

# Youth Policy Institute Charter Schools (YPICS)

## Regular Board Meeting

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### Date and Time

Monday December 11, 2017 at 6:00 PM PST

### Location

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

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Meeting Call In Number: (641) 715-3680, Access# 1004153. Board Members calling in from 1625 W. Olympic Blvd., Los Angeles, CA 90015, 25024 Highspring Avenue, Newhall, CA 91321, 1200 Market Street, Philadelphia, PA 19107, and 405 Hillgard Avenue , Los Angeles, CA 90024.

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### Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>6:00 PM</b>
Opening Items			
<b>A.</b> Record Attendance and Guests		Yesenia Zubia	1 m
<b>B.</b> Call the Meeting to Order		Gene Straub	1 m
<b>C.</b> Flag Salute			5 m
<b>D.</b> Additions/Corrections to Agenda		Gene Straub	2 m
<b>E.</b> Approve November 6, 2017 Minutes	Approve Minutes	Gene Straub	2 m
<b>F.</b> Approve November 27, 2017 Minutes	Approve Minutes	Gene Straub	5 m
<b>II. COMMUNICATIONS</b>			<b>6:16 PM</b>

	Purpose	Presenter	Time
Academic Excellence			
<b>A. Presentations from the Public</b>	FYI	Gene Straub	5 m

Any persons present desiring to address the Board of Directors on any proper matter.

The YPI Charter Public Schools ("Charter Schools") welcome your participation at the Charter Schools' Board meetings. The purpose of a public meeting of the Board of Directors ("Board") is to conduct the affairs of the Charter Schools in public. Your participation assures us of continuing community interest in our Charter Schools. To assist you in the case of speaking/participating in our meetings, the following guidelines are provided:

*Agenda Items:* No individual presentation shall be more than five (5) minutes and total time for this purpose shall not exceed thirty (30) minutes per agenda item.

*Non-Agenda Items:* No individual presentation shall be for more than three (3) minutes and total time shall not exceed fifteen (15) minutes.

When addressing the Board, speakers are requested to state their name and address from the podium and adhere to the time limits set forth.

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 at 1157 S. Berendo 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.

**Americans with Disabilities**

YPI Charter Schools, Inc. 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 [info@coronacharter.org](mailto:info@coronacharter.org) / [info@romerocharter.org](mailto:info@romerocharter.org). All efforts will be made for reasonable accommodations.

**III. ITEMS SCHEDULED FOR INFORMATION 6:21 PM**

<b>A. Review of YPICS School Compliance Binders</b>	FYI	Yvette King-Berg	15 m
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Binders will be available for Board review.

<b>B. Wellness Policy</b>	FYI	Yvette King-Berg	5 m
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<b>C. Gear Up Program Update</b>	FYI	Yvette King-Berg	5 m
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	Purpose	Presenter	Time
<b>D. Gear Up Grant Budget Update</b>	FYI	Irina Castillo	5 m
<b>E. School Climate Transformation Grant Budget Update</b>	FYI	Irina Castillo	5 m
<b>F. Committee/ Council Reports</b>	FYI		
1. Academic Committee Reports			
2. Climate and Culture Committee Reports			
1. Student Leadership Council			
3. Parent/ Committee Advocacy/ Engagement Reports			
1. School Sight Council			
2. English Learner Advisory Committee			
4. LCAP Advisory Committee Reports			
<b>G. Facilites Update</b>	FYI	Ruben Duenas	5 m
This update is for all of the YPICS' schools.			
<b>H. Bert Corona Executive Administrator Report</b>	FYI	Ruben Duenas	5 m
<b>I. Monsenor Oscar Romero Executive Director's Report</b>	FYI	Kevin Myers	5 m
<b>J. Bert Corona Charter High School Executive Director's Report</b>	FYI	Larry Simonsen	5 m
<b>K. Executive Director's Report</b>	FYI	Yvette King-Berg	5 m

**IV. CONSENT AGENDA ITEMS**

**7:21 PM**

**Audit**

<b>A. Background</b>	FYI
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All matters listed under the consent agenda are considered by the Board to be routine and will be approved/ enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board Member for further discussion or removed from the agenda, there will be no discussion of these items prior to the Board's vote on them. The Executive Director recommends approval of all consent agenda items.

<b>B. Consent Items</b>	Vote	Yvette King-Berg	2 m
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1. Recommendation to approve continued membership in the California Charter Schools Association.

Purpose      Presenter      Time

**V. ITEMS SCHEDULED FOR ACTION**

**7:23 PM**

- |   |      |                     |     |
|---|------|---------------------|-----|
| <b>A.</b> Communication Policy              | Vote | Yvette<br>King-Berg | 5 m |
| <b>B.</b> October 2017 Financials for YPICS | Vote | Irina<br>Castillo   | 5 m |
| <b>C.</b> 1st Interim Report                | Vote | Irina<br>Castillo   | 5 m |
| <b>D.</b> FY 16-17 Audit                    | Vote | Irina<br>Castillo   | 5 m |

Recommendation to receive and file the June 30, 2017 consolidated audit report for the YPI Charter Schools.

- |                                    |      |                   |     |
|------------------------------------|------|-------------------|-----|
| <b>E.</b> YPICS Compliance Binders | Vote | Irina<br>Castillo | 5 m |
|------------------------------------|------|-------------------|-----|

Recommendation to approve LAUSD Certification of Board Compliance Review.

**VI. Closing Items**

**7:48 PM**

- |                           |      |  |  |
|---------------------------|------|--|--|
| <b>A.</b> Adjourn Meeting | Vote |  |  |
|---------------------------|------|--|--|

**VII. ANNOUNCEMENTS**

**7:48 PM**

- |                                 |     |                     |     |
|---------------------------------|-----|---------------------|-----|
| <b>A.</b> Closing Announcements | FYI | Yvette<br>King-Berg | 2 m |
|---------------------------------|-----|---------------------|-----|

# Coversheet

## Approve November 6, 2017 Minutes

**Section:** I. Opening Items  
**Item:** E. Approve November 6, 2017 Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Regular Board Meeting on November 6, 2017

**APPROVED**

# Youth Policy Institute Charter Schools (YPICS)

## Minutes

### Regular Board Meeting

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#### **Date and Time**

Monday November 6, 2017 at 6:00 PM

#### **Location**

Monsenor Oscar Romero Charter School - 1157 S. Berendo Street, Los Angeles CA 90006

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Meeting Call In Number: (641) 715-3680, Access# 1004153. Board Members calling in from 1625 W. Olympic Blvd., Los Angeles, CA 90015, 25024 Highspring Avenue, Newhall, CA 91321, 1200 Market Street, Philadelphia, PA 19107, and 405 Hillgard Avenue , Los Angeles, CA 90024.

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#### **Trustees Present**

A. Reza (remote), C. Vaquerano (remote), G. Straub (remote), J. Lucente, M. Green, M. Keipp

#### **Trustees Absent**

S. Mendoza

#### **Trustees who arrived after the meeting opened**

C. Vaquerano, M. Keipp

#### **Guests Present**

I. Castillo, K. Gamez, K. Myers, L. Simonsen, R. Duenas, Y. King-Berg, Y. Zubia

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### **I. Opening Items**

#### **A. Record Attendance and Guests**

#### **B. Call the Meeting to Order**

G. Straub called a meeting of the board of trustees of Youth Policy Institute Charter Schools (YPICS) to order on Monday Nov 6, 2017 at 6:05 PM.

#### **C. Flag Salute**

#### **D. Additions/Corrections to Agenda**

#### **E. Approve September 26, 2017 Minutes**

J. Lucente made a motion to approve minutes from the Board Meeting on 09-25-17 Board Meeting on 09-25-17.

M. Green seconded the motion.

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

**Roll Call**

A. Reza	Aye
M. Keipp	Absent
M. Green	Aye
G. Straub	Aye
C. Vaquerano	Absent
J. Lucente	Aye
S. Mendoza	Absent

**II. ITEMS SCHEDULED FOR INFORMATION**

**A. Fall 2017 Parent Experience Survey**

Parents were asked to take a survey during Parent Conference Night. The goal of the survey was to measure parent perspectives regarding parent engagement, academic rigor, and the schools' handling of complaints, etc. The full survey results are posted with the meeting agenda packet available on [ypics.org](http://ypics.org).

**B. Risk Management and Safety Trainings**

YPICS staff have taken the following trainings:

1. CA Mandated Reporter: Child Abuse and Neglect (all)
2. Blood Borne Pathogens (all)
3. Sexual Harassment: Staff to Staff (all)
4. Sexual Harassment: Policy and Prevention (YPICS Leadership)
5. Sexual Harassment: Student Issues and Response (all)
6. Sexual Misconduct: Staff to Student (all)

L. Simonsen arrived.

**C. Compliance with LAUSD Resolution: "Keeping Parents Informed: Charter Transparency"**

This resolution passed by Monica Ratliff a year ago is to ensure all areas of schools are transparent with its stakeholders. We are in compliance. Most items listed in the LAUSD Transparency Resolution are available on each schools' website. Additionally, individuals can make a request for a copy of a Transparency item in the main office.

**D. Fiscal Policy**

The Fiscal Policy will be presented at the next regularly scheduled board meeting.

**E. Gear Up Grant Update**

Update is being moved to a future board meeting.

**F. School Climate Transformation Grant Update**

Update is being moved to a future update.

**G. Committee/ Council Reports**

Reports are available on [ypics.org](http://ypics.org).

M. Keipp arrived.  
C. Vaquerano arrived.

#### **H. Facilities Update**

The Twining contract has already reached the contracted amount and is now projected to be double the cost. PCSD has stated that is within normal costs. Kemp Brothers are ahead of schedule and the project may be completed before the projected completion date. The full reports is available on ypics.org.

#### **I. Bert Corona Executive Administrator Report**

Report is available on ypics.org.

#### **J. Monsenor Oscar Romero Executive Director's Report**

Report is available on ypics.org.

#### **K. Bert Corona Charter High School Executive Director's Report**

Report is available on ypics.org.

#### **L. Executive Director's Report**

Report is available on ypics.org.

### **III. BOARD BROWN ACT TRAINING**

#### **A. Yearly Brown Act Training by Janelle Ruly, Esq. with YMC Law Firm**

Everyone in attendance received the yearly Brown Act Training by Janelle Ruly, Esq. from YMC. Materials used can be found in our board packet on ypics.org.

### **IV. CONSENT AGENDA ITEMS**

#### **A. Background**

#### **B. Consent Items**

M. Keipp made a motion to approve the consent agenda items.

M. Green seconded the motion.

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

#### **Roll Call**

M. Keipp	Aye
S. Mendoza	Absent
A. Reza	Aye
J. Lucente	Aye
M. Green	Aye
C. Vaquerano	Aye
G. Straub	Aye

### **V. ITEMS SCHEDULED FOR ACTION**

#### **A. Suicide Prevention Policy**

C. Vaquerano made a motion to approve the Suicide Prevention Policy.



M. Green seconded the motion.  
The board **VOTED** to approve the motion.

**Roll Call**

J. Lucente Aye  
M. Keipp Absent  
M. Green Aye  
S. Mendoza Absent  
A. Reza Aye  
G. Straub Abstain  
C. Vaquerano Aye

**B. Local Indicator for the California School Dashboard - BCCS, MORCS, and BCCHS**

M. Keipp made a motion to approve the Local Indicators for BCCS, MORCS, and BCCHS.  
M. Green seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**Roll Call**

G. Straub Aye  
M. Keipp Aye  
S. Mendoza Absent  
A. Reza Aye  
C. Vaquerano Aye  
J. Lucente Aye  
M. Green Aye

**C. Communication Policy**

This action item has been moved to the next regular board meeting.

**D. July, August, September 2017 Financials for Bert Corona Charter School**

M. Green made a motion to approve the July, August, and September 2017 financials with the check registers for Bert Corona Charter School.  
M. Keipp seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**Roll Call**

M. Keipp Aye  
C. Vaquerano Aye  
G. Straub Aye  
J. Lucente Aye  
A. Reza Aye  
S. Mendoza Absent  
M. Green Aye

**E. July, August, September 2017 Financials for Monsenor Oscar Romero Charter School**

M. Green made a motion to approve the July, August, and September 2017 financials with the check registers for Monsenor Oscar Romero Charter School.  
M. Keipp seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**Roll Call**

C. Vaquerano Aye  
M. Green Aye  
M. Keipp Aye  
G. Straub Aye  
S. Mendoza Absent

**Roll Call**

A. Reza        Aye  
J. Lucente     Aye

**F. July, August, September 2017 Financials for Bert Corona Charter High School**

M. Green made a motion to approve the July, August, and September 2017 financials with the check registers for Bert Corona Charter High School.

M. Keipp seconded the motion.

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

**Roll Call**

G. Straub     Aye  
S. Mendoza   Absent  
A. Reza       Aye  
J. Lucente     Aye  
C. Vaquerano Aye  
M. Keipp      Aye  
M. Green      Aye

**VI. Closing Items**

**A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:09 PM.

Respectfully Submitted,  
Y. Zubia

# Coversheet

## Approve November 27, 2017 Minutes

**Section:** I. Opening Items  
**Item:** F. Approve November 27, 2017 Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Regular Board Meeting on November 27, 2017

**APPROVED**

# Youth Policy Institute Charter Schools (YPICS)

## Minutes

### Regular Board Meeting

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#### **Date and Time**

Monday November 27, 2017 at 10:00 AM

#### **Location**

Conference Call: (641) 715-3680, Access# 1004153; Locations: 17112 Minnehaha Street, Granada Hills, CA 91344; 501 S. Bixel Street, Los Angeles, CA 90017; 405 Hillgard Avenue, Los Angeles, CA 90024; 25024 Highspring Avenue, Newhall, CA 91321; 1625 W. Olympic Blvd., Los Angeles, CA 90015; 10660 White Oak Avenue, Granada Hills, CA 91344; 2121 West Temple Street, Los Angeles, CA 90026 and 17037 Chatsworth Street, Granada Hills, California 91344.

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Meeting Call In Number: (641) 715-3680, Access# 1004153.

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#### **Trustees Present**

A. Reza, G. Straub, J. Lucente, M. Green

#### **Trustees Absent**

C. Vaquerano, M. Keipp, S. Mendoza

#### **Guests Present**

I. Castillo, R. Duenas, Y. King-Berg, Y. Zubia

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### **I. Opening Items**

#### **A. Record Attendance and Guests**

#### **B. Call the Meeting to Order**

G. Straub called a meeting of the board of trustees of Youth Policy Institute Charter Schools (YPICS) to order on Monday Nov 27, 2017 at 10:08 AM.

#### **C. Flag Salute**

#### **D. Additions/Corrections to Agenda**

### **II. ITEMS SCHEDULED FOR INFORMATION**

#### **A. ESSA Grids Submitted to LAUSD**

Information about the grids submitted were given to the Board.

#### **B.**

**Parent Engagement Policy**

The policy was uploaded on BoardOnTrack and made available to the Board.

**C. BCCS, MORCS, and BCCHS LEA Plans**

The LEA plans were uploaded on BoardOnTrack and made available to the Board.

**D. Committee/ Council Reports**

There were no reports for this meeting.

**E. Facilities Update**

There was no update for this meeting.

**F. Bert Corona Executive Administrator Report**

There was no report for this meeting.

**G. Monsenor Oscar Romero Executive Director's Report**

There was no report for this meeting.

**H. Bert Corona Charter High School Executive Director's Report**

There was no report for this meeting.

**I. Executive Director's Report**

There was no report for this meeting.

**III. ITEMS SCHEDULED FOR ACTION**

**A. YPICS Fiscal Policy**

The Fiscal Policy changes were discussed and no vote was taken. The policy changes will be presented at the next meeting.

**IV. 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 10:42 AM.

Respectfully Submitted,  
Y. Zubia

# Coversheet

## Wellness Policy

**Section:** III. ITEMS SCHEDULED FOR INFORMATION  
**Item:** B. Wellness Policy  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** Wellness Policy .pdf



**MONSEÑOR  
OSCAR  
ROMERO**  
CHARTER SCHOOL

## **Monseñor Oscar Romero Charter School** **Wellness Policy**

Monseñor Oscar Romero Charter School (MORCS) wellness program supports students, families, faculty and staff to improve their fitness and general nutrition through fitness assessments; health, nutrition, and physical fitness workshops; direct physical activities offered at the schools sites and in the community. The goal is to help our school community to understand, improve, and maintain their physical well-being while working with their families to help them make well informed health, nutrition, and fitness choices.

### **Objectives:**

1. Increase the proportion of students who engage in 60 minutes of daily physical activity.
2. Increase the percentage of students who achieve age appropriate cardiovascular fitness levels.
3. Increase the proportion of students meeting the six areas of physical fitness as defined by the California Physical Fitness Test (Fitnessgram).
4. Provide professional development for physical education teachers to stay abreast of latest research, issues, and trends in the field.
5. Provide activities and workshops for adult community members to encourage appropriate cardiovascular fitness levels and to follow a healthy lifestyle.

The MORCS Leadership Team recognizes the link between student health and learning and desires to provide a comprehensive, coordinated school health program that supports and reinforces health literacy through health education, physical education, health services, nutrition services, psychological and counseling services, and health promotion for staff, a safe and healthy school environment, and parent/guardian and community involvement.

**Kevin Myers** Executive Administrator  
**José D. Castillo** Director of School Culture and Climate  
**Karina Gámez** Coordinator of Operations  
**Freddy Zepeda** Coordinator of Instruction

**MORCS | MONSEÑOR OSCAR ROMERO CHARTER SCHOOL**  
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### **Wellness Policy Monitoring:**

The MORCS leadership team, including our physical education teacher, will gather data and discuss our implementation of our wellness plan quarterly. We will utilize our School Advisory Council and our weekly leadership meeting time to review our progress in implementing our policy. Through these groups, we will be able to garner feedback from all stakeholders, thus ensuring quality implementation of our wellness plan. Each quarter, the team will analyze our progress and will set specific goals for increasing healthy living a healthy lifestyle for the MORCS community. These goals will be based in research and will be consistent with the state's curriculum frameworks.

### **Health Education:**

The MORCS leadership team will ensure that all stakeholders have the opportunity to engage in health education through the wellness program at our school. Students will learn about the importance of physical activity, as well making healthy food choices, during their physical education courses. When possible, we will leverage grants and programs offered through the community to partner with health professionals who can help to support us in our health education efforts. Information will be disseminated to the community from the school in order to encourage consistent health messages. This information will also be available in the MORCS front office and will be posted on our website. All outreach will emphasize the relationship between student health and academic performance.

The MORCS leadership team would like to include a focus on the following health education topics:

- Making healthy snack and drink choices
- The negative effects of skipping meals
- The importance of getting 60 minutes of exercise daily
- Definition of a healthy lifestyle and promoting a healthy lifestyle as a school

**Kevin Myers** Executive Administrator  
**José D. Castillo** Director of School Culture and Climate  
**Karina Gámez** Coordinator of Operations  
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## **Nutrition Guidelines for Foods and Beverages Available at Schools:**

The school will abide by the nutrition guidelines for all foods and beverages available on the campus during the school day, as approved by the Board of Directors and set forth in the YPICS Wellness policy, with objectives of promoting student health (42 USC 1751 Note).

MORCS believes that foods and beverages available to students and staff at district schools should support the health curriculum and promote optimal health. Nutrition standards adopted by the district for all foods and beverages available to students and staff, including foods and beverages provided through the district's food service program, student stores, vending machines, fundraisers, or other venues, shall, as much as possible, meet or exceed state and federal nutrition standards.

A list of all compliant food and/or beverages that school organizations may use for fundraising purposes will be available in the MORCS front office.

The MORCS leadership team acknowledges that the YPICS board prohibits the use of non-nutritious foods as rewards or incentives for students.

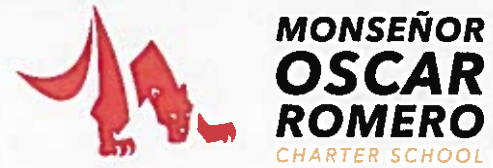
The school site staff shall encourage parents/guardians or other volunteers to use non-food items, which they may donate for occasional class parties.

All food and beverages donated to classrooms must be selected from the district-approved list of snacks, which is available in the front office of the school.

**Kevin Myers** Executive Administrator  
**José D. Castillo** Director of School Culture and Climate  
**Karina Gámez** Coordinator of Operations  
**Freddy Zepeda** Coordinator of Instruction

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**Guidelines for Reimbursable Meals:**

Foods and beverages provided through federally reimbursable school meal programs shall meet or exceed federal regulations and guidance issued pursuant to 42 USC 1758(f)(1), 1766(a), and 1779(a) and (b), as they apply to schools. (42 USC 1751 Note).

**Program Implementation and Evaluation:**

Specific quality indicators will be used to measure the implementation and compliance of the wellness policies, district wide and at each school site. These measures shall include but not be limited to:

- Physical Education minutes
- Other food sales
- Nutrition Education
- School Nutrition Program

The Executive Director or designee shall report to the Board annually on the implementation and compliance of the wellness policies.

**Kevin Myers** Executive Administrator  
**José D. Castillo** Director of School Culture and Climate  
**Karina Gámez** Coordinator of Operations  
**Freddy Zepeda** Coordinator of Instruction

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# Coversheet

## Bert Corona Executive Administrator Report

**Section:** III. ITEMS SCHEDULED FOR INFORMATION  
**Item:** H. Bert Corona Executive Administrator Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** 17-18 CSD Oversight Agenda.pdf  
17-18 CSD Visit Question Response 12-1-17.pdf



**LAUSD Oversight Performance-Based Visit**

**Date: Friday, December 1, 2017**

Time: 8:30am – 4:20pm

<b>Agenda</b>	<b>Item</b>	<b>Location</b>
8:30am - 9:00am (30m)	Discussion with School Leadership	Room 5 JACC
9:00am - 9:25am (25m)	SFA Classroom Visits	Various Rooms
9:30am – 10:00am (30m)	Leadership and Pre Classroom Visit Discussion	Room 5 JACC
9:45am - 10:45am (60m)	Classroom Visits	Various Rooms
10:45am - 11:15am (30m)	Special Education Review	Admin Bldg.
11:15am - 12:15pm (60m)	Documentation from Binder Review	Admin Bldg.
<b><u>Working/Interview Lunch</u></b>		
12:20pm - 12:45pm (20m)	Stakeholder Interview (Teachers)	Room 1
12:45pm - 1:05pm (20m)	Stakeholder Interview (Parents)	Room 1
1:05pm - 2:35pm (90m)	Segregation of Duties Interview	Admin Bldg.
2:35pm - 3:05pm (30m)	Documentation from Binder Review	Admin Bldg.
3:05pm - 3:35pm (30m)	Asking of Clarifying Questions	Admin Bldg.
3:35pm - 4:20pm (45m)	Visit Debrief	Room 5 JACC





1. **Please analyze and discuss the school's CAASPP (SBAC) results from the past two years, and other relevant source of quantitative performance data, to illustrate the extent to which the school's numerically significant subgroups and school-wide population have experienced increases in academic achievement.**
  - a. **Overall, what were the school's academic successes?**

After analyzing our 2015-2016 and 2016-2017 SBAC results BCCS identified a few highlights based on student growth. Our analysis consisted of looking at changes in overall proficiency levels and changes in student performance on the individual claims. Below are the highlights of our analysis.

#### **ELA Highlights:**

- 3% increase in students who met the standard on the SBAC
- 2% increase in students who scored above the standard on the reading claim
- 1% increase in students who scored above the standard on the listening claim
- 1% increase in EL students who exceeded the standard on the SBAC
- 1% increase in EL students who scored above standard on the reading claim
- 1% increase in EL students who scored above standard on the writing claim
- 1% increase in EL students who scored above standard on the research/inquiry claim

#### **Math Highlights:**

- 2% increase in students who met the standard on the SBAC
- 2% increase in students who scored near standard on the concepts & procedures claim

Our initial analysis of our data shows a need for increased growth in Mathematics. To get a better understanding of how our students are growing, BCCS conducted an analysis that looked at student SBAC scores for students who tested with us during the 15-16 and 16-17 school year. What BCCS found is that while we are not seeing much growth year to year on our overall SBAC scores, BCCS is seeing growth year to year as our students progress through the grade levels. Below are the highlights of our analysis.

#### **ELA Highlights:**

##### All Students

- 4% decrease in students who did not meet the standards on the SBAC
- 5% growth in students who met the standard on the SBAC
- 9% decrease in students who scored below standard on the reading claim
- 4% increase in students who scored near standard on the reading claim
- 5% increase in students who scored above the standard on the reading claim
- 2% increase in students who scored above the standard on the writing claim
- 3% decrease in students who scored below standard on the research/Inquiry claim

##### Class of 2019

- 11% increase in students who scored standard nearly met on the SBAC
- 5% increase in students who scored standard met on the SBAC

- 11% increase in students who scored near standard on the reading claim
- 6% increase in students who scored near standard on the writing claim
- 11% increase in students who scored near standard on the listening claim

#### Class of 2018

- 8% increase in students who scored standard met on the SBAC
- 1% increase in students who scored standard exceeded on the SBAC
- 7% increase in students who scored above standard on the reading claim
- 3% increase in students who scored above standard on the writing claim
- 1% increase in students who scored above standard on the reading claim

#### Class of 2017

- 6% decrease in students who did not meet the standards on the SBAC
- 5% increase in students who scored above the standard on the reading claim
- 1% increase in students who scored above the standard on the writing claim
- 2% increase in students who scored near the standard on the listening claim
- 2% increase in students who scored above the standard on the research/inquiry claim
- 2% increase in students who scored near the standard on the research/inquiry claim

#### English Learners

- 2% increase in EL students who scored standard exceeded on the SBAC
- 2% increase in EL students who scored standard nearly met on the SBAC
- 2% increase in EL students who scored standard exceeded on the reading claim
- 2% increase in EL students who scored standard exceeded on the writing claim

#### Special Education

- 16% increase in students who scored standard exceeded on the reading claim
- 15% increase in students who scored near the standard on the research/inquiry claim

### **Math Highlights:**

#### All Students

- 4% increase in students who meet the standards on the SBAC
- 3% increase in students who scored above standard on the concepts & procedures claim
- 2% increase in students who scored near standard on the concepts & procedures claim
- 3% increase in students who scored above standard on the problem solving & modeling data claim
- 3% increase in students who scored near standard on the problem solving & modeling data claim

#### Class of 2019

- 11% increase in students who exceeded the standards on the SBAC



- 16% decrease in students who scored below standard on the concepts & procedures claim
- 6% increase in students who scored above standard on the concepts & procedures claim
- 11% decrease in students who scored below standard on the problem solving & modeling data claim
- 6% increase in students who scored above standard on the problem solving & modeling data claim

#### Class of 2018

- 4% increase in students who scored above standard on the concepts & procedures claim
- 4% increase in students who scored near standard on the concepts & procedures claim
- 2% increase in students who scored above standard on the problem solving & modeling data claim
- 1% increase in students who scored above standard on the problem communicating reasoning claim

#### Class of 2017

- 1% increase in students who who exceeded the standards on the SBAC
- 2% increase in students who who met the standards on the SBAC
- 2% increase in students who scored above standard on the concepts & procedures claim
- 2% increase in students who scored above standard on the problem solving & modeling data claim
- 1% increase in students who scored above standard on the problem communicating reasoning claim

#### English Learners

- 2% increase in students who who met the standards on the SBAC
- 2% increase in students who scored above standard on the concepts & procedures claim
- 5% increase in students who scored near standard on the concepts & procedures claim
- 2% increase in students who scored above standard on the problem communicating reasoning claim

#### Special Education

- 15% increase in students who scored above standard on the problem communicating reasoning claim

In addition to our SBAC scores, BCCS uses the NWEA MAP Growth test to measure student progress throughout the school year. This year BCCS has only administered the MAP test once. Next week BCCS will be administering the NWEA MAP Growth test in reading and math. After the students

complete the test the staff will analyze the results of the test and identify areas of strengths and growth by comparing the results to the baseline test that was administered in August. The staff will analyze the data to look for areas of grade level, cohort, and individual student strengths and improvements. Teachers will then identify students who have shown growth and students who have not shown growth. Using this information the teachers will reflect back on their instruction to identify instructional or cultural changes that they made that they feel have made a positive impact. During this time the teachers will specifically look at their students with IEPs and EL students to see how their RIT scores and proficiency scores are increasing. After teachers analyze and reflect on the data of their practice, the general education, special education teachers, and tutors will identify three to four focus students that they will work with over the next few weeks. This information will also be used by our parent engagement committee to identify students who will be invited to academic nights.

**b. Please address the decrease in Students with Disabilities of 5.15 percentage points in ELA and 2.18 percentage points in Math. Include a description of any plans for improvement in this area.**

To address the decrease in scores, BCCS has increased or focus on collaboration between RSP teachers and general education teachers. Our RSP teachers meet in person or communicate digitally weekly about upcoming assignments and what accommodations would work best to support the students. Each grade level has also set aside time during their grade level meetings to discuss how to support students with IEPs.

During our professional development sessions, the BCCS Lead RSP Teacher lead a small group in a four week exploration of best practices for supporting students with IEPs. During these meetings the teachers discussed individual student needs and how to accommodate work to meet the students needs. In addition to our in house professional development BCCS was able to send several staff members to this year's COP 3 Special Education Summit.

Last year during our NWEA testing BCCS started having students with IEPs test in a small group setting. Our goal was to try and mimic the same setting that the students will test in during the SBAC testing. This year BCCS is planning to continue this practice.

**2. Please review, analyze, and reflect on the school's record of performance in meeting the need of your English Learners.**

**a. How does your school provide both a comprehensive designated and integrated ELD instructional program for every EL student to meet the linguistic and academic goals at their grade level and language learning needs?**

BCCS begins each year with a focus on data and how the school can strategically meet the needs of all of our students. Since our school is almost exclusively Latino students and BCCS has a very high percentage of students from a low socio-economic status, our most significant subgroups are students with special needs and our EL students. Our EL population stands out as our most prominent subgroup. After analyzing our data, BCCS always has trainings specifically connected to our English learners and how best to support them. One of our partners, EL Expert Elizabeth Jimenez, GEMAS Consulting, provides support and trainings on EL strategies to the instructional team. BCCS also uses the SFA program and strategies to assist the teaching team to support EL

students in our integrated ELD instructional program. Finally, Achieve3000 helps us to provide differentiated resources and practice to all students.

This year, Ms. Jimenez's training focused on specific SDAIE and EL strategies that will work in the gen ed classroom, as well as strategies to use with newcomer students with little English proficiency. Some of these strategies address explicit vocabulary instruction, sentence frames, language usage and goals, use of visuals, collaborative learning strategies, and release of control to help students build proficiency through the course of the year. She provided us with [resources](#) that would aid our teachers in helping students develop their language proficiency in all classes.

The Success for All Reading Edge program uses a collaborative and modeled learning process to help students learn reading, speaking, writing, and critical thinking skills. The cycle of effective instruction provided through the program helps teachers learn a structure for instruction that will help our English Learners fully process the information being taught in all classes. The cycle begins with setting goals and objectives for the day, then moves into direct instruction and teacher modeling. Then students participate in either a structured partner reading time or individual reading practices, followed by a discussion time where they answer questions as a group. Finally, students are given time to reflect on their learning at the end of the class. After several days of this cycle, the students are assessed individually through a cycle test and writing prompt. The final day of the cycle includes time for the students to review their data and to set goals for their next cycle of learning. Each step of the process includes a rubric that is used to assess students and to help them reflect on their mastery. While there are many benefits to the Reading Edge Program, there are two main benefits that should be highlighted when it comes to supporting our English Learners through our integrated program:

1) The cycle utilized by the program is a cycle that is effective for supporting our English learners in all classes. The routine is helpful for students to have consistent, daily practice in pertinent language skills and for them to know what is expected of them each step of the way. This helps them to engage in the lessons more confidently and effectively without having a fear of being incorrect or making a mistake. BCCS ask that our teachers use this model and these strategies in their general education classes to help our students succeed.

2) The Reading Edge program helps students build skills they may not have mastered in previous years. Students are grouped according to their ability level, so the skills that are being addressed are those that they still need to master. As the students show mastery, they continue to progress, the goal being that they eventually reach their grade level class. This is particularly helpful for our EL students because they have one period per day where they can focus on the reading, writing, language, and critical thinking skills in a class designed at their current ability level.

Additionally, BCCS provided teachers with a professional development opportunity to learn more about the new EL PAC Assessment. Teachers made the connections between the four EL PAC tested domains, listening, speaking, reading, and writing to the CORE components of the SFA Program. Implementing the SFA program with fidelity provides BCCS ELs the opportunity to practice and grow in each of the EL PAC tested domains throughout the school year.

Finally, Achieve3000 is an online program utilized by our general education teachers, predominantly our English teachers. Achieve3000 provides BCCS students with the opportunity to practice increasing their reading ability in the area of Informational text. The students are assessed in this program and when the teacher creates an assignment for the class, the students are provided with

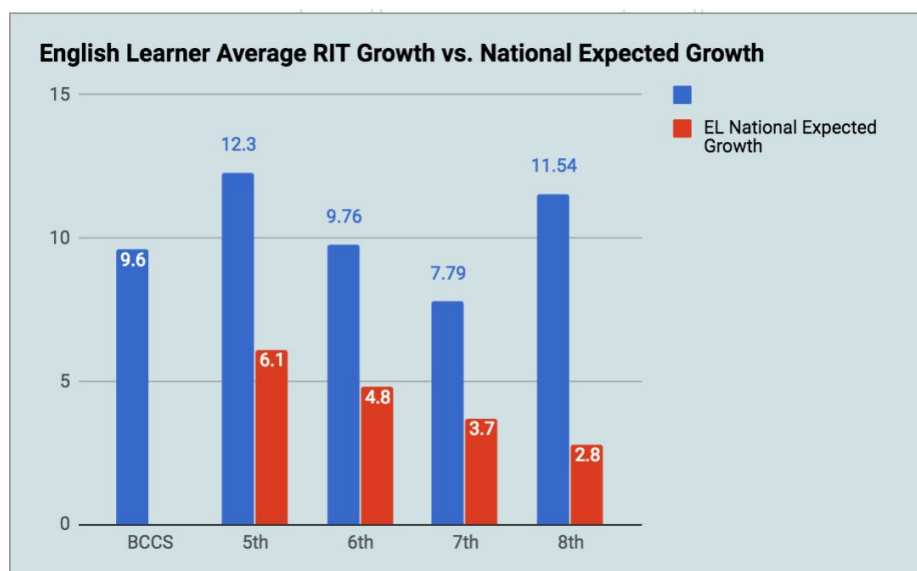
an article and comprehension questions at their ability level. The program uses Lexile scores to measure student understanding and to assign an assignment at an appropriate instructional level.

**b. A lower reclassification rate for 2016-2017 at 8.9%, which is lower than district average at 16.8%?**

During the 16-17 school year BCCS reclassified 17 students. Based on our numbers during the 16-17 school year our reclassification rate for the year would be 13.93%. Our Coordinator of Compliance looked into why our reported reclassification rate is showing up as 8.9% and found that BCCS reclassified the 17 students after the December 2016 CALPADS certification date. BCCS was not able to meet the December 2016 deadline because CELDT did not send us a score file until January 18, 2017. Our Coordinator of Compliance recently looked up the 17 students BCCS reclassified in CALPADS and they are all currently showing up as being reclassified. Our reclassification rate should be updated the next time CALPADS is certified.

2016/2017	
RFEP Students	17
EL Students	105
Total EL Students for Year	117
Percent Redesignated	13.93%

One of the qualifications for reclassification is a score of Nearly Met or above on a benchmark exam. For the past few years, BCCS has used the MAP test as a our benchmark and also as our data point for reclassification. As you can see in our chart below, many our EL students showed very strong growth over the course of the year; the national expected growth on the MAP test ranges from 2.8 points for 8th grade to 6.1 points for 5th grade. In all grade levels, our English Learners demonstrated higher growth than expected nationally.



Although BCCS had shown strong growth for our English Learners, the total score needed for proficiency or to obtain a certain level changes from benchmark to benchmark. BCCS had 20 more students who could have potentially reclassified because they passed the CELDT exam, but they were not able to get the overall necessary score on their MAP test to reclassify. As BCCS works and

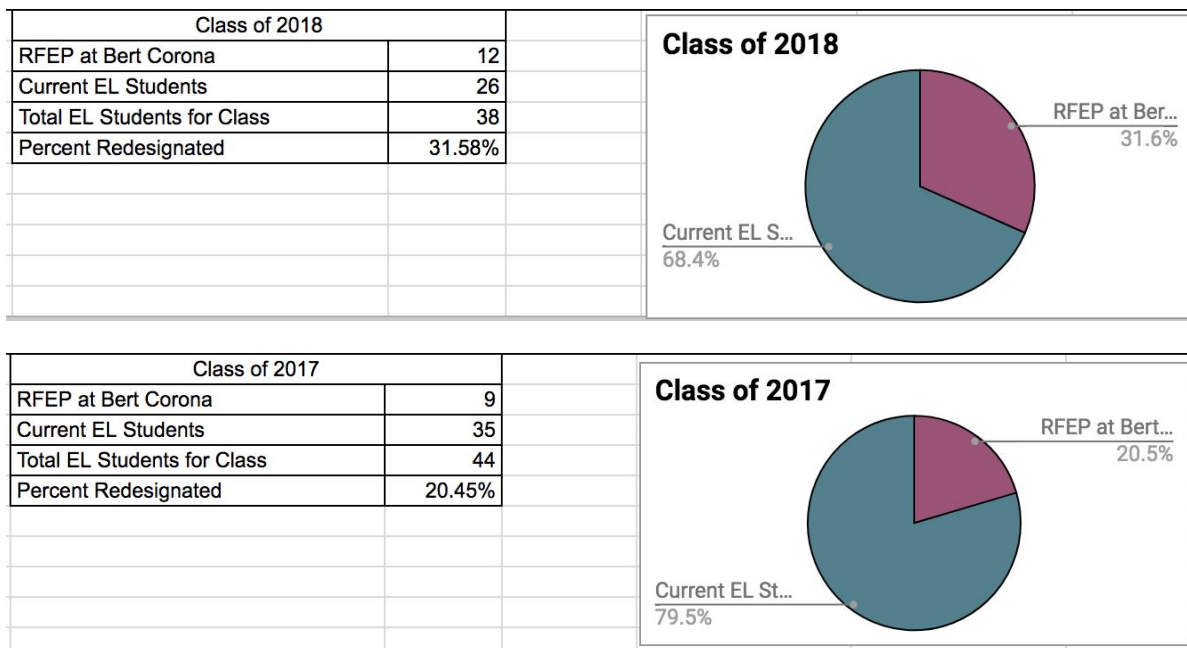
addresses our ELs to help them prepare for the new ELPAC exam, BCCS will be putting strategies and incentives in place with their teachers to help them achieve a “Nearly Met” score on their Winter or Spring MAP tests. BCCS will also be working with and communicated with the parents of these students to ensure students are practicing at home and that BCCS is supporting them from all sides to help them reclassify. To help our students to reclassify, BCCS has been implementing the following structures and strategies this year:

- Implementation of IWBAT learning goals to help students personalize the learning goal
- Use of language goals in student learning goals
- Use of the Success for All Reading Edge Program
- Use of Achieve3000 to provide students with opportunities to read at their reading level
- Increased focus on best practices for ELs during our professional development

**c. A significantly higher percentage of Long Term English Learners at 27.8%, which is substantially higher than the District average at 8.3%.**

Similar to the response above, our students who have not yet reclassified are having difficulty demonstrating a certain level of proficiency on our benchmark exam. Last year, BCCS had approximately 20 more students who were eligible for reclassification based on their CELDT scores, but were able to pass the MAP test at a “Nearly Met” level.

Similar to our SBAC scores, BCCS conducted an analysis of how many of our EL students are reclassifying during their time at BCCS. What BCCS found is that when students stay with us for multiple years (2-3 years) BCCS has a higher rate of reclassification over time. BCCS continues to monitor students who are reclassified for the required 2 years. Below is the data from last year’s 7th and 8th graders.



As BCCS continues to work with our LTELs, we are putting the following strategies in place to help them reclassify on the ELPAC this spring:

- Implementation of IWBAT learning goals to help students personalize the learning goal
- Use of language goals alongside subject and content learning goals



- Use of the Success for All Reading Edge Program
  - Use of Achieve3000 to provide students with opportunities to read at their reading level
  - Increased focus on best practices for ELs during our professional development
  - An increased focus on literacy, reading, and writing projects, for example the 7th CASA novel writing project, and the 8th grade pages read self-based competition. 8th grade students set a goal of reading 500 pages each by winter break. They have each read over 1,000 pages each as of November 17, 2017. In their own words, “We are a reading force to be reckoned with!”
- 3. Please review the school’s progress in implementing CSD’s recommendations outlined in the 2016-17 Oversight report. Specifically for the areas noted for further growth and/or improvement, including Standards–based instruction, Meeting the needs of all students, Implementation of key features of educational program, and Professional development.**

After reflecting on the suggestions from last year’s CSD visit BCCS has put structures and routines in place to help our teachers grow in standards-based mastery grading, meeting the needs of all students, and implementation of the key features of our educational program. To address these areas BCCS has been deliberate about making sure that we provide time during our professional development and one-on-one meetings for teachers to learn and collaborate.

To help our teachers grow in their implementation of standards-based mastery grading BCCS has set aside time during our summer professional development and during our full-day professional development days for teachers to plan. During their planning time the teachers focused on creating units and rubrics that align to state standards. During our most recent full day professional development day our teachers and instructional staff worked on using the SBAC claims and targets to create their units and rubrics. This year BCCS has continued to have teachers participate in critical friends groups where they present an artifact from their class (a unit plan, rubric, lesson plan, etc) to their peers and then receive both positive and constructive feedback. In addition to professional development meetings each teacher meets with an instructional coach twice a month. During these meetings the coach and the teacher discuss student academic progress and discuss upcoming lessons, units, and rubrics.

To address meeting the needs of all students BCCS has placed an increased focused on professional development for supporting EL students and students with IEPs. During our summer professional development our new teachers took part in an EL and SPED 101 session lead by our Director of Special Education. On September 5th, BCCS brought in Elizabeth Jimenez, an EL expert, to work with our teachers on best practices for supporting EL students. During a full day professional development on October 2nd, our Executive Director lead a session on the transition from CELDT to the ELPAC and how the transition impacts instruction. During October and November two of our SFA Coordinators and Special Education Lead Teacher both lead small groups in a deep dive in using SFA strategies to support ELs and providing equal access for all students. BCCS has also used our success survey time to have teachers share in small groups what EL and special education strategies are working with their students. Throughout all of our professional development sessions we have also asked our facilitators to model for their audience best practices for supporting all students.

In addition to working on standards-based mastery grading and meeting the needs of all students our professional development has focused on PBIS, technology integration, student conferencing, and

building a positive school environment for all stakeholders. The focus of our PD was determined by synthesizing various data sources i.e. SBAC, NWEA, teacher formative assessments, other indicators. BCCS choose to focus on working with EL students and students with IEPs based on our high percentage of LTELs and decrease in students with IEPs scores on the 16-17 SBAC test. To continue to strengthen our implementation of standards-based mastery grading BCCS has had professional development sessions where teachers have the opportunity to look at their units and rubrics and provide their colleagues with feedback. Teachers have also worked to align their units to the SBAC claims. Since BCCS is in year four of PBIS implementation we are continuing to have professional development around best practices for PBIS. The PBIS program further supports BCCS' addressing AB 2246 (2016), codified in Education Code section 215, on Suicide Prevention because building a positive culture and helping students feel connected while they are in a safe school environment

BCCS has decided to continue to focus on technology integration based on enhanced learning being one of our school hallmarks. Based on a suggestion made by a member of the CSD last year during our visit, BCCS conducted a professional development survey where BCCS teachers identified the areas that they wanted to focus on. This information has been used to determine topics for our differentiated professional development series and full day professional developments. This year BCCS is also piloting a micro-credential program that will provide our teachers with road maps on how to grow in specific areas. This year our micro-credential is focusing on helping teachers create authentic learning and assessment by using data and evidence to drive instruction.

- 4. Please describe the professional development plan for the 2017-18 school year and identify the main areas of focus for the school. How does the plan align with the needs identified through your classroom observations, and your analysis of formative and summative assessments? Please provide 2017-2018 targeted instructional practices that will be observed to support all students, in particular subgroups of students at the school (3-4 at most), as this will guide us during our classroom visitations (in essence what can we expect to hear and see in each classroom during our classroom visits).**

BCCS' Professional Development model is the backward design by Wiggins reinforced with Universal Instructional Design which offers access to all students. In this model teachers use the CA Common Core State Standards in English Language Arts, English Language Development, Mathematics, History and NEXT Generation Science. In addition, teachers are using and ensuring that core content areas indicates Content Learning Goals and Language Goal in their Subject Area Goal Board-Agendas. Thus, addressing passive learning that characterizes Long-Term English Learners; therefore decreasing passive learning.

Our Monday professional development days now are strictly held for professional learning. Any operational announcements, trainings, etc. now take place on Tuesday afternoon during our weekly staff meeting. Creating this separation has helped ensure that our Monday meetings are a place that teachers know is used for professional learning and growth. Switching to this model has also allowed us to add an additional twenty to thirty minutes of professional learning, which has allowed the teaching staff to go deeper into the material.

This year our professional development has focused on working with EL students and students with IEPs, standards based mastery grading, PBIS, technology integration, and aligning our units to the SBAC claims. The focus of our PD was determined by synthesizing various data sources i.e. SBAC, NWEA, teacher formative assessments, other indicators. BCCS chose to focus on working with EL students and students with IEPs based on our high percentage of LTELS and decrease in students with IEPs scores on the 16-17 SBAC test. To build on the lessons BCCS has learned from our first year of standards-based mastery grading implementation; professional development sessions where teachers have had the opportunity to look at their units and rubrics and provide their colleagues with feedback. In an effort to better align our units to the SBAC teachers have also been given planning time where they worked on aligning their units to the SBAC claims. Since BCCS is in year four of our PBIS implementation we are continuing to have professional development around best practices for PBIS. BCCS has decided to focus on technology integration based on enhanced learning being one of our school hallmarks. Based on a suggestion from the CSD last year BCCS has had teachers complete a professional development survey where they identified the areas that they wanted to focus on. BCCS used this information to decide what the topics are for our differentiated professional development series. Looking forward to next semester BCCS will continue to dive deeper into all of our focus areas to build our staff instructional capacity.

Based on the success of last year, BCCS is continuing to implement our differentiated professional development series. Teachers this semester were able to select one of three areas that they wanted to study for five weeks. Currently our teachers are learning about strategies for SFA Reading strategies that support EL students, working with students with IEPs, or technology integration. BCCS is very proud that each of the three series are being designed and taught by teacher leaders. Each series is designed to help teachers learn background knowledge about the subject, provide opportunities to apply their learning to their current instruction, and receive feedback from their peers about strategy implementation. Each series also includes a weekly homework assignment where teachers take what they have learned that week and apply it to their weekly instruction. Our hope is that these professional growth assignments will help teachers make the connections between training and their instructional practice.

During our 2015-2016 CSD visit it was suggested that BCCS find a way to scale our best practices. Last year BCCS put into place structures and routines in place to help the sharing of best practices amongst the teaching staff. This year BCCS has tried to expand on these structures by implementing five week success surveys during our Monday meetings. During the five week success survey teachers were asked to brag about a particular area of their instruction that had a positive impact on their classroom. The teachers then shared their successes with their peers in small groups and have a discussion about how to bring the strategy to other classrooms. This semester the teachers have participated in two success surveys where they shared what EL strategies are working in their classroom.

In addition to our Monday meetings each teacher meets with an instructional coach twice a month: during these meetings, the coach and the teacher discussed student academic progress, addressed



any questions the teacher may have, or addressed specific situations the teacher is facing in their class. Teachers were also allowed to select a professional development book that they wanted to study this year. Teachers also participate in ten full days of professional development prior to the start of the school year, five full days during the school year, four half days during the school year, and two full days at the end of the school year. Our staff has also attended various trainings outside of our school site. Our staff attended a professional development at LACOE on creating NGSS units and lessons planning, UCLA Math Conference, PBIS Tier 3 implementation trainings, California League of Schools Safe & Civil Schools State Conference, National PBIS Leadership forum, Unidos US CASA Service Learning, COP3 Special Education Summit, the Arcadia Innovation Summit, CUE National Conference and SGVCUE Innovation Celebration. BCCS has also had staff present at the SGVCUE Innovation Celebration, COP3 summit, and Tier One training for COP3 schools.

