

Youth Policy Institute Charter Schools (YPICS)

Board Meeting

Date and Time

Monday February 11, 2019 at 6:00 PM PST

Location

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

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

Board Members calling in from 17112 Minnehaha Street, Granada Hills, CA 91344; 501 S. Bixel Street, Los Angeles, CA 90017; 25024 Highspring Avenue, Newhall, CA 91321; 1625 W. Olympic Blvd., Los Angeles, CA 90015; 17037 Chatsworth Street, Granada Hills, California 91344.

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:00 PM
Opening Items			
A. Record Attendance and Guests		Yesenia Zubia	1 m
B. Call the Meeting to Order		Mary Keipp	
C. Flag Salute			1 m
D. Additions/Corrections to Agenda		Mary Keipp	1 m
E. Approve January 11, 2019 Board Meeting Minutes	Approve Minutes	Mary Keipp	1 m
II. Communications			6:04 PM
Academic Excellence			

	Purpose	Presenter	Time
A. Presentations from the Public	FYI	Mary Keipp	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 / info@romerocharter.org. All efforts will be made for reasonable accommodations.

III. Items Scheduled For Information			6:09 PM
A. Brown Act Training by Young, Minney & Corr, LLP	Vote	Yvette King-Berg	30 m
B. Committee/ Council Reports	FYI		5 m

Each month council and committee meeting minutes are provided for the board to review. Board members will direct senior staff regarding any minutes or committee concerns that may arise.

	Purpose	Presenter	Time
1. Academic Committee Reports			
2. Climate and Culture Committee Reports			
1. Student Leadership Council			
3. Parent/ Committee Advocacy/ Engagement Reports			
1. School Site Council			
2. English Learner Advisory Committee			
4. LCAP Advisory Committee Reports			

C. YPICS Board Academic Excellence Committee	FYI	Cesar Lopez	5 m
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D. Facilites Update	FYI	Ruben Duenas	5 m
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This update is for all of the YPICS' schools.

E. Bert Corona Executive Administrator Report	FYI	Ruben Duenas	5 m
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F. Monsenor Oscar Romero Executive Administrator Report	FYI	Rene Quon	5 m
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G. Bert Corona Charter High School Executive Administrator Report	FYI	Yolanda Fuentes	5 m
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H. Executive Director's Report	FYI	Yvette King-Berg	5 m
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IV. Consent Agenda Items 7:14 PM

Audit

A. Background	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. Consent Items	Vote	Yvette King-Berg	5 m
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1.) Recommendation to receive and file 2017-2018 Accountability Report Card (SARC) for YPICS (Bert Corona Charter School, Bert Corona Charter High School, and Monseñor Oscar Romero Charter School.

2.) Recommendation to approve Board Resolution 2019-1 AB 2022 Notifying Parents and Students of Available Mental Health Services.

Purpose Presenter Time

3.) Recommendation to approve the use of one-time unrestricted funds at each school site to support the implementation of California’s academic standards.

4.) Recommendation to approve CTEIG grant expenditure for an item above the spending authority of the Executive Director.

5.) Recommendation to approve Board Resolution 2019-2 AB216 Foster Youth Graduation Requirements.

6.) Recommendation to approve Board Resolution 2019-3 Multiple Transparency Laws.

V. Items Scheduled For Action

7:19 PM

A. November and December 2018 YPICS Financials	Vote	Irina Castillo	10 m
B. YPICS Con Apps	Vote	Irina Castillo	5 m
C. Approval to Transfer Title IV Funds to Title I	Vote	Irina Castillo	5 m
D. Implementation of Low-Performing Students Block Grant - BCCS and MORCS	Vote	Yvette King-Berg	2 m

Recommendation to approve plan for implementation of "Low-Performing Students Block Grant" allocated to BCCS and MORCS.

E. Board Resolution Authorizing ED to submit the BCCHS Charter Renewal	Vote	Yvette King-Berg	5 m
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Recommendation to approve the Board Resolution Authorizing ED to submit the BCCHS Charter Renewal

VI. Closed Session

7:46 PM

A. Matters to be discussed are those permitted by Government Code Section 54956	Discuss	Mary Keipp	15 m
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At 6:45PM The Board of Directors will be moving into closed session to discuss matters described in Section VI. Matters to be discussed are those permitted by Government Code Section 54956 (Litigation).

A. PENDING LITIGATION: (Government code 54956.9)

	Purpose	Presenter	Time
VII. Open Session			8:01 PM
A. Items Scheduled for Action	Vote	Mary Keipp	5 m
VIII. Closing Items			8:06 PM
A. Adjourn Meeting	Vote		
IX. Announcements			8:06 PM
A. Closing Announcements	FYI	Yvette King-Berg	2 m

April 22, 2019 Board Meeting , School Climate and Culture YPI will present budget update from 6:00-7:00.

Coversheet

Approve January 11, 2019 Board Meeting Minutes

Section: I. Opening Items
Item: E. Approve January 11, 2019 Board Meeting Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Special Board Meeting on January 11, 2019

APPROVED

Youth Policy Institute Charter Schools (YPICS)

Minutes

Special Board Meeting

Date and Time

Friday January 11, 2019 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; 17037 Chatsworth St., Granada Hills, CA 91344; 6934 Enfield Avenue, Reseda, CA 91335

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Trustees Present

C. Lopez (remote), J. Lucente (remote), M. Green (remote), M. Keipp (remote)

Trustees Absent

A. Reza, C. Vaquerano, S. Mendoza

Guests Present

Y. King-Berg (remote), Y. Zubia (remote)

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

M. Keipp called a meeting of the board of trustees of Youth Policy Institute Charter Schools (YPICS) to order on Friday Jan 11, 2019 at 10:07 AM.

C. Flag Salute

D. Additions/Corrections to Agenda

There were no additions or corrections to the agenda.

E.

Approve December 15, 2018 Minutes

J. Lucente made a motion to approve minutes from the Special Board Meeting on 12-15-18 Special Board Meeting on 12-15-18.

M. Green seconded the motion.

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

Roll Call

C. Vaquerano Absent

J. Lucente Aye

A. Reza Absent

M. Keipp Aye

M. Green Aye

S. Mendoza Absent

C. Lopez Aye

II. Announcements

A. Closing Announcements

The MORCS Ribbon Cutting Ceremony has been postponed and will take place on a later date.

III. 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 10:14 AM.

Respectfully Submitted,
Y. Zubia

Coversheet

Brown Act Training by Young, Minney & Corr, LLP

Section: III. Items Scheduled For Information
Item: A. Brown Act Training by Young, Minney & Corr, LLP
Purpose: Vote
Submitted by:
Related Material: The Brown Act with Cover and Bio 021119.pdf
Youth Policy Institute Brown Act 021119.ppt



YOUNG, MINNEY & CORR, LLP
EXPERT CHARTER SCHOOL
LEGAL SERVICES

Youth Policy Institute Charter Schools

The Brown Act

February 11, 2019

Presented by:

Wayne K. Strumpfer, Esq.

wstrumpfer@mycharterlaw.com

YOUNG, MINNEY & CORR, LLP
SACRAMENTO ■ LOS ANGELES ■ SAN DIEGO ■ WALNUT CREEK

WWW.MYCHARTERLAW.COM

ATTORNEY BIOGRAPHY



WAYNE K. STRUMPFER

WSTRUMPFER@MYCHARTERLAW.COM

916.646.1400 EXT.266

SACRAMENTO OFFICE

Wayne brings a distinguished legal career in public service to Young, Minney & Corr, LLP (“YMC”), having served as the Executive Director of the California Fair Political Practices Commission (“FPPC”), a Deputy Attorney General specializing in public corruption at the California Department of Justice, the Commissioner of the California Department of Corporations, and, immediately prior to joining YMC, Wayne was Chief Counsel for the California State Auditor.

Wayne is also a seasoned appellate advocate having argued several cases before the California Courts of Appeal and in Federal District Court. Wayne also served as lead counsel in over 25 jury trials in


Superior Court, including the prosecution of a sitting Municipal Court judge.

Wayne was also a member of the Governor's Cabinet while serving as the Executive Director at the Office of Criminal Justice Planning, and served as the Chief Counsel and Legislative Director at the Victim Compensation and Government Claims Board.


Wayne has specialized in conflict of interest and other transparency in government laws, employment law, and grand jury investigations regarding public corruption. He has advised California State Boards and Commissions regarding Open Meeting law, governance, ethics, and policy development. As Chief Counsel for the California State Auditor, Wayne provided legal and policy advice to the State Auditor, the Legislature, and audit staff. He also oversaw the investigations unit that reviewed Whistleblower Protection Act complaints and findings of improper governmental activities.

Wayne has been a guest lecturer at the U.C. Berkeley School of Law, Boalt Hall, and has assisted with the moot court and mock trial programs at U.C. Davis School of Law, King Hall. During the last three years, Wayne has also taught and coached High School Mock Trial.

Wayne received his Bachelor of Arts in Social Science from California State University, Sacramento. He earned his Juris Doctorate from the University of Pacific, McGeorge School of Law graduating with distinction and is a member of the Traynor Honor Society.





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**Youth Policy Institute
Charter Schools**

The Brown Act


Presented by:
Wayne K. Strumpfer
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THE CHARTER LAW FIRM

1

YM&C Firm Overview

- Partners have over 100 years of collective experience working with charter schools
- 35 attorneys working with charter schools throughout the state in all areas of charter school law (e.g., employment/labor, special education, nonprofits, litigation, audits, facilities, etc.)
- Represent most of California charter schools
- Conduct workshops for charter schools in all areas of legal compliance




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Goals for Session

1. This is a primer; non-exhaustive overview.
2. Create issue spotters!
3. Charter petition, bylaws etc. might obligate you to different rules – need to ensure charter, bylaws etc. consistent with these transparency laws.
4. Comprehensive board/staff training recommended for each school.
5. Limit disruptions and liabilities.
 - Disclaimers
 - Real Problems are Fact Specific & Complex
 - Only highlighting major issues due to short time period




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Why You Should Care About Compliance With the Laws We Are Discussing Today


- Potential criminal penalties
- Potential fines
- Potential charter revocation
- Loss of good reputation
- Potential loss of Foundation support and funding



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Understanding the Brown Act




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Purpose of The Brown Act

What Is the Purpose of the Brown Act?

- To Foster Broad Public Access




"... The people of this State do not yield their sovereignty to the agencies which serve them. The people, in delegating authority, do not give their public servants the right to decide what is good for the people to know and what is not good for them to know. The people insist on remaining informed so that they may retain control over the instruments they have created."



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Roadmap



- Meetings
- Notice & Agendas
- Rights of the Public
- Closed Sessions
- Enforcement

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Meetings




Brown Act Applies to **Meetings of the Board**

- Basic Definition
 - When any congregation of a majority of the members of the body meet to hear, discuss, deliberate, or take action on any item of Charter School business

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Meetings



Board Committees

Nearly all committees must comply with the Brown Act

Exception:

A Committee that is:

- Advisory (not decision making)
- Composed of only Board members
- Less than a quorum of the Board
- Must not be a standing committee


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Meetings




- A Majority of the Board Can Attend:
 - Other Body's Public Meeting
 - Public Conferences of General Interest
 - Purely Social or Ceremonial Gatherings
- So Long as Charter School Business is Not Discussed

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Meetings



Serial Meetings


- Serial Meetings Are Prohibited
 - Majority of Board members
 - Engaging in a series of communications
 - Outside Board meeting
 - Through direct communications or intermediaries or technology
 - To discuss, deliberate, or take action on any item of business (including relaying comments or position of other Board members)



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Meetings




Serial Meetings

- Examples: Hub or Chain
- Technology may result in meetings at times you might not expect
 - E-mails
 - Text messages
 - Social media
 - Website postings
 - Online forums
 - Telephone calls
 - Faxes

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Meetings



Serial Meetings

- Limit on One-Way Communications

While an employee or official may engage in separate conversations or communications with other members of the Board in order to answer questions or provide information regarding a matter of Charter School business, that person may not communicate to members of the Board the comments or position of any other member or members of the Board.

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Meetings




Teleconference Meetings
Six Additional Requirements:

1. Agenda must be posted at all teleconference locations.
2. Each teleconference location must be identified in the notice and agenda of the meeting.

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Meetings



Teleconference Meetings

3. All votes taken must be by roll call.
4. Each teleconference location must be accessible to the public. (ADA-compliance required.)
5. Members of the public must be able to hear and must have the right to address the Board directly from each teleconference location.
6. A quorum of the Board must participate from within the Charter School's "jurisdiction." (Safest interpretation is the school district's boundaries.)

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Meetings

Executive Compensation

- Approval of CEO/Executive Director's compensation must occur at a regular (not special) meeting
- NEW LAW (SB 1436): Prior to final action, Board must orally report a summary of the recommendation for final action, including the salary, salary schedule, and fringe benefits, during the open meeting where final action will be taken.
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Notice Requirements

Notice and Agendas

General Rule: The agenda shall be posted properly in advance of a meeting and must include a brief description of items to be transacted or discussed. With a few exceptions, if an item is not on the agenda, the Board cannot discuss it.

Contents

- Brief description = usually not more than 20 words
- "Safe Harbor" language for closed sessions
- How to request disability-related accommodation
- Location for inspection of docs distributed to Board

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Notice Requirements

Notice and Agendas

When?

- Regular meetings – 72 hours notice
- Special meetings – 24 hours notice
- Emergency meetings – 1 hour notice (rare)


Where to Post?

- Physically at a publicly accessible location within the jurisdiction during the entire posting period
- At all teleconference locations, if any
- On the website – homepage (new law – takes effect for meetings on or after Jan. 1, 2019)

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Notice Requirements




AB 2257 "It is in the public interest to ensure that members of the public can easily and quickly find and access meeting agendas of legislative bodies ... on the Internet homepage of those certain local agencies."

- Applies to meetings on or after Jan. 1, 2019
- Prominent, direct link to agenda on homepage
- If agency uses an "integrated agenda management platform," current agenda must be at the top.
- Agenda must be (1) retrievable, downloadable, indexable, and electronically searchable; (2) platform independent and machine readable; and (3) available to the public free of charge.


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Notice Requirements




Exceptions

1. Upon a determination by a majority vote of the Board that an "emergency situation" exists (54956.5)
2. Upon a determination by a 2/3 vote of the Board or a unanimous vote of those present if less than 2/3 of the members are present that:
 - a. There is a need to take immediate action; and
 - b. The need for action came to the attention of the "agency" (i.e. entire Charter School) after the agenda was posted.


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Rights of the Public



Rights to enable access and participation


- Give oral testimony at meeting
 - Addressing disruptive speakers
- Audio record and broadcast
- Limitations on conditions of public attendance
- Non-discriminatory facilities
(reasonable accommodations under ADA)
- Copies of agendas and other public writings

NEW LAW (AB 1787): Must provide 2x the time for public testimony to persons utilizing a translator to ensure equal opportunity. (Jan. 1, 2017)


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Closed Sessions




What Are the Permissible Closed Sessions?

1. Pending/anticipated litigation (conference with legal counsel)
2. Pupil discipline (Education Code)
3. Personnel (appointment, employment, evaluation, discipline, dismissal)
 - Caveat: 24-hour written notice to employee is required if Board will hear complaints and/or charges
4. Real estate negotiations
5. Labor negotiations
6. Public security

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Closed Session




Requirements

- Use "Safe Harbor" agenda language (54954.5)
- Prior to Closed Session:
 - Board Must Make a Public Announcement of Reasons for Closed Session Prior to Closed Session
 - Public Must Have an Opportunity to Comment
- After Closed Session:
 - Board Must Make a Public Report of Action Taken in Closed Session and Vote or Abstention of Every Board Member
- Semi-closed meetings are prohibited
- Confidentiality is required

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Enforcement




What are the Penalties & Remedies for Violations?

- Civil remedies
 - Board action may be declared null and void
 - Injunctive relief may be obtained
 - Prevailing plaintiff awarded attorneys' fees
- Criminal penalties apply if one or more Board members intend to deprive the public of information to which the member knows or has reason to know the public is entitled.
- Potential charter revocation

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Enforcement



Complaints and Challenges

- Notice and Demand for Cure or Cease and Desist
 - Can be brought by DA or member of the public
 - Board must cure/respond within 30 days
 - Seek advice from legal counsel on response

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**QUESTIONS AND
RESPONSES**

**THANKS FOR
ATTENDING
TODAY!**

SACRAMENTO OFFICE: 655 UNIVERSITY AVENUE SUITE 150 SACRAMENTO, CA 95825	LOS ANGELES OFFICE: 5200 LANKFOSHIM BLVD. SUITE 370 NORTH HOLLYWOOD, CA 91601	SAN DIEGO OFFICE: 591 CAMINO DE LA REINA SUITE 910 SAN DIEGO, CA 92108	WALNUT CREEK OFFICE: 300 YONACCO VALLEY ROAD SUITE 190 WALNUT CREEK, CA 94596
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Youth Policy Institute Charter Schools

The Brown Act



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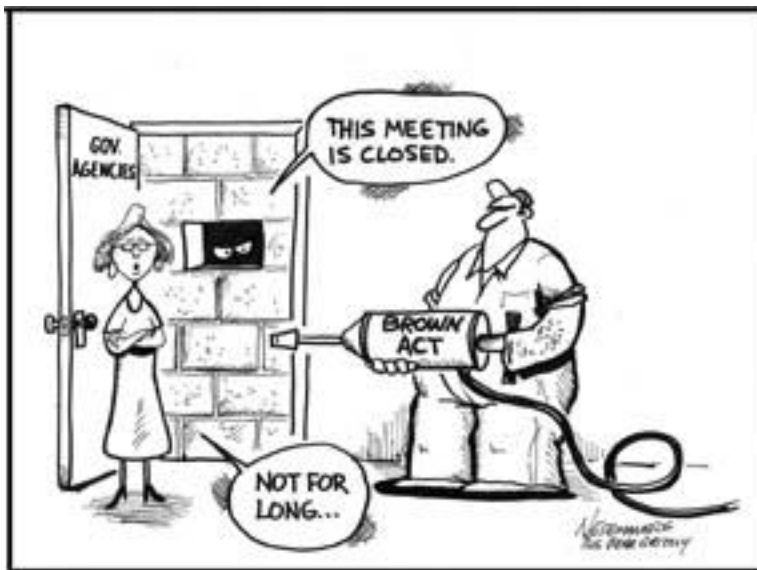
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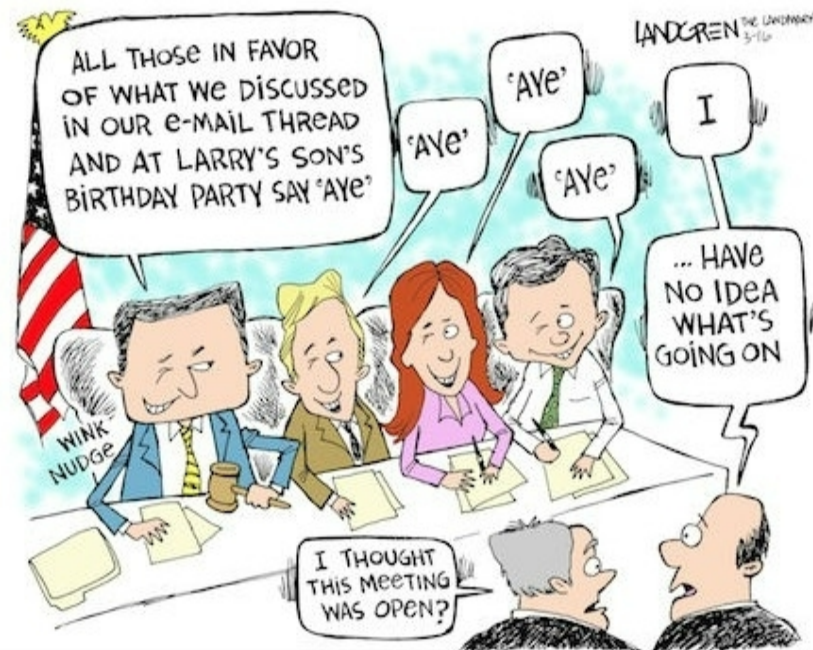
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4. Real estate negotiations
5. Labor negotiations
6. Public security

Closed Session



Requirements

- Use “Safe Harbor” agenda language (54954.5)
- Prior to Closed Session:
 - Board Must Make a Public Announcement of Reasons for Closed Session Prior to Closed Session
 - Public Must Have an Opportunity to Comment
- After Closed Session:
 - Board Must Make a Public Report of Action Taken in Closed Session and Vote or Abstention of Every Board Member
- Semi-closed meetings are prohibited
- Confidentiality is required

Enforcement



What are the Penalties & Remedies for Violations?

- Civil remedies
 - Board action may be declared null and void
 - Injunctive relief may be obtained
 - Prevailing plaintiff awarded attorneys' fees
- Criminal penalties apply if one or more Board members intend to deprive the public of information to which the member knows or has reason to know the public is entitled.
- Potential charter revocation

Enforcement



Complaints and Challenges

- Notice and Demand for Cure or Cease and Desist
 - Can be brought by DA or member of the public
 - Board must cure/respond within 30 days
 - Seek advice from legal counsel on response



YOUNG, MINNEY & CORR, LLP

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**QUESTIONS AND
RESPONSES**

**THANKS FOR
ATTENDING
TODAY!**

SACRAMENTO OFFICE:

655 UNIVERSITY AVENUE
SUITE 150
SACRAMENTO, CA 95825

LOS ANGELES OFFICE:

5200 LANKERSHIM BLVD.
SUITE 370
NORTH HOLLYWOOD, CA 91601

SAN DIEGO OFFICE:

591 CAMINO DE LA REINA
SUITE 910
SAN DIEGO, CA 92108

WALNUT CREEK OFFICE:

500 YGNACIO VALLEY ROAD
SUITE 190
WALNUT CREEK, CA 94596

Coversheet

YPICS Board Academic Excellence Committee

Section: III. Items Scheduled For Information
Item: C. YPICS Board Academic Excellence Committee
Purpose: FYI
Submitted by:
Related Material: 18-19 YPICS 5 by 5 Dashboard Report (Feb 11).pdf

YPICS 5 by 5

Growth Report Data

Overall the YPICS schools maintained their scores (or increased their scores) in most areas. The one area of greatest celebration is the overall decrease in suspension rates at both Bert Corona schools, especially because this was a huge goal and effort from Mr. Ruben Duenas and our SCC team. One area of immediate focus may be the academic outcomes in English Language Arts and Mathematics.

Below you can see an overall summary of the YPICS schools' 5 by 5 data. Again, it seems that the focus on social emotional learning and awareness is working at BCCS so it would be a good idea to discuss that as a success for our schools. If pressed to identify one area in which we need to focus, I would choose student performance in mathematics, as that was the lowest score for all three schools.

	MORCS	BCCS	BCHS
Chronic Absenteeism	Yellow Medium Maintained	Orange Medium Increased	Not Reported
Suspensions	Red Very High Increased	Green Medium Declined	Yellow High Decreased Significantly
English Language Arts Indicator	Orange Low Decreased	Orange Medium Decreased	Not Reported
Mathematics Indicator	Red Very Low Declined Significantly	Red Very Low Declined Significantly	Not Reported

The following pages have the 5 by 5 reports from the California dashboard for the key indicator areas: chronic absenteeism, suspensions/expulsions, ELA performance, and mathematics performance. You will also see a breakdown of scores and ratings by student group for each school. At the end, you can also look at the cut scores for the state of California, which will allow you to use YPICS data to set goals for the 18-19 school year. School teams should be able to provide data for progress data and how each school is performing throughout the 18-19 school year. I would recommend having each leadership team develop a monitoring plan for the 4 areas listed above, as well as performance and progress for English learners and students with special needs.

MORCS

Monsenor Oscar Romero Charter Middle (Los Angeles, CA)
 Los Angeles Unified

[Return to Search](#)

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[View District Five-by-Five Placement](#)

Chronic Absenteeism Indicator - Student Group Five-by-Five Placement

Reporting Year: 2018 Select a Report: 5x5 Chronic Absenteeism Placement Report (Grades K-8)

[View Detailed Data](#)

Level View Chronic Absenteeism Indicator Cut Scores	Increased Significantly from Prior Year (by 3.0% or more)	Increased from Prior Year (by 0.5% to less than 3.0%)	Maintained from Prior Year (declined or increased by less than 0.5%)	Declined from Prior Year (by 0.5% to less than 3.0%)	Declined Significantly from Prior Year (by 3.0% or more)
Very Low 2.5% or less in Current Year	Yellow (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
Low More than 2.5% to 5.0% in Current Year	Orange (None)	Yellow (None)	Green (None)	Green (None)	Blue (None)
Medium More than 5.0% to 10.0% in Current Year	Orange (None)	Orange <ul style="list-style-type: none"> Socioeconomically Disadvantaged 	Yellow <ul style="list-style-type: none"> All Students (School Placement) Hispanic 	Green (None)	Green (None)
High More than 10.0% to 20.0% in Current Year	Red (None)	Orange <ul style="list-style-type: none"> Students with Disabilities 	Orange (None)	Yellow <ul style="list-style-type: none"> English Learners 	Yellow (None)
Very High More than 20.0% in Current Year	Red (None)	Red (None)	Red (None)	Orange (None)	Yellow (None)

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Five-by-Five Placement report. (The only exception to this rule is when a district oversees only charter schools.)

Monsenor Oscar Romero Charter Middle (Los Angeles, CA)
 Los Angeles Unified

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[View District Five-by-Five Placement](#)

Suspension Rate (Middle School) Indicator - Student Group Five-by-Five Placement

Reporting Year: 2018 Select a Report: 5x5 Suspension Rate Placement Report (Grades K-12)

[View Detailed Data](#)

Level View Suspension Rate (Middle School) Indicator Cut Scores	Increased Significantly	Increased	Maintained	Declined	Declined Significantly
Very Low	Gray (N/A)	Green (None)	Blue (None)	Blue (None)	Blue (None)
Low	Gray (N/A)	Yellow (None)	Green (None)	Green (None)	Blue (None)
Medium	Orange (None)	Orange (None)	Yellow (None)	Green (None)	Green (None)
High	Red (None)	Orange (None)	Orange (None)	Yellow (None)	Yellow (None)
Very High	Red (None)	Red <ul style="list-style-type: none"> All Students (School Placement) Socioeconomically Disadvantaged Students with Disabilities Hispanic 	Red (None)	Orange <ul style="list-style-type: none"> English Learners 	Yellow (None)

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Five-by-Five Placement report. (The only exception to this rule is when a district oversees only charter schools.)

Total Number of Student Groups in Each Performance Level

All Student Groups	Red	Orange	Yellow	Green	Blue
4	3	1	0	0	0

Monsenor Oscar Romero Charter Middle (Los Angeles, CA)
 Los Angeles Unified

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English Language Arts Indicator - Student Group Five-by-Five Placement

[View District Five-by-Five Placement](#)

Reporting Year: 2018 Select a Report: 5x5 English Language Arts Placement Report (Grades 3-8 and 11)

[View Detailed Data](#)

Level	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
View English Language Arts Indicator Cut Scores					
Very High	Green (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
High	Green (None)	Green (None)	Green (None)	Green (None)	Blue (None)
Medium	Yellow (None)	Yellow (None)	Yellow (None)	Green (None)	Green (None)
Low	Orange (None)	Orange <ul style="list-style-type: none"> All Students (School Placement) Socioeconomically Disadvantaged Hispanic 	Orange (None)	Yellow (None)	Yellow (None)
Very Low	Red (None)	Red <ul style="list-style-type: none"> English Learners 	Red (None)	Orange <ul style="list-style-type: none"> Students with Disabilities 	Orange (None)

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Five-by-Five Placement report. (The only exception to this rule is when a district oversees only charter schools.)

Total Number of Student Groups in Each Performance Level

All Student Groups	Red	Orange	Yellow	Green	Blue
4	1	3	0	0	0

Monsenor Oscar Romero Charter Middle (Los Angeles, CA)
 Los Angeles Unified

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[View the Dashboard Report](#)

Mathematics Indicator - Student Group Five-by-Five Placement

[View District Five-by-Five Placement](#)

Reporting Year: 2018 Select a Report: 5x5 Mathematics Placement Report (Grades 3-8 and 11)

[View Detailed Data](#)

Level	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
View Mathematics Indicator Cut Scores					
Very High	Green (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
High	Green (None)	Green (None)	Green (None)	Green (None)	Blue (None)
Medium	Yellow (None)	Yellow (None)	Yellow (None)	Green (None)	Green (None)
Low	Orange (None)	Orange (None)	Orange (None)	Yellow (None)	Yellow (None)
Very Low	Red <ul style="list-style-type: none"> All Students (School Placement) Hispanic 	Red <ul style="list-style-type: none"> English Learners Socioeconomically Disadvantaged 	Red <ul style="list-style-type: none"> Students with Disabilities 	Orange (None)	Orange (None)

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Five-by-Five Placement report. (The only exception to this rule is when a district oversees only charter schools.)

Total Number of Student Groups in Each Performance Level

All Student Groups	Red	Orange	Yellow	Green	Blue
4	4	0	0	0	0

Monsenor Oscar Romero Charter Middle (Los Angeles, CA)
Los Angeles Unified

Reporting Year: 2018 ▼

This report displays the performance level (color) for each student group on all the state indicators.

Student Group Report for 2018

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Yellow	Red	None	None	Orange	Red
English Learners	Yellow	Orange	None	None	Red	Red
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	Orange	Red	None	None	Orange	Red
Students with Disabilities	Orange	Red	None	None	Orange	Red
African American	None	None	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	Yellow	Red	None	None	Orange	Red
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	None	None	None	None	None	None
Two or More Races	None	None	None	None	None	None

The student group summary shows us that our suspension rate at MORCS is higher than expected. While there are some reasons for the influx in suspension last year, this should be an area of focus for the school. Also, all student groups are in the red are for mathematics, meaning this should definitely be an area of focus for the school. Interestingly, suspension rates for English learners declined in the 17-18 school year, so it would be interesting to speak with the school team about why this may have happened.



Bert Corona Charter (Pacoima, CA)
Los Angeles Unified

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[View District Five-by-Five Placement](#)

Chronic Absenteeism Indicator - Student Group Five-by-Five Placement

Reporting Year: 2018 Select a Report: 5x5 Chronic Absenteeism Placement Report (Grades K-8)

[View Detailed Data](#)

Level View Chronic Absenteeism Indicator Cut Scores	Increased Significantly from Prior Year (by 3.0% or more)	Increased from Prior Year (by 0.5% to less than 3.0%)	Maintained from Prior Year (declined or increased by less than 0.5%)	Declined from Prior Year (by 0.5% to less than 3.0%)	Declined Significantly from Prior Year (by 3.0% or more)
Very Low 2.5% or less in Current Year	Yellow (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
Low More than 2.5% to 5.0% in Current Year	Orange (None)	Yellow (None)	Green (None)	Green (None)	Blue (None)
Medium More than 5.0% to 10.0% in Current Year	Orange (None)	Orange <ul style="list-style-type: none"> All Students (School Placement) English Learners Socioeconomically Disadvantaged Hispanic 	Yellow (None)	Green (None)	Green (None)
High More than 10.0% to 20.0% in Current Year	Red (None)	Orange <ul style="list-style-type: none"> Students with Disabilities 	Orange (None)	Yellow (None)	Yellow (None)
Very High More than 20.0% in Current Year	Red (None)	Red (None)	Red (None)	Orange (None)	Yellow (None)

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Five-by-Five Placement report. (The only exception to this rule is when a district oversees only charter schools.)

Total Number of Student Groups in Each Performance Level

All Student Groups	Red	Orange	Yellow	Green	Blue
4	0	4	0	0	0

Bert Corona Charter (Pacoima, CA)
Los Angeles Unified

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[View District Five-by-Five Placement](#)

Suspension Rate (Middle School) Indicator - Student Group Five-by-Five Placement

Reporting Year: 2018 Select a Report: 5x5 Suspension Rate Placement Report (Grades K-12)

[View Detailed Data](#)

Level View Suspension Rate (Middle School) Indicator Cut Scores	Increased Significantly	Increased	Maintained	Declined	Declined Significantly
Very Low	Gray (N/A)	Green (None)	Blue (None)	Blue (None)	Blue (None)
Low	Gray (N/A)	Yellow (None)	Green (None)	Green (None)	Blue (None)
Medium	Orange (None)	Orange (None)	Yellow (None)	Green <ul style="list-style-type: none"> All Students (School Placement) Socioeconomically Disadvantaged Students with Disabilities Hispanic 	Green (None)
High	Red (None)	Orange (None)	Orange (None)	Yellow <ul style="list-style-type: none"> English Learners 	Yellow (None)
Very High	Red (None)	Red (None)	Red (None)	Orange (None)	Yellow (None)

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Five-by-Five Placement report. (The only exception to this rule is when a district oversees only charter schools.)

Total Number of Student Groups in Each Performance Level

All Student Groups	Red	Orange	Yellow	Green	Blue
4	0	0	1	3	0

Bert Corona Charter (Pacoima, CA)
 Los Angeles Unified

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[View the Dashboard Report](#)

English Language Arts Indicator - Student Group Five-by-Five Placement

[View District Five-by-Five Placement](#)

Reporting Year: [2018 ▼] Select a Report: [5x5 English Language Arts Placement Report (Grades 3-8 and 11) ▼]

[View Detailed Data](#)

Level	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
View English Language Arts Indicator Cut Scores					
Very High	Green (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
High	Green (None)	Green (None)	Green (None)	Green (None)	Blue (None)
Medium	Yellow (None)	Yellow (None)	Yellow (None)	Green (None)	Green (None)
Low	Orange (None)	Orange <ul style="list-style-type: none"> All Students (School Placement) Socioeconomically Disadvantaged Hispanic 	Orange (None)	Yellow (None)	Yellow (None)
Very Low	Red (None)	Red <ul style="list-style-type: none"> English Learners Students with Disabilities 	Red (None)	Orange (None)	Orange (None)

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Five-by-Five Placement report. (The only exception to this rule is when a district oversees only charter schools.)

Total Number of Student Groups in Each Performance Level

All Student Groups	Red	Orange	Yellow	Green	Blue
4	2	2	0	0	0

Bert Corona Charter (Pacoima, CA)
 Los Angeles Unified

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Mathematics Indicator - Student Group Five-by-Five Placement

[View District Five-by-Five Placement](#)

Reporting Year: [2018 ▼] Select a Report: [5x5 Mathematics Placement Report (Grades 3-8 and 11) ▼]

[View Detailed Data](#)

Level	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
View Mathematics Indicator Cut Scores					
Very High	Green (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
High	Green (None)	Green (None)	Green (None)	Green (None)	Blue (None)
Medium	Yellow (None)	Yellow (None)	Yellow (None)	Green (None)	Green (None)
Low	Orange (None)	Orange (None)	Orange (None)	Yellow (None)	Yellow (None)
Very Low	Red <ul style="list-style-type: none"> English Learners 	Red <ul style="list-style-type: none"> All Students (School Placement) Socioeconomically Disadvantaged Hispanic 	Red <ul style="list-style-type: none"> Students with Disabilities 	Orange (None)	Orange (None)

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Five-by-Five Placement report. (The only exception to this rule is when a district oversees only charter schools.)

Total Number of Student Groups in Each Performance Level

All Student Groups	Red	Orange	Yellow	Green	Blue
4	4	0	0	0	0

Bert Corona Charter (Pacoima, CA)
Los Angeles Unified

Reporting Year: 2018 ▼

This report displays the performance level (color) for each student group on all the state indicators.

Student Group Report for 2018

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Orange	Green	None	None	Orange	Red
English Learners	Orange	Yellow	None	None	Red	Red
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	Orange	Green	None	None	Orange	Red
Students with Disabilities	Orange	Green	None	None	Red	Red
African American	None	None	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	Orange	Green	None	None	Orange	Red
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	None	None	None	None	None	None
Two or More Races	None	None	None	None	None	None

BCCS saw wonderful growth in the area of suspensions. Interestingly, they had the opposite results for English Learner suspensions than MORCS; since the results for MORCS and BCCS were each other’s inverse, it could be very interesting to discuss this data at the next school culture and climate meeting. Similar to MORCS, mathematics seems to be a place a concerning struggle. This may be a good area of focus for the academic excellence committee.



Bert Corona Charter High (Pacoima, CA)
Los Angeles Unified

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[View the Dashboard Report](#)

Suspension Rate (High School) Indicator - Student Group Five-by-Five Placement

[View District Five-by-Five Placement](#)

Reporting Year: 2018 Select a Report: 5x5 Suspension Rate Placement Report (Grades K-12)

[View Detailed Data](#)

Level	Increased Significantly	Increased	Maintained	Declined	Declined Significantly
Very Low	Grey (N/A)	Green (None)	Blue (None)	Blue (None)	Blue (None)
Low	Grey (N/A)	Yellow (None)	Green (None)	Green (None)	Blue (None)
Medium	Orange (None)	Orange (None)	Yellow (None)	Green (None)	Green • Hispanic
High	Red (None)	Orange • Socioeconomically Disadvantaged	Orange (None)	Yellow (None)	Yellow • All Students (School Placement)
Very High	Red (None)	Red (None)	Red (None)	Orange (None)	Yellow (None)

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Five-by-Five Placement report. (The only exception to this rule is when a district oversees only charter schools.)

Total Number of Student Groups in Each Performance Level

All Student Groups	Red	Orange	Yellow	Green	Blue
2	0	1	0	1	0

Bert Corona Charter High (Pacoima, CA)

Los Angeles Unified

Reporting Year: 2018

This report displays the performance level (color) for each student group on all the state indicators.

Student Group Report for 2018

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	None	Yellow	None	None	None	None
English Learners	None	None	None	None	None	None
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	None	Orange	None	None	None	None
Students with Disabilities	None	None	None	None	None	None
African American	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	None	Green	None	None	None	None

The only data available for Bert Corona Charter High School was suspension data. It may be a good idea to investigate why so much data is missing. Like BCCS, BCHS saw a decrease in suspension rates.

5 by 5 Cut Scores

Chronic Absenteeism Five-by-Five Colored Tables

Performance Level	Increased Significantly from Prior Year (by 3.0% or more)	Increased from Prior Year (by 0.5% to less than 3.0%)	Maintained from Prior Year (declined or increased by less than 0.5%)	Declined from Prior Year (by 0.5% to less than 3.0%)	Declined Significantly from Prior Year (by 3.0% or more)
Very Low 2.5% or less in Current Year	Yellow	Green	Blue	Blue	Blue
Low More than 2.5% to 5.0% in Current Year	Orange	Yellow	Green	Green	Blue
Medium More than 5.0% to 10.0% in Current Year	Orange	Orange	Yellow	Green	Green
High More than 10.0% to 20.0% in Current Year	Red	Orange	Orange	Yellow	Yellow
Very High More than 20.0% in Current Year	Red	Red	Red	Orange	Yellow

LEA Suspension: Unified School District and K-12 Schools Five-by-Five Colored Table

Performance Level	Increased Significantly from Prior Year (by greater than 2.0%)	Increased from Prior Year (by 0.3% to 2.0%)	Maintained from Prior Year (declined or increased by less than 0.3%)	Declined from Prior Year (by 0.3% to less than 2.0%)	Declined Significantly from Prior Year (by 2.0% or greater)
Very Low 1.0% or less in Current Year	N/A	Green	Blue	Blue	Blue
Low Greater than 1.0% to 2.5% in Current Year	Orange	Yellow	Green	Green	Blue
Medium Greater than 2.5% to 4.5% in Current Year	Orange	Orange	Yellow	Green	Green
High Greater than 4.5% to 8.0% in Current Year	Red	Orange	Orange	Yellow	Yellow
Very High Greater than 8.0% in Current Year	Red	Red	Red	Orange	Yellow

English Language Arts/Literacy Assessment Five-by-Five Colored Table for Grades 3-8

Performance Level	Declined Significantly from Prior Year (by more than 15 points)	Declined from Prior Year (by 3 to 15 points)	Maintained from Prior Year (declined by less than 3 points or increased by less than 3 points)	Increased from Prior Year (by 3 to less than 15 points)	Increased Significantly from Prior Year (by 15 points or more)
Very High +45 points or higher in Current Year	Green	Green	Blue	Blue	Blue
High +10 to +44.9 points in Current Year	Green	Green	Green	Green	Blue
Medium -5 points to +9.9 points in Current Year	Yellow	Yellow	Yellow	Green	Green
Low -5.1 to -70 points in Current Year	Orange	Orange	Orange	Yellow	Yellow
Very Low -70.1 points or lower in Current	Red	Red	Red	Orange	Orange

English Language Arts/Literacy Assessment Five-by-Five Colored Table for Grade 11

Performance Level	Declined Significantly from Prior Year (by more than 15.1 points)	Declined from Prior Year (by 3 to 15 points)	Maintained from Prior Year (declined or increased by 2.9 points or less)	Increased from Prior Year (by 3 to less than 14.9 points)	Increased Significantly from Prior Year (by 15 points or more)
Very High +75 points or higher in Current Year	Green	Green	Blue	Blue	Blue
High +30 to +74.9 points in Current Year	Green	Green	Green	Green	Blue
Medium -0.9 point to +29.9 points in Current	Yellow	Yellow	Yellow	Green	Green
Low -1 to -45 points in Current Year	Orange	Orange	Orange	Yellow	Yellow
Very Low -45.1 points or lower in Current	Red	Red	Red	Orange	Orange

Mathematics Assessment Five-by-Five Colored Table for Grades 3-8

Performance Level	Declined Significantly from Prior Year (by more than 15 points)	Declined from Prior Year (by 3 to 15 points)	Maintained from Prior Year (declined by less than 3 points or increased by less than 3 points)	Increased from Prior Year (by 3 to less than 15 points)	Increased Significantly from Prior Year (by 15 points or more)
Very High +35 points or higher in Current Year High	Green	Green	Blue	Blue	Blue
0 to +34.9 points in Current Year Medium	Green	Green	Green	Green	Blue
-25 points to less than 0 points in Current Year Low	Yellow	Yellow	Yellow	Green	Green
-25.1 to -95 points in Current Year Very Low	Orange	Orange	Orange	Yellow	Yellow
-95.1 points or lower in Current	Red	Red	Red	Orange	Orange

Mathematics Assessment Five-by-Five Colored Table for Grade 11

Performance Level	Declined Significantly from Prior Year (by more than 15.1 points)	Declined from Prior Year (by 3 to 15 points)	Maintained from Prior Year (declined or increased by 2.9 points or less)	Increased from Prior Year (by 3 to less than 14.9 points)	Increased Significantly from Prior Year (by 15 points or more)
Very High +25 points or higher in Current Year High	Green	Green	Blue	Blue	Blue
0 to +24.9 points in Current Year Medium	Green	Green	Green	Green	Blue
-0.1 to -60 points in Current Year Low	Yellow	Yellow	Yellow	Green	Green
-60.1 to -115 points in Current Year Very Low	Orange	Orange	Orange	Yellow	Yellow
-115.1 points or lower in Current	Red	Red	Red	Orange	Orange

Coversheet

Bert Corona Executive Administrator Report

Section: III. Items Scheduled For Information
Item: E. Bert Corona Executive Administrator Report
Purpose: FYI
Submitted by:
Related Material: EA Report 2-11-19.pdf
Vans Purchase- Board Proposal 2-11-19 (3).pdf

Bert Corona Charter School
Executive Administrator's Report
February 11, 2019



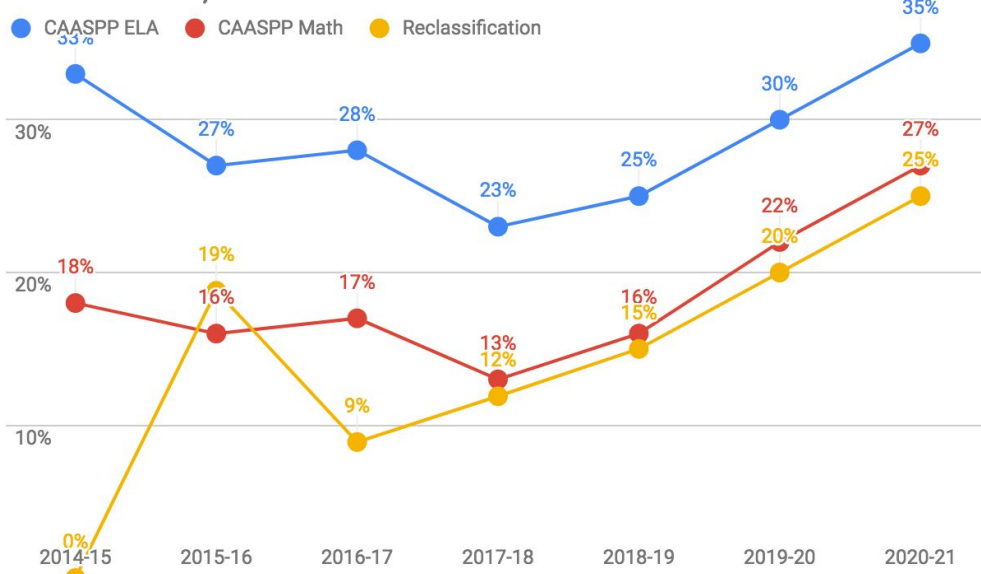
The mission of the YPI Charter Schools (YPICS) is to prepare students for academic success in high school, as well as post-secondary education; prepare students to be responsible and active participants in their community; and enable students to become lifelong learners. Students at YPI Charter Schools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

Academics

Academics Performance Data

Academic Data	Past Data				Goals		
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
CAASPP ELA	33%	27%	28.0%	23.0%	25%	30%	35%
CAASPP Math	18%	16%	17%	13%	16%	22%	27%
Reclassification	0%	19%	9%	12%	15%	20%	25%

CAASPP ELA, CAASPP Math and Reclassification



I. Analysis

Trend	Root Cause Analysis
ELA scores declining for past 4 years (net -10%)	<ul style="list-style-type: none"> Administrative/teacher turnover Need for consistent/effective curriculum (ELA and Math) First time instruction and MTSS need to be effective Local Elementary schools reporting lower CAASPP proficiency
Math scores declining for past 4 years (net -5%)	

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Reclassification Rate falling for the past 3 years (net -7%)	<ul style="list-style-type: none"> ● Long term English Learners are the largest percentage of EL learners BCCS serves ● Targeting the specific needs of these learners is needed ● enhanced focus on EL Reclassification / support
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II. Action Plan for Academic Excellence

Focus Area	Goal	Impact	Action Plan
Standards Based Grading	Fully refined implementation for all classes by June 2019	Significantly more accurate assessment and communication of student proficiency and progress. Increased student proficiency in all content areas (measured by SBAC scores, grades, and MAP scores).	Critical Friends Protocol using student work samples to refine rubrics 3x a month (in PD). Gradebook analysis after each marking period (led by Academic team).
Project Based Learning	At least one PBL project in every content area each semester in 2018-19 school year. Two projects per semester in 2019-2020 school year and beyond.	Student learning is maximized due to authentic learning experiences based on engaging, real-world problem scenarios, and which provide ample opportunities to practice critical thinking, problem solving, collaboration, and communication/presentation skills.	Embed PBL Planning into PD plan, at least once per quarter. Reflect on PBL Implementation at the end of each semester. (in PD)
Increase Math Proficiency	Increase math proficiency on SBAC to 16% in 2018-19 and at least 8-10% more in the next 2 years.	Students leave BCCS with a powerful education in mathematics, including critical-thinking and problem solving which will prepare them for success in high school, college, and a number of careers which involve computation and analysis of numbers and data.	Consistent usage of ALEKS in all math classrooms, using ALEKS competitions to set clear goals and to encourage students. Consistent after school tutoring for ELA and Math. For 2019-20, adopt new math curriculum and train teacher in implementation.
Increase ELA Proficiency	Increase ELA proficiency on SBAC to 25% in 2018-19 and at least 10-12% more in the next 2 years.	Students will culminate from BCCS with excellent literacy and communication skills which will allow them to flourish in written and verbal communication.	Consistent implementation of SFA strategies in all classrooms. Consistent after school tutoring for ELA and Math. Focus on low level claims/standards from internal benchmark testing.

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Reclassification Rate (and EL Progress)	Increase Reclassification Rate to 15% for 2018-19 and at least 8-10% more in the next 2 years.	English Learners will make significant gains in mastery of English, including being able to read, write, speak, and listen effectively in English.	Create English Learner Snapshots for each EL student. Set individual goals and supports collaboratively with students, parents, teachers, and tutors. Tutors coach and support individual students and track progress.
Effective Teaching Strategies (ie. Questioning, Anticipatory Sets, Do Now, Exit Ticket, etc.)	Teachers learn at least one new effective teaching strategy per semester.	Teachers will be able to hone their craft at various levels, whether they need support with classroom management, effective lesson structure, or more specific skills such as effective questioning strategies or promoting academic discourse.	Provide differentiated professional development through “Choose your own Professional Adventure” protocol once per month. Include measures such as Instructional Rounds to increase accountability.

III. BCCS Intervention Plan

Bert Corona Charter has implemented a series of interventions and supports for its learners. Recognizing the need to greater serve our English learner population and our Special Education Learners Bert Corona Charter administration has worked to develop a plan of action around serving these learners.

In the Fall semester, a plan was implemented to assign instructional aids to work closely with our English learners. They help serve as tutors to these learners; helping with remediation, scaffolding, and goal setting. They have assisted teachers to ensure that learners are accessing grade level curriculum.

Elective courses were established for sixth and seventh grade to provide additional instructional support to our most at risk learners identified by their CAASPP and NWEA MAP Scores. Through the Fall semester, 25 learners from each of these grades received a daily math intervention elective. This also provided an ideal time for learners in sixth and seventh grade receiving specific academic instruction in an resource setting to be pulled out by their case carrier.

In the Spring Semester, the instructional aids will be working with learners who are near the bubble of scored proficient in mathematics on state assessments. They are continuing to support many English learners. Additionally, the six and seventh grade math support elective is focused on serving learners who are on the cusp of scoring proficient in Math. Along with these interventions, a course has been established for learners in seventh and eighth grade, who are the highest performing learners per the interim CAASPP assessment. This enrichment course is meeting daily during the typical Success for All literacy time.

After school intervention and/or enrichment courses are meeting 2-3 times a week to help learners with their math needs. In total 185 learners across the grade levels are receiving targeted enrichment and/or intervention. Many of which are also being targeted for intervention based on their being English learners.

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Selection	NWEA and Interim Score, Teacher Input								
Target Group	Highest Reading	Highest 2 (Math)	2nd Highest 2 (Math)	3rd Highest 2 (Math)	All 3 Groups (Math)	All 3 Groups (Math)			
Math Support	P1 SFA Math	P7 Math Elective	In Class Tutor Support	After School Tutoring	Group parent meeting	Individual Parent Meeting	Total Students Serviced	18-19 Enrollment	% of Learners
8th grade	22		25	10	57	57	57	118	48.31%
7th Grade	8	20	25	10	63	63	63	120	52.50%
6th Grade		21	25	10	56	56	56	117	47.86%
5th Grade			18	0	18	18	18	117	15.38%
Target Total	30	41	93	30	194	194	194	355	54.65%
ELA Support	P1 SFA ELD Class	SFA student meeting	In Class Tutor Support	After School Tutoring	Group parent meeting	Individual Parent Meeting	Total Students Serviced	18-19 Enrollment	% of Learners
8th grade			0		0	0	0	118	0.00%
7th Grade			0		0	0	0	120	0.00%
6th Grade			3	10	13	13	13	117	11.11%
5th Grade			3	10	13	13	13	117	11.11%
Target Total	0	0	6	20	26	26	26	355	7.32%

Math (SFA) Elective		
Teacher		Student Enrollment
Math Period 1	8th Grade	22
Math Period 1	7th Grade	8
Total		30

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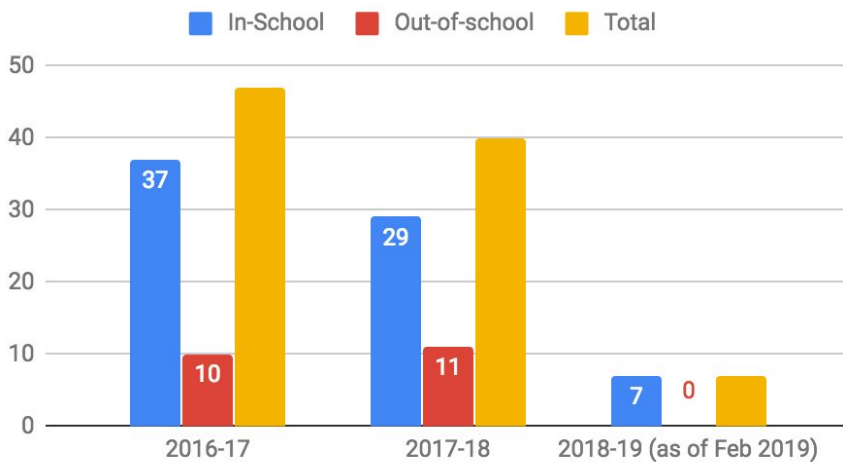
7th Grade Electives	
Teacher	Student Enrollment
Anguiano- Math	20
6th Grade Electives	
Teacher	Student Enrollment
Lopez- Math	21

Culture and Climate

Suspensions

At BCCS, in-school suspensions decreased from the 16-17 to the 17-18 school year by 8 incidents. Out of School Suspensions increased by one incident. For the current school year, only 7 in-school suspension have occurred to date. No students have received an out-of school suspension. At the current rate, BCCS will have a significant reduction in both in-school and out-of-school suspensions. This reduction would lead to a continuing decline in the suspension rate.

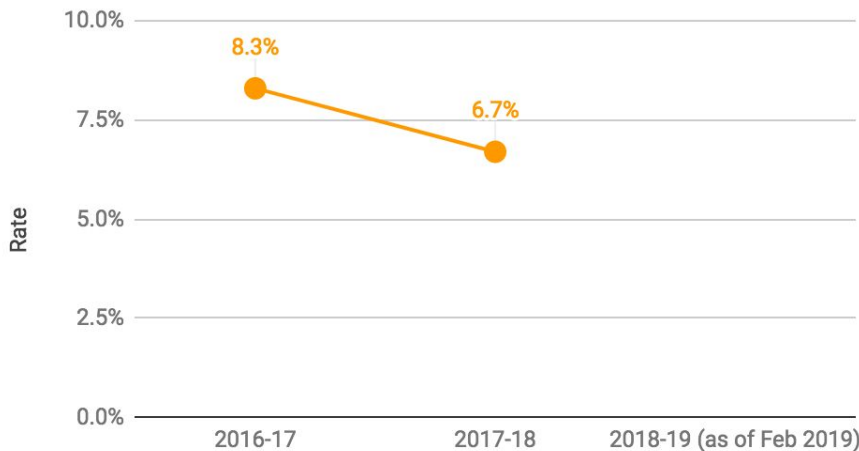
BCCS Annual Suspensions



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BCCS Annual Suspension Rate



Suspension Incidents	In School	Out of school	Total	Rate
2016-17	37	10	47	8.3%
2017-18	29	11	40	6.7%
2018-19 (as of Feb 2019)	7	0	7	NA

Office Discipline Referrals

Minor office discipline referrals (ODR's) continue to be higher this year than in the past two years. This can be considered an improvement because teachers are recording the incidents more accurately than in the past. Major ODR's hit a low with an average of 2.18 referrals per day in January. January's Major ODR's are closer to the national median of 1.6.

Month	Average Minor Referral Per Day Per Month			Average Major Referral Per day Per Month		
	16-17	17-18	18-19	16-17	17-18	18-19
August	2.06	4.06	9.83	1.63	1.53	3.28
September	1.62	9.85	18.68	1.19	3.6	7.26
October	7.74	9.75	24.67	4.26	4.55	6.38
November	6.33	6.93	22.73	4.87	2.67	7.2
December	5.64	3.2	19.22	4.73	1.7	4.56
January	4.87	7.63	26.00	5.33	6	2.18
February	3.84	14.37	4.53	5	6.79	0.32

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March	4.71	12		4.76	6.73	
April	8.86	13.2		3.64	6.55	
May	4.82	8.23		3.09	5.27	
June	0.14	1		1.29	2	
Total	50.63	90.22	125.66	39.79	47.39	31.18

BCCS is still hovering above the goal of 3 minor ODR's for every major ODR. Administrators are providing support to teachers who are having challenges with classroom management and generating more ODR's than their peers. Teachers are sharing strategies that are working with students and trying to implement them in their respective classes.

Year	Minor	Major	Ratio
16-17	50.63	39.79	1.27
17-18	90.22	47.39	1.90
18-19	125.66	31.18	4.03
		Goal	3 to 1

Operations

Attendance

Average Daily Attendance continue to be strong at BCCS. We are consistently close to 97%. Administration is looking at new ways that we can increase student attendance. Some of the efforts will include:

- 1) Acknowledging student attendance in our student assemblies
- 2) Increasing the number of home visits for students who are showing high patterns of absenteeism.

Operations	Past Data		Goals		
	2016-17	2017-18	2018-19	2019-20	2020-21
Attendance	96.7%	96.6%	97%	97.5%	98.0%
Chronic Absenteeism Rate	5.3%	6.7%	5%	4%	3%

Staff monitored the impact of the UTLA strike on attendance. Attendance during the strike was low as visible in the chart below. However, the low attendance was actually because of the rain not the UTLA strike. Every parent of an absent student was contacted and the reason for the absence was verified, Several students did decided not to wear their uniforms and to wear red in support of teachers throughout the duration of the strike.

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BCCS Attendance- Strike Impact					
Day	Monday	Tuesday	Wednesday	Thursday	Friday
Date	1-14-19	1-15-19	1-16-19	1-17-19	1-18-19
BCCS	88.33%	93.37%	93.63%	89.66%	93.63%

Facilities

It has been a rainy December and January so far. Buildings continue to be reviewed for leaks. Room A has a leak in the ceiling at the seam where the two halves of the bungalow are put together. Temporary repairs have been made and are holding.

Drainage on the campus has been a concern in the past few years. Additional drains have been installed, repaired or upgraded in needed areas and are having a positive impact.



YPI CHARTER SCHOOLS

February 11, 2019

TO: YPI Charter Schools
Board of Directors

FROM: Ruben Dueñas
Chief Operations Officer

SUBJECT: Recommendation to approve purchase of 3 vans for student transportation

BACKGROUND

The Executive Director has the authority to approve expenditures up to \$50,000. Expenditures over \$50,000 must be approved by the Board of Directors. The request is also beyond what was allocated in the 2018-2019 school budget and forecast. The following expenditure exceeds the Executive Director’s spending authority, and the Board is asked to review and approve purchasing three 10 passenger vans for total of \$120,000.

ANALYSIS

Bert Corona Charter School has two agreements with YPI for afterschool programs (ASES and 21st Century). The afterschool sports program is a vital part of the program. Student Athletes generate over half of the daily attendance in the core programs, as well as, in the supplemental programs on non-school days (weekends, holidays, and vacation periods). The state has change the way they evaluate program trips. The change will directly impact the sports program and the after school program. All trips have to begin after school hours in order to be counted as an after school program expense. Student athletes need to leave campus before school lets out to arrive on time for a game that starts at 4pm. As a result, transportation has become an issue for the school. 5-6 school employees are driving private automobiles to transport student athletes to the games and then the after school program rents a bus to bring them back to school after the game has been completed. Purchasing vans to transport students will reduce the overall costs of transportation and expand programming.

Expense Revenue Assumptions (full calculations included below)

Description	Annual Year 1-5	Annual Year 6-10
Total Expense	\$48,600.00	\$24,600.00
Total Revenue	\$49,000.00	\$49,000.00
Profit/Loss	\$400.00	\$24,400.00



In conclusion, the cost of purchasing vans is less than the current cost of transporting students by private vehicle and then by bus. Additionally, vehicles could also be used by other YPICS schools as need/available.

RECOMMENDATION

Staff recommends that the Board approve the purchase of three 10 passenger vans to transport students for sporting events and other activities that can be supported with the vehicles at YPICS school sites.



Annual Expenses	Quantity	Unit Cost	Trips	Yrs of Depreciation	Year 1-5	Year 6-10
Vans	3	\$40,000.00	1	5	\$24,000.00	
Insurance	3	\$2,000.00	1		\$6,000.00	\$6,000.00
gas	3	\$500.00	12		\$18,000.00	\$18,000.00
Maintenance	3	\$200.00	1		\$600.00	\$600.00
Total Expense					\$48,600.00	\$24,600.00
Annual Revenue		Unit Cost	Trips		Year 1	Year 6
Weekend Incentive Trips		\$500.00	10		\$5,000.00	\$5,000.00
5th Grade Trips		\$500.00	3		\$1,500.00	\$1,500.00
HS Volunteer Program		TBD				
HS Sports Program						
Soccer		\$500.00	8		\$4,000.00	\$4,000.00
Basketball		\$500.00	8		\$4,000.00	\$4,000.00
Volleyball		\$500.00	8		\$4,000.00	\$4,000.00
Speech and Debate		\$500.00	6		\$3,000.00	\$3,000.00
Photography Competition		\$500.00	1		\$500.00	\$500.00
BCCS Sports Program						
Boys Soccer		\$500.00	8		\$4,000.00	\$4,000.00
Girls Soccer		\$500.00	8		\$4,000.00	\$4,000.00
Boys Basketball		\$500.00	8		\$4,000.00	\$4,000.00
Girls Basketball		\$500.00	8		\$4,000.00	\$4,000.00
Girls Volleyball		\$500.00	8		\$4,000.00	\$4,000.00
Football		\$500.00	8		\$4,000.00	\$4,000.00
YPI Sports Tournaments						
Footsol		\$500.00	3		\$1,500.00	\$1,500.00
Soccer		\$500.00	3		\$1,500.00	\$1,500.00
Total Revenue			98		\$49,000.00	\$49,000.00

Total Expense					\$48,600.00	\$24,600.00
Total Revenue					\$49,000.00	\$49,000.00
Profit/Loss					\$400.00	\$24,400.00



Relevant Insurance Information

- The insurance premium is \$2000.00 per vehicle per year.
- School insurance program will cover a 10 person van.
 - Insurance will not cover a 12-15 passenger van even if seating is removed.
 - The State of California has brought its definition of a school bus into line with this federal definition.
 - Any vehicle that carries 11 passengers or more (including the driver) as a 'school bus' when used in a school setting. Removing seats to reduce capacity does not make a difference.
- The coverage chart that shows the \$30 million Auto Liability limit.
 - 2018-2019 Memorandum of Coverage, SECTION VI AUTOMOBILE is included below
- 2018-2019 Memorandum of Coverage AUTOMOBILE LIABILITY INSURING AGREEMENT is below:

SECTION VI AUTOMOBILE AUTOMOBILE LIABILITY INSURING AGREEMENT

CCS JPA agrees, subject to the terms, conditions, limitations and exclusions of this MOC, to pay on behalf of the NAMED MEMBER all sums which the NAMED MEMBER is obligated to pay by reason of the liability imposed upon the NAMED MEMBER by law or assumed by the NAMED MEMBER under contract or agreement, for DAMAGES arising out of any ACCIDENT on account of BODILY INJURY, and/or PROPERTY DAMAGE, arising out of the ownership, maintenance or use of any AUTOMOBILE, during the PERIOD OF COVERAGE and subject to the ACCIDENT LIMIT of coverage shown in the SCHEDULE OF LIMITS.

AUTOMOBILE MEDICAL PAYMENTS. CCS JPA agrees, subject to the MOC limitations, terms and conditions, to pay on behalf of the NAMED MEMBER all reasonable MEDICAL PAYMENTS incurred by the NAMED MEMBER to others as are necessary at the time of an OCCURRENCE due to BODILY INJURY arising out of the use of any AUTOMOBILE and subject to the per person and ACCIDENT LIMITS of coverage shown in the SCHEDULE OF LIMITS.

UNINSURED MOTOR VEHICLE liability. CCS JPA agrees, subject to the MOC limitations, terms and conditions, to provide coverage for ACCIDENTS involving a third party operating an UNINSURED MOTOR VEHICLE and subject to the ACCIDENT limit of coverage shown in the SCHEDULE OF LIMITS.

Conformance with Statute: While a covered AUTOMOBILE is temporarily operated within the coverage TERRITORY but outside the State of California, CCS JPA will:

1. Provide the minimum amounts and types of other coverages, such as no-fault or Personal Injury Protection (PIP) required by the jurisdiction in which the covered AUTOMOBILE is being used.



AUTOMOBILES Owned by EMPLOYEES or VOLUNTEERS. An AUTOMOBILE owned by an EMPLOYEE or VOLUNTEER of the NAMED MEMBER is provided coverage afforded by this Section while the AUTOMOBILE is being used by an EMPLOYEE or VOLUNTEER while on official business of the NAMED MEMBER. Coverage provided by this Section shall be deemed excess to the coverage of the EMPLOYEE'S or VOLUNTEER'S personal coverage, which is deemed to be primary coverage regardless of any statutory provision. The intent of this coverage shall not be interpreted to extend coverage to an AUTOMOBILE owned by other public or private entities, which are made available to the NAMED MEMBER. For these non-owned AUTOMOBILES, the terms and conditions already contained in this MOC shall apply.

Non-owned and HIRED AUTO. This section also includes coverage for any COVERED PARTY using a HIRED AUTOMOBILE with the permission of the NAMED MEMBER and/or a non-owned AUTOMOBILE while on official business of the NAMED MEMBER.

AUTOMOBILE LIABILITY EXCLUSIONS

IN THE EVENT THE AUTOMOBILE LIABILITY EXCLUSIONS CONFLICT WITH ANY OTHER EXCLUSIONS IN THIS MOC, THE EXCLUSIONS FOR THIS AUTOMOBILE LIABILITY SECTION SHALL PREVAIL:

1. Other Coverage. More specifically covered under any other Section of the MOC and/or any other coverage available to the COVERED PARTY.
2. Contractual Liability. BODILY INJURY or PROPERTY DAMAGE for which the NAMED MEMBER is obligated to pay DAMAGES by reason of the assumption of liability in a contract or agreement. This exclusion does not apply to liability for DAMAGES:
 - a. That the NAMED MEMBER would have in the absence of the contract or agreement; or
 - b. Assumed in a contract or agreement that is a NAMED MEMBER CONTRACT, provided the BODILY INJURY or PROPERTY DAMAGE occurs subsequent to the execution of the contract or agreement. Solely for the purposes of liability assumed in a NAMED MEMBER CONTRACT, reasonable attorney fees and necessary litigation expenses incurred by or for a party other than a COVERED PARTY are deemed to be DAMAGES because of BODILY INJURY or PROPERTY DAMAGE, provided:
 - i. Liability to such party for, or for the cost of, that party's defense has also been assumed in the same NAMED MEMBER CONTRACT; and
 - ii. Such attorney fees and litigation expenses are for defense of that party against a civil or alternative dispute resolution proceeding in which DAMAGES to which this MOC applies are alleged.
3. Employee Injury. DAMAGES or MEDICAL PAYMENTS to EMPLOYEES of the NAMED MEMBER injured in the course and scope of their employment. This includes any consequential BODILY INJURY to the EMPLOYEE's family members. However, this exclusion does not apply to liability assumed under a NAMED MEMBER CONTRACT.
4. Mobile Equipment. DAMAGES arising out of the ownership, maintenance or use, including loading and unloading, of MOBILE EQUIPMENT, unless such MOBILE EQUIPMENT is subject to financial responsibility laws at the time of the accident.



5. Non-Compliance. DAMAGES arising out of the ownership, maintenance or use of passenger vans with capacity of 12 or more passengers, including the driver, used for transporting students that are non-compliant with State and Federal law.
6. Pollution. For the investigation, defense, loss, including loss of use, BODILY INJURY or PROPERTY DAMAGE caused by the release, discharge, dispersal, seepage or migration of POLLUTANTS anywhere, anytime, in any way, whether accidental or intentional, sudden or intermittent or continuous:
 - a. That are, or that are contained, in any property that is:
 - i. Being transported or towed by, handled, or handled for movement into, onto or from, an AUTOMOBILE;
 - ii. Otherwise in the course of transit by or on behalf of the NAMED MEMBER; or
 - iii. Being stored, disposed of, treated or processed in or upon an AUTOMOBILE;
 - b. Before the POLLUTANTS or any property in which the POLLUTANTS are contained are moved from the place where they are accepted by the NAMED MEMBER for movement into or onto an AUTOMOBILE; or
 - c. After the POLLUTANTS or any property in which the POLLUTANTS are contained are moved from an AUTOMOBILE to the place where they are finally delivered, disposed of or abandoned by the NAMED MEMBER.

Except:

Paragraph a. of this exclusion does not apply to fuels, lubricants, fluids, exhaust gases or other similar POLLUTANTS that are needed for, or result from the normal electrical, hydraulic or mechanical functioning of an AUTOMOBILE or its parts, if:

- a. The POLLUTANTS escape, seep, migrate, or are discharged, dispersed or released directly from an AUTOMOBILE part designed by its manufacturer to hold, store, receive or dispose of such POLLUTANTS; or
- b. The BODILY INJURY or PROPERTY DAMAGE do not arise out of the operation of any equipment defined as MOBILE EQUIPMENT.

Paragraphs b. and c. of this exclusion do not apply to accidents that occur away from PREMISES owned by or rented to a NAMED MEMBER with respect to POLLUTANTS not in or upon an AUTOMOBILE if:

- a. The POLLUTANTS or any property in which the POLLUTANTS are contained are upset, overturned or damaged as a result of the maintenance or use of an AUTOMOBILE; or
- b. The discharge, dispersal, seepage, migration, release or escape of the POLLUTANTS is caused directly by such upset, overturn or damage.

7. Racing. AUTOMOBILES used in any professional or organized racing or demolition contest or stunting activity, or while practicing for such contest or activity.
8. Unauthorized Use. DAMAGES arising out of the use of an AUTOMOBILE where such use is not authorized by the NAMED MEMBER.
9. Certain Vehicles. DAMAGES arising out of the ownership, maintenance or use of vehicles with less than or greater than four wheels while being used in student driver training programs.

AUTOMOBILE LIABILITY DEFINITIONS



IN THE EVENT THE AUTOMOBILE LIABILITY DEFINITIONS CONFLICT WITH ANY OTHER DEFINITIONS IN THIS MOC, THE DEFINITIONS FOR THIS AUTOMOBILE LIABILITY SECTION SHALL PREVAIL:

1. AUTOMOBILE means any land motor vehicle intended or designed for public road use, trailer or semi-trailer, including its equipment and any other equipment permanently attached thereto, but AUTOMOBILE does not include:
 - a. The use of any trailer, semi-trailer, or commercial truck trailer for the hauling or transportation of commercial products for remuneration, including the use of such vehicles in a NAMED MEMBER's student-training program whether remuneration is received or not; or
 - b. MOBILE EQUIPMENT unless the MOBILE EQUIPMENT is subject to financial responsibility laws at the time of the ACCIDENT. Self-propelled vehicles with the following types of permanently attached equipment are considered AUTOMOBILES, if the self-propelled vehicles are designed primarily for:
 - i. Snow removal;
 - ii. Road maintenance, but not construction or resurfacing; or
 - iii. Street cleaning.

The following are not considered an AUTOMOBILE even if they are being towed by or carried on an AUTOMOBILE:

1. Watercraft, boat, or camping or travel trailer; or
 2. RECREATIONAL MOTOR VEHICLES.
2. CLAIM means a demand received by a NAMED MEMBER for DAMAGES arising out of an ACCIDENT involving any covered AUTOMOBILE. No CLAIM exists where the only DAMAGES sought or demanded are costs of SUIT and/or attorney's fees.
 3. HIRED AUTOMOBILE means only those AUTOMOBILES leased, hired, rented or borrowed by a NAMED MEMBER. This does not include any AUTOMOBILES leased, hired, rented or borrowed from another NAMED MEMBER.
 4. MEDICAL PAYMENTS means reasonable expenses for FIRST AID at the time of an ACCIDENT, necessary medical, surgical, X-ray and dental services, ambulance, hospital, professional nursing and funeral services.
 5. MOBILE EQUIPMENT means any of the following types of land vehicles, including any attached machinery or equipment:
 - a. Bulldozers, farm machinery, forklifts and other vehicles designed for use principally off public roads;
 - b. Vehicles maintained for use solely on or next to PREMISES the NAMED MEMBER owns or rents;
 - c. Vehicles that travel on crawler treads;
 - d. Vehicles, whether self-propelled or not, maintained primarily to provide mobility to permanently mounted:
 - i. Power cranes, shovels, loaders, diggers or drills; or
 - ii. Road construction or resurfacing equipment such as graders, scrapers or rollers;



- e. Vehicles not described in a., b., c., or d. above, that are not self-propelled and are maintained primarily to provide mobility to permanently attached equipment of the following types:
 - i. Air compressors, pumps and generators including spraying, welding, building, cleaning, geophysical exploration, lighting and well servicing equipment; or
 - ii. Cherry pickers and similar devices used to raise or lower workers;
 - f. Vehicles not described in a., b., c., or d. above, maintained primarily for purposes other than the transportation of persons or cargo.
6. RECREATIONAL MOTOR VEHICLE means any motor vehicle designed for recreation, including those used off public roads, and camping or travel trailers. A motor vehicle that has been converted specifically for use as a classroom and which contains no built-in cooking or sleeping facilities, and is not utilized for student transportation is not a RECREATIONAL MOTOR VEHICLE.
7. UNINSURED MOTOR VEHICLE means the definition provided by each State's statute and includes underinsured motor vehicle, if included within the meaning of each State's statute.

AUTOMOBILE PHYSICAL DAMAGE INSURING AGREEMENT

CCS JPA agrees, subject to the terms, conditions, limitations and exclusions of this MOC, to pay on behalf of the NAMED MEMBER for all risks of direct physical loss, for loss or damage occurring during the COVERAGE PERIOD to AUTOMOBILES owned by the NAMED MEMBER or for which the NAMED MEMBER has an obligation to provide coverage, wherever located, including the cost to rent an AUTOMOBILE of like kind as a result of the covered PHYSICAL DAMAGE.

AUTOMOBILE PHYSICAL DAMAGE CONDITIONS

Valuation: CCS JPA will pay on behalf of the NAMED MEMBER based on the lesser of the cost to repair the AUTOMOBILE or the ACTUAL CASH VALUE of the AUTOMOBILE at the time of loss. If the ACTUAL CASH VALUE is lesser than the cost to repair the AUTOMOBILE but the lease or loan obligation is greater than the ACTUAL CASH VALUE, then CCS JPA will pay the lesser of the cost to repair the AUTOMOBILE or the amount remaining on the lease or loan obligation at the time of loss.

Automatic Acquisition Clause: This coverage is automatically extended to cover additional AUTOMOBILES and/or interests of the NAMED MEMBER, usual and/or incidental to the operations of the NAMED MEMBER, and which are acquired, or for which the NAMED MEMBER becomes legally liable, during the COVERAGE PERIOD under this MOC.

However, NAMED MEMBER shall provide CCS JPA with a report of any such newly acquired AUTOMOBILE within ninety (90) days from the date the NAMED MEMBER acquires or becomes legally liable for the vehicle, provided that the vehicle is acquired or interests secured during the PERIOD OF COVERAGE.

AUTOMOBILE PHYSICAL DAMAGE EXCLUSIONS

i.

IN THE EVENT THE AUTOMOBILE PHYSICAL DAMAGE EXCLUSIONS CONFLICT WITH ANY OTHER EXCLUSIONS IN THIS MOC, THE EXCLUSIONS FOR THIS AUTOMOBILE PHYSICAL DAMAGE SECTION SHALL PREVAIL:



1. Other Coverage. More specifically covered under any other Section of the MOC and/or any other coverage available to the COVERED PARTY.
2. Loss to any covered auto while used in any professional or organized racing or demolition contest or stunting activity, or while practicing for such contest or activity, or while any covered auto is being prepared for such contest or activity.
3. Any CLAIM for DAMAGES arising out of the use of an AUTOMOBILE where such use is not authorized by the NAMED MEMBER.
4. Loss due and confined to:
 - a. Wear and tear, freezing, mechanical or electrical breakdown; or
 - b. Blowouts, punctures or other road damage to tires.
5. This MