,** which are reviewed collaboratively to identify learning gaps and inform instruction.
- The school has implemented coordinated instructional supports for EL students, including:

- Regular collaboration between the ELD teacher/Reading Coordinator and English department during weekly professional development to align strategies and supports across content areas.
- Use of a data platform to monitor EL progress and inform instructional and professional development decisions.

- The school has implemented schoolwide instructional strategies to support EL access, including:
  - Training for all teachers on CAASPP and ELPAC question formats.
  - Use of SFA reading strategies, RACE writing strategy, and Thinking Maps across content areas.
- The school provides ongoing professional development focused on ELD strategies, including training aligned to their data platform and targeted to support both English Learners and Long-Term English Learners (LTELs).
- Progress monitoring systems include:
  - Data platform tracking of student progress.
  - Ongoing review of ELPAC, CAASPP, and internal assessment data during structured data cycles.

A6: ALL STUDENTS COLLEGE/CAREER (CCI) INDICATOR - (GRADES 9-12) and A7: STUDENT GROUP COLLEGE/CAREER INDICATOR (CCI) - (Grades 9-12)

- The California School Dashboard All Students CCI color is Orange; and a Status (29.8%) that is lower than the state average at 51.7%.
- None of the school's numerically significant student groups have CCI percentages above their respective statewide student group percentages.
  - The 2024 percentage of the school's Latino student group prepared for college, or a career (30.4%) is lower than the state average (41.1%).
  - The 2024 percentage of the school's Socioeconomically Disadvantaged student group prepared for college, or a career (29.8%) is lower than the state average (44.8%)

- The school leadership noted implementing college and career readiness structures including:
  - Dual Enrollment partnership with Los Angeles Mission College, with students enrolling in college-level coursework.
  - Expansion of CTE pathway (Visual/Media Arts) with industry-aligned coursework and technology.
- The school provides student and family support systems, including:
  - Monthly parent workshops on college applications, financial aid, and admissions.
  - Ongoing counseling support, including scheduled and drop-in meetings for students and families
- The school has implemented student readiness and planning structures, including:
  - Advisory-based SEL curriculum focused on college and career readiness skills.
  - Student-led conferences to support goal setting and reflection on academic progress and postsecondary plans.
  - Planned connections to local business partnerships and apprenticeship opportunities.
- The school monitors progress through:
  - A-G completion rates.
  - CTE pathway completion.
  - Dual enrollment participation and completion.

- Attendance trends (ADA) as a contributing factor to readiness.

A10: ALL STUDENTS SUSPENSION RATE INDICATOR - (GRADES K-12)

The California School Dashboard All Students Suspension Rate Indicator color is Orange; and a Status (4.5%) that is higher than the state average (2.9%). The school leadership noted the following steps to address the high suspension rate:

- The school has implemented a schoolwide PBIS framework (Tier I, II, III)**,** with implementation monitored using the Tiered Fidelity Inventory (TFI) to track progress over time.
- The school has implemented targeted behavioral and mental health supports.
- The school has implemented positive behavior reinforcement systems, including:
  - Scholar Dollars incentive program**.**
  - On F.I.R.E. Awards assemblies to recognize positive student behavior.
- Organizationally, the school has restructured to include a dedicated Coordinator of School Culture and Climate to oversee PBIS implementation, student supports, and schoolwide behavior systems.
- Monitoring systems include:
  - TFI **scores** to measure PBIS implementation.
  - ODR data and referral trends.
  - Ongoing tracking of student behavior and intervention outcomes.

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes:

The Indicator information below is provided for informational purposes only and will not be scored.

A5: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS - The school's 2025 percentage of Long-Term English Learner students making progress towards English language proficiency (21.4%) is lower than the state average (49.1%).

ALL STUDENTS SCIENCE INDICATOR - The school's schoolwide Dashboard Science Indicator is at 42.7 science points as compared to the state at 52.6 science points.

Local Indicators: Dashboard Year 2025

Basic Services and Conditions: Met
Implementation of State Academic Standards: Met
Parent and Family Engagement: Met
School Climate: Met
Access to a Broad Course of Study: Met

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Charter School's 2025-2026 Every Student Succeeds Act (ESSA) Assistance Status:

☐ Comprehensive Support and Improvement – Low Graduation Rate (CSI- Low Grad)
☐ Comprehensive Support and Improvement – Low Performance (CSI- Low Perform)
☐ Additional Targeted Support and Improvement (ATSI)
☒ Targeted Support and Improvement (TSI)
☐ No Status

2025 LCFF Charter School Assistance Eligibility:

☒ General Assistance (Level 1) - resources and assistance that is made available to all local educational agencies
☐ Differentiated Assistance (Level 2) - local educational agencies that meet certain eligibility criteria for additional support

For 2024-2025:

The school's percent of "At Risk" ELs is 1.9% as compared to the state's percent of 6.0%
The school's percent of "LTELs" is 24.4% as compared to the state percent of 10.4%

Progress on LAUSD Board of Education Benchmarks and/or MOU related to STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE (if applicable):

☒ Not Applicable

RATING NOTE: A charter school cannot receive a rating in this category greater than a one (1) if the school has been identified as a Low Performing charter school based on the state's published list.

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A1: ALL STUDENTS ENGLISH LANGUAGE ARTS (ELA) INDICATOR - (GRADES 3-8 & 11)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard All Students ELA Indicator (CDE)

Performance Rubric	Sources of Evidence
☐ The California School Dashboard All Students ELA Indicator color is Blue ☐ The California School Dashboard All Students ELA Indicator color is Green; or a Status (DFS) that is the same or higher than the state average ☐ The California School Dashboard All Students ELA Indicator color is Yellow or Orange; and a Status (DFS) that is lower than the state average ☒ The California School Dashboard All Students ELA Indicator color is Red ☐ Not available - No color assigned on the California School Dashboard for the ELA Indicator	☒ California School Dashboard (CDE) ☐ Other: (Specify)

A2: STUDENT GROUP ENGLISH LANGUAGE ARTS (ELA) INDICATOR - (GRADES 3-8 & 11)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard ELA Indicator for Numerically Significant Student Groups (30 or more students) (CDE)

Performance Rubric	Sources of Evidence
☐ All numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☐ The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☐ Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☒ None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☐ Not available - No assessment of performance on the California School Dashboard for this indicator; or the school does not have numerically significant student group(s)	☒ California School Dashboard (CDE) ☐ Other: (Specify)

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A3: ALL STUDENTS MATH INDICATOR - (GRADES 3-8 & 11)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard All Students Math Indicator (CDE)

Performance Rubric	Sources of Evidence
☐ The California School Dashboard All Students Math Indicator color is Blue ☐ The California School Dashboard All Students Math Indicator color is Green; or a Status (DFS) that is the same or higher than the state average ☐ The California School Dashboard All Students Math Indicator color is Yellow or Orange; and a Status (DFS) that is lower than the state average ☒ The California School Dashboard All Students Math Indicator color is Red ☐ Not available - No color assigned on the California School Dashboard for the Math Indicator	☒ California School Dashboard (CDE) ☐ Other: (Specify)

A4: STUDENT GROUP MATH INDICATOR - (GRADES 3-8 & 11)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard Math Indicator for Numerically Significant Student Groups (30 or more students) (CDE)

Performance Rubric	Sources of Evidence
☐ All numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☐ The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☐ Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☒ None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) ☐ Not available - No assessment of performance on the California School Dashboard for this indicator; or the school does not have numerically significant student group(s)	☒ California School Dashboard (CDE) ☐ Other: (Specify)

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A5: ALL STUDENTS ENGLISH LEARNER PROGRESS INDICATOR (ELPI)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard All Students ELPI (CDE)

Performance Rubric	Sources of Evidence
☐ The California School Dashboard All Students ELPI color is Blue ☐ The California School Dashboard All Students ELPI color is Green; or a Status (Percent) that is the same or higher than the state average ☐ The California School Dashboard All Students ELPI color is Yellow or Orange; and a Status (Percent) that is lower than the state average ☒ The California School Dashboard All Students ELPI color is Red ☐ Not available - No color assigned on the California School Dashboard for the ELPI	☒ California School Dashboard (CDE) ☐ Other: (Specify)

A6: ALL STUDENTS COLLEGE/CAREER (CCI) INDICATOR - (GRADES 9-12)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard All Students CCI (CDE)

Performance Rubric	Sources of Evidence
☐ The California School Dashboard All Students CCI color is Blue ☐ The California School Dashboard All Students CCI color is Green; or a Status (Percent) that is the same or higher than the state average ☒ The California School Dashboard All Students CCI color is Yellow or Orange; and a Status (Percent) that is lower than the state average ☐ The California School Dashboard All Students CCI color is Red ☐ Not available – No color assigned on the California School Dashboard for the CCI ☐ Not applicable - CCI is not applicable for the grade levels assigned at the charter school	☒ California School Dashboard (CDE) ☐ Other: (Specify)

A7: STUDENT GROUP COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard CCI for Numerically Significant Student Groups (30 or more students) (CDE)

Performance Rubric	Sources of Evidence
☐ All numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) ☐ The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) ☐ Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) ☒ None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) ☐ Not available – No assessment of performance on the California School Dashboard for this indicator; or the school does not have numerically significant student group(s) ☐ Not applicable - CCI is not applicable for the grade levels assigned at the charter school	☒ California School Dashboard (CDE) ☐ Other: (Specify)

A8: ALL STUDENTS CHRONIC ABSENTEEISM INDICATOR - (GRADES K-8)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard All Students Chronic Absenteeism Indicator (CDE)

Performance Rubric	Sources of Evidence
☐ The California School Dashboard All Students Chronic Absenteeism Indicator color is Blue ☐ The California School Dashboard All Students Chronic Absenteeism Indicator color is Green; or a Status (Percent) that is the same or lower than the state average ☐ The California School Dashboard All Students Chronic Absenteeism Indicator color is Yellow or Orange; and a Status (Percent) that is higher than the state average ☐ The California School Dashboard All Students Chronic Absenteeism Indicator color is Red notwithstanding the Status (Percent) ☐ Not available - No color assigned on the California School Dashboard for the Chronic Absenteeism Indicator ☒ Not applicable - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	☐ California School Dashboard (CDE) ☐ Other: (Specify)

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A9: ALL STUDENTS GRADUATION RATE INDICATOR - (GRADES 9-12)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard All Students Graduation Rate Indicator (CDE)

Performance Rubric	Sources of Evidence
☒ The California School Dashboard All Students Graduation Rate Indicator color is Blue ☐ The California School Dashboard All Students Graduation Rate Indicator color is Green; or a Status (Percent) that is the same or higher than the state average ☐ The California School Dashboard All Students Graduation Rate Indicator color is Yellow or Orange; and a Status (Percent) that is lower than the state average ☐ The California School Dashboard All Students Graduation Rate Indicator color is Red ☐ Not available - No color assigned on the California School Dashboard for the Graduation Rate Indicator ☐ Not applicable - The Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	☒ California School Dashboard (CDE) ☐ Other: (Specify)

A10: ALL STUDENTS SUSPENSION RATE INDICATOR - (GRADES K-12)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard All Students Suspension Rate Indicator (CDE)

Performance Rubric	Sources of Evidence
☐ The California School Dashboard All Students Suspension Rate Indicator color is Blue ☐ The California School Dashboard All Students Suspension Rate Indicator color is Green; or a Status (Percent) that is the same or lower than the state average ☒ The California School Dashboard All Students Suspension Rate Indicator color is Yellow or Orange; and a Status (Percent) that is higher than the state average ☐ The California School Dashboard All Students Suspension Rate Indicator color is Red ☐ Not available - No color assigned on the California School Dashboard for the Suspension Rate Indicator	☒ California School Dashboard (CDE) ☐ Other: (Specify)

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ALL STUDENTS SCIENCE INDICATOR - (GRADES 5, 8, 10-12)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard All Students Science Indicator (CDE)

Performance Rubric	Sources of Evidence
The Science Indicator information is for informational purposes only and will not be scored. ☐ The California School Dashboard All Students Science Indicator is the same or higher than the state ☒ The California School Dashboard All Students Science Indicator is lower than the state ☐ Not applicable - The Science Indicator is not applicable for the grade levels assigned at the charter school ☐ Not available - No assessment of performance on the California School Dashboard for this indicator; or the school does not have numerically significant student group(s)	☒ California School Dashboard (CDE) ☐ Other: (Specify)

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ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	2, Developing

Areas of Demonstrated Strength and/or Progress

O3: SPECIAL EDUCATION

The school has a system in place for implementation and monitoring of its special education program, provides staff with ongoing professional development, and utilizes Welligent systems to monitor compliance, as evidenced by:

- The school reported serving 58 students with disabilities through a full inclusion model, with identified eligibilities including Autism, Specific Learning Disability, Intellectual Disability, and Other Health Impairment. Related services are provided through both vendor and in-house models and include Resource Support Program (RSP), Language and Speech, Adaptive PE, Counseling and Guidance, Psychological Services, Behavior Intervention Implementation (BII), and Behavior Intervention Development (BID).
- The school reported using the Welligent IEP Master Calendar Report and Special Education Data Dashboard to monitor IEP timelines and schedule annual and triennial meetings in advance of due dates. The school also reported using the SER300 Service Delivery Report to monitor provision and documentation of related services.
- During the oversight visit, school staff reported:
  - One student with an overdue IEP related to placement considerations.
  - One student in Tier 4 service delivery, attributed to late enrollment and chronic absenteeism impacting service provision.
- The school reported that the MTSS team meets weekly to review student supports and compliance-related matters.
- Professional development documentation reviewed included trainings related to:
  - Accommodations and supports for students with disabilities.
  - Inclusive instructional practices.
  - Use of iReady data to support student growth.
  - Welligent systems, IEP interpretation, behavior interventions, and safety protocols.
- During discussions with school staff, identified program strengths included:
  - Push-in instructional support
  - Relationships between staff, students, and families
  - Postsecondary support and transition planning for students with disabilities
  - Increased focus on documentation of services and IEP timelines
- Areas identified by the school for continued growth included:
  - Continued improvement in compliance-related processes.
  - Increased structured co-planning time between general education and special education staff.
  - Expansion of staffing and supports to meet student needs more effectively.

- The school reported utilizing restorative practices, behavior contracts, and collaboration with the school psychologist and culture and climate team to address behavior and discipline concerns for students with disabilities.

Areas Noted for Further Growth and/or Improvement

O1: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM

The school has partially implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served, as evidenced by:

- Key features of the instructional program include standards-based lesson planning using "Know/Show" frameworks, student-friendly learning outcomes ("I can" statements), and Standards-Based Grading (SBG) aligned to discrete learning outcomes. Documentation reviewed included lesson plans identifying standards, measurable learning targets, and criteria for success.
- Documentation reviewed included examples of standards-aligned instructional materials, including:
  - An Algebra 2 lesson aligned to CCSS Math standards F-IF.B.4 and F-BF.B.3 focused on function transformations and mathematical reasoning.
  - An English 11 lesson aligned to CCSS ELA standard W.11-12.2 with structured writing expectations including thesis, claim, evidence, and reasoning.
  - A Geometry lesson focused on mathematical reasoning and application of geometric properties.
- Documentation and professional development materials included evidence of ongoing staff collaboration and planning structures related to instructional planning, data analysis, and review of student work, including use of the Critical Friends Group tuning protocol.
- Documentation reviewed included evidence of systems related to graduation and college readiness, including:
  - UC/CSU A-G approved course offerings.
  - Graduation requirements aligned to A-G completion.
  - Student progress monitoring tools related to graduation and A-G completion.
  - WASC accreditation reaffirmed through June 30, 2026.
  - Postsecondary tracking data indicating 37% UC eligibility and 77.7% CSU eligibility for the Class of 2025.
- While documentation included examples of instructional artifacts and planning systems, evidence reviewed did not consistently demonstrate implementation of key instructional program features across classrooms and instructional settings.
- As noted in the Student Achievement and Educational Performance category, student outcomes across multiple indicators, including ELA, Math, English Learner Progress, and Advanced Placement performance, remained below state averages.

O2: MEETING THE NEEDS OF ALL STUDENTS; STUDENT GROUP DATA ANALYSIS

The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and/or limited evidence of systems to modify instruction based on data analysis, as evidenced but not limited to:

- Documentation includes a Multi-Tiered System of Supports (MTSS) process in which:
- Students are screened using iReady and NWEA.

- Staff collect 4–6 weeks of data prior to submitting a referral.
- An intervention plan is developed and implemented for a 6–8 week period, followed by a review of student progress.
- Evidence of how internal assessments are used to determine mastery of California State Content Standards and inform instructional adjustments was not identified in the documentation reviewed.
- Implementation and monitoring of a comprehensive English Learner program, including designated and integrated ELD, was not identified in the documentation reviewed.
- While systems for differentiation and data use are in place, student outcomes for key student groups remain below state averages across multiple indicators, and available evidence does not demonstrate that these systems are yet resulting in improved outcomes.

O4: SCHOOL CLIMATE AND STUDENT DISCIPLINE

The school has a partially developed school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as demonstrated by schoolwide suspension event rate data less than 4.5%, and suspension disproportionality rates that do not reach or exceed 14.5% for the Students with Disabilities or African American student groups, as evidenced but not limited to:

- Documentation includes a Multi-Tiered System of Supports (MTSS) framework incorporating:
  - PBIS practices
  - Restorative circles and intervention support.
  - Tiered supports (Tier 1, Tier 2, Tier 3).
- Evidence of alternatives to suspension includes:
  - Restorative practices (e.g., restorative circles, intervention circles).
  - Behavior intervention plans.
  - Check-in/check-out systems.
  - Documentation includes intervention tracking through Panorama, with:
  - Week-by-week tracking of student interventions and supports.
  - Parent Outreach and External Partnerships.
  - Evidence of partnership with San Fernando Valley Partnership, Inc. to provide presentations related to substance use prevention.
- Documentation includes parent workshop materials (English and Spanish) on:
  - Dangers of marijuana edibles.
  - Scheduled parent engagement event with discussion and outreach.
- Per Dashboard data, the school's 2025 suspension rate was 4.5%, which was higher than the state average of 2.9% and increased by 3.2 percentage points from the prior year. Student group suspension rates included Latino students at 4.6% and Socioeconomically Disadvantaged students at 4.3%.

- Although documentation reflects school climate and discipline systems, available outcome data reflects increased suspension rates and continued attendance concerns; evidence reviewed did not demonstrate that current systems are resulting in improved school climate and student discipline outcomes.

Corrective Action Required
None noted that require immediate action to remedy concerns indicated in this report.

Notes:
None

Progress on LAUSD Board of Education Benchmarks and/or MOU related to ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS (if applicable):
☒ Not Applicable

RATING NOTES:

- ***The overall rating for this category will be impacted if the school is in breach of the operative charter, including Federal, State, and District Required Language related to this section; and/or by a failure to provide evidence of any item on the following three (3) checklists: A) Review of Clearances, Credentialing, and Mandated Training Compliance Items; B) Review of Health and Safety Compliance Items; C) Review of Transparency and Stakeholder Information Compliance Items. See checklists below.***

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O1: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM

The school has systems in place to ensure alignment to the curricular and educational program outlined in the approved charter by:

- Implementing innovative components and key features of the educational program described in the charter
- Implementing standards-based instruction in accordance with the California State Content Standards specific to the grade levels served and aligned with the needs of students
- Implementing assessments to measure the development of grade-level appropriate academic and non-academic skills
- Reviewing and analyzing school and student progress towards annual goals (schoolwide and for all student groups that the school serves) that are consistent with the educational performance measured by the California School Dashboard and state assessments
- Providing teacher, staff, and administrator professional development specific to supporting desired student outcomes, innovative components, and key features outlined in the school's charter
- Implementing a system to monitor student progress toward, and completion of, graduation and A-G requirements (**high schools only**)

Performance Rubric	Sources of Evidence
☐ The school has fully implemented the educational program, including innovative components and key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served; and has achieved an overall rating of "3" or "4" in the Student Achievement and Educational Performance category of this year's oversight report ☐ The school has implemented the educational program, including innovative components and key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served ☒ The school has partially implemented the educational program, including innovative components and key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served ☐ The school has minimally implemented, or not at all, the educational program, including innovative components and key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served	☒ Innovative Components and Key Features of the Educational Program ☒ Standards-Based Instructional Program ☒ Master Schedule/Course Schedule ☒ Student Achievement Data Analysis ☒ Professional Development documentation ☒ Classroom/site Observation ☒ Discussion with school leadership ☐ Other: (Specify) High School: ☒ System for monitoring student progress toward and completion of graduation and A-G Requirements ☒ WASC Accreditation Notification Letter ☒ UC Doorways course approval ☒ Graduation Requirement/Policy ☒ Math Placement Assessment Policy (9th grade only) ☒ Advanced Placement Exam: Participation Rate and Passage Rate ☒ College acceptance and enrollment rates

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O2: MEETING THE NEEDS OF ALL STUDENTS; STUDENT GROUP DATA ANALYSIS

The school has a system in place to ensure:

- Implementation of differentiated instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all numerically significant student groups identified in the school's LCAP and by the CDE
- Implementation of internal student assessments aligned with instructional outcomes to determine student mastery of California State Content Standards
- Disaggregation and analysis of data on a regular basis to address individual student needs and guide instructional planning and use of interventions
- Implementation, review, and modification, as appropriate, of its Master Plan for English Learners (EL identification, standards-based designated and integrated ELD instruction, progress monitoring, assessment, and reclassification)

Performance Rubric	Sources of Evidence
☐ The school has a well-developed system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; evidence of systems to modify instruction based on data analysis; and has achieved an overall rating of "3" or "4" in the Student Achievement and Educational Performance category of this year's oversight report ☐ The school has a system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; and evidence of systems to modify instruction based on data analysis ☒ The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and/or limited evidence of systems to modify instruction based on data analysis ☐ The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and/or no evidence of systems to modify instruction based on data analysis	☒ Implementation of differentiated instructional strategies ☒ Intervention/Enrichment Program during the instructional day ☒ Student Group data analysis ☒ Internal assessment data ☒ Professional Development documentation ☒ Students Experiencing Homelessness Designee ☒ Foster Youth Designee ☒ Classroom/site Observation ☒ Discussion with school leadership ☐ Other: (Specify) English Learners ☒ Master Plan for English Learners ☒ Designated English Language Development (ELD) schedule ☒ Documentation of implementation of the school's Master Plan for English Learners ☒ Implementation of a data analysis system

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O3: SPECIAL EDUCATION

The school has a system in place to ensure that the school:

- Provides special education programs and services in accordance with students' IEPs
- Maintains and monitors mandated IEP timeline records and accurate service provision records in Welligent
- Conducts a special education self-review annually, using the Special Education Self-Review Checklist
- Provides special education training for staff

Performance Rubric	Sources of Evidence
☐ The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with regular and ongoing professional development/training to support implementation of its special education program; and as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records ☒ The school has a system in place for implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with professional development/training to support implementation of its special education program; and as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records ☐ The school has a partially developed system in place for implementation and monitoring of its special education processes and program in compliance with all requirements ☐ The school has a minimal or no system in place for implementation and monitoring of its special education processes and program in compliance with all requirements ☐ Not applicable - Charter school participates in LAUSD's Option 1 SELPA	☒ Welligent IEP Timeline and Service Tracking Reports ☒ Annual Self-Review Checklist ☒ Professional Development documentation ☒ Classroom/site Observation ☐ Discussion with School Leadership ☐ Other: (Specify)

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O4: SCHOOL CLIMATE AND STUDENT DISCIPLINE

The school has a school climate and schoolwide student discipline system in place to ensure that the school's practices:

- Align with principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, schoolwide positive behavior support, and data monitoring
- Provide positive opportunities for student wellness, growth, and success, aimed at making the school safe, welcoming, supportive, and inclusive
- Monitor discretionary suspensions and expulsions
- Monitor chronic absenteeism for all students and student groups
- Prevent acts of bullying, including cyberbullying, in accordance with the requirements of Ed. Code, §§ 32283.5 and 234.4

Performance Rubric	Sources of Evidence
☐ The school has a well-developed and effective school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights. Additionally, the school demonstrates effective and consistent implementation of applicable policies related to suspensions and expulsions including, but not limited to, appropriate and timely notification to the District. ☐ The school has a school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights. Additionally, the school demonstrates consistent implementation of applicable policies related to suspensions and expulsions including, but not limited to, appropriate notification to the District. ☒ The school has a partially developed and/or minimally effective school climate and student discipline system that is only partially aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, and/or the school demonstrates inconsistent implementation of applicable policies related to suspensions and expulsions including, but not limited to, appropriate and timely notification to the District. ☐ The school has a minimally developed school climate and student discipline system as demonstrated by one or more of the following: the issuance of repeated CSD Notices to Cure (tiered intervention) related to suspension/expulsion; noted concerns related to ensuring due process rights when implementing suspension/expulsion practices; violation of law or policy.	☒ Positive school climate system and Restorative Justice documentation ☒ Documentation of systems to prevent acts of bullying ☒ Documentation of systems to promote regular attendance ☒ Professional Development documentation ☒ Classroom/site Observation ☒ Discussion with school leadership ☒ Stakeholder focus group ☐ Other: (Specify)

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O5: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT

The school has a system for stakeholder engagement, including gathering input, facilitating, and encouraging involvement, sharing information, and resolving concerns, which:

- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school's charter, and the school LCAP
- Implements a School Site Council (SSC), English Learner Advisory Committee (ELAC), and/or Parent Advisory Committee (PAC) in accordance with applicable legal requirements (e.g., member composition of committee/council, legally required topics, etc.), if applicable

Performance Rubric	Sources of Evidence
☐ The school provided evidence of a well-developed and effective system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements ☒ The school provided evidence of a system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements ☐ The school provided limited evidence of a system for stakeholder engagement, sharing information, and resolving concerns ☐ The school provided little to no evidence of a system for stakeholder engagement, sharing information, and resolving concerns	☒ Yearlong Calendar of stakeholder engagement events/meetings. ☒ Stakeholder Engagement ☒ Stakeholder Consultation ☒ School Site Council (SSC) documentation ☒ Parent Advisory Committee (PAC) documentation ☒ English Learners Advisory Committee (ELAC) documentation ☒ School website ☒ Discussion with school leadership ☐ Stakeholder focus group ☐ Other: (Specify)

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A. Review of Clearances, Credentialing, and Mandated Training Compliance Items

The items below are expected to be evident to ensure the school is in compliance with applicable law and the terms of its approved charter regarding clearances, credentialing, and mandated training at all times. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and restrict the overall rating in the Organizational Management, Programs, and Operations category as indicated below.

Rating Note: A charter school cannot receive an overall rating in this category greater than one (1) if any items below are not evident.

Item	Evident	Not Evident
All new employees of the charter have a DOJ Criminal Background Clearance date prior to start date, per Ed Code § 45125.	☒	☐
Charter maintains accurate vendor certification forms, which are reviewed and signed by the charter school representative, prior to start date of vendor services, per Ed Code §§ 44237 and 45125.1.	☒	☐
All sole proprietors have a Sole Proprietor Criminal Background Clearance Certification form and a Sole Proprietor Vendor Certification of Criminal Background Clearance, Tuberculosis (TB) Clearance, and Credential Verification form completed prior to start date, per Ed Code §§ 44237, 45125.1 and 49406.	☒	☐
If applicable, all volunteers who perform school-site services while not under the direct supervision of a school employee have a DOJ Criminal Background Clearance date prior to start date, Ed Code §§ 44237 and 45125.	☐	☐
	☒ Not applicable	

Rating Note: A charter school cannot receive an overall rating in this category greater than two (2) if any items below are not evident.

Item	Evident	Not Evident
All employees have completed mandated child abuse reporter training within 6-weeks of the beginning of the school year or within 6-weeks of employment, per Ed Code § 44691.	☒	☐
All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times, per Ed Code § 47605(l).	☒	☐

Rating Note: A charter school may not receive an overall rating in this category greater than two (2) if any items below are not evident.

Item	Evident	Not Evident
The school has provided documentation for at least one Custodian of Records, per California Penal Code § 11102.2.	☒	☐
All new employees of the charter have undergone a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, per Ed Code § 49406.	☒	☐
All employees have current TB clearance, per Federal, State, and District Required Language.	☒	☐
All volunteers with frequent or prolonged contact with students have a current TB clearance upon initial time of assignment, per Ed Code § 49406.	☐	☐
	☒ Not applicable	

Notes:
None

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **BERT CORONA CHARTER HIGH SCHOOL**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/20/2026**

B. Review of Health and Safety Compliance Items

The items below are expected to be evident at the charter school to ensure the protection of student and staff health and safety. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and restrict the overall rating in the Organizational Management, Programs, and Operations category as indicated below.

A charter school cannot receive an overall rating in this category greater than one (1) if the items below are not evident.

Item	Evident	Not Evident
A current, comprehensive, site-specific comprehensive Health, Safety, and Emergency School Safety Plan per requirements of Ed. Code, §§ 47605(c)(5)(F), 32282, and 35179.4, as applicable. (Note: For schools co-located with a District school, the charter school participates in and complies with the District school's Integrated Safe School Plan)	☒	☐

A charter school may receive an overall rating in this category of two (2) if any of the items below are not evident.
If several (i.e., two or more) items below are not evident, charter school may receive an overall rating of one (1) in this category.

Item	Evident	Not Evident
School has sufficient emergency supplies in the event of a natural disaster or other emergency (Ed. Code § 32282)	☒	☐
School conducts annual emergency drills and trainings as legally required to prepare for a natural disaster or other emergency, per Ed. Code §§ 32001 and 32282	☒	☐
Provision and documentation of health screenings (e.g., vision, hearing, and scoliosis) per current applicable law and terms of the charter (Ed. Code § 49450 et seq, as referenced in FSDRL)	☒	☐
Stock and maintenance of the required number and type of emergency epinephrine auto-injectors ("epi-pen") onsite and training has been provided to volunteer staff member(s) in the storage and emergency use, per Ed. Code § 49414 and § 4119.2 of the Business and Professions Code	☒	☐
Provision of at least two meals free of charge (breakfast and lunch) during each school day to students requesting a meal, regardless of their free or reduced-price meal eligibility, per Ed. Code § 49501.5	☒	☐
A Board adopted Pupil Suicide Prevention Policy (grades 1-6 and/or grades 7-12, as applicable), requirements per of Ed. Code § 215. Suicide Prevention Lifeline and National Domestic Violence Hotline on at least one side of Student ID cards, as specified in Ed. Code § 215.5	☒	☐
For schools offering an interscholastic athletic program, at least one automated external defibrillator (AED) is onsite, and available at on-campus athletic activities or events per Ed. Code §§ 35179.4 and 35179.6.	☒	☐
	☐ Not applicable	

Notes:
None

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **BERT CORONA CHARTER HIGH SCHOOL**

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C. Review of Transparency and Stakeholder Information Compliance Items

The items below are expected to be evident at the charter school to ensure that it operates in a transparent manner and keeps all stakeholders informed. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and impact the overall rating in the Organizational Management, Programs, and Operations category.

A charter school cannot receive a rating in this category greater than three (3) if any of the items below are not evident.

Item	Evident	Not Evident
The following information posted to the school's website: ☒ LCAP, per Ed. Code § 47606.5(h) ☒ Current Board agenda in compliance with Brown Act, per Gov. Code, § 54954.2 (a)(1) and (d). ☒ Policy on Pupil Suicide Prevention per Ed. Code § 234.6 ☒ Title IX information, including a link to CDE's Title IX website per Ed. Code § 234.6 ☒ Policies on anti-discrimination, anti-harassment, anti-intimidation, anti-bullying, and sexual harassment policies, including: anti-cyberbullying procedures, social media anti-bullying procedures, and a link to statewide resources including community-based organizations compiled by CDE, per Ed. Code § 234.6 ☒ Information provided to parents/guardians regarding the dangers associated with using synthetic drugs that are not prescribed by a physician, such as fentanyl; the possibility that dangerous synthetic drugs can be found in counterfeit pills; and the risk of social media platforms being used as a way to market and sell synthetic drugs, such as fentanyl, per Ed Code § 48985.5	☒	☐
Provides stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance Ed. Code § 47605(c)(5)(C)	☒	☐
Access to approved charter	☒	☐
Documentation of informing parents/guardians about transferability of courses/course credit and eligibility to meet A-G requirements (high schools only), per Ed. Code § 47605	☒	☐
	☐ Not applicable	
Informing parents/guardians of human trafficking prevention resources (grades 6-12), per Ed. Code § 49381	☒	☐
	☐ Not applicable	
Notification of access to available mental health services (grades K-12), per Ed. Code § 49428.	☒	☐
Charter schools serving any of the grades 6 to 12, shall prominently and conspicuously display a poster that identifies approaches and shares resources regarding pupil mental health in appropriate public areas that are accessible to, and commonly frequented by, pupils, per Ed. Code § 49428.5	☒	☐
	☐ Not applicable	
Notes:		

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LOCAL CONTROL AND ACCOUNTABILITY PLAN 2025-2026 (For Informational Purposes Only)

The CSD reviewed the Local Control and Accountability Plan.	
All requested template information and descriptions were *provided*:	**Sources of Evidence**
☒ LCFF Budget Overview for Parents ☒ Plan Summary ☒ Engaging Educational Partners ☒ Goals and Actions ☒ Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students ☒ Action Tables ☒ Instructions	☒ Local Control and Accountability Plan ☒ Board Agenda and Minutes
Notes: None	

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7598	2021-2022					2022-2023					2023-2024				
Bert Corona Charter High	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents		451,359	452,881	703,818	760,340		739,295	768,061	951,936	952,416		409,763	380,951	1,040,822	1,040,822
Accounts Receivable		315,915	404,976	175,202	447,043		447,476	752,237	745,981	746,385		512,482	589,540	358,739	828,915
Other Current Assets		71,913	71,923	28,680	28,170		32,598	375	40,280	39,876		42,175	42,157	22,490	21,872
Total Current Assets		**839,187**	**929,780**	**907,700**	**1,235,553**		**1,219,368**	**1,520,673**	**1,738,196**	**1,738,677**		**964,420**	**1,012,648**	**1,422,051**	**1,891,609**
Fixed and Other Assets		87,340	87,357	87,408	87,407		43,681	43,698	67,286	86,852		123,811	119,671	118,870	118,870
Total Assets		**926,527**	**1,017,137**	**995,108**	**1,322,960**		**1,263,050**	**1,564,371**	**1,805,482**	**1,825,529**		**1,088,230**	**1,132,320**	**1,540,921**	**2,010,479**
Deferred Outflows of Resources		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		340,056	339,324	622,883	725,048		618,170	906,634	1,174,482	1,208,420		434,670	476,703	809,521	840,602
Other Long Term Liabilities		61,888	36,413	32,920	0		32,920	32,920	26,775	12,406		26,775	26,775	36,114	5,033
Unfunded OPEB Liabilities		0	0	0	0		0	0	0	0		0	0	0	0
Total Liabilities		**401,944**	**375,737**	**655,803**	**725,048**		**651,090**	**939,554**	**1,201,257**	**1,220,826**		**461,445**	**503,478**	**845,635**	**845,635**
Deferred Inflows of Resources		0	0	0	0		0	0	0	0		0	0	0	0
Net Assets		**524,583**	**641,400**	**339,305**	**597,912**		**611,960**	**624,818**	**604,225**	**604,703**		**626,786**	**628,841**	**695,286**	**1,164,844**
Total Revenues	3,366,560	3,571,687	3,644,860	3,319,662	3,578,271	4,277,352	4,390,485	4,306,873	4,252,636	4,252,638	4,941,664	5,100,514	5,091,773	5,028,408	5,497,962
Total Expenditures	3,364,824	3,557,228	3,513,586	3,490,483	3,490,485	4,272,861	4,376,436	4,279,967	4,246,322	4,245,847	4,885,463	5,078,433	5,067,635	4,937,825	4,937,821
Net Income / (Loss)	**1,736**	**14,459**	**131,274**	**(170,821)**	**87,786**	**4,491**	**14,048**	**26,907**	**6,314**	**6,791**	**56,201**	**22,081**	**24,138**	**90,583**	**560,141**
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	**1,736**	**14,459**	**131,274**	**(170,821)**	**87,786**	**4,491**	**14,048**	**26,907**	**6,314**	**6,791**	**56,201**	**22,081**	**24,138**	**90,583**	**560,141**
Net Assets, Beginning	412,193	515,194	515,194	515,194	510,126	641,400	339,305	339,305	339,305	597,912	624,818	604,225	604,225	604,225	604,703
Adj. for restatement / Prior Yr Adj	3,337	(5,070)	(5,068)	(5,068)	0	(126,925)	258,606	258,606	258,606	0	(18,318)	480	478	478	0
Net Assets, Beginning, Adjusted	**415,530**	**510,124**	**510,126**	**510,126**	**510,126**	**514,475**	**597,911**	**597,911**	**597,911**	**597,912**	606,500	604,705	604,703	604,703	604,703
Net Assets, End	**417,266**	**524,583**	**641,400**	**339,305**	**597,912**	**518,966**	**611,960**	**624,818**	**604,225**	**604,703**	**662,701**	**626,786**	**628,841**	**695,286**	**1,164,844**
Unrestricted Net Assets		518,646	637,999	339,305	597,912		530,332	586,224	588,199	588,677		590,479	607,298	695,286	1,164,844
Restricted Net Assets		5,937	3,401	0	0		81,628	38,594	16,026	16,026		36,307	21,543	0	0

7598	Audited Financials					2024-2025					2025-2026				
Bert Corona Charter High	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	760,340	952,416	1,040,822	1,203,380	0		861,562	1,305,663	1,203,380	1,203,380		781,255	912,510	0	0
Accounts Receivable	447,043	746,385	828,915	546,205	0		421,523	360,864	545,589	546,205		0	282,118	0	0
Other Current Assets	28,170	39,876	21,872	45,171	0		23,583	23,583	45,787	45,171		363,750	50,083	0	0
Total Current Assets	**1,235,553**	**1,738,677**	1,891,609	1,794,756	0		**1,306,668**	**1,690,110**	**1,794,755**	**1,794,756**		**1,145,005**	**1,244,711**	**0**	**0**
Fixed and Other Assets	87,407	86,852	118,870	103,790	0		82,885	82,885	103,791	103,790		71,684	71,917	0	0
Total Assets	**1,322,960**	**1,825,529**	**2,010,479**	**1,898,546**	**0**		**1,389,553**	**1,772,994**	**1,898,546**	**1,898,546**		**1,216,688**	**1,316,628**	**0**	**0**
Deferred Outflows of Resources	0	0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities	725,048	1,208,420	840,602	707,460	0		533,745	571,480	694,624	707,460		385,128	412,831	0	0
Other Long Term Liabilities	0	12,406	5,033	25,923	0		33,776	28,742	38,754	25,923		33,979	35,040	0	0
Unfunded OPEB Liabilities	0	0	0	0	0		0	0	0	0		0	0	0	0
Total Liabilities	**725,048**	**1,220,826**	**845,635**	**733,383**	**0**		**567,521**	**600,222**	**733,379**	**733,383**		**419,107**	**447,871**	**0**	**0**
Deferred Inflows of Resources	0	0	0	0	0		0	0	0	0		0	0	0	0
Net Assets	**597,912**	**604,703**	**1,164,844**	**1,165,163**	**0**		**822,032**	**1,172,772**	**1,165,167**	**1,165,163**		**797,581**	**868,757**	**0**	**0**
Total Revenues	3,578,271	4,252,638	5,497,962	4,959,928	0	5,031,477	5,158,766	4,998,188	4,959,929	4,959,928	5,017,969	4,577,814	4,613,651	0	0
Total Expenditures	3,490,485	4,245,847	4,937,821	4,959,609	0	4,999,181	5,032,020	4,990,262	4,959,607	4,959,609	5,132,109	4,945,400	4,910,061	0	0
Net Income / (Loss)	**87,786**	**6,791**	**560,141**	**319**	**0**	**32,296**	**126,746**	**7,927**	**322**	**319**	**(114,140)**	**(367,586)**	**(296,410)**	**0**	**0**
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	**87,786**	**6,791**	**560,141**	**319**	**0**	32,296	**126,746**	**7,927**	**322**	**319**	(114,140)	(367,586)	(296,410)	0	0
Net Assets, Beginning	510,126	597,912	604,703	1,164,844	0	628,841	695,286	695,286	695,286	1,164,844	1,172,772	1,165,167	1,165,167	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	(14,519)	0	469,560	469,560	0	0	0	0	0	0
Net Assets, Beginning, Adjusted	510,126	597,912	604,703	1,164,844	0	614,322	695,286	1,164,846	1,164,846	1,164,844	1,172,772	1,165,167	1,165,167	0	0
Net Assets, End	**597,912**	**604,703**	**1,164,844**	**1,165,163**	**0**	**646,618**	**822,032**	**1,172,772**	**1,165,167**	**1,165,163**	**1,058,632**	**797,581**	**868,757**	**0**	**0**
Unrestricted Net Assets	597,912	588,677	1,164,844	1,165,163	0		822,032	1,172,772	1,165,167	1,165,163		797,581	868,757	0	0
Restricted Net Assets	0	16,026	0	0	0		0	0	0	0		0	0	0	0

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DATE OF VISIT: **4/20/2026**

FISCAL OPERATIONS	RATING
Summary of School Performance	4, Accomplished

Other circumstances and information could influence the rating and are noted in this evaluation.

Financial Highlights

The charter school's net assets are positive.

FINANCIAL HIGHLIGHTS					
Bert Corona Charter High	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Audited Actuals)	2025-2026 (Second Interim)
Net Assets	$597,912	$604,703	$1,164,844	$1,165,163	$868,753
Net Income / (Loss)	$87,786	$6,791	$560,141	$319	($296,410) [1]
Transfers In / Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Cash and Cash Equivalents	$760,340	$952,416	$1,040,822	$1,203,380	$912,510
Unrestricted Net Assets	$597,912	$588,677	$1,164,844	$1,165,163	$868,753
Norm Enrollment Reported by the School	191	199	218	221	197
FINANCIAL RATIO ANALYSIS					
Fund Reserve (Reserve for Economic Uncertainty) (Unrestricted Net Assets /Total Expenditures) *3% - 5% and greater is recommended (depending on the school's ADA)*	17.13%	13.86%	23.59%	23.49%	17.69%

Cash Reserve Level (Cash Balance/Total Expenditures) *5% and greater is recommended*	21.78%	22.43%	21.08%	24.26%	18.58%
Current Ratio (Working Capital Ratio) (Current Assets/Current Liabilities) *At least 1.2 or 120% is recommended*	170.41%	143.88%	225.03%	253.69%	301.51%
Debt Ratio (Total Liabilities/Total Assets) *Lower than 1.0 or 100% is recommended*	54.80%	66.88%	42.06%	38.63%	34.02%

[1] The charter operator attributes the projected FY 2025–2026 operating net loss to lower-than-projected enrollment and higher Special Education costs.

Charter Operator Fiscal Information

The financial condition of the charter operator is summarized in the table below.

YPI Charter Schools, Inc.'s (YPICS)					
Source: Independent Audit Report for the Year Ending June 30, 2025					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
3	3	$27,392,027	($754,991) [2]	$0	$0

[2] The YPICS organization's net loss of ($754,991) in FY 2024–2025 was largely attributable to the ($761,572) net loss at Monseñor Oscar Romero Charter Middle, offset by net income of $6,262 at Bert Corona Charter and $319 at Bert Corona Charter High. Monseñor Oscar Romero Charter Middle's net loss of ($761,572) was primarily attributable to non-cash depreciation expenses of $767,688, related to the school's Proposition 1D property; excluding this expense, the school would have reported net operating income.

Management Fees: According to YPICS, there are no management fees charged to any of the YPICS charter schools that it operates. Instead, each school pays a portion of the actual expenses for administrative support, including the salaries of YPICS' Executive Director, its Chief

Operations Officer, and other Learning and Support Center (YPICS' Home Office) positions that are related to the organization. These costs are allocated on a pro-rated basis among the YPICS schools based on Average Daily Attendance (ADA).

Norm Enrollment Data and Trends

The school's Norm Enrollment history by grade level is summarized below.

Bert Corona Charter High Norm Day Enrollment History					
Grade Level	**2021-2022**	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**
9	57	45	54	56	43
10	55	56	49	56	59
11	52	49	63	52	45
12	27	49	52	57	50
Total Enrollment	**191**	**199**	**218**	**221**	**197**
Increase/(Decrease) in Enrollment from Prior Year	**N/A**	**8**	**19**	**3**	**(24)**
Enrollment Growth/(Decrease) (%)	**N/A**	**4.2%**	**9.5%**	**1.4%**	**(10.9%)**

Accumulated Increase/Decrease in Student Enrollment Since 2021-2022	
Accumulated increase in student enrollment count	**6**
Accumulated increase in student enrollment percentage	**3.1%**
Current Board-approved enrollment capacity in the school's operative charter as compared to its reported 2025-2026 Norm Enrollment	
Per Board-approved enrollment capacity in the school's operative charter	**500**
2025-2026 Norm Enrollment	**197**

Below Board-approved enrollment capacity in the school's operative charter	**(303)**
Below Board-approved enrollment capacity in the school's operative charter percentage	**(60.6%)**

YPICS cites declining birth rates and out-migration as drivers for the school's low enrollment. YPICS also asserted that Bert Corona Charter High has grown despite LAUSD's enrollment decline, increasing from 191 to 197 students (3.1%) over five years, and that while regional demographic shifts limit its expansion, the school continues to demonstrate strong community appeal as a "destination school". As noted above, the school has maintained a balanced budget for Fiscal Year 2024-2025, and projected positive ending net assets for the 2025-2026 Second Interim Financials. The CSD will continue to monitor the school's student enrollment through oversight**.**

Areas of Demonstrated Strength and/or Progress:

The school's net assets are positive. Please refer to the Financial Highlights table above.

Areas Noted for Further Growth and/or Improvement:

No significant items noted.

Other Observations:

1. **Type of Observation:** Unclear Written Guidance in the School's Fiscal Policies and Procedures (On Approval Authority for Contracts and Expenditures at $50,000 Threshold)
   - **Source(s) of Document Reviewed:** Charter Operator's Fiscal Policies, and Procedures
   - **Description of Observation:** Page 4 (Lines of Authority) of YPICS' Fiscal Policies and Procedures (FPP) approved on 4/28/2025 states:

     Governing Board
     - Reviews and approves all contracts over $50,000.
     - Reviews and approves all non-budgeted expenditures over $50,000 and any irregular expenditures.

     Executive Director
     - Reviews and approves all contracts under $50,000.
     - Reviews and approves all expenditures under $50,000.

     As such, the CSD noted that the FPP lacks clarity regarding the approval authority for contracts and expenditures at precisely $50,000.

   - **Charter School's Response:** YPICS stated that it will incorporate the recommended revisions into its Fiscal Policies and Procedures and present the updated policy to the charter school board as soon as possible.
   - **CSD Comments:** The lack of clear, written policies, procedures, and documentation for the organization's contract and expenditure thresholds may create uncertainty among charter school employees, the authorizer, and other stakeholders, and may raise questions regarding consistency and oversight.

The CSD acknowledges that the charter operator will update its FPP to address the observation, as noted above, and the CSD will continue to monitor the school's adherence to its FPP through ongoing oversight.

The Charter Schools Division will continue to monitor this issue referenced above during the next oversight visit. The results may be factored in the school's rating for next year.

Corrective Action Required:

None noted that immediate action is required to remedy concerns in this report.

Progress on LAUSD Board of Education and/or MOU Benchmarks related to FISCAL OPERATIONS (if applicable):

☒ Not Applicable

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **BERT CORONA CHARTER HIGH SCHOOL**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/20/2026**

Notes:

I.	Review of Fiscal Documentation	Comments
1.	FY 2024-2025 Independent Audit Report	
	a. Audit opinion:	Unmodified/Unqualified
	b. Material weaknesses:	None Reported
	c. Deficiencies/Findings:	None Reported
	d. Lack of a Going Concern:	None Reported
	Description (if applicable):	
	The status of audit findings from 2023-2024 (if applicable)	Not applicable
2.	(Only for **new schools** without an audit report on file) The charter school is in its first/second year of operation and there is no independent audit report on file with the CSD.	Not applicable
3.	The 2024-2025 audited and unaudited actuals:	Nearly mirror each other.
	The 2024-2025 independent audit report is not available as of the date of this report.	Not applicable
4.	Segregation of Duties (SOD) reviews were conducted in-person at:	Monseñor Oscar Romero Charter Middle
		No discrepancies were noted.
5.	Proposition 39 information.	Per the LAUSD Charter Schools Accounting Unit's record, as of 3/31/2026, BCHS owed $26,313 in Proposition 39 over-allocated space reimbursement fees to LAUSD (consisting of $145,293 for Fiscal Years 2015-2016 through 2025-2026, respectively, less payments of $118,980). The CSD will continue to monitor this matter through oversight.

II.	Review of 2025-2026 Fiscal Preparation Guide	Provided	Comments
1.	Most Current Fiscal Reports Reported to the Board	Yes	

2.	Board Meeting Minutes – Discussion of Fiscal Reports Presented to Board & Board Packet	Yes	
3.	Audit or Fiscal Reports – CalSTRS, CalPERS, USDE, CDE, FCMAT, IRS, SBA, OPEB, etc.	N/A	
4.	Board Meeting Minutes – Approval of 2025-2026 Budget	Yes	
5.	Evidence of Compliance – STRS, PERS, Social Security, Other Benefits	Yes	Benefits offered by the school: STRS, 403B, and Social Security
6.	Board Meeting Minutes – Selection of Independent Auditor	Yes	
7.	Board Meeting Minutes – Discussion of Independent Audit Report	Yes	
8.	Board Meeting Minutes – Discussion of the Most Recent Interim Financial Reports Submitted to LAUSD	Yes	
9.	Board Meeting Minutes – Discussion of Staff or Vendors Complaints	N/A	
10.	Board Meeting Minutes – Discussion of 2024-2025 Annual Performance-Based Oversight Visit Report	Yes	
11.	Current Fiscal Policies and Procedures	Yes	
12.	Board Meeting Minutes – Approval of Fiscal Policies and Procedures	Yes	
13.	Organizational Chart(s)	Yes	
14.	Summary of Total Compensation Paid in FY 2024-2025	Yes	
15.	Related Parties	Yes	
16.	MOUs for CMO Management Fees and/or back office service provider agreements	Yes	
17.	Board Meeting Minutes – Approval of Management Fees, License Fees, or Any Other Fees	Yes	
18.	Most Current Accounts Payable Aging Report	Yes	
19.	Check Registers (12 months)	Yes	Period spanning from 1/2025 to 12/2025 Reviewed checks for sample testing No discrepancies were noted.
20.	Credit Card Statements and Reconciliations (6 months)	Yes	Period spanning from 7/2025 to 12/2025 Reviewed credit card transactions for sample testing No discrepancies were noted.
21.	Monthly Bank Statements and Reconciliations (6 months)	Yes	Period spanning from 7/2025 to 12/2025

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **BERT CORONA CHARTER HIGH SCHOOL**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/20/2026**

			Reviewed electronic credit/debit transactions for sample testing
			No discrepancies were noted.
22.	Student Body Financial Records (6 months)	Yes	Period spanning from 07/2025 to 12/2025
			Reviewed student body financial transactions for sample testing
			No discrepancies were noted.
23.	Capitalized and Non-Capitalized Inventory Listing	Yes	
24a.	Posting of EPA on School's Website	Yes	
24b.	Posting of Audited Financials on School's Website	Yes	
25.	Financing Activities, Loans, Factoring Receivables, Intercompany Transfers/Loans, etc.	Yes	
26.	New and Renewed Facility Lease Agreements and Board Meeting Minutes – Approval of New or Renewed Lease	N/A	
27.	Facilities Plans – Purchase, Lease, Relocation, Expansion, Major Improvements	N/A	
28.	Employee Retention Credit	Yes	Both 2023-2024 and 2024-2025 YPICS independent audit reports disclosed that YPICS applied and received ERC for $1,878,231. Governing board meeting minutes, Internal Revenue Service's correspondences, and other forms pertaining to the ERC application were provided.
29.	Disclosure of Legal Issues with material fiscal impact	N/A	

Notes: N/A (Provided Column) = indicated by the charter school as not applicable
ANI = Areas Noted for Further Growth and/or Improvement
OO = Other Observations

Fiscal Operations Rubrics

Existing School *– a charter school that was/is in operation/active in the preceding school year(s) and the current school year. Existing schools may receive a rating of 4, 3, 2, or 1.*
New School *– a charter school that is in its first year of operation in the current school year and does not have an independent audit report or audited financial result for its first operative year on file with LAUSD. New schools are evaluated based on current year information. New schools may receive a rating of 2 or 1.*

Existing School 4 (Accomplished)	***To receive a rating of 4 (Accomplished), an existing school, at a minimum, meets all of the Required and Supplemental Criteria listed below.***

REQUIRED CRITERIA

1. Net assets are positive in the two most current annual independent audit reports;
2. The cash balance at the beginning of the school year is positive;
3. The two most current annual independent audit reports show no audit findings that are identified as material weaknesses or significant deficiencies;
4. If applicable, federal, state, and other public agency audits/reviews (e.g., California State Teachers' Retirement System (CalSTRS), California Public Employees' Retirement System (CalPERS), Fiscal Crisis & Management Assistance Team (FCMAT), United States Department of Education (USDE), California Department of Education (CDE), United States Small Business Administration (SBA), Internal Revenue Service (IRS), Employment Development Department (EDD), etc.), at the time of the oversight visit, show no outstanding findings;
5. Vendors and staff are consistently paid in a timely manner;
6. Governing board approves fiscal policies and procedures, at a minimum, once prior to each charter renewal term;
7. The charter school consistently adheres to the governing board-approved fiscal policies and procedures;
8. Governing board adopts the annual budget;
9. Governing board reviews and/or discusses audited financial statements submitted to LAUSD;
10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;
11. There is no apparent conflict of interest;
12. The Education Protection Account allocation and expenditures and audited financial statements are posted on the charter school's website;
13. The LCAP is submitted to the appropriate agencies;
14. Reasonable requests for information made by the Charter Schools Division and LAUSD are consistently processed or submitted by the charter school in a timely manner;
15. There are no items cited in Areas Noted for Further Growth and/or Improvement and there are no more than five (5) items cited in Other Observations for the most current year;
16. If applicable (when audited and unaudited actuals do not mirror each other), adequate explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements;
17. Proper segregation of duties is consistently in place;
18. If applicable, there are no outstanding fiscal-related tiered intervention notices issued to the school; or the school has no tiered intervention notices as of the oversight report issuance date; and

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19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are fully met by the required deadline(s); or the school has no fiscal benchmarks in its current charter term.

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA

1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 (5 CCR § 15450 Reserves) (i.e., unrestricted fund balance divided by total expenditures) in the two most current annual independent audit reports;
2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the two most current annual independent audit reports;
3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the two most current annual independent audit reports;
4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the two most current annual independent audit reports;
5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, timely right sizing, etc.);
6. Fiscal reports (e.g., first interim, second interim, unaudited actuals, balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings for review and discussion;
7. The most current annual independent audit report is submitted to the appropriate agencies, including the school's charter authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)), or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and
8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school's charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).

Existing School 3 (Proficient)	***To receive a rating of 3 (Proficient), an existing school, at a minimum, meets all of the Required and at least five (5) of the Supplemental Criteria listed below.***

REQUIRED CRITERIA

1. Net assets are positive in the most current annual independent audit report;
2. The cash balance at the beginning of the school year is positive;
3. The most current annual independent audit report shows no audit findings that are identified as material weaknesses or significant deficiencies;
4. If applicable, federal, state, and other public agency audits/reviews (e.g., CalSTRS, CalPERS, FCMAT, USDE, CDE, SBA, IRS, EDD, etc.), at the time of the oversight visit, show outstanding findings, and the school is able to demonstrate evidence of remedies in addressing these findings;
5. Vendors and staff are generally paid in a timely manner;
6. Governing board approves fiscal policies and procedures, at a minimum, once prior to each charter renewal term;
7. The charter school generally adheres to the governing board-approved fiscal policies and procedures;

8. Governing board adopts the annual budget;
9. Governing board reviews and/or discusses audited financial statements submitted to LAUSD;
10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;
11. There is no apparent conflict of interest;
12. The Education Protection Account allocation and expenditures and audited financial statements are posted on the charter school's website;
13. The LCAP is submitted to the appropriate agencies;
14. Reasonable requests for information made by the Charter Schools Division and LAUSD are generally processed or submitted by the charter school in a timely manner;
15. There are no significant recurring issues cited in the Areas Noted for Further Growth and/or Improvement;
16. If applicable (when audited and unaudited actuals do not mirror each other), at least partial explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements;
17. Proper segregation of duties is generally in place;
18. If applicable, the charter school is in the process of resolving outstanding fiscal issues cited in a Notice issued by the CSD as part of its tiered intervention process; and
19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are partially met by the required deadline(s).

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA

1. The school maintains the minimum reserve for economic uncertainties as defined in CCR, Title 5, Section 15450 (5 CCR § 15450 Reserves) (i.e., unrestricted fund balance divided by total expenditures) in the most current annual independent audit report;
2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the most current annual independent audit report;
3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current annual independent audit report;
4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the most current annual independent audit report;
5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, timely right sizing, etc.);
6. Fiscal reports (e.g., first interim, second interim, unaudited actuals, balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings for review and discussion;
7. The most current annual independent audit report is submitted to the appropriate agencies, including the school's charter authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)) or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and
8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school's charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **BERT CORONA CHARTER HIGH SCHOOL**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/20/2026**

Existing School 2 (Developing)	***An existing school would receive a rating of 2 (Developing) if the charter school is not eligible for the rating of Accomplished or Proficient, but, at a minimum, meets all of the Required and at least four (4) of the Supplemental Criteria listed below.***

REQUIRED CRITERIA

1. Net assets are positive in the most current annual independent audit report; net assets are negative with strong trend towards becoming positive (be positive at the end of the third year per the applicable interim financials); or the school's financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years;
2. The cash balance at the beginning of the school year is positive; and
3. Governing board approves fiscal policies and procedures, at a minimum, once prior to each charter renewal term.

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA

1. The school maintains the minimum reserve for economic uncertainties as defined in CCR, Title 5, Section 15450 (5 CCR § 15450 Reserves) (i.e., unrestricted fund balance divided by total expenditures) in the most current annual independent audit;
2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the most current annual independent audit;
3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current annual independent audit;
4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the most current annual independent audit;
5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, timely right sizing, etc.);
6. Fiscal reports (e.g., first interim, second interim, unaudited actuals, balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings for review and discussion;
7. The most current annual independent audit report is submitted to the appropriate agencies, including the school's charter authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)) or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and
8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school's charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).

LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **BERT CORONA CHARTER HIGH SCHOOL**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/20/2026**

Existing School 1 (Unsatisfactory)	***An existing school would receive a rating of 1 (Unsatisfactory) based on the conditions described below.***

An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:

A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for *Accomplished*, *Proficient*, or *Developing* above. The charter school was given a certain period of time to address the fiscal concerns of LAUSD (including, but not limited to, audit findings that are identified as repeat material weaknesses or significant deficiencies disclosed in the charter operator's most recent annual independent audit report, noncompliance with Generally Accepted Accounting Principles (GAAP), applicable law, LAUSD charter policy, and the school's approved charter, conflicts of interest, unresolved significant fiscal management issues, outstanding notices, etc.), but failed to provide a satisfactory response. The charter school has shown no *feasible* financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.

Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

New School 2 (Developing)	***A new school would receive a rating of 2 (Developing) if the charter school, at a minimum, meets all of the Required Criteria listed below.***

REQUIRED CRITERIA

1. Interim reports and/or unaudited actuals project positive net assets;
2. Projected debt, if any, is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school;
3. If enrollment is significantly below the enrollment per the school's *Pupil Estimates for New or Significantly Expanding Charters* report and/or its approved petition budget, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised viable three-year budget and three-year cash flow projections;
4. Governing board adopts the annual budget;
5. Governing board reviews and discusses the charter school's financial reports as evidenced by the governing board meeting minutes;
6. Reasonable requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner; and
7. The LCAP is submitted to the appropriate agencies.

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

New School 1 (Unsatisfactory)	***A new school would receive a rating of 1 (Unsatisfactory) based on the conditions described below.***

An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:

A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for *Developing*. The charter school was given a certain period of time to address the fiscal concerns of LAUSD (including, but not limited to, noncompliance with Generally Accepted Accounting Principles (GAAP), applicable law, LAUSD charter policy, and the school's approved charter, conflicts of interest, unresolved significant fiscal management issues, outstanding notices, etc.), but failed to provide a satisfactory response. The charter school has shown no *feasible* financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.

Continued operation of a charter school that is assessed as Unsatisfactory may result in non-implementation of instructional programs as provided in the petition.

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

Coversheet

Banc of California Certificate of Deposit

Section: V. Items Scheduled For Action
Item: I. Banc of California Certificate of Deposit
Purpose: Vote
Submitted by:
Related Material:
Board Brief Renewal of Certificate of Deposit CD Maturing July 15, 2026 Final.pdf

YPI CHARTER SCHOOLS

DATE: June 29, 2026
TO: YPI Charter Schools Board of Trustees
FROM: The Executive Director
SUBJECT: Action Item: Renewal of Certificate of Deposit (CD) Maturing July 15, 2026

Executive Summary / Action Requested

The Executive Director requests that the Board of Trustees authorize the renewal of the school's maturing Certificate of Deposit (CD) with Banc of California for a new 13-month term at a negotiated, above-market rate of **3.75% APY**.

Background:

In June 2025, the Board approved a proposal allowing the Executive Director to open a 13-month CD with Banc of California at an initial interest rate of 4.00%. This CD is scheduled to mature on **July 15, 2026**. Board action is required during the June 29 meeting to ensure continuous yield optimization upon the account's maturity.

Analysis:

The Executive Director has consulted with the Senior Vice President at Banc of California regarding renewal options. While market interest rates have declined over the past year, the Executive Director successfully negotiated a premium exception rate for the school's funds:

- **Standard Market Offerings:** Banc of California's standard public rates for a 13-month CD are currently hovering between **3.00% and 3.04% APY**.
- **Negotiated Premium Rate:** Through targeted discussions, the Executive Director secured an approved exception rate of **3.75% APY** for a renewed 13-month term.

Securing this 3.75% APY rate ensures YPI Charter Schools maximizes its passive interest income well above standard retail bank rates while maintaining a safe, low-risk position for these capital reserves.

Recommendation:

The Executive Director recommends that the Board of Trustees approve the CD renewal under the negotiated terms by authorizing the Executive Director to execute the renewal of the maturing Certificate of Deposit (CD) with Banc of California for a 13-month term at the negotiated interest rate of 3.75% APY.

Coversheet

CalSTRS Requirements - Updated YPICS Bylaws, Articles of Incorporation, and Form 0765

Section: V. Items Scheduled For Action
Item: J. CalSTRS Requirements - Updated YPICS Bylaws, Articles of Incorporation, and Form 0765
Purpose: Vote
Submitted by:
Related Material:
Board Brief STRS Requirement Change Bylaws and Articles of Incorporration.pdf
BYLAWS YPI CHARTER SCHOOLS KR Rev. (4883-1272-7284.v4) (4912-1315-6018.v2).pdf
YPICS Certificate of Amendment of Articles of Incorporation CalSTRS CalPERS Amendments (4911-8569-6434.v1).pdf
CalSTRS Charter School Certification (Form 0765) (4901-0255-5534.v1).pdf

June 29, 2026

TO: YPI Charter Schools
Board of Trustees

FROM: Yvette King-Berg
Executive Director

SUBJECT: Approval of Amendments to the YPICS Bylaws and Articles of Incorporation to Ensure Compliance with IRS Notice 2015-07 and Internal Revenue Code Section 414(d)

BACKGROUND

YPI Charter Public Schools participates in public employee retirement systems that require compliance with federal governmental plan requirements under Section 414(d) of the Internal Revenue Code. Legal counsel recently conducted a review of the organization's governance documents and identified revisions necessary to align the YPICS Bylaws and Articles of Incorporation with current IRS guidance, specifically IRS Notice 2015-07 concerning the participation of charter schools in governmental retirement plans.

Counsel has advised that amendments be made to Article V, Section 1 of the YPICS Bylaws and Article Five of the YPICS Articles of Incorporation to clarify the irrevocable dedication of corporate assets to public benefit purposes and to specify the distribution of assets upon dissolution in a manner consistent with governmental plan eligibility requirements. Counsel further advised that no revisions to the YPICS charter petitions are required.

The proposed amendments have been prepared by legal counsel and include language intended to ensure that, upon dissolution, any remaining assets will be distributed to another qualifying public school, the State of California, or another governmental entity consistent with applicable federal requirements.

The YPICS Bylaws have been amended periodically since their original adoption in 2010, most recently in November 2024 with the MORCS Charter Renewal Petition. The proposed amendment would update the current governing documents to incorporate language recommended by legal counsel regarding governmental plan requirements under IRS Notice 2015-07.

ANALYSIS

The proposed amendments are ministerial in nature and do not alter the mission, educational program, governance structure, or operational authority of YPI Charter Schools. Rather, they strengthen and clarify existing provisions regarding the dedication and disposition of corporate assets to ensure continued alignment with federal governmental plan requirements.

Approval of the amendments will:

- Align YPICS governance documents with current legal guidance regarding governmental plan participation.
- Reinforce the organization's public benefit purpose and charitable asset restrictions.
- Support ongoing eligibility and compliance considerations associated with public retirement systems.
- Reduce potential legal and regulatory risks related to outdated dissolution and asset distribution language.
- Ensure consistency between the YPICS Bylaws and Articles of Incorporation.

Legal counsel has prepared the revised Bylaws and the Certificate of Amendment to the Articles of Incorporation for Board consideration and approval.

BYLAWS

YPI CHARTER SCHOOLS, INC.

A California Nonprofit Public Benefit Corporation

ARTICLE I. OFFICES

Section 1. Principal Office. The principal office of the Corporation for the transaction of the business of the Corporation shall be fixed and located at such place within or without the State of California as the Board of Trustees (herein called the "Board") shall determine. The Board is granted full power and authority to change such principal office from one location to another.

Section 2. Other Offices. Branch or subordinate offices may be established at any time by the Board at any place or places.

ARTICLE II. TRUSTEES

Section 1. Powers. Subject to the limitations of the Articles of Incorporation and of the California Nonprofit Public Benefit Corporation Law, the activities and affairs of the Corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board. References to the "Board of Trustees" and "Trustees" shall mean the "Board of Directors" and the "Directors", respectively, for purposes of California law. Without prejudice to such general powers, but subject to the same limitations, it is hereby expressly declared that the Board shall have the following powers in addition to the other powers enumerated in these Bylaws:

(a) To select and remove the officers, agents and employees of the Corporation, prescribe powers and duties for them as may not be inconsistent with law, the Articles of Incorporation, or these Bylaws, supervise them, fix the compensation of non-Trustee officers, agents, and employees, and require from them security for faithful service. Such compensation may be increased or decreased at the pleasure of the Board.

(b) To make such rules and regulations for the conduct of the affairs and activities of the Corporation as the Board may deem advisable and as are not inconsistent with law, the Articles of Incorporation or these Bylaws.

(c) To borrow money and incur indebtedness for the purpose of the Corporation, and to cause to be executed and delivered therefor, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecation, or other evidences of debt and securities therefore.

Section 2. Number of Trustees. The authorized number of trustees shall consist of no less than three (3) and no more than twenty-five (25) trustees. The specific number shall be

determined by the trustees from time to time. No reduction of the authorized number of trustees shall have the effect of shortening the term of any incumbent trustee. All trustees, except for the representative designated by the chartering authority, shall be appointed by the existing Board of Trustees.

In addition to the number of trustees otherwise prescribed by these Bylaws, the Board may also include a pupil member pursuant to Education Code section 47604.2, with limited voting rights set by statute.

Section 3. Corporation without Members. The Corporation shall have no members within the meaning of the Nonprofit Corporation Law.

Section 4. Terms. Each trustee shall hold office unless otherwise removed from office in accordance with these Bylaws for a term of two (2) years and until a successor has been designated and qualified.

Section 5. Resignation. Subject to the provisions of Section 5226 of the California Nonprofit Public Benefit Corporation Law, any trustee may resign effective upon giving written notice to the President, the Secretary, or the Board, unless the notice specifies a later time for the effectiveness of such resignation. If the resignation is effective at a future time, a successor may be designated before such time, to take office when the resignation becomes effective.

Section 6. Removal. Any trustee, except for the representative appointed by the chartering authority, may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Trustees at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and such removal are given in compliance with the provisions of the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code) as said chapter may be modified by subsequent legislation ("Brown Act"). The representative designated by the chartering authority may be removed without cause by the chartering authority or with the written consent of the chartering authority. Any vacancy caused by the removal of a trustee shall be filled as provided in Section 7.

Section 7. Vacancies Filled by Board. Vacancies on the Board of Trustees, except for the representative appointed by the chartering authority, may be filled by approval of the Board of Trustees or, if the number of trustees then in office is less than a quorum, by (a) the affirmative vote of a majority of the trustees then in office at a regular or special meeting of the Board, or (b) a sole remaining trustee. A vacancy in the seat of the representative of the chartering authority shall be filled by the chartering authority.

Section 8. Interested Trustees. Interested persons will not serve as a trustee. An "interested person" is (1) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a trustee as trustee; and (2) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law of any such person.

Section 9. Place of Meeting. Regular or special meetings of the Board shall be conducted at any place within the physical boundaries of Los Angeles county. A two-way teleconference location shall be established at each schoolsite. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act and Education Code section 47604.1.

Section 10. Regular Meetings. The Board shall adopt a regular Board meeting schedule at the annual Board meeting. The regular Board meeting schedule may be revised as necessary by the Board of Trustees. At least 72 hours before a regular meeting, the Board of Trustees, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. The Chairman shall have the authority to reschedule a regular meeting as necessary to establish a quorum of trustees.

Section 11. Special Meetings. Special meetings of the Board for any purpose or purposes may be called at any time by the Chairman, or a majority of the trustees, with at least 24 hours advance notice of the meeting. If a Chairman has not been elected then the Vice-Chairman is authorized to call a special meeting in place of the Chairman. The agenda of the special meeting shall also be posted at least 24 hours in advance and shall specify the time, location and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting and the agenda shall be posted in a location that is freely accessible to members of the public.

Notice of the time and place of special meetings of the Board shall be given or delivered personally to each trustee, or sent to each trustee by first-class mail or by other form of written or electronic communication at least twenty-four (24) hours before the meeting if personal delivery is made or if an electronic medium is used, and at least four (4) days before the meeting if the mail is used. Such notice may be written or (if delivered by telephone or personally) oral. Written notice shall be addressed or delivered to each trustee at his or her address as it is shown upon the records of the Corporation, or as may have been given to the Corporation by the trustee for purposes of notice, or, if such address is not shown on such records or is not readily ascertainable, at the place in which the meetings of the trustees are regularly held.

Notice by mail shall be deemed to have been given at the time a written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed to have been given at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or actually transmitted by electronic means by the person giving the notice to the recipient, as the case may be. Oral notice shall be deemed to have been given at the time it is communicated to the recipient or to such person at the office of the recipient who the person giving the notice has reason to believe will promptly communicate it to the recipient.

Section 12. Quorum. A majority of trustees then in office shall constitute a quorum. All acts or decisions of the Board of Trustees will be by majority vote of the trustees in attendance, based upon the presence of a quorum. Should there be less than a majority of the trustees present at the inception of any meeting, the meeting shall be adjourned. Trustees may not vote by proxy. The vote or abstention of each Board member present for each action taken shall be publicly reported.

Section 13. Voting on Special Matters. Notwithstanding any other provision of these Bylaws, an affirmative vote by no less than 3/4 of the trustees then in office shall be required to act upon the following matters:

(a) Amending the Bylaws or Articles of Incorporation;

(b) Establishing or changing the number of Trustees;

(c) Adopting, revising or amending any mission statement of the Corporation.

Section 14. Teleconference Meetings[1]. Members of the Board may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

a. At a minimum, a quorum of the members of the Board of Trustees shall participate in the teleconference meeting from locations within the boundaries of the Los Angeles County;

b. All votes taken during a teleconference meeting shall be by roll call;

c. If the Board of Trustees elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;

d. All locations where a member of the Board of Trustees participates in a meeting via teleconference must be fully accessible to members of the public, shall be listed on the agenda, and members of the public shall be provided with an opportunity to address the Board of Trustees directly at each teleconference location;[2]

e. Members of the public must be able to hear what is said during the meeting; and

f. Members of the public attending a meeting conducted via teleconference need not

[1] Pursuant to Government Code Section 54953, the Corporation may use teleconferencing without complying with the requirements of paragraphs (a), (c), and (d) if the Corporation complies with the requirements of Section 54953(e).

[2] This means that members of the Board of Trustees who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

give their name as a condition to attendance at the meeting.[3]

Section 15. Adjournment. A majority of the trustees present, whether or not a quorum is present, may adjourn any trustees' meeting to another time and place. Notice of any adjournment to another time or place shall be given prior to the time of the reconvened meeting to the trustees who were not present at the time of adjournment, and to the public in the manner prescribed by the Brown Act.

Section 16. Rights of Inspection. Every trustee shall have the absolute right at any reasonable time to inspect and copy any and all books, records, and documents of every kind of the Corporation, and to inspect the physical properties of the Corporation, as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents. The inspection may be made in person or by the trustee's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law.

Section 17. Committees. The Board may designate and appoint one or more committees, each consisting of two (2) or more trustees to serve at the pleasure of the Board. Only committees comprised solely of trustees may exercise delegated authority of the Board. The Board of Trustees may delegate to such committees any of the authority of the Board except with respect to:

(a) The filling of vacancies on the Board or in any committee;

(b) The amendment or repeal of bylaws or the adoption of new bylaws;

(c) The amendment or repeal of any resolution of the Board which by its express terms is not so amendable or repealable;

(d) The appointment of committees of the Board or the members thereof.

Any such committee must be established and the members thereof appointed, by resolution adopted by a majority of the number of trustees then in office, and such committee may be designated by any name the Board shall specify. The Board shall have the power to prescribe the manner in which proceedings of any such committee shall be conducted. Unless the Board or such committee shall otherwise provide, the regular and special meetings and other actions of any such committee shall be governed by the provisions of this Article applicable to meeting and actions of the Board. Minutes shall be kept of each meeting of each committee.

Section 18. Nominating Committee. The Nominating Committee shall be composed of the members of the Executive Committee and any other persons appointed by the Executive Committee to serve on the Nominating Committee, and the Chairman shall chair the Nominating

[3] The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

Committee. Prior to the meeting of the Board at which trustees are to be elected, the chair of the nominating committee shall solicit suggestions from interested parties for candidates to stand for appointment as trustees of the Corporation. The chair of the Nominating Committee shall then prepare a slate of nominees which shall be mailed to the trustees at least thirty (30) days before the date of the meeting at which the appointment shall be held. Additional nominees shall be added to the slate if a nominee is sponsored by more than seven (7) of the trustees not less than ten (10) days before the meeting.

Section 19. Compensation. Trustees and members of committees shall not receive any compensation for their services but, by resolution of the Board, a fixed sum and expenses of attendance, if any, may be allowed for attendance at any regular or special meeting of the Board.

ARTICLE III. OFFICERS

Section 1. Required Officers. The officers of the Corporation shall be a President, a Chairman of the Board, a Vice Chairman, a Secretary, and a Treasurer, each of whom shall be chosen by and hold office at the pleasure of the Board. Any number of offices required or permitted by this Article may be held by the same person, except that the Secretary or Treasurer may not serve concurrently as the President or Chairman of the Board.

Section 2. Permitted Officers. The Board may choose a Chairman of the Board, one or more additional Vice Chairmen, one or more Assistant Secretaries, one or more Assistant Treasurers, and such other officers as the business of the Corporation may require, each of whom shall hold office for such period, have such authority and perform such duties as the Board at its pleasure may from time to time determine.

Section 3. Election of Officers. The officers shall be elected annually by the Board at a regular or special meeting of the Board, and may succeed themselves in office. Each person elected as an officer shall continue in office until the next annual election of officers or until his successor shall have been duly elected and qualified or until his earlier death, resignation or removal in accordance with these Bylaws. Vacancies of officers caused by death, resignation, removal or increase in the number of officers may be filled by the Board at a regular or special meeting.

Section 4. Removal of Officers. Any officer may be removed at any time with or without cause and with or without notice by the affirmative vote of the Board.

Section 5. President. Subject to the control of the Board, the President shall be the chief executive officer of the Corporation and shall have general supervision, direction and control over the affairs and property of the Corporation and over its several officers, and shall have such other powers and perform such other duties as may be delegated by the Board from time to time. The President shall hold office for a term of two (2) years and until a successor has been elected and qualified. A President may succeed himself in office.

Section 6. Chairman of the Board. If a Chairman is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as

the Board of Directors may assign from time to time. If a Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 7. Secretary. The Secretary shall be the custodian of the seal of the Corporation and of the books and records and files thereof. The Secretary shall keep or cause to be kept, at the principal office or such other place as the Board may order, a minute book of all meetings of the Board and its committees. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of the trustees present at Board of Trustees and committee meetings; and the vote or abstention of each Board member present for each action taken. The Secretary shall also keep, or cause to be kept, at the principal office in the State of California the original or a copy of the Articles of Incorporation and Bylaws of the Corporation, as amended to date. The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committee thereof required by these Bylaws or by law to be given, and shall have such other powers and perform such other duties as may be delegated by the Board.

Section 8. Treasurer. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the Corporation, including, without limitation, accounts of its assets, liabilities, receipts and disbursements, and shall send or cause to be sent to the trustees of the Corporation such financial statements and reports as are by law or these Bylaws required to be sent to them. The Treasurer shall deposit, or cause to be deposited, all monies and other valuables in the name and to the credit of the Corporation and such depositories as may be designated by the Board. The Treasurer shall disburse the funds of the Corporation as may be ordered by the Board, shall render to the President or the trustees, whenever requested, an account of all transactions and of the financial condition of the Corporation, and shall have such other powers and perform such other duties as may be delegated by the Board.

ARTICLE IV. INDEMNIFICATION

The Corporation shall have the power to indemnify trustees, officers, employees and agents to the extent permitted by Section 5238 of the California Nonprofit Public Benefit Corporation Law.

ARTICLE V. REPORTS

The Corporation shall furnish to all of the trustees annually a report containing the following information in reasonable detail:

1. The assets and liabilities, including the trust funds, of the Corporation as of the end of the preceding fiscal year.

2. The principal changes in assets and liabilities, including trust funds, during the preceding fiscal year.

3. The revenue or receipts of the Corporation, both unrestricted and restricted to particular purposes, for the preceding fiscal year.

4. The expenses or disbursements of the Corporation, for both general and restricted purposes, during the preceding fiscal year.

5. Any information required by Section 6322 of the California Nonprofit Public Benefit Corporation Law, with respect to the preceding fiscal year.

The report required by this Article shall be accompanied by any report thereon of independent accountants, or if there is no such report, by the certificate of an authorized officer of the Corporation that such reports were prepared without audit from the books and records of the Corporation.

ARTICLE VI. NONDISCRIMINATION POLICY

All schools operated by the Corporation admit students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the schools. They do not discriminate on the basis of race, color, national and ethnic origin in administration of their educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

ARTICLE VII. OTHER PROVISIONS

Section 1. Inspection of Articles and Bylaws. The Corporation shall keep in its principal office in the State of California the original copy of its Articles of Incorporation and of these Bylaws, as amended to date, which shall be open to inspection by the trustees and such other persons as required by law, at all reasonable times during office hours.

Section 2. Endorsement of Documents; Contracts. Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance, or other instrument in writing and any assignment or endorsement thereof executed or entered into between the Corporation and any other person, when signed by the Chairman of the Board, the President, or any Vice Chairman and the Secretary or Treasurer or any Assistant Secretary or Treasurer of the Corporation, shall be valid and binding on the Corporation in the absence of actual knowledge on the part of the other person that the signing officers had no authority to execute the same. Any such instruments may be signed by any other person or persons and in such manner as from time to time shall be determined by the Board, but, unless so authorized by the Board, no such person or persons shall have any power or authority to bind the Corporation by any contract or engagement to pledge its credit or to render it liable for any purpose or amount.

ARTICLE VIII. CONTRACTS WITH TRUSTEES

Section 1. Contracts with Trustees. The Corporation shall not enter into a contract or transaction in which a trustee directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Corporation's trustees are trustees and have a material financial interest).

ARTICLE IX. CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. Contracts with Non-Trustee Designated Employees. The Corporation shall not enter into a contract or transaction in which a non-trustee designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Corporation's Conflict of Interest Code have been fulfilled.

ARTICLE X. DEDICATION OF ASSETS

Section 1. Dedication of Assets. The Corporation's assets are irrevocably dedicated to public benefit purposes as set forth in the charter governing the charter schools operated as or by the Corporation. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the Corporation. Upon the dissolution or final liquidation of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation shall be distributed to another public school that meets the requirements of Section III.A of IRS Notice 2015-07, or shall be distributed to the State of California, a political subdivision of the State, or an agency or instrumentality of the State or of a political subdivision of the State.

ARTICLE XI. BYLAW AMENDMENTS

Section 1. Bylaw Amendments. The Board of Trustees may adopt, amend or repeal any of these bylaws by a majority vote of the trustees present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of any charter governing any charter school operated as or by the Corporation or make any provisions of these bylaws inconsistent with such charter, the Corporation's Articles of Incorporation, or any laws.

CERTIFICATE OF SECRETARY

I certify that I am duly elected and acting Secretary of Youth Policy Institute Charter Schools, a California nonprofit public benefit corporation; that these Bylaws, consisting of 9 pages, are the Bylaws of this Corporation as amended on_____ .

Executed on _____ at Los Angeles, California.

_____

[INSERT NAME], Secretary

4912-1315-6018, v. 2~~4912-1315-6018, v. 1~~

CERTIFICATE OF AMENDMENT
OF ARTICLES OF INCORPORATION

The undersigned certify that:

1. They are the President and Secretary, respectively, of YPI Charter Schools, Inc., a California nonprofit public benefit corporation, with California Entity Number 2529151.

2. Article V. of the Articles of Incorporation of this Corporation is amended to read as follows:

   > Upon the dissolution or final liquidation of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation shall be distributed to another public school that meets the requirements of Section III.A of IRS Notice 2015-07, or shall be distributed to the State of California, a political subdivision of the State, or an agency or instrumentality of the State or of a political subdivision of the State.

3. The foregoing amendment of the Articles of Incorporation has been duly approved by the Board of Directors.

4. The Corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

Date: _____

_____
Regina Yvette King-Berg, President

Date: _____

_____
Sandra Mendoza, Secretary

4911-8569-6434, v. 1

CALSTRS
HOW WILL YOU SPEND YOUR FUTURE?

CalSTRS Charter School/Nonprofit Public Benefit Corporation Certification
(IRS Notice 2015-07)

Section 1: Charter School Identification

CHARTER SCHOOL NAME
CHARTER SCHOOL COUNTY-DISTRICT-SCHOOL (CDS) CODE
NPBC NAME
NPBC MAILING ADDRESS

Pursuant to Notice 2015-07, *Relief for Certain Participants in Section 414(d) Governmental Plans* (Notice 2015-07), the Internal Revenue Service (IRS) and the United States Treasury Department are expected to issue final regulations permitting a state or local retirement system to provide benefits for charter school employees and continue to qualify as an Internal Revenue Code section 414(d) governmental plan, provided that certain requirements are met. The IRS and the United States Treasury Department have identified those requirements in Section III.A of Notice 2015-07.

CalSTRS is permitting employees of the NPBC to be covered under CalSTRS in reliance on the certifications in Section 2 that the NPBC meets and will fully comply with the requirements of, all modifications to, amendments to, expansions of, or other changes to the requirements of Notice 2015-07, as of the date the 26 USC section 414(d) regulations go into effect.

Consistent with Section 47604 of the Education Code, and in accordance with their approved charter petition, the charter school identified in this section has elected to operate as, or be operated by, the nonprofit public benefit corporation (NPBC) identified above; and has elected to participate in CalSTRS or continue to participate in CalSTRS to provide benefits under the Teachers' Retirement Law for its employees who perform creditable service for a charter school which is eligible to receive state apportionment.

Section 2: Certification

Check one:

☐ I certify the charter school has publicly available written contractual agreements with each employee to perform creditable service under the

Teachers' Retirement Law, specifying which charter school the service is being performed at. A true and correct copy of all written contractual agreements for eligible employees will be updated and maintained by the charter school. The charter school will furnish copies of any written contractual agreements at any time upon CalSTRS request.

☐ I certify the NPBC meets the following requirements from Notice 2015-07 and further requirements imposed by the Teachers' Retirement Law:

(a) NPBC is a nonsectarian independent public school that serves a governmental purpose by providing tuition-free elementary or secondary education, or both.

(b) NPBC is established and operates a charter school in accordance with the Charter Schools Act of 1992, as amended, authorizing NPBC to create or establish one or more independent public schools.

(c) Participation in CalSTRS for NPBC's employees is contingent on each employee having a written contract to perform creditable service under the Teachers' Retirement Law and only for those employees who actually perform creditable service activities under that contract. A true and correct copy of all written contracts for eligible employees will be updated and maintained by NPBC. NPBC will furnish copies of any written contracts at any time upon the request of CalSTRS.

(d) NPBC satisfies either of the following:

(1) NPBC's governing board or body is controlled by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision. NPBC confirms that the state or political subdivision has the power to nominate, appoint, remove, and replace a majority of the members of the NPBC's governing board or board, or a majority of the members of the NPBC's governing board or body are publicly nominated and elected under state law.

(2) NPBC satisfies all of the following requirements:

(i) The primary source of NPBC's funding is from the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision.

(ii) The rights of NPBC's employees to their accrued benefits under CalSTRS are not dependent on whether NPBC continues to

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participate in CalSTRS, and in the event NPBC ceases participation in CalSTRS, a governmental entity in the State of California has responsibility for the accrued benefits of NPBC's employees, including the continued funding of the accrued benefits, to no lesser extent than a governmental entity has responsibility for the continued funding of the accrued benefits of the employees of any other participating employer of CalSTRS in the event that other employer were to cease to be a participating employer under CalSTRS.

(iii) NPBC is part of a local educational agency, as defined in 20 U.S.C. 7801(26) (or is its own local educational agency), and is subject to the significant regulatory control and oversight by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision of the state as further described in Section IIIA, paragraphs (d)(2)(iii)(1) and (d)(2)(iii)(2), of Notice 2015-07.

(e) All financial interests of ownership in NPBC are held by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision of the state. The State of California, a political subdivision of the state, or an agency or instrumentality of the state are entitled to NPBC's net assets upon dissolution or final liquidation of NPBC, or those net assets will be transferred to another public school that satisfies the requirement in Section III.A of Notice 2015-07.

(f) NPBC has governing documents that require its net assets, upon dissolution or final liquidation of NPBC, to be distributed to either a public school that meets the requirement of Section III.A of Notice 2015-07 or that its net assets will be transferred to the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision. A true and correct copy of all such documents will be updated and maintained by NPBC. NPBC will furnish copies of any such documents at any time upon the request of CalSTRS.

NPBC certifies and acknowledges its employees' participation in CalSTRS is conditioned on the promises and representations above. NPBC further understands that CalSTRS will be obligated to comply with the final regulations issued pursuant to 26 USC section 414(d). Should NPBC fail to timely comply with any and all applicable requirements of Notice 2015-07 and final regulations issued under 26 USC section 414(d), CalSTRS may be required to terminate NPBC's participation in CalSTRS, including cancellation of all benefits and any service credit accrued for employees and retirees of NPBC.

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Section 3: Required Signature

The undersigned is the duly appointed representative and is authorized to sign on behalf of the charter school, the NPBC or both.

By signing below, the undersigned represents under penalty of perjury under the laws of the State of California and further subject to the criminal penalties described in Section 22010 of the Education Code that all the information on this form is true and correct. The undersigned further acknowledges that if any information on this form is incorrect, CalSTRS reserves the right to refer the undersigned's and NPBC's or charter school's conduct to state, local and federal law enforcement and to take all actions authorized under the Teachers' Retirement Law, including, but not limited to, cancelling benefits for NPBC's or charter school's employees and NPBC's or charter school's continued participation in CalSTRS.

I hereby declare under penalty of perjury under the laws of the State of California and further subject to the penalties described in Section 22010 of the Education Code that all the information provided above is true and correct, and I hereby declare that the NPBC operating the charter school is complying with the requirements of Notice 2015-07 as of the date the 26 USC section 414(d) regulations go into effect.

PRINT NAME OF OFFICIAL REPRESENTATIVE	
REPRESENTATIVE'S POSITION TITLE	
REPRESENTATIVE'S EMAIL	
REPRESENTATIVE'S PHONE NUMBER	
REPRESENTATIVE'S SIGNATURE	SIGNATURE DATE

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Coversheet

SB 760: YPICS All-Gender Restroom Policy

Section:	V. Items Scheduled For Action
Item:	K. SB 760: YPICS All-Gender Restroom Policy
Purpose:	Vote
Submitted by:	
Related Material:	Board Policy All Gender Restroom Compliance with SB 760.pdf

YPICS Board Brief

TO: YPICS Board of Trustees
FROM: Yvette King-Berg, Executive Director
DATE: June 29, 2026
SUBJECT: Recommendation for Approval: YPICS BP 2026-0629-01 – All-Gender Restrooms (Compliance with SB 760)

Executive Summary

The purpose of this memorandum is to recommend the immediate adoption of YPICS Board Policy [BP 2026-0629-01] regarding All-Gender Restrooms. In September 2023, Governor Newsom signed Senate Bill 760 into law, establishing a strict statutory deadline of **July 1, 2026**, for all K–12 school sites in California to provide at least one easily accessible, unlocked, and adequately stocked all-gender restroom for student use during school hours. Adopting this policy ensures YPICS is fully compliant with the law and reinforces our commitment to providing safe, inclusive, and welcoming environments for all students.

Background & Legal Framework

Prior to SB 760, California law required schools to allow students to use facilities consistent with their gender identity, but did not strictly mandate the physical existence of a designated all-gender facility on *every* campus.
SB 760 closed this gap by creating an explicit mandate. Under the law, each school site serving kindergarten through grade 12 must provide at least one all-gender restroom that meets the following criteria:

- **Voluntary Use:** It must be available to any student for voluntary use.
- **Accessibility:** It must be easily accessible to students and remain unlocked during school hours.
- **Inventory:** It must be stocked with appropriate student hygiene products.
- **Signage:** It must be clearly marked with signage that complies with Title 24 of the California Code of Regulations.

Exemption Note: The only exemption applies to school sites that contain a grand total of only one single-stall male restroom and one single-stall female restroom.

Fiscal & Operational Impact

The YPICS Executive Administrators and Operations Administrative teams will complete audits of our school site(s). The school needs to identify existing single-stall facilities and ensure they have compliant signage and locking mechanisms. Minimal ongoing costs will be absorbed into the existing custodial and maintenance budgets to ensure these facilities remain stocked, clean, and unlocked during the school day.

Recommendation

It is recommended that the YPICS Board of Trustees approve YPICS BP 2026-0629-01 – All-Gender Restrooms. Approval will bring YPICS into full compliance with state law ahead of the July 1, 2026, statutory deadline and support the health and well-being of our student body.

YPICS Board Policy

Policy Number: YPICS BP 2026-0629-01
Adopted Date: June 29, 2026
Category: Students / Facilities

All-Gender Restrooms

The YPICS Board of Trustees is committed to providing a safe, inclusive, and supportive learning environment for all students. In accordance with California Senate Bill 760 (2023) and Education Code mandates, the Board recognizes the importance of providing safe, accessible restroom facilities that accommodate the diverse needs of the student body.

1. Mandatory Provision of Facilities

By July 1, 2026, each YPICS school site serving students in kindergarten through grade 12 shall designate and maintain at least one all-gender restroom for voluntary student use.
This policy applies to all existing and future school sites, except for any site that contains only one single-stall restroom for males and one single-stall restroom for females.

2. Operational Requirements

To ensure student safety, dignity, and equity, all designated all-gender restrooms must adhere to the following operational standards during school hours:

- **Accessibility:** The restroom must be located in an area easily accessible to students. It must remain unlocked and available for student use during regular school hours and during school-sponsored on-site activities.
- **Voluntary Basis:** Use of the all-gender restroom shall be strictly voluntary. No student shall be required or compelled to use an all-gender restroom in lieu of sex-segregated facilities.
- **Maintenance and Supplies:** The facility must be regularly cleaned, maintained, and stocked with appropriate hygiene products, including menstrual products, in accordance with state law.

- **Signage:** The restroom must be clearly identified with geometric signage that complies with the California Building Standards Code (Title 24) and indicates it is an all-gender facility open to all students.

3. Implementation and Monitoring

The Executive Director or designee shall ensure that:

1. All school site administrators are trained on the requirements of SB 760 and this policy.
2. Facilities personnel conduct routine inspections to verify that the locks, signage, and accessibility requirements are continuously met.
3. A clear process is in place for students or staff to report any maintenance, access, or safety issues with these facilities.

Legal References:

- **California Education Code:** Section 221.5 (Prohibition of discrimination based on sex/gender identity)
- **California Senate Bill 760 (2023):** Mandate for all-gender restrooms
- **California Code of Regulations, Title 24:** California Building Standards Code

Coversheet

Board Resolution 2026-0629-03: Bert Corona Charter Renewal Petition

Section:	V. Items Scheduled For Action
Item:	L. Board Resolution 2026-0629-03: Bert Corona Charter Renewal Petition
Purpose:	Vote
Submitted by:	
Related Material:	Board Resolution to Submit BCCS YPI Charter Schools.pdf

RESOLUTION OF THE GOVERNING BOARD OF

YPI CHARTER SCHOOLS

RESOLUTION NO. 2026-0629-03 RESOLUTION TO APPROVE AND SUBMIT THE CHARTER RENEWAL PETITION FOR BERT CORONA CHARTER MIDDLE SCHOOL TO THE LOS ANGELES UNIFIED SCHOOL DISTRICT

WHEREAS, Bert Corona Charter Middle School (the "School") is a high-quality public charter school currently authorized by the Los Angeles Unified School District ("LAUSD" or the "District"); and

WHEREAS, YPI Charter Schools ("the Board") is the governing board of the School, a California non-profit public benefit corporation; and

WHEREAS, the School's current charter term is set to expire on **June 30, 2027**; and

WHEREAS, the School has demonstrated academic success, financial viability, and organizational stability, consistently serving the needs of its students and the community in alignment with the legislative intent of the California Charter Schools Act; and

WHEREAS, California Education Code Sections 47607 and 47607.2 establish the standards and processes for the renewal of charter schools, requiring the submission of a renewal petition to the governing board of the chartering district; and

WHEREAS, the School leadership and staff have prepared a comprehensive Charter Renewal Petition ("Petition") and accompanying documentation that meets all statutory requirements and aligns with LAUSD's Charter Renewal Application procedures and criteria; and

WHEREAS, the Governing Board of YPI Charter Schools has reviewed the Petition and finds that the continued operation of the School is in the best educational interests of its students, families, and the community it serves.

NOW, THEREFORE, BE IT RESOLVED by the Governing Board of YPI Charter Schools as follows:

1. **Approval of the Petition:** The Governing Board hereby formally approves the Charter Renewal Petition and all supporting documentation for Bert Corona Charter Middle School for a subsequent term of **five (5) years**, commencing on **July 1, 2027**.
2. **Authorization to Submit:** The Executive Director, Yvette King-Berg, Executive Administrator/ Principal, Dr. Kevin Myers, and Chief Operations Officer, Ruben Duenas, and/or their Designee (collectively, the "Lead Petitioners") are hereby authorized and directed to formally submit the Charter Renewal Petition package to LAUSD in accordance with District deadlines and requirements.
3. **Authorization to Negotiate and Execute:** The Lead Petitioners are fully authorized by this Board to negotiate any necessary revisions, material terms, or operational agreements (including the LAUSD Board Affirmations and District Required Language) with LAUSD staff during the review process, and to execute any documents necessary to finalize the charter renewal.
4. **General Authority:** The Lead Petitioners and School administration are authorized to take all further actions as may be necessary or appropriate to effectuate the intent and purposes of this Resolution.
5. **Effective Date:** This Resolution shall take effect immediately upon its adoption.

CERTIFICATION OF ADOPTION

I, **Sandra Mendoza**, Secretary of the Governing Board of YPI Charter Schools, do hereby certify that the foregoing Resolution was duly adopted by the Board of Directors at a public meeting held on **June 29, 2026**, at which a quorum was present, by the following vote:

AYES: _____
NOES: _____
ABSTAINS: _____
ABSENT: _____

By: _____
Sandra Mendoza, Board Secretary YPI Charter Schools

Date: _____

Coversheet

Larson Communications Contract Extention

Section: V. Items Scheduled For Action
Item: M. Larson Communications Contract Extention
Purpose: Vote
Submitted by:
Related Material: 26-06 YPICS Updated Enrollment Marketing Proposal.pdf

YPI Charter Schools
Student Enrollment Digital Marketing Proposal

To: Yvette King-Berg
Founder/Executive Director
YPI Charter Schools

From: Craig Weisenfeld
Digital Marketing Director
Larson Communications

Naush Boghossian
Senior Vice President
Larson Communications

Re: YPI Charter Schools Communications Proposal: Student Enrollment Digital Marketing

Overview

Larson Communications (LC) has provided student enrollment digital marketing support to YPI Charter Schools (YPICS) since March 1, 2026. This document outlines a six-month extension of our work from July 1-Dec. 30, 2026.

Summary of Work

Through June 17, 2026, our partnership has generated 62 leads, 10 of which have submitted applications to a YPICS school — nine to Bert Corona Charter School (BCCS) and one to Monseñor Oscar Romero Charter School (MORCS). If converted to enrollments, these 10 applications represent up to $144,000 in per-pupil funding for the organization.

These results were achieved over a shorter window than planned. The campaign launched four weeks later than scheduled while we worked through the asset and information-gathering process, and a brief lapse in a valid payment method paused things another six days. As a result, this first engagement has functioned more as a proving ground than a full campaign — and even so, the results are encouraging.

BCCS has been the clearest proof of concept. With timely lead outreach from their team, the school achieved a strong conversion rate that illustrates what this partnership can produce when lead generation and follow-up work in step with each other. MORCS, which received 34 leads before outreach began, is now actively engaged and represents a meaningful near-term enrollment opportunity.

The central lesson from this first phase is straightforward: digital lead generation is only as effective as the follow-through behind it. Our campaigns bring prospective families to the door — but enrollment happens through the relationships your school teams build from there. For this partnership to reach its potential, organizational buy-in at every level is essential.

We believe the opportunity in front of YPICS is real. A six-month extension — with campaigns running at full strength from day one and consistent outreach across all three schools — gives this work the runway it needs to make a measurable impact on enrollment and the funding that comes with it.

Scope of Services

Digital Marketing

July–December

Throughout the entirety of this agreement, LC will create, manage and optimize digital marketing campaigns focused on parent and guardian education and lead generation for YPI Charter Schools. This work includes:

- **Campaign Strategy and Message Development:** We will conduct an audit of the education landscape in your neighborhoods, develop messaging pillars that highlight the unique differentiators of YPICS, and create a year-long content calendar to prepare for critical deadlines.
- **Account and Campaign Buildout and Maintenance:** LC will set up and implement digital marketing campaigns on Google (Search, Display, Video) and Meta (Facebook & Instagram), ensuring all accounts meet legal and platform requirements.
- **Ad Copy and Creative:** We will draw on our deep knowledge of the education space to create engaging ad copy and creative assets (graphics, short-form video) that compel families in your communities to take action. Ads will be developed in English and Spanish (or other languages as needed).
- **Landing Page Development and Maintenance:** LC will create, test, and optimize high-conversion, mobile-first landing pages using Instapage. These post-click campaign landing pages will reflect the YPICS brand and will be the central hub for capturing lead information.
- **Lead Management & Nurturing Support:** Generating a lead is only the first step. LC will develop a comprehensive nurturing system to turn interest into enrollment, including:
    - **Drip Email Campaigns:** We will develop copy and creative for a 4–5-email automated "welcome" series to engage, nurture, and inspire new leads.
    - **SMS Text Marketing Campaigns:** We will develop a text message marketing strategy and automated drip campaign, allowing leads to engage directly.
    - **Lead Tracker:** We will provide a shared, automatically updated lead spreadsheet for your team to track conversions and manage outreach.

- **Monitoring, Optimization and Reporting:** We will continually monitor all campaign data to optimize performance. We will provide monthly performance reports and hold bi-weekly meetings with your team to report on what's working, discuss campaign activity, and collaborate on next steps.

Digital Marketing + Media & Communications Support

September–December

In addition to the above digital marketing support outlined above, from September to December, LC will also support YPICS through internal & family communications support and targeted media support.

This work will ensure positive communication with YPICS' key stakeholders as well as earned media pitching support focused on key local outlets. The earned media pitching will seek to directly support the digital marketing work by seeking media wins that can be repurposed through digital advertising. This additional scope includes:

Internal & Family Communications Support

- Messaging framework to strengthen the middle-to-high school transition
- Talking points and alignment support for staff
- Family-facing communications reinforcing the K–12 pathway
- Champion-building guidance to activate parent and student ambassadors

Targeted Media Support

- Two proactive earned media campaigns annually tied to enrollment drivers (academic outcomes, college readiness, student-athlete success, or community impact)
- Message development and spokesperson preparation
- Targeted pitching to local outlets

Cost of Services

The cost for the first two months, featuring only digital marketing support, is $8,500 per month. The cost for the next four months, featuring digital marketing plus supplemental media and communications support, is $10,000.

The total retainer fee for these six months is **$57,000**. This does *not* include platform ad spend. LC recommends allocating an average ad spend of **$3,000–$4,000/month**, managed and optimized to drive measurable enrollment outcomes.

Conclusion

LC is very excited about the opportunity to work with YPI Charter Schools to generate student, parent and guardian leads and to raise visibility and awareness in the communities you serve. Thank you for your consideration.

See addendum below for additional background information.

Addendum

Background and Introduction

YPI Charter Schools (YPICS) operates three campuses serving historically underserved communities in Los Angeles: Bert Corona Charter High School (9–12) in Pacoima; Bert Corona Charter Middle School (5–8), also in Pacoima; and Monseñor Oscar Romero Charter School (6–8) in Pico Union. These schools serve vibrant, largely immigrant communities that have experienced significant disruption over the past several years.

Enrollment challenges at these campuses are not the result of a single factor. Like many schools across Los Angeles Unified, YPICS has faced broader district-wide enrollment decline. In Pico Union, Monseñor Oscar Romero Charter School has not fully rebounded from pandemic-era enrollment losses. In Pacoima, additional pressures include immigration enforcement activity that has created instability and fear within families, as well as increased competition for incoming ninth graders—particularly student-athletes—by neighboring high schools with aggressive recruitment strategies.

At the same time, internal dynamics may be contributing to enrollment softness. There is concern that inconsistent messaging or cultural misalignment within the middle school may be dampening enthusiasm among families considering the transition to Bert Corona Charter High School. Strengthening the internal pipeline from middle to high school—and ensuring staff are aligned as ambassadors of the full K–12 experience—will be as critical as any external marketing effort.

These dynamics require more than traditional recruitment tactics. They call for a coordinated enrollment stabilization strategy that addresses external awareness, competitive positioning, internal culture-building, and family confidence. Larson Communications will approach this engagement with a comprehensive plan designed to rebuild the enrollment pipeline at each campus, reinforce staff alignment, and reestablish momentum across Pacoima and Pico Union.

Why Larson Communications?

Larson Communications helps organizations implement targeted, cost-efficient digital marketing campaigns so they show up first in local Google searches, break through the clutter on other social media platforms, and meet their strategic goals.

Unmatched Experience and Sector Knowledge. Our team of communications professionals have experience developing and executing student enrollment campaigns for some of the most impactful organizations in education. Read testimonial quotes from some of our past and current clients.

Values-driven Approach. We are passionate about increasing equitable access to a great education. We are driven to support schools and organizations positively impacting the lives of children across the nation. We have a long history and deep knowledge of the charter school sector that we draw from in executing our digital campaigns.

Results. No matter your location, academic model or approach, Larson Communications can help your team reach its goals by leveraging digital marketing. In just five years, Larson Communications has transformed the way schools connect with families. From engaging nearly 6,000 families in 2021 to over 34,000 families in 2025, we've helped our partners enroll over 6,400 students, unlocking more than $100 million in per-pupil funding for schools across the nation.

Project Goals

We're proposing to support YPI Charter Schools with student enrollment digital marketing campaigns. Our goals for this work include:

1. **Rebuild and Strengthen the Enrollment Pipeline.** To attract students and families, YPICS must meet these audiences where they are seeking enrollment information—online. But the strategies schools use to reach students and current families on social media won't help them reach people who aren't yet connected to them. Larson Communications will develop and manage tailored digital marketing campaigns that reach prospective students, parents, and guardians with engaging messaging about the benefits of a YPICS education to increase applications at all three campuses.

2. **Increase brand awareness of YPI Charter Schools.** It's estimated that the average American sees nearly 10,000 advertisements each day. Breaking through the clutter can be extremely difficult, especially for organizations working on lean budgets. Digital marketing offers a cost-efficient and effective way to reach your target audiences with messages that matter.

   Sustained enrollment growth also depends on reputation and third-party validation. Larson Communications will help YPICS leverage both targeted digital marketing and strategic media relations to elevate the schools' profiles among key audiences—including prospective families, current families, community stakeholders, and the authorizer. Through proactive storytelling, earned media coverage, and narrative differentiation, we will clarify and elevate each campus's value proposition, positioning YPI's three schools distinctly within a competitive landscape.

   By combining paid visibility with earned credibility, we will strengthen awareness, reinforce confidence, and ensure that YPICS is consistently recognized as a high-performing and trusted educational option in Pacoima and Pico Union.

3. **Reinforce the Middle-to-High School Transition.** Strengthen internal alignment and family confidence in the pathway from Bert Corona Middle School to Bert Corona High School, ensuring staff and families are informed, engaged, and positioned as ambassadors.

Coversheet

YPICS California Community Schools Partnership Program Implementation Plans

Section: V. Items Scheduled For Action
Item: N. YPICS California Community Schools Partnership Program Implementation Plans
Purpose: Vote
Submitted by:
Related Material: BCCS - YPICS Implementation Plan (Rev June 2026) (1).pdf
MORCS Implementation Plan (Rev June 2026) (1).pdf
BCCHS YPICS Implementation Plan (Rev. June, 2026) (1).pdf

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM (CCSPP):

IMPLEMENTATION PLAN

Revised - June 2026

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

Bert Corona Charter School

Dr. Kevin Myers, Executive Administrator

9400 Remick Ave. Pacoima, CA 91331

(818) 834-5805

Goals/Priorities

Describe the main goals/priority actions for the school site's community schools initiative. Please include goals at the site level. Add lines as needed. Include how progress toward each goal will be measured (i.e. SMART goal). Use the phase-specific activities outlined in the Implementation Growth Chart (forthcoming) as a guide and reflect on how your goals/priorities are informed by the needs and assets assessment and aligned with the CCSPP Framework.

Priority 1: Needs and Assets Assessment: Collective Priorities

School sites plan and execute a deep needs and asset assessment engaging a majority of students, staff, families and community members in identifying their top community school priorities and vision. Thoroughly describe your plan for conducting a deep Needs and Assets Assessment in the space below. Ensure that you will leverage multiple (at least three) data collection and analysis methods, such as interviews, focus groups, surveys, town halls, family nights, home visits, etc., to inform your community school strategy.

Interest-holders then identify priority topics from needs and asset assessment and from working groups or goals teams that utilize Improvement Science or other strong problem-solving strategies to address root causes. LEAs support this process, and develop structures to address system-level issues that span multiple school sites. After conducting the Needs and Assets Assessment, discuss how you will analyze your data and develop priorities, and then strategically collaborate with community partners on the core priorities that emerge.

Youth Policy Institute Charter Schools (YPICS) is a *network of three school sites; Bert Corona Charter School (BCCS), Monsenor Oscar Romero Charter School (MORCS), and Bert Corona Charter High School (BCCHS).* The network is committed to an 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 meet **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.

As the overarching charter management organization, 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.

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. Bert Corona Charter School prepares urban students in grades 5-8 for academic success and active community participation. 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.

To address the needs of our community school, each school undertakes a yearly comprehensive community school planning process that can include *asset mapping, a needs assessment and gap analysis, and a heavy emphasis on engagement with the school community, including students, families, staff, partners, and school leadership.* Each year the CoCS will coordinate and manage the assets and needs assessment process.

Community school needs assessment activities can include structured activities like an Annual Survey, Assessments, Focus Groups, 1:1 interviews, and asset walks. They can also include informal settings/spaces to collect feedback, such as Cafe con Los Directores (Coffee with the Principal), parent teacher conferences, and town hall meetings.

- ***Survey(s):*** At minimum, we will facilitate a yearly survey to gather feedback from all educational partners. Survey themes can include: Engagement & Relationship's, School Climate & Culture, Leadership Development, Belonging and Peer Collaboration. The Annual Survey is administered online during a four-week survey window to all stakeholders and provided in Spanish and English to families. The goal of the surveys is to gather feedback on overall experiences at schools.
- **Assessment(s)**: The ***School Site Self-Assessment,*** will be facilitated yearly to gather feedback from educational partners on the schools phase of growth & development under the Community Schools capacity building strategies. The ***Multi-Tiered System of Supports (MTSS) Fidelity of Implementation Rubric*** will be administered twice a year. MTSS members will complete a self-assessment to improve: meeting structures, decision making, and intervention responsiveness.
- ***Focus Groups:*** In-person focus groups conducted with students, teachers, and families to gain a more holistic understanding of the strengths and challenges of our school. Focus groups explored topics like what makes participants feel welcome/unwelcome on campus, if they feel engaged in decision-making, how the school can build more trusting relationships, and what support services are needed.
- ***Stakeholder Interview(s)***: Key Informational 1:1 Interviews conducted with school administrators and teachers to assess successes and challenges.

All assessment activities examine needs and gaps in services, but also school and community assets and resources that can be integrated as part of our community school. Stakeholder feedback is regularly collected during Cafe con Los Directores (Coffee with the Principal), School Advisory Council,

Town-halls, Local Control and Accountability Plan (LCAP) feedback sessions, Staff Data Days, department meetings, grade level meetings, and other such events. At all times, administrators have taken care to involve all stakeholders in meaningful data-informed discussions concerning the development and execution of school programs. We firmly believe that our regular engagement with all stakeholders has been a driver of our success.

Upon completion of all assessment activities, school sites review and assess data findings ongoing and the YPICS leadership team members review and assess data after the first and second school semester. All groups implement a PDSA (plan, do, study, act) cycle, to help determine how to address the gaps and any necessary changes to strategies. Our school is committed to using an assets-driven and strength-based approach by using cycles of PDSA to monitor and continuously improve our efforts. The Coordinator of Community School (CoCS) will engage in PDSA cycles for the overall community school framework, with data reviews, sharing out with stakeholders, and identifying resources to address any gaps.

We will communicate assessment activity findings verbally and in non-verbal communication through school wide communication platform Infinite Campus social media, and School Newsletters. We will also work with the school site Academic team to link the findings to learning and engage families in traditional school events like Back to School Night and Parent or Student-led conferences, establishing a cadence of communication with updates.

Priority 2: Shared Understanding

LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach that is centered on establishing racially just, relationship-centered schools. Schools and LEAs answer the question, “why a community school for my school/district?”

Information about the community school strategy is continually shared, shaped and reinforced at school-wide events, over announcements, on websites, in school branding and throughout internal and external communication in multiple languages that are responsive to the community.

Shared Understanding Built Around Core Commitments

After engaging interest-holders to answer the question, “why a community school for my school?”, share your response to that question in the box below. Indicate how your site’s understanding of community schools reflects its commitment to the CCSPP Cornerstone Commitments:

1. **Assets-Driven and Strength-Based Practice:** Community schools view students, their families and their community through the lens of their assets and strengths and value the collective wisdom derived from experience, family, history and culture and language.
2. **Racially Just and Restorative School Climates:** Community schools commit to creating, nourishing and sustaining school climates that are centered in the embrace of and support for all students in the totality of school interactions.
3. **Powerful, Culturally Proficient and Relevant Instruction:** Community schools commit to be driven by teaching and learning that is relevant to, inclusive of and centered in the wisdom, history, culture and experience of students, families and communities.

4. **Shared Decision Making and Participatory Practices:** Community schools all share a commitment to authentic and dynamic shared leadership in all aspects of school governance and operations.

Describe the developmental plans for ensuring these commitments are reflected in your community schools work:

Bert Corona Charter School was founded as a hub for the community, a place where all students and family members can come to get support that is necessary for student success. Our vision is to prepare students for college and career through a whole-child and family-oriented approach to education. This approach is based in service learning, active citizenship, collaboration, and parental engagement. We strive to see the student through the lens of a parent, meaning we will do whatever it takes to help our students succeed. We provide culturally-relevant and rigorous academic experiences, social-emotional support, youth and leadership development, and high levels of community engagement. Our community school values mutual respect, dignity, inclusion, and personal accountability and we develop our citizen scholars to be college ready, active citizens, and lifelong learners through a comprehensive curriculum rooted in a positive school culture. We have muti-tiered systems of supports (MTSS) that allow us to meet the needs of all students and family members, and we seek to integrate all of these strategies to help all students and families succeed.

No vision can be seen to fruition without a strategic approach to systems implementation, and as such, BCCS is committed to using an **assets-driven and strength-based** approach. Through our cycles and iterations of PDSA (plan, do, study, act) we will monitor and continuously improve our results by identifying strengths and weaknesses, and then building on those strengths to address any gaps in learning or performance. We will utilize our committee and meeting structure to consistently discuss and review our work and whether or not we are operating in a way that is consistent with our defined practices and in a way that is culturally relevant and meaningful for our community. To enhance this practice, we will ensure that students and parents take part in key committees like our School Advisory Committee, student leadership, and our Diversity, Equity, and Inclusion committee. We will also provide teachers and staff with training that will help them build academic competency on existing academic and cultural strengths; this will include discussions of student experiences, history, culture, and language. Utilizing these deep-rooted connections for students will ensure more engagement and stronger growth for our students. This work and these important discussions will be a regular part of our teacher and staff professional development, which will include deep data analysis through the Relay reflection model, and critical conversations using the NSRF Critical Friends Groups protocols. All teachers and staff members will be trained in these pedagogies so we can work collaboratively to build on the strengths of our students and community. The Networks Community School Committee will create systems to ensure all of this occurs regularly and that the school team participates in the efforts.

BCCS already uses multi-tiered systems of support (MTSS), and this forms the basis for a **racially just and restorative school climate**. We implement MTSS as a trauma-informed, systemic, continuous improvement framework in which data-driven problem-solving and decision-making are practiced across all domains of the educational system to support student success within the areas of academics, attendance, social emotional learning and behavior, and college and career readiness. MTSS utilizes evidence-based instruction, assessments, and interventions to ensure we offer needs driven support to meet academic standards and behavioral expectations successfully.

Bert Corona Charter School believes the key to a thriving community school starts with a strong core instructional program premised on the science of learning and development that integrates the four **key conditions for learning**: Supportive environmental conditions that foster strong relationships and community; Productive instructional strategies that support motivation, competence, and self-directed learning; Social and emotional learning (SEL) that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior, and; System of supports that enable healthy development, respond to student needs, and address learning barriers. Our school promotes supportive environmental conditions that foster strong relationships through staff training to implement trauma-informed Positive Behavioral Interventions and Supports, SEB (Social Emotional & Behavior) supports for students, restorative practices, including the use community circles and affective statements schoolwide, attendance support planning guided by evidence based tools and practices to build strong relationships with families. Engaging instructional strategies, such as project-based learning, service learning, and collaborative learning, foster student motivation, competence, and self-directed learning. Consistent implementation of key strategies are supported through classroom observations, feedback, and coaching. using an instruction observation tool that allows school leaders to provide feedback in areas like promoting a growth mindset and resilience, ensuring student collaboration and student voice, providing student ownership opportunities, and research-based instructional strategies.

Bert Corona Charter School also prioritizes culturally relevant approaches to empower parents, family members, and community residents to become true community school partners who are able to support and educate students. The first step is developing personal connections with each student and their family to build authentic relationships, which research has shown is fundamental to successful teaching and learning. Being aware of students' outside interests, families, and home routines and then using this information to connect in meaningful, individualized ways can have considerable rewards in helping to create happier, healthier, and smarter kids.

The School Advisory Council (SAC) serves as the Community School Advisory Council which is a collaborative group made up of diverse stakeholders. The SAC is responsible for oversight of Bert Corona Charter School Academic Achievement Plan, community school programs and activities, and supporting the transition from a traditional school to a community school. The SAC has **shared decision-making and participatory practices**, including voting to approve documents like the School Safety Plan, WASC accreditation report, and new partners. The SAC roster includes parents, community members, students, teachers, the Coordinator of Community Schools (CoCS), and the school Executive Administrator.

Priority 3: Collaborative Leadership

At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood

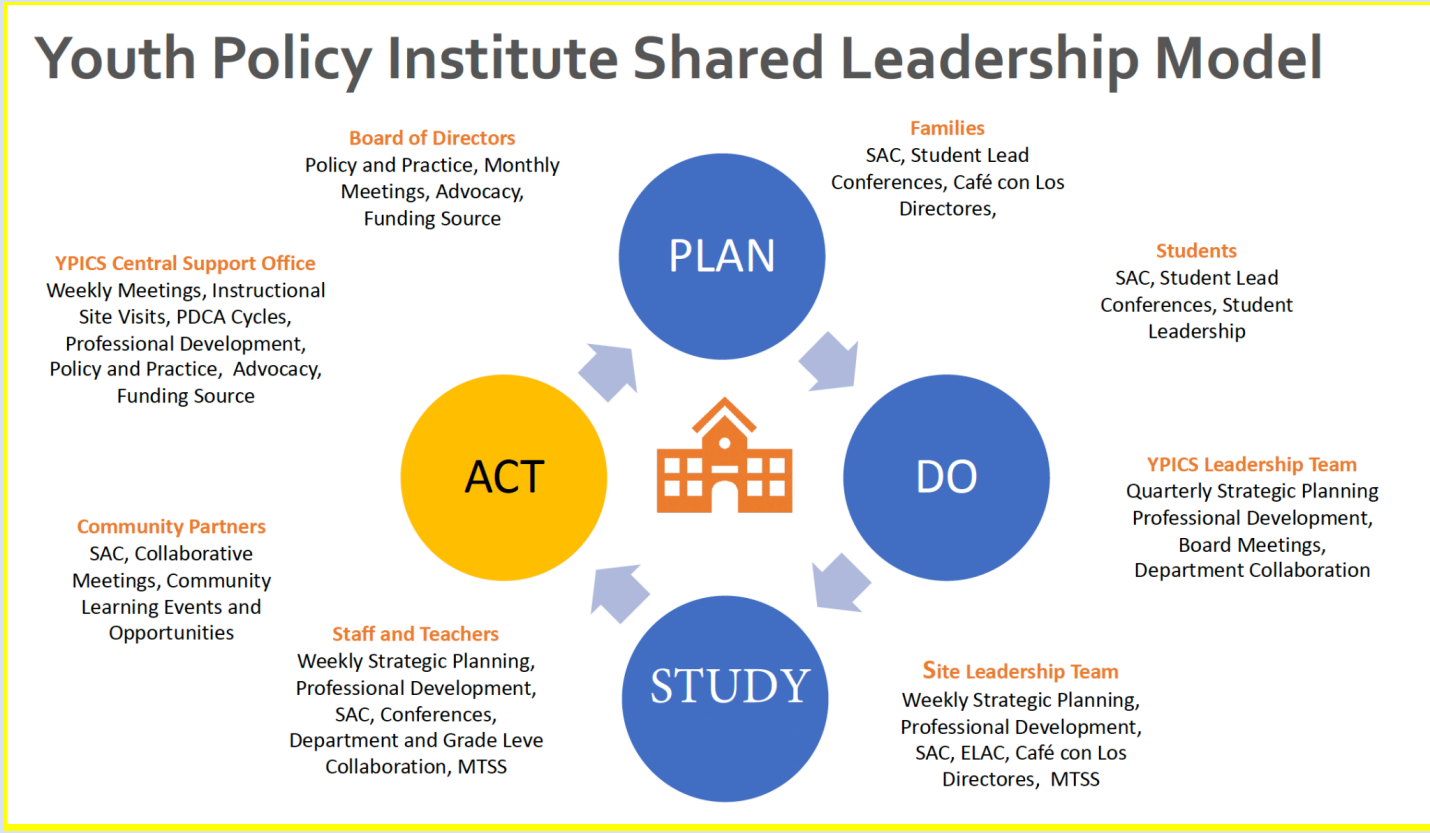
teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members. This could include creating a new site-level steering committee/advisory council, or expanding an existing team, such as the School Site Committee, student councils, English Learner Advisory Committee or group of teams.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
The Bert Corona Charter School Team will facilitate 4 School Site Advisory Council (SAC) meetings per year	● Yearly review of Core Participants, roles & responsibilities ● Facilitate democratic participation and decision-making at all meetings ● Conduct meetings with key agenda topics: o LCAP goals and priorities o Data Review o Introduce exploration activities o Implementation management guidance: ▪ Program goals and outcomes ▪ Partnership Alignment ▪ Shared Outcomes	● Number of participants attending SAC Meetings ● Increased cross-collaboration amongst educational partners.
Bert Corona Charter School will develop shared ownership, leadership and accountability through a variety of committees including the academic committee, department chairs, and the MTSS team.	● Create a calendar for meetings ● Develop a purpose for each committee ● Convening with the committee leads each quarter to monitor progress and implementation.	● Committee notes ● Increased student achievement on grades and benchmarks ● Increase cross-collaboration

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart of other graphic):

Across the network, stakeholders (Students, Staff, Families and Community Partners) are part of the shared leadership model. All stakeholders have the opportunity to participate and authentically engage through various activities guided by the Plan, Do, Study, Act cycle. The visual below illustrates the various opportunities stakeholders have to engage and provide crucial guidance on strategies, organizational and school level policies and procedures.



Priority 4: Coherence: Policy and Initiative Alignment

Schools and systems work to align policies to ensure an integrated community school strategy at the site and LEA level. A coherent and comprehensive plan/strategy for community schools “de-silos” all parallel LEA and school-level initiatives. Schools fully integrate the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. The community school implementation plan and school improvement plan become one cohesive plan.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
The school's Leadership Team members will integrate the community school strategy with all existing school-wide strategic plan(s) / improvement plan(s).	The Coordinator of Community School reviews, studies and builds a better understanding of: ○ School and Organizational policies ○ Current school level initiatives ○ Committee structures ○ School wide- strategic plans	The school fully integrates the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. Implementation plan and school improvement plan become one cohesive plan.

Increase awareness and understanding of the CA Community School Framework and alignment to Bert Corona Charter High School's Implementation Plan.	The Coordinator of Community Schools and the school Leadership Team will foster the CA Community School Framework and BCCHS Implementation Plan by: ○ Hosting/facilitating overview of CA Framework and Implementation Plan with students, staff, parents and community members. ○ Share informational flyers regarding the role of a Community School Coordinator and the CA Framework and Implementation Plan ○ Develop and manage Shared Outcomes	The community school implementation plan and school improvement plan become one cohesive plan.

Priority 5: Staffing and Sustainability

Schools and systems address staffing. As needed to serve the target student population, LEAs recruit and hire diverse, multilingual, staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
YPICS will continue to recruit and hire diverse, multilingual, staff to support community school strategy and goals, with special emphasis on hires that are from the community being served.	Recruit from Alumni & Parents, in addition to reaching out to local community partners in identifying key leaders to apply for any positions within the organization.	Hire culturally competent staff to drive community school strategy and goals
Build a strong Community School Centered team, by providing comprehensive training that will incorporate but not be limited to the following: Community School Model Fundamentals, Collective Impact & Results Based Accountability Framework, and cultural competency.	Provide monthly coaching & development opportunities to CS coordinators. Training themes identified will provide a holistic approach to build team capacity and skill set. Training will distribute leadership and decision-making across a variety of roles, ensuring the longevity of the systems developed through the community schools grant.	The CS Team will meet on a monthly basis. The CS Team will have the tools and support necessary to fully implement the CS Model.
Retain high quality staff through the duration of the grant and create a pool of future hires.	Provide staff with quality training and support. Incorporate CS Coordinator in decision making meetings and provide competitive salary.	Staff retention rate will remain steady during the duration of the grant

Key Staff/Personnel

Staff Name & Title	Main role/function
Executive Administrator	Oversees the integration of the community school model into all functions of the school including school leadership, academic program, school culture and climate, college and career readiness, and parent and community engagement.
Coordinator of Community School	The Coordinator of Community Schools is responsible for the overall implementation of community school processes, programs, partnerships and strategies at the school site. Will lead key efforts for an annual Assets & Needs Assessment process. Coordinate and align partnerships to address student, staff, families and community needs. Manages the implementation of the community school model at the school site.
Coordinator of School Culture & Climate	Manages the implementation of Positive Behavior Interventions and Supports (PBIS) Tier I implementation.
Director/Coordinator of Instruction	Manages the integration of the school academic hallmarks into professional development including the community school framework, service learning, and community based learning. Provides observation and feedback to staff through the use of qualitative and quantitative data.
School Counselor/School Social Worker	Supports the Coordinator of Community Schools by monitoring the intervention and support plans, supporting families and students to link to services, and advocating for the students and families in school and community meetings.
School Psychologist	Supports the Coordinator of Community Schools with the management of the MTSS (PBIS Tier II/III) team and process. Provides applied behavioral expertise and develops and supports the implementation of intervention and behavioral support plans.

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

Bert Corona Charter School will continue to pursue state funding such as 21st Century Community Learning Centers, ASES, ELOP, CYBHI, and other similar funding opportunities. We will pursue federal, local and private funding opportunities that align to our overall goals and desired results for students and families. The school site will continue to coordinate strategies with external partners and plan for sustainability of services where possible.

YPICS will continue to evaluate and improve internal systems to support core procedures beyond the grant. YPICS is also committed to funding Community School positions out of the general fund when school enrollments increase.

Priority 6: Strategic Community Partnerships

Schools conduct external asset mapping, developing a comprehensive map and database of potential partners in the surrounding community. In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate that community partners were actively involved in the planning, development, and continuous improvement of the community school.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome Indicator
Develop and manage a comprehensive map and partner database	• Facilitate asset mapping activities with students, staff, families and community members • Align resources and strategies to address student, staff, families and community member needs • Shared and reviewed with Steering Committee	Partner map & database reviewed and updated monthly.
Identify, establish and foster school-community partnerships who share a holistic focus on students, staff, families and community.	• Coordinate Individual community partnership meetings • Identify partners who share a holistic focus on students, staff, families and community members. • Formalize and Align resources and strategies via service agreement(s)	Number of services/strategies offered for students, staff, families, and community members.

Describe the partnerships you have established or plan to establish, and how your school's partnerships will be responsive to the vision and priorities of students, staff, families and community members:

Bert Corona Charter School has existing partnerships with community based-organizations which provide: mental health services, parenting workshops, after school programming, and general resources for students and families.

We are consistently seeking partnerships and resources in alignment to the most current community needs and our overall goals. These partnerships will be responsive to the school community by ensuring delivery of services that are in alignment with the needs of the community as identified through our ongoing assessment efforts. Additionally, these partnerships will maintain a degree of flexibility and adaptability in their service delivery to ensure that these are in alignment with the changing needs of the school community.

Priority 7: Professional Learning

Role-specific professional learning supports are offered to administrators, educators, classified staff, families, and other role groups as necessary. Schools identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic and community-based.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome Indicator
Build school leadership capacity involving collective decision-making and leveraging leadership through reflective data analysis.	Plan annual data meetings for setting goals and priorities for the year. Plan quarterly data check-ins to monitor progress and to revise support/plan as necessary. Provide training on the strategic planning and data monitoring cycle.	Strategic plans Data monitoring plan Annual and quarterly notes for each meeting. Completion of training leading to stronger program implementation and student outcomes.
School leaders will host annual professional leading and learning network meetings with school site leadership teams as well as educational partners to reflect on areas of growth, improvement, and learning/development gaps.	Plan, do, study, act cycles begin with the annual lead and learn networking events. Action steps include: Gather data that summarizes work for the year (academic, attendance, referrals, enrollment, parent engagement, etc.). Plan format for data review Plan format for data feedback and discussion (likely CFG protocol). Identify key goals and priorities Create action plan to meet the priorities.	Increased implementation plan refinement
Continue to invest in high-quality professional development on culturally and linguistically relevant teaching, cultural archetypes, sociopolitical context, and microaggressions in the classroom that builds staff capacity to support students'	Professional Development will include: ● MTSS ● CFG's ● Innovation ● Relay ● Project based and service learning	Staff have ongoing professional development opportunities to increase understanding of local history, knowledge, values, language, literature, institutions, culture, and environments, and offer students powerful, culturally proficient, and relevant instruction.

Priority 8: Centering Community-Based Curriculum and Pedagogy

Educators learn the theoretical roots and practical elements of community-based learning (CBL), an approach to instruction that is responsive to local history, knowledge, values, language, literature, institutions, culture, and environments. Educators see examples of CBL in action, and discuss and explore the integration of CBL in their classrooms.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome Indicator
Actively participate in conference and training opportunities including the National Community Schools & Family Engagement Conference, STAC meetings and site visits.	Register for conferences, before attending meet as a team to discuss agenda and divide and conquer sessions to attend and meeting as a group during and post conference to share insights. Calendar out STAC meetings and site visits.	Taking the learning and putting it into action to inform implementation plan Have each school site leadership team including CS partners co-facilitate a session at a future conference submit 2 proposals
Continue to invest in high-quality professional development on culturally and linguistically relevant teaching, cultural archetypes, sociopolitical context, and microaggressions in the classroom that builds staff capacity to support students'	Professional Development can include: ● Relay Education ● Critical Friends Groups ● Stile Education ● Thinking Nation ● DEI (CCSA training) ● Culturally Relevant Education ● Project Based Learning	Staff have ongoing professional development opportunities to increase understanding of local history, knowledge, values, language, literature, institutions, culture, and environments, and offer students powerful, culturally proficient, and relevant instruction.

Priority 9: Progress Monitoring and Collective Problem-Solving

The LEA, with educational partners, explores the development of an evaluation plan for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success.

School site teams pursuing goals/actions emerging from the needs and asset assessment develop metrics to gauge success and guide their work. Improvement science strategies, such as Plan-Do-Study-Act cycles, are used for continuous improvement of the system. School site develops a baseline data portfolio based on the Local Control and Accountability Plan (LCAP), School Plan for Student Achievement (SPSA) and other data sources that the school is currently collecting.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome Indicator
The LEA's leadership team members will be proficient in progress monitoring - and have the ability to conduct a Plan-Do-Study-Act Cycle and share growing lessons in a community dialogue.	Incorporate Progress Monitoring technical training within Leadership Meetings, test for proficiency among the various stakeholders and implement PDSA.	Facilitate the Plan-Do-Study-Act Cycle on a yearly basis with Leadership Team Members.

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM (CCSPP): IMPLEMENTATION PLAN TEMPLATE

Revised - June 2026

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

School Site: Monseñor Oscar Romero Charter School

Freddy Zepeda, Executive Administrator

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(213) 413-9600

Goals/Priorities

Describe the main goals/priority actions for the school site's community schools initiative. Please include goals at the site level. Add lines as needed. Include how progress toward each goal will be measured (i.e. SMART goal). Use the phase-specific activities outlined in the Implementation Growth Chart (forthcoming) as a guide and reflect on how your goals/priorities are informed by the needs and assets assessment and aligned with the CCSPP Framework.

Priority 1: Needs and Assets Assessment: Collective Priorities

School sites plan and execute a deep needs and asset assessment engaging a majority of students, staff, families and community members in identifying their top community school priorities and vision. Thoroughly describe your plan for conducting a deep Needs and Assets Assessment in the space below. Ensure that you will leverage multiple (at least three) data collection and analysis methods, such as interviews, focus groups, surveys, town halls, family nights, home visits, etc., to inform your community school strategy.

Interest-holders then identify priority topics from needs and asset assessment and from working groups or goals teams that utilize Improvement Science or other strong problem-solving strategies to address root causes. LEAs support this process, and develop structures to address system-level issues that span multiple school sites. After conducting the Needs and Assets Assessment, discuss how you will analyze your data and develop priorities, and then strategically collaborate with community partners on the core priorities that emerge.

Youth Policy Institute Charter Schools (YPICS) is a *network of three school sites; Bert Corona Charter School (BCCS), Monsenor Oscar Romero Charter School (MORCS), and Bert Corona Charter High School (BCCHS).* The network is committed to an 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 meet **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.

As the overarching charter management organization, 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.

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. Above all, he never failed to give an eloquent and insistent voice to the cardinal importance of education.

MORCS prepares urban students in grades 6-8 for academic success and active community participation. Monseñor Oscar Romero Charter 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.

To address the needs of our community school, each school undertakes a yearly comprehensive community school planning process that can include *asset mapping, a needs assessment and gap analysis, and a heavy emphasis on engagement with the school community, including students, families, staff, partners, and school leadership.* Each year the CoCS will coordinate and manage the assets and needs assessment process.

Community school needs assessment activities can include structured activities like an Annual Survey, Assessments, Focus Groups, 1:1 interviews, and asset walks. They can also include informal settings/spaces to collect feedback, such as Cafe con Los Directores (Coffee with the Principal), parent teacher conferences, and town hall meetings.

- ***Survey(s):*** At minimum, we will facilitate a yearly survey to gather feedback from all educational partners. Survey themes can include: Engagement & Relationship's, School Climate & Culture, Leadership Development, Belonging and Peer Collaboration. The Annual Survey is administered online during a four-week survey window to all stakeholders and provided in Spanish and English to families. The goal of the surveys is to gather feedback on overall experiences at schools.
- **Assessment(s)**: The ***School Site Self-Assessment,*** will be facilitated yearly to gather feedback from educational partners on the schools phase of growth & development under the Community Schools capacity building strategies. The ***Multi-Tiered System of Supports (MTSS) Fidelity of Implementation Rubric*** will be administered twice a year. MTSS members will complete a self-assessment to improve: meeting structures, decision making, and intervention responsiveness.
- ***Focus Groups:*** In-person focus groups conducted with students, teachers, and families to gain a more holistic understanding of the strengths and challenges of our school. Focus groups explored topics like what makes participants feel welcome/unwelcome on campus, if they feel engaged in decision-making, how the school can build more trusting relationships, and what support services are needed.
- ***Stakeholder Interview(s)***: Key Informational 1:1 Interviews conducted with school administrators and teachers to assess successes and challenges.

All assessment activities examine needs and gaps in services, but also school and community assets and resources that can be integrated as part of our community school. Stakeholder feedback is regularly collected during Cafe con Los Directores (Coffee with the Principal), School Advisory Council, Town-halls, Local Control and Accountability Plan (LCAP) feedback sessions, Staff Data Days, department meetings, grade level meetings, and other such events. At all times, administrators have taken care to involve all stakeholders in meaningful data-informed discussions concerning the development and execution of school programs. We firmly believe that our regular engagement with all stakeholders has been a driver of our success.

Upon completion of all assessment activities, school sites review and assess data findings ongoing and the YPICS leadership team members review and assess data after the first and second school semester. All groups implement a PDSA (plan, do, study, act) cycle, to help determine how to address the gaps and any necessary changes to strategies. Our school is committed to using an assets-driven and strength-based approach by using cycles of PDSA to monitor and continuously improve our efforts. The Coordinator of Community School (CoCS) will engage in PDSA cycles for the overall community school framework, with data reviews, sharing out with stakeholders, and identifying resources to address any gaps.

We will communicate assessment activity findings verbally and in non-verbal communication through school wide communication platform Infinite Campus social media, and School Newsletters. We will also work with the school site Academic team to link the findings to learning and engage families in traditional school events like Back to School Night and Parent or Student-led conferences, establishing a cadence of communication with updates.

Priority 2: Shared Understanding

LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach that is centered on establishing racially just, relationship-centered schools. Schools and LEAs answer the question, “why a community school for my school/district?”

Information about the community school strategy is continually shared, shaped and reinforced at school-wide events, over announcements, on websites, in school branding and throughout internal and external communication in multiple languages that are responsive to the community.

Shared Understanding Built Around Core Commitments

After engaging interest-holders to answer the question, “why a community school for my school?”, share your response to that question in the box below. Indicate how your site’s understanding of community schools reflects its commitment to the CCSPP Cornerstone Commitments:

1. **Assets-Driven and Strength-Based Practice:** Community schools view students, their families and their community through the lens of their assets and strengths and value the collective wisdom derived from experience, family, history and culture and language.
2. **Racially Just and Restorative School Climates:** Community schools commit to creating, nourishing and sustaining school climates that are centered in the embrace of and support for all students in the totality of school interactions.

3. **Powerful, Culturally Proficient and Relevant Instruction:** Community schools commit to be driven by teaching and learning that is relevant to, inclusive of and centered in the wisdom, history, culture and experience of students, families and communities.
4. **Shared Decision Making and Participatory Practices:** Community schools all share a commitment to authentic and dynamic shared leadership in all aspects of school governance and operations.

Describe the developmental plans for ensuring these commitments are reflected in your community schools work:

Our community school goal is to: The idea of implementing a community school at our school is to build a community that supports and works together from areas of concern to celebrate one another. Build a community where we can learn from each other by sharing our unique experiences and building a sense of belonging. We want families, students, teachers, and the community to feel they belong in their community and that they can find support, assistance, and services in our school or community. Our vision of a community school is to work together internally and reach partners in the community who can support our school through workshops, creating events, or providing services. The idea is to work together to rebuild our community and family engagement to build trust and create solid connections with the community and families.

The vision for Monsenor Oscar Romero Charter School community school 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. Through our community school we aim to provide integrated academic, health, and social services, and community engagement for all students, as well as families and the community.

MORCS is committed to using an **assets-driven and strength-based** approach. Through our cycles and iterations of PDSA (plan, do, study, act) we will monitor and continuously improve our results by identifying strengths and weaknesses, and then building on those strengths to address any gaps in learning or performance. We will utilize our committee and meeting structure to consistently discuss and review our work and whether or not we are operating in a way that is consistent with our defined practices and in a way that is culturally relevant and meaningful for our community. To enhance this practice, we will ensure that students and parents take part in key committees like our School Advisory Committee and student leadership. We will also provide teachers and staff with training that will help them build academic competency on existing academic and cultural strengths; this will include discussions of student experiences, history, culture, and language. Utilizing these deep-rooted connections for students will ensure more engagement and stronger growth for our students. This work and these important discussions will be a regular part of our teacher and staff professional development, which will include deep data analysis through the Relay reflection model, and critical conversations using the NSRF Critical Friends Groups protocols. All teachers and staff members will be trained in these pedagogies so we can work collaboratively to build on the strengths of our students and community. The Networks Community School Committee will create systems to ensure all of this occurs regularly and that the school team participates in the efforts.

MORCS already uses multi-tiered systems of support (MTSS), and this forms the basis for a **racially just and restorative school climate**. We implement MTSS as a trauma-informed, systemic, continuous improvement framework in which data-driven problem-solving and decision-making are practiced across all domains of the educational system to support student success within the areas of academics, attendance, social emotional learning and behavior, and college and career readiness. MTSS utilizes high-quality, evidence-based instruction, assessments, and interventions to ensure we offer needs driven support to meet academic standards and behavioral expectations successfully.

MORCS believes the key to a thriving community school starts with a strong core instructional program premised on the science of learning and development that integrates the four **key conditions for learning**: Supportive environmental conditions that foster strong relationships and community; Productive instructional strategies that support motivation, competence, and self-directed learning; Social and emotional learning (SEL) that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior, and; System of supports that enable healthy development, respond to student needs, and address learning barriers. Our school promotes supportive environmental conditions that foster strong relationships through staff training to implement trauma-informed Positive Behavioral Interventions and Supports, SEB (Social Emotional & Behavior) supports for students, restorative practices, including the use community circles and affective statements schoolwide, attendance support planning guided by evidence based tools and practices to build strong relationships with families. Engaging instructional strategies, such as project-based learning, service learning, and collaborative learning, foster student motivation, competence, and self-directed learning. Consistent implementation of key strategies are supported through classroom observations, feedback, and coaching. using an instruction observation tool that allows school leaders to provide feedback in areas like promoting a growth mindset and resilience, ensuring student collaboration and student voice, providing student ownership opportunities, and research-based instructional strategies.

Monseñor Oscar Romero Charter School also prioritizes culturally relevant approaches to empower parents, family members, and community residents to become true community school partners who are able to support and educate students. The first step is developing personal connections with each student and their family to build authentic relationships, which research has shown is fundamental to successful teaching and learning. Being aware of students' outside interests, families, and home routines and then using this information to connect in meaningful, individualized ways can have considerable rewards in helping to create happier, healthier, and smarter kids.

The School Advisory Council (SAC) serves as the Community School Advisory Council which is a collaborative group made up of diverse stakeholders. The SAC is responsible for oversight of Bert Corona Charter School Academic Achievement Plan, community school programs and activities, and supporting the transition from a traditional school to a community school. The SAC has **shared decision-making and participatory practices**, including voting to approve documents like the School Safety Plan, WASC accreditation report, and new partners. The SAC roster includes parents, community members, students, teachers, the Coordinator of Community Schools (CoCS), and the school Executive Administrator.

Priority 3: Collaborative Leadership

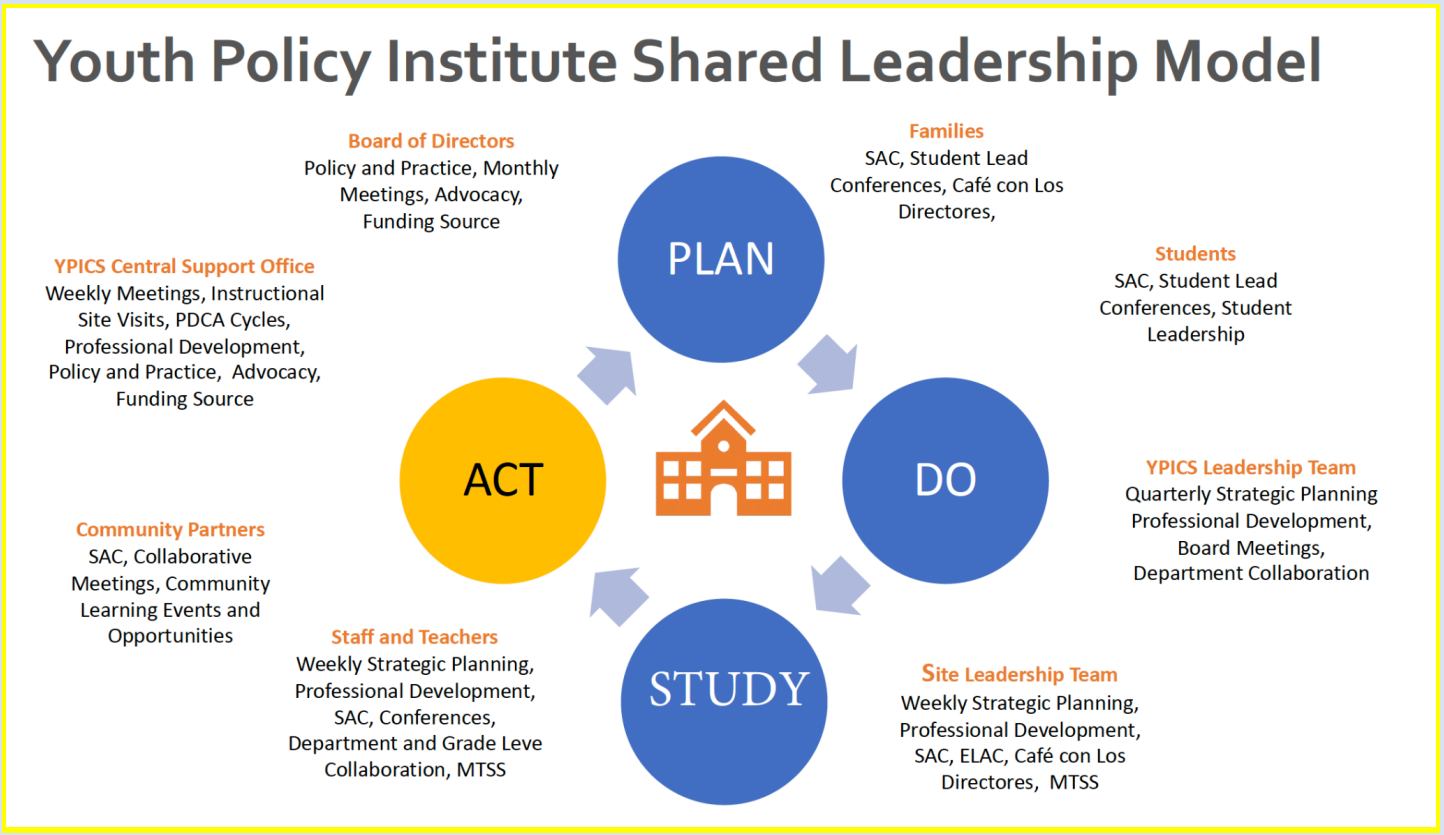
At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members. This could include creating a new site-level steering committee/advisory council, or expanding an existing team, such as the School Site Committee, student councils, English Learner Advisory Committee or group of teams.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
The Monsenor Charter School Team will facilitate 4 School Site Advisory Council (SAC) meetings per year	● Yearly review of Core Participants, roles & responsibilities ● Facilitate democratic participation and decision-making at all meetings ● Conduct meetings with key agenda topics: o LCAP goals and priorities o Data Review o Introduce exploration activities o Implementation management guidance: ▪ Program goals and outcomes ▪ Partnership Alignment ▪ Shared Outcomes	● Number of participants attending SAC Meetings ● Increased cross-collaboration amongst educational partners.
Monsenor Charter School will develop shared ownership, leadership and accountability through a variety of committees including the academic committee, department chairs, and the MTSS team.	● Create a calendar for meetings ● Develop a purpose for each committee ● Convening with the committee leads each quarter to monitor progress and implementation.	● Committee notes ● Increased student achievement on grades and benchmarks ● Increase cross-collaboration

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart of other graphic):

Across the network, stakeholders (Students, Staff, Families and Community Partners) are part of the shared leadership model. All stakeholders have the opportunity to participate and authentically engage through various activities guided by the Plan, Do, Study, Act cycle. The visual below illustrates the various opportunities stakeholders have to engage and provide crucial guidance on strategies, organizational and school level policies and procedures.



Priority 4: Coherence: Policy and Initiative Alignment

Schools and systems work to align policies to ensure an integrated community school strategy at the site and LEA level. A coherent and comprehensive plan/strategy for community schools “de-silos” all parallel LEA and school-level initiatives. Schools fully integrate the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. The community school implementation plan and school improvement plan become one cohesive plan.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
The school's Leadership Team members will integrate the community school strategy with all existing school-wide strategic plan(s) / improvement plan(s).	The Coordinator of Community School reviews, studies and builds a better understanding of: ○ School and Organizational policies ○ Current school level initiatives ○ Committee structures ○ School wide- strategic plans	The school fully integrates the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. Implementation plan and school improvement plan become one cohesive plan.
Increase awareness and understanding of the CA Community School Framework and alignment to Bert Corona Charter High School's Implementation Plan.	The Coordinator of Community Schools and the school Leadership Team will foster the CA Community School Framework and BCCHS Implementation Plan by: ○ Hosting/facilitating overview of CA Framework and Implementation Plan with students, staff, parents and community members. ○ Share informational flyers regarding the role of a Community School Coordinator and the CA Framework and Implementation Plan ○ Develop and manage Shared Outcomes	The community school implementation plan and school improvement plan become one cohesive plan.

Priority 5: Staffing and Sustainability

Schools and systems address staffing. As needed to serve the target student population, LEAs recruit and hire diverse, multilingual, staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
YPICS will continue to recruit and hire diverse, multilingual, staff to support community school strategy and goals,	Recruit from Alumni & Parents, in addition to reaching out to local community partners in identifying key	Hire culturally competent staff to drive community school strategy and goals

with special emphasis on hires that are from the community being served.	leaders to apply for any positions within the organization.	
Build a strong Community School Centered team, by providing comprehensive training that will incorporate but not be limited to the following: Community School Model Fundamentals, Collective Impact & Results Based Accountability Framework, and cultural competency.	Provide monthly coaching & development opportunities to CS coordinators. Training themes identified will provide a holistic approach to build team capacity and skill set. Training will distribute leadership and decision-making across a variety of roles, ensuring the longevity of the systems developed through the community schools grant.	The CS Team will meet on a monthly basis. The CS Team will have the tools and support necessary to fully implement the CS Model.
Retain high quality staff through the duration of the grant and create a pool of future hires.	Provide staff with quality training and support. Incorporate CS Coordinator in decision making meetings and provide competitive salary.	Staff retention rate will remain steady during the duration of the grant

Key Staff/Personnel

Staff Name & Title	Main role/function
Executive Administrator	Oversees the integration of the community school model into all functions of the school including school leadership, academic program, school culture and climate, college and career readiness, and parent and community engagement.
Coordinator of Community School	The Coordinator of Community Schools is responsible for the overall implementation of community school processes, programs, partnerships and strategies at the school site. Will lead key efforts for an annual Assets & Needs Assessment process. Coordinate and align partnerships to address student, staff, families and community needs. Manages the implementation of the community school model at the school site.
Coordinator of School Culture & Climate	Manages the implementation of Positive Behavior Interventions and Supports (PBIS) Tier I implementation.
Director/Coordinator of Instruction	Manages the integration of the school academic hallmarks into professional development including the community school framework, service learning, and community based learning. Provides observation and feedback to staff through the use of qualitative and quantitative data.
School Psychologist	Supports the Coordinator of Community Schools with the management of the MTSS (PBIS Tier II/III) team and process. Provides applied behavioral expertise and develops and supports the implementation of intervention and behavioral support plans.
School Counselor/School Social Worker	Supports the Coordinator of Community Schools by monitoring the intervention and support plans, supporting families and students to link to services, and advocating for the students and families in school and community meetings.

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

Monseñor Oscar Romero Charter School's will continue to pursue state funding such as 21st Century Community Learning Centers, ASES, ELOP, CYBHI, and other similar funding opportunities. We will pursue federal, local and private funding opportunities that align to our overall goals and desired results for students and families. The school site will continue to coordinate strategies with external partners and plan for sustainability of services where possible.

YPICS will continue to evaluate and improve internal systems to support core procedures beyond the grant. YPICS is also committed to funding Community School positions out of the general fund when school enrollments increase.

Priority 6: Strategic Community Partnerships

Schools conduct external asset mapping, developing a comprehensive map and database of potential partners in the surrounding community. In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate that community partners were actively involved in the planning, development, and continuous improvement of the community school.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome Indicator
Develop and manage a comprehensive map and partner database	• Facilitate asset mapping activities with students, staff, families and community members • Align resources and strategies to address student, staff, families and community member needs • Shared and reviewed with Steering Committee	Partner map & database reviewed and updated monthly.
Identify, establish and foster school-community partnerships who share a holistic focus on students, staff, families and community.	• Coordinate Individual community partnership meetings • Identify partners who share a holistic focus on students, staff, families and community members. • Formalize and Align resources and strategies via service agreement(s)	Number of services/strategies offered for students, staff, families, and community members.

Describe the partnerships you have established or plan to establish, and how your school's partnerships will be responsive to the vision and priorities of students, staff, families and community members:

Monsenor Oscar Romero Charter School has existing partnerships with community based-organizations which provide: mental health services, parenting workshops, after school programming, and general resources for students and families.

We are consistently seeking partnerships and resources in alignment to the most current community needs and our overall goals. These partnerships will be responsive to the school community by ensuring delivery of services that are in alignment with the needs of the community as identified through our ongoing assessment efforts. Additionally, these partnerships will maintain a degree of flexibility and adaptability in their service delivery to ensure that these are in alignment with the changing needs of the school community.

Priority 7: Professional Learning

Role-specific professional learning supports are offered to administrators, educators, classified staff, families, and other role groups as necessary. Schools identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic and community-based.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome Indicator
Build school leadership capacity involving collective decision-making and leveraging leadership through reflective data analysis.	Plan annual data meetings for setting goals and priorities for the year. Plan quarterly data check-ins to monitor progress and to revise support/plan as necessary. Provide training on the strategic planning and data monitoring cycle.	Strategic plans Data monitoring plan Annual and quarterly notes for each meeting. Completion of training leading to stronger program implementation and student outcomes.
School leaders will host annual professional leading and learning network meetings with school site leadership teams as well as educational partners to reflect on areas of growth, improvement, and learning/development gaps.	Plan, do, study, act cycles begin with the annual lead and learn networking events. Action steps include: Gather data that summarizes work for the year (academic, attendance, referrals, enrollment, parent engagement, etc.). Plan format for data review	Increased implementation plan refinement

	Plan format for data feedback and discussion (likely CFG protocol). Identify key goals and priorities Create action plan to meet the priorities.	
Continue to invest in high-quality professional development on culturally and linguistically relevant teaching, cultural archetypes, sociopolitical context, and microaggressions in the classroom that builds staff capacity to support students'	Professional Development will include: ● MTSS ● CFG's ● Innovation ● Relay ● Project based and service learning	Staff have ongoing professional development opportunities to increase understanding of local history, knowledge, values, language, literature, institutions, culture, and environments, and offer students powerful, culturally proficient, and relevant instruction.

Priority 8: Centering Community-Based Curriculum and Pedagogy

Educators learn the theoretical roots and practical elements of community-based learning (CBL), an approach to instruction that is responsive to local history, knowledge, values, language, literature, institutions, culture, and environments. Educators see examples of CBL in action, and discuss and explore the integration of CBL in their classrooms.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome Indicator
Actively participate in conference and training opportunities including the National Community Schools & Family Engagement Conference, STAC meetings and site visits.	Register for conferences, before attending meet as a team to discuss agenda and divide and conquer sessions to attend and meeting as a group during and post conference to share insights. Calendar out STAC meetings and site visits.	Taking the learning and putting it into action to inform implementation plan Have each school site leadership team including CS partners co-facilitate a session at a future conference submit 2 proposals
Continue to invest in high-quality professional development on culturally and linguistically relevant teaching, cultural archetypes, sociopolitical context, and microaggressions in the classroom that builds staff capacity to support students'	Professional Development can include: ● Relay Education ● Critical Friends Groups ● Stile Education ● Thinking Nation ● DEI (CCSA training) ● Culturally Relevant Education ● Project Based Learning	Staff have ongoing professional development opportunities to increase understanding of local history, knowledge, values, language, literature, institutions, culture, and environments, and offer students powerful, culturally proficient, and relevant instruction.

Priority 9: Progress Monitoring and Collective Problem-Solving

The LEA, with educational partners, explores the development of an evaluation plan for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success.

School site teams pursuing goals/actions emerging from the needs and asset assessment develop metrics to gauge success and guide their work. Improvement science strategies, such as Plan-Do-Study-Act cycles, are used for continuous improvement of the system. School site develops a baseline data portfolio based on the Local Control and Accountability Plan (LCAP), School Plan for Student Achievement (SPSA) and other data sources that the school is currently collecting.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome Indicator
The LEA's leadership team members will be proficient in progress monitoring - and have the ability to conduct a Plan-Do-Study-Act Cycle and share growing lessons in a community dialogue.	Incorporate Progress Monitoring technical training within Leadership Meetings, test for proficiency among the various stakeholders and implement PDSA.	Facilitate the Plan-Do-Study-Act Cycle on a yearly basis with Leadership Team Members.

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM (CCSPP): IMPLEMENTATION PLAN

Revised - June 2026

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

Bert Corona Charter High School

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Goals/Priorities

Describe the main goals/priority actions for the school site's community schools initiative. Please include goals at the site level. Add lines as needed. Include how progress toward each goal will be measured (i.e. SMART goal). Use the phase-specific activities outlined in the Implementation Growth Chart (forthcoming) as a guide and reflect on how your goals/priorities are informed by the needs and assets assessment and aligned with the CCSPP Framework.

Priority 1: Needs and Assets Assessment: Collective Priorities

School sites plan and execute a deep needs and asset assessment engaging a majority of students, staff, families and community members in identifying their top community school priorities and vision. Thoroughly describe your plan for conducting a deep Needs and Assets Assessment in the space below. Ensure that you will leverage multiple (at least three) data collection and analysis methods, such as interviews, focus groups, surveys, town halls, family nights, home visits, etc., to inform your community school strategy.

Interest-holders then identify priority topics from needs and asset assessment and from working groups or goals teams that utilize Improvement Science or other strong problem-solving strategies to address root causes. LEAs support this process, and develop structures to address system-level issues that span multiple school sites. After conducting the Needs and Assets Assessment, discuss how you will analyze your data and develop priorities, and then strategically collaborate with community partners on the core priorities that emerge.

Youth Policy Institute Charter Schools (YPICS) is a *network of three school sites; Bert Corona Charter School (BCCS), Monsenor Oscar Romero Charter School (MORCS), and Bert Corona Charter High School (BCCHS).* The network is committed to an 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; and 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.

As the overarching charter management organization, 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.

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. Bert Corona Charter High School prepares urban students in grades 9-12 for academic success and active community participation. 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.

To address the needs of our community school, each school undertakes a yearly comprehensive community school planning process that can include *asset mapping, a needs assessment and gap analysis, and a heavy emphasis on engagement with the school community, including students, families, staff, partners, and school leadership.* Each year the CoCS will coordinate and manage the assets and needs assessment process.

Community school needs assessment activities can include structured activities like an Annual Survey, Assessments, Focus Groups, 1:1 interviews, and asset walks. They can also include informal settings/spaces to collect feedback, such as Cafe con Los Directores (Coffee with the Principal), parent teacher conferences, and town hall meetings.

- ***Survey(s):*** At minimum, we will facilitate a yearly survey to gather feedback from all educational partners. Survey themes can include: Engagement & Relationship's, School Climate & Culture, Leadership Development, Belonging and Peer Collaboration. The Annual Survey is administered online during a four-week survey window to all stakeholders and provided in Spanish and English to families. The goal of the surveys is to gather feedback on overall experiences at schools.
- **Assessment(s)**: The ***School Site Self-Assessment,*** will be facilitated yearly to gather feedback from educational partners on the schools phase of growth & development under the Community Schools capacity building strategies. The ***Multi-Tiered System of Supports (MTSS) Fidelity of Implementation Rubric*** will be administered twice a year. MTSS members will complete a self-assessment to improve: meeting structures, decision making, and intervention responsiveness.
- ***Focus Groups:*** In-person focus groups conducted with students, teachers, and families to gain a more holistic understanding of the strengths and challenges of our school. Focus groups explored topics like what makes participants feel welcome/unwelcome on campus, if they feel engaged in decision-making, how the school can build more trusting relationships, and what support services are needed.
- ***Stakeholder Interview(s)***: Key Informational 1:1 Interviews conducted with school administrators and teachers to assess successes and challenges.

All assessment activities examine needs and gaps in services, but also school and community assets and resources that can be integrated as part of our community school. Stakeholder feedback is regularly collected during Cafe con Los Directores (Coffee with the Principal), School Advisory Council, Town-halls, Local Control and Accountability Plan (LCAP) feedback sessions, Staff Data Days, department meetings, grade level meetings, and other such events. At all times, administrators have taken care to involve all stakeholders in meaningful data-informed discussions concerning the development and execution of school programs. We firmly believe that our regular engagement with all stakeholders has been a driver of our success.

Upon completion of all assessment activities, school sites review and assess data findings ongoing and the YPICS leadership team members review and assess data after the first and second school semester. All groups implement a PDSA (plan, do, study, act) cycle, to help determine how to address the gaps and any necessary changes to strategies. Our school is committed to using an assets-driven and strength-based approach by using cycles of PDSA to monitor and continuously improve our efforts. The Coordinator of Community School (CoCS) will engage in PDSA cycles for the overall community school framework, with data reviews, sharing out with stakeholders, and identifying resources to address any gaps.

We will communicate assessment activity findings verbally and in non-verbal communication through school wide communication platform Infinite Campus social media, and School Newsletters. We will also work with the school site Academic team to link the findings to learning and engage families in traditional school events like Back to School Night and Parent or Student-led conferences, establishing a cadence of communication with updates.

Priority 2: Shared Understanding

LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach that is centered on establishing racially just, relationship-centered schools. Schools and LEAs answer the question, “why a community school for my school/district?”

Information about the community school strategy is continually shared, shaped and reinforced at school-wide events, over announcements, on websites, in school branding and throughout internal and external communication in multiple languages that are responsive to the community.

Shared Understanding Built Around Core Commitments

After engaging interest-holders to answer the question, “why a community school for my school?”, share your response to that question in the box below. Indicate how your site’s understanding of community schools reflects its commitment to the CCSPP Cornerstone Commitments:

1. **Assets-Driven and Strength-Based Practice:** Community schools view students, their families and their community through the lens of their assets and strengths and value the collective wisdom derived from experience, family, history and culture and language.
2. **Racially Just and Restorative School Climates:** Community schools commit to creating, nourishing and sustaining school climates that are centered in the embrace of and support for all students in the totality of school interactions.

3. **Powerful, Culturally Proficient and Relevant Instruction:** Community schools commit to be driven by teaching and learning that is relevant to, inclusive of and centered in the wisdom, history, culture and experience of students, families and communities.
4. **Shared Decision Making and Participatory Practices:** Community schools all share a commitment to authentic and dynamic shared leadership in all aspects of school governance and operations.

Describe the developmental plans for ensuring these commitments are reflected in your community schools work:

The vision for Bert Corona Charter High School's community school 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 values 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. Through our community school we aim to provide integrated academic, health, and social services, and community engagement for all students, as well as families and the community.

BCCHS is committed to using an **assets-driven and strength-based** approach. Through our cycles and iterations of PDSA (plan, do, study, act) we will monitor and continuously improve our results by identifying strengths and weaknesses, and then building on those strengths to address any gaps in learning or performance. We will utilize our committee and meeting structure to consistently discuss and review our work and whether or not we are operating in a way that is consistent with our defined practices and in a way that is culturally relevant and meaningful for our community. To enhance this practice, we will ensure that students and parents take part in key committees like our School Advisory Council (SAC) and student leadership.

BCCHS already uses multi-tiered systems of support (MTSS), and this forms the basis for a **racially just and restorative school climate**. We implement MTSS as a trauma-informed, systemic, continuous improvement framework in which data-driven problem-solving and decision-making are practiced across all domains of the educational system to support student success within the areas of academics, attendance, social emotional learning and behavior, and college and career readiness. MTSS utilizes evidence-based instruction, assessments, and interventions to ensure we offer needs driven support to meet academic standards and behavioral expectations successfully.

Bert Corona Charter High School believes the key to a thriving community school starts with a strong core instructional program premised on the science of learning and development that integrates the four **key conditions for learning**: Supportive environmental conditions that foster strong relationships and community; Productive instructional strategies that support motivation, competence, and self-directed learning; Social and emotional learning (SEL) that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior, and; System of supports that enable healthy development, respond to student needs, and address learning barriers. Our school promotes supportive environmental conditions that foster strong relationships through staff training to implement trauma-informed Positive Behavioral Interventions and Supports, SEB (Social Emotional & Behavior) supports for students, restorative practices, including the use

community circles and affective statements schoolwide, attendance support planning guided by evidence based tools and practices to build strong relationships with families. Engaging instructional strategies, such as project-based learning, service learning, and collaborative learning, foster student motivation, competence, and self-directed learning. Consistent implementation of key strategies are supported through classroom observations, feedback, and coaching. using an instruction observation tool that allows school leaders to provide feedback in areas like promoting a growth mindset and resilience, ensuring student collaboration and student voice, providing student ownership opportunities, and research-based instructional strategies.

Bert Corona Charter High School also prioritizes culturally relevant approaches to empower parents, family members, and community residents to become true community school partners who are able to support and educate students. The first step is developing personal connections with each student and their family to build authentic relationships, which research has shown is fundamental to successful teaching and learning. Being aware of students' outside interests, families, and home routines and then using this information to connect in meaningful, individualized ways can have considerable rewards in helping to create happier, healthier, and smarter kids.

The School Advisory Council (SAC) serves as the Community School Advisory Council which is a collaborative group made up of diverse stakeholders. The SAC is responsible for oversight of Bert Corona Charter School Academic Achievement Plan, community school programs and activities, and supporting the transition from a traditional school to a community school. The SAC has **shared decision-making and participatory practices**, including voting to approve documents like the School Safety Plan, WASC accreditation report, and new partners. The SAC roster includes parents, community members, students, teachers, the Coordinator of Community Schools (CoCS), and the school Executive Administrator.

Priority 3: Collaborative Leadership

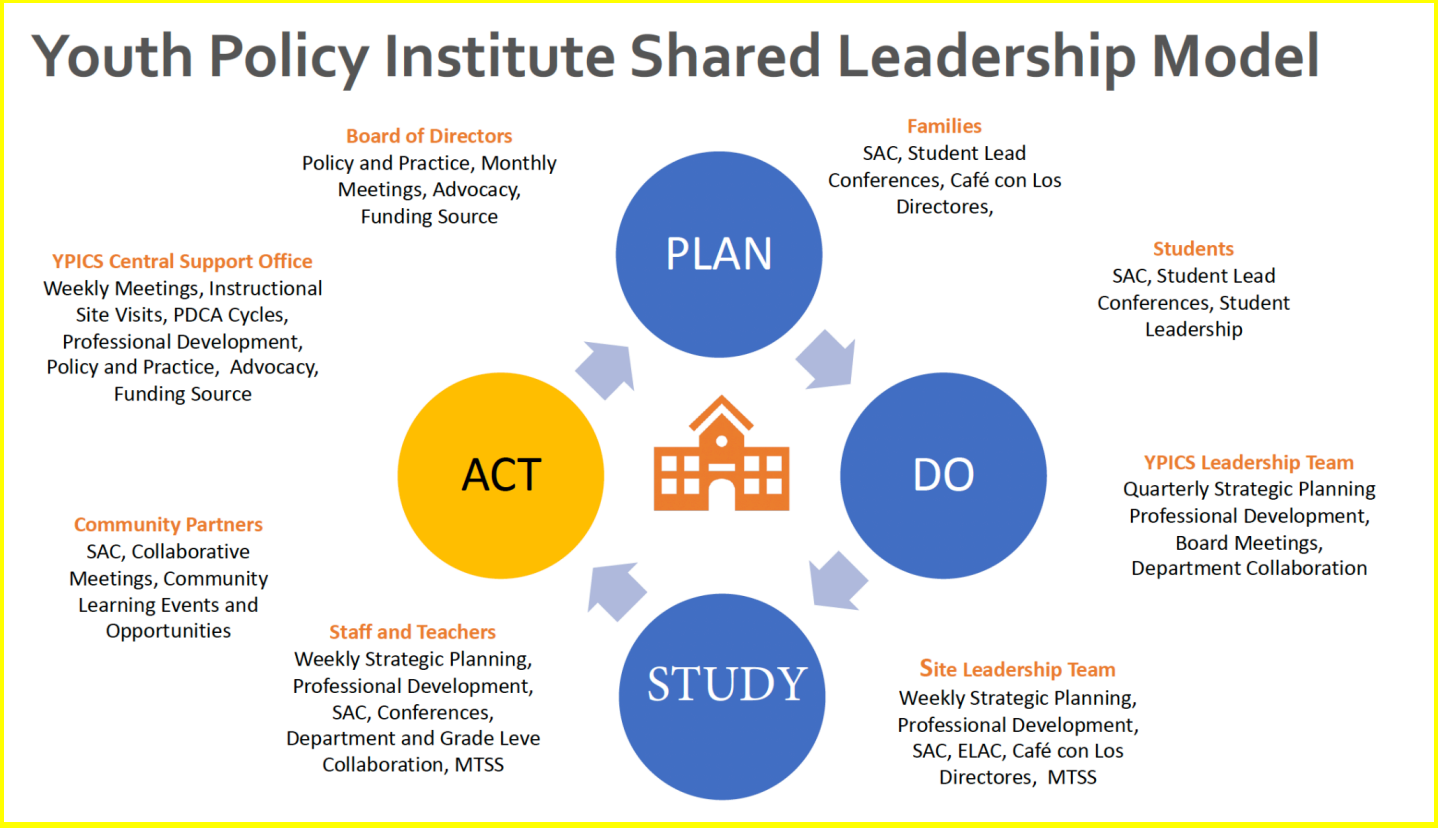
At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members. This could include creating a new site-level steering committee/advisory council, or expanding an existing team, such as the School Site Committee, student councils, English Learner Advisory Committee or group of teams.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
The Bert Corona Charter School Team will facilitate 4 School Site Advisory Council (SAC) meetings per year	● Yearly review of Core Participants, roles & responsibilities ● Facilitate democratic participation and decision-making at all meetings ● Conduct meetings with key agenda topics: o LCAP goals and priorities o Data Review o Introduce exploration activities o Implementation management guidance: ▪ Program goals and outcomes ▪ Partnership Alignment ▪ Shared Outcomes	● Number of participants attending SAC Meetings ● Increased cross-collaboration amongst educational partners.
Bert Corona Charter School will develop shared ownership, leadership and accountability through a variety of committees including the academic committee, department chairs, and the MTSS team.	● Create a calendar for meetings ● Develop a purpose for each committee ● Convening with the committee leads each quarter to monitor progress and implementation.	● Committee notes ● Increased student achievement on grades and benchmarks ● Increase cross-collaboration

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart of other graphic):

Across the network, stakeholders (Students, Staff, Families and Community Partners) are part of the shared leadership model. All stakeholders have the opportunity to participate and authentically engage through various activities guided by the Plan, Do, Study, Act cycle. The visual below illustrates the various opportunities stakeholders have to engage and provide crucial guidance on strategies, organizational and school level policies and procedures.



Priority 4: Coherence: Policy and Initiative Alignment

Schools and systems work to align policies to ensure an integrated community school strategy at the site and LEA level. A coherent and comprehensive plan/strategy for community schools “de-silos” all parallel LEA and school-level initiatives. Schools fully integrate the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. The community school implementation plan and school improvement plan become one cohesive plan.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
The school's Leadership Team members will integrate the community school strategy with all existing school-wide strategic plan(s) / improvement plan(s).	The Coordinator of Community School reviews, studies and builds a better understanding of: ○ School and Organizational policies ○ Current school level initiatives ○ Committee structures ○ School wide- strategic plans	The school fully integrates the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. Implementation plan and school improvement plan become one cohesive plan.
Increase awareness and understanding of the CA Community School Framework and alignment to Bert Corona Charter High School's Implementation Plan.	The Coordinator of Community Schools and the school Leadership Team will foster the CA Community School Framework and BCCHS Implementation Plan by: ○ Hosting/facilitating overview of CA Framework and Implementation Plan with students, staff, parents and community members. ○ Share informational flyers regarding the role of a Community School Coordinator and the CA Framework and Implementation Plan ○ Develop and manage Shared Outcomes	The community school implementation plan and school improvement plan become one cohesive plan.

Priority 5: Staffing and Sustainability

Schools and systems address staffing. As needed to serve the target student population, LEAs recruit and hire diverse, multilingual, staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
YPICS will continue to recruit and hire diverse, multilingual, staff to support community school strategy and goals, with special emphasis on hires that are from the community being served.	Recruit from Alumni & Parents, in addition to reaching out to local community partners in identifying key leaders to apply for any positions within the organization.	Hire culturally competent staff to drive community school strategy and goals

Build a strong Community School Centered team, by providing comprehensive training that will incorporate but not be limited to the following: Community School Model Fundamentals, Collective Impact, and Cultural Competency.	Provide monthly coaching & development opportunities to CoCS coordinators. Training themes identified will provide a holistic approach to build team capacity and skill set. Training will distribute leadership and decision-making across a variety of roles, ensuring the longevity of the systems developed through the community schools grant.	The CS Team will meet on a monthly basis. The CS Team will have the tools and support necessary to fully implement the CS Model.
Retain high quality staff through the duration of the grant and create a pool of future hires.	Provide staff with quality training and support. Incorporate CS Coordinator in decision making meetings and provide competitive salary.	Staff retention rate will remain steady during the duration of the grant

Key Staff/Personnel

Staff Name & Title	Main role/function
Executive Administrator	Oversees the integration of the community school model into all functions of the school including school leadership, academic program, school culture and climate, college and career readiness, and parent and community engagement.
Coordinator of Community Schools	The Coordinator of Community Schools is responsible for the overall implementation of community school processes, programs, partnerships and strategies at the school site. Will lead key efforts for an annual Assets & Needs Assessment process. Coordinate and align partnerships to address student, staff, families and community needs. Manages the implementation of the community school model at the school site.
Coordinator of School Culture & Climate	Manages the implementation of Positive Behavior Interventions and Supports (PBIS) Tier I implementation.
Director/Coordinator of Instruction	Manages the integration of the school academic hallmarks into professional development including the community school framework, service learning, and community based learning. Provides observation and feedback to staff through the use of qualitative and quantitative data. Collaborates with the Director of College and Career Readiness to create an academic program and class schedule to address the school hallmarks, prepare college ready students (A-G Requirements), and meet the needs of diverse learners and needs.
School Psychologist	Supports the Coordinator of Community Schools with the management of the MTSS (PBIS Tier II/III) team and process. Provides applied behavioral expertise and develops and supports the implementation of intervention and behavioral support plans.

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

Bert Corona Charter High School will continue to pursue state funding such as 21st Century Community Learning Centers, ASES, ELOP, CYBHI, and other similar funding opportunities. We will pursue federal, local and private funding opportunities that align to our overall goals and desired results for students and families. The school site will continue to coordinate strategies with external partners and plan for sustainability of services where possible.

YPICS will continue to evaluate and improve internal systems to support core procedures beyond the grant. YPICS is also committed to funding Community School positions out of the general fund when school enrollments increase.

Priority 6: Strategic Community Partnerships

Schools conduct external asset mapping, developing a comprehensive map and database of potential partners in the surrounding community. In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate that community partners were actively involved in the planning, development, and continuous improvement of the community school.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome Indicator
Develop and manage a comprehensive map and partner database	• Facilitate asset mapping activities with students, staff, families and community members • Align resources and strategies to address student, staff, families and community member needs • Shared and reviewed with Steering Committee	Partner map & database reviewed and updated monthly.
Identify, establish and foster school-community partnerships who share a holistic focus on students, staff, families and community.	• Coordinate Individual community partnership meetings • Identify partners who share a holistic focus on students, staff, families and community members. • Formalize and Align resources and strategies via service agreement(s)	Number of services/strategies offered for students, staff, families, and community members.

Describe the partnerships you have established or plan to establish, and how your school's partnerships will be responsive to the vision and priorities of students, staff, families and community members:

Bert Corona Charter High School has existing partnerships with community based-organizations which provide: mental health services, parenting workshops, after school programming, and general resources for students and families.

We are consistently seeking partnerships and resources in alignment to the most current community needs and our overall goals. These partnerships will be responsive to the school community by ensuring delivery of services that are in alignment with the needs of the community as identified through our ongoing assessment efforts. Additionally, these partnerships will maintain a degree of flexibility and adaptability in their service delivery to ensure that these are in alignment with the changing needs of the school community.

Priority 7: Professional Learning

Role-specific professional learning supports are offered to administrators, educators, classified staff, families, and other role groups as necessary. Schools identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic and community-based.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome Indicator
Build school leadership capacity involving collective decision-making and leveraging leadership through reflective data analysis.	Plan annual data meetings for setting goals and priorities for the year. Plan quarterly data check-ins to monitor progress and to revise support/plan as necessary. Provide training on the strategic planning and data monitoring cycle.	Strategic plans Data monitoring plan Annual and quarterly notes for each meeting. Completion of training leading to stronger program implementation and student outcomes.
School leaders will host annual professional leading and learning network meetings with school site leadership teams as well as educational partners to reflect on areas of growth, improvement, and learning/development gaps.	Plan, do, study, act cycles begin with the annual lead and learn networking events. Action steps include: Gather data that summarizes work for the year (academic, attendance, referrals, enrollment, parent engagement, etc.).	Increased implementation plan refinement

	Plan format for data review Plan format for data feedback and discussion (likely CFG protocol). Identify key goals and priorities Create action plan to meet the priorities.	
Continue to invest in high-quality professional development on culturally and linguistically relevant teaching, cultural archetypes, sociopolitical context, and microaggressions in the classroom that builds staff capacity to support students'	Professional Development will include: ● MTSS ● CFG's ● Innovation ● Relay ● Project based and service learning	Staff have ongoing professional development opportunities to increase understanding of local history, knowledge, values, language, literature, institutions, culture, and environments, and offer students powerful, culturally proficient, and relevant instruction.

Priority 8: Centering Community-Based Curriculum and Pedagogy

Educators learn the theoretical roots and practical elements of community-based learning (CBL), an approach to instruction that is responsive to local history, knowledge, values, language, literature, institutions, culture, and environments. Educators see examples of CBL in action, and discuss and explore the integration of CBL in their classrooms.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome Indicator
Actively participate in conference and training opportunities including the National Community Schools & Family Engagement Conference, STAC meetings and site visits.	Register for conferences, before attending meet as a team to discuss agenda and divide and conquer sessions to attend and meeting as a group during and post conference to share insights. Calendar out STAC meetings and site visits.	Taking the learning and putting it into action to inform implementation plan Have each school site leadership team including CS partners co-facilitate a session at a future conference submit 2 proposals
Continue to invest in high-quality professional development on culturally and linguistically relevant teaching, cultural archetypes, sociopolitical context, and microaggressions in the classroom that builds staff capacity to support students'	Professional Development can include: ● Relay Education ● Critical Friends Groups ● Stile Education ● Thinking Nation ● DEI (CCSA training) ● Culturally Relevant Education ● Project Based Learning	Staff have ongoing professional development opportunities to increase understanding of local history, knowledge, values, language, literature, institutions, culture, and environments, and offer students powerful, culturally proficient, and relevant instruction.

Priority 9: Progress Monitoring and Collective Problem-Solving

The LEA, with educational partners, explores the development of an evaluation plan for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success.

School site teams pursuing goals/actions emerging from the needs and asset assessment develop metrics to gauge success and guide their work. Improvement science strategies, such as Plan-Do-Study-Act cycles, are used for continuous improvement of the system. School site develops a baseline data portfolio based on the Local Control and Accountability Plan (LCAP), School Plan for Student Achievement (SPSA) and other data sources that the school is currently collecting.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome Indicator
The LEA's leadership team members will be proficient in progress monitoring - and have the ability to conduct a Plan-Do-Study-Act Cycle and share growing lessons in a community dialogue.	Incorporate Progress Monitoring technical training within Leadership Meetings, test for proficiency among the various stakeholders and implement PDSA.	Facilitate the Plan-Do-Study-Act Cycle on a yearly basis with Leadership Team Members.