Additionally, BCCS has continued to encourage our teaching staff to lead professional development on our full day professional development days and our Monday professional development days. This year our teachers have shared best practices for tech integration, Success for All Reading, PBIS, classroom management, and strategies for working with EL students and students with IEPs. BCCS has also brought in Elizabeth Jimenez, an EL expert, to work with our teachers on best practices for supporting EL students.

During our classroom visits we will see various supports in place to support students with IEPs and English Language Learners. In our math and science classes we will have the opportunity to see how our teachers are using blended learning to give students multiple ways of accessing the material and how blended learning is allowing our teachers more opportunities to provide one on one support to students. In our English Language Arts and Social Studies classes we will see our students working on their culturally relevant service learning projects. In our English Language Arts classes teachers will be using cooperative hands on learning, peer feedback, think-pair-share, and random selection. In our Communications and Physical Education classes teachers will be using modeling and direct vocabulary instruction.

BCCS is scheduled to have additional suicide prevention training through the COP mental health experts in January and February. Additionally, Bert has partnered with Mend and KH Family services to provide ongoing planning and PD opportunities for teachers, families, and students throughout the remainder of the year.

**5. Please include a reflection on the quality and success of the school's implementation of its innovative program features. How has the school measured its success and addressed any challenges?**

Parent Engagement:

BCCS believes that parent involvement translates into increased student achievement and contributes to feature of our innovative program. The philosophy of BCCS is to encourage, honor and respect the parent voice. Parent involvement and the inclusion of the parent voice will be ensured in the following manner:

School parent meetings will be held regularly while school is in session or more frequently if necessary in order to facilitate the communication process between parents and the governing board.

Parents are encouraged to serve on the School Site Advisory Council. Parents will be consulted and advised regarding the school's educational programs and student progress through meetings and informational bulletins on an ongoing basis. A school web site will facilitate the dissemination of information on areas of specific interest to parents.

Parents are encouraged to provide service to the school in areas that will enhance the educational development of their children. Service opportunities will include but not be limited to assistance in classrooms, tutoring, supervision, communications facilitation, clerical support, and supervision of student field trips. Service selections will be based on the strengths and preferences of parents and on student and school needs. Parents will determine the type of work they will contribute to the educational development of the children based on their own particular interests, strengths and free time. Details of the type and times of service will be requested during parent/staff conferences held prior to the onset of each school year. Parents will also be encouraged to spend at least one full day per school year in the classrooms with the child. These volunteer hours are not a condition of enrollment or continued enrollment. Alternative methods to fulfilling hours, such as in-house reading time or Saturday and holiday school will be provided for those parents that can't meet their commitment due to hardship conditions. Parents may opt out of their volunteer hours by marking "opt out" on the Volunteer Hours Commitment form. Alternatives include:

1. Attending Parent Conferences, School Site Council and Parent Forums, etc.
2. In-home reading time with school students
3. In-home trip scheduling
4. In-home communications with other parents

The school will provide parent workshops and education classes, in English and Spanish language, at times that are conducive and suitable for both stay home and working parents. Workshops may include the following:

- Monitoring Your Child's Use of the Internet
- Adolescent Psychology and Behavior
- Helping Your Child with Homework
- Planning Educational Family Outings
- Planning Your Child's Educational Future (High School and College)

The content of these workshops will be designed to assist parents in the educational development of their children. We believe that if given the proper tools parents will become equal partners with the school in the education of their children. We also believe that these workshops will help parents feel connected to each other and the school community.

The staff and school site administrator will maintain open lines of communication at all times with all parents. Parents will meet with staff and administrators for conferences at regular intervals throughout the year. Parents will be advised that the administrators and teaching staff will be available for additional conferences as needed.

The School Advisory Council consists of parents, students, community members, teachers and school site administrators. Bert Corona Charter School’s council will participate in developing recommendations for school policies and share in efforts to engage the support of the community. The council will make recommendations and decisions about issues related to the school and participate in reviewing parental and community concerns.. We have combined all parent advisory councils to meet the criteria for all areas of school parent involvement compliance, EL, Title 1, ESSA, LCAP, etc.

**Back to School Night**

Fall 2017			
Grade Level	Attending	Population	Percent
5th Grade	22	26	84.62%
6th Grade	90	117	76.92%
7th Grade	71	118	60.17%
8th Grade	44	106	41.51%
Schoolwide	227	367	61.85%

Back to School Night was an opportunity to open up our doors to BCCS’ families and share classroom expectations and campus culture. Our parents visited their student’s classrooms, learned about each classroom (core subject classes) expectations, and had the opportunity to meet all teacher's, staff and personal.

**Parent Conferences**

Fall 2016			
Grade Level	Attending	Population	Percent
5th Grade	28	29	96.55%
6th Grade	111	116	95.69%
7th Grade	102	109	93.58%
8th Grade	110	119	92.44%
Schoolwide	351	373	94.10%

Parent Conference was a great success with a 94.1 % overall participation. Parents were all scheduled 10 minute appointments with all core subject teachers. A resource packet was given to assist parents as they met with each teacher. This packet had sample questions they could ask each teacher's and served as a guide for parent conferences as it gave parents an ability to ask about their student’s level of performance and what they could set as goals to support at home. In the packet the parents were also given access to their student’s progress by getting access to Achieve and ALEKS reports. In regards to behavior parents were also given a PBIS Rewards report giving the parents an opportunity to see their own student behavior and track it for the future. BCCS took this

opportunity to plan ahead with our 8th grade parents in regards to what high school their own student would attend.

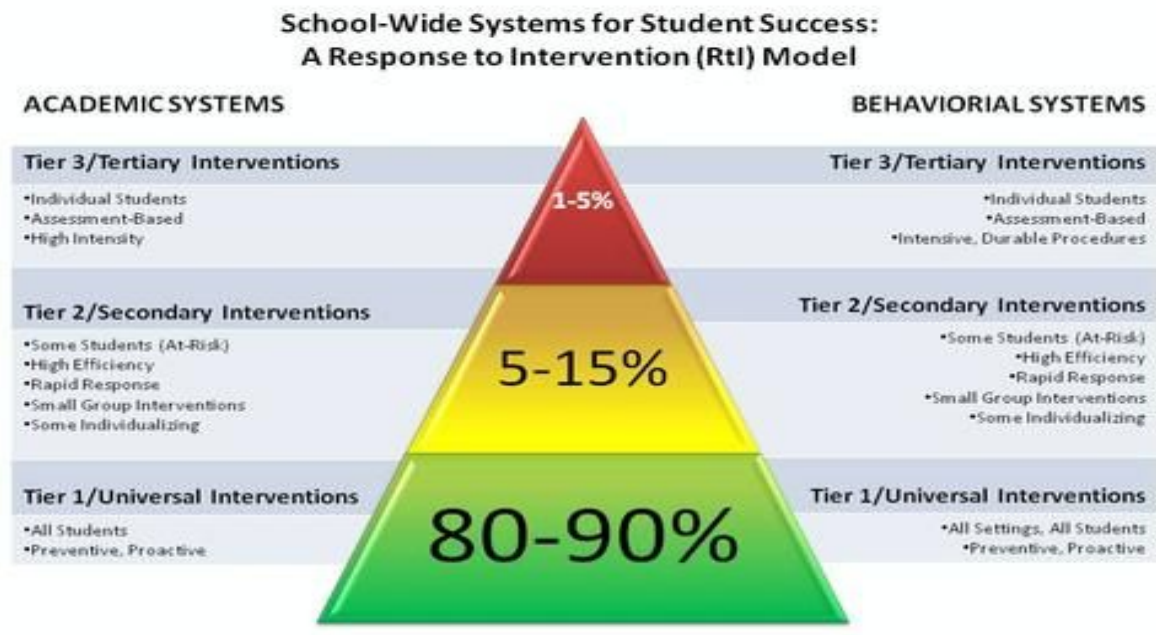
In partnership with Phoenix House BCCS started a weekly session of parent workshops to support parents with challenges that their students face during middle school. These sessions started in September and ended the last week of November. Topics discussed were about gangs, drugs, how to talk to their child/children about sex, suicide, resources available in the community and how to communicate with on site school resources.

#### New:

A parent committee composed of teachers is using student data to target parent engagement and support families. The parent committee analyzed the NWEA MAP data and decided to target students that received a 1 in math which are 221 and a 1 in English which are 120. Then after decided that a Family Game Math night would be a good way for our families to be informed about how to support their students in math at home. In November the Family Game Math night was offered to the students and parents and more than 60 families attended. In the workshop families were given resources to use at home to do math activities. On December 5th and 7th students with a 1 in English will be invited to participate in a workshop with their parents will be given strategies on how to support with reading to their own student. The committee will also hand out books out to families so they could read at home. This committee is planning in supporting with continuing to offer other workshops to support in both English and Math. In the workshop we also talk about the level that the students scored in the NWEA MAP test so as partners we could set goals not just with the students but also with the support of the parents.

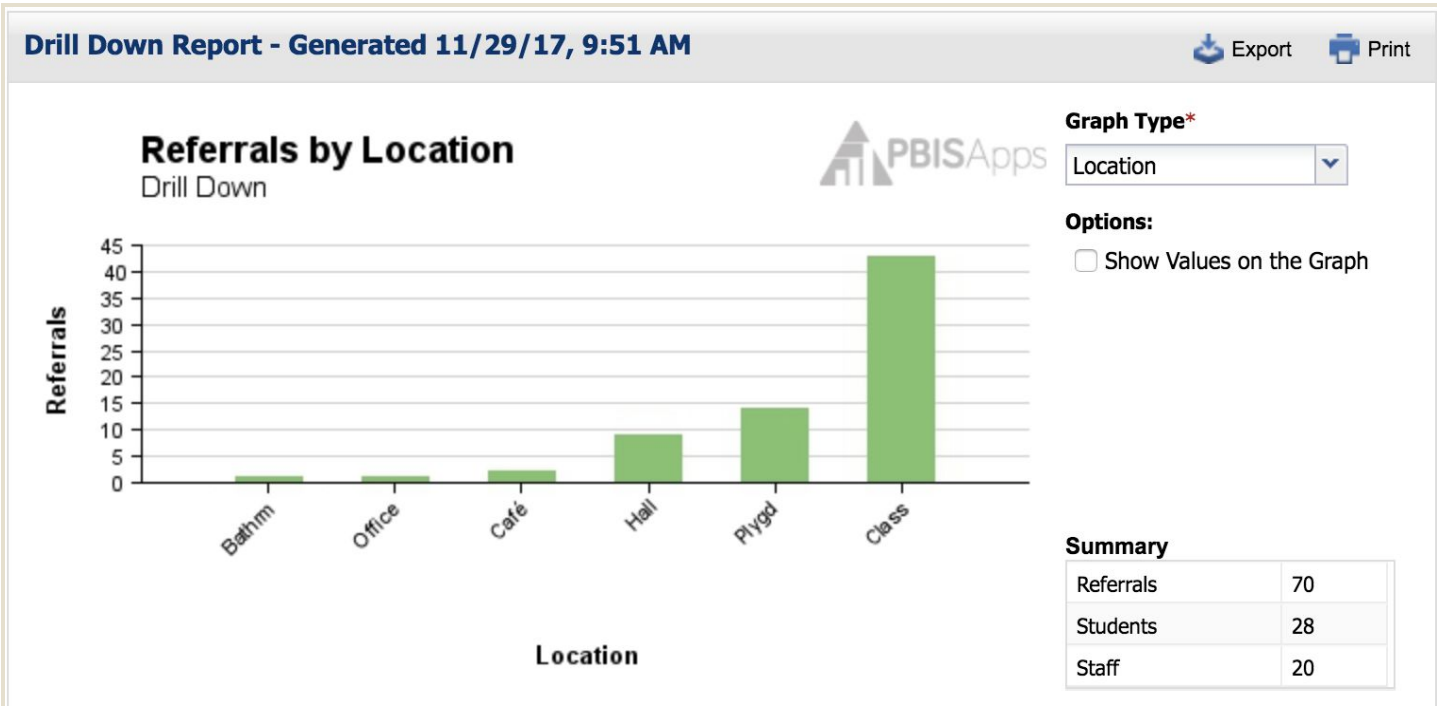
#### Culture and Climate:

Culture and climate has implemented a variety of features throughout the school year in order to ensure that students are safe, respectful, and responsible. Through culture and climate BCCS utilizes the Positive Behavior Interventions and Support, or PBIS, framework to ensure that there is fidelity throughout the campus. PBIS is an approach for assisting school admin, staff, and teachers in adopting an evidence based behavioral intervention that helps and enhances academic, behavioral, and social outcomes for all students. While framework is not scripted there are several fidelity pieces that allow for a consistent approach to all students in order to ensure safety across the campus. This framework also maximizes the possible academic and behavioral success and outcomes for the students. It also supports all students with its three tiered system.

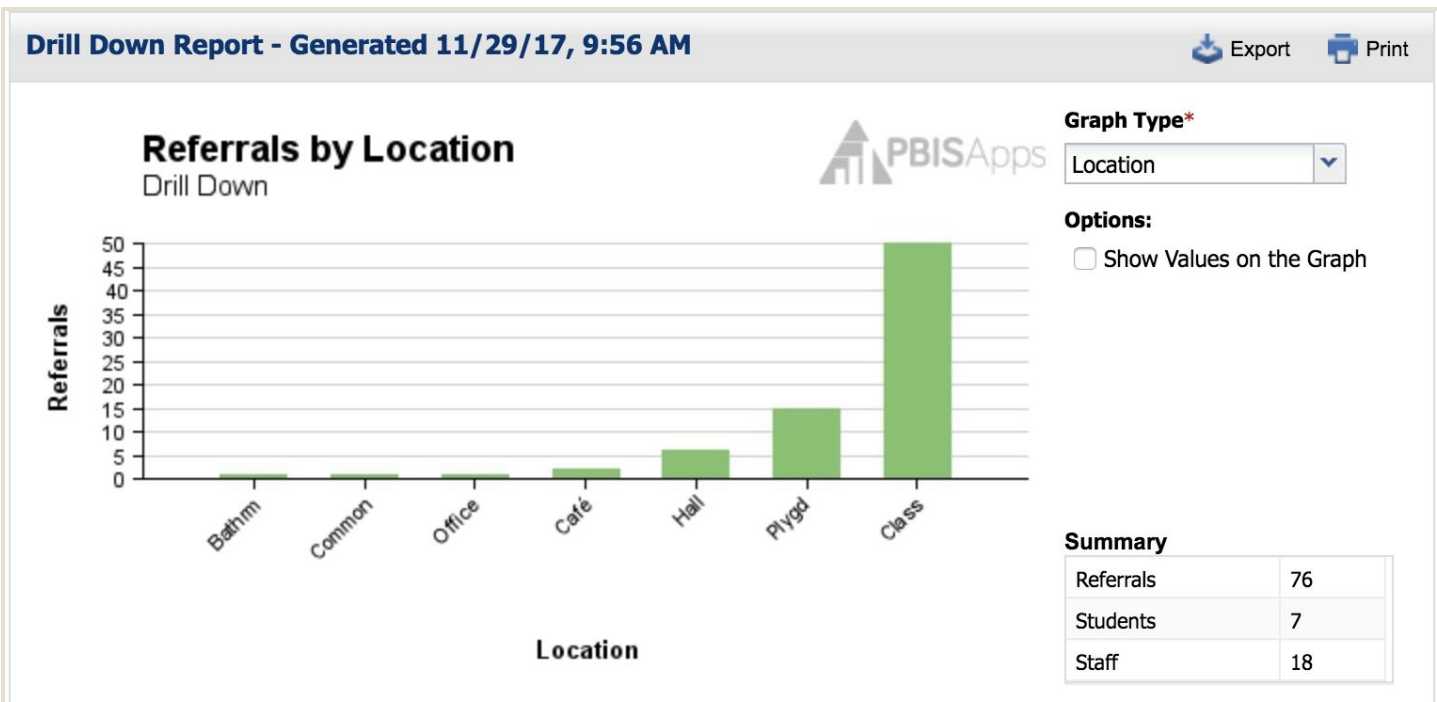


Tier 1 supports work with 100% of the students, however 80-90% of students will only need these supports in order to experience success at the school. 5-15% of students will need tier 2 supports, along with the tier 1 supports. 1-5% of students will need tier 3 supports along with tier 1 and 2. Each year these numbers are different based upon the support needed by each individual student. The behavioral systems is tiered based upon their ODR collection. Students with 0-1 Office disciplinary referrals(ODR's) receive tier 1 supports, while students with 2-5 ODR's receive tier 1 and 2 supports, and students with 6 or more ODR's receive tier 1,2 and 3 supports. Below are the breakdowns for students with tier 2 supports, and tier 3 supports.

Tier 2



Tier 3



On top of these support breakdowns BCCS has the actual support systems that we put into place to help students. Our school-wide expectations, or behavior expectation teaching matrix, is reviewed each year and analyzed to ensure that it will support students. On top of that the expectations for each area are posted in various locations through the school, in offices, and each teacher's classroom.



Students and staff members took part in a school-wide survey, Youthtruth, in order for the school to survey successes and needs of the population on campus. Through this there were several takeaways that were provided in the data collected, this data is located in the SWPBIS binder. After analyzing data provided data was shared with teachers and leadership students in order to allow students and teachers a voice in decision making. The coordinator of school culture and climate has a scheduled meeting every other week with the Associate Student Body, where needs are addressed, and needs are brought up in order to address the data in the youthtruth survey and the requests of the students. On top of the student survey, teachers and staff had the opportunity to participate in a survey where data is discussed with them, and priorities were set with the teachers and staff in order to meet their needs. This data allows us to focus our time on both student concerns and teacher concerns in a specific process that models the fidelity of PBIS.

The Tiered Fidelity Index(TFI) is a survey of the school needs based solely on a list of criteria. The TFI is a PBIS tool that provides an effective and complete index of all the core features that are supposed to be displayed and practiced throughout the campus. It allows for a group of individuals, school culture and climate committee and MTSS, to collect data from various stakeholders. This provides the school data which in turn gives us the ability to make data informed decision in order to drive change through the entire school. The survey is broken down into tiers 1, 2, and 3.

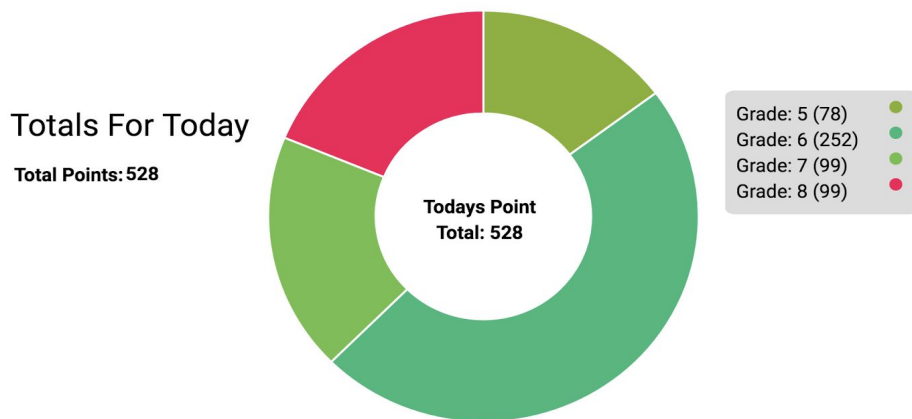
Data from the TFI states that BCCS is still in the implementation phase of tier 1 and starting the implementation phase of tier 2, while exploring tier 3. Being in the third year of exploring and implementing PBIS we find that it has supported in gaining tools and methods to support our students. Support and implementation of Check in/Check out, and a review and restructure of the MTSS process has helped support and provided a consistency in expectation of our students; as they are receiving more needed support in achieving academic achievement. The data stated that the needs of the school were tier 1 features such and routines and acknowledgements in class, continuum of consequences that are implemented within classrooms, consistent with school wide-systems, and consistent distribution and a monitoring system to receive scholar dollars. Through the year BCCS has supported teachers with utilization of PBIS rewards, which even shows a consistent increase in usage along with student behavior accountability. BCCS has provided trainings on redirection of undesirable behavior and the use of the behavior growth path which is posted in all classrooms. BCCS has provided opportunities for growth by allowing teachers the opportunity to attend professional trainings such as “Triggered, now what?” and various trainings hosted by Jackie Mora. BCCS has provided teachers with support on how to use 4-1 positives for redirections. BCCS has also provided training on the utilization of the referral form (ODR) and the use of this tool to monitor data versus a weapon to reinforce desirable behavior. Communication with all stakeholders is also an important key where the SCC committee is collaborating with the parent committee and academic committee in order to address concerns of all stakeholders, which is a section of the TFI.

The School Culture and Climate committee, lead by Mr. Centofanti, goes over the data on the Tier 1 portion of the TFI. This team meets bi-weekly and goes over specific needs based on the data provided from the TFI. With a structured team and consistent structured meetings the committee members address the needs of the TFI and the supports requested by staff. In a recent survey

provided to staff it stated that teachers wanted support with “Schoolwide tools for proactive, instructive, and/or restorative approaches to student behavior.” By collecting that data along with the TFI rating scale the SCC committee determined that providing feedback through peer observations and additional feedback on scholar dollar distribution opportunities would help support the positive communication loop that should occur in classes.

An area that was focused on due to feedback BCCS received on previous TFI surveys was to develop a schoolwide expectation and tracking system for distribution of Scholar Dollars. BCCS then researched PBIS rewards which is an application that can be used schoolwide to track data based upon consistent use of a monetary system to reward students following the schoolwide expectations. This system allows for us to track data based upon our schoolwide expectations of safe, respectful, and responsible. BCCS is also able to break down and track data based upon teacher distribution, grade level distribution, and even time of day. These breakdowns allow us to focus our resources on specific areas of the school, time of day, grade level, even break it down further in order to target specific students to figure out incentives that may help the students. This application also allows for teachers to create their own student store, along with the current student store that runs on Thursdays. This helps keep all stakeholders on the same page and helps them use the same system to create uniformity across the campus.

### Snapshot of the Day



Scholar Dollar Leader Board (11/21/17)		
	<b>Total SD Schoolwide</b>	<b>Average</b>



			82,701			5,169		
<b>Grade Level Leaders</b>							<b>Grade Levels</b>	<b>Average</b>
<b>Teacher</b>	<b>Grade</b>	<b>Scholar Dollars</b>						
							5th Grade	5,360
Rachell Campbell	8	13,366					6th Grade	4471
Joseph Arreola	6	10,948					7th Grade	5060
Daniel Centofanti	8	10,011					8th Grade	7,636

Through all of this data has shown that our suspensions have decreased from last year to this year. Through November of 2016 last year BCCS handed out in school suspensions to 14 students totaling 28 days, and 7 students received out of school suspensions totaling 20 days. Currently through November 2017 BCCS have 4 days of in school suspension from 4 students, and 2 days of out of school suspension from 2 students. This data shows that the increase in schoolwide awareness of PBIS, increase in ability to implement the tools PBIS provides, a more structured MTSS team, more in depth trainings, and more in depth professional developments regarding PBIS have supported the reduction of suspensions throughout the school year.

During the 2016-2017 school year, BCCS moved from a traditional grading system to a standards-based mastery grading system. By moving to a mastery based system our teachers are able to better provide our students with meaningful feedback and offer opportunities for students to re-assess.

One of the primary goals of a mastery-based grading system is to produce grades that more accurately reflect a student’s learning progress and achievement, including situations in which students struggled early on in a semester or school year, but then put in the effort and hard work needed to meet expected standards. If you ask nearly any adult, they will tell you that failures—and learning to overcome them—are often among the most important lessons in life. Yet many traditional grading systems penalize students for a single failure or poor test performance. Failures are nearly always encountered on the path to understanding and success, and mastery-based approaches to grading can help teachers, students, and parents to focus on the end goal—learning the most important knowledge and skills—rather than the struggles or mistakes made along the way. Another advantage of mastery-based grading is that learning progress and achievement are more clearly documented for students and parents. Consider, for example, this question: What does a C mean? While the grade is a deeply familiar symbol, and more or less everyone has received a C at some point, what does the grade actually convey about learning? What was taught in the course? What knowledge did those C students acquire? What skills did they learn? Can the students write well, do math, conduct research, think critically, communicate effectively, or use a computer? Did they work hard and make a lot of progress over the semester, or did they slack off and hardly try at all? The fact is that a C just doesn’t tell us much. When mastery-based grades are connected to clearly articulated learning standards, educators and parents know, with far more precision, what a student has actually

learned or failed to learn. In this section, school leaders and teachers will find detailed guidance on developing a mastery-based grading and reporting system.

The biggest challenge BCCS faced in moving to mastery based grading was helping all stakeholders understand how a mastery based system works. To address these challenges we have spent time during our summer professional development reviewing the basics of mastery grading with our teachers. Throughout the year during professional development and one on one conversations with our instructional coach teachers have been able to dive deeper into mastery grading. To help our students understand mastery grading our Advisory coordinator and 8th grade lead teacher created lessons for our advisory classes that go over what standards-based mastery grading is and how a student can be successful. Teachers also spend time during their general education classes reviewing with students how they can re-assess toward achieving a higher scores. To help our parents gain a better understanding of mastery based grading BCCS held parent trainings that covered what standards-based mastery grading is and how parents can use Illuminate to track their student's progress. BCCS acknowledges that more work needs to be done to help all stakeholders increase their knowledge of standards-based mastery grading and we will continue to look at how this can be done during the second semester.

Service Learning continues to be an innovative instructional program at BCCS. We have again partnered with UnidosUS (formerly NCLR) to have our students participate in the CASA program. The CASA program is a program that encourages academic learning within a context of culturally relevant service learning. The CASA program is implemented in our ELA classes and supported by our Social Studies classes. During the program the students identify a genuine need in their community, research possible solutions, construct a plan to solve the problem, implement their plan, and reflect on their experience. At the end of the program each grade level is required to have a signature project. At the end of the school year four of our students are selected to travel to Washington DC to present their signature projects at the CASA Youth Summit. Implementing service learning in our classrooms has been a challenge for first year teachers. To support new teachers with this BCCS has held after school meetings, provided time for returning teachers to work with new teachers, and sent teachers to UnidosUS sponsored trainings.

Technology integration is a crucial piece of our instructional program. In our classrooms teachers use adaptive learning programs like ALEKS and Achieve3000 to provide intervention and enrichment for their students. Our teachers use the G Suite for Education to create paperless classrooms and have our students create digital representations of their learning. In our communications classes the students use Adobe Illustrator, Adobe Photoshop, and iMovie to create multimedia presentations. In our 6th grade communications classes our students learn block based computer coding and have the opportunity to program robots and drones. The success of our technology integration is credited to the work of our tech team and professional development on tech integration. A challenge BCCS has faced and overcome is the maintenance of our machines. BCCS currently has a technician on campus that address any tickets that come into our online ticketing system. During the past year BCCS also hired a temporary technician to assist with making sure that all of our machines/computers have adequate memory to run our current operating system.

To address issues with student motivation BCCS we held academic competitions, used project based learning, non traditional pe activities, and our teachers use hands on activities. This year our academic committee lead an ALEKS competition that acknowledged student achievement and growth. In our 7th grade ELA classes our teachers give out monthly awards to students who complete their Achieve3000 articles for the month. In our 8th grade ELA class the teacher has placed an increased focus on reading and challenged our students to read 1,000 as a grade level per week. Since August our 8th graders have read 91,221pages in independent reading with an average of 860 pages per student. One of our teachers also hosts an after school club that is preparing the students to participate in America’s Battle of the Books. In our 7th grade ELA classes our students participated in NaNoWriMo, a month long challenge where participants attempt to write a novel during the month of November. Through the use of this project based learning unit the students have created novels ranging from 10,000 words up to 45,000 words. In our PE classes our PE teacher has been using non traditional PE activities like Ultimate Frisbee, various tag games, dance, and various team building activities to engage his students. In our science class our science teachers have been using hands on lessons like frog dissections, roller coaster creation to study physics, creation of biomes models, creation of a collaborative 3D periodic table, and creation of solar eclipse viewing boxes. In our 6th grade social studies classes our students created Egyptian pyramids during their unit on Egypt. BCCS acknowledge that student motivation will always be a challenge. Our teachers and administrators will continue to look for the best ways to engage our students and get them excited about their learning.

## **6. What is the process, schoolwide, for stakeholders to voice their concerns outside of UCP issues?**

BCCS Administrators maintain an open door policy. Staff are free to talk with any administrator any time. They are also free to approach or meet with the YPICS Executive Team and Learning and Support Team. Staff is encouraged to discuss concerns, ask questions, or make suggestions in and outside of the “chain of command”.

BCCS maintains a suggestion box which is located outside of the School Culture and Climate Office in the main hallway of the administrative building. Staff are encouraged to make suggestions about ways to improve the school culture and climate, academic program, and operations of the school, etc. The suggestion box was publicized regularly last year but has never been used by staff.

YPICS implemented the use of Youth Truth Survey with students and staff. By using the survey, BCCS can better understand the unique perspectives of our staff and students. 7th and 8th grade teachers identified that they want to feel empowered to play a meaningful role in decision-making at their school as their priority. 5th and 6th grade teachers identified that they want to have the necessary resources to do their job well as their priority. The administrative team regularly discusses this feedback in administrative meetings.

How are we including staff in making meaningful decisions? BCCS continue to clarify teacher/staff leadership positions, as well, as our committee structure. An important part of the work is making sure the the site leadership team is working on problem solving not just problem identification. This effort has lead to the site leadership team’s increased involvement in policy review/evaluation.

How do we ensure that staff have the resources that they need to support student learning. The administrative team has made an effort to improve transparency around the budget (ie. the science department has a budget specifically for the materials needed for their classrooms, and grade levels have a budget for field trips.)

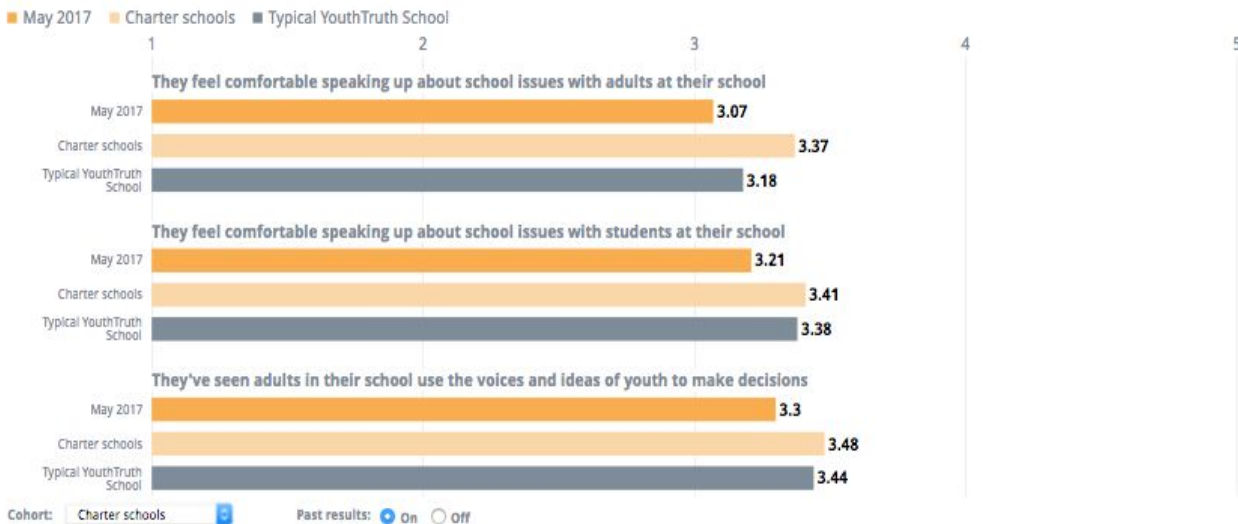
Youth Truth Student Data and anecdotal information from conversations with our student leadership group indicated that student want their voices to be heard and considered more often. As a result the Executive Administrator meets the Leadership Advisor every other Monday to discuss student concerns and support. The Coordinator of School Culture and Climate meets with the Student Leadership Class every other week to listen and work through concerns with students.

	Grade Level			Staff Feedback Based on Youth Truth Data
	5-6	7	8	
<b>Ranking</b>		1	1	They feel empowered to play a meaningful role in decision- making at their school
	1	5	5	They have the necessary resources to do their job well
	4	3	2	Teachers in their school work together to improve instructional practice
		2	4	Their professional development over the last year has provided them with content support
	2	7	6	The feedback they receive from their supervisors helps them improve their work

### Youth Truth Student Data

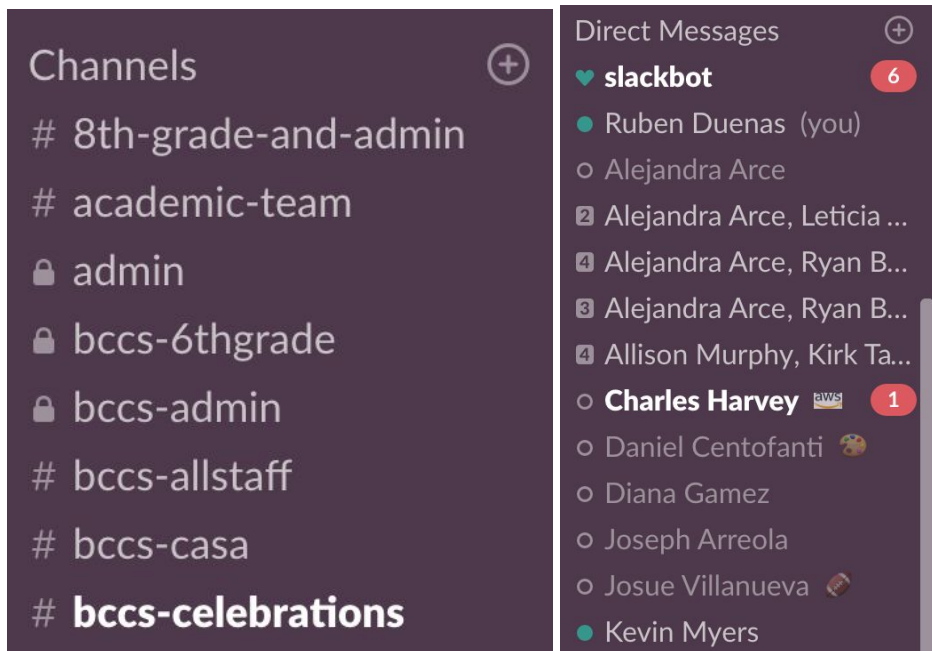
How strongly do you agree or disagree with the following statements? - Overall

1 = Strongly disagree    3 = Neither agree nor disagree    5 = Strongly agree



Cohort: Charter schools    Past results:  On     Off

Staff, organization wide, wanted to improve and streamline communication. Staff choose SLACK as a tool to support this effort. Slack brings all the team's communication together, giving everyone a shared workspace where conversations are organized and accessible. Channels in Slack give everyone a way to organize all those conversations, while making sure the right people are involved at the right time. Public Channels are for projects, groups, and topics that are open to anyone on your team. Messages in these channels are archived and accessible by search. The bccs-celebrations channel has been a success. Private Channels are more sensitive topics, private channels keep conversation contained to an invited group. Messages are only searchable and accessible to members. Direct Messages are for one-to-one and small group messaging and adds flexibility around more focused conversations. You can convert direct messages to a private channel for longer-running topics.



Members <sup>?</sup>

113

↑26 (+29.9%) over the last 30 days.

Weekly Active Users <sup>?</sup>

106

↑24 (+29.3%) over the last 30 days.

Public Channels

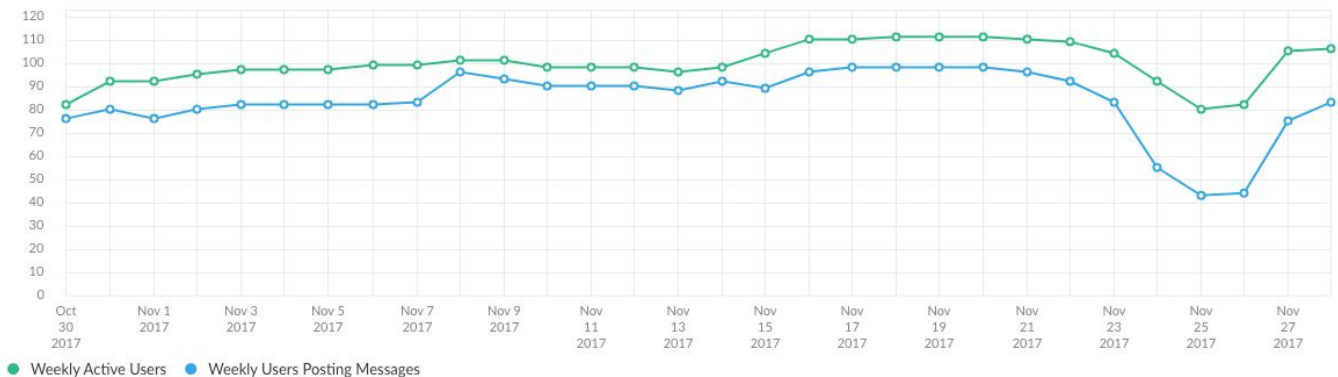
78

↑17 (+27.9%) over the last 30 days.

## Active Users

Weekly active users

Daily active users



The Administrative Team uses evaluations after every professional development workshop provided. Feedback is then used to our leadership team(s) to improve professional development for staff. BCCS continues to examine the evaluation form to ensure we are collecting the best information from our staff. BCCS is exploring how to include questions that include the feedback we received from the staff in the Youth Truth survey. BCCS will regularly measure whether staff feels professional development opportunities provide:

1. Time for teachers to work together to improve instructional practice.
2. Time for content support.

After major events, the Administrative Team conducts event debrief and reflections. The event debrief, after the first parent conference day this year allowed the operations team to immediately modify and improve communication with teachers during the next two days of parent conferences. The operations team immediately began to use slack to communicate with teachers about parent attendance at the conferences.

Parents have access to administration by appointment and on a drop in basis. Cafe con los Administradores is held monthly, The administrative team meet with parents to answer questions and concerns that parents may have about the school. Personnel and student specific questions or concerns are not discussed but are directed to the appropriate administrator and meetings are set up to provide support to the parent.

## 7. Special Education

### a. How does the site administrator monitor and support the special education program at the school?

The Site administrator has standing weekly meetings with the special education team. During the meeting current needs and concerns are assessed. Upcoming IEP meetings are reviewed and scheduled. Special education support is a school priority. Each school administrator has been



assigned a grade level in which they serve as the administrator in the IEP meetings. This effort keeps all site administrators deeply involved with the special education process. This process continues to grow and develop as previously the director of Special Education attended all IEP meetings. The effort is now to make special education oversight site-based with guidance and training from the DSE.

**b. What are examples of student academic and behavior interventions and how have they been successful? What does the data show of the success rates?**

Students with IEPs have access to all behavioral and academic interventions provided to all students at the school. Those interventions include:

- ALEKS/Achieve3000
- Teacher tutoring during lunch
- Targeted parent nights (will find out next week when they test)
- After school tutoring
- Opportunities to reassess on standards
- Non SST parent meetings
- Formal parent conferences
- SST meetings(Academic and Behavior)
- Check in Check out
- Ripple Effects
- Restorative meetings
- Counseling Services
- Multi Tiered System of Support referrals
- Gryd Referrals

Our special Education department is able to support the academic and behavioral needs of all students with varying degrees of needs. A behavioral and academic intervention which is still fairly new is the additional of more support staff. BCCS has added a third Resource Specialist Teacher to be able to better support students academically, as well as a BII to support students with severe behavioral concerns. All RSP teachers attend grade level and department meetings as form of intervention, partnering with general education teachers to ensure supports are in place and students are receiving adequate accommodations/modifications in the general education classroom setting. Our BII is primarily supports one student, but is often provides insight to other students' behaviors as well.

**c. How does the school ensure IEP compliance in reference to related services, accommodations and/or modifications for Students with Disabilities (SWD);**

The school is aware of the importance of supporting student with special needs and adhering to the components if their IEPs. In regards to related services, the Director of Special Education, along with the Resource Specialist Teachers, reviews related services needs at the beginning of the school year. Since most of our services are provided by outside vendors, it is essential to review the IEPs to determine frequency and duration of each service to provide a comprehensive request to the vendors and service providers. When new services are added mid-year, new students are added to the caseloads of the service providers.

The school is also aware of the importance of providing an academic program that is accessible to students with special needs. More often than not, to provide such a program, students will need

accommodations and/or modifications to be implemented inside and outside the general education classroom setting.

At the beginning of each year, and in the event of a change, all staff are provided with student profiles. The student profiles are “at-a-glance” one-pagers that identify all pertinent IEP information. Teachers are able to quickly glance at their student's’ eligibility, language classification, instructional and testing accommodations and/or modifications. They are able to identify the amount of time that the student will be receiving support from the Resource Specialist Teacher.

**d. how does the school ensure that delineated services and provisions are implemented with fidelity; and how are all staff informed and held accountable for the implementation of Free and Appropriate Education in the Least Restrictive Environment (FAPE in the LRE) for SWDs?**

Services provided to students with special needs must be clearly delineated in order to adequately meet their individual needs. The RSP time students receive inside and/or outside of the class is calculated based on individual needs. Likewise, related services are provided only after a need has been identified in that area. In the event that BCCS suspect a need in a certain performance or related service area, the school make every attempt to provide that service as soon as possible. For instance, if the school suspects a student needs counseling, instead of waiting upwards of 60 days to determine that need after an evaluation has taken place, the school get parental consent to implement the service right away on an informal basis until the evaluation report and IEP meeting is held.

**e. How does the school monitor students’ progress; how, where and when does the school document student progress related to IEP annual and incremental goals and, finally, how is this information communicated to parents?**

Progress monitoring for students with special needs is an ongoing process. Grades, NWEA Maps test scores, formal and informal tests are all ways that the school monitors progress of students with special needs. For IEP related goals, teachers and service providers provide an update on annual goals and objectives at least quarterly. At the 10 and 20 week grading periods of each semester, along with student report cards, parents receive progress reports indicating the level of progress students are making towards their goals.

**f. Who generates the data found on the 200 Report, 300G Report and Assessment Timeline Reports? How is the data used to support FAPE for SWDs; Who monitors compliance and provides oversight in the design, development and implementation of the provisions of the IEP; What learnings have service providers and leadership reflected upon as they analyze the 200/300 and Assessment Timeline Reports to secure FAPE for SWDs?**

The Director of Special Education frequently uses Welligent to run 200 and 300 service reports. The 200 report is a designed to help us monitor timelines as it relates to IEPs. The 300 report is a snapshot of service provision for RSP and related services. The Director of Special Education address any discrepancy or concerns directly with RSP teachers and service provider regarding any service that is not at Tier 1. Teachers and providers are asked to troubleshoot potential problems with service delivery and/or documentation to address any concerns. Frequently, a service provider’s absence or a student’s absence will reflect in the data showing service provision below 100%. Welligent glitches and minor errors on service records may result in skewed data as well. The school attempts to correct those errors as soon as possible to ensure reports reflect accurate data. Since



the school day is not totally predictable, including schedule changes, testing, and other occasional circumstances, service providers and RSP teachers may need to make up missed sessions at a later time than initially scheduled.

**g. What systems do you have in place for the timely and accurate completion of IEPs?**

All IEPs are routinely scheduled and placed on the calendar. It has become a practice to schedule IEPs at least a month early to ensure completion within the timeline. This cushion allows for unforeseen circumstances to be addressed and the meeting to remain in compliance.

**h. What systems does the school have in place for following up on informal parent complaints?**

The school believes that transparency and open communication allows many parent complaints to be avoided and, at the very least, addressed promptly. Parents are also made aware of the complaint process and grievance policy. In the event that there is a complaint, the school tries to address all concerns early and directly with the parent. When directly related to an IEP, they are reminded of their procedural rights and safeguards as parents of students with special needs.

**i. Does the school have a MCD and MTSS (Multi-Tier System of Support) Team? How often does it meet? Who are the members? What have been some topics of discussion?**

The MTSS meets bi-weekly and has a system in place to allow staff, and parents the ability to voice concerns through a referral system. During these meetings there have been parent concerns due to attendance of students, English Language Learner struggles, behavioral concerns, counseling concerns, and general academic concerns. During this the MTSS team brings in data in reference to the student referred, examines said data, and makes informed decisions based upon data brought from the academics, culture and climate, and operations. In the event that services are necessary or supports are necessary meetings are set up through the MTSS.

In the MTSS BCCS have several roles that are unchanging from meeting to meeting. Through this BCCS also have backups in the event that staff members cannot make the meeting. These roles are administrator, facilitator, PBIS coordinator, Data collectors from academics, behavior, and attendance, minute taker, and behavior expert. These roles and responsibilities allow for very smooth and structured meetings. On top of this the Tiered Fidelity Index(TFI) is also examined through the MTSS meeting to ensure that fidelity and compliance pieces are met.

During the meetings there is a set agenda where topics are covered based upon a tiered system. Students are tiered based upon need of service, and while all students concerns are brought up, services provided

Below is an example of a portion of the meeting agenda:

	Date:	Time:	Location
<b>Today's Meeting</b>	<b>November 3, 2017</b>	<b>9:40am - 10:40am</b>	<b>Conference Room</b>
Next Meeting	November 24, 2017	9:40am-10:40am	TBD

<a href="#">Meeting Norms:</a>	<b>Be Respectful:</b> Begin and end on time Be an active listener Stay on topic	<b>Be Responsible:</b> Follow through on all assigned tasks Inform team if you will not be in attendance	<b>Be Safe:</b> Honor confidentiality
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Team Members Present: Diana Gamez (Tier II Administrator, Data Analyst-Attendance), Kirk Takeyama (Behavior Expert, Data Analyst-Discipline), Rahab Trejo (Tier II Coordinator), Valinda Meneses (Facilitator), Sheri Preston (SPED Lead)

Agenda Item	Discussion/Decision/Task (if applicable)	Action Items		
		Plan	Who?	By When?
Review previous Action Items	Reviewing previous actions and if any other actions need to be taken.			
Review MTSS referral process including Nomination Form				
<a href="#">TFI Inventory</a>				
<a href="#">Action Planning</a>				
Student Review				
	Supporting teacher in making recommendation to outside services			In Progress pending OPS Meeting (Emergency Card)
	Parent is requesting counseling services due to excessive crying	PUC Referral	Valinda/Trejo	10/27/2017 <b>Completed</b>
	Teacher referred because another mentioned student is self-injurious.  <ul style="list-style-type: none"> <li>Parent discussed concerns about marker, will need to discussed and adjusted.</li> </ul>	Safety Plan for when student returns	Takeyama Scheduling w/parent	Tentative 11/8/2017 <b>Tentative Completed on 10/30 Formal Completed on 10/31 Met with Parent on 11/2 to go over plan.</b>

- j. **Where and how does the school display the SPED brochures for parents, how and when is this information disseminated to parents? (IEP and You, A Parents' Guide, Are you Puzzled, etc.)**

SPED brochures, such as the Are you puzzled and LRE booklets, are displayed and made available in the main office. Parents are provided the IEP & You, Rights and Safeguards, and the ITP & You booklets whenever IEP related documents are sent home. The booklets are provided again when parents attend IEP meetings.

- k. **Also, how and when does the school disseminate due process rights/procedures booklets to parents/guardians?**

Parents are provided the IEP & You, Rights and Safeguards, and the ITP & You booklets whenever IEP related documents are sent home. The booklets are provided again when parents attend IEP meetings.





# Coversheet

## Monsenor Oscar Romero Executive Director's Report

**Section:** III. ITEMS SCHEDULED FOR INFORMATION  
**Item:** I. Monsenor Oscar Romero Executive Director's Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** 17-18 MORCS EA Board Report (December).pdf



**MORCS Executive Administrator Report**

**December 2017**

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

**Attendance and Enrollment:**

Our current enrollment at MORCS is 333.

Enrollment Numbers:

6 <sup>th</sup>	116
7 <sup>th</sup>	101
8 <sup>th</sup>	116
All	333

Attendance:

6th grade - 98.353%

7th grade - 97.740%

8th grade - 98.218%

Overall - 98.118%

**Professional Development**

We have continued to use our professional development time to focus on our priorities and on our implementation of Standards Based Grading. We try to have as much time for collaboration, critical friends groups, and group planning time as we can.

**STEM: Downtown LA Mini Maker Faire**

After the success of our Maker Madness Engineering Night, our PN Services Coordinator, Ms. Ned, put together a group of students who participated as members of our MORCS Maker Team. These students learned about the conductive properties of electricity and they created several video game controllers using their new knowledge. They took their creation to the DTLA Mini Maker Faire where visitors were able to use their controller to play Pac Man or Super Mario Brothers; after participants tried out the equipment, the Maker Team explained why the controllers worked using their new knowledge of the conductive properties of electricity.

**Soccer Tournament**

As part of our positive school culture efforts, we recently completed our first ever lunch time soccer tournament. Mr. Zepeda led the effort to hold a draft with our soccer team captains and all students who signed up were selected and placed on a team. The teams had to be diverse with a mixture of genders, ability levels, and grade levels. The teams played several times per week and we just had our Championship match! The kids loved having this positive activity to participate in and it gave kids another thing to get excited about at school.

**Girls on the Run**

We had 6 girls participate in the GOTR program and on December 3<sup>rd</sup> they ran their 5K with parents and members of our staff. This is a great opportunity for our kids to accomplish something great through hard work and determination, and helps our students to build physical fitness into their lives. We are proud of our girls and our staff who participated!

**Academics: Digging Deeper with Hot List Students**

Our academic team is still working with our hot list students in class, but we are also starting to identify more specific needs for our students through our focused work with them. Our tutors are still working with our students in their classes, but they are also pulling students out of elective time to teach/re-teach specific skills and information that will help our kids progress forward. In addition to the work our tutors are doing with our students, I (Mr. Myers) am also meeting with all of our teachers twice per month to discuss their classroom data and to set goals. As a part of these meetings, we are discussing which kids are achieving mastery with each assessment and which students we need to push. In addition to the hotlist kids our tutors are working with, our teachers are each selecting 2 students per cohort who they would like to push from a “Emerging” to a “Developing” level, or from a “Developing” to “Met” level. Two students per cohort may not seem like a large number, but when you consider that we have 16 teachers, each of whom serves 2-12 cohorts, we have about 72 kids being pushed to grow in their classes; this is almost a quarter of our student body. My hope is that this effort will push 72 of our kids to grow each month and that through the course of the year, we will be able to provide some more individualized attention to all students. These hotlist kids are eligible for lunchtime or after school tutoring, and they are part of a special check in group during class instruction. If these students met the SMART goals set by their teachers by December 8<sup>th</sup>, they will be able to participate in a pizza party on December 13<sup>th</sup>.

**6<sup>th</sup> Grade Tutoring (Math):**

Mr. Duran and Ms. Long, two of our math teachers, are working with our lowest performing 6<sup>th</sup> grade students to help remediate and address any holes in their understanding of basic math skills and operations. They will each completed 30 hours of tutoring with this lower performing group and then in the spring they will conduct 30 hours of tutoring for our students who are on the bubble between “Nearly Met” and “Met” based on their benchmark assessments.

**MAP Outcomes and Goals:**

During the week of December 4<sup>th</sup>, we administered the winter MAPs test. We are looking forward to analyzing our data to assess our progress and how much our students have grown. The goal we are publicizing is that our kids should aim to grow 5 RIT points during the first semester and 5 during the second semester. National expected growth ranges from 2 RIT points to 6 RIT points, depending on the subject area and grade level. Our students typically meet these expectations and frequently go beyond to even 15 or 20 points growth. Students who grow 5 points in the first semester will be able to participate in a nacho party next week, and students who grow 10 points by the final test at the end of the year will be able to participate in a celebration with the In N Out truck!

**Instructional Rounds and Observations:**

Through our observations and coaching sessions, we have identified a few levers that we feel will make a difference if they are implemented in every classroom. We are watching for implementation these levers through our instructional rounds, and through formal and informal observations.

**Focus Levers:**

1. Checks for Understanding
2. Think-Pair-Share
3. Routines for classroom procedures
4. Random Selection

**Students Leadership (Engaging Tier 2 and 3):**

As part of our PBIS program and Multi-Tiered Systems of Support, we are working with some of our students with tier 2 and 3 needs to plan our next awards assembly. During our last assembly, I noticed that we many students being disrespectful as the awards were passed out. I pulled these students out to have a conversation



with them and they expressed that they don't care about the assemblies because they have never received any recognition and the assemblies were boring. I brought this back to our leadership team and we decided to work with our kids with tier 2 and tier 3 needs to plan our next assembly. This effort gives them voice and purpose in our school, and they receive attention and leadership development from our administrators and teachers. Often times our students with tier 2 and tier 3 needs need more love, attention, and positive focus and we are hoping to provide that through this opportunity.

# Coversheet

## Bert Corona Charter High School Executive Director's Report

**Section:** III. ITEMS SCHEDULED FOR INFORMATION  
**Item:** J. Bert Corona Charter High School Executive Director's Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** EA Report December 2017.pdf  
BCCHS SAC Minutes and Agendas.pdf

Bert Corona Charter High School  
Executive Administrator Report – Mr. Simonsen  
December 8, 2017

**Mission**

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

**Enrollment**

The current enrollment of Bert Corona High School is 207 as of Friday, October 27<sup>th</sup>-

9<sup>th</sup> Grade – 59  
10<sup>th</sup> Grade – 86  
11<sup>th</sup> Grade – 52  
12<sup>th</sup> Grade – 13  
Total - 210

This number is 27 under projection for the approved FY 2017-2018 budget.

**Staffing**

English teacher Megan Betry resigned in mid-November, citing health conditions due to stress. We are currently interviewing candidates for the position, and have had three interviews and one demo lesson. We hope to have the new team member in place by the start of 2<sup>nd</sup> semester.

**Student Academic Performance/Growth**

BCCHS Students will be taking the NWEA MAPS assessments on December 12 and 13. The closure of school this week has pushed everything back at least one week, including periodic assessments. Final grades will now be closed January 14 rather than December 15 due to the closure and the three-week winter break. PSAT-NMSQT results are not yet available. I will include them in the January report. SBAC data will not be available for our school until this summer, after the first statistically significant cohort of 11<sup>th</sup> grade students takes the exam in May. Additional academic news is that we are shifting the course matrix to add an additional section of most courses, thereby reducing class sizes for most of the core content areas.

## **College News**

Five seniors re-took the SAT this past weekend in hopes of achieving better scores and impacting admissions potential. Five more students could have taken the test, but all of them forgot to bring their Student ID with them upon arrival at CSUN, and although their counselor was waiting for them and could speak for them, the CSUN SAT organizers refused to seat them due to their lack of an ID. It was a disappointing moment for sure, but this first class of 13 seniors have mostly committed to go to LA Mission College their first two years before attending a four-year school. That said, 10 of these students have applied to the CSU system, which has been inspiring to follow, as most of them are going to be first generation college students.

Also, LA Mission College will be offering Psychology as the next Dual Enrollment course on the BCCHS campus. The students who have been availing themselves of this opportunity since it was first offered in the spring semester of our opening year will be taking their fifth course. This will mean that, at the course's completion, they will already be **one quarter of the way** through completing the minimum 60 semester units needed for UC/CSU transfer, in the event they do not attend a 4-year university right out of school. This is an amazing accomplishment for our young people.

## **Professional Development**

In preparation for our oversight visit on January 10, our staff discussed the need to prepare our students for the conversations that the visiting team will pursue with them. Our students are very familiar with Standards Based Grading now, but they do not necessarily practice using all of the teaching and learning language that visitors expect to hear. We studied the past two oversight visit reports, and revisited our expectations for teaching hallmarks and evidence of learning, and committed to work specifically on discussing these things with our students in a way that prepares them to discuss this with visitors. It was apparent that our students' inconsistent ability to discuss their learning processes was impacting our results.

## **SAC**

Our School Advisory Council held it's second meeting in October. The meeting expectations and recording protocols were changed by Ms. King Berg and those changes are now reflected in a new recording document that includes protocols for stakeholder input and voting. See attached for minutes of most recent meeting (pre-changes).

## **CIF Sports**

We recently learned that the Associate phase of the CIF membership process is 18 months and not 12 months, which has taken some of the pressure off of our AD to get all of the inaugural league sport off of the ground in the first year. Having finished a successful girls volleyball season, we are about to embark on boys and girls basketball seasons. The fundraiser at La Sierenita raised \$2500 for uniforms, allowing us to purchase high-quality products for our kids. Many thanks to James Carroll and Yolanda Fuentes for making this happen, and to the ownership of La Sierenita for donating 100% of the ticket sales. It was an amazing gesture, and investment in BCCHS.

## **Climate and Culture**

The staffing model for YPICS schools is not yet fully realized at BCCHS due to under enrollment. This is impacting the availability of staff to absorb the transition stress of growing as an organization, both academically and socially. We need a Coordinator of Academics to help support staff in meeting the needs of a diverse student body, and we have an even more urgent need for a Coordinator of Culture and Climate to help non-Bert students (those who did not attend Bert Corona Middle) acclimate to being YPICS students. Specifically, Bert students tend to be fairly well adjusted when it comes to using conversation to work through conflict and disagreement, whereas our students from other schools still lean on violence to solve problems. We have some amazingly talented staff who are trying to offer their time and attention to helping out with this disturbing new facet of our school culture, but they are currently teachers and support staff with other roles, so the proactive approaches that they would like to be pursuing full time cannot yet be realized. I have some thoughts about next year's staffing model that I think could help with this, but at the moment, things are very tenuous with these newcomers. Specific praise to James Carroll and Maribel Palafox for using their excellent communication skills, experiences as a youth in Pacoima and Sylmar, and culturally responsive conflict resolution strategies to fill the gap. Ms. Fuentes and I are really a bit overwhelmed right now with the need in this area.

## **BCCHS School Advisory Council Meetings**

[September 21, 2017](#)

[October 26, 2017](#)

***Need to make sure we have an agenda items on:***

**1. Suicide Prevention**

**a. *Presentation for Parents at SAC (Maribel Palafox)***

**i. *WARNING SIGNS***

**ii. *CREATING A SAFETY PLAN***

**iii. *POSTVENTION***

2. Motion must be listed on all SAC Agendas, Motion, 2nd and Carried by for approval of all items

3. Agenda Item on Public Comment

## BCCHS School Advisory Council Meeting

October 26, 2017 4:00 - 5:30pm

### Present:

- |                        |                         |
|------------------------|-------------------------|
| 1. Francisco Mendez    | Parent                  |
| 2. Cesar Guzman        | Student                 |
| 3. Karla Sanchez       | Student                 |
| 4. Adriana Sanchez     | Parent                  |
| 5. Christina Soria     | Spanish Teacher         |
| 6. Nestor Garcia       | Algebra 1 Teacher       |
| 7. Yolanda Fuentes     | Director of Operations  |
| 8. Larry Simonsen      | Executive Administrator |
| 9. Jaqueline Aristondo | Student                 |

### Agenda Items:

1. [Parent Survey Data: What does it tell us as a learning community?](#)
2. [Grades Data for 10 week reporting period.](#)
3. College and Career Update for our first class of graduates.
4. Senior Class Activities and Sponsorship
4. Additional questions and concerns

### Minutes:

1. Parent Survey Data: What does it tell us as a learning community?

Slide 20: Francisco: "Perhaps all parents do not have computers or internet, but don't all of our students have chromebooks?"  
Yolanda: "Yes. Maybe the question isn't clear."  
Possible Solution: Technology Training for parents on a Saturday?

Slide 14: Cesar: "I notice the parent volunteering isn't very high. We need more opportunities, and we need to either require parent hours, or connect the parent hours to the students' required hours."  
Francisco: "It's hard to be involved if we don't find out about things at the last minute. Also, if it isn't mandatory, not as many people may get involved."  
Fuentes: "Maybe assistance chaperoning and cooking for events would be a good way to get parents involved."

Slide 16: Jacqueline: "What do parent actually know about safety at our school?"  
"How are we communicating our safety plan to parents? How are we communicating student tardiness or absenteeism? Do parents know our protocols? How could we make these more transparent?"  
Adriana Sanchez: "It's really important that we know that our children are making it to school safely and on time. I don't have a problem with this, but I live close to the middle school and see many students walking to school, so it's important that we all know if our children are late." Hours awards and incentives?

Slide 11 Francisco: "I notice on slide 11 and 12 that some parents might not know the best way to contact the teachers to ask questions about their child's efforts."  
Fuentes: "We are planning to have an Illuminate training for parents."

Slide 3 Several members (Fuentes, students, parents): We need signage and flyers to get parents invited to Pan con Cafe and other meetings on our campus.

Summary: Tech training for parents (illuminate and chromebooks). Communication about events. Invitations to parents to participate in events for supervision and cooking.

2. Grades Data for 10 week reporting period.

Francisco: "I notice that some of the lower performance is in the afternoon classes."

Simonsen: "Good observation! What can we do to re-engage in the afternoon."

Francisco: "Could you have an early period or early tutoring?" (Mandatory?? Good idea!)

Francisco: "Parents can help by asking their kids to reread what they are trying to learn, math or English."

Francisco: "Can we communicate with parents more often than just parent conferences? We can't wait 10 or 15 weeks to talk to parents. Getting parent signatures is also a good plan."

Soria: "We should have a workshop for parents about mastery grading as well."

Nestor: "If we could set up our parent workshops with parents who are already involved and able to help their students, and partner them with students who are not doing well, they could share strategies and help each other out."

Fuentes: Students applications and acceptance for Universities.

Trip to visit the school.

CSU Applications happening. Financial Aid workshop for 12th graders. Trips to visit the universities.



Adriana Sanchez: Communicate the news about our 1st class of seniors being accepted to universities to parents and motivate them to help their students to get them prepared for when their time comes. Celebrate the seniors to help build excitement to get students excited and determined to work hard in school.

Builds pride to schools.

Fuentes: Sports league, promoting the sports team through the Pacoima Parade. Celebrate student achievements to help them see we have opportunities that other schools have.

BCCHS School Advisory Council Meeting

September 21, 2017 4:00 - 5:30

Present:

10. Francisco Mendez	Parent
11. Cesar Guzman	Student
12. Karla Sanchez	Student
13. Adriana Sanchez	Parent
14. Christina Soria	Spanish Teacher
15. Nestor Garcia	Algebra 1 Teacher
16. Fernando Avila	LAPD Officer - Community Outreach - Foothill Division
17. Yolanda Fuentes	Director of Operations
18. Christina Simonsen	Executive Administrator

Minutes

(Need to link the LCAP presentation in binder)

**4:15** Meeting Commences

Introductions and welcome

Brief LCAP explanation and rationale for convening committee.

Description of importance of all stakeholders helping to guide and direct the efforts of the school.

**4:25** Stakeholder Perspectives on Participation

Francisco - Parents need to be very involved in our school or we lose the school. We need our parents to be as involved as possible.

Adriana - We need to make sure we inform our parents about the services and rights of special needs students so that they know how to best advocate for their children.

Francisco - Parents also need to know how the school works; what are your practices and why do you do what you do. That helps us feel better about what is happening with our children at school.

Officer Avila - I've worked in Foothill Division for 14 years. I'm from the neighborhood. A lot of our parents don't know that just because the kids might need a little help, that doesn't mean that there is anything wrong with them. A small school a great opportunity to get to know parents well and get creative. Building relationship with parents is most important. This community is really responsive to being welcomed.

Cesar - I wanted to go to a school where I could take AP classes. I really wanted that opportunity.

Karla - I wanted to be a part of a small school. I wanted to know my teachers and fellow students.

Nestor - Working here at a small school allows me to really address the needs of individual students on a personal level, rather than feeling like there are so many students that I can't even know what their needs are.

Christina - I grew up in big public schools so that is what I knew. I didn't really know about charter schools. But when i worked at BCCMS as a tutor, I saw how powerful the relationships were, and I became a teacher while doing that work. Now I am an official teacher and can build those relationships in my own classroom, and can help grow this school.

Yolanda - I wanted to be a teacher, but a local politician asked me to work in public service with him, and it led me into a life of public service work for 20 years. I have a child with special needs, and I want my children in schools that can care for their needs effectively. After my time

#### **4:55** Update on events and initiatives.

CIF Sports Program

College Visitations and First College Applications

- UC Riverside
- Cal Tech
- CSU Channel Islands
- Grand Canyon University (First Applications!)

LA Mission College - Full Class!!

- Students are completing their 4th class towards the IGETC

AP Classes Launch

DVR Review

#### **5:05**

Establishing best meeting time.

Collecting emails.

#### **5:10**

Meeting Adjourned

# Coversheet

## Executive Director's Report

**Section:** III. ITEMS SCHEDULED FOR INFORMATION  
**Item:** K. Executive Director's Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** ED Report December 2017.pdf



## YPI CHARTER SCHOOLS EXECUTIVE DIRECTOR'S REPORT

December 11, 2017

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

### CCSA:

#### LAUSD Board Meeting Updates

Board Approves Updates to District Required Language, 11/7/2017: Yesterday's LAUSD Board meeting began with LAUSD Acting Superintendent Vivian Ekchian's announcement that charter leaders and district staff had reached an agreement to update key parts of the boilerplate language that LAUSD mandates its schools include in their charter petitions, called the "District Required Language" (DRL). This agreement was the outcome of years of joint efforts between the charter community and CCSA to analyze the policy requirements in the DRL, assess their impact on charter operators' ability to serve students, and prioritize areas for pushback.

Ultimately, the District agreed to these changes because of the joint advocacy efforts of the Los Angeles Advocacy Council (LAAC), the broader charter community. CCSA. and six charter organizations who took on the risk of potential charter denial by submitting new and renewing charter petitions with updated policy language included. These organizations were **STEM Preparatory Schools**, **Equitas Charter Academies**, Alliance College-Ready Public Schools, KIPP Los Angeles, Camino Nuevo Charter Academies, and **Magnolia Public Schools**. We thank them for their leadership role in this effort. After months of negotiations, schools who pushed back on district policy were approved with new DRL terms that will extend to the broader community as well. These positive policy updates include Special Education flexibility, increased transparency on district policies that apply to charters, decreased barriers to stable and long-term facilities agreements, and important changes to dispute resolution, closure and insurance policies and processes.

These changes are significant wins for students and educators, and represent what can be accomplished when our charter community is unified in bold action and voice. Thank you to all who participated in this collective action by making phone calls, signing a collective letter, and otherwise advocating for these student-centered policy improvements.

Extensive media coverage for this momentous board action highlights our efforts to put student interests first.

### National:

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## National Alliance's Annual Enrollment Share Report

Finds Charter School Enrollment Has Tripled Since Report First Issued *More than " million students attended a charter school in the 2016-17 school year.*

Washington, D.C.—A Growing Movement: America's Largest Public Charter School Communities is the National Alliance for Public Charter Schools' (National Alliance) twelfth annual report on charter school enrollment. Since the report's first release in 2006, national charter school enrollment has tripled, growing from one million to more than three million students. When examined at a district level even more significant growth is revealed:

- More than **200 school districts** have 10 percent **or more charter school enrollment share**. In 2016-17, there were 208 districts with at least 10 percent of their students in charter schools—a net increase of 18 districts over the 2015-16 school year.
- Nineteen districts have at least 30 percent **charter school enrollment share**. When this report was first published, only one district, had at least 30 percent of their students enrolled in charter schools.
- Seven **districts have at least 40 percent** charter school enrollment share. In 2016—17, the share of students who attend charter schools was 40 percent or more in seven districts, more than double the number from five years ago.

“Public charter schools are growing because communities are demanding them,” said Nina Rees, president and CEO of the National Alliance. “The results are in, and they're clear: charter schools are leading to increased student achievement. It makes sense, then, that families are increasingly selecting charter schools when they have public school choice. The National Alliance is excited to join the millions of families seeking these game-changing schools.”

A recent survey by Phi Delta Kappa and Gallup found that 17 percent of parents would send their child to a charter school if location and capacity were not an issue—meaning that the potential number of students who may opt to attend a charter school is nearly 9 million. In addition, a 2016 survey commissioned by the National Alliance shows that nearly 80 percent of parents would support a new charter school opening in their neighborhood.

Other major report findings include:

- Los Angeles **again tops** the list for total number **of students enrolled in charter schools**. In 2016-17, more than 163,000 students attended charter schools in Los Angeles—an increase of more than 7,000 students since 2015-16, and the highest number for any district in the country.
- New York City charter enrollment **surpassed 100,000 students**. Between 2015-16 and 2016-17, charter school enrollment in New York City increased by nearly 10,000 students, surpassing 100,000 for the first time.

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- **Four of the five districts with unified enrollment systems have** a charter school enrollment share of greater than 30 percent. Five large urban districts currently use unified enrollment systems in which parents can apply to any public school within the system (charter or district), regardless of where they live in the district. In four of these five districts (New Orleans, the District of Columbia, Camden, and Newark) charter schools enrolled more than 30 percent of all public school students in 2016-17. In the fifth district with a unified enrollment system, Denver, the charter school enrollment share hit 20 percent for the first time.

### National Alliance **Statement on the Passage of the House Tax Bill**

Today (November 16, 2017), the U.S. House of Representatives voted to pass H.R. 1, the Tax Cuts and Jobs Act. National Alliance for Public Charter Schools President and CEO Nina Rees has released the following statement:

“The National Alliance is deeply concerned with the passage of H.R. 1. This bill jeopardizes the ability of charter schools to access the needed resources to secure a facility. Without facilities, new charter schools cannot open and existing, high-quality schools cannot expand or replicate.

“H.R. 1 eliminates the opportunity for public charter schools to access New Market Tax Credits (NMTCs), Private Activity Bonds (PABs), and Qualified Zone Academy Bonds (QZABs) in order to finance school facilities. This is devastating to charter schools, which often struggle to find space and lack the amenities of district schools. In some states, charter schools receive zero facilities dollars, and in all states, charter schools are dependent on finding alternative and cost-effective means of accessing capital for their buildings. Without financial instruments like NMTCs, PABs, and QZABs, charter schools would have to divert resources away from high-quality classroom instruction and into facilities.

“We are grateful that the Senate bill protects NMTCs, PABs, and QZABs, which are essential pathways that make it possible for charter schools to acquire and maintain safe and appropriate school spaces. While not perfect, the Senate bill is the better bill for public school students, and we are hopeful it will prevail during conference.”

#### State:

*From School Services of California -*

### **Top Legislative Issues for 2017—Final Actions**

Meeting his October 15, 2017, deadline, Governor Jerry Brown completed action on nearly 1,000 bills for the 2017 legislative year, signing 859 and vetoing 118, or nearly 12% of those that made it to his desk.

We have sorted the bills we have been following this year into those that were signed by Governor Brown and those that were vetoed. All bills vetoed by Governor Brown include a veto message, providing his rationale behind returning the bill to the Legislature without his signature. They are often

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an interesting read—and provide direction on how a bill can be more successful in a future legislative attempt.

Subsequent articles will be posted that delve into implementing some of these important bills. This installment of Top Legislative Issues will be the last for the year and will return to production in January 2018.

Signed by the Governor

**Assembly Bill (AB) 10 (Chapter 687/2017)—Feminine Hygiene Products:** Public School Restrooms. This bill requires public schools maintaining grades 6 through 12, inclusive, that meet the 40% poverty threshold to operate a federal Title I schoolwide program to stock at least 50% of their restrooms with feminine hygiene products at all times and at no charge to students. Citing such products as necessary for the health and well-being of students, the bill's proponents argue that such products are medical necessities.

**AB 23 (Chapter 654/2017)—Educational Programs:** Single Gender Schools and Classes. This bill authorizes (1) a school district with an average daily attendance (ADA) of at least 400,000 to establish single gender schools, and (2) a charter school authorized by a school district with an ADA of at least 400,000 to be established as a single gender school. The measure also requires a school district that establishes a single gender school and a charter school established as a single gender school to conduct evaluations once every two years and to report the findings to the Senate Committee on Education and the Assembly Committee on Education.

**AB 168 (Chapter 688/2017)—Employers: Salary Information.** This bill prohibits an employer from relying on the salary history information of an applicant for employment as a factor in determining whether to offer an applicant employment or what salary to offer an applicant. The bill also prohibits an employer from seeking salary history information about an applicant for employment and would require an employer, upon reasonable request, to provide the pay scale for a position to an applicant for employment.

The bill does not prohibit an applicant from voluntarily, and without prompting, disclosing salary history information and does not prohibit an employer from considering or relying on that voluntarily disclosed salary history information in determining salary. The bill applies to all employers and does not apply to salary history information disclosable to the public pursuant to federal or state law.

**AB 203 (Chapter 837/2017)—School Facilities: Design and Construction: Report: Regulations.** This bill requires the California Department of Education (CDE) and the Office of Public School Construction (OPSC) to each adopt regulations allowing for the funding of flexible instructional facilities for consideration by the State Board of Education and the State Allocation Board. The bill also requires the CDE to develop strategies to provide technical assistance support to small School districts in accessing state funds. Finally, the bill requires OPSC and the Division of the State Architect (DSA) to submit a report to the Senate and Assembly Education and Appropriations Committees that includes the feasibility of using a single application for state school facility approval with the CDE, OPSC, and DSA. or if the report determines that a single application is not feasible include recommendations to reduce duplicative information. The report is due to the Legislature no later than July 1, 2018.

**AB 699 (Chapter 4f3/2017)—Educational Equity: Immigration and Citizenship Status.** This bill requires the Attorney General (AG) to publish model policies limiting assistance with immigration enforcement at public schools, requires local educational agencies (LEAs) to adopt the model policies or equivalent policies, and provides education and support to immigrant students and their families. The bill

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also prohibits school officials and employees of an LEA, except as required from state or federal law, or as required to administer a state or federally supported educational program, from collecting information or documents regarding citizenship or immigration status of pupils or their family members. The bill also provides that if an employee of a school is aware that a pupil's parent or guardian is not available to care for the pupil, the school shall first exhaust any parental instruction relating to the pupil's care in the emergency contact information it has for the pupil to arrange for the pupil's care.

**AB 746 (Chapter 746/2017)—Public Health: Potable Water Systems: Lead Testing: School Sites.** This bill requires community water systems serving a school site to test for the presence of lead in the school site's potable water system, defined as drinking fountains or faucets used for drinking water or preparing food, no later than July 1, 2019, if the site includes a building constructed before January 1, 2010. The community water system is required to report its findings to the school site within 10 business days of receiving test results or within 2 business days if the tests reveal lead levels in excess of 15 parts per billion.

If a school site contains lead levels in excess of 15 parts per billion, AB 746 requires the LEA to:

- Notify parents and guardians with children attending school or preschool at the site
- Take immediate steps to make contaminated fountains and faucets inoperable
- Provide potable drinking water to students

School sites constructed or modernized after January 1, 2010 are exempt from the requirements of AB 746, along with LEAs that are permitted as a public water system and are currently required to undergo lead testing in the potable water system and LEAs that tested for lead in their potable water systems after January 1, 2009, and post specified information on their websites.

**AB 830 (Chapter 641/2017)—High School Exit Examination: Repeal.** This bill repeals the requirement that the state develop and administer a California High School Exit Examination (CAHSEE) and the requirement that pupils pass the CAHSEE as a condition of receiving a high school diploma, and repeals references to the CAHSEE in the Education Code.

**AB 1157 (Chapter 717/2017)—School Property: School District Advisory Committees: Teacher and School District Employee Housing: Property Tax Exemption.** This bill exempts a school district from convening a specified advisory committee related to surplus property and would exempt specified requirements relating to the sale or lease of real property if the purpose of the sale or lease of property is for the construction, reconstruction, or renovation of rental housing facilities for school district employees, and would clarify a taxation exemption for property used to house employees of school and community college districts.

**AB 1360(Chapter 760/2017)—Charter Schools: Pupil Admissions, Suspensions, and Expulsions.** This bill expands the procedures that must be included in a charter school petition related to involuntary expulsion from the charter school. The measure also provides for additional admission preferences as well as requires charter schools to notify parents that parental involvement is not a requirement for admission or continued enrollment at the charter school.

**Senate Bill (SB) 54 (Chapter 495/2017)—Law Enforcement: Sharing Data.** The bill requires the AG, by October 1, 2018, in consultation with stakeholders, to publish model policies limiting assistance with immigration enforcement to the fullest extent possible. Public entities, including public schools, have to implement that policy or an equivalent policy. The bill also prohibits, with certain exceptions, state and local law enforcement agencies, including school police and security departments, from using resources, money, or personnel to investigate, interrogate, detain, detect, or arrest persons for immigration enforcement purposes.

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**SB 138 (Chapter 724/2017)**—School Meal Programs: Free and Reduced-Price Meals: Universal Meal Service. Using Medi-Cal participation data shared by the California Department of Health Care Services, the bill requires LEAs to directly certify eligible pupils for free and reduced-price meals to the extent allowable under federal law. This measure also requires that a high poverty school, as defined, provide breakfast and lunch to all enrolled pupils and would allow an LEA to opt out of this requirement due to fiscal hardship.

**SB 250 (Chapter 726/2017)**—Pupil Meals: Child Hunger Prevention and **Fair Treatment Act of 2017**. This bill requires an LEA to ensure that a pupil whose parent or guardian has unpaid school meal fees is not shamed, treated differently, or served a meal that differs from what a pupil whose parent or guardian does not have unpaid school meal fees would receive under the LEA's policy; requires an LEA to attempt to directly certify a family for the free and reduced lunch program when a student has unpaid school meal fees and before the LEA notifies the parent or guardian within ten days of reaching a negative balance; and, prohibits school personnel from allowing any disciplinary action that is taken against the student to result in the denial or delay of a nutritionally adequate meal to that pupil.

**SB 257 (Chapter 498/2017 School Admissions: Pupil Residency: Pupils of Departed **Parents: Residents of Adjoining State or Foreign Country: School District Reimbursement****. This bill deems that a student meets residency requirements for school attendance in a school district if he or she is a student whose parent(s) were residents of California and have departed California against their will and if the student seeks admission to a class or school of a school district to be admitted by the school district regardless of his or her current residency provided that the student meets the following requirements:

- Has a parent or guardian who departed California against his or her will
- Provides official documentation evidencing the departure of his or her parent or guardian
- Moved outside of California as a result of his or her parent or guardian departing California against his or her will, as defined, and the student lived in California immediately before moving outside of California
- Provides information and evidence demonstrating that the student was enrolled in a public school in California immediately before moving outside of California

**SB 379 (Chapter 772/2017)**—**Pupil Health: Oral Health** Assessment. This bill requires the CDE to consult with the state dental director in developing and posting online the standardized notification form and requires the CDE, in consultation with those entities, to revise the standardized form as necessary. The bill also requires the standardized form to include specified information on parental rights relating to school site oral health assessments.

**SB 544 (Chapter 395/2017)**—**School Districts: Contracting: **Purchases**** for Child Nutrition Programs. This bill requires procurement bid solicitations and awards made by a school district for purchases in support of federal nonprofit child nutrition programs to be consistent with certain federal procurement standards. The bill requires awards to be let to the most responsive and responsible party, and would require price to be the primary consideration but not the only determining factor.

**SB 550 (Chapter 812/2017)**—**Public School Employment: Meeting and Negotiating: Legal Actions: Settlement Offer: Attorney's Fees**. This bill requires an employer who rejects an employee organization's settlement offer to pay the employee organization's reasonable attorney's fees and expenses if the employer fails to obtain a judgment or award more favorable than that provided in the settlement offer. The fee shifting procedure does not apply to unfair practice or arbitration proceedings.

SB 557 (Chapter 285/2017) Food Donations and Pupil Meals: Schools. This bill authorizes an LEA to minimize food waste and reduce food insecurity by providing sharing tables where specified foods that are not consumed during school meal times can be placed to provide additional helpings to students, and also authorizes the LEA to donate such items to a food bank or other nonprofit charitable organization provided that the preparation, safety, and donation of food is consistent with Health and Safety Code guidelines.

Food placed on the sharing table may include prepackaged, nonpotentially hazardous food with the packaging still intact and in good condition, whole uncut produce, unopened bags of sliced fruit, unopened containers of milk that are immediately stored in a cooling bin maintained at 41°F or below, and perishable prepackaged food if it is placed in a proper temperature-controlled environment.

SB 751 (Chapter 674/2017)—School Finance: School Districts: Annual Budgets: Reserve Balance. This bill makes changes to the existing school district reserve cap law in the following ways:

- Modifies the conditions under which the reserve cap is imposed to the year following the year in which funds in the Public School System Stabilization Account *equal or exceed 3%* of the Proposition 98 funding for school districts for that fiscal year
  - Requires the State Superintendent of Public Instruction to notify districts and county offices when these conditions are met and when they are no longer met
- Modifies the reserve cap from a combined assigned and unassigned ending fund balance based on the size of the district to a combined assigned or unassigned ending balance. in the General Fund (01) and the Special Reserve Fund for Other Than Capital Outlay (17). of 10% of those funds for all districts
  - Exempts basic aid school districts and districts with fewer than 2.501 ADA from the reserve cap requirement

In his signing message, the Governor notes a technical amendment will be needed in legislation next year regarding the application of the 10% cap so that the bill is implemented as intended. SB 751 takes effect on January 1, 2018.

Vetoed by the Governor

**AB45 (Thurmond, D-Richmond)---**California School Employee Housing Assistance Grant Program. This bill would have required the Department of Housing and Community Development (HCD) to administer the California School Employee Housing Assistance Program, a predevelopment grant and loan program, to fund the creation of affordable housing for school district employees and teachers. The bill would have also required a qualified school district and a qualified developer to apply for this financing assistance and would have required the CDE and HCD to certify that a school district seeking a grant meets the definition of a qualified school district.

*The Governor's veto message states in part.'*

*"I recently signed Senate Bill into law which provides an ongoing funding source for housing. In the first year, SB2 directs fifty percent of the funding to be made available to local governments for planning purposes. In subsequent years, seventy percent of the funding is directly allocated to local governments so they can address their own unique housing needs and fifteen percent of the funding will be targeted towards workforce housing through the California Housing Financing Authority. Rather than creating a new program at this time, I encourage the author to work with the local governments in his district and collaborate with the California Housing Financing Authority to maximize the funding in SB2!."*

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AB 233 (Gloria, D-San Diego)—Pupils: Right To Wear Religious, Ceremonial, or Cultural Adornments at School Graduation Ceremonies. This bill would have specified that a pupil has the right to wear religious, ceremonial, or cultural adornments at school graduation ceremonies. The bill would have also declared that nothing in its provisions shall be construed to limit an LEA’s authority to prohibit an item that is likely to cause a substantial disruption of, or interference with, the ceremony or to expand or diminish any pupil rights established under specified provisions related to school dress codes and pupil freedom of speech.

*The Governor’s veto message states in part. ‘*

*“Students in California have a well-established right to express their views through symbolic acts under the state Education Code and the Free Speech Clause of the First Amendment. See Tinker v. Des Moines Independent Community School Dist. (1969) o”93 U.S. 503. 506. Under these precedents, student expression is clearly protected. To /be extent that there is a dispute about what a student can wear at school graduation ceremonies, I believe those closest to the problem -- principals and democratically elected school boards -- on in he best position to make wise judgments. ”*

AB 568 (Gonzalez Fletcher, D-San Diego)—School and Community College Employees: Paid Maternity Leave. This bill would have required the governing board of a school district, the governing body of a charter school, and the governing board of a community college district to provide at least six weeks of a leave of absence with full pay for a certificated, academic, or classified employee who is required to be absent from duties because of pregnancy. miscarriage, childbirth, and recovery therefrom. The bill would have authorized the paid leave to begin before and continue after childbirth. provided that the employee is actually disabled by pregnancy. childbirth, or a related condition.

*The Governor’s veto message states in part. ’*

*”I have signed two previous bills, AB !393 of!016 and AB 375 of20li, that allow these employees to receive differential pay for maternity and paternity leave. I believe further decisions regarding leave policies for school employees are best resolved through the collective bargaining process at the local level. I would also encourage districts to consider participating in the State Disability Insurance program that would allow these employees to receive pay in addition to what is already being provided.”*

AB 621 (Bocanegra, D-San Fernando)—Classified Employees: Classified School Employees Summer Furlough Fund. This bill would have authorized classified employees of school districts that do not pay the annual or monthly salaries in 12 equal monthly payments to participate in the Classified School Employees Summer Furlough Fund and would have required the district employer to deposit amounts withheld from the employee paychecks in accordance with that employee’s choices in an account within its General Fund, to be known as the Classified School Employees Summer Furlough Fund. The bill would have further required the CDE to apportion monies to each school district with a classified employee who had opted to participate in the fund in the amount of \$2 for each \$1, up to the equivalent of 80 hours of employment. or 10 days of employment, whichever is greater.

*The Governor’s veto message states in part. ’*

*“Employee compensation is a matter subject to local collective bargaining. This bill reduces the flexibility of local educational agencies and bargaining units to agree on employee compensation in a manner that reflects local needs, resources and priorities. For these reasons, I cannot sign this bill.*

**AB 952 (Reyes, D-San Bernardino)—Teachers: Bilingual Teacher Professional Development Program: Bilingual Teacher Shortage Pathways.** This bill would have required the Commission on Teacher Credentialing in consultation with the Committee on Accreditation, to develop a process of identifying additional short-term high-quality pathways for the preparation of bilingual education teachers.

*The Governor's veto message states in part.-*

*“California recently provided funds to support teachers and paraprofessionals interested in becoming bilingual teachers. This past spring the Commission awarded one-time grants to higher education institutions that sought to create or improve four-year integrated teacher education programs, including for bilingual teachers. Before making additional investments on this matter I believe it's wise to first assess the success of our current programs.*

### Senate Education Committee Holds Hearing on Charter School Authorization

Twenty-five years ago, California became the second state in the nation to enact charter school legislation with the passage of the Charter Schools Act of 1992. Today charter schools serve about 580,000 California students, nearly 10% of the state's K-12 enrollment.

On Monday, October 23, 2017, the Senate Education Committee held an informational hearing at the Ronald Reagan Building in Los Angeles to discuss key issues surrounding charter school authorization. The hearing was chaired by Senator Ben Allen (D-Santa Monica) and attended by Senate Education Committee Vice Chair Scott Wilk (R-Lancaster) and Senator Tony Mendoza (D-Artesia).

The Legislative Analyst's Office, the Legislature's nonpartisan fiscal advisor, provided an overview and historical perspective of the charter school petition and authorization process before three diverse panels comprised of financial experts, administrators, charter authorizers, and charter practitioners. Each panel gave their perspective on the charter petition process, the charter review and approval process, and the charter appeal process.

Despite the various backgrounds and opinions on charter schools expressed by the panelists, there seemed to be consensus that the current authorization process needs to be updated with a consistent set of standardized policies via legislation or regulations. Deborah Deal from the Fiscal Crisis & Management Assistance Team provided several recommendations that many of the panelists echoed during their presentations. These recommendations include:

- Requiring the authorizer to hold a capacity interview with the charter petitioner
- Identifying the annual oversight function in the petition and including the following:
  - o Academic performance
  - o Fiscal accountability
  - o Governance training
  - o Legal compliance
- Amending Education Code Section 47604.32 to clearly spell out measurable metrics and standards so authorizing entities can effectively monitor the fiscal condition of charter schools
- Extending petition timelines to account for a capacity interview within 30 days, public hearing within 60 days, and consideration to approve or deny within 120 days
- Increasing oversight fees to cover the cost of the authorizer's adequate oversight process

Several charter school bills were held in the Legislature in 2017 but a handful of those are likely to be pursued in 2018 as charter authorization and oversight is shaping up to be a hot topic for the Legislature



next year. Additionally, charter schools will be a focus point for the 2018 gubernatorial race as the leading candidates hold varying opinions on the expansion and authorization of charter schools in California.

### LAO Sees Revenue Forecast Capable of Fully Funding LCFF in **2018-19**

In its annual Fiscal Outlook publication, the Legislative Analyst's Office (LAO) estimates significant increased Proposition 98 minimum guarantees in both the current year and upcoming fiscal year. These increases, combined with Proposition 98 funds freed up from prior year one-time spending, could give Governor Jerry Brown the resources needed to fully fund the Local Control Funding Formula (LCFF) in 2018-19, and then some.

#### Proposition 98

Providing a supplemental report on Proposition 98 for the first time, the LAO's analysis concludes that the guarantee in the current year is up \$651 million. The increase is due primarily to their assumption of higher General Fund tax revenue and is largely paid for by higher than anticipated local property taxes. The additional General Fund revenue also requires the state to make a \$1.4 billion maintenance factor payment, which would retire outstanding maintenance factor obligations. (The LAO estimates Proposition 98 will be in Test 2 years in both 2017-18 and 2018-19.)

The rising Proposition 98 minimum guarantee is based on a September 2017 consensus forecast of the U.S. economy by Moody's Analytics. The LAO developed independent projections for California based on the consensus forecast anticipating continuing expansion of the U.S. economy. Personal income taxes provides most of the growth in the LAO's near term outlook and a surge in capital gains in 2017.

For 2018-19, the LAO forecasts an increase in Proposition 98 of \$2.6 billion to \$77.7 billion. In addition an estimated \$2 billion is freed up from \$1.1 billion in one-time uses in 2017-18, declining K-12 attendance (reduces LCFF costs by \$500 million), and Proposition 39 energy efficiency requirements ending (\$423 million). Combining these changes and the increased minimum guarantee, the state would have \$5.3 billion in uncommitted funds for Proposition 98 in 2018-19. (Of this amount, 89% would be allocated to K-12 education and 11% to the community colleges.)

The LAO estimates it would take \$2.7 billion to close the remaining funding gap to LCFF full implementation, increasing year over year LCFF funding by 4.8%. Even after fully funding the LCFF, Proposition 98 spending could be used for existing obligations such as:

- K-14 cost of living adjustments—\$228 million
- Multiyear agreement to increase preschool funding—\$34 million
- Community College Promise Program (first year free tuition)—\$31 million

With the additional Proposition 98 resources the LAO notes that the Legislature could choose to augment base LCFF rates, which helps all districts accommodate higher expenses such as rising pension costs.

#### CalSTRS and CalPERS Costs

Finally, the LAO notes that employer contributions to the California State Teachers' Retirement System (CalSTRS) and California Public Employees' Retirement System (CalPERS) will be a major strain on the budgets of schools and community colleges. The 2014-15 Budget Act included a plan to fully fund the CalSTRS unfunded liability within about 30 years, with employer contribution rates increasing from

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8.25% in 2013-14 to 19.1% by 2020-21. In addition, the CalPERS governing board has increased rates as well. The latest actuarial estimates suggest that employer contribution rates for CalPERS will increase from 11.4% in 2013-14 to 23.8% by 2020-21.

These rate increases will consume a significant portion of the new funding provided under Proposition 98. In 2018-19 alone, these costs are expected to increase by about \$1.3 billion. According to the LAO, total employer contributions to CalSTRS and CalPERS are anticipated to reach \$10.4 billion by 2020-21, compared to \$3.4 billion in 2013-14.

#### State Board of Education Unanimously Votes to Revise Criteria for the Academic Indicator at November Meeting

Results from the third year of the Smarter Balanced Summative Assessments revealed that the 2016-17 scores were relatively flat when compared to the 2015-16 scores that saw four to five percentage point increases in the English language arts and mathematics assessments. Under the state's current criteria for determining the color-coded performance levels of the Academic Indicator in the California Dashboard, these stagnant, and in some cases, lower test results would double the number of districts identified in the red and orange categories—the two lowest performance levels on the five-color scale in the Dashboard.

When the new accountability system was adopted by the State Board of Education (SBE) in May 2016, the SBE established an annual review process of the indicators and performance standards in the Dashboard to “consider necessary changes or improvements based on newly available data, recent research, and/or stakeholder feedback.” Citing methodology flaws because of limited data available when the performance standards were adopted in January 2017, the SBE, at its November 8, 2017, meeting, unanimously approved revised criteria for how Smarter Balanced test scores translate into performance levels for schools and districts under the Academic Indicator of the Dashboard. The California Department of Education (CDE) will apply the revised performance standards to the 2016-17 Smarter Balanced test results, which will reduce the number of districts and schools that will fall into the red and orange categories. This is significant since the fall 2017 Dashboard data will be used to identify school districts for technical assistance.

The SBE and CDE staff insisted that this vote was needed to reduce the volatility that test scores could have on the accountability system. They argued that the updated methodology will prevent school districts that have only small changes in their test scores from fluctuating one to two colors on the ratings scale. Despite those assurances from the SBE and CDE staff, a group of 14 civil rights and student advocacy organizations signed on to a joint letter claiming that the revised methodology will lower the academic bar by re-designating low-performing districts. They also criticized the rushed process and lack of public access to meetings of the Technical Design Group, a committee that advises the CDE on the accountability system.

In addition to making changes to the criteria in the Academic Indicator, the SBE took the following actions:

- Voted to include information in the fall 2017 Dashboard that redirects users to new reports on chronic absenteeism on DataQuest.
- Adopted standards for a new local indicator regarding access to a broad course of study, as required by the local control funding formula priorities.
- Approved the blueprints, general achievement level descriptors, and score reporting structures for the California Science Test and the California Spanish Assessment.

- Approved the operational summative assessment threshold scores, composite weights, and the local educational agency apportionment rates for the English Language Proficiency Assessments for California.
- Approved the third-round grantee list for the Career Technical Education Incentive Grant.
- Approved proposed changes to the proposed regulations for implementation of the California Education for a Global Economy Initiative related to multilingual education programs.
- Adopted ten history and social studies textbooks for K-8 classrooms while rejecting two Houghton Mifflin Harcourt history textbooks. The SBE also required various edits to the adopted textbooks before they can be included on the CDE Price List of Adopted Instructional Materials online database. These edits are intended in part to address significant concerns raised by the LGBTQ and Hindu communities about content in the textbooks.

The SBE also announced that the public release of the fall 2017 Dashboard will be the week of November 27, 2017, while the next SBE meeting will be January 18-19, 2018.

**SBE Revises Academic Indicator in Advance of Dashboard Release**  
*(Summary of Revisions and Copy of Color-Coded Levels)*

The State Board of Education (SBE) adopted significant changes to the Academic Indicator at its November 8, 2017, meeting. The changes pertain to the 5x5 colored tables which are used to translate the Smarter Balanced Summative Assessment results into the five color-coded performance levels used in the Dashboard. The new 5x5 tables for English Language Arts and Mathematics are attached.

The updated tables are intended to alleviate wide swings in performance levels on the Academic Indicator that would otherwise result from small changes in test scores. Specifically, the revisions to the 5x5 tables include new cut scores for “Change” that compare year-to-year assessment results. Additionally, for Mathematics only, the SBE approved new cut scores to determine “High” and “Medium” status that incorporate the most recent assessment results. Finally, the SBE approved changes to the colors assigned in the 5x5 tables. This is a notable change because the fall 2017 Dashboard will be used to identify school districts for technical assistance for the first time.

The final stage of the private preview period for the California School Dashboard (Dashboard) began the week of November 13, 2017, with the release of the Academic Indicator on the Dashboard private preview site. The private preview site is accessible by school district personnel prior to the public release of the fall 2017 Dashboard. The updated Dashboard is expected to be unveiled the week of December 4, 2017.

**CSFA Releases Information on Proration for the 2017-18 Charter School Facility Grant Program**  
(SB 740)

On October 11, 2017, the California School Finance Authority (CSFA) adopted emergency regulations for the Charter School Facility Grant Program (CSFGP). The Office of Administrative Law approved the emergency regulations on November 2, 2017. The CSFA received 442 applications and therefore anticipates that the program will be oversubscribed. The CSFA has released information on how proration will be implemented for 2017-18 (see attached). The CSFA staff anticipates awarding the initial disbursements by the end of this year.

**YPICS:**

On December 1<sup>st</sup>, Bert Corona Charter School received an Oversight visit by LAUSD. Both Directors, Blanca Castillo-Elves and Jose Rodriguez, were pleased to see the many strong instructional strategies that were implemented by the BCCS Teaching



Team. Jose Rodriguez noted that he was quite impressed to see first and second year teachers checking for comprehension, pushing critical thinking, leading small groups, and managing cooperative group learning in classrooms. The DOJ and Teacher assignments matched and all teachers are teaching in their correct assignments. A full report will be provided to the board as soon as it is available.

# Revised Mathematics Five-by-Five Colored Table

Level	Change: Declined Significantly by more than 15 points	Change: Declined By 3 to 15 points	Change: Maintained Declined by 1« than 3 points or Increased by less than 3	Change: Increased by 3 to less than 15 points	Change: Increased Significantly By 15 points or more
Status: Very High 35 points or higher	Green*	Green	Blue	Blue	Blue
Status: High zero to 34.9 points	Green*	Green*	Green	Green	Blue
Status: Medium -25 points to less than zero	Yellow'	Yellow'	Yellow	Green	Green
Status: Low -25.1 to -95 points	Orange*	Orange	Orange*	Yellow	Yellow
Status: Very Low -95 points or lower	Red	Red	Red	Orange	Orange*

\* Change in color layout

California Department of Education

# Coversheet

## October 2017 Financials for YPICS

**Section:** V. ITEMS SCHEDULED FOR ACTION  
**Item:** B. October 2017 Financials for YPICS  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 2017-10 YPICS Board Packet.pdf

**KEY POINTS**

- *As of Month 4, Bert Corona High School and Monsenor Oscar Romero are significantly underenrolled.*
- *Expenditures for all schools have been adjusted due to underenrollment.*
- *Combined Net Income for YPICS without Prop 1D revenue is projected to be \$169K.*
- *Operating Cash on hand at June 30th is forecasted to be \$3,398K*

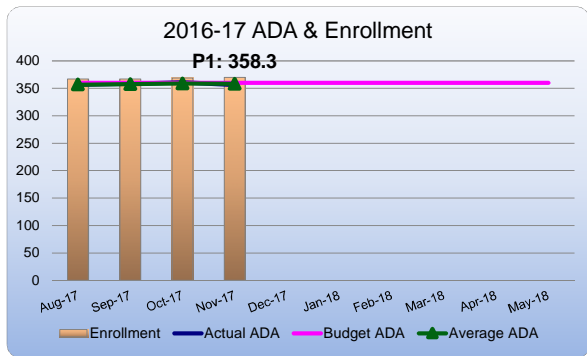
INCOME STATEMENT	FY 17-18 YTD			FY 17-18 Forecast						FY 16-17 Actual	
	Actual YTD	Budget YTD	Variance B/(W)	Total Actual	% of Total	Total Budget	% of Total	Variance B/(W)	% Var	15-16	% of Total
LCFF	1,895,398	1,901,222	(5,823)	8,736,896	46%	9,235,004	61%	(498,108)	-6%	7,877,262	45%
Federal Revenue	864,337	1,029,868	(165,531)	4,251,327	22%	4,193,871	28%	57,456	1%	5,199,526	30%
State Revenue	1,508,285	158,158	1,350,127	6,081,769	32%	1,468,397	10%	4,613,373	76%	4,165,228	24%
Other Local Revenue	22,363	21,033	1,330	69,065	0%	67,606	0%	1,459	2%	210,003	1%
Grants/Fundraising	16,199	30,351	(14,152)	52,636	0%	60,000	0%	(7,364)	-14%	55,962	0%
<b>TOTAL REVENUE</b>	<b>4,306,582</b>	<b>3,140,632</b>	<b>1,165,950</b>	<b>19,191,693</b>		<b>15,024,878</b>		<b>4,166,815</b>		<b>17,507,981</b>	
Certificated Salaries	925,943	982,977	57,033	3,340,014	23%	3,529,620	24%	189,606	6%	3,022,520	21%
Classified Salaries	582,729	557,579	(25,150)	1,891,705	13%	1,874,698	13%	(17,007)	-1%	1,714,611	12%
Benefits	566,922	603,377	36,455	1,827,510	13%	1,891,323	13%	63,812	3%	1,558,836	11%
Student Supplies	505,564	707,742	202,179	1,740,549	12%	1,795,696	12%	55,147	3%	1,636,851	11%
Operating Expenses	1,579,698	1,742,592	162,894	5,020,697	35%	5,184,243	35%	163,546	3%	6,192,779	43%
Other	173,477	140,065	(33,412)	556,542	4%	454,148	3%	(102,394)	-18%	337,168	2%
<b>TOTAL EXPENSES</b>	<b>4,334,332</b>	<b>4,734,330</b>	<b>399,999</b>	<b>14,377,017</b>		<b>14,729,728</b>		<b>352,710</b>		<b>14,462,765</b>	
<b>INCOME / (LOSS)</b>	<b>(27,750)</b>	<b>(1,593,698)</b>	<b>1,565,949</b>	<b>4,814,676</b>		<b>295,150</b>		<b>4,519,525</b>		<b>3,045,216</b>	
Less: Prop 1D revenue	(1,261,922)	0		(4,646,121)		0		(4,646,121)		(2,548,092)	
<b>ADJ INCOME / (LOSS)</b>	<b>(1,289,672)</b>	<b>(1,593,698)</b>	<b>304,027</b>	<b>168,555</b>		<b>295,150</b>		<b>(126,596)</b>	<b>0</b>	<b>421,746</b>	<b>0</b>

Balance Sheet	6/30/2017	8/31/2017	9/30/2017	6/30/2018 Forecast	Notes
<b>Assets</b>					
Cash	15,050,166	11,321,123	9,913,204	3,398,315	
Accounts Receivable	1,802,118	653,877	452,130	1,535,119	
Due From Others	222,894	93,820	127,820	2,397	
Other Assets	115,700	49,668	61,998	23,653	
Net Fixed Assets	7,135,382	8,713,251	9,849,658	16,512,631	
<b>Total Assets</b>	<b>24,326,261</b>	<b>20,831,738</b>	<b>20,404,809</b>	<b>21,472,116</b>	
<b>Liabilities</b>					
A/P & Payroll	2,447,080	98,333	268,909	614,509	
Due to Others	313,593	197,210	232,324	118,849	
Deferred Revenue	10,417,929	10,504,529	7,495,747	63,012	
Total Debt	3,321,092	3,395,081	4,651,899	8,034,502	
<b>Total Liabilities</b>	<b>16,499,693</b>	<b>14,195,153</b>	<b>12,648,879</b>	<b>8,830,873</b>	
<b>Equity</b>					
Beginning Fund Bal.	4,781,349	7,826,567	7,826,567	7,826,567	
Net Income/(Loss)	3,045,216	(1,189,982)	(70,638)	4,814,676	
<b>Total Equity</b>	<b>7,826,565</b>	<b>6,636,585</b>	<b>7,755,930</b>	<b>12,641,243</b>	
<b>Total Liabilities &amp; Equity</b>	<b>24,326,259</b>	<b>20,831,738</b>	<b>20,404,809</b>	<b>21,472,115</b>	



**Key Performance Indicators**

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

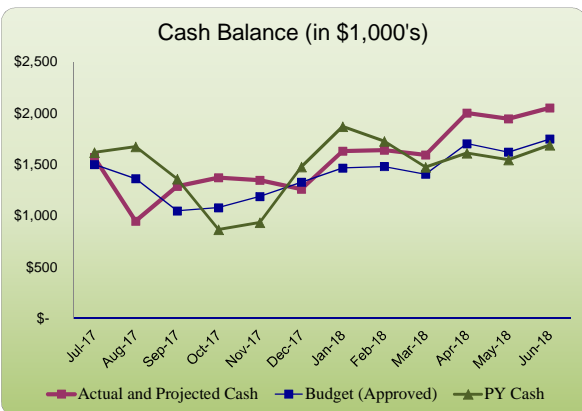


**KEY POINTS**

- ADA through Month 4 was 358.28 with ending enrollment of 370 students. Enrollment for future month is forecasted at 370 students with ADA of 96.5%
- Revenue is above budget by \$62K
- Expenses are higher than budget by \$72K
- Overall, net income is \$96K which is \$10K lower than budget.
- Cash on hand at June 30th is forecasted to be \$2,053K which represents 28% of total expense. Forecast assumes BCHS will be able to pay all outstanding debt to BCCS June 30th.

ADA Analysis						LCFF S&C Grant Factors			Revenue & Expenses per ADA		
Category	Actual through Month 4	Forecasted P2	Budgeted P2	Better/(Worse)	Prior Year P2	Category	Budget	Forecast	Category	Budget	Forecast
Enrollment	370	370	373	(3)	370	Unduplicated Pupil Count	312	318	Revenue	21,330	21,642
ADA %	97.4%	96.9%	96.5%	0.4%	97.0%	3-Year Average %	86.0%	86.8%	Rev. w/o Fundraising	21,246	21,591
Average ADA	358.28	357.64	359.95	(2.31)	358.09	District UPP	83.5%	83.5%	Expense	21,038	21,375

INCOME STATEMENT	FY 17-18 YTD			FY 17-18 Forecast					FY 17-18 Forecast without Federal grants				
	Actual YTD	Budget YTD	Variance B/(W)	Total Forecast	% of Total	Total Budget	% of Total	Variance B/(W)	Total Forecast	% of Total	Total Budget	% of Total	Variance B/(W)
LCFF	785,769	782,072	3,697	3,378,712	44%	3,398,105	44%	(19,392)	3,378,712	71%	3,398,105	72%	(19,392)
Federal Revenue	773,015	999,184	(226,169)	3,497,262	45%	3,405,107	44%	92,156	536,151	11%	477,995	10%	58,156
State Revenue	114,282	68,560	45,722	806,377	10%	808,984	11%	(2,607)	806,377	17%	808,984	17%	(2,607)
Other Local Revenue	14,979	10,990	3,989	39,584	1%	35,326	0%	4,258	39,584	1%	35,326	1%	4,258
Grants/Fundraising	4,000	20,719	(16,719)	18,000	0%	30,000	0%	(12,000)	18,000	0%	30,000	1%	(12,000)
<b>TOTAL REVENUE</b>	<b>1,692,045</b>	<b>1,881,525</b>	<b>(189,480)</b>	<b>7,739,936</b>		<b>7,677,521</b>		<b>62,414</b>	<b>4,778,824</b>		<b>4,750,409</b>		<b>28,414</b>
Certificated Salaries	341,216	335,858	(5,359)	1,237,494	16%	1,239,236	16%	1,742	1,211,494	26%	1,213,236	26%	1,742
Classified Salaries	219,644	198,177	(21,467)	689,556	9%	668,089	9%	(21,467)	640,257	14%	618,790	13%	(21,467)
Benefits	214,453	205,324	(9,130)	641,255	8%	646,361	9%	5,106	625,442	13%	630,548	14%	5,106
Student Supplies	249,681	404,428	154,747	953,913	12%	927,473	12%	(26,441)	550,913	12%	531,473	11%	(19,441)
Operating Expenses	1,268,625	1,142,375	(126,250)	3,324,664	43%	3,412,034	45%	87,370	857,664	18%	972,034	21%	114,370
Other	263,379	222,285	(41,094)	797,482	10%	679,235	9%	(118,246)	797,482	17%	679,235	15%	(118,246)
<b>TOTAL EXPENSES</b>	<b>2,556,999</b>	<b>2,508,447</b>	<b>(48,552)</b>	<b>7,644,364</b>		<b>7,572,428</b>		<b>(71,936)</b>	<b>4,683,252</b>		<b>4,645,317</b>		<b>(37,936)</b>
<b>INCOME / (LOSS)</b>	<b>(864,955)</b>	<b>(626,922)</b>	<b>(238,033)</b>	<b>95,572</b>		<b>105,093</b>		<b>(9,521)</b>	<b>95,572</b>		<b>105,093</b>		<b>(9,521)</b>



Y/E Cash Balance		
Projected	Budget	Variance
2,053,884	1,748,945	304,938

Balance Sheet	6/30/2017	9/30/2017	10/31/2017	6/30/2018 Forecast	Notes
<b>Assets</b>					
Cash	1,689,773	1,287,695	1,371,988	2,053,884	
Accounts Receivable	969,435	191,824	0	786,859	
Due From Others	222,665	127,590	163,962	1,371	
Other Assets	46,785	45,897	5,055	5,055	
Net Fixed Assets	633,065	817,309	800,606	672,285	
<b>Total Assets</b>	<b>3,561,723</b>	<b>2,470,315</b>	<b>2,341,611</b>	<b>3,519,453</b>	
<b>Liabilities</b>					
A/P & Payroll	615,696	207,647	175,733	390,270	
Due to Others	38,009	45,978	43,810	46,589	
Deferred Revenue	0	0	0	0	
Total Debt	(0)	79,005	79,005	79,005	
<b>Total Liabilities</b>	<b>653,705</b>	<b>332,631</b>	<b>298,548</b>	<b>515,863</b>	
<b>Equity</b>					
Beginning Fund Bal.	2,731,571	2,908,018	2,908,018	2,908,018	
Net Income/(Loss)	176,447	(770,334)	(864,955)	95,572	
<b>Total Equity</b>	<b>2,908,018</b>	<b>2,137,684</b>	<b>2,043,063</b>	<b>3,003,590</b>	
<b>Total Liabilities &amp; Equity</b>	<b>3,561,723</b>	<b>2,470,315</b>	<b>2,341,611</b>	<b>3,519,453</b>	
Days Cash on Hand	72	64	68	102	> 45 days is good
Cash Reserve %	20%	17%	19%	28%	



## **Bert Corona Charter School Financial Analysis October 2017**

### **Net Income**

Bert Corona Charter School is projected to achieve a net income of \$96K in FY17-18 compared to \$105K in the board approved budget. Reasons for this negative \$10K variance are explained below in the Income Statement section of this analysis.

### **Balance Sheet**

As of October 31, 2017, the school's cash balance was \$1,372K. By June 30, 2018, the school's cash balance is projected to be \$2,054K, which represents a 28.0% reserve.

As of October 31, 2017, the Accounts Receivable balance was zero, down from \$192K in the previous month, due to the receipt of revenue earned in FY16-17.

As of October 31, 2017, the Accounts Payable balance, including payroll liabilities, totaled \$176K, compared to \$208K in the prior month.

As of October 31, 2017, BCCS had a debt balance of \$79K which represents Apple lease.

### **Income Statement**

#### *Revenue*

Total revenue for FY17-18 is projected to be \$7,740K, which is \$62K or 1% over budgeted revenue of \$7,678K.

Other Federal Revenue - GEAR UP and School Climate Revenue is projected to be higher by \$34K.

Child Nutrition (Federal) – projected to be higher than budget by \$39K based on the actual CNIPS reports through September.

#### *Expenses*

Total expenses for FY17-18 are projected to be \$7,644K, which is \$72K or 1% over budgeted expenditures of \$7,572K.

GEAR UP and School Climate Expenses are projected to be higher by \$34K.

Vendor repairs projected to be lower than budget by \$108K due to reclassification as Capital repairs.

Depreciation expense is higher than budgeted by \$95K.

### **ADA**

Budgeted average ADA for FY17-18 is 359.95 based on an enrollment of 373 and a 96.5% attendance rate.

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





The forecast assumes an ADA of 357.63 based on an enrollment of 370 and a 96.9% attendance rate.

In Month 4, ADA was 356.20 with 370 students enrolled at the end of the month and a 96% ADA rate.

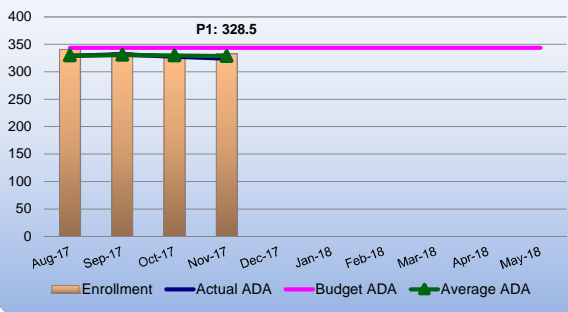
Average ADA for the year (through Month 4) is 358.30 (a 97.4% ADA rate for the year to date).

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

**Key Performance Indicators**

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

**2016-17 ADA & Enrollment**



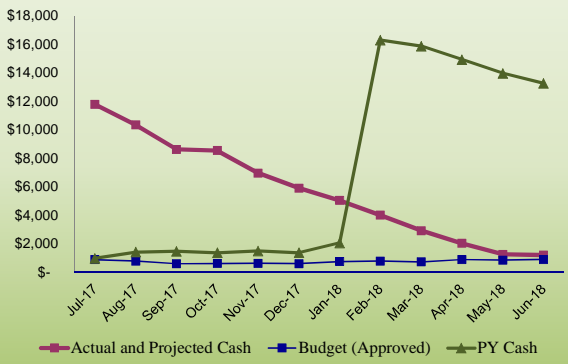
**KEY POINTS**

- ADA through Month 4 is 328.51 with ending enrollment of 333 students (20 below budget).
- Revenue is forecasted to be above budget by \$4,471K due Prop 1D Revenue (\$4,632K) and decrease in LCFF revenue by \$163K due to lower enrollment.
- Expenses are forecasted lower than budget by \$104K mainly due to savings in salaries and transportation costs.
- Overall, net income excluding Prop 1D forecasted to be \$72K which is \$71 lower than budget.
- Operating Cash on hand at June 30th is forecasted to be \$1,210K which represents 30%

ADA Analysis					LCFF S&C Grant Factors			Revenue & Expenses per ADA			
Category	Actual through Month 4	Forecasted P2	Budgeted P2	Better/(Worse)	Prior Year P2	Category	Budget	Forecast	Category	Budget	Forecast
Enrollment	333	336	356	(20)	337	Unduplicated Pupil Count	333	320	Revenue	12,562	26,930
ADA %	98.0%	97.2%	96.5%	0.7%	97.0%	3-Year Average %	95.3%	96.0%	Rev. w/o Fundraising	12,504	26,861
Average ADA	328.51	326.29	343.54	(17.25)	324.89	District UPP	83.0%	83.0%	Expense	12,147	12,471

INCOME STATEMENT	FY 17-18 YTD			FY 17-18 Forecast				FY 16-17 Actual		FY 15-16 Actual		
	Actual YTD	Budget YTD	Variance B/(W)	Total Forecast	% of Total	Total Budget	% of Total	Variance B/(W)	16-17	% of Total	15-16	% of Total
LCFF	722,565	717,981	4,585	3,126,673	36%	3,289,863	76%	(163,190)	3,042,857	46%	2,864,136	71%
Federal Revenue	67,058	21,303	45,755	535,400	6%	539,047	12%	(3,647)	519,912	8%	519,686	13%
State Revenue	1,370,675	62,204	1,308,471	5,088,503	58%	456,544	11%	4,631,960	2,921,202	44%	587,041	15%
Other Local Revenue	6,916	3,111	3,804	13,749	0%	10,000	0%	3,749	72,722	1%	53,991	1%
Grants/Fundraising	6,000	3,333	2,667	22,500	0%	20,000	0%	2,500	12,000	0%	9,585	0%
<b>TOTAL REVENUE</b>	<b>2,173,214</b>	<b>807,932</b>	<b>1,365,282</b>	<b>8,786,825</b>		<b>4,315,454</b>		<b>4,471,371</b>	<b>6,568,693</b>		<b>4,034,440</b>	
Certificated Salaries	290,127	310,384	20,257	1,068,380	26%	1,108,680	27%	40,299	1,034,251	27%	956,919	27%
Classified Salaries	154,054	165,960	11,906	553,712	14%	570,235	14%	16,523	502,618	13%	527,426	15%
Benefits	178,154	176,944	(1,211)	589,138	14%	553,191	13%	(35,947)	515,379	13%	440,695	12%
Student Supplies	134,829	184,398	49,570	489,550	12%	512,007	12%	22,457	429,416	11%	462,042	13%
Operating Expenses	105,294	303,429	198,135	830,105	20%	895,096	21%	64,991	828,572	22%	733,504	21%
Other	181,250	174,930	(6,320)	538,120	13%	533,603	13%	(4,517)	534,686	14%	451,400	13%
<b>TOTAL EXPENSES</b>	<b>1,043,708</b>	<b>1,316,044</b>	<b>272,337</b>	<b>4,069,005</b>		<b>4,172,811</b>		<b>103,806</b>	<b>3,844,921</b>		<b>3,571,986</b>	
<b>INCOME / (LOSS)</b>	<b>1,129,506</b>	<b>(508,113)</b>	<b>1,637,618</b>	<b>4,717,820</b>		<b>142,642</b>		<b>4,575,177</b>	<b>2,723,772</b>		<b>462,453</b>	
Less: Prop 1D revenue	(1,370,675)	0		(4,646,121)		0			(2,548,092)		(8,856)	
<b>ADJ INCOME / (LOSS)</b>	<b>(241,169)</b>	<b>(508,113)</b>	<b>266,944</b>	<b>71,699</b>		<b>142,642</b>		<b>(70,944)</b>	<b>175,680</b>		<b>453,597</b>	

**Cash Balance (in \$,000's)**



Y/E Cash Balance		
Projected	Budget	Variance
1,210,062	894,806	315,256

Balance Sheet	6/30/2017	9/30/2017	10/31/2017	6/30/2018 Forecast	Notes
<b>Assets</b>					
Operating Cash	2,289,548	1,765,675	1,868,792	1,210,062	
Prop 1D Cash	10,978,123	6,865,207	6,677,488	0	
Accounts Receivable	328,503	24,395	0	448,249	
Due From Others	86	86	86	86	
Other Assets	28,081	4,150	4,150	4,150	
Net Fixed Assets	6,400,377	8,924,588	9,108,468	15,756,756	
<b>Total Assets</b>	<b>20,024,718</b>	<b>17,584,101</b>	<b>17,658,984</b>	<b>17,419,302</b>	
<b>Liabilities</b>					
A/P & Payroll	1,766,791	24,986	25,517	97,504	
Due to Others	47,365	58,681	57,639	63,927	
Deferred Revenue	10,417,929	7,495,747	7,308,028	63,012	
Total Debt	3,171,088	4,422,890	4,516,749	7,855,493	
<b>Total Liabilities</b>	<b>15,403,173</b>	<b>12,002,304</b>	<b>11,907,933</b>	<b>8,079,937</b>	
<b>Equity</b>					
Beginning Fund Bal.	1,897,773	4,621,545	4,621,545	4,621,545	
Net Income/(Loss)	2,723,772	960,252	1,129,506	4,717,820	
<b>Total Equity</b>	<b>4,621,545</b>	<b>5,581,796</b>	<b>5,751,051</b>	<b>9,339,365</b>	
<b>Total Liabilities &amp; Equity</b>	<b>20,024,718</b>	<b>17,584,100</b>	<b>17,658,984</b>	<b>17,419,302</b>	

Available Line of Credit					
Days Cash on Hand	219	159	169	110	> 45 days is good
Cash Reserve %	60%	43%	46%	30%	





## **Monsenor Oscar Romero Charter School Financial Analysis October 2017**

### **Net Income**

Monsenor Oscar Romero Charter School is projected to achieve a net income of \$4,718K in FY17-18 compared to \$143K in the board approved budget. Reasons for this positive \$4,575K variance are explained below in the Income Statement section of this analysis.

### **Balance Sheet**

As of October 31, 2017, the school's operating cash balance was \$1,869K. By June 30, 2018, the school's operating cash balance is projected to be \$1,210K, which represents a 30.0% reserve.

As of October 31, 2017, the Accounts Receivable balance was zero, down from \$24K in the previous month, due to the receipt of revenue earned in FY16-17.

As of October 31, 2017, the Accounts Payable balance, including payroll liabilities, totaled \$26K, compared to \$25K in the prior month.

As of October 31, 2017, MORCS had a debt balance of \$4,517K compared to \$4,423K in the prior month.

### **Income Statement**

#### *Revenue*

Total revenue for FY17-18 is projected to be \$8,787K, which is \$4,471K or 0% over budgeted revenue of \$4,315K.

Local Control Funding Formula, is projected to be under budget by \$23K due to lower than projected ADA.

Other Local Revenue is projected to be over budget by \$4,646K due to Prop 1D revenue.

#### *Expenses*

Total expenses for FY17-18 are projected to be \$4,069K, which is \$104K or 0% under budgeted expenditures of \$4,173K.

Object 3401 – Health & Welfare Costs is projected to be \$39K below budget based on the first 5 month of run rates.

Object 5812 – Field Trips / Transportations is projected to be below budget by \$68K due to reduction bus services from 2 to 1.

### **ADA**

Budgeted average ADA for FY17-18 is 343.54 based on an enrollment of 356 and a 96.5% attendance rate.

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



The forecast assumes an ADA of 326.29 based on an enrollment of 336 and a 97.2% attendance rate.

In Month 4, ADA was 324.00 with 333 students enrolled at the end of the month and a 98% ADA rate.

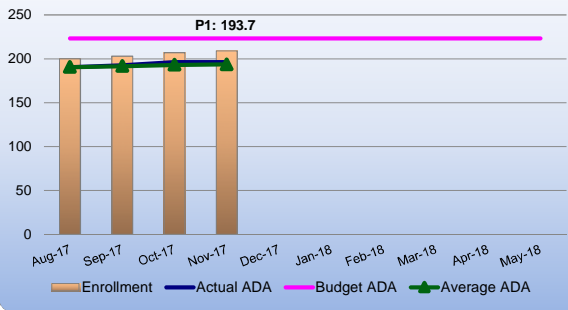
Average ADA for the year (through Month 4) is 328.50 (a 98.0% ADA rate for the year to date).

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

**Key Performance Indicators**

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

**2016-17 ADA & Enrollment**



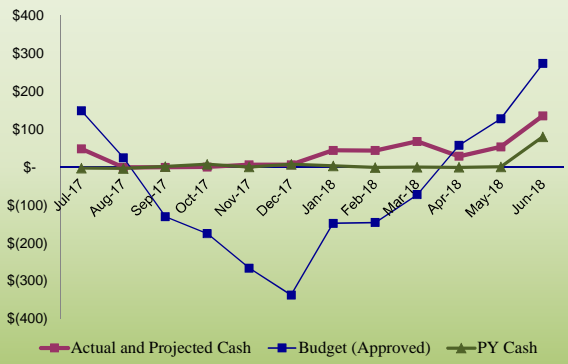
**KEY POINTS**

- ADA through Month 4 was 193.68 with ending enrollment of 209 students. Enrollment for future month is forecasted at 208 students with ADA of 95%
- Revenue is below budget by \$367K mainly due to lower than budgeted enrollment
- Expenses are lower than budget by \$321K due to savings in salaries, benefits and supplies
- Overall, net income is \$1K which is \$46K lower than budget.
- Cash on hand at June 30th is forecasted to be \$136K which represents 5% of total expense. Forecast assumes that Accrued PCSGP Revenue of \$235K will be received prior to June 30th and BCHS will be able to pay all outstanding debt to BCCS June 30th.

ADA Analysis						LCFF S&C Grant Factors			Revenue & Expenses per ADA		
Category	Actual through Month 4	Forecasted P2	Budgeted P2	Better/(Worse)	Prior Year P2	Category	Budget	Forecast	Category	Budget	Forecast
Enrollment	209	208	235	(27)	150	Unduplicated Pupil Count	198	168	Revenue	13,581	13,622
ADA %	95.5%	95.3%	95.0%	0.3%	95.0%	3-Year Average %	85.5%	84.8%	Rev. w/o Fundraising	13,536	13,560
Average ADA	193.68	195.64	223.25	(27.61)	143.52	District UPP	84.0%	84.0%	Expense	13,368	13,615

INCOME STATEMENT	FY 17-18 YTD			FY 17-18 Forecast				FY 16-17 Actual		FY 15-16 Actual		
	Actual YTD	Budget YTD	Variance B/(W)	Total Forecast	% of Total	Total Budget	% of Total	Variance B/(W)	16-17	% of Total	15-16	% of Total
LCFF	387,064	401,169	(14,106)	2,231,511	84%	2,547,037	84%	(315,526)	1,599,312	79%	676,748	43%
Federal Revenue	24,264	9,382	14,883	218,665	8%	249,718	8%	(31,053)	183,837	9%	572,345	37%
State Revenue	23,329	27,394	(4,065)	186,889	7%	202,869	7%	(15,980)	204,673	10%	52,387	3%
Other Local Revenue	468	6,932	(6,463)	15,732	1%	22,280	1%	(6,548)	27,841	1%	7,061	0%
Grants/Fundraising	6,199	6,299	(100)	12,136	0%	10,000	0%	2,136	15,615	1%	253,098	16%
<b>TOTAL REVENUE</b>	<b>441,324</b>	<b>451,175</b>	<b>(9,851)</b>	<b>2,664,932</b>		<b>3,031,903</b>		<b>(366,971)</b>	<b>2,031,277</b>		<b>1,561,639</b>	
Certificated Salaries	223,743	271,528	47,785	832,870	31%	986,084	33%	153,214	590,041	31%	357,546	26%
Classified Salaries	105,036	97,686	(7,350)	342,502	13%	338,679	11%	(3,824)	273,097	14%	176,570	13%
Benefits	129,341	168,252	38,912	457,204	17%	532,188	18%	74,984	305,707	16%	141,881	10%
Student Supplies	119,236	111,479	(7,757)	282,866	11%	343,905	12%	61,039	180,983	10%	423,457	30%
Operating Expenses	54,135	147,353	93,217	425,538	16%	431,383	14%	5,845	264,990	14%	200,968	14%
Other	102,132	113,163	11,031	322,668	12%	352,249	12%	29,581	271,462	14%	96,050	7%
<b>TOTAL EXPENSES</b>	<b>733,622</b>	<b>909,461</b>	<b>175,839</b>	<b>2,663,648</b>		<b>2,984,488</b>		<b>320,840</b>	<b>1,886,279</b>		<b>1,396,471</b>	
<b>INCOME / (LOSS)</b>	<b>(292,298)</b>	<b>(458,285)</b>	<b>165,987</b>	<b>1,284</b>		<b>47,415</b>		<b>(46,131)</b>	<b>144,998</b>		<b>165,168</b>	

**Cash Balance (in \$,000's)**



Y/E Cash Balance		
Projected	Budget	Variance
136,475	274,342	(137,867)

Balance Sheet	6/30/2017	9/30/2017	10/31/2017	6/30/2018 Forecast	Notes
<b>Assets</b>					
Cash	81,025	229	806	136,475	
Accounts Receivable	504,182	235,912	239,172	300,011	10/31: PCSGP \$225K
Due From Others	0	0	0	0	
Other Assets	23,862	1,375	1,375	1,375	
Net Fixed Assets	77,383	74,603	72,667	57,183	
<b>Total Assets</b>	<b>686,451</b>	<b>312,118</b>	<b>314,020</b>	<b>495,044</b>	
<b>Liabilities</b>					
A/P & Payroll	11,224	(2,000)	(1,684)	88,419	AP credit balances due to
Due to Others	228,219	127,665	169,327	8,333	Time Warner eRate credits
Deferred Revenue	0	0	0	0	
<b>Total Debt</b>	<b>150,004</b>	<b>150,004</b>	<b>141,671</b>	<b>100,004</b>	
<b>Total Liabilities</b>	<b>389,447</b>	<b>275,669</b>	<b>309,314</b>	<b>196,756</b>	
<b>Equity</b>					
Beginning Fund Bal.	152,006	297,004	297,004	297,004	
Net Income/(Loss)	144,998	(260,555)	(292,298)	1,284	
<b>Total Equity</b>	<b>297,004</b>	<b>36,449</b>	<b>4,706</b>	<b>298,288</b>	
<b>Total Liabilities &amp; Equity</b>	<b>686,451</b>	<b>312,118</b>	<b>314,020</b>	<b>495,044</b>	

Days Cash on Hand	16	0	0	19	> 45 days is good
Cash Reserve %	4%	0%	0%	5%	



## Bert Corona Charter High School Financial Analysis October 2017

### Net Income

Bert Corona Charter High School is projected to achieve a net income of \$1K in FY17-18 compared to \$47K in the board approved budget. Reasons for this negative \$46K variance are explained below in the Income Statement section of this analysis.

### Balance Sheet

As of October 31, 2017, the school's cash balance was \$1K. By June 30, 2018, the school's cash balance is projected to be \$136K, which represents a 5.0% reserve.

As of October 31, 2017, the Accounts Receivable balance was \$239K, down from \$236K in the previous month, due to the receipt of revenue earned in FY16-17.

As of October 31, 2017, the Accounts Payable balance, including payroll liabilities, totaled \$-2K, compared to \$-2K in the prior month.

As of October 31, 2017, BCHS had a debt balance of \$142K compared to \$150K in the prior month. Due to Bert Corona balance is \$450K.

### Income Statement

#### *Revenue*

Total revenue for FY17-18 is projected to be \$2,665K, which is \$367K or 12% under budgeted revenue of \$3,032K.

Local Control Funding Formula - State Aid, is projected to be under budget by \$316K due to lower projected ADA.

Object 8291 – Title I revenue is projected to be lower than budget by \$28K due to lower enrollment.

Object 8311 – SPED AB602 Revenue is projected to be lower than budget by \$14K due to lower enrollment.

#### *Expenses*

Total expenses for FY17-18 are projected to be \$2,664K, which is \$321K or 11% under budgeted expenditures of \$2,984K.

Certificated Salaries, are projected to be under budget by \$153K.

STRS expenses, are projected to be under budget by \$24K, due to lower teacher salaries.

H&W Expenses is projected to be above budget by \$56K.

Many supply expenditures are projected to be under budget due to lower projected enrollment. Most significantly:

*This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$12,000 and 10%.*



Object 4110, Textbooks, is projected to be under budget by \$23K

Object 4400, Non Capitalized Equipment, is projected to be under budget by \$38K

## ADA

Budgeted average ADA for FY17-18 is 223.25 based on an enrollment of 235 and a 95.0% attendance rate.

The forecast assumes an ADA of 195.64 based on an enrollment of 208 and a 95.3% attendance rate.

In Month 4, ADA was 196.30 with 209 students enrolled at the end of the month and a 94% ADA rate.

Average ADA for the year (through Month 4) is 193.70 (a 95.5% ADA rate for the year to date).

*This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$12,000 and 10%.*

**YPI Charter Schools  
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Vendor Name	Check Number	Effective Date	Transaction Description	Check Amount
BERT CORONA CHARTER SCHOOL	304873	10/9/2017	TRANSFER FUNDS FROM WF TO PWB	1,500,000.00
CHARTER LIFE	304857	10/4/2017	FSA - 09.30.17	0.00
WELLS FARGO	10/06/17 - ED	10/6/2017	R. DUENAS AUTOMATIC PAYMENT	2,353.64
WELLS FARGO	10/06/17 - ED1	10/6/2017	Y. KING-BERG AUTOMATIC PAYMENT	376.01
WELLS FARGO	10/16/17 - ED	10/16/2017	R. DUENAS AUTOMATIC PAYMENT	2,079.39
WELLS FARGO	10/16/17 - ED1	10/16/2017	Y. KING-BERG AUTOMATIC PAYMENT	704.71
7 LAYER IT SOLUTIONS, INC.	304882	10/19/2017	05/12/17 - 05/12/18 - ROUTER SMARTNET COVERAGE	620.00
ACHIEVE 3000, INC	304883	10/19/2017	(3) LITERACY SOLUTION: INCLUDES 1 STUDENT LICEN	6,498.21
AFLAC WORLDWIDE HEAD QUARTERS	304884	10/19/2017	09/17 - HEALTH PREMIUM ACCT# JBP28	779.18
AFLAC WORLDWIDE HEAD QUARTERS	304884	10/19/2017	09/17 - HEALTH PREMIUM ACCT# JBP42	272.70
AFLAC WORLDWIDE HEAD QUARTERS	304884	10/19/2017	09/17 - HEALTH PREMIUM ACCT# JBP46	510.89
AFLAC WORLDWIDE HEAD QUARTERS	304884	10/19/2017	09/17 - HEALTH PREMIUM ACCT# JBP37	1,129.50
AINYE LONG	304901	10/19/2017	09/17 - 10/08/17 - PAY PERIOD	757.36
AMERICA'S BATTLE OF THE BOOKS	304918	10/27/2017	4-6 Grade Membership	80.00
AMERICANA CHARTER SERVICES	304885	10/19/2017	10/09/17 - FIELD TRIP TO WESTCHESTER HS	800.00
AMERICANA CHARTER SERVICES	304885	10/19/2017	10/18/17 - TRANSPORT, FIELD TRIP TO SALT LAKE PAR	400.00
AT&T	304858	10/9/2017	08/22 - 09/21/17 FAX # 213 427-2950 067 9	174.49
AT&T MOBILITY	304859	10/9/2017	08/20 - 09/19/17- CELL PHONES ACCT# 287254464371	1,744.66
BENJAMIN BANNEKER SP.ED. CTR	304360	10/10/2017	SPED COP MEETING LUNCH - DRINKS, APPETIZERS, SAN	(600.00)
BETTER 4 YOU MEALS, INC.	304886	10/19/2017	09/17 - STUDENTS BREAKFAST	34,271.25
BETTER 4 YOU MEALS, INC.	304886	10/19/2017	09/17 - STUDENTS LUNCHES	39,220.15
BETTER 4 YOU MEALS, INC.	304886	10/19/2017	09/17 - STUDENTS SNACK	17,118.28
BOARD ON TRACK	304847	10/4/2017	BOARDON TRACK MEMBERSHIP - 12/21/17 -06/30/18	4,995.00
BROOKS TRANSPORTATION INC	303644	10/10/2017	10/15/16 - FIELD TRIP - CSUN	(350.00)
BROOKS TRANSPORTATION INC	304860	10/9/2017	2 BUSES ROUND TRIP FROM VAUGHN SCHOOL TO ZUMW	900.00
BROOKS TRANSPORTATION INC	304861	10/9/2017	1 BUS ROUND TRIP - SYLMAR BIOTECH TO ZUMA BEACH	450.00
CHARTER LIFE	304848	10/4/2017	10/17- HEALTH PREMIUM	92,005.91
CHARTER LIFE	304857	10/4/2017	MANUAL CHECK	982.95
CHARTER LIFE	304888	10/19/2017	FSA - 10.13.17	982.95
CHARTERSAFE	304889	10/19/2017	10/17 - WORKER'S COMPENSATION PREMIUM	8,628.00
CORNER BAKERY CAFE	304879	10/17/2017	FOOD, STAFF AND SPEAKERS ON CAREER DAY	352.00
DANIEL CENTOFANTI	304880	10/17/2017	10/19 - 10/22/17 - SCHOOL CLIMATE CONFERENCE PER	165.75
DEPARTMENT OF HOUSING AND COMMUNITY DE	304920	10/27/2017	REGISTRATION RENEWAL # 11891263S13702	34.00
DEPARTMENT OF HOUSING AND COMMUNITY DE	304920	10/27/2017	REGISTRATION RENEWAL # 11891263S13703	34.00
DEPARTMENT OF HOUSING AND COMMUNITY DE	304920	10/27/2017	REGISTRATION RENEWAL # 4901263S14143	34.00
DEPARTMENT OF HOUSING AND COMMUNITY DE	304920	10/27/2017	REGISTRATION RENEWAL # 8881243S13408	46.00
DEPARTMENT OF HOUSING AND COMMUNITY DE	304920	10/27/2017	REGISTRATION RENEWAL # 9891263S13700	34.00
DEPARTMENT OF HOUSING AND COMMUNITY DE	304920	10/27/2017	REGISTRATION RENEWAL # 9891263S13701	34.00
DEPARTMENT OF HOUSING AND COMMUNITY DE	304920	10/27/2017	REGISTRATION RENEWAL #5901263S14144	34.00
DEPARTMENT OF HOUSING AND COMMUNITY DE	304920	10/27/2017	REGISTRATION RENEWAL #5901263S14145	34.00
DEPARTMENT OF HOUSING AND COMMUNITY DE	304920	10/27/2017	REGISTRATION RENEWAL#4901263S14142	34.00
DIANA GAMEZ	304923	10/27/2017	FOOD 4 LESS- ICE 6TH GRADE MEETING	383.06
DIANA GAMEZ	304923	10/27/2017	TARGET - SCISSORS	74.54
DICK BLICK ART MATERIALS	304890	10/19/2017	SENSOR 18 DRYING RACK	704.67
DIRECTED	304862	10/9/2017	08/30 - 08/31/17 - SUBSTITUTE SERVICES	362.00
DIRECTED	304862	10/9/2017	09/06 - 09/08/17 - SPECIAL ED SERVICES	1,008.05
DIRECTED	304862	10/9/2017	09/11 - 09/15/17 - SPECIAL ED SERVICES	1,273.40
DIRECTED	304862	10/9/2017	09/15/17 - SPECIAL ED SERVICES	511.34
DIRECTED	304862	10/9/2017	09/8/17 - SPECIAL ED SERVICES	250.00
DIRECTED	304891	10/19/2017	09/11 - 09/15/17- SUBSTITUTE SERVICES	1,862.00
DIRECTED	304891	10/19/2017	09/18 - 09/22/17- SUBSTITUTE TEACHER	2,737.80
DIRECTED	304891	10/19/2017	09/20 - 09/22/17 - SPECIAL ED SERVICES	554.41
DIRECTED	304891	10/19/2017	09/25 - 09/29/17- SUBSTITUTE SERVICES	1,272.00
DIRECTED	304891	10/19/2017	09/25 - 9/29/17 - SUBSTITUTE SERVICES	1,272.00
DIRECTED	304891	10/19/2017	9/18 - 09/22/17 - SUBSTITUTE SERVICES	1,956.00
DIRECTED	304921	10/27/2017	07/24 - 07/25/17 - SPECIAL ED SERVICES	345.00
DIRECTED	304921	10/27/2017	07/24 - 07/25/17- SPECIAL ED SERVICES	360.00
DIRECTED	304921	10/27/2017	07/24/17 - SPECIAL ED SERVICES	190.00
DIRECTED	304921	10/27/2017	08/30 - 09/01/17- SPECIAL ED SERVICES	556.25
DIRECTED	304921	10/27/2017	09/05 - 09/08/17- SUBSTITUTE TEACHERS	1,956.00
DIRECTED	304921	10/27/2017	09/27 - 09/29/17- SPECIAL ED SERVICES	554.41
EMPLOYMENT DEVELOPMENT DEPARTMENT	10/23.17 - SUI	10/23/2017	Q3 - 2017 - SUI PAYMENT	532.47
EMPLOYMENT DEVELOPMENT DEPARTMENT	304849	10/4/2017	04/17 - 06/30/17 - SEF LOCAL EXPERIENCE CHARGE	47.32
EXED	304850	10/4/2017	08/17 - MANAGEMENT CONTRACT FEE	20,050.67
EXED	304850	10/4/2017	09/17 - MANAGEMENT CONTRACT FEE	20,025.71
EXED	304922	10/27/2017	10/17 - MANAGEMENT CONTRACT FEE	20,063.80
FIRST STUDENT, INC.	304892	10/19/2017	08/17 - TRANSPORTATION SERVICES	8,601.39
FIRST STUDENT, INC.	304892	10/19/2017	09/17 - TRANSPORTATION SERVICES	10,335.74

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Vendor Name	Check Number	Effective Date	Transaction Description	Check Amount
FRANCISCO TOPETE	304914	10/19/2017	9/16 - 09/30/17 - MAINTENANCE SERVICES	130.00
FRANCISCO TOPETE	304914	10/19/2017	WASHING OF ALL TRASH RECEPTACLES	1,056.00
FRESH START MEALS, INC.	304893	10/19/2017	09/17 - JANITORIAL SERVICES	3,000.00
GREEN ECONOMIE	304895	10/19/2017	Q3 2017 ENERGY MANAGER	1,020.00
GREEN WORKS DEVELOPMENT	304925	10/27/2017	RESTROOMS WATER SUPPLY LINES, PLUMBING, ELECTRIC	9,970.29
GREEN WORKS DEVELOPMENT	304925	10/27/2017	TREE REMOVAL, PLUMBING, FLOORING REPAIR	7,227.26
HD SUPPLY FACILITIES MAINTENANCE, LTD.	304896	10/19/2017	POST-IT NOTES, HELSINKI COLLECTION, PACK OF 12 P/	53.11
HOUGHTON MIFFLIN HARCOURT	304897	10/19/2017	READING INVENTORY INTERACTIVE FOLLOW UP WEBIN	1,600.00
HOUGHTON MIFFLIN HARCOURT	304926	10/27/2017	MATH INVENTORY STUDENT SUBSCRIPTION	4,675.00
IMPACT CANINE SOLUTIONS	304898	10/19/2017	09/20/17 - CANINE SERVICES	180.00
INLAND MECHANICAL SERVICES	304927	10/27/2017	09/17 - MONTHLY MAINT.	460.00
INLAND MECHANICAL SERVICES	304927	10/27/2017	10/17 - AC - MONTHLY MAINT.	460.00
J.A.C.C	304943	10/30/2017	11/17 - RENT	9,000.00
JENNIFER I. OBANDO-SALGUERO	304863	10/9/2017	08/29/17 - PSYCHOLOGICAL RE-EVALUATION	1,400.00
JENNIFER I. OBANDO-SALGUERO	304932	10/27/2017	10/09/17 - INITIAL EVALUATION	1,000.00
KELLY PAPER	304899	10/19/2017	COPY PAPER	460.00
KIRK TAKEYAMA	304854	10/4/2017	FRY'S - USB-C ADAPTER	75.38
LAKESHORE LEARNING MATERIALS	304900	10/19/2017	SE201 - KINETIC SENSORY SAND - 2.2 LB.	35.92
LOS ANGELES COUNTY OFFICE OF EDUCATION	10/31/17 - STRS	10/31/2017	10/17 - FY16/17 - STRS PAYMENT	76,417.79
LUIS GIRON	304894	10/19/2017	09/17 - GARDENING SERVICE	1,000.00
MARK ROTHENAY	303903	10/10/2017	07/16 - 07/31/16 - PCSGP STIPEND	(97.67)
MARK ROTHENAY	304877	10/10/2017	07/16 - 07/31/16 - PCSGP STIPEND	97.67
MASERGY CLOUD COMMUNICATIONS, INC	304887	10/19/2017	(1) POLYCOM 6 LINE DESKTOP PHONE	161.14
MASERGY CLOUD COMMUNICATIONS, INC	304887	10/19/2017	09/17 - COMMUNICATIONS SERVICES	1,011.56
MASERGY CLOUD COMMUNICATIONS, INC	304887	10/19/2017	09/17- COMMUNICATIONS SERVICES NON-ERATE	225.78
MASERGY CLOUD COMMUNICATIONS, INC	304919	10/27/2017	POLYCOM UNIVERSAL POWER SUPPLY	49.16
MCCALLA COMPANY	304902	10/19/2017	MOTOR SCROLL GASKET	136.50
MCCALLA COMPANY	304928	10/27/2017	EUREKA VACUUM CORD	67.04
MOORPARK COLLEGE	303549	10/10/2017	PERFORMANCE ENTRY FEE	(150.00)
MULTI BUSINESS SYSTEMS	304929	10/27/2017	SET UP CHARGES - REORDER RATE	2,959.03
NEOFUNDS BY NEOPOST	304930	10/27/2017	09/17 - EQUIPMENT RENTAL - ACCT# 7900 0440 8022 '	292.94
NEOFUNDS BY NEOPOST	304931	10/27/2017	FINANCE CHARGE	209.82
OFFICE 360	304864	10/9/2017	(2)CRATE, STOWAWAY, FOLDING	52.68
OFFICE 360	304864	10/9/2017	(3) WASHABLE SCHOOL GLUE STICKS, 30/BOX	378.04
OFFICE 360	304864	10/9/2017	(4) PADS IN, 3 X 3, 90/PAD, 12 PADS/PACK	233.88
OFFICE 360	304864	10/9/2017	(5) FILLER PAPER, 15LB, 11 X 8 1/2, 200 SHEETS	565.04
OFFICE 360	304864	10/9/2017	(50) FILLER PAPER, 8 1/2 X 11, 200 SHEETS/PACK	2,277.98
OFFICE 360	304864	10/9/2017	(6) CUTLERY KEEPER TRAY W/CLEAR PLASTIC UTENSILS	826.41
OFFICE 360	304864	10/9/2017	PERMANENT MARKER, 5.3MM 8/SET	517.05
OFFICE 360	304864	10/9/2017	VANITY FAIR DINNER NAPKINS, 300/PACK	1,196.03
OFFICE 360	304905	10/19/2017	(1) HANGING FILE FOLDERS, 25/BOX	222.86
OFFICE 360	304905	10/19/2017	SECURE ACCORDION EXPANDING FILE, 12 POCKETS	13.16
OFFICE 360	304933	10/27/2017	COLOR CARDSTOCK, 65LB, 8 1/2 X 11, ASSORTED, 250 '	589.31
ONE CALL NOW	304906	10/19/2017	07/31/17 - 07/30/18 - PARENT BROADCAST PLAN	1,350.00
PAUL DURAN	304231	10/10/2017	SALVATION BURGER- FOOD SFA CONFERENCE NY	(112.70)
PAUL DURAN	304875	10/10/2017	SALVATION BURGER- FOOD SFA CONFERENCE NY	112.70
PETER HUANG AND LORETTA HUANG	304908	10/19/2017	09/11 - 10/09/17- ELECTRICITY	996.39
PETER HUANG AND LORETTA HUANG	304944	10/30/2017	11/17 - RENT	4,708.00
PRN NURSING CONSULTANTS	304865	10/9/2017	08/21/17 - NURSING CONSULTANTS	247.50
PRN NURSING CONSULTANTS	304865	10/9/2017	08/25/17 - NURSING CONSULTANTS	247.50
PRN NURSING CONSULTANTS	304865	10/9/2017	08/28/17 - NURSING CONSULTANTS	247.50
PRN NURSING CONSULTANTS	304865	10/9/2017	08/30/17 - NURSING CONSULTANTS	247.50
PRN NURSING CONSULTANTS	304865	10/9/2017	08/30/17 - NURSING CONSULTANTS	247.50
PRN NURSING CONSULTANTS	304909	10/19/2017	9/6/17- NURSING CONSULTANTS	450.00
PUBLIC CONSULTING GROUP	304866	10/9/2017	2017 SUMMER CAMP (INVOICE 2 OF 3)	7,700.00
PUBLIC CONSULTING GROUP	304866	10/9/2017	2017 SUMMER CAMP (INVOICE 1 OF 3)	7,700.00
PURE WATER OF LA	304934	10/27/2017	10/17 - COOLER SERVICES	76.48
REGENTS UC	304871	10/9/2017	(150) FOOD PAYMENT FOR COLLEGE FIELD TRIP TO UC	1,342.50
RIDERS EXPRESS T&C	304910	10/19/2017	09/30/17 - TRANSPORT STUDENTS TO ROSE BOWL PAS.	475.00
RIDERS EXPRESS T&C	304935	10/27/2017	09/20/17 - LA COUNTY FAIR POMONA	1,569.00
RIDERS EXPRESS T&C	304936	10/27/2017	10/10/17 - TRANSPORT FOOTBALL TEAM ORCHARD ACA	2,784.00
ROGELIO GARCIA	304924	10/27/2017	11 REKEY SCHLAGE CYLINDERS TO MASTER 1 KEY	402.50
ROSA AGUILAR	303969	10/10/2017	STAPLES - CLASSROOM SUPPLIES	(27.23)
ROSA AGUILAR	304874	10/10/2017	STAPLES - CLASSROOM SUPPLIES	27.23
SAN JOSE STATE UNIVERSITY RESEARCH FOUND	304518	10/1/2017	Registration Fee for Professional Nutrition Education	425.00
SAN JOSE STATE UNIVERSITY RESEARCH FOUND	304518	10/10/2017	REGISTRATION FEE FOR PROFESSIONAL NUTRITION EC	(425.00)
SIMPLEXGRINNELL	304937	10/27/2017	09/08/17 - ALARM AND DETECTION	3,977.00
SOCAL OFFICE TECHNOLOGIES, INC	304912	10/19/2017	06/29 - 09/28/17 - OVERAGE CHARGE # CN7357-01	903.24
SOCAL OFFICE TECHNOLOGIES, INC	304912	10/19/2017	06/29 - 09/28/17- OVERAGE CHARGE #CN7355-01	1,602.91



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Vendor Name	Check Number	Effective Date	Transaction Description	Check Amount
SOCAL OFFICE TECHNOLOGIES, INC	304912	10/19/2017	PAPER CUTMF - 500 ADDITIONAL USERS LICENSE	291.94
SOCAL OFFICE TECHNOLOGIES, INC	304938	10/27/2017	09/16 - 10/15/17 BASE RATE CHARGE # CN1945-02	624.83
SOCIAL STUDIES SCHOOL SERVICE	304852	10/4/2017	(8) EXPLORER GLOBE	543.28
Sparkletts	304867	10/9/2017	08/17 - BOTTLE WATER SERVICES	180.86
STAPLES ADVANTAGE	304853	10/4/2017	BANKERS BOX 21 COMPARTMENT ORGANIZER	34.96
STAPLES ADVANTAGE	304868	10/9/2017	FILE FOLDERS, MULTI-DESIGN, 3-TAB, 12 PER PACKAGE	47.28
STAPLES ADVANTAGE	304868	10/9/2017	GOLD FASHION FILE FOLDERS, SET, 12/PACK	9.33
STAPLES ADVANTAGE	304913	10/19/2017	(15) DRY ERASE CLEANING WIPE, 20/PK	44.06
STAPLES ADVANTAGE	304913	10/19/2017	(2) PINCH GRIP, PACK OF 12	37.25
STAPLES ADVANTAGE	304913	10/19/2017	(22) BLACK BORDER	44.98
STAPLES ADVANTAGE	304913	10/19/2017	(22) RED BORDER	44.98
STAPLES ADVANTAGE	304913	10/19/2017	(25) BIC BRITE LINER HIGHLIGHTERS	196.67
STAPLES ADVANTAGE	304913	10/19/2017	(35) POLY 2-POCKET FOLDER, BLACK	51.58
STAPLES ADVANTAGE	304913	10/19/2017	3-TIER SHELVING UNIT - 250 LB. CAPACITY	49.50
STAPLES ADVANTAGE	304913	10/19/2017	32GB JUMPDRIVE USB 2.0 FLASH DRIVE	628.68
STAPLES ADVANTAGE	304913	10/19/2017	CLASSROOM POSTERS, BULLYING IS NEVER OK	12.02
STAPLES ADVANTAGE	304913	10/19/2017	DURACELL AA ALKALINE BATTERIES, 36/PK	96.68
STAPLES ADVANTAGE	304913	10/19/2017	IVORY FAUX-PARCHMENT CERTIFICATE, 50/PACK	8.86
STAPLES ADVANTAGE	304913	10/19/2017	STAPLES CROSS-CUT SHREDDER	339.45
T-MOBILE	304869	10/9/2017	08/28 - 09/27/17- COMMUNICATIONS ACC#954283095	140.34
THE BOOKSOURCE	304939	10/27/2017	(3) 8th Grade Classroom Library	2,307.01
THE BOOKSOURCE	304939	10/27/2017	7th Grade Library Set	263.31
THE BOOKSOURCE	304939	10/27/2017	8th Grade Classroom Library	128.66
TOTAL EDUCATION SOLUTIONS	304870	10/9/2017	06/17 - SPEECH AND LANGUAGE	381.25
TOTAL EDUCATION SOLUTIONS	304870	10/9/2017	08/17 - SPEECH AND LANGUAGE	1,566.75
TOTAL EDUCATION SOLUTIONS	304870	10/9/2017	08/17 - SPEECH AND LANGUAGE	588.75
UNUM	304855	10/4/2017	10/17 - PREMIUM ACC#0631100-020 3	538.60
UNUM	304940	10/27/2017	11/17 - PREMIUM ACCT# 0933184 001 5	542.36
VALINDA MENESES	304881	10/17/2017	10/19 - 10/22/17 - SCHOOL CLIMATE CONFERENCE - PE	165.75
VASHON NUTT	304904	10/19/2017	OFFICE DEPOT - BINDERS (SPED)	309.21
WAXIE SANITARY SUPPLY	304915	10/19/2017	WAXIE 40X46 1.25 MIL BLACK LINER 125/CS	570.26
WAXIE SANITARY SUPPLY	304941	10/27/2017	Green Cleaner / Degreaser	93.14
WAXIE SANITARY SUPPLY	304941	10/27/2017	ZIPLOCK 1 GALLON STORAGE BAG 250/CS	40.69
XEROX FINANCIAL SERVICES	304872	10/9/2017	09/07 - 10/06/17 - COPIER LEASE# 010-0042736-001	658.50
XEROX FINANCIAL SERVICES	304916	10/19/2017	09/12 - 10/11/17- COPIER LEASE # 010-0042733-001	1,754.06
XEROX FINANCIAL SERVICES	304916	10/19/2017	09/13 - 10/12/17 - COPIER LEASE # 010-0058450-003	366.25
XEROX FINANCIAL SERVICES	304916	10/19/2017	09/29 - 10/28/17 COPIER LEASE # 010-0058450-001	965.22
XEROX FINANCIAL SERVICES	304916	10/19/2017	09/29 - 10/28/17- COPIER LEASE # 010-0058450-002	367.95
XEROX FINANCIAL SERVICES	304942	10/27/2017	09/21 - 10/20/17 - COPIER LEASE # 010-0042733-002	335.15
YOLANDA FUENTES	304851	10/4/2017	SMART& FINAL - FOOD	148.77
YPI	304856	10/4/2017	08/01 - 08/31/17 - SCHOOL CLIMATE SERVICES	55,910.38
YPI	304917	10/19/2017	10/17 - ADVANCE GEAR UP SERVICES	100,000.00
YPI Charter Schools, Inc	304878	10/13/2017	10/13/17 - TRANSFER FUNDS FROM PWB TO CCU	100,000.00
YVETTE KING-BERG	303896	10/10/2017	02/05 - 02/08/17 - GEAR UP CONFERENCE - PER DIEM	(228.00)
YVETTE KING-BERG	304876	10/10/2017	02/05 - 02/08/17 - GEAR UP CONFERENCE - PER DIEM	228.00
All City Management Services, Inc.	1036	10/13/2017	08/13 - 08/26/17 - CROSSING GUARD SERVICES	0.00
All City Management Services, Inc.	1041	10/27/2017	08/27 - 09/09/17 CROSSING GUARD SERVICES	999.36
All City Management Services, Inc.	1041	10/27/2017	09/10 - 09/23/17 CROSSING GUARD SERVICES	1,124.28
GKKWORKS	1037	10/13/2017	07/17 - SERVICES RENDERED	0.00
GKKWORKS	1042	10/27/2017	08/17 - CONSTRUCTION ADMINISTRATION SERVICES	10,023.75
KEMP BROS CONSTRUCTION, INC.	1038	10/13/2017	CONSTRUCTION SERVICES - APP#07	0.00
PACIFIC CHARTER SCHOOL DEVELOPMENT, INC	1035	10/9/2017	PROJECT FEE (14/25) BALANCE DUE ON INVOICE 01-20	54.00
SPECTRUM COMMUNICATIONS	1040	10/25/2017	INSTALLATION OF CABLE SERVICE - BMS TO NEW LOCA	28,966.00
STV CONSTRUCTION INC.	1039	10/13/2017	06/17 CONSTRUCTION MGMT SERVICES	0.00
STV CONSTRUCTION INC.	1043	10/27/2017	07/31 - 08/31/17 - CONSTRUCTION MANAGEMENT SERV	36,900.00
TWINING CONSULTING	1044	10/27/2017	07/17 - TESTING, INSPECTION SERVICES	52,896.00
TWINING CONSULTING	1044	10/27/2017	08/17 - TESTING, INSPECTION SERVICES	56,755.25
<b>Total</b>				<b>2,444,039.88</b>



**YPI Charter Schools  
Credit Card Register  
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ObjectCod	Object	Manag	Date	Doc #	Vendor	Description	Actual Amount	ID
4210	BooksOther	BC	10/1/2017	STD08/03/17WFB2402	WELLS FARGO	TCT.COM - SCIENCE CURRICULUM ON LINE	359.20	000
4210	BooksOther	BC	10/1/2017	STD09/05/17WFB2402	WELLS FARGO	AMAZON.COM - BOOKS WONDER, LOS JUEGOS DEL HAMBRE	23.34	000
4210	BooksOther	BC	10/1/2017	STD09/05/17WFB2402	WELLS FARGO	AMAZON.COM - THE HUNGER GAMES (14)	130.90	000
4210	BooksOther	HS	10/1/2017	STD010/04/17WFB2402	WELLS FARGO	CHEGG. INC - RENT TEXT BOOK ON LINE	63.29	000
4210	BooksOther	OR	10/1/2017	STD09/05/17WFB4736	WELLS FARGO	UUA BOOKSTORE - OUR WHOLE LIVES 7-9 SECOND EDITION	2,020.00	000
4310	Student Materia	BC	10/1/2017	STD010/04/17WFB4736	WELLS FARGO	SKILLSHARE - ONLINE CREATIVE COURSES	38.82	000
4310	Student Materia	BC	10/1/2017	STD08/03/17WFB4736	WELLS FARGO	LAKESHORE - SUPPLIES FOR CLASSROOM	266.49	000
4310	Student Materia	BC	10/1/2017	STD08/03/17WFB4736	WELLS FARGO	LAKESHORE - TEACHER - SUPPLIES FOR CLASSROOM	862.86	000
4310	Student Materia	BC	10/1/2017	STD08/03/17WFB4736	WELLS FARGO	LAKESHORE - TEACHER - SUPPLIES FOR CLASSROOM	628.50	000
4310	Student Materia	BC	10/1/2017	STD08/03/17WFB4736	WELLS FARGO	LAKESHORE - TEACHER - SUPPLIES FOR CLASSROOM	91.97	000
4310	Student Materia	BC	10/1/2017	STD09/05/17WFB2402	WELLS FARGO	EAI EDUCATION NJ - CLASS MATERIALS	500.30	000
4310	Student Materia	BC	10/1/2017	STD09/05/17WFB2402	WELLS FARGO	FLINN SCIENTIFIC - GRASS FROG, PRESERVED, PLAIN	135.97	000
4310	Student Materia	BC	10/1/2017	STD09/05/17WFB2402	WELLS FARGO	WALMART - MOLDING CLAY, GLOBE, CRAFT DUCK TAPE (1 OF 6)	26.22	000
4310	Student Materia	BC	10/1/2017	STD09/05/17WFB2402	WELLS FARGO	WALMART - MOLDING CLAY, GLOBE, CRAFT DUCK TAPE (2 OF 6)	21.84	000
4310	Student Materia	BC	10/1/2017	STD09/05/17WFB2402	WELLS FARGO	WALMART - MOLDING CLAY, GLOBE, CRAFT DUCK TAPE (3 OF 6)	26.22	000
4310	Student Materia	BC	10/1/2017	STD09/05/17WFB2402	WELLS FARGO	WALMART - MOLDING CLAY, GLOBE, CRAFT DUCK TAPE (4 OF 6)	24.62	000
4310	Student Materia	BC	10/1/2017	STD09/05/17WFB2402	WELLS FARGO	WALMART - MOLDING CLAY, GLOBE, CRAFT DUCK TAPE (5 OF 6)	14.20	000
4310	Student Materia	BC	10/1/2017	STD09/05/17WFB2402	WELLS FARGO	WALMART - MOLDING CLAY, GLOBE, CRAFT DUCK TAPE (6 OF 6)	14.19	000
4310	Student Materia	BC	10/1/2017	STD09/05/17WFB4736	WELLS FARGO	DOUBLE BARGAIN - BINDERS, COMPOSTITION BOOKS,	1,014.60	000
4310	Student Materia	BC	10/1/2017	STD09/05/17WFB4736	WELLS FARGO	DOUBLE BARGAIN - CRAFT GLUE, SCOTCH TAPE	47.28	000
4310	Student Materia	BC	10/1/2017	STD09/05/17WFB4736	WELLS FARGO	JUMBO SALES CO - STUDENT CLASSROOM SUPPLIES	787.20	000
4310	Student Materia	BC	10/1/2017	STD09/05/17WFB4736	WELLS FARGO	TARGET PACOIMA - TAPE, DRY MARKERS, BAGS	512.60	000
4310	Student Materia	HS	10/1/2017	STD010/04/17WFB4736	WELLS FARGO	SKILLSHARE - ONLINE CREATIVE COURSES	21.31	000
4310	Student Materia	HS	10/1/2017	STD08/03/17WFB2402	WELLS FARGO	OFFICE DEPOT CA - STUDENT SUPPLIES	1,572.53	000
4310	Student Materia	HS	10/1/2017	STD08/03/17WFB2402	WELLS FARGO	OFFICE DEPOT PA - CONSTRUCTION PAPER	7.84	000
4310	Student Materia	HS	10/1/2017	STD08/03/17WFB4736	WELLS FARGO	LAKESHORE - TEACHER - SUPPLIES FOR CLASSROOM	473.68	000
4310	Student Materia	HS	10/1/2017	STD08/03/17WFB4736	WELLS FARGO	LAKESHORE - TEACHER - SUPPLIES FOR CLASSROOM	103.86	000
4310	Student Materia	HS	10/1/2017	STD09/05/17WFB2402	WELLS FARGO	AMAZON - DRY ERASE BOARD ADHESIVE PAPER SHEETS	30.56	000
4310	Student Materia	OR	10/1/2017	STD010/04/17WFB4736	WELLS FARGO	SKILLSHARE - ONLINE CREATIVE COURSES	35.87	000
4310	Student Materia	OR	10/1/2017	STD08/03/17WFB4736	WELLS FARGO	LAKESHORE - SUPPLIES FOR CLASSROOM	122.92	000
4310	Student Materia	OR	10/1/2017	STD08/03/17WFB4736	WELLS FARGO	LAKESHORE - TEACHER - SUPPLIES FOR CLASSROOM	879.87	000
4310	Student Materia	OR	10/1/2017	STD08/03/17WFB4736	WELLS FARGO	LAKESHORE - TEACHER - SUPPLIES FOR CLASSROOM	126.39	000
4310	Student Materia	OR	10/1/2017	STD08/03/17WFB4736	WELLS FARGO	LAKESHORE - TEACHER - SUPPLIES FOR CLASSROOM	83.25	000
4350	Office Supplies	BC	10/1/2017	STD09/05/17WFB2402	WELLS FARGO	APPLE STORE PASADENA - POWER ADAPTER	86.31	000
4350	Office Supplies	BC	10/1/2017	STD09/05/17WFB2402	WELLS FARGO	OLIVER WORLDCLASS LABS - REPLACEMENT LAMP FOR PROJECTOR	268.38	000
4350	Office Supplies	CA	10/1/2017	STD09/05/17WFB2402	WELLS FARGO	OFFICE MAX - PAPER	94.99	000
4350	Office Supplies	CA	10/1/2017	STD09/05/17WFB4736	WELLS FARGO	STAPLES - DIVIDERS, HOLE PUNCH, WHITE-OUT,HANGING FOLDER	114.58	000
4350	Office Supplies	HS	10/1/2017	STD010/04/17WFB2402	WELLS FARGO	ASSET GENIE - COMPUTER PARTS	57.35	000
4350	Office Supplies	HS	10/1/2017	STD08/03/17WFB2402	WELLS FARGO	AMAZON.COM - RED STAMP PAD	15.27	000
4350	Office Supplies	HS	10/1/2017	STD08/03/17WFB2402	WELLS FARGO	OFFICE DEPOT - SCISSORS	12.98	000
4350	Office Supplies	HS	10/1/2017	STD08/03/17WFB2402	WELLS FARGO	OFFICE DEPOT CA - HIGHLIGHTERS, PENS, SHEET PROTECTORS, BAN	108.88	000
4350	Office Supplies	HS	10/1/2017	STD08/03/17WFB2402	WELLS FARGO	OFFICE DEPOT CA - SHEET PROTECTORS	45.86	000

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4350	Office Supplies	HS	10/1/2017	STD08/03/17WFB2402	WELLS FARGO	OFFICE MAX - TICKET ROLL DOUBLE, ASTD	11.46	000
4350	Office Supplies	HS	10/1/2017	STD09/05/17WFB2402	WELLS FARGO	AMAZON - (3) BATTERIES WITH CHARGER	89.97	000
4350	Office Supplies	HS	10/1/2017	STD09/05/17WFB2402	WELLS FARGO	AMAZON - DRY ERASE BOARD ADHESIVE PAPER ROLL SHEETS	61.12	000
4350	Office Supplies	HS	10/1/2017	STD09/05/17WFB2402	WELLS FARGO	AMAZON - HARD DRIVE SLEEVE	6.56	000
4350	Office Supplies	HS	10/1/2017	STD09/05/17WFB2402	WELLS FARGO	AMAZON.COM - (7) COPIER PAPER	349.52	000
4350	Office Supplies	HS	10/1/2017	STD09/05/17WFB2402	WELLS FARGO	PAYPAL DENNIS CHOU - HP OFFICE JET PRO PRINT HEAD	87.39	000
4350	Office Supplies	HS	10/1/2017	STD09/05/17WFB2402	WELLS FARGO	TARGET.COM - SHELF LINER, DOOR MAT, STORAGE BINS, HOOKS	7.64	000
4350	Office Supplies	HS	10/1/2017	STD09/05/17WFB2402	WELLS FARGO	TARGET.COM - SHELF LINER, DOOR MAT, STORAGE BINS, HOOKS (1 O	43.68	000
4350	Office Supplies	HS	10/1/2017	STD09/05/17WFB2402	WELLS FARGO	TARGET.COM - SHELF LINER, DOOR MAT, STORAGE BINS, HOOKS (3 O	52.35	000
4350	Office Supplies	HS	10/1/2017	STD09/05/17WFB4736	WELLS FARGO	DRI NEXT DAY FLYERS - BUSINESS CARDS	57.74	000
4390	OtherSupplies	BC	10/1/2017	STD010/04/17WFB2402	WELLS FARGO	AMAZON MKTPLACE - PORTABLE WIRELESS SPEAKERS	67.05	000
4390	OtherSupplies	BC	10/1/2017	STD010/04/17WFB2402	WELLS FARGO	AY PAPA QUE RICO ARLETA - FOOD FOR YPICS PD	122.77	000
4390	OtherSupplies	BC	10/1/2017	STD010/04/17WFB2402	WELLS FARGO	EL MILAGRO - FOOD FOR YPICS PD	9.50	000
4390	OtherSupplies	BC	10/1/2017	STD010/04/17WFB2402	WELLS FARGO	EL POLLO LOCO - FOOD FOR YPICS PD	22.13	000
4390	OtherSupplies	BC	10/1/2017	STD010/04/17WFB2402	WELLS FARGO	T-SHIRTS HAVEN - UNIFORM FOR VOLLEYBALL TEAM	764.75	000
4390	OtherSupplies	BC	10/1/2017	STD010/04/17WFB2402	WELLS FARGO	T-SHIRTS HAVEN - UNIFORMS FOR FOOTBALL TEAM	653.32	000
4390	OtherSupplies	BC	10/1/2017	STD010/04/17WFB2402	WELLS FARGO	TARGET - SNACKS, DRINKS YPICS PD	51.71	000
4390	OtherSupplies	BC	10/1/2017	STD010/04/17WFB4736	WELLS FARGO	DOMINO'S PIZZA - FOOD LEADERSHIP MEETING	27.37	000
4390	OtherSupplies	BC	10/1/2017	STD010/04/17WFB4736	WELLS FARGO	SMART N FINAL PACOIMA - FOOD LEADERSHIP MEETING	142.34	000
4390	OtherSupplies	BC	10/1/2017	STD08/03/17WFB2402	WELLS FARGO	SMART & FINAL - FOOD FOR YPICS PD	30.17	000
4390	OtherSupplies	BC	10/1/2017	STD08/03/17WFB2402	WELLS FARGO	TAQUERIA LA CHISPITA - FOOD FOR YPICS PD	384.18	000
4390	OtherSupplies	BC	10/1/2017	STD08/03/17WFB4736	WELLS FARGO	USPS - OIG RESPONDE TO LAUSD	6.65	000
4390	OtherSupplies	BC	10/1/2017	STD08/03/17WFB4736	WELLS FARGO	VONS - YPICS LEADERSHIP PD - COFFEE	12.90	000
4390	OtherSupplies	BC	10/1/2017	STD08/03/17WFB4736	WELLS FARGO	VONS - YPICS LEADERSHIP PD - CONTINENTAL BREAKFAST	30.61	000
4390	OtherSupplies	BC	10/1/2017	STD08/03/17WFB4736	WELLS FARGO	VONS - YPICS LEADSHIP PD - SUPPLIES	22.62	000
4390	OtherSupplies	BC	10/1/2017	STD08/03/17WFB4736	WELLS FARGO	WALMART.COM - GLUE AND DIVIDERS	181.21	000
4390	OtherSupplies	BC	10/1/2017	STD09/05/17WFB2402	WELLS FARGO	AMAZON - (5) LAPTOP ADAPTERS	79.95	000
4390	OtherSupplies	BC	10/1/2017	STD09/05/17WFB2402	WELLS FARGO	TARGET - DRINKS FOR PD MEETING	60.03	000
4390	OtherSupplies	CA	10/1/2017	STD010/04/17WFB2402	WELLS FARGO	MANDARIN ISLAND - FOOD FOR BOARD MEETING	141.80	000
4390	OtherSupplies	CA	10/1/2017	STD09/05/17WFB2402	WELLS FARGO	DOMINOS - FOOD FOR BOARD MEETING	23.41	000
4390	OtherSupplies	CA	10/1/2017	STD09/05/17WFB4736	WELLS FARGO	CVS - POST IT MARKER AVERY LABELS, FLAGS	29.86	000
4390	OtherSupplies	HS	10/1/2017	STD010/04/17WFB2402	WELLS FARGO	AMAZON MKTPLACE - CLASS PROJECT SUPPLIES	202.20	000
4390	OtherSupplies	HS	10/1/2017	STD010/04/17WFB2402	WELLS FARGO	AY PAPA QUE RICO ARLETA - FOOD FOR YPICS PD	67.40	000
4390	OtherSupplies	HS	10/1/2017	STD010/04/17WFB2402	WELLS FARGO	EL MILAGRO - FOOD FOR YPICS PD	5.22	000
4390	OtherSupplies	HS	10/1/2017	STD010/04/17WFB2402	WELLS FARGO	EL MILAGRO - PAN DULCE FOR PARENT MEETING	18.75	000
4390	OtherSupplies	HS	10/1/2017	STD010/04/17WFB2402	WELLS FARGO	EL POLLO LOCO - FOOD FOR YPICS PD	12.15	000
4390	OtherSupplies	HS	10/1/2017	STD010/04/17WFB2402	WELLS FARGO	MANDARIN ISLAND - FOOD FOR TEACHERS DEVELOPMENT	183.90	000
4390	OtherSupplies	HS	10/1/2017	STD010/04/17WFB2402	WELLS FARGO	MJRENTALS - BACK TO SCHOOL NIGHT CARNIVAL	260.00	STU LEA
4390	OtherSupplies	HS	10/1/2017	STD010/04/17WFB2402	WELLS FARGO	TARGET - SNACKS, DRINKS YPICS PD	28.40	000
4390	OtherSupplies	HS	10/1/2017	STD010/04/17WFB4736	WELLS FARGO	DOMINO'S PIZZA - FOOD LEADERSHIP MEETING	15.03	000
4390	OtherSupplies	HS	10/1/2017	STD08/03/17WFB2402	WELLS FARGO	ACT*UC - UC COUNSELOR CONFERENCE 2017 - HIGH SCHOOL TRACK	60.00	000
4390	OtherSupplies	HS	10/1/2017	STD08/03/17WFB2402	WELLS FARGO	AMAZON - (2) PULL DOWN PROJECTOR SCREENS	126.42	000
4390	OtherSupplies	HS	10/1/2017	STD08/03/17WFB2402	WELLS FARGO	SMART & FINAL - FOOD FOR YPICS PD	16.56	000
4390	OtherSupplies	HS	10/1/2017	STD08/03/17WFB2402	WELLS FARGO	TAQUERIA LA CHISPITA - FOOD FOR YPICS PD	210.90	000
4390	OtherSupplies	HS	10/1/2017	STD08/03/17WFB4736	WELLS FARGO	VONS - LEADSHIP PD - NAPKINS, PAPER PLATES, SPOONS	12.42	000
4390	OtherSupplies	HS	10/1/2017	STD08/03/17WFB4736	WELLS FARGO	VONS - YPICS LEADERSHIP PD - CONTINENTAL BREAKFAST	16.80	000
4390	OtherSupplies	HS	10/1/2017	STD08/03/17WFB4736	WELLS FARGO	VONS GRANADA HILLS - YPICS LEADERSHIP PD - COFFEE	7.08	000

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4390	OtherSupplies	HS	10/1/2017	STD09/05/17WFB2402	WELLS FARGO	BEST BUY - (3) USB ADAPTERS AND (2) APPLE MINI ADPAPTERS	98.27	000
4390	OtherSupplies	HS	10/1/2017	STD09/05/17WFB2402	WELLS FARGO	POLLO LOCO - FOOD FOR PD	70.99	000
4390	OtherSupplies	HS	10/1/2017	STD09/05/17WFB2402	WELLS FARGO	TARGET.COM - RUBBER DOORMAT	27.17	000
4390	OtherSupplies	HS	10/1/2017	STD09/05/17WFB2402	WELLS FARGO	UCR AUXILIARY CONF - FOOD FOR STUDENTS	626.50	000
4390	OtherSupplies	OR	10/1/2017	STD010/04/17WFB2402	WELLS FARGO	AMAZON MKTPLACE - USB-C MULTI ADAPTER, HDMI	589.80	000
4390	OtherSupplies	OR	10/1/2017	STD010/04/17WFB2402	WELLS FARGO	AY PAPA QUE RICO ARLETA - FOOD FOR YPICS PD	113.42	000
4390	OtherSupplies	OR	10/1/2017	STD010/04/17WFB2402	WELLS FARGO	EL MILAGRO - FOOD FOR YPICS PD	8.78	000
4390	OtherSupplies	OR	10/1/2017	STD010/04/17WFB2402	WELLS FARGO	EL POLLO LOCO - FOOD FOR YPICS PD	20.45	000
4390	OtherSupplies	OR	10/1/2017	STD010/04/17WFB2402	WELLS FARGO	TARGET - SNACKS, DRINKS YPICS PD	47.78	000
4390	OtherSupplies	OR	10/1/2017	STD010/04/17WFB4736	WELLS FARGO	DOMINO'S PIZZA - FOOD LEADERSHIP MEETING	25.29	000
4390	OtherSupplies	OR	10/1/2017	STD08/03/17WFB2402	WELLS FARGO	SMART & FINAL - FOOD FOR YPICS PD	27.87	000
4390	OtherSupplies	OR	10/1/2017	STD08/03/17WFB2402	WELLS FARGO	TAQUERIA LA CHISPITA - FOOD FOR YPICS PD	354.92	000
4390	OtherSupplies	OR	10/1/2017	STD08/03/17WFB4736	WELLS FARGO	VONS - YPICS LEADERSHIP PD BREAKFAST	28.28	000
4390	OtherSupplies	OR	10/1/2017	STD08/03/17WFB4736	WELLS FARGO	VONS - YPICS LEADERSHIP PD - COFFEE	11.92	000
4390	OtherSupplies	OR	10/1/2017	STD08/03/17WFB4736	WELLS FARGO	VONS - YPICS LEADSHIP PD - NAPKINS, PAPER PLATES, SPOONS	20.90	000
4390	OtherSupplies	OR	10/1/2017	STD09/05/17WFB2402	WELLS FARGO	AMAZON - (16) HDMI CABLES	454.39	000
4390	OtherSupplies	OR	10/1/2017	STD09/05/17WFB2402	WELLS FARGO	MANDARIN ISLAND CHINESE MISSION HILLS - FOOD PD MEETING	387.06	000
4390	OtherSupplies	OR	10/1/2017	STD09/05/17WFB4736	WELLS FARGO	EL NUEVO MIRADOR - BACK TO SCHOOL NIGHT - FOOD	194.48	000
4390	OtherSupplies	OR	10/1/2017	STD09/05/17WFB4736	WELLS FARGO	EL POLLO LOCO - BACK TO SCHOOL NIGHT - FOOD	15.99	000
4390	OtherSupplies	OR	10/1/2017	STD09/05/17WFB4736	WELLS FARGO	SMART & FINAL - BACK TO SCHOOL NIGHT - FOOD	52.80	000
4400	NonCapitalized	BC	10/1/2017	STD08/03/17WFB2402	WELLS FARGO	ADVANCED LIQUIDATORS - (12) ADMIN OFFICE FURNITURES	2,177.49	000
4400	NonCapitalized	BC	10/1/2017	STD09/05/17WFB2402	WELLS FARGO	ADVANCED LIQUIDATORS - (5) OFFICE DESKS, (3) LAMINATE DOORS	2,177.49	000
4400	NonCapitalized	HS	10/1/2017	STD09/05/17WFB2402	WELLS FARGO	AMAZON - ELECTRONIC EQUIPMENT FOR ART/DIGIATL CLASS (1 OF 2)	287.24	000
4400	NonCapitalized	HS	10/1/2017	STD09/05/17WFB2402	WELLS FARGO	AMAZON - ELECTRONIC EQUIPMENT FOR ART/DIGIATL CLASS (2 OF 2)	98.16	000
4400	NonCapitalized	HS	10/1/2017	STD09/05/17WFB2402	WELLS FARGO	BULLSEYE LIQUIDATORS - (2)FILING CABINETS	320.81	000
5200	Travel and Conf	BC	10/1/2017	STD010/04/17WFB4736	WELLS FARGO	SOUTHWEST - CCSA SUMMIT SAN FRANCISCO	51.95	000
5200	Travel and Conf	BC	10/1/2017	STD08/03/17WFB2402	WELLS FARGO	ORBITZ .COM WA - CHILD NUTRITION ADMIN. COURSE (S.CASTRELLON	375.00	000
5200	Travel and Conf	BC	10/1/2017	STD08/03/17WFB2402	WELLS FARGO	SOUTHWEST - FLIGHT -SAC CHILD NUTRITION ADMINISTRATI	260.40	000
5200	Travel and Conf	BC	10/1/2017	STD08/03/17WFB2402	WELLS FARGO	SOUTHWEST - PBIS CONFERENCE SAC	391.90	COPPBIS
5200	Travel and Conf	HS	10/1/2017	STD010/04/17WFB4736	WELLS FARGO	SOUTHWEST - CCSA SUMMIT SAN FRANCISCO	3.33	000
5200	Travel and Conf	HS	10/1/2017	STD010/04/17WFB4736	WELLS FARGO	SOUTHWEST - CCSA SUMMIT SAN FRANCISCO	25.19	000
5200	Travel and Conf	HS	10/1/2017	STD08/03/17WFB2402	WELLS FARGO	LAX VAN RENTAL - RENTAL TO SACRAMENTO- STUDENTS ARTWORK	359.90	000
5200	Travel and Conf	HS	10/1/2017	STD08/03/17WFB2402	WELLS FARGO	ORBITZ .COM - CHILD NUTRITION ADMIN. COURSE - (S.CASTRELLON	205.86	000
5200	Travel and Conf	HS	10/1/2017	STD08/03/17WFB2402	WELLS FARGO	SOUTHWEST - FLIGHT -SACRAMENTO CHILD NUTRITION ADMIN. COUF	142.95	000
5200	Travel and Conf	OR	10/1/2017	STD010/04/17WFB4736	WELLS FARGO	SOUTHWEST - CCSA SUMMIT SAN FRANCISCO	5.60	000
5200	Travel and Conf	OR	10/1/2017	STD010/04/17WFB4736	WELLS FARGO	SOUTHWEST - CCSA SUMMIT SAN FRANCISCO	42.39	000
5200	Travel and Conf	OR	10/1/2017	STD08/03/17WFB2402	WELLS FARGO	ORBITZ .COM - CHILD NUTRITION ADMINISTRATION COURSE (S.CA	346.44	000
5200	Travel and Conf	OR	10/1/2017	STD08/03/17WFB2402	WELLS FARGO	SOUTHWEST - FLIGHT -SAC CHILD NUTRITION ADMINISTRATION	240.57	000
5300	DuesMembership	BC	10/1/2017	STD08/03/17WFB4736	WELLS FARGO	STARZ SUBSCRIPTION - SUBSCRIPTION	8.99	000
5300	DuesMembership	CA	10/1/2017	STD010/04/17WFB2402	WELLS FARGO	AMAZON WEB SERVICES - AMAZON WEB SERVICES	437.23	000
5300	DuesMembership	CA	10/1/2017	STD010/04/17WFB2402	WELLS FARGO	AMAZON WEB SERVICES - OPEN SOURCE DIRECTORY SERVICES	7.22	000
5300	DuesMembership	CA	10/1/2017	STD010/04/17WFB2402	WELLS FARGO	GOOGLE SVCSAPPS - YPICS DOMAIN	50.00	000
5300	DuesMembership	CA	10/1/2017	STD08/03/17WFB2402	WELLS FARGO	GOOGLE SVCSAPPS - YPICS DOMAIN	50.00	000
5300	DuesMembership	CA	10/1/2017	STD09/05/17WFB2402	WELLS FARGO	GOOGLE SVCSAPPS - YPICS DOMAIN	50.00	000
5300	DuesMembership	HS	10/1/2017	STD08/03/17WFB4736	WELLS FARGO	EDUCREATIONS - SUBSCRIPTION	249.00	000
5610	BuildingRental	CA	10/1/2017	STD010/04/17WFB2402	WELLS FARGO	PUBLIC STORAGE - STORAGE SPACE	916.00	000
5610	BuildingRental	CA	10/1/2017	STD09/05/17WFB2402	WELLS FARGO	PUBLIC STORAGE - STORAGE SPACE RENTAL	458.00	000

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5620	EquipmentLease	BC	10/1/2017	STD09/05/17WFB2402	WELLS FARGO	U-HAUL - RENTAL TO MOVE EXCESS FURNITURE	38.19	000
5812	FieldTrip	BC	10/1/2017	STD09/05/17WFB2402	WELLS FARGO	SMART & FINAL - FOOD FOR 6TH GRADE TRIP TO DOCKWEILER YOUTI	556.98	000
5812	FieldTrip	BC	10/1/2017	STD09/05/17WFB2402	WELLS FARGO	SMART & FINAL - FOOD FOR 6TH GRADE TRIP TO DOCKWEILER YOUTH-	4.91	000
5830	Advertisement	BC	10/1/2017	STD09/05/17WFB2402	WELLS FARGO	DRI NEXTDAYFLYERS - SHORT RUN POSTERS	654.08	000
5830	Advertisement	HS	10/1/2017	STD010/04/17WFB2402	WELLS FARGO	INDEED - JOB POSTING	400.38	000
5830	Advertisement	HS	10/1/2017	STD010/04/17WFB4736	WELLS FARGO	NEXTDAY FLYERS - 120X60 BANNERS	648.68	000
5830	Advertisement	HS	10/1/2017	STD08/03/17WFB2402	WELLS FARGO	AMAZON MKTPLACE - CUSTOM SCHOOL SEAL	35.74	000
5830	Advertisement	HS	10/1/2017	STD08/03/17WFB2402	WELLS FARGO	INDEED - JOB POSTING	7.44	000
5850	NonInstrCons	CA	10/1/2017	STD09/05/17WFB2402	WELLS FARGO	AMAZON WEB SERVICES WA - AWS MAKETPLACE CHARGES	7.44	000
5850	NonInstrCons	CA	10/1/2017	STD09/05/17WFB2402	WELLS FARGO	AMAZON WEB SERVICES WA - AWS MARKETPLACE CHARGES	205.38	000
5850	NonInstrCons	HS	10/1/2017	STD08/03/17WFB2402	WELLS FARGO	SOUTHWEST - CA FOOD HANDLER CERTIFICATION - ILIANA	15.00	000
5850	NonInstrCons	HS	10/1/2017	STD08/03/17WFB2402	WELLS FARGO	SOUTHWEST - CA FOOD HANDLER CERTIFICATION - ISIS GU	15.00	000
5850	NonInstrCons	HS	10/1/2017	STD08/03/17WFB2402	WELLS FARGO	SOUTHWEST - CA FOOD HANDLER CERTIFICATION - YOLANDA	15.00	000
5860	NONINSTRSOFT	BC	10/1/2017	STD010/04/17WFB2402	WELLS FARGO	LYNDA.COM - ANNUAL FEES	359.88	000
5860	NONINSTRSOFT	BC	10/1/2017	STD09/05/17WFB4736	WELLS FARGO	LYNDA.COM,INC - TRAINING SOFTWARE	375.00	000
5860	NONINSTRSOFT	CA	10/1/2017	STD010/04/17WFB4736	WELLS FARGO	LYNDA.COM - ANNUAL FEE	375.00	000
5860	NONINSTRSOFT	CA	10/1/2017	STD09/05/17WFB4736	WELLS FARGO	LYNDA.COM - TRAINING SOFTWARE	375.00	000
5890	OtherFees	BC	10/1/2017	STD010/04/17WFB2402	WELLS FARGO	OVERLIMIT FEE - OVERLIMIT FEE	39.00	000
5890	OtherFees	BC	10/1/2017	STD08/03/17WFB2402	WELLS FARGO	WELLS FARGO - OVERLIMIT FEE	39.00	000
5890	OtherFees	BC	10/1/2017	STD09/05/17WFB2402	WELLS FARGO	WELLS FARGO - OVERLIMIT FEES	39.00	000
5890	OtherFees	BC	10/1/2017	STD09/05/17WFB4736	WELLS FARGO	WELLS FARGO - OVER LIMIT FEE	39.00	000
5890	OtherFees	OR	10/1/2017	STD09/05/17WFB2402	WELLS FARGO	NRA SERVSAFE - CA FOOD HANDLER CERTIFICATE	15.00	000
5890	OtherFees	OR	10/1/2017	STD09/05/17WFB2402	WELLS FARGO	NRA SERVSAFE - CA CALIFORNIA FOOD HANDLER CERTIFICATE	15.00	000
5890	OtherFees	OR	10/1/2017	STD09/05/17WFB2402	WELLS FARGO	NRA SERVSAFE - CA CALIFORNIA FOOD HANDLER CERTIFICATE - MILD	15.00	000
5900	Communications	BC	10/1/2017	STD010/04/17WFB2402	WELLS FARGO	SLACK - SLACK COMMUNICATIONS SERVICES	233.84	000
5900	Communications	BC	10/1/2017	STD08/03/17WFB2402	WELLS FARGO	SLACK - SLACK COMMUNICATIONS APP	99.95	000
5900	Communications	BC	10/1/2017	STD09/05/17WFB2402	WELLS FARGO	SLACK - SLACK COMMUNICATIONS APP	202.95	000
5900	Communications	CA	10/1/2017	STD010/04/17WFB4736	WELLS FARGO	USPS - MAIL TO CTEIG MGT OFFICE CDE	23.75	000
5900	Communications	CA	10/1/2017	STD08/03/17WFB4736	WELLS FARGO	USPS PACOIMA - MAIL TO LA USD	23.95	000
5900	Communications	HS	10/1/2017	STD010/04/17WFB2402	WELLS FARGO	SLACK - SLACK COMMUNICATIONS SERVICES	128.37	000
5900	Communications	HS	10/1/2017	STD08/03/17WFB2402	WELLS FARGO	SLACK - COMMUNICATIONS APP	54.87	000
5900	Communications	HS	10/1/2017	STD09/05/17WFB2402	WELLS FARGO	SLACK - SLACK COMMUNICATIONS APP	111.41	000
5900	Communications	OR	10/1/2017	STD010/04/17WFB2402	WELLS FARGO	SLACK - SLACK COMMUNICATIONS SERVICES	216.03	000
5900	Communications	OR	10/1/2017	STD08/03/17WFB2402	WELLS FARGO	SLACK - COMMUNICATIONS APP	92.34	000
5900	Communications	OR	10/1/2017	STD09/05/17WFB2402	WELLS FARGO	SLACK - SLACK COMMUNICATIONS APP	187.49	000
9311	Due From Others	BC	10/1/2017	STD010/04/17WFB2402	WELLS FARGO	AMAZON PRIME - PERSONAL PURCHASE (SIMONSEN REFUNDING SCH	16.38	000
9311	Due From Others	BC	10/1/2017	STD09/05/17WFB2402	WELLS FARGO	U-HAUL - DUPLICATE CHARGE FOR VAN RENTAL, TO BE DISPUTED	38.18	000
9311	Due From Others	CA	10/1/2017	STD09/05/17WFB2402	WELLS FARGO	AMAZON - BOOK - PERSONAL CHARGE TO SCHOOL ACCT (HARVEY RE	9.98	000
9311	Due From Others	CA	10/1/2017	STD09/05/17WFB2402	WELLS FARGO	AMAZON - NOVEL - PERSONAL CHARGE TO SCHOOL ACCT (HARVEY RI	11.99	000
9311	Due From Others	CA	10/1/2017	STD09/05/17WFB2402	WELLS FARGO	AMAZON-BOOK - PERSONAL CHARGE TO SCHOOL ACCT (HARVEY RE	12.99	000
9311	Due From Others	CA	10/1/2017	STD09/05/17WFB2402	WELLS FARGO	AMAZON- HARD DRIVE - PERSONAL CHARGE TO SCHOOL ACCT (HARV	294.96	000
9311	Due From Others	CA	10/1/2017	STD09/05/17WFB2402	WELLS FARGO	PRIME MEMBERSHIP - PERSONAL PURCHASE CHARGED SCHOOL ACC	16.38	000
9446	Furniture	BC	10/1/2017	STD08/03/17WFB2402	WELLS FARGO	TUFF SHED SYLMAR CA - PREMIER PRO STORAGE SHED	5,000.00	000
<b>Total</b>							<b>40,730.36</b>	

# Coversheet

## 1st Interim Report

**Section:** V. ITEMS SCHEDULED FOR ACTION  
**Item:** C. 1st Interim Report  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** FY18 1st Interim\_Monsnr Oscar Romero Charter MS (8196)\_ExED.pdf  
FY18 1st Interim\_Bert Corona Charter High (7598)\_ExED.pdf  
FY18 1st Interim\_Bert Corona Charter (8054)\_ExED.pdf



1819601	Monsnr Oscar Romero Chtr MS			-	FALSE
FY18 1ST INTERIM REPORT					
FI CHARTER SCHOOL - FUND 62					
DUE DATE - DECEMBER 08, 2017 - (FRIDAY)					
BALANCE SHEET - FULL ACCRUAL					
					June 30, 2018 Estimated Actuals
<b>A)</b>	<b>ASSETS</b>			<b>Object Codes</b>	
1)	Cash				
	a) in County Treasury	9110		-	<b>CHECK:</b>
	1) Fair Value Adjustment to Cash in County Treasury	9111		-	-
	b) in Banks	9120		1,210,061.54	-
	c) in Revolving Fund	9130		-	-
	d) with Fiscal Agent	9135		-	-
	e) collections awaiting deposit	9140		-	-
2)	Investments	9150		-	-
3)	Accounts Receivable	9200		85.87	-
4)	Due from Grantor Government	9290		448,249.29	-
5)	Due from Other Funds	9310		-	-
6)	Stores	9320		-	-
7)	Prepaid Expenditures	9330		4,150.10	-
8)	Other Current Assets	9340		-	-
9)	Fixed Assets:				
	a) Land	9410		-	-
	b) Land Improvements	9420		-	should more than Accum dep
	c) Accumulated Depreciation - Land Improvements	9425		-	input negative number
	d) Buildings	9430		3,088.12	should more than Accum dep
	e) Accumulated Depreciation - Buildings	9435		(3,088.12)	input negative number
	f) Equipment	9440		284,740.16	should more than Accum dep
	g) Accumulated Depreciation - Equipment	9445		(162,805.85)	input negative number
	h) Work in Programs	9450		15,634,821.22	
<b>10)</b>	<b>TOTAL ASSETS</b>			<b>17,419,302.34</b>	
<b>B.</b>	<b>DEFERRED OUTFLOWS OF RESOURCES</b>				
1)	Deferred Outflows Of Resources	9490		-	-
<b>2)</b>	<b>TOTAL DEFERRED OUTFLOWS</b>			<b>-</b>	
<b>C.</b>	<b>LIABILITIES</b>				
1)	Accounts Payable	9500		140,659.47	-
2)	Due to Grantor Governments	9590		6,288.47	-
3)	Due to Other Funds	9610		-	-
4)	Current Loans	9640		-	-
5)	Unearned Revenue	9650		63,012.44	-
6)	Long-Term Liabilities:			-	-
	a) Net Pension Liability	9663		-	-
	b) Net OPEB Obligation	9664		-	-
	c) Compensated Absences	9665		14,484.15	-
	d) COPS Payable	9666		-	-
	e) Capital Leases Payable	9667		-	-
	f) Lease Revenue Bonds Payable	9668		-	-
	g) Other General Long-Term Liabilities	9669		7,855,493.25	-
<b>7)</b>	<b>TOTAL LIABILITIES</b>			<b>8,079,937.78</b>	
<b>D.</b>	<b>DEFERRED INFLOWS OF RESOURCES</b>				
1)	Deferred Inflows of Resources	9690		-	-
<b>2)</b>	<b>TOTAL DEFERRED INFLOWS</b>			<b>-</b>	
<b>E. NET POSITION, June 30</b>					
<b>Net Position, June 30</b>					<b>9,339,364.56</b>
(must agree with line F2) (A10+B2) - (C7 +D2)					
DIFF BET. NET POSITION & FUND EQTY ( this should be zero)					-

1819601	Monsnr Oscar Romero Chtr MS				-	FALSE
<b>FY18 1ST INTERIM REPORT</b>						
<b>FI CHARTER SCHOOL - FUND 62</b>						
<b>DUE DATE - DECEMBER 08, 2017 - (FRIDAY)</b>						
					<b>June 30, 2018</b>	<b>Oct 31, 2017 Actuals</b>
					<b>Estimated Actuals</b>	
					<b>12 months</b>	<b>(4 months)</b>
			<b>Object</b>			
			<b>Codes</b>			
<b>A.</b>	<b>REVENUES (Summary- -See details below)</b>					
	1)	LCFF Sources	8010-8099		3,126,672.82	722,565.40
	2)	Federal Revenue	8100-8299		535,399.89	67,057.88
	3)	Other State Revenue	8300-8599		5,090,831.45	1,373,002.64
	4)	Other Local Revenue	8600-8799		33,920.91	10,587.58
	5)	<b>TOTAL REVENUES</b>			<b>8,786,825.07</b>	<b>2,173,213.50</b>
<b>B.</b>	<b>EXPENSES</b>					
	1)	Certificated Salaries	1000-1999		1,068,380.29	290,127.42
	2)	Classified Salaries	2000-2999		553,712.25	154,053.65
	3)	Employee Benefits	3000-3999		589,137.64	178,154.40
	4)	Books & Supplies	4000-4999		605,349.89	158,118.88
	5)	Services and Other Operating Expenses	5000-5999		714,305.12	82,003.86
	6)	Depreciation	6000-6999		42,664.16	13,463.72
	7)	Other Outgo (excluding Transfers of indirect Costs)	7100-7299, 7400-7499		49,333.09	16,991.12
	8)	Other Outgo - Transfers of Indirect Costs	7300-7399		446,122.78	150,794.72
	9)	<b>TOTAL EXPENSES</b>			<b>4,069,005.23</b>	<b>1,043,707.77</b>
<b>C.</b>	<b>EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES &amp; USES</b>				<b>4,717,819.84</b>	<b>1,129,505.73</b>
<b>D.</b>	<b>OTHER FINANCING SOURCES/USES</b>					
	1)	Interfund Transfers				
	a)	Transfers In	8900-8929			
	b)	Transfers Out	7600-7629			
	2)	Other Sources/Uses				
	a)	Sources	8930-8979		-	-
	b)	Uses	7630-7699		-	-
	3)	Contributions	8980-8999		-	-
	4)	<b>TOTAL OTHER FINANCING SOURCES/USES</b>			<b>-</b>	<b>-</b>
<b>E.</b>	<b>NET INCREASE (DECREASE) IN NET ASSET</b>				<b>4,717,819.84</b>	<b>1,129,505.73</b>
<b>F.</b>	<b>NET POSITION</b>					
	1)	Beginning Net Position				
	a)	As of July 1, 2017, unaudited	9791		4,578,244.72	4,578,244.72
	b)	Audit Adjustments	9793		43,300.00	43,300.00
	c)	As of July 1 - Audited (F1a + F1b)			4,621,544.72	4,621,544.72
	d)	Other Restatements	9795		-	-
	e)	Adjusted Beginning Net Position (F1c + F1d)			4,621,544.72	4,621,544.72
	2)	<b>Ending Net Position, June 30 (E + F1e)</b>			<b>9,339,364.56</b>	<b>5,751,050.45</b>
		Components of Ending Net Position				
	a)	Net Investment in Capital Assets	9796		7,901,262.28	7,901,262.28
	b)	Restricted Net Position	9797		-	-
	c)	Unrestricted Net Position	9790		1,438,102.28	(2,150,211.83)





1819601	<b>Monsnr Oscar Romero Chtr MS</b>				-	FALSE
<b>FY18 1ST INTERIM REPORT</b>						
<b>FI CHARTER SCHOOL - FUND 62</b>						
<b>DUE DATE - DECEMBER 08, 2017 - (FRIDAY)</b>						
		Specialized Secondary	8590	7370	-	-
		Quality Education Investment Act	8590	7400	-	-
		Common Core Standards Implementation Funds	8590	7405	-	-
		All other State Revenues:	8590	7810	4,648,448.56	1,309,705.04
		Others (please insert description below)				
		Prior Year			2,327.97	2,327.97
		Corp 1D Revenue			4,646,120.59	1,307,377.07
					-	-
					-	-
					-	-
					-	-
					-	-
					-	-
					-	-
					-	-
		<b>TOTAL OTHER STATE REVENUE</b>			<b>5,090,831.45</b>	<b>1,373,002.64</b>
	4)	<b>Other Local Revenues</b>				
		Sales				
		Sale of Equipment/Supplies	8631	0000	-	-
		Sale of Publications	8632	0000	-	-
		Food Service Sales	8634	5310	-	-
		Other Sales	8639	0000	-	-
		Leases & Rentals	8650	0000	-	-
		Interest	8660	0000	-	-
		Net Increase (Decrease) in the Fair Value of Investments	8662	0000	-	-
		Fees and Contracts				
		Child Development Parent Fees	8673	0000	-	-
		Transportation Fees from Individuals	8675	0000	-	-
		Interagency Services	8677	0000	-	-
		All Other Fees & Contracts	8689	0000	-	-
		<b>Other Local Revenues</b>	8689	0000	33,920.91	10,587.58
		Others (please insert description below)				
		Grants			12,000.00	5,500.00
		Fund Raising/Others			10,500.00	500.00
		Prior Year			3,958.99	3,958.99
		All Other Local			7,461.92	628.59
					-	-
					-	-
					-	-
					-	-
					-	-
					-	-
					-	-
		Tuition	8710	0000	-	-
		All Other Transfers In	8781-8783	0000	-	-
		Transfers of Apportionments				
		Special Education SELPA Transfers				
		From Districts or Charter Schools	8791	6500	-	-
		From County Offices	8792	6500	-	-
		From JPAs	8793	6500	-	-
		Other Transfers of Apportionments				
		From Districts or Charter Schools	8791	0000	-	-
		From County Offices	8792	0000	-	-
		From JPAs	8793	0000	-	-
		All Other Transfers in from All Others	8799	0000	-	-
		<b>TOTAL OTHER LOCAL REVENUE</b>			<b>33,920.91</b>	<b>10,587.58</b>
		<b>TOTAL REVENUES</b>			<b>8,786,825.07</b>	<b>2,173,213.50</b>
					<b>June 30, 2018</b>	<b>Oct 31, 2017 Actuals</b>
					<b>Estimated Actuals</b>	
			<b>SACS</b>	<b>FUNC</b>		<b>(4 months)</b>
		<b>Expenses by Sub-object</b>	<b>Object</b>	<b>Object</b>		
	1)	<b>Certificated Salaries</b>				
		Teachers' Salaries	1100	1000	970,165.56	260,236.02
		Librarians	1200	2420	-	-
		Guidance, Welfare, & Counseling Services	1200	3110	-	-
		Pupil Support Salaries	1200	3140	-	-
		Supervisors' and Administrators' Salaries	1300	2700	98,214.73	29,891.40
		Other Certificated Salaries	1900	2100	-	-
		<b>TOTAL CERTIFICATED SALARIES</b>			<b>1,068,380.29</b>	<b>290,127.42</b>
	2)	<b>Classified Salaries</b>				
		Classified Instructional Salaries	2100	1000	148,893.75	38,662.32

1819601	<b>Monsnr Oscar Romero Chtr MS</b>				-	FALSE
	<b>FY18 1ST INTERIM REPORT</b>					
	<b>FI CHARTER SCHOOL - FUND 62</b>					
	<b>DUE DATE - DECEMBER 08, 2017 - (FRIDAY)</b>					
		Classified Supervisors' and Administrators' Salaries	2300	2100	131,486.09	40,519.24
		Clerical, Technical and Office Salaries	2400	2700	232,097.68	62,035.39
		Classified Transportation Salaries	2200	3600	-	-
		Classified Food Services Salaries	2200	3700	9,709.92	3,134.40
		Classified Maintenance & Operations	2200	8100	-	-
		Other Classified	2900	2100	31,524.81	9,702.30
		<b>TOTAL CLASSIFIED SALARIES</b>			<b>553,712.25</b>	<b>154,053.65</b>
	3)	<b>Employee Benefits</b>				
		EE Ben - STRS - Certificated			<b>159,325.53</b>	<b>43,271.84</b>
		EE Ben - STRS - Certificated - Instruction	3101	1000	144,678.95	38,813.61
		EE Ben - STRS - Certificated - Instructional Library, Media	3101	2420	-	-
		EE Ben - STRS - Certificated - School Administration	3101	2700	14,646.58	4,458.23
		EE Ben - STRS - Certificated - Guidance & Counseling S	3101	3110	-	-
		EE Ben - STRS - Certificated - Health Services	3101	3140	-	-
		EE Ben - STRS - Certificated - Other General Admin	3101	2100	-	-
		EE Ben - STRS - Classified			-	-
		EE Ben - STRS - Classified - Instruction	3102	1000	-	-
		EE Ben - STRS - Classified - Instructional Supv and Adm	3102	2100	-	-
		EE Ben - STRS - Classified - School Administration	3102	2700	-	-
		EE Ben - STRS - Classified - Pupil Transportation	3102	3600	-	-
		EE Ben - STRS - Classified - Food Services	3102	3700	-	-
		EE Ben - STRS - Classified - Plant Maintenance & Opera	3102	8100	-	-
		EE Ben - STRS - Classified - Other General Admin	3102	2100	-	-
		EE Ben - PERS - Certificated			-	-
		EE Ben - PERS - Certificated - Instruction	3201	1000	-	-
		EE Ben - PERS - Certificated - Instructional Library, Medi	3201	2420	-	-
		EE Ben - PERS - Certificated - School Administration	3201	2700	-	-
		EE Ben - PERS - Certificated - Guidance & Counseling S	3201	3110	-	-
		EE Ben - PERS - Certificated - Health Services	3201	3140	-	-
		EE Ben - PERS - Certificated - Other General Admin	3201	2100	-	-
		EE Ben - PERS - Classified			-	-
		EE Ben - PERS - Classified - Instruction	3202	1000	-	-
		EE Ben - PERS - Classified - Instructional Supv and Adm	3202	2100	-	-
		EE Ben - PERS - Classified - School Administration	3202	2700	-	-
		EE Ben - PERS - Classified - Pupil Transportation	3202	3600	-	-
		EE Ben - PERS - Classified - Food Services	3202	3700	-	-
		EE Ben - PERS - Classified - Plant Maintenance & Opera	3202	8100	-	-
		EE Ben - PERS - Classified - Other General Administrati	3202	2100	-	-
		EE Ben - OASDI Reg - Certificated			-	-
		EE Ben - OASDI Reg - Certificated - Instruction	3301	1000	-	-
		EE Ben - OASDI Reg - Certificated - Instructional Library,	3301	2420	-	-
		EE Ben - OASDI Reg - Certificated - School Administratio	3301	2700	-	-
		EE Ben - OASDI Reg - Certificated - Guidance & Counsel	3301	3110	-	-
		EE Ben - OASDI Reg - Certificated - Health Services	3301	3140	-	-
		EE Ben - OASDI Reg - Certificated - Other General Admin	3301	2100	-	-
		EE Ben - OASDI Reg - Classified			<b>32,269.97</b>	<b>9,103.14</b>
		EE Ben - OASDI Reg - Classified - Instruction	3302	1000	8,677.43	2,284.58
		EE Ben - OASDI Reg - Classified - Instructional Supervisi	3302	2100	7,662.92	2,394.31
		EE Ben - OASDI Reg - Classified - School Administration	3302	2700	13,526.49	3,665.72
		EE Ben - OASDI Reg - Classified - Pupil Transportation	3302	3600	-	-
		EE Ben - OASDI Reg - Classified - Food Services	3302	3700	565.89	185.21
		EE Ben - OASDI Reg - Classified - Plant Maintenance & C	3302	8100	-	-
		EE Ben - OASDI Reg - Classified - Other General Adminis	3302	2100	1,837.24	573.32
		EE Ben - OASDI Medicare - Certificated			<b>15,514.05</b>	<b>4,229.20</b>
		EE Ben - OASDI Medicare - Certificated - Instruction	3301	1000	14,087.86	3,793.47
		EE Ben - OASDI Medicare - Certificated - Instructional Lib	3301	2420	-	-
		EE Ben - OASDI Medicare - Certificated - School Adminis	3301	2700	1,426.19	435.73
		EE Ben - OASDI Medicare - Certificated - Guidance & Co	3301	3110	-	-
		EE Ben - OASDI Medicare - Certificated - Health Services	3301	3140	-	-
		EE Ben - OASDI Medicare - Certificated - Other General /	3301	2100	-	-
		EE Ben - OASDI Medicare - Classified			<b>8,040.51</b>	<b>2,245.64</b>
		EE Ben - OASDI Medicare - Classified - Instruction	3302	1000	2,162.10	563.58
		EE Ben - OASDI Medicare - Classified - Instructional Supv	3302	2100	1,909.32	590.65
		EE Ben - OASDI Medicare - Classified - School Administr	3302	2700	3,370.31	904.29
		EE Ben - OASDI Medicare - Classified - Pupil Transportat	3302	3600	-	-
		EE Ben - OASDI Medicare - Classified - Food Services	3302	3700	141.00	45.69
		EE Ben - OASDI Medicare - Classified - Plant Maintenan	3302	8100	-	-
		EE Ben - OASDI Medicare - Classified - Other General Ac	3302	2100	457.77	141.43

1819601	<b>Monsnr Oscar Romero Chtr MS</b>			-	FALSE
	<b>FY18 1ST INTERIM REPORT</b>				
	<b>FI CHARTER SCHOOL - FUND 62</b>				
	<b>DUE DATE - DECEMBER 08, 2017 - (FRIDAY)</b>				
	EE Ben - Retirement in Lieu of OASDI - Cert			-	-
	EE Ben - Retirement in Lieu of OASDI - Cert - Instruction	3301	1000	-	-
	EE Ben - Retirement in Lieu of OASDI - Cert - Instructiona	3301	2420	-	-
	EE Ben - Retirement in Lieu of OASDI - Cert - School Adm	3301	2700	-	-
	EE Ben - Retirement in Lieu of OASDI - Cert - Guidance &	3301	3110	-	-
	EE Ben - Retirement in Lieu of OASDI - Cert - Health Ser	3301	3140	-	-
	EE Ben - Retirement in Lieu of OASDI - Cert - Other Gene	3301	2100	-	-
	EE Ben - Retirement in Lieu of OASDI - Classified			-	-
	EE Ben - Retirement in Lieu of OASDI - Class - Instructio	3302	1000	-	-
	EE Ben - Retirement in Lieu of OASDI - Class - Instructio	3302	2100	-	-
	EE Ben - Retirement in Lieu of OASDI - Class - School Ad	3302	2700	-	-
	EE Ben - Retirement in Lieu of OASDI - Class - Pupil Tran	3302	3600	-	-
	EE Ben - Retirement in Lieu of OASDI - Class - Food Ser	3302	3700	-	-
	EE Ben - Retirement in Lieu of OASDI - Class - Plant Mai	3302	8100	-	-
	EE Ben - Retirement in Lieu of OASDI - Class - Other Ge	3302	2100	-	-
	EE Ben - Health & Welfare Benefits - Certificated			223,585.70	64,967.31
	EE Ben - Health & Welfare Benefits - Cert - Instruction	3401	1000	203,031.78	58,273.82
	EE Ben - Health & Welfare Benefits - Cert - Instructional L	3401	2420	-	-
	EE Ben - Health & Welfare Benefits - Cert - School Admir	3401	2700	20,553.93	6,693.49
	EE Ben - Health & Welfare Benefits - Cert - Guidance & C	3401	3110	-	-
	EE Ben - Health & Welfare Benefits - Cert - Health Servic	3401	3140	-	-
	EE Ben - Health & Welfare Benefits - Cert - Other Genera	3401	2100	-	-
	EE Ben - Health & Welfare Benefits - Classified			115,878.35	34,496.74
	EE Ben - Health & Welfare Benefits - Class - Instruction	3402	1000	31,159.80	8,657.53
	EE Ben - Health & Welfare Benefits - Class - Instructional	3402	2100	27,516.80	9,073.34
	EE Ben - Health & Welfare Benefits - Class - School Adm	3402	2700	48,572.33	13,891.39
	EE Ben - Health & Welfare Benefits - Class - Pupil Transp	3402	3600	-	-
	EE Ben - Health & Welfare Benefits - Class - Food Servic	3402	3700	2,032.05	701.88
	EE Ben - Health & Welfare Benefits - Class - Plant Mainte	3402	8100	-	-
	EE Ben - Health & Welfare Benefits - Class - Other Gene	3402	2100	6,597.37	2,172.61
	EE Ben - Unemployment Insurance - Certificated			537.03	147.88
	EE Ben - Unemployment Insurance - Cert - Instruction	3501	1000	487.66	132.64
	EE Ben - Unemployment Insurance - Cert - Instructional L	3501	2420	-	-
	EE Ben - Unemployment Insurance - Cert - School Admin	3501	2700	49.37	15.24
	EE Ben - Unemployment Insurance - Cert - Guidance & C	3501	3110	-	-
	EE Ben - Unemployment Insurance - Cert - Health Servic	3501	3140	-	-
	EE Ben - Unemployment Insurance - Cert - Other Genera	3501	2100	-	-
	EE Ben - Unemployment Insurance - Classified			278.33	78.52
	EE Ben - Unemployment Insurance - Class - Instruction	3502	1000	74.84	19.71
	EE Ben - Unemployment Insurance - Class - Instructional	3502	2100	66.09	20.65
	EE Ben - Unemployment Insurance - Class - School Adm	3502	2700	116.67	31.62
	EE Ben - Unemployment Insurance - Class - Pupil Transp	3502	3600	-	-
	EE Ben - Unemployment Insurance - Class - Food Service	3502	3700	4.88	1.60
	EE Ben - Unemployment Insurance - Class - Plant Mainte	3502	8100	-	-
	EE Ben - Unemployment Insurance - Class - Other Gener	3502	2100	15.85	4.95
	EE Ben - Workers' Compensation - Certificated			17,419.83	10,995.42
	EE Ben - Workers' Compensation - Cert - Instruction	3601	1000	15,818.45	9,862.57
	EE Ben - Workers' Compensation - Cert - Instructional Lit	3601	2420	-	-
	EE Ben - Workers' Compensation - Cert - School Adminis	3601	2700	1,601.38	1,132.84
	EE Ben - Workers' Compensation - Cert - Guidance & Co	3601	3110	-	-
	EE Ben - Workers' Compensation - Cert - Health Services	3601	3140	-	-
	EE Ben - Workers' Compensation - Cert - Other General	3601	2100	-	-
	EE Ben - Workers' Compensation - Classified			9,028.22	5,838.41
	EE Ben - Workers' Compensation - Class - Instruction	3602	1000	2,427.70	1,465.25
	EE Ben - Workers' Compensation - Class - Instructional S	3602	2100	2,143.87	1,535.62
	EE Ben - Workers' Compensation - Class - School Admin	3602	2700	3,784.33	2,351.05
	EE Ben - Workers' Compensation - Class - Pupil Transpo	3602	3600	-	-
	EE Ben - Workers' Compensation - Class - Food Services	3602	3700	158.32	118.79
	EE Ben - Workers' Compensation - Class - Plant Mainten	3602	8100	-	-
	EE Ben - Workers' Compensation - Class - Other Genera	3602	2100	514.01	367.70
	EE Ben - OPEB, Allocated			-	-
	EE Ben - OPEB, Allocated - Instruction	3701	1000	-	-
	EE Ben - OPEB, Allocated - School Administration	3701	2700	-	-
	EE Ben - OPEB, Allocated - Pupil Transportation	3701	3600	-	-
	EE Ben - OPEB, Allocated - Food Services	3701	3700	-	-
	EE Ben - OPEB, Allocated - Plant Maintenance & Operati	3701	8100	-	-
	EE Ben - OPEB, Allocated - Other General Administrati	3701	2100	-	-
	EE Ben - OPEB, Active Employees			-	-

1819601	<b>Monsnr Oscar Romero Chtr MS</b>				-	FALSE
	<b>FY18 1ST INTERIM REPORT</b>					
	<b>FI CHARTER SCHOOL - FUND 62</b>					
	<b>DUE DATE - DECEMBER 08, 2017 - (FRIDAY)</b>					
		EE Ben - OPEB, Active Emp - Instruction	3702	1000	-	-
		EE Ben - OPEB, Active Emp - Instructional Supervision and	3702	2100	-	-
		EE Ben - OPEB, Active Emp - School Administration	3702	2700	-	-
		EE Ben - OPEB, Active Emp - Pupil Transportation	3702	3600	-	-
		EE Ben - OPEB, Active Emp - Food Services	3702	3700	-	-
		EE Ben - OPEB, Active Emp - Plant Maintenance & Oper	3702	8100	-	-
		EE Ben - OPEB, Active Emp - Other General Administrati	3702	2100	-	-
		EE Ben - Other Employment Benefits - Certificated			-	-
		EE Ben - Other Emp Benefits - Cert - Instruction	3901	1000	-	-
		EE Ben - Other Emp Benefits - Cert - Instructional Library	3901	2420	-	-
		EE Ben - Other Emp Benefits - Cert - School Administration	3901	2700	-	-
		EE Ben - Other Emp Benefits - Cert - Guidance & Counse	3901	3110	-	-
		EE Ben - Other Emp Benefits - Cert - Health Services	3901	3140	-	-
		EE Ben - Other Emp Benefits - Cert - Other General Adm	3901	2100	-	-
		EE Ben - Other Employment Benefits - Classified			<b>7,260.13</b>	<b>2,780.30</b>
		EE Ben - Other Emp Benefits - Class - Instruction	3902	1000	1,952.26	697.76
		EE Ben - Other Emp Benefits - Class - Instructional Super	3902	2100	1,724.01	731.28
		EE Ben - Other Emp Benefits - Class - School Administra	3902	2700	3,043.20	1,119.59
		EE Ben - Other Emp Benefits - Class - Pupil Transportati	3902	3600	-	-
		EE Ben - Other Emp Benefits - Class - Food Services	3902	3700	127.31	56.57
		EE Ben - Other Emp Benefits - Class - Plant Maintenance	3902	8100	-	-
		EE Ben - Other Emp Benefits - Class - Other General Adr	3902	2100	413.34	175.10
		<b>TOTAL EMPLOYEE BENEFITS</b>			<b>589,137.64</b>	<b>178,154.40</b>
	4)	<b>Books &amp; Supplies</b>				
		Approved Textbooks and Core Curricula Materials	4100	1000	13,000.00	10,312.31
		Books and Other Reference Materials	4200	1000	18,921.36	18,921.36
		Materials and Supplies	4300	1000	50,187.00	17,416.30
		Noncapitalized Equipment	4400	1000	12,000.00	1,541.98
		Other Supplies	4300	2700	72,541.14	22,104.20
		Pupil Transportation	4300	3600	115,800.00	23,290.13
		Food Service Supplies	4700	3700	322,900.40	64,532.60
		<b>TOTAL BOOKS AND SUPPLIES</b>			<b>605,349.89</b>	<b>158,118.88</b>
	5)	<b>Services and Other Operating Expenses</b>				
		Personal Services- School Administration	5800	2700	14,478.12	181.59
		Personal Services- Other Gen Administration	5800	7200	6,204.91	77.82
		Travel and Conference - School Administration	5200	2700	18,340.00	1,925.00
		Travel and Conference - Other Gen Administration	5200	7200	7,860.00	825.00
		Due and Memberships - School Admininstration	5300	2700	4,025.00	933.70
		Due and Memberships - Other Gen Administratin	5300	7200	1,725.00	400.16
		Insurance-School Administration	5400	2700	18,849.34	7,108.82
		Insurance - Other General Administration	5400	7200	8,078.29	3,046.64
		Operation and Housekeeping Services	5500	8100	46,470.00	6,150.00
		Rentals/Leases/Repairs&Noncapitalized Improvements	5600	8700	253,515.62	10,030.61
		Transfers of Direct Cost - School Administration	5800	2700	-	-
		Transfers of Direct Cost - Other General Admin	5800	7200	-	-
		Professional Consulting Services& Operating Exp	5800	1000	176,030.50	14,274.81
		Professional Consulting Services& Operating Exp	5800	2100	105,748.35	25,549.12
		Communications - School Administration	5900	2700	37,086.00	8,050.41
		Communications - Other General Administration	5900	7200	15,894.00	3,450.18
		<b>TOTAL SERVICES AND OTHER OPERATING EXPENSES</b>			<b>714,305.12</b>	<b>82,003.86</b>
	6)	<b>Depreciation</b>				
		Depreciation Expense - Instruction	6900	1000	42,664.16	13,463.72
		Depreciation Expense - Instructional Superv & Admin	6900	2100	-	-
		<b>TOTAL DEPRECIATION</b>			<b>42,664.16</b>	<b>13,463.72</b>
	7)	<b>Other Outgo (excluding Transfers of Indirect Costs)</b>				
		Tuition				
		Tuition for Instruction Under Interdistrict Attendance Agree	7110	9200	-	-
		Tuition, Excess Costs, and/or Deficit Payments				
		Payments to Districts or Charter School	7141	9200	-	-
		Payments to County Offices	7142	9200	-	-
		Payments to JPAs	7143	9200	-	-
		Other Transfers Out				
		All Other Transfers	7281-7283	9200	49,333.09	16,991.12
		All Other Transfers Out to All Others	7299	9200	-	-
		Debt Service				
		Debt Service-Interest	7438	9100	-	-
		<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>49,333.09</b>	<b>16,991.12</b>

1819601	<b>Monsnr Oscar Romero Chtr MS</b>				-	FALSE
	<b>FY18 1ST INTERIM REPORT</b>					
	<b>FI CHARTER SCHOOL - FUND 62</b>					
	<b>DUE DATE - DECEMBER 08, 2017 - (FRIDAY)</b>					
	8) <b>OTHER OUTGO-TRANSFERS OF INDIRECT COSTS</b>					
	Transfers of Indirect Cost	7310				
	Transfers of Indirect Cost-Interfund	7350			414,856.05	140,449.00
	<b>TOTAL, OTHER OUTGO-TRANSFERS OF INDIRECT COSTS</b>				<b>414,856.05</b>	<b>140,449.00</b>
	<b>Direct Support/Indirect Costs/All Other Financing Uses</b>					
	Indirect Cost ( total supervisory oversight fees only)	5800	2700		21,886.71	7,242.00
	Indirect Cost ( total supervisory oversight fees only)	5800	7200		9,380.02	3,103.72
	<b>TOTAL Direct Support/Indirect Costs/All Other Financing Uses</b>				<b>31,266.73</b>	<b>10,345.72</b>
	<b>All Other Financing Uses</b>	7699	9100		-	-
	<b>TOTAL EXPENSES</b>				<b>4,069,005.23</b>	<b>1,043,707.77</b>
	CHECK: DETAILS OF REVENUE = TOTAL REVENUE- SUMMARY; SHOULD BE ZERO				-	-
	CHECK: DETAILS OF EXPENSES = TOTAL EXPENSES - SUMMARY; SHOULD BE ZERO ; OR \$ IN OTHER FINANCING USES				-	-

1759801	<b>YPI Valley Public Charter</b>					<b>0.00</b>	THIS SHOULD BE ZERO, PLS ZERO OUT BEFORE SUBMISSION
	<b>FY18 1ST INTERIM REPORT</b>						
	<b>FI CHARTER SCHOOL - FUND 62</b>						
	<b>DUE DATE - DECEMBER 08, 2017 - (FRIDAY)</b>						
	<b>BALANCE SHEET - FULL ACCRUAL</b>						
						<b>June 30, 2018 Estimated Actuals</b>	
	<b>A)</b>	<b>ASSETS</b>	<b>Object Codes</b>				
	1)	Cash					
		a) in County Treasury	9110			-	<b>CHECK:</b>
		1) Fair Value Adjustment to Cash in County Treasury	9111			-	-
		b) in Banks	9120			136,474.60	-
		c) in Revolving Fund	9130			-	-
		d) with Fiscal Agent	9135			-	-
		e) collections awaiting deposit	9140			-	-
	2)	Investments	9150			-	-
	3)	Accounts Receivable	9200			0.04	-
	4)	Due from Grantor Government	9290			300,011.23	-
	5)	Due from Other Funds	9310			-	-
	6)	Stores	9320			-	-
	7)	Prepaid Expenditures	9330			1,375.00	-
	8)	Other Current Assets	9340			-	-
	9)	Fixed Assets:					
		a) Land	9410			-	-
		b) Land Improvements	9420			-	should more than Accum dep
		c) Accumulated Depreciation - Land Improvements	9425			-	input negative number
		d) Buildings	9430			-	should more than Accum dep
		e) Accumulated Depreciation - Buildings	9435			-	input negative number
		f) Equipment	9440			116,131.09	should more than Accum dep
		g) Accumulated Depreciation - Equipment	9445			(58,948.08)	input negative number
		h) Work in Programs	9450			-	
	<b>10)</b>	<b>TOTAL ASSETS</b>				495,043.89	
	<b>B.</b>	<b>DEFERRED OUTFLOWS OF RESOURCES</b>					
	1)	Deferred Outflows Of Resources	9490			-	-
	<b>2)</b>	<b>TOTAL DEFERRED OUTFLOWS</b>				-	
	<b>C.</b>	<b>LIABILITIES</b>					
	1)	Accounts Payable	9500			85,727.28	-
	2)	Due to Grantor Governments	9590			8,332.98	-
	3)	Due to Other Funds	9610			-	-
	4)	Current Loans	9640			50,000.00	-
	5)	Unearned Revenue	9650			-	-
	6)	Long-Term Liabilities:				-	-
		a) Net Pension Liability	9663			-	-
		b) Net OPEB Obligation	9664			-	-
		c) Compensated Absences	9665			2,691.32	-
		d) COPS Payable	9666			-	-
		e) Capital Leases Payable	9667			-	-
		f) Lease Revenue Bonds Payable	9668			-	-
		g) Other General Long-Term Liabilities	9669			50,004.00	-
	<b>7)</b>	<b>TOTAL LIABILITIES</b>				196,755.58	
	<b>D.</b>	<b>DEFERRED INFLOWS OF RESOURCES</b>					
	1)	Deferred Inflows of Resources	9690			-	-
	<b>2)</b>	<b>TOTAL DEFERRED INFLOWS</b>				-	
	<b>E.</b>	<b>NET POSITION, June 30</b>					
		<b>Net Position, June 30</b>				298,288.31	
		(must agree with line F2) (A10+B2) - (C7 +D2)					
		<b>DIFF BET. NET POSITION &amp; FUND EQTY ( this should be zero)</b>				<b>0.00</b>	-

1759801	YPI Valley Public Charter				0.00	THIS SHOULD BE ZERO, PLS ZERO OUT BEFORE SUBMISSION
FY18 1ST INTERIM REPORT						
FI CHARTER SCHOOL - FUND 62						
DUE DATE - DECEMBER 08, 2017 - (FRIDAY)						
					June 30, 2018 Estimated Actuals 12 months	Oct 31, 2017 Actuals (4 months)
<b>A.</b>	<b>REVENUES (Summary- -See details below)</b>			<b>Object Codes</b>		
	1)	LCFF Sources		8010-8099	2,231,510.70	387,063.69
	2)	Federal Revenue		8100-8299	218,665.02	24,264.17
	3)	Other State Revenue		8300-8599	186,888.67	23,328.79
	4)	Other Local Revenue		8600-8799	27,868.02	6,667.23
	5)	<b>TOTAL REVENUES</b>			<b>2,664,932.40</b>	<b>441,323.88</b>
<b>B.</b>	<b>EXPENSES</b>					
	1)	Certificated Salaries		1000-1999	832,869.74	223,742.75
	2)	Classified Salaries		2000-2999	342,502.21	105,035.75
	3)	Employee Benefits		3000-3999	457,204.18	129,340.60
	4)	Books & Supplies		4000-4999	289,366.03	121,885.83
	5)	Services and Other Operating Expenses		5000-5999	419,038.26	51,485.36
	6)	Depreciation		6000-6999	23,128.63	7,644.48
	7)	Other Outgo (excluding Transfers of indirect Costs)		7100-7299, 7400-7499	30,736.63	6,486.20
	8)	Other Outgo - Transfers of Indirect Costs		7300-7399	268,802.55	88,000.92
	9)	<b>TOTAL EXPENSES</b>			<b>2,663,648.23</b>	<b>733,621.89</b>
<b>C.</b>	<b>EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES &amp; USES</b>				<b>1,284.18</b>	<b>(292,298.01)</b>
<b>D.</b>	<b>OTHER FINANCING SOURCES/USES</b>					
	1)	Interfund Transfers				
		a)	Transfers In	8900-8929		
		b)	Transfers Out	7600-7629		
	2)	Other Sources/Uses				
		a)	Sources	8930-8979	-	-
		b)	Uses	7630-7699	-	-
	3)	Contributions		8980-8999	-	-
	4)	TOTAL OTHER FINANCING SOURCES/USES			-	-
<b>E.</b>	<b>NET INCREASE (DECREASE) IN NET ASSET</b>				<b>1,284.18</b>	<b>(292,298.01)</b>
<b>F.</b>	<b>NET POSITION</b>					
	1)	Beginning Net Position				
		a)	As of July 1, 2017, unaudited	9791	297,004.13	297,004.13
		b)	Audit Adjustments	9793	-	-
		c)	As of July 1 - Audited (F1a + F1b)		297,004.13	297,004.13
		d)	Other Restatements	9795	-	-
		e)	Adjusted Beginning Net Position (F1c + F1d)		297,004.13	297,004.13
	2)	Ending Net Position, June 30 (E + F1e)			<b>298,288.31</b>	<b>4,706.12</b>
		Components of Ending Net Position				
		a)	Net Investment in Capital Assets	9796	57,183.01	57,183.01
		b)	Restricted Net Position	9797	-	-
		c)	Unrestricted Net Position	9790	241,105.29	(52,476.89)



1759801 YPI Valley Public Charter					0.00	THIS SHOULD BE ZERO, PLS ZERO OUT BEFORE SUBMISSION
<b>FY18 1ST INTERIM REPORT</b>						
<b>FI CHARTER SCHOOL - FUND 62</b>						
<b>DUE DATE - DECEMBER 08, 2017 - (FRIDAY)</b>						
					<b>June 30, 2018</b>	
					<b>Estimated Actuals</b>	<b>Oct 31, 2017 Actuals</b>
<b>Revenues (DETAILS)</b>			<b>SACS Object</b>	<b>Resource Code</b>	<b>(12 months)</b>	<b>(4 months)</b>
1) LCFF Sources						
Principal Apportionment						
State Aid - Current Year			8011	0000	1,777,146.58	293,349.00
State Aid - Prior Years			8019	0000	-	-
Education Protection Account State Aid (EPA) - CY			8012	1400	39,128.00	7,176.00
LCFF Transfers						
Unrestricted LCFF Transfers - Current Year			8091	0000	-	-
All Other LCFF Transfer- Current Year			8091	0000	-	-
Transfers to Charter Schools in lieu of Property Taxes			8096	0000	415,236.12	86,538.69
In Lieu of PropTax - Prior Year			8096	0000	-	-
Property Taxes Transfers			8097	0000	-	-
LCFF/Revenue Limit Transfers - Prior Years			8099	0000	-	-
<b>TOTAL LCFF SOURCES</b>					<b>2,231,510.70</b>	<b>387,063.69</b>
2) Federal Revenue						
Maintenance and Operations			8110			
Special Ed: IDEA Basic Local Assistance - CY			8181	3310	38,300.44	7,982.17
Special Ed: IDEA Basic Local Assistance - PY adjustment			8181	3310	-	-
Special Education Discretionary Grants			8182	3310	-	-
Child Nutrition Programs			8220	5310	101,866.60	-
Donated Food Commodities			8221	5310	-	-
Interagency Contracts Between LEAs			8285			
NCLB: T1,Part A Basic Grts Low-Inc & Neglected			8290	3010	68,998.37	14,586.00
NCLB: T1,Part A Basic School Support			8290	3020	-	-
NCLB: Title I, Part D, Local Delinquent Programs			8290	3025	-	-
Vocational and Applied Technology Education			8290	3500-3699	-	-
				3012,3030,		
Other No Child Left Behind			8290	4126,5510	-	-
Safe and Drug Free Schools			8290	3700-3799	-	-
NCLB:TII, Part A, Teacher Quality			8290	4035	6,784.00	1,696.00
NCLB:TII, Part A, Administrator Training			8290	4036	-	-
NCLB:TII, Part D, Enhancing Education Through Technol			8290	4045	-	-
NCLB:TII, Part D, Enhancing Education Through Technol			8290	4046	-	-
NCLB:TIII, Immigrant Education Program			8290	4201	-	-
NCLB:TIII, Limited English Proficient (LEP) Student Progr			8290	4203	2,715.60	-
NCLB:TitleV, Part B, Public Charter Schools Grant Program (PCSGP)			8290	4610	-	-
Med-Cal Billing Option (Medical Assistance Program)			8290	5640	-	-
All Other Federal Revenues:			8290	5810	-	-
Others (please insert description below)					-	-
Federal Revenues PYA					-	-
					-	-
					-	-
					-	-
					-	-
					-	-
					-	-
					-	-
					-	-
					-	-
<b>TOTAL FEDERAL REVENUE</b>					<b>218,665.02</b>	<b>24,264.17</b>
3) Other State Revenue						
Other State Apportionments						
Special Education Master Plan						
Special Education AB602 - Current Year			8311	6500	111,937.38	23,328.79
Special Education AB602 - Prior Years			8311	6500	-	-
All Other State Apportionments - Current Year			8311	6500	-	-
All Other State Apportionments - Prior Years			8319	6500	-	-
Child Nutrition: School Program			8520	5310	9,485.94	-
Mandated Costs Reimbursement			8550	0000	27,418.06	-
Lottery:Unrestricted (Non Prop 20)			8560	1100	28,633.52	-
State Lottery- Instructional Materials-Prop 20			8560	6300	9,413.76	-
After School Education and Safety (ASES)			8590	6010	-	-
Charter School Facility Grant			8590	6030	-	-
California Clean Energy Jobs Act (Prop 39)			8590	6230	-	-
Educator Effectiveness			8590	6264	-	-
Career Technical Education Incentive Grant Program (CT			8590	6387	-	-
Drug/Alcohol/Tobacco Funds			8590	6690	-	-
School Based Coordination Program			8590	7250	-	-
College Readiness Block Grant			8590	7338	-	-



1759801	<b>YPI Valley Public Charter</b>				<b>0.00</b>	<b>THIS SHOULD BE ZERO, PLS ZERO OUT BEFORE SUBMISSION</b>
	<b>FY18 1ST INTERIM REPORT</b>					
	<b>FI CHARTER SCHOOL - FUND 62</b>					
	<b>DUE DATE - DECEMBER 08, 2017 - (FRIDAY)</b>					
		Classified Supervisors' and Administrators' Salaries	2300	2100	81,999.95	27,333.28
		Clerical, Technical and Office Salaries	2400	2700	104,526.07	33,067.79
		Classified Transportation Salaries	2200	3600	-	-
		Classified Food Services Salaries	2200	3700	-	-
		Classified Maintenance & Operations	2200	8100	-	-
		Other Classified	2900	2100	28,828.08	8,470.08
		<b>TOTAL CLASSIFIED SALARIES</b>			<b>342,502.21</b>	<b>105,035.75</b>
	<b>3) Employee Benefits</b>					
		EE Ben - STRS - Certificated			<b>132,338.35</b>	<b>35,454.22</b>
		EE Ben - STRS - Certificated - Instruction	3101	1000	103,485.35	25,862.87
		EE Ben - STRS - Certificated - Instructional Library, Media	3101	2420	-	-
		EE Ben - STRS - Certificated - School Administration	3101	2700	15,744.21	5,233.71
		EE Ben - STRS - Certificated - Guidance & Counseling S	3101	3110	13,108.79	4,357.64
		EE Ben - STRS - Certificated - Health Services	3101	3140	-	-
		EE Ben - STRS - Certificated - Other General Admin	3101	2100	-	-
		EE Ben - STRS - Classified			-	-
		EE Ben - STRS - Classified - Instruction	3102	1000	-	-
		EE Ben - STRS - Classified - Instructional Supv and Adm	3102	2100	-	-
		EE Ben - STRS - Classified - School Administration	3102	2700	-	-
		EE Ben - STRS - Classified - Pupil Transportation	3102	3600	-	-
		EE Ben - STRS - Classified - Food Services	3102	3700	-	-
		EE Ben - STRS - Classified - Plant Maintenance & Opera	3102	8100	-	-
		EE Ben - STRS - Classified - Other General Admin	3102	2100	-	-
		EE Ben - PERS - Certificated			-	-
		EE Ben - PERS - Certificated - Instruction	3201	1000	-	-
		EE Ben - PERS - Certificated - Instructional Library, Medi	3201	2420	-	-
		EE Ben - PERS - Certificated - School Administration	3201	2700	-	-
		EE Ben - PERS - Certificated - Guidance & Counseling S	3201	3110	-	-
		EE Ben - PERS - Certificated - Health Services	3201	3140	-	-
		EE Ben - PERS - Certificated - Other General Admin	3201	2100	-	-
		EE Ben - PERS - Classified			-	-
		EE Ben - PERS - Classified - Instruction	3202	1000	-	-
		EE Ben - PERS - Classified - Instructional Supv and Adm	3202	2100	-	-
		EE Ben - PERS - Classified - School Administration	3202	2700	-	-
		EE Ben - PERS - Classified - Pupil Transportation	3202	3600	-	-
		EE Ben - PERS - Classified - Food Services	3202	3700	-	-
		EE Ben - PERS - Classified - Plant Maintenance & Opera	3202	8100	-	-
		EE Ben - PERS - Classified - Other General Administrati	3202	2100	-	-
		EE Ben - OASDI Reg - Certificated			-	-
		EE Ben - OASDI Reg - Certificated - Instruction	3301	1000	-	-
		EE Ben - OASDI Reg - Certificated - Instructional Library,	3301	2420	-	-
		EE Ben - OASDI Reg - Certificated - School Administratio	3301	2700	-	-
		EE Ben - OASDI Reg - Certificated - Guidance & Counsel	3301	3110	-	-
		EE Ben - OASDI Reg - Certificated - Health Services	3301	3140	-	-
		EE Ben - OASDI Reg - Certificated - Other General Admin	3301	2100	-	-
		EE Ben - OASDI Reg - Classified			<b>15,921.44</b>	<b>5,059.92</b>
		EE Ben - OASDI Reg - Classified - Instruction	3302	1000	5,910.56	1,742.17
		EE Ben - OASDI Reg - Classified - Instructional Supervisi	3302	2100	3,811.82	1,316.73
		EE Ben - OASDI Reg - Classified - School Administration	3302	2700	4,858.96	1,592.98
		EE Ben - OASDI Reg - Classified - Pupil Transportation	3302	3600	-	-
		EE Ben - OASDI Reg - Classified - Food Services	3302	3700	-	-
		EE Ben - OASDI Reg - Classified - Plant Maintenance & C	3302	8100	-	-
		EE Ben - OASDI Reg - Classified - Other General Adminis	3302	2100	1,340.09	408.03
		EE Ben - OASDI Medicare - Certificated			<b>12,075.22</b>	<b>3,242.93</b>
		EE Ben - OASDI Medicare - Certificated - Instruction	3301	1000	9,442.52	2,365.63
		EE Ben - OASDI Medicare - Certificated - Instructional Lib	3301	2420	-	-
		EE Ben - OASDI Medicare - Certificated - School Adminis	3301	2700	1,436.58	478.72
		EE Ben - OASDI Medicare - Certificated - Guidance & Co	3301	3110	1,196.11	398.59
		EE Ben - OASDI Medicare - Certificated - Health Services	3301	3140	-	-
		EE Ben - OASDI Medicare - Certificated - Other General /	3301	2100	-	-
		EE Ben - OASDI Medicare - Classified			<b>4,965.71</b>	<b>1,522.39</b>
		EE Ben - OASDI Medicare - Classified - Instruction	3302	1000	1,843.43	524.17
		EE Ben - OASDI Medicare - Classified - Instructional Supv	3302	2100	1,188.86	396.17
		EE Ben - OASDI Medicare - Classified - School Administr	3302	2700	1,515.45	479.28
		EE Ben - OASDI Medicare - Classified - Pupil Transportat	3302	3600	-	-
		EE Ben - OASDI Medicare - Classified - Food Services	3302	3700	-	-
		EE Ben - OASDI Medicare - Classified - Plant Maintenan	3302	8100	-	-
		EE Ben - OASDI Medicare - Classified - Other General Ac	3302	2100	417.96	122.77

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	<b>FY18 1ST INTERIM REPORT</b>					
	<b>FI CHARTER SCHOOL - FUND 62</b>					
	<b>DUE DATE - DECEMBER 08, 2017 - (FRIDAY)</b>					
		EE Ben - Retirement in Lieu of OASDI - Cert			-	-
		EE Ben - Retirement in Lieu of OASDI - Cert - Instruction	3301	1000	-	-
		EE Ben - Retirement in Lieu of OASDI - Cert - Instructiona	3301	2420	-	-
		EE Ben - Retirement in Lieu of OASDI - Cert - School Adr	3301	2700	-	-
		EE Ben - Retirement in Lieu of OASDI - Cert - Guidance &	3301	3110	-	-
		EE Ben - Retirement in Lieu of OASDI - Cert - Health Ser	3301	3140	-	-
		EE Ben - Retirement in Lieu of OASDI - Cert - Other Gene	3301	2100	-	-
		EE Ben - Retirement in Lieu of OASDI - Classified			-	-
		EE Ben - Retirement in Lieu of OASDI - Class - Instructio	3302	1000	-	-
		EE Ben - Retirement in Lieu of OASDI - Class - Instructio	3302	2100	-	-
		EE Ben - Retirement in Lieu of OASDI - Class - School Ac	3302	2700	-	-
		EE Ben - Retirement in Lieu of OASDI - Class - Pupil Tra	3302	3600	-	-
		EE Ben - Retirement in Lieu of OASDI - Class - Food Ser	3302	3700	-	-
		EE Ben - Retirement in Lieu of OASDI - Class - Plant Mai	3302	8100	-	-
		EE Ben - Retirement in Lieu of OASDI - Class - Other Ge	3302	2100	-	-
		EE Ben - Health & Welfare Benefits - Certificated			194,142.49	50,900.37
		EE Ben - Health & Welfare Benefits - Cert - Instruction	3401	1000	151,814.68	37,130.40
		EE Ben - Health & Welfare Benefits - Cert - Instructional L	3401	2420	-	-
		EE Ben - Health & Welfare Benefits - Cert - School Adm	3401	2700	23,097.01	7,513.85
		EE Ben - Health & Welfare Benefits - Cert - Guidance & C	3401	3110	19,230.81	6,256.11
		EE Ben - Health & Welfare Benefits - Cert - Health Serv	3401	3140	-	-
		EE Ben - Health & Welfare Benefits - Cert - Other Genera	3401	2100	-	-
		EE Ben - Health & Welfare Benefits - Classified			79,837.50	23,895.11
		EE Ben - Health & Welfare Benefits - Class - Instruction	3402	1000	29,638.31	8,227.27
		EE Ben - Health & Welfare Benefits - Class - Instructional	3402	2100	19,114.24	6,218.19
		EE Ben - Health & Welfare Benefits - Class - School Adm	3402	2700	24,365.10	7,522.76
		EE Ben - Health & Welfare Benefits - Class - Pupil Transp	3402	3600	-	-
		EE Ben - Health & Welfare Benefits - Class - Food Servic	3402	3700	-	-
		EE Ben - Health & Welfare Benefits - Class - Plant Mainte	3402	8100	-	-
		EE Ben - Health & Welfare Benefits - Class - Other Gener	3402	2100	6,719.84	1,926.90
		EE Ben - Unemployment Insurance - Certificated			415.03	110.52
		EE Ben - Unemployment Insurance - Cert - Instruction	3501	1000	324.55	80.62
		EE Ben - Unemployment Insurance - Cert - Instructional L	3501	2420	-	-
		EE Ben - Unemployment Insurance - Cert - School Admin	3501	2700	49.38	16.32
		EE Ben - Unemployment Insurance - Cert - Guidance & C	3501	3110	41.11	13.58
		EE Ben - Unemployment Insurance - Cert - Health Servic	3501	3140	-	-
		EE Ben - Unemployment Insurance - Cert - Other Genera	3501	2100	-	-
		EE Ben - Unemployment Insurance - Classified			170.67	51.89
		EE Ben - Unemployment Insurance - Class - Instruction	3502	1000	63.36	17.86
		EE Ben - Unemployment Insurance - Class - Instructional	3502	2100	40.86	13.50
		EE Ben - Unemployment Insurance - Class - School Adm	3502	2700	52.09	16.33
		EE Ben - Unemployment Insurance - Class - Pupil Transp	3502	3600	-	-
		EE Ben - Unemployment Insurance - Class - Food Service	3502	3700	-	-
		EE Ben - Unemployment Insurance - Class - Plant Mainte	3502	8100	-	-
		EE Ben - Unemployment Insurance - Class - Other Gener	3502	2100	14.37	4.18
		EE Ben - Workers' Compensation - Certificated			9,477.91	5,214.59
		EE Ben - Workers' Compensation - Cert - Instruction	3601	1000	7,411.50	3,803.90
		EE Ben - Workers' Compensation - Cert - Instructional Lit	3601	2420	-	-
		EE Ben - Workers' Compensation - Cert - School Adminis	3601	2700	1,127.58	769.77
		EE Ben - Workers' Compensation - Cert - Guidance & Co	3601	3110	938.84	640.92
		EE Ben - Workers' Compensation - Cert - Health Services	3601	3140	-	-
		EE Ben - Workers' Compensation - Cert - Other General	3601	2100	-	-
		EE Ben - Workers' Compensation - Classified			3,897.62	2,447.98
		EE Ben - Workers' Compensation - Class - Instruction	3602	1000	1,446.92	842.86
		EE Ben - Workers' Compensation - Class - Instructional S	3602	2100	933.15	637.03
		EE Ben - Workers' Compensation - Class - School Admin	3602	2700	1,189.49	770.68
		EE Ben - Workers' Compensation - Class - Pupil Transpo	3602	3600	-	-
		EE Ben - Workers' Compensation - Class - Food Services	3602	3700	-	-
		EE Ben - Workers' Compensation - Class - Plant Mainten	3602	8100	-	-
		EE Ben - Workers' Compensation - Class - Other Genera	3602	2100	328.06	197.41
		EE Ben - OPEB, Allocated			-	-
		EE Ben - OPEB, Allocated - Instruction	3701	1000	-	-
		EE Ben - OPEB, Allocated - School Administration	3701	2700	-	-
		EE Ben - OPEB, Allocated - Pupil Transportation	3701	3600	-	-
		EE Ben - OPEB, Allocated - Food Services	3701	3700	-	-
		EE Ben - OPEB, Allocated - Plant Maintenance & Operati	3701	8100	-	-
		EE Ben - OPEB, Allocated - Other General Administrat	3701	2100	-	-
		EE Ben - OPEB, Active Employees			-	-

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	<b>FY18 1ST INTERIM REPORT</b>					<b>OUT BEFORE SUBMISSION</b>
	<b>FI CHARTER SCHOOL - FUND 62</b>					
	<b>DUE DATE - DECEMBER 08, 2017 - (FRIDAY)</b>					
		EE Ben - OPEB, Active Emp - Instruction	3702	1000	-	-
		EE Ben - OPEB, Active Emp - Instructional Supervision and	3702	2100	-	-
		EE Ben - OPEB, Active Emp - School Administration	3702	2700	-	-
		EE Ben - OPEB, Active Emp - Pupil Transportation	3702	3600	-	-
		EE Ben - OPEB, Active Emp - Food Services	3702	3700	-	-
		EE Ben - OPEB, Active Emp - Plant Maintenance & Oper	3702	8100	-	-
		EE Ben - OPEB, Active Emp - Other General Administrati	3702	2100	-	-
		EE Ben - Other Employment Benefits - Certificated			-	-
		EE Ben - Other Emp Benefits - Cert - Instruction	3901	1000	-	-
		EE Ben - Other Emp Benefits - Cert - Instructional Library	3901	2420	-	-
		EE Ben - Other Emp Benefits - Cert - School Administrati	3901	2700	-	-
		EE Ben - Other Emp Benefits - Cert - Guidance & Counse	3901	3110	-	-
		EE Ben - Other Emp Benefits - Cert - Health Services	3901	3140	-	-
		EE Ben - Other Emp Benefits - Cert - Other General Adm	3901	2100	-	-
		EE Ben - Other Employment Benefits - Classified			<b>3,962.24</b>	<b>1,440.68</b>
		EE Ben - Other Emp Benefits - Class - Instruction			1,470.92	496.04
		EE Ben - Other Emp Benefits - Class - Instructional Super	3902	2100	948.62	374.91
		EE Ben - Other Emp Benefits - Class - School Administra	3902	2700	1,209.21	453.56
		EE Ben - Other Emp Benefits - Class - Pupil Transportati	3902	3600	-	-
		EE Ben - Other Emp Benefits - Class - Food Services	3902	3700	-	-
		EE Ben - Other Emp Benefits - Class - Plant Maintenance	3902	8100	-	-
		EE Ben - Other Emp Benefits - Class - Other General Adr	3902	2100	333.50	116.18
		<b>TOTAL EMPLOYEE BENEFITS</b>			<b>457,204.18</b>	<b>129,340.60</b>
	4)	<b>Books &amp; Supplies</b>				
		Approved Textbooks and Core Curricula Materials	4100	1000	23,605.00	23,603.64
		Books and Other Reference Materials	4200	1000	11,500.00	9,500.56
		Materials and Supplies	4300	1000	37,137.50	12,192.09
		Noncapitalized Equipment	4400	1000	28,352.78	24,151.24
		Other Supplies	4300	2700	42,374.00	16,844.12
		Pupil Transportation	4300	3600	6,500.00	2,650.00
		Food Service Supplies	4700	3700	139,896.75	32,944.18
		<b>TOTAL BOOKS AND SUPPLIES</b>			<b>289,366.03</b>	<b>121,885.83</b>
	5)	<b>Services and Other Operating Expenses</b>				
		Personal Services- School Administration	5800	2700	5,600.00	813.00
		Personal Services- Other Gen Administration	5800	7200	2,400.00	348.43
		Travel and Conference - School Administration	5200	2700	1,890.00	1,660.56
		Travel and Conference - Other Gen Administration	5200	7200	810.00	711.67
		Due and Memberships - School Admininstration	5300	2700	5,834.97	585.62
		Due and Memberships - Other Gen Administratin	5300	7200	2,500.70	250.98
		Insurance-School Administration	5400	2700	14,000.00	3,305.98
		Insurance - Other General Administration	5400	7200	6,000.00	1,416.85
		Operation and Housekeeping Services	5500	8100	2,477.43	360.00
		Rentals/Leases/Repairs&Noncapitalized Improvements	5600	8700	197,328.24	4,155.30
		Transfers of Direct Cost - School Administration	5800	2700	-	-
		Transfers of Direct Cost - Other General Admin	5800	7200	-	-
		Professional Consulting Services& Operating Exp	5800	1000	85,960.00	20,616.50
		Professional Consulting Services& Operating Exp	5800	2100	62,296.92	11,701.44
		Communications - School Administration	5900	2700	22,358.00	3,891.32
		Communications - Other General Administration	5900	7200	9,582.00	1,667.71
		<b>TOTAL SERVICES AND OTHER OPERATING EXPENSES</b>			<b>419,038.26</b>	<b>51,485.36</b>
	6)	<b>Depreciation</b>				
		Depreciation Expense - Instruction	6900	1000	23,128.63	7,644.48
		Depreciation Expense - Instructional Superv & Admin	6900	2100	-	-
		<b>TOTAL DEPRECIATION</b>			<b>23,128.63</b>	<b>7,644.48</b>
	7)	<b>Other Outgo (excluding Transfers of Indirect Costs)</b>				
		Tuition				
		Tuition for Instruction Under Interdistrict Attendance Agree	7110	9200	-	-
		Tuition, Excess Costs, and/or Deficit Payments				
		Payments to Districts or Charter School	7141	9200	-	-
		Payments to County Offices	7142	9200	-	-
		Payments to JPAs	7143	9200	-	-
		Other Transfers Out				
		All Other Transfers	7281-7283	9200	30,047.57	6,262.20
		All Other Transfers Out to All Others	7299	9200	-	-
		Debt Service				
		Debt Service-Interest	7438	9100	689.07	224.00
		<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>30,736.63</b>	<b>6,486.20</b>

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	<b>FI CHARTER SCHOOL - FUND 62</b>					
	<b>DUE DATE - DECEMBER 08, 2017 - (FRIDAY)</b>					
	8) <b>OTHER OUTGO-TRANSFERS OF INDIRECT COSTS</b>					
	Transfers of Indirect Cost	7310				
	Transfers of Indirect Cost-Interfund	7350			246,487.44	83,457.37
	<b>TOTAL, OTHER OUTGO-TRANSFERS OF INDIRECT COSTS</b>				<b>246,487.44</b>	<b>83,457.37</b>
	<b>Direct Support/Indirect Costs/All Other Financing Uses</b>					
	Indirect Cost ( total supervisory oversight fees only)	5800	2700		15,620.57	3,180.49
	Indirect Cost ( total supervisory oversight fees only)	5800	7200		6,694.53	1,363.07
	<b>TOTAL Direct Support/Indirect Costs/All Other Financing Uses</b>				<b>22,315.11</b>	<b>4,543.55</b>
	<b>All Other Financing Uses</b>	7699	9100		-	-
	<b>TOTAL EXPENSES</b>				<b>2,663,648.23</b>	<b>733,621.89</b>
	CHECK: DETAILS OF REVENUE = TOTAL REVENUE- SUMMARY; SHOULD BE ZERO				-	-
	CHECK: DETAILS OF EXPENSES = TOTAL EXPENSES - SUMMARY; SHOULD BE ZERO ; OR \$ IN OTHER FINANCING USES				-	-

1805401	<b>Bert Corona Charter School</b>				<b>0.00</b>	THIS SHOULD BE ZERO, PLS ZERO OUT BEFORE SUBMISSION
<b>FY18 1ST INTERIM REPORT</b>						
<b>FI CHARTER SCHOOL - FUND 62</b>						
<b>DUE DATE - DECEMBER 08, 2017 - (FRIDAY)</b>						
<b>BALANCE SHEET - FULL ACCRUAL</b>						
					<b>June 30, 2018</b>	
					<b>Estimated Actuals</b>	
<b>A)</b>	<b>ASSETS</b>		<b>Object Codes</b>			
1)	Cash					
	a)	in County Treasury	9110		-	<b>CHECK:</b>
		1) Fair Value Adjustment to Cash in County Treasury	9111		-	-
	b)	in Banks	9120		2,053,883.75	-
	c)	in Revolving Fund	9130		-	-
	d)	with Fiscal Agent	9135		-	-
	e)	colletions awaiting deposit	9140		-	-
	2)	Investments	9150		-	-
	3)	Accounts Receivable	9200		1,371.04	-
	4)	Due from Grantor Government	9290		786,858.85	-
	5)	Due from Other Funds	9310		-	-
	6)	Stores	9320		-	-
	7)	Prepaid Expenditures	9330		5,054.89	-
	8)	Other Current Assets	9340		-	-
	9)	Fixed Assets:				
	a)	Land	9410		-	-
	b)	Land Improvements	9420		236,240.41	should more than Accum dep
	c)	Accumulated Depreciation - Land Improvements	9425		(101,210.39)	input negative number
	d)	Buildings	9430		1,313,641.37	should more than Accum dep
	e)	Accumulated Depreciation - Buildings	9435		(995,374.91)	input negative number
	f)	Equipment	9440		833,819.42	should more than Accum dep
	g)	Accumulated Depreciation - Equipment	9445		(614,831.39)	input negative number
	h)	Work in Programs	9450		-	-
	<b>10)</b>	<b>TOTAL ASSETS</b>			<b>3,519,453.03</b>	
	<b>B.</b>	<b>DEFERRED OUTFLOWS OF RESOURCES</b>				
	1)	Deferred Outflows Of Resources	9490		-	-
	<b>2)</b>	<b>TOTAL DEFERRED OUTFLOWS</b>			<b>-</b>	
	<b>C.</b>	<b>LIABILITIES</b>				
	1)	Accounts Payable	9500		416,071.17	-
	2)	Due to Grantor Governments	9590		2,778.46	-
	3)	Due to Other Funds	9610		-	-
	4)	Current Loans	9640		-	-
	5)	Unearned Revenue	9650		-	-
	6)	Long-Term Liabilities:			-	-
	a)	Net Pension Liability	9663		-	-
	b)	Net OPEB Obligation	9664		-	-
	c)	Compensated Absences	9665		18,008.81	-
	d)	COPS Payable	9666		-	-
	e)	Capital Leases Payable	9667		79,004.90	-
	f)	Lease Revenue Bonds Payable	9668		-	-
	g)	Other General Long-Term Liabilities	9669		-	-
	<b>7)</b>	<b>TOTAL LIABILITIES</b>			<b>515,863.35</b>	
	<b>D.</b>	<b>DEFERRED INFLOWS OF RESOURCES</b>				
	1)	Deferred Inflows of Resources	9690		-	-
	<b>2)</b>	<b>TOTAL DEFERRED INFLOWS</b>			<b>-</b>	
	<b>E.</b>	<b>NET POSITION, June 30</b>				
		Net Position, June 30			3,003,589.68	
		(must agree with line F2) (A10+B2) - (C7 +D2)				
		DIFF BET. NET POSITION & FUND EQTY ( this should be zero)			<b>0.00</b>	-



1805401	Bert Corona Charter School				0.00	THIS SHOULD BE ZERO, PLS ZERO OUT BEFORE SUBMISSION	
<b>FY18 1ST INTERIM REPORT</b>							
<b>FI CHARTER SCHOOL - FUND 62</b>							
<b>DUE DATE - DECEMBER 08, 2017 - (FRIDAY)</b>							
					<b>June 30, 2018</b>		
					<b>Estimated Actuals</b>	<b>Oct 31, 2017 Actuals</b>	
					<b>12 months</b>	<b>(4 months)</b>	
<b>A. REVENUES (Summary- -See details below)</b>					<b>Object Codes</b>		
1) LCFF Sources					8010-8099	3,378,712.04	785,769.11
2) Federal Revenue					8100-8299	3,497,262.31	773,014.72
3) Other State Revenue					8300-8599	808,964.99	116,869.42
4) Other Local Revenue					8600-8799	54,996.25	16,391.36
5) <b>TOTAL REVENUES</b>						<b>7,739,935.59</b>	<b>1,692,044.61</b>
<b>B. EXPENSES</b>							
1) Certificated Salaries					1000-1999	1,237,493.72	341,216.43
2) Classified Salaries					2000-2999	689,556.01	219,644.09
3) Employee Benefits					3000-3999	641,255.24	214,453.35
4) Books & Supplies					4000-4999	1,084,013.47	260,654.30
5) Services and Other Operating Expenses					5000-5999	3,194,563.54	1,257,652.07
6) Depreciation					6000-6999	259,734.82	81,413.06
7) Other Outgo (excluding Transfers of indirect Costs)					7100-7299, 7400-7499	54,926.96	18,720.62
8) Other Outgo - Transfers of Indirect Costs					7300-7399	482,820.16	163,245.49
9) <b>TOTAL EXPENSES</b>						<b>7,644,363.92</b>	<b>2,556,999.41</b>
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES &amp; USES</b>						<b>95,571.67</b>	<b>(864,954.80)</b>
<b>D. OTHER FINANCING SOURCES/USES</b>							
1) Interfund Transfers							
a) Transfers In					8900-8929		
b) Transfers Out					7600-7629		
2) Other Sources/Uses							
a) Sources					8930-8979	-	-
b) Uses					7630-7699	-	-
3) Contributions					8980-8999	-	-
4) <b>TOTAL OTHER FINANCING SOURCES/USES</b>						<b>-</b>	<b>-</b>
<b>E. NET INCREASE (DECREASE) IN NET ASSET</b>						<b>95,571.67</b>	<b>(864,954.80)</b>
<b>F. NET POSITION</b>							
1) Beginning Net Position							
a) As of July 1, 2017, unaudited					9791	2,908,018.01	2,908,018.01
b) Audit Adjustments					9793	-	-
c) As of July 1 - Audited (F1a + F1b)						2,908,018.01	2,908,018.01
d) Other Restatements					9795	-	-
e) Adjusted Beginning Net Position (F1c + F1d)						<b>2,908,018.01</b>	<b>2,908,018.01</b>
2) <b>Ending Net Position, June 30 (E + F1e)</b>						<b>3,003,589.68</b>	<b>2,043,063.21</b>
Components of Ending Net Position							
a) Net Investment in Capital Assets					9796	672,284.50	672,284.50
b) Restricted Net Position					9797	-	-
c) Unrestricted Net Position					9790	<b>2,331,305.18</b>	<b>1,370,778.71</b>

1805401	<b>Bert Corona Charter School</b>				<b>0.00</b>	<b>THIS SHOULD BE ZERO, PLS ZERO OUT BEFORE SUBMISSION</b>
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	<b>FI CHARTER SCHOOL - FUND 62</b>					
	<b>DUE DATE - DECEMBER 08, 2017 - (FRIDAY)</b>					
					<b>June 30, 2018</b>	<b>Oct 31, 2017 Actuals</b>
					<b>Estimated Actuals</b>	
		<b>SACS Object</b>	<b>Resource Code</b>		<b>(12 months)</b>	<b>(4 months)</b>
	<b>Revenues (DETAILS)</b>					
	1) LCFF Sources					
	Principal Apportionment					
	State Aid - Current Year	8011	0000		2,172,015.53	413,566.00
	State Aid - Prior Years	8019	0000		-	-
	Education Protection Account State Aid (EPA) - CY	8012	1400		468,558.91	113,498.00
	LCFF Transfers					
	Unrestricted LCFF Transfers - Current Year	8091	0000		-	-
	All Other LCFF Transfer- Current Year	8091	0000		-	-
	Transfers to Charter Schools in lieu of Property Taxes	8096	0000		738,137.59	258,705.11
	In Lieu of PropTax - Prior Year	8096	0000		-	-
	Property Taxes Transfers	8097	0000		-	-
	LCFF/Revenue Limit Transfers - Prior Years	8099	0000		-	-
	<b>TOTAL LCFF SOURCES</b>				<b>3,378,712.04</b>	<b>785,769.11</b>
	2) <b>Federal Revenue</b>					
	Maintenance and Operations	8110				
	Special Ed: IDEA Basic Local Assistance - CY	8181	3310		70,013.23	23,862.40
	Special Ed: IDEA Basic Local Assistance - PY adjustmen	8181	3310		-	-
	Special Education Discretionary Grants	8182	3310		-	-
	Child Nutrition Programs	8220	5310		305,044.49	-
	Donated Food Commodities	8221	5310		-	-
	Interagency Contracts Between LEAs	8285				
	NCLB: T1,Part A Basic Grts Low-Inc & Neglected	8290	3010		134,979.28	36,367.00
	NCLB: T1,Part A Basic School Support	8290	3020		-	-
	NCLB: Title I, Part D, Local Delinquent Programs	8290	3025		-	-
	Vocational and Applied Technology Education	8290	3500-3699		-	-
			3012,3030,			
	Other No Child Left Behind	8290	4126,5510		-	-
	Safe and Drug Free Schools	8290	3700-3799		-	-
	NCLB:TII, Part A, Teacher Quality	8290	4035		16,971.00	4,243.00
	NCLB:TII, Part A, Administrator Training	8290	4036		-	-
	NCLB:TII, Part D, Enhancing Education Through Technol	8290	4045		-	-
	NCLB:TII, Part D, Enhancing Education Through Technol	8290	4046		-	-
	NCLB:TIII,Immigrant Education Program	8290	4201		-	-
	NCLB:TIII, Limited English Proficient (LEP) Student Progr	8290	4203		9,142.52	5,509.00
	NCLB:TitleV, Part B, Public Charter Schools Grant Program (PCSGP)	8290	4610		-	-
	Med-Cal Billing Option (Medical Assistance Program)	8290	5640		-	-
	All Other Federal Revenues:	8290	5810		2,961,111.79	703,033.32
	Others (please insert description below)				-	-
	Federal Revenues PYA				-	-
	GEAR UP grant				2,211,111.79	551,485.65
	School Climate Grant				750,000.00	151,547.67
					-	-
					-	-
					-	-
					-	-
					-	-
					-	-
					-	-
					-	-
					-	-
					-	-
	<b>TOTAL FEDERAL REVENUE</b>				<b>3,497,262.31</b>	<b>773,014.72</b>
	3) <b>Other State Revenue</b>					
	Other State Apportionments					
	Special Education Master Plan					
	Special Education AB602 - Current Year	8311	6500		204,621.58	69,740.58
	Special Education AB602 - Prior Years	8311	6500		-	-
	All Other State Apportionments - Current Year	8311	6500		-	-
	All Other State Apportionments - Prior Years	8319	6500		-	-
	Child Nutrition: School Program	8520	5310		24,459.43	-
	Mandated Costs Reimbursement	8550	0000		58,332.86	-
	Lottery:Unrestricted (Non Prop 20)	8560	1100		52,197.92	-
	State Lottery- Instructional Materials-Prop 20	8560	6300		17,160.96	-
	After School Education and Safety (ASES)	8590	6010		150,000.00	-
	Charter School Facility Grant	8590	6030		299,604.53	44,541.13
	California Clean Energy Jobs Act (Prop 39)	8590	6230		-	-
	Educator Effectiveness	8590	6264		-	-
	Career Technical Education Incentive Grant Program (CT	8590	6387		-	-
	Drug/Alcohol/Tobacco Funds	8590	6690		-	-
	School Based Coordination Program	8590	7250		-	-
	College Readiness Block Grant	8590	7338		-	-

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	<b>FI CHARTER SCHOOL - FUND 62</b>					
	<b>DUE DATE - DECEMBER 08, 2017 - (FRIDAY)</b>					
		Specialized Secondary	8590	7370	-	-
		Quality Education Investment Act	8590	7400	-	-
		Common Core Standards Implementation Funds	8590	7405	-	-
		All other State Revenues:	8590	7810	2,587.71	2,587.71
		Others (please insert description below)				
		Prior Year			2,587.71	2,587.71
					-	-
					-	-
					-	-
					-	-
					-	-
					-	-
					-	-
					-	-
					-	-
					-	-
		<b>TOTAL OTHER STATE REVENUE</b>			<b>808,964.99</b>	<b>116,869.42</b>
	4)	<b>Other Local Revenues</b>				
		Sales				
		Sale of Equipment/Supplies	8631	0000	-	-
		Sale of Publications	8632	0000	-	-
		Food Service Sales	8634	5310	-	-
		Other Sales	8639	0000	-	-
		Leases & Rentals	8650	0000	-	-
		Interest	8660	0000	410.21	141.01
		Net Increase (Decrease) in the Fair Value of Investments	8662	0000	-	-
		Fees and Contracts				
		Child Development Parent Fees	8673	0000	-	-
		Transportation Fees from Individuals	8675	0000	-	-
		Interagency Services	8677	0000	-	-
		All Other Fees & Contracts	8689	0000	-	-
		<b>Other Local Revenues</b>	8689	0000	54,586.04	16,250.35
		Others (please insert description below)				
		Grants			8,000.00	4,000.00
		Fund Raising/Others			10,000.00	-
		Prior Year			5,726.94	5,726.94
		All Other Local			30,859.10	6,523.41
					-	-
					-	-
					-	-
					-	-
					-	-
					-	-
					-	-
		Tuition	8710	0000	-	-
		All Other Transfers In	8781-8783	0000	-	-
		Transfers of Apportionments				
		Special Education SELPA Transfers				
		From Districts or Charter Schools	8791	6500	-	-
		From County Offices	8792	6500	-	-
		From JPAs	8793	6500	-	-
		Other Transfers of Apportionments				
		From Districts or Charter Schools	8791	0000	-	-
		From County Offices	8792	0000	-	-
		From JPAs	8793	0000	-	-
		All Other Transfers in from All Others	8799	0000	-	-
		<b>TOTAL OTHER LOCAL REVENUE</b>			<b>54,996.25</b>	<b>16,391.36</b>
		<b>TOTAL REVENUES</b>			<b>7,739,935.59</b>	<b>1,692,044.61</b>
					<b>June 30, 2018 Estimated Actuals</b>	<b>Oct 31, 2017 Actuals</b>
		<b>Expenses by Sub-object</b>	<b>SACS Object</b>	<b>FUNC</b>		<b>(4 months)</b>
	1)	<b>Certificated Salaries</b>				
		Teachers' Salaries	1100	1000	1,125,505.91	304,503.82
		Librarians	1200	2420	-	-
		Guidance, Welfare, & Counseling Services	1200	3110	-	-
		Pupil Support Salaries	1200	3140	-	-
		Supervisors' and Administrators' Salaries	1300	2700	111,987.81	36,712.61
		Other Certificated Salaries	1900	2100	-	-
		<b>TOTAL CERTIFICATED SALARIES</b>			<b>1,237,493.72</b>	<b>341,216.43</b>
	2)	<b>Classified Salaries</b>				
		Classified Instructional Salaries	2100	1000	269,189.72	84,067.96

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		Classified Supervisors' and Administrators' Salaries	2300	2100		103,839.08	34,964.28
		Clerical, Technical and Office Salaries	2400	2700		240,858.83	75,827.41
		Classified Transportation Salaries	2200	3600		-	-
		Classified Food Services Salaries	2200	3700		-	-
		Classified Maintenance & Operations	2200	8100		32,933.08	12,497.88
		Other Classified	2900	2100		42,735.29	12,286.56
		<b>TOTAL CLASSIFIED SALARIES</b>				<b>689,556.01</b>	<b>219,644.09</b>
	3)	<b>Employee Benefits</b>					
		EE Ben - STRS - Certificated				<b>184,606.68</b>	<b>55,273.87</b>
		EE Ben - STRS - Certificated - Instruction	3101	1000		167,900.58	49,326.77
		EE Ben - STRS - Certificated - Instructional Library, Media	3101	2420		-	-
		EE Ben - STRS - Certificated - School Administration	3101	2700		16,706.10	5,947.10
		EE Ben - STRS - Certificated - Guidance & Counseling S	3101	3110		-	-
		EE Ben - STRS - Certificated - Health Services	3101	3140		-	-
		EE Ben - STRS - Certificated - Other General Admin	3101	2100		-	-
		EE Ben - STRS - Classified				-	-
		EE Ben - STRS - Classified - Instruction	3102	1000		-	-
		EE Ben - STRS - Classified - Instructional Supv and Adm	3102	2100		-	-
		EE Ben - STRS - Classified - School Administration	3102	2700		-	-
		EE Ben - STRS - Classified - Pupil Transportation	3102	3600		-	-
		EE Ben - STRS - Classified - Food Services	3102	3700		-	-
		EE Ben - STRS - Classified - Plant Maintenance & Opera	3102	8100		-	-
		EE Ben - STRS - Classified - Other General Admin	3102	2100		-	-
		EE Ben - PERS - Certificated				-	-
		EE Ben - PERS - Certificated - Instruction	3201	1000		-	-
		EE Ben - PERS - Certificated - Instructional Library, Medi	3201	2420		-	-
		EE Ben - PERS - Certificated - School Administration	3201	2700		-	-
		EE Ben - PERS - Certificated - Guidance & Counseling S	3201	3110		-	-
		EE Ben - PERS - Certificated - Health Services	3201	3140		-	-
		EE Ben - PERS - Certificated - Other General Admin	3201	2100		-	-
		EE Ben - PERS - Classified				-	-
		EE Ben - PERS - Classified - Instruction	3202	1000		-	-
		EE Ben - PERS - Classified - Instructional Supv and Adm	3202	2100		-	-
		EE Ben - PERS - Classified - School Administration	3202	2700		-	-
		EE Ben - PERS - Classified - Pupil Transportation	3202	3600		-	-
		EE Ben - PERS - Classified - Food Services	3202	3700		-	-
		EE Ben - PERS - Classified - Plant Maintenance & Opera	3202	8100		-	-
		EE Ben - PERS - Classified - Other General Administrati	3202	2100		-	-
		EE Ben - OASDI Reg - Certificated				-	-
		EE Ben - OASDI Reg - Certificated - Instruction	3301	1000		-	-
		EE Ben - OASDI Reg - Certificated - Instructional Library,	3301	2420		-	-
		EE Ben - OASDI Reg - Certificated - School Administratio	3301	2700		-	-
		EE Ben - OASDI Reg - Certificated - Guidance & Counsel	3301	3110		-	-
		EE Ben - OASDI Reg - Certificated - Health Services	3301	3140		-	-
		EE Ben - OASDI Reg - Certificated - Other General Admin	3301	2100		-	-
		EE Ben - OASDI Reg - Classified				<b>40,298.61</b>	<b>11,164.07</b>
		EE Ben - OASDI Reg - Classified - Instruction	3302	1000		15,731.82	4,273.01
		EE Ben - OASDI Reg - Classified - Instructional Supervisi	3302	2100		6,068.50	1,777.16
		EE Ben - OASDI Reg - Classified - School Administration	3302	2700		14,076.12	3,854.16
		EE Ben - OASDI Reg - Classified - Pupil Transportation	3302	3600		-	-
		EE Ben - OASDI Reg - Classified - Food Services	3302	3700		-	-
		EE Ben - OASDI Reg - Classified - Plant Maintenance & C	3302	8100		1,924.65	635.24
		EE Ben - OASDI Reg - Classified - Other General Adminis	3302	2100		2,497.51	624.50
		EE Ben - OASDI Medicare - Certificated				<b>17,989.17</b>	<b>4,990.76</b>
		EE Ben - OASDI Medicare - Certificated - Instruction	3301	1000		16,361.23	4,453.78
		EE Ben - OASDI Medicare - Certificated - Instructional Lib	3301	2420		-	-
		EE Ben - OASDI Medicare - Certificated - School Adminis	3301	2700		1,627.94	536.97
		EE Ben - OASDI Medicare - Certificated - Guidance & Co	3301	3110		-	-
		EE Ben - OASDI Medicare - Certificated - Health Services	3301	3140		-	-
		EE Ben - OASDI Medicare - Certificated - Other General /	3301	2100		-	-
		EE Ben - OASDI Medicare - Classified				<b>10,023.92</b>	<b>3,212.59</b>
		EE Ben - OASDI Medicare - Classified - Instruction	3302	1000		3,913.15	1,229.61
		EE Ben - OASDI Medicare - Classified - Instructional Supv	3302	2100		1,509.49	511.40
		EE Ben - OASDI Medicare - Classified - School Administr	3302	2700		3,501.31	1,109.08
		EE Ben - OASDI Medicare - Classified - Pupil Transportat	3302	3600		-	-
		EE Ben - OASDI Medicare - Classified - Food Services	3302	3700		-	-
		EE Ben - OASDI Medicare - Classified - Plant Maintenan	3302	8100		478.74	182.80
		EE Ben - OASDI Medicare - Classified - Other General Ac	3302	2100		621.23	179.71

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	<b>FI CHARTER SCHOOL - FUND 62</b>					
	<b>DUE DATE - DECEMBER 08, 2017 - (FRIDAY)</b>					
	EE Ben - Retirement in Lieu of OASDI - Cert				-	-
	EE Ben - Retirement in Lieu of OASDI - Cert - Instruction	3301	1000		-	-
	EE Ben - Retirement in Lieu of OASDI - Cert - Instructional L	3301	2420		-	-
	EE Ben - Retirement in Lieu of OASDI - Cert - School Adm	3301	2700		-	-
	EE Ben - Retirement in Lieu of OASDI - Cert - Guidance & C	3301	3110		-	-
	EE Ben - Retirement in Lieu of OASDI - Cert - Health Ser	3301	3140		-	-
	EE Ben - Retirement in Lieu of OASDI - Cert - Other Gene	3301	2100		-	-
	EE Ben - Retirement in Lieu of OASDI - Classified				-	-
	EE Ben - Retirement in Lieu of OASDI - Class - Instruction	3302	1000		-	-
	EE Ben - Retirement in Lieu of OASDI - Class - Instructional	3302	2100		-	-
	EE Ben - Retirement in Lieu of OASDI - Class - School Ad	3302	2700		-	-
	EE Ben - Retirement in Lieu of OASDI - Class - Pupil Tran	3302	3600		-	-
	EE Ben - Retirement in Lieu of OASDI - Class - Food Ser	3302	3700		-	-
	EE Ben - Retirement in Lieu of OASDI - Class - Plant Mai	3302	8100		-	-
	EE Ben - Retirement in Lieu of OASDI - Class - Other Ge	3302	2100		-	-
	EE Ben - Health & Welfare Benefits - Certificated				<b>223,381.70</b>	<b>70,522.61</b>
	EE Ben - Health & Welfare Benefits - Cert - Instruction	3401	1000		203,166.63	62,934.85
	EE Ben - Health & Welfare Benefits - Cert - Instructional L	3401	2420		-	-
	EE Ben - Health & Welfare Benefits - Cert - School Admir	3401	2700		20,215.07	7,587.76
	EE Ben - Health & Welfare Benefits - Cert - Guidance & C	3401	3110		-	-
	EE Ben - Health & Welfare Benefits - Cert - Health Servic	3401	3140		-	-
	EE Ben - Health & Welfare Benefits - Cert - Other Genera	3401	2100		-	-
	EE Ben - Health & Welfare Benefits - Classified				<b>124,472.71</b>	<b>45,396.04</b>
	EE Ben - Health & Welfare Benefits - Class - Instruction	3402	1000		48,591.81	17,375.17
	EE Ben - Health & Welfare Benefits - Class - Instructional	3402	2100		18,744.14	7,226.42
	EE Ben - Health & Welfare Benefits - Class - School Adm	3402	2700		43,477.76	15,672.01
	EE Ben - Health & Welfare Benefits - Class - Pupil Transp	3402	3600		-	-
	EE Ben - Health & Welfare Benefits - Class - Food Servic	3402	3700		-	-
	EE Ben - Health & Welfare Benefits - Class - Plant Mainte	3402	8100		5,944.80	2,583.06
	EE Ben - Health & Welfare Benefits - Class - Other Gene	3402	2100		7,714.21	2,539.39
	EE Ben - Unemployment Insurance - Certificated				<b>620.69</b>	<b>172.45</b>
	EE Ben - Unemployment Insurance - Cert - Instruction	3501	1000		564.52	153.89
	EE Ben - Unemployment Insurance - Cert - Instructional L	3501	2420		-	-
	EE Ben - Unemployment Insurance - Cert - School Admin	3501	2700		56.17	18.55
	EE Ben - Unemployment Insurance - Cert - Guidance & C	3501	3110		-	-
	EE Ben - Unemployment Insurance - Cert - Health Servic	3501	3140		-	-
	EE Ben - Unemployment Insurance - Cert - Other Genera	3501	2100		-	-
	EE Ben - Unemployment Insurance - Classified				<b>345.86</b>	<b>111.00</b>
	EE Ben - Unemployment Insurance - Class - Instruction	3502	1000		135.02	42.49
	EE Ben - Unemployment Insurance - Class - Instructional	3502	2100		52.08	17.67
	EE Ben - Unemployment Insurance - Class - School Adm	3502	2700		120.81	38.32
	EE Ben - Unemployment Insurance - Class - Pupil Transp	3502	3600		-	-
	EE Ben - Unemployment Insurance - Class - Food Service	3502	3700		-	-
	EE Ben - Unemployment Insurance - Class - Plant Mainte	3502	8100		16.52	6.32
	EE Ben - Unemployment Insurance - Class - Other Genera	3502	2100		21.43	6.21
	EE Ben - Workers' Compensation - Certificated				<b>18,569.90</b>	<b>11,261.48</b>
	EE Ben - Workers' Compensation - Cert - Instruction	3601	1000		16,889.41	10,049.82
	EE Ben - Workers' Compensation - Cert - Instructional Lit	3601	2420		-	-
	EE Ben - Workers' Compensation - Cert - School Adminis	3601	2700		1,680.50	1,211.66
	EE Ben - Workers' Compensation - Cert - Guidance & Co	3601	3110		-	-
	EE Ben - Workers' Compensation - Cert - Health Services	3601	3140		-	-
	EE Ben - Workers' Compensation - Cert - Other General A	3601	2100		-	-
	EE Ben - Workers' Compensation - Classified				<b>10,347.52</b>	<b>7,249.12</b>
	EE Ben - Workers' Compensation - Class - Instruction	3602	1000		4,039.48	2,774.57
	EE Ben - Workers' Compensation - Class - Instructional S	3602	2100		1,558.22	1,153.96
	EE Ben - Workers' Compensation - Class - School Admin	3602	2700		3,614.34	2,502.60
	EE Ben - Workers' Compensation - Class - Pupil Transpo	3602	3600		-	-
	EE Ben - Workers' Compensation - Class - Food Services	3602	3700		-	-
	EE Ben - Workers' Compensation - Class - Plant Mainten	3602	8100		494.20	412.48
	EE Ben - Workers' Compensation - Class - Other Genera	3602	2100		641.29	405.50
	EE Ben - OPEB, Allocated				-	-
	EE Ben - OPEB, Allocated - Instruction	3701	1000		-	-
	EE Ben - OPEB, Allocated - School Administration	3701	2700		-	-
	EE Ben - OPEB, Allocated - Pupil Transportation	3701	3600		-	-
	EE Ben - OPEB, Allocated - Food Services	3701	3700		-	-
	EE Ben - OPEB, Allocated - Plant Maintenance & Operati	3701	8100		-	-
	EE Ben - OPEB, Allocated - Other General Administrator	3701	2100		-	-
	EE Ben - OPEB, Active Employees				-	-

1805401	<b>Bert Corona Charter School</b>				<b>0.00</b>	<b>THIS SHOULD BE ZERO, PLS ZERO OUT BEFORE SUBMISSION</b>
	<b>FY18 1ST INTERIM REPORT</b>					
	<b>FI CHARTER SCHOOL - FUND 62</b>					
	<b>DUE DATE - DECEMBER 08, 2017 - (FRIDAY)</b>					
		EE Ben - OPEB, Active Emp - Instruction	3702	1000	-	-
		EE Ben - OPEB, Active Emp - Instructional Supervision and	3702	2100	-	-
		EE Ben - OPEB, Active Emp - School Administration	3702	2700	-	-
		EE Ben - OPEB, Active Emp - Pupil Transportation	3702	3600	-	-
		EE Ben - OPEB, Active Emp - Food Services	3702	3700	-	-
		EE Ben - OPEB, Active Emp - Plant Maintenance & Oper	3702	8100	-	-
		EE Ben - OPEB, Active Emp - Other General Administrati	3702	2100	-	-
		EE Ben - Other Employment Benefits - Certificated			-	-
		EE Ben - Other Emp Benefits - Cert - Instruction	3901	1000	-	-
		EE Ben - Other Emp Benefits - Cert - Instructional Library	3901	2420	-	-
		EE Ben - Other Emp Benefits - Cert - School Administration	3901	2700	-	-
		EE Ben - Other Emp Benefits - Cert - Guidance & Counse	3901	3110	-	-
		EE Ben - Other Emp Benefits - Cert - Health Services	3901	3140	-	-
		EE Ben - Other Emp Benefits - Cert - Other General Adm	3901	2100	-	-
		EE Ben - Other Employment Benefits - Classified			<b>10,598.48</b>	<b>5,099.36</b>
		EE Ben - Other Emp Benefits - Class - Instruction	3902	1000	4,137.45	1,951.76
		EE Ben - Other Emp Benefits - Class - Instructional Super	3902	2100	1,596.01	811.75
		EE Ben - Other Emp Benefits - Class - School Administra	3902	2700	3,702.00	1,760.44
		EE Ben - Other Emp Benefits - Class - Pupil Transportati	3902	3600	-	-
		EE Ben - Other Emp Benefits - Class - Food Services	3902	3700	-	-
		EE Ben - Other Emp Benefits - Class - Plant Maintenance	3902	8100	506.18	290.16
		EE Ben - Other Emp Benefits - Class - Other General Adr	3902	2100	656.84	285.25
		<b>TOTAL EMPLOYEE BENEFITS</b>			<b>641,255.24</b>	<b>214,453.35</b>
	4)	<b>Books &amp; Supplies</b>				
		Approved Textbooks and Core Curricula Materials	4100	1000	13,344.00	11,667.36
		Books and Other Reference Materials	4200	1000	16,000.00	15,440.75
		Materials and Supplies	4300	1000	148,492.00	52,197.92
		Noncapitalized Equipment	4400	1000	143,000.00	29,088.36
		Other Supplies	4300	2700	256,140.00	59,665.20
		Pupil Transportation	4300	3600	130,100.00	10,973.39
		Food Service Supplies	4700	3700	376,937.47	81,621.32
		<b>TOTAL BOOKS AND SUPPLIES</b>			<b>1,084,013.47</b>	<b>260,654.30</b>
	5)	<b>Services and Other Operating Expenses</b>				
		Personal Services- School Administration	5800	2700	7,844.62	2,238.41
		Personal Services- Other Gen Administration	5800	7200	3,361.98	959.32
		Travel and Conference - School Administration	5200	2700	76,097.00	9,623.94
		Travel and Conference - Other Gen Administration	5200	7200	32,613.00	4,124.54
		Due and Memberships - School Admininstration	5300	2700	2,359.13	2,359.13
		Due and Memberships - Other Gen Administratin	5300	7200	1,011.05	1,011.05
		Insurance-School Administration	5400	2700	20,958.60	7,808.30
		Insurance - Other General Administration	5400	7200	8,982.26	3,346.41
		Operation and Housekeeping Services	5500	8100	135,154.00	16,359.53
		Rentals/Leases/Repairs&Noncapitalized Improvements	5600	8700	226,617.00	85,766.51
		Transfers of Direct Cost - School Administration	5800	2700	-	-
		Transfers of Direct Cost - Other General Admin	5800	7200	-	-
		Professional Consulting Services& Operating Exp	5800	1000	275,960.00	36,233.95
		Professional Consulting Services& Operating Exp	5800	2100	2,356,168.90	1,072,556.16
		Communications - School Administration	5900	2700	33,205.20	10,685.37
		Communications - Other General Administration	5900	7200	14,230.80	4,579.45
		<b>TOTAL SERVICES AND OTHER OPERATING EXPENSES</b>			<b>3,194,563.54</b>	<b>1,257,652.07</b>
	6)	<b>Depreciation</b>				
		Depreciation Expense - Instruction	6900	1000	259,734.82	81,413.06
		Depreciation Expense - Instructional Superv & Admin	6900	2100	-	-
		<b>TOTAL DEPRECIATION</b>			<b>259,734.82</b>	<b>81,413.06</b>
	7)	<b>Other Outgo (excluding Transfers of Indirect Costs)</b>				
		Tuition				
		Tuition for Instruction Under Interdistrict Attendance Agree	7110	9200	-	-
		Tuition, Excess Costs, and/or Deficit Payments				
		Payments to Districts or Charter School	7141	9200	-	-
		Payments to County Offices	7142	9200	-	-
		Payments to JPAs	7143	9200	-	-
		Other Transfers Out				
		All Other Transfers	7281-7283	9200	54,926.96	18,720.62
		All Other Transfers Out to All Others	7299	9200	-	-
		Debt Service				
		Debt Service-Interest	7438	9100	-	-
		<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>54,926.96</b>	<b>18,720.62</b>

1805401	<b>Bert Corona Charter School</b>				<b>0.00</b>	<b>THIS SHOULD BE ZERO, PLS ZERO OUT BEFORE SUBMISSION</b>
	<b>FY18 1ST INTERIM REPORT</b>					
	<b>FI CHARTER SCHOOL - FUND 62</b>					
	<b>DUE DATE - DECEMBER 08, 2017 - (FRIDAY)</b>					
	8) <b>OTHER OUTGO-TRANSFERS OF INDIRECT COSTS</b>					
	Transfers of Indirect Cost	7310				
	Transfers of Indirect Cost-Interfund	7350			449,033.04	152,027.76
	<b>TOTAL, OTHER OUTGO-TRANSFERS OF INDIRECT COSTS</b>				<b>449,033.04</b>	<b>152,027.76</b>
	<b>Direct Support/Indirect Costs/All Other Financing Uses</b>					
	Indirect Cost ( total supervisorial oversight fees only)	5800	2700		23,650.98	7,852.41
	Indirect Cost ( total supervisorial oversight fees only)	5800	7200		10,136.14	3,365.32
	<b>TOTAL Direct Support/Indirect Costs/All Other Financing Uses</b>				<b>33,787.12</b>	<b>11,217.73</b>
	<b>All Other Financing Uses</b>	7699	9100		-	-
	<b>TOTAL EXPENSES</b>				<b>7,644,363.92</b>	<b>2,556,999.41</b>
	CHECK: DETAILS OF REVENUE = TOTAL REVENUE- SUMMARY; SHOULD BE ZERO				-	-
	CHECK: DETAILS OF EXPENSES = TOTAL EXPENSES - SUMMARY; SHOULD BE ZERO ; OR \$ IN OTHER FINANCING USES				-	-



# Coversheet

## FY 16-17 Audit

**Section:** V. ITEMS SCHEDULED FOR ACTION  
**Item:** D. FY 16-17 Audit  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** YPI Charter Schools Inc Rpt draft 12.6.17 (1).pdf

**YPI CHARTER SCHOOLS, INC.**

**(A California Non-Profit  
Public Benefit Corporation)**

**Operating:**

**Bert Corona Charter School  
Monsenor Oscar Romero Charter School  
Bert Corona High School**

**Independent Auditor's Report  
and Financial Statements  
For the Year Ended  
June 30, 2017**



**YPI CHARTER SCHOOLS, INC.**

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CliftonLarsonAllen LLP  
CLAconnect.com

## INDEPENDENT AUDITOR'S REPORT

Board of Directors  
YPI Charter Schools, Inc.  
Pacoima, CA

### **Report on the Financial Statements**

We have audited the accompanying financial statements of YPI Charter Schools, Inc. (the School), a California nonprofit public benefit corporation, which comprise the statement of financial position as of June 30, 2017, and the related statements of activities, cash flows and functional expenses for the year then ended, and the related notes to the financial statements.

### **Management's Responsibility for the Financial Statements**

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

### **Auditor's Responsibility**

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.



Board of Directors  
YPI Charter Schools, Inc.

## **Opinion**

In our opinion, the financial statements referred to on page one present fairly, in all material respects, the financial position of the School as of June 30, 2017, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

## **Other Matters**

### *Supplementary Information*

Our audit was conducted for the purpose of forming an opinion on the School's financial statements as a whole. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by Title 2 U.S. *Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*. The columns by location on the statement of financial position, activities and cash flows and the accompanying supplementary schedules are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

## **Other Reporting Required by Government Auditing Standards**

In accordance with *Government Auditing Standards*, we have also issued a report dated December 11, 2017 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

CliftonLarsonAllen LLP  
Glendora, CA  
December 11, 2017

## YPI CHARTER SCHOOLS, INC.

STATEMENT OF FINANCIAL POSITION  
June 30, 2017

	<u>Bert Corona Charter School</u>	<u>Monsenor Oscar Romero Charter School</u>	<u>Bert Corona High School</u>	<u>Central Administration</u>	<u>Eliminations</u>	<u>Total</u>
<b><u>ASSETS</u></b>						
<b>CURRENT ASSETS:</b>						
Cash and cash equivalents	\$ 1,689,773	\$ 13,267,671	\$ 81,026	\$ 11,697	\$ -	\$ 15,050,167
Accounts receivable - federal and state	969,435	328,503	504,182	-	-	1,802,120
Accounts receivable - other	-	86	-	144	-	230
Intercompany receivable	222,665	-	-	-	(222,665)	-
Prepaid expenses and other assets	46,285	28,081	23,862	7,206	-	105,434
Total current assets	<u>2,928,158</u>	<u>13,624,341</u>	<u>609,070</u>	<u>19,047</u>	<u>(222,665)</u>	<u>16,957,951</u>
<b>LONG-TERM ASSETS:</b>						
Property, plant and equipment, net	633,048	6,400,377	77,383	24,557	-	7,135,365
Other long-term assets	500	-	-	9,766	-	10,266
Total long-term assets	<u>633,548</u>	<u>6,400,377</u>	<u>77,383</u>	<u>34,323</u>	<u>-</u>	<u>7,145,631</u>
Total assets	<u>\$ 3,561,706</u>	<u>\$ 20,024,718</u>	<u>\$ 686,453</u>	<u>\$ 53,370</u>	<u>\$ (222,665)</u>	<u>\$ 24,103,582</u>
<b><u>LIABILITIES AND NET ASSETS</u></b>						
<b>CURRENT LIABILITIES:</b>						
Accounts payable and accrued liabilities	\$ 648,033	\$ 1,773,195	\$ 16,777	\$ 53,370	\$ -	\$ 2,491,375
Intercompany payable	-	-	222,665	-	(222,665)	-
Deferred revenue	-	9,355,525	-	-	-	9,355,525
Amount held for others	5,674	1,103,366	-	-	-	1,109,040
Revolving loan payable, current portion	-	-	50,000	-	-	50,000
Total current liabilities	<u>653,707</u>	<u>12,232,086</u>	<u>289,442</u>	<u>53,370</u>	<u>(222,665)</u>	<u>13,005,940</u>
<b>LONG-TERM LIABILITIES:</b>						
Revolving loan payable	-	-	100,004	-	-	100,004
Loan payable	-	3,171,088	-	-	-	3,171,088
Total long-term liabilities	<u>-</u>	<u>3,171,088</u>	<u>100,004</u>	<u>-</u>	<u>-</u>	<u>3,271,092</u>
<b>NET ASSETS:</b>						
Unrestricted	2,902,901	4,621,544	249,148	-	-	7,773,593
Temporarily restricted	5,098	-	47,859	-	-	52,957
Total net assets	<u>2,907,999</u>	<u>4,621,544</u>	<u>297,007</u>	<u>-</u>	<u>-</u>	<u>7,826,550</u>
Total liabilities and net assets	<u>\$ 3,561,706</u>	<u>\$ 20,024,718</u>	<u>\$ 686,453</u>	<u>\$ 53,370</u>	<u>\$ (222,665)</u>	<u>\$ 24,103,582</u>

*The accompanying notes are an integral part of these financial statements.*

**YPI CHARTER SCHOOLS, INC.**

**STATEMENT OF ACTIVITIES  
For the Year Ended June 30, 2017**

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*The accompanying notes are an integral part of these financial statements.*



**YPI CHARTER SCHOOLS, INC.****STATEMENT OF ACTIVITIES  
For the Year Ended June 30, 2017**

	<b>Monsenor</b>					
	<b>Bert Corona Charter School</b>	<b>Oscar Romero Charter School</b>	<b>Bert Corona High School</b>	<b>Central Administration</b>	<b>Eliminations</b>	<b>Total</b>
<b>UNRESTRICTED</b>						
<b>REVENUES:</b>						
State revenue:						
State aid	\$ 2,538,434	\$ 2,352,254	\$ 1,289,766	\$ -	\$ -	\$ 6,180,454
Other state revenue	965,814	2,929,029	163,218	-	-	4,058,061
Federal revenue:						
Grants and entitlements	4,495,779	519,911	183,836	-	-	5,199,526
Local revenue:						
In-lieu property tax revenue	760,898	690,603	304,614	-	-	1,756,115
Contributions	28,348	12,000	15,615	-	-	55,963
Interest income	540	-	-	-	-	540
Other revenue	118,199	64,895	26,369	1,218,867	(1,218,867)	209,463
Total revenues	<u>8,908,012</u>	<u>6,568,692</u>	<u>1,983,418</u>	<u>1,218,867</u>	<u>(1,218,867)</u>	<u>17,460,122</u>
Net assets released from restriction	12,133	8,798	-	-	-	20,931
Total unrestricted revenues and net assets released from restriction	<u>8,920,145</u>	<u>6,577,490</u>	<u>1,983,418</u>	<u>1,218,867</u>	<u>(1,218,867)</u>	<u>17,481,053</u>
<b>EXPENSES:</b>						
Program services	7,266,494	2,901,793	1,295,677	-	-	11,463,964
Management and general	1,465,090	943,128	590,601	1,218,867	(1,218,867)	2,998,819
Total expenses	<u>8,731,584</u>	<u>3,844,921</u>	<u>1,886,278</u>	<u>1,218,867</u>	<u>(1,218,867)</u>	<u>14,462,783</u>
Change in unrestricted net assets	<u>188,561</u>	<u>2,732,569</u>	<u>97,140</u>	<u>-</u>	<u>-</u>	<u>3,018,270</u>
<b>TEMPORARILY RESTRICTED</b>						
Other state revenue	-	-	47,859	-	-	47,859
Net assets released from restriction	(12,133)	(8,798)	-	-	-	(20,931)
Change in temporarily restricted net assets	<u>(12,133)</u>	<u>(8,798)</u>	<u>47,859</u>	<u>-</u>	<u>-</u>	<u>47,859</u>
Total change in net assets	176,428	2,723,771	144,999	-	-	3,045,198
Beginning net assets	<u>2,731,571</u>	<u>1,897,773</u>	<u>152,008</u>	<u>-</u>	<u>-</u>	<u>4,781,352</u>
Ending net assets	<u>\$ 2,907,999</u>	<u>\$ 4,621,544</u>	<u>\$ 297,007</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 7,826,550</u>

*The accompanying notes are an integral part of these financial statements.*

**YPI CHARTER SCHOOLS, INC.****STATEMENT OF CASH FLOWS  
For the Year Ended June 30, 2017**

	<b>Monsenor</b>					
	<b>Bert Corona Charter School</b>	<b>Oscar Romero Charter School</b>	<b>Bert Corona High School</b>	<b>Central Administration</b>	<b>Eliminations</b>	<b>Total</b>
<b>CASH FLOWS from OPERATING ACTIVITIES:</b>						
Total change in net assets	\$ 176,428	\$ 2,723,771	\$ 144,999	\$ -	\$ -	\$ 3,045,198
Adjustments to reconcile change in net assets to net cash flows from operating activities:						
Depreciation	203,870	24,755	21,982	6,578	-	257,185
Change in operating assets:						
Accounts receivable - federal and state	(152,518)	103,804	(186,915)	-	-	(235,629)
Accounts receivable - other	-	16,336	-	-	-	16,336
Intercompany receivable	(219,892)	-	-	-	219,892	-
Prepaid expenses and other assets	(3,816)	529	(4,862)	2,745	-	(5,404)
Other long-term assets	(500)	-	-	(4,266)	-	(4,766)
Change in operating liabilities:						
Accounts payable and accrued liabilities	444,647	1,622,751	(106,031)	15,783	-	1,977,150
Intracompany payable	-	-	222,665	(2,773)	(219,892)	-
Amounts held for others	(20,975)	1,084,288	-	-	-	1,063,313
Deferred revenue	-	9,295,199	-	-	-	9,295,199
Net cash flows from operating activities	<u>427,244</u>	<u>14,871,433</u>	<u>91,838</u>	<u>18,067</u>	<u>-</u>	<u>15,408,582</u>
<b>CASH FLOWS from INVESTING ACTIVITIES:</b>						
Purchases of property, plant and equipment	<u>(102,582)</u>	<u>(4,935,664)</u>	<u>(31,461)</u>	<u>(6,370)</u>	<u>-</u>	<u>(5,076,077)</u>
Net cash flows from investing activities	<u>(102,582)</u>	<u>(4,935,664)</u>	<u>(31,461)</u>	<u>(6,370)</u>	<u>-</u>	<u>(5,076,077)</u>
<b>CASH FLOWS from FINANCING ACTIVITIES:</b>						
Payments on capital lease	(1,844)	-	-	-	-	(1,844)
Proceeds from debt	-	2,458,092	-	-	-	2,458,092
Repayments of debt	-	-	(49,998)	-	-	(49,998)
Net cash flows from financing activities	<u>(1,844)</u>	<u>2,458,092</u>	<u>(49,998)</u>	<u>-</u>	<u>-</u>	<u>2,406,250</u>
Net change in cash and cash equivalents	322,818	12,393,861	10,379	11,697	-	12,738,755
Cash and cash equivalents at the beginning of the year	<u>1,366,955</u>	<u>873,810</u>	<u>70,647</u>	<u>-</u>	<u>-</u>	<u>2,311,412</u>
Cash and cash equivalents at the end of the year	<u>\$ 1,689,773</u>	<u>\$ 13,267,671</u>	<u>\$ 81,026</u>	<u>\$ 11,697</u>	<u>\$ -</u>	<u>\$ 15,050,167</u>
<b>SUPPLEMENTAL CASH FLOW DISCLOSURES:</b>						
Cash paid for interest during the year	<u>\$ 21</u>	<u>\$ -</u>	<u>\$ 548</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 569</u>

*The accompanying notes are an integral part of these financial statements.*

**YPI CHARTER SCHOOLS, INC.****STATEMENT OF FUNCTIONAL EXPENSES  
For the Year Ended June 30, 2017**

	<b>Program Services</b>	<b>Management and General</b>	<b>Total Expenses</b>
Salaries and wages	\$ 3,000,037	\$ 1,737,095	\$ 4,737,132
Pension expense	271,990	140,005	411,995
Other employee benefits	634,463	352,992	987,455
Payroll taxes	94,983	64,403	159,386
Management fees	79,415	-	79,415
Legal expenses	-	20,698	20,698
Accounting expenses	-	249,520	249,520
Other fees for services	4,032,400	11,864	4,044,264
Advertising and promotion	5,360	1,233	6,593
Office expenses	-	252,379	252,379
Occupancy	889,610	62,505	952,115
Conference and meeting expenses	170,988	29,295	200,283
Interest	-	569	569
Depreciation	250,607	6,578	257,185
Insurance expense	-	60,811	60,811
Instructional materials	1,589,936	3,809	1,593,745
Other expenses	444,175	5,063	449,238
	<u>\$ 11,463,964</u>	<u>\$ 2,998,819</u>	<u>\$ 14,462,783</u>

*The accompanying notes are an integral part of these financial statements.*

**YPI CHARTER SCHOOLS, INC.**

**NOTES TO THE FINANCIAL STATEMENTS  
For the Year Ended June 30, 2017**

**NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

***Nature of Activities*** – YPI Charter Schools, Inc. (the School) is a California non-profit public benefit corporation developed by the Youth Policy Institute (YPI). The School currently manages three charter schools: Bert Corona Charter School, Monsenor Oscar Romero Charter School, and YPI Valley Public Charter High School. All of these charter schools are funded principally through State of California public education monies received through the California Department of Education and the Los Angeles Unified School District (the District).

The School’s vision is to equip urban students in grades 6-12 for academic success and active community participation. The majority of students come from predominantly Latino immigrant families with high poverty levels. The 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.

***Cash and Cash Equivalents*** – The School defines its cash and cash equivalents to include only cash on hand, demand deposits, and liquid investments with original maturities of three months or less.

***Use of Estimates*** – The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities, and disclosures. Accordingly, actual results could differ from those estimates.

***Basis of Accounting*** – The financial statements have been prepared on the accrual method of accounting and accordingly reflect all significant receivables and liabilities.

***Functional Allocation of Expenses*** – Costs of providing the School’s programs and other activities have been presented in the statement of functional expenses. During the year, such costs are accumulated into separate groupings as either direct or indirect. Indirect or shared costs are allocated among program and support services by a method that best measures the relative degree of benefit.

***Basis of Presentation*** – The accompanying financial statements have been prepared in conformity with accounting principles generally accepted in the United States as prescribed by the Financial Accounting Standards Board.

***Net Asset Classes*** – The School is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted, and permanently restricted. Net assets of the School are defined as:

- Unrestricted: All resources over which the governing board has discretionary control to use in carrying on the general operations of the School.
- Temporarily restricted: These net assets are restricted by donors to be used for specific purposes. The School has \$52,957 of temporarily restricted net assets as of June 30, 2017.

**YPI CHARTER SCHOOLS, INC.****NOTES TO THE FINANCIAL STATEMENTS  
For the Year Ended June 30, 2017****NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

- Permanently restricted: These net assets are permanently restricted by donors and cannot be used by the School. The School does not currently have any permanently restricted net assets.

**Receivables** – Accounts receivable primarily represent amounts due from federal and state governments as of June 30, 2017. Management believes that all receivables are fully collectible, therefore no provisions for uncollectible accounts were recorded.

**Property, Plant and Equipment** – Property, plant and equipment are stated at cost if purchased or at estimated fair market value if donated. Depreciation is provided on a straight-line basis over the estimated useful lives of the asset. The School capitalizes all expenditures for land, buildings and equipment in excess of \$1,000.

**Compensated Absences** – Accumulated unpaid employee vacation benefits are recognized as a liability of the School. The current portion of the liability, if material, is recognized at year-end. The entire compensated absences liability is reported on the statement of financial position. Employees of the School are paid for days or hours worked based upon Board approved schedules which include vacation.

**Revenue Recognition** – Amounts received from the California Department of Education are recognized as revenue by the School based on the average daily attendance (ADA) of students. Revenue that is restricted is recorded as an increase in unrestricted net assets if the restriction expires in the reporting period in which the revenue is recognized. All other restricted revenues are reported as increases in temporarily restricted net assets.

**Contributions** – All contributions are considered to be available for unrestricted use unless specifically restricted by the donor. Amounts received that are restricted to specific use or future periods are reported as temporarily restricted. Restricted contributions that are received and released in the same period are reported as unrestricted revenue. Unconditional promises to give expected to be received in one year or less are recorded at net realizable value. Unconditional promises to give expected to be received in more than one year are recorded at fair market value at the date of the promise. Conditional promises to give are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met.

**Income Taxes** – The School is a non-profit entity exempt from the payment of income taxes under Internal Revenue Code Section 501(c)(3) and California Revenue and Taxation Code Section 23701d. Accordingly, no provision has been made for income taxes. Management has determined that all income tax positions are more likely than not of being sustained upon potential audit or examination; therefore, no disclosures of uncertain income tax positions are required. The School files informational returns in the U.S. federal jurisdiction, and the state of California. The statute of limitations for federal and California state purposes is generally three and four years, respectively.

**Evaluation of Subsequent Events** – The School has evaluated subsequent events through December 11, 2017, the date these financial statements were available to be issued.

**YPI CHARTER SCHOOLS, INC.****NOTES TO THE FINANCIAL STATEMENTS  
For the Year Ended June 30, 2017****NOTE 2: CONCENTRATION OF CREDIT RISK**

The School maintains its cash and cash equivalents at high-credit quality financial institutions. Accounts at this institution are insured by the Federal Deposit Insurance Corporation (FDIC) up to \$250,000. At times, cash in these accounts exceeds the insured amounts. The School has not experienced any losses in such accounts and believes it is not exposed to any significant credit risk on its cash and cash equivalents.

**NOTE 3: PROPERTY, PLANT AND EQUIPMENT**

Property, plant and equipment in the accompanying financial statements is presented net of accumulated depreciation. Depreciation expense was \$257,185 for the year ended June 30, 2017.

The components of property, plant and equipment as of June 30, 2017 are as follows:

	<b>Bert Corona Charter School</b>	<b>Monsenor Oscar Romero Charter School</b>	<b>YPI Valley Public Charter High School</b>	<b>Central Administration</b>	<b>Total</b>
Building	\$ 1,425,503	\$ 3,088	\$ -	\$ 6,686	\$ 1,435,277
Building improvements	118,764	-	-	-	118,764
Computer and equipment	648,219	177,940	113,202	27,720	967,081
Furniture	16,787	-	-	-	16,787
Subtotal	2,209,273	181,028	113,202	34,406	2,537,909
Less: accumulated depreciation	(1,576,225)	(126,076)	(35,819)	(9,849)	(1,747,969)
Work in progress	-	6,345,425	-	-	6,345,425
Total	<u>\$ 633,048</u>	<u>\$ 6,400,377</u>	<u>\$ 77,383</u>	<u>\$ 24,557</u>	<u>\$ 7,135,365</u>

**NOTE 4: EMPLOYEE RETIREMENT****Multi-employer Defined Benefit Pension Plans**

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Certificated employees are members of the State Teachers' Retirement System (STRS).

The risks of participating in this multiemployer defined benefit pension plan are different from single-employer plans because: (a) assets contributed to the multiemployer plan by one employer may be used to provide benefits to employees of other participating employers, (b) the required member, employer, and state contribution rates are set by the California Legislature and detailed in Teachers' Retirement Law, and (c) if the School chooses to stop participating in the multiemployer plan, it may be required to pay a withdrawal liability to the plan. The School has no plans to withdraw from this multiemployer plan.

**YPI CHARTER SCHOOLS, INC.****NOTES TO THE FINANCIAL STATEMENTS  
For the Year Ended June 30, 2017****NOTE 4: EMPLOYEE RETIREMENT****State Teachers' Retirement System (STRS)****Plan Description**

The School contributes to the State Teachers' Retirement System (STRS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by STRS.

The plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2016, total plan net assets are \$189 billion, the total actuarial present value of accumulated plan benefits is \$333 billion, contributions from all employers totaled \$3.4 billion, and the plan is 63.7% funded. The School did not contribute more than 5% of the total contributions to the plan.

**Funding Policy**

Active plan members hired before January 1, 2013 are required to contribute 10.25% of their salary and those hired after are required to contribute 9.205% of their salary. The School is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the STRS Teachers' Retirement Board. Under the 2014 funding plan, employer contributions on compensation creditable to the program will increase every year for the next seven years, up to 19.10% in 2020–21. The required employer contribution rate for the year ended June 30, 2017 was 12.58% of annual payroll. The contribution requirements of the plan members are established and may be amended by State statute.

The School's contributions to STRS for the past three years are as follows:

Year Ended	<b>Bert Corona Charter School</b>		<b>Monseñor Oscar Romero Charter School</b>		<b>YPI Valley Public Charter High School</b>	
	Required Contribution	Percent Contributed	Required Contribution	Percent Contributed	Required Contribution	Percent Contributed
June 30,						
2015	\$ 96,477	100%	\$ 87,771	100%	N/A	100%
2016	\$ 137,541	100%	\$ 103,377	100%	\$ 38,672	100%
2017	\$ 184,567	100%	\$ 137,757	100%	\$ 89,671	100%



**YPI CHARTER SCHOOLS, INC.****NOTES TO THE FINANCIAL STATEMENTS  
For the Year Ended June 30, 2017****NOTE 5: OPERATING LEASES****Monsenor Oscar Romero Charter School**

The School has a co-location facility use agreement for Monsenor Oscar Romero Charter School with the Los Angeles Unified School District (the District) for property shared with Berendo Middle School. The total pro-rata share charge payments made for the year ended June 30, 2017 was \$138,539.

**Bert Corona High School**

The School has a co-location facility use agreement for YPI Valley Public Charter High School with the Los Angeles Unified School District (the District). The total pro-rata share charge payments made for the year ended June 30, 2017 was \$85,510.

**Bert Corona Charter School**

The School leases facilities for Bert Corona Charter School until June 30, 2021. Rent expense for the year ended June 30, 2017 under this lease was \$115,151.

**Home office**

The School leases facilities for its home office until August 18, 2021. Rent expense for the year ended June 30, 2017 was \$48,631.

Future minimum lease payments are as follows:

Year Ended <u>June 30,</u>	
2018	\$ 519,725
2019	170,496
2020	170,496
2021	170,496
2022	<u>7,062</u>
Total	<u><u>\$ 1,038,275</u></u>

**NOTE 6: REVOLVING LOAN**

The School has a revolving loan from the California School Finance Authority. The loan has a principal of \$250,000 with an interest rate of 0.3% annually. The loan matures in June 2020. The balance of the loan as of June 30, 2017 was \$150,004.

**YPI CHARTER SCHOOLS, INC.****NOTES TO THE FINANCIAL STATEMENTS  
For the Year Ended June 30, 2017****NOTE 6: REVOLVING LOAN**

Future principal payments are as follows:

Year Ended <u>June 30,</u>	
2018	\$ 50,000
2019	50,000
2020	<u>50,004</u>
Total	<u>\$ 150,004</u>

**NOTE 7: LINE OF CREDIT**

The School has a revolving line of credit with Pacific Western Bank. The line of credit has a principal of \$500,000 with a variable interest rate currently set at 5.75% annually. The line of credit was renewed in 2017. There was no outstanding balance as of June 30, 2017.

**NOTE 8: RELATED PARTY**

The School has entered into several transactions with YPI (a related party). During the year ended June 30, 2017 the School paid YPI \$2,656,794 for program services related to certain federally-funded grant programs, and has \$308,425 in accounts payable for these services as of June 30, 2017. The School and YPI have no common board members.

**NOTE 9: DUE TO OTHERS**

In 2017, the School received contributions for the YPI Parent Group and student groups. The amount of cash held payable to the Parent Group and student groups as of June 30, 2017 are \$43,423 and \$3,213, respectively.

In 2017, the School received \$1,062,404 for Career Tech Education Incentive Grant funding. After the funding was received, the School determined that it would not pursue this grant and found another school that would act as its fiscal agent, Vaughn Next Century Learning Center. As of June 30, 2017, the School has \$1,062,404 in funds held for Vaughn Next Century Learning Center.

**NOTE 10: CONTINGENCIES**

The School has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any required reimbursement would not be material.

**YPI CHARTER SCHOOLS, INC.**

**NOTES TO THE FINANCIAL STATEMENTS  
For the Year Ended June 30, 2017**

**NOTE 11: TEMPORARILY RESTRICTED NET ASSETS**

As of June 30, 2017, temporarily restricted net assets were made up of the following:

Educator effectiveness grant	\$ 5,098
College readiness grant	<u>47,859</u>
	<u>\$ 52,957</u>

**NOTE 12: COMMITMENTS**

**Prop 1D**

The School was awarded \$13,464,960 through Proposition 1D of which \$6,732,480 will be a grant and \$6,732,480 will be a long-term debt. Repayment of the debt will commence approximately one year after occupancy of the project.

DRAFT

**SUPPLEMENTARY INFORMATION**

DRAFT

**YPI CHARTER SCHOOLS, INC.**

**LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE  
For the Year Ended June 30, 2017**

YPI Charter Schools, Inc. (the School) was established on November 17, 2003 and is a California non-profit public benefit corporation. The School operates three sites: Bert Corona Charter School, Monsenor Oscar Romero Charter School and YPI Valley Public Charter High, approved by the Los Angeles Unified School District as follows:

- Bert Corona Charter School (charter number 0654) – established in April 2004.
- Monsenor Oscar Romero Charter School (charter number 0931) – established in May 2007.
- YPI Valley Public Charter High (charter number 1724) – established in 2015

The Board of Directors and the Administrators as of the year ended June 30, 2017 were as follows:

**BOARD OF DIRECTORS**

<u>Member</u>	<u>Office</u>	<u>Term (in years)</u>	<u>Term Expires</u>
Eugene Straub	President	2 ← 1	June 2017 ← June 2018
Joe Lucente	Treasurer	2	June 2017
Sandra Mendoza	Secretary	1	June 2017
Jonathan Williams	Member	1	June 2017
Alex Reza	Member	2	June 2017
Carlos Vaquerano	Member	1	June 2017
Mary Keipp	Member	2	June 2017

**ADMINISTRATORS**

Yvette King-Berg Executive Director  
 Ruben Dueñas Chief Operating Officer

**YPI CHARTER SCHOOLS, INC.****SCHEDULE OF INSTRUCTIONAL TIME  
For the Year Ended June 30, 2017**

	<b>Instructional Minutes</b>		Traditional	<b>Status</b>
	<b>Requirement</b>	<b>Actual</b>	Instructional <b>Days</b>	
<b>Bert Corona Charter School:</b>				
Grade 5	54,000	66,594	180	In compliance
Grade 6	54,000	66,594	180	In compliance
Grade 7	54,000	66,594	180	In compliance
Grade 8	54,000	66,594	180	In compliance
<b>Monsenor Oscar Romero Charter School:</b>				
Grade 6	54,000	66,253	180	In compliance
Grade 7	54,000	66,253	180	In compliance
Grade 8	54,000	66,253	180	In compliance
<b>YPI Valley Public Charter High School:</b>				
Grade 9	64,800	66,510	180	In compliance
Grade 10	64,800	66,510	180	In compliance

*See independent auditor's report and the notes to the supplementary information.*

**YPI CHARTER SCHOOLS, INC.****SCHEDULE OF AVERAGE DAILY ATTENDANCE  
For the Year Ended June 30, 2017**

	<u>Second Period Report</u>		<u>Annual Report</u>	
	<u>Classroom</u>		<u>Classroom</u>	
	<u>Based</u>	<u>Total</u>	<u>Based</u>	<u>Total</u>
<b>Bert Corona Charter School:</b>				
Grades 5-6	140.96	140.96	140.94	140.94
Grades 7-8	217.54	217.54	217.47	217.47
Subtotal	<u>358.50</u>	<u>358.50</u>	<u>358.41</u>	<u>358.41</u>
<b>Monsenor Oscar Romero Charter School:</b>				
Grade 6	106.70	106.70	106.23	106.23
Grades 7-8	218.68	218.68	218.84	218.84
Subtotal	<u>325.38</u>	<u>325.38</u>	<u>325.07</u>	<u>325.07</u>
<b>YPI Valley Public Charter High School:</b>				
Grades 9-12	143.52	143.52	143.83	143.83
Subtotal	<u>143.52</u>	<u>143.52</u>	<u>143.83</u>	<u>143.83</u>
<b>ADA Totals</b>	<u>827.40</u>	<u>827.40</u>	<u>827.31</u>	<u>827.31</u>

*See independent auditor's report and the notes to the supplementary information.*



**YPI CHARTER SCHOOLS, INC.**

**RECONCILIATION OF ANNUAL FINANCIAL REPORT  
WITH AUDITED FINANCIAL STATEMENTS  
For the Year Ended June 30, 2017**

	<b>Bert Corona</b>	<b>Monsenor</b>	<b>YPI Valley</b>
	<b>Charter School</b>	<b>Oscar Romero</b>	<b>Public Charter</b>
	<b>Charter School</b>	<b>Charter School</b>	<b>High School</b>
June 30, 2017 Annual Financial Report			
Fund Balances (Net Assets)	2,869,855	\$ 4,578,245	\$ 297,007
Adjustments and Reclassifications:			
Increasing (Decreasing) the Fund Balance (Net Assets):			
Accounts receivable - federal and state	308,424	-	-
Property, plant and equipment, net	(17)	86,600	-
Accounts payable and accrued liabilities	(270,263)	(45,639)	-
Deferred revenue	-	1,149,004	-
Amount held for others	-	(1,103,366)	-
Notes payable	-	(43,300)	-
Net Adjustments and Reclassifications	<u>38,144</u>	<u>43,299</u>	<u>-</u>
June 30, 2017 Audited Financial Statement			
Fund Balances (Net Assets)	<u>\$ 2,907,999</u>	<u>\$ 4,621,544</u>	<u>\$ 297,007</u>

*See independent auditor's report and the notes to the supplementary information.*

## YPI CHARTER SCHOOLS, INC.

**SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS  
For the Year Ended June 30, 2017**

<b>Federal Grantor/Pass-Through Grantor/Program or Cluster Title</b>	<b>Federal CFDA Number</b>	<b>Pass-Through Entity Identifying Number</b>	<b>Bert Corona Charter School</b>	<b>Monsenor Oscar Romero Charter</b>	<b>Bert Corona High School</b>	<b>Total Federal Expenditures</b>
<b>U.S. Department of Education:</b>						
Pass Through Program From						
California Department of Education:						
No Child Left Behind Act						
Title I, Part A	84.010	14981	\$ 139,403	\$ 148,161	\$ 54,244	\$ 341,808
Title II, Part A, Teacher Quality	84.367	14341	1,665	1,653	634	3,952
Title III Limited English Proficient Student Program	84.365	14346	7,947	12,246	2,012	22,205
Title V, PCSGP	84.282A	14941	-	-	30,171	30,171
San Fernando Valley Full Service Community Schools Program	84.215J	N/A	13,825	-	-	13,825
Gaining Early Awareness and Readiness for Undergraduate Programs	84.334A	N/A	2,917,341	-	-	2,917,341
School Climate Transformation Grant	84.184G	N/A	1,056,254	-	-	1,056,254
Special Education	84.027	13379	69,262	62,863	27,728	159,853
<b>Total U.S Department of Education</b>			<u>4,205,697</u>	<u>224,923</u>	<u>114,789</u>	<u>4,545,409</u>
<b>U.S. Department of Agriculture:</b>						
Pass Through Program From						
California Department of Education:						
Child Nutrition Program Cluster:						
Especially Needy Breakfast Program	10.553	13526	100,924	103,679	24,610	229,213
National School Lunch Program	10.555	23165	167,027	171,586	40,727	379,340
Meal Supplements	10.557	N/A	15,216	15,632	3,710	34,558
<b>Total U.S Department of Agriculture</b>			<u>283,167</u>	<u>290,897</u>	<u>69,047</u>	<u>643,111</u>
<b>U.S. Department of Health and Human Services</b>						
Pass Through Program From						
California Department of Education:						
Medicaid	93.778	N/A	6,915	4,091	-	11,006
<b>Total Federal Expenditures</b>			<u>\$ 4,495,779</u>	<u>\$ 519,911</u>	<u>\$ 183,836</u>	<u>\$ 5,199,526</u>

*See independent auditor's report and the notes to the supplementary information.*

**YPI CHARTER SCHOOLS, INC.**

**NOTES TO THE SUPPLEMENTARY INFORMATION  
For the Year Ended June 30, 2017**

**NOTE 1: PURPOSE OF SCHEDULES**

**Schedule of Instructional Time**

This schedule presents information on the amount of instructional time offered by the School and whether the School complied with the corresponding provisions of the Education Code.

**Schedule of Average Daily Attendance**

Average daily attendance is a measurement of the number of pupils attending classes of the School. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels.

**Reconciliation of Annual Financial Report with Audited Financial Statements**

This schedule provides the information necessary to reconcile the net assets of the charter schools as reported on the Annual Financial Report form to the audited financial statements.

**Schedule of Expenditures of Federal Awards**

The accompanying schedule of expenditures of federal awards (the Schedule) includes the federal award activity of the School under programs of the federal governmental for the year ended June 30, 2017. The information in this Schedule is presented in accordance with the requirements of the Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of operations of the School, it is not intended to and does not present the financial position, changes in net assets, or cash flows of the School.

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

**Indirect Cost**

The School has elected to use a rate other than the 10-percent de minimis indirect cost rate allowed under the Uniform Guidance.



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**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER  
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS  
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED  
IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

Board of Directors  
YPI Charter Schools, Inc.  
Pacoima, CA

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of YPI Charter Schools, Inc. (the School), a nonprofit California public benefit corporation, which comprise the statement of financial position as of June 30, 2017, and the related statements of activities, cash flows and functional expenses for the year then ended, the related notes to the financial statements, and have issued our report thereon dated December 11, 2017.

**Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. A material weakness is a deficiency or a combination of deficiencies in internal control such that there is a reasonable possibility that a material misstatement of the financial statements will not be prevented or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.



**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER  
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS  
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED  
IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

**Compliance and Other Matters**

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of non-compliance or other matters that are required to be reported under *Government Auditing Standards*.

**Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

CliftonLarsonAllen LLP  
Glendora, CA  
December 11, 2017



CliftonLarsonAllen LLP  
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**INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE  
FOR EACH MAJOR FEDERAL PROGRAM AND REPORT ON  
INTERNAL CONTROL OVER COMPLIANCE REQUIRED  
BY THE UNIFORM GUIDANCE**

Board of Directors  
YPI Charter Schools, Inc.  
Pacoima, CA

**Report on Compliance for Each Major Federal Program**

We have audited the compliance of YPI Charter Schools, Inc. (the School) with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) *Compliance Supplement* that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2017. The School's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

**Management's Responsibility**

Management is responsible for compliance with federal statutes, regulations, and terms and conditions of federal awards applicable to its federal programs.

**Auditor's Responsibility**

Our responsibility is to express an opinion on compliance for each of the School's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the School's compliance.

**Opinion on Each Major Federal Program**

In our opinion, the School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2017.



**INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE  
FOR EACH MAJOR FEDERAL PROGRAM AND REPORT ON  
INTERNAL CONTROL OVER COMPLIANCE REQUIRED  
BY THE UNIFORM GUIDANCE**

**Report on Internal Control Over Compliance**

Management of the School is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the School's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance, for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct noncompliance with a type of compliance requirement of a federal program on a timely basis. A material weakness in internal control over compliance is a deficiency, or combination of deficiencies in internal control over compliance such that there is a reasonable possibility, that material noncompliance with a type of compliance requirement of a federal program will not be prevented or detected and corrected on a timely basis. A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

**Purpose of this Report**

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

CliftonLarsonAllen LLP  
Glendora, CA  
December 11, 2017





CliftonLarsonAllen LLP  
 CLAconnect.com

## INDEPENDENT AUDITOR’S REPORT ON STATE COMPLIANCE

Board of Directors  
 YPI Charter Schools, Inc.  
 Pacoima, CA

We have audited YPI Charter Schools, Inc.’s (the School) compliance with the types of compliance requirements described in the *2016-2017 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel for the year ended June 30, 2017. The School’s State compliance requirements are identified in the table below.

### Management’s Responsibility

Management is responsible for the compliance with the State laws and regulations as identified below.

### Auditor’s Responsibility

Our responsibility is to express an opinion on the School’s compliance based on our audit of the types of compliance requirements referred to below. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and the *2016-2017 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the specific areas listed below has occurred. An audit includes examining, on a test basis, evidence about the School’s compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion on state compliance. Our audit does not provide a legal determination of the School’s compliance.

### Compliance Requirements Tested

In connection with the audit referred to above, we selected and tested transactions and records to determine the School’s compliance with the laws and regulations applicable to the following items:

<u>Description</u>	<u>Procedures Performed</u>
School Districts, County Offices of Education, and Charter Schools:	
Educator Effectiveness	Yes
California Clean Energy Jobs Act	Yes
After School Education and Safety Program	Yes
Proper Expenditure of Education Protection Account Funds	Yes





## INDEPENDENT AUDITOR’S REPORT ON STATE COMPLIANCE

<u>Description</u>	<u>Procedures Performed</u>
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	Not applicable
Immunizations	Yes
Charter Schools:	
Attendance	Yes
Mode of Instruction	Yes
Nonclassroom-based instructional/independent study	Not applicable
Determination of funding for nonclassroom-based instruction	Not applicable
Annual instructional minutes – classroom based	Yes
Charter School Facility Grant Program	Yes

### Opinion on State Compliance

In our opinion, the School complied with the laws and regulations of the state programs referred to above in all material respects for the year ended June 30, 2017.

### Purpose of this Report

The purpose of this report on state compliance is solely to describe the results of testing based on the requirements of the *2016-2017 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Accordingly, this report is not suitable for any other purpose.

CliftonLarsonAllen LLP  
 Glendora, CA  
 December 11, 2017

**YPI CHARTER SCHOOLS, INC.**

**SCHEDULE OF FINDINGS AND QUESTIONED COSTS  
For the Year Ended June 30, 2017**

**SECTION I – SUMMARY OF AUDITOR’S RESULTS**

**Financial Statements**

Type of report the auditor issued on whether the financial statements audited were prepared in accordance with GAAP: Unmodified

Internal control over financial reporting:

Material weakness(es) identified?        *Yes*   X   *No*  
 Significant deficiency(ies) identified?        *Yes*   X   *None Reported*

Noncompliance material to financial statements noted?        *Yes*   X   *No*

**Federal Awards**

Internal control over major federal awards:

Material weakness(es) identified?        *Yes*   X   *No*  
 Significant deficiency(ies) identified?        *Yes*   X   *None Reported*

Type of auditor’s report issued on compliance for major federal programs: Unmodified

Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)?        *Yes*   X   *No*

**Identification of Major Federal Programs:**

<u>CFDA Number(s)</u>	<u>Name of Federal Program or Cluster</u>
84.334A	Gaining Early Awareness and Readiness for Undergraduate Programs

Dollar threshold used to distinguish between type A and type B programs: \$750,000

Auditee qualified as low-risk auditee?   X   *Yes*        *No*

**YPI CHARTER SCHOOLS, INC.**

**SCHEDULE OF FINDINGS AND QUESTIONED COSTS  
For the Year Ended June 30, 2017**

All audit findings must be identified as one or more of the following categories:

<u>Five Digit Code</u>	<u>Finding Types</u>
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities Program
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

There were no findings and questioned costs related to the basic financial statements, federal awards or state awards for June 30, 2017.

**YPI CHARTER SCHOOLS, INC.**

**STATUS OF PRIOR YEAR FINDINGS AND QUESTIONED COSTS  
For the Year Ended June 30, 2017**

There were no findings and questioned costs related to the basic financial statements, federal awards or state awards for the prior year.

DRAFT

# Coversheet

## YPICS Compliance Binders

**Section:** V. ITEMS SCHEDULED FOR ACTION  
**Item:** E. YPICS Compliance Binders  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 17-18 Certification of Board Compliance Review.pdf

## COMPLIANCE MONITORING AND CERTIFICATION OF BOARD COMPLIANCE REVIEW 2017-2018\*

School Name: \_\_\_\_\_

LAUSD Loc. Code: \_\_\_\_\_

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN. COMPLIANT	SCHOOL ADMIN. REQUIREMENT IN PROCESS	BOARD CERTIFICATION BY MARCH 2018
<p>1. The charter school maintains timely and current verification of <b>criminal background and TB clearances</b> for all employees (including substitutes, part-time staff, and temporary employees) and contracting entities (service providers, vendors, and independent contractors). See, e.g., CA Ed. Code § 47605(b)(5)(F); CA Ed. Code §§ 45122.1 and 45125.1; CA Ed. Code § 49406.</p>	Documentation that the school has at least one DOJ-confirmed Custodian of Records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Completed and signed "Certification of Clearances, Credentialing and Mandated Reporter Training 2017-2018" form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Completed and signed "Criminal Background Clearance Certification" for each faculty and staff member to certify criminal background clearance prior to employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Certification of timely DOJ and TB clearances by all contracting entities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Documentation of compliance with applicable volunteer clearance requirements, including tuberculosis (TB) risk assessment/clearance requirements under AB 1667	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN. COMPLIANT	SCHOOL ADMIN. REQUIREMENT IN PROCESS	BOARD CERTIFICATION BY MARCH 2018
2. Teachers of core/college preparatory subjects (including but not limited to English language arts, social studies, science, and mathematics) hold an EL Certification and a valid Commission on Teacher Credentialing Certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold per federal and state law, ESSA. See Ed. Code § 47605(l);	For each certificated staff member: Credential(s) appropriate for the position(s) to which the person has been assigned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Master schedule that shows all assignment(s) of each certificated staff member	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2a. The administration and board have a system in place for reporting applicable employee misconduct to the Commission on Teacher Credentialing.	Internal human resources procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The Charter Schools Division has been provided with, and parents have access to, the school's most current <b>contact information</b> for each Governing Board member and the <b>2017-2018 Board meetings calendar</b> . See current <i>District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions (DRL)</i> .	Accurate and updated school contact information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Accurate and updated list/roster of Governing Board members and contact information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Calendar of Governing Board meeting dates and location(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Charter school complies with the <b>pre- and post-lottery and enrollment forms</b> guidelines. See <i>Admissions Requirements and Materials</i> (August 2011).	Lottery form and enrollment packet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Charter school shall ensure that staff receives annual <b>training on the charter school's health, safety, and emergency procedures</b> , and shall maintain a calendar for, and conduct, emergency response drills for students and staff including, but not limited to: <ul style="list-style-type: none"> <li>a. Health, Safety and Emergency Preparedness Plan (School Safety Plan) (see, e.g., CA Ed Code 32280-32289)</li> <li>b. Child Abuse Mandated Reporter training (see AB 1432 (2014); Ed. Code § 44691; Penal Code § 11165.7)</li> </ul>	Comprehensive Health, Safety, and Emergency Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Documentation of emergency drills and preparedness training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Documentation of timely and compliant Child Abuse Mandated Reporter training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN. COMPLIANT	SCHOOL ADMIN. REQUIREMENT IN PROCESS	BOARD CERTIFICATION BY MARCH 2018
c. Blood borne Pathogens training (see 8 CCR § 5193) d. Pupil Suicide Prevention Policy, AB 2246 (2016) , schools serving grades 7-12 only	Documentation of annual Blood borne Pathogens training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Documentation of Pupil Suicide Prevention Policy training (schools serving grades 7-12 only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. <b>Co-location Charters only-</b> The school administrator and governing board acknowledges and understands that the independent charter school follows applicable District policy, including the District School Safety Plan, as a co-location school.	Participation in District and site level co-location meetings  Review of Policy Bulletin-5532  Meeting with local district site principal for additional information and questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The charter school has either implemented the LAUSD <b>English Learner Master Plan</b> or updated and implemented its own master plan in accordance with English Language Master Plan requirements. See current DRL and 2017-2018 Welcome Letter.	EL Certification Form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	EL Master Plan has been updated (if the school has not adopted the LAUSD EL Master Plan)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The charter school’s school climate and student discipline systems and procedures align with LAUSD’s <b>Discipline Foundation Policy</b> and <b>School Climate Bill of Rights</b> . See current DRL.	Description of the school-wide student behavior and discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence of the tiered behavior intervention, alternatives to suspension, and school positive behavior support that the school provides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN. COMPLIANT	SCHOOL ADMIN. REQUIREMENT IN PROCESS	BOARD CERTIFICATION BY MARCH 2018
<p>9. Charter School shall maintain all data involving placement, tracking, and monitoring of student <b>suspensions, expulsions, and reinstatements</b>, and make such <b>outcome data</b> readily available to the LAUSD upon request. The charter school submits student suspension and expulsion data to the Office of Data and Accountability on a monthly basis. See current DRL.</p>	<p>Monthly suspension and expulsion reports</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>10. Charter School ensures that any and all school <b>communications, including the Parent Student Handbook</b>, are consistent with the provisions of school's approved charter as well as applicable law (e.g., translated for 15% and above languages)</p>	<p>Parent Student Handbook</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>11. The charter school's occupancy and use of <b>facilities shall be in compliance</b> with applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards, and the Americans with Disability Act. See Ed. Code § 47610; current DRL.</p>	<p>Current and appropriate Certificate of Occupancy or equivalent; documentation of compliance with fire-life-safety requirements; other required documentation (for any school site not located on District property)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>12. The charter school complies with all <b>federal and state laws related to public entities</b>, including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Ralph M. Brown Act, Gov. Code §§ 54950-54963</li> <li>• Political Reform Act, Gov. Code §§ 81000-91015</li> <li>• Public Records Act, Gov. Code §§ 6250-6276.48</li> </ul> <p>See current DRL.</p>	<p>Board meeting agendas and minutes for the past 12 months</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p>Verification of compliant public posting of Board agendas, including on the school website</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p>Evidence of Brown Act training</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p>Forms 700</p> <p>School policy for responding to Public Records Act requests</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN. COMPLIANT	SCHOOL ADMIN. REQUIREMENT IN PROCESS	BOARD CERTIFICATION BY MARCH 2018
<p>13. The charter school ensures that its <b>Articles of Incorporation</b> are current and appropriate for the operation of the charter school.</p>	<p>Corporate papers, including any and all Articles of Incorporation (initial documents and any subsequent amendments), for entities affiliated with the charter school</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>14. <b>By-laws</b> are current and consistent with approved charter, Governing Board-approved, and signed by the Governing Board secretary.</p>	<p>Current and signed Board-approved bylaws</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>15. The charter school meets the provisions of eligibility and/or is a participant of state and <b>federal programs and/or grants</b>, which may include but not limited to, the following: Title I, II, III, and other programs, child nutrition programs, Prop 20 – State Lottery, Education Protection Act, Special Education §56000, SB 740, and all other federal and state programs in which the charter school participates.</p>	<p>[See “Fiscal Review” in the <i>Annual Performance-Based Oversight Visit Preparation Guide</i> for list of documentation to be provided to the CSD Fiscal Team]</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>16. The charter school implements its own Uniform Complaint Procedure policies and procedures with appropriate corresponding forms and documents, readily available to stakeholders at the school site and on the school’s website, that are compliant with federal and state requirements., See, e.g., guidance provided at <a href="http://www.cde.ca.gov/re/cp/uc/">http://www.cde.ca.gov/re/cp/uc/</a></p>	<p>The governing board has reviewed the school’s:</p> <ul style="list-style-type: none"> <li>• UCP policies</li> <li>• UCP procedures</li> <li>• UCP forms</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>17. The charter school, as a recipient of federal reimbursement for the National School Lunch/Breakfast program and/or as a school on District property, has adopted a <b>Local School Wellness Policy</b>. See Healthy, Hunger Free Kids Act of 2010 (Public Law 111-296); Child Nutrition and WIC Reauthorization Act of 2004.</p> <p>Note: Even if the charter school is not participating in the National School Lunch or Breakfast program, and is not located on District property, development and adoption of an equivalent Wellness Policy likely would benefit the school and its students.</p>	<p>Local School Wellness Policy, including evidence of stakeholder input in the development of the policy and annual progress report</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN. COMPLIANT	SCHOOL ADMIN. REQUIREMENT IN PROCESS	BOARD CERTIFICATION BY MARCH 2018
18. The governing board oversees the development of and approves/adopts the stakeholder engagement process, goals, actions, measurable outcomes, and expenditures in the school's Local Control Accountability Plan (LCAP) and annual updates in consultation with teachers, staff, administrators, parents, and students. See Ed. Code § 47606.5.	Documentation of stakeholder engagement, including Board Meeting Agendas, Board Minutes, and LCAP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. The charter school ensures compliance with the LAUSD's Keeping Parents Informed: Charter Public School Transparency Resolution of January 12, 2016, which includes documents available both manually and electronically, and if the charter school occupies a building on the AB300 list (seismic safety survey), it has posted a notice of such status in its main office.	Documentation of discussion by the Governing Board including Board Meeting Agendas and Board Minutes and review that documentation is available both manually and electronically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. The charter school ensures that it is in compliance with all applicable state law regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time.	Documentation of compliance with the requirements, which may include but is not limited to, the name of the charter school's designee and the partial credit policy, if applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. <b>Schools Serving Grade 9 only:</b> The charter school complies with all applicable requirements of the California Mathematics Placement Act of 2015)	Documentation of the adoption of the charter school's established policy in compliance with the California Mathematics Placement Act of 2015, including the Board Meeting Agendas and Board Minutes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. The charter school complies with all applicable requirements of AB 2246: Pupil Suicide Prevention Policies. (For schools with pupils in grades 7 to 12.)	Documentation of the adoption of the charter school's policy established in compliance with the AB 2246, including the Board Meeting Agendas and Board Minutes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN. COMPLIANT	SCHOOL ADMIN. REQUIREMENT IN PROCESS	BOARD CERTIFICATION BY MARCH 2018
23. <b>For High Schools Only:</b> The charter school has obtained WASC accreditation and UCOP Doorways Course Approval	Charter school approvals are listed on the WASC website and UCOP Doorways website	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**CERTIFICATION OF SCHOOL ADMINISTRATOR'S COMPLIANCE REVIEW**  
*(by end of 7th week of school)*

The undersigned hereby certifies that, on \_\_\_\_\_ the School Administrator of \_\_\_\_\_  
Date(s)

\_\_\_\_\_  
Name of Charter School  
 reviewed the school's compliance related policies, systems, and procedures.

<small>Printed Name of School Administrator</small>	<small>Signature of School Administrator</small>	<small>Date Signed</small>

## CERTIFICATION OF BOARD COMPLIANCE REVIEW

**\*\*\*before March 16, 2018**

The undersigned hereby certifies that, on \_\_\_\_\_, the Governing Board of  
Date(s)

\_\_\_\_\_  
Name of Charter School

reviewed the school's compliance related policies, systems, and procedures.\*\*

Printed Name of Governing Board Chair	Signature of Governing Board Chair	Date Signed

- \*\* Please attach the relevant Board agenda(s) approved minutes for the meeting(s) and agenda approving the minutes at which the Board has reviewed the school's compliance with the items listed above.
  
- \*\*\* For your awareness, beginning in the 2018-2019 school year, the governing board's certification review will be due to the CSD in December 2018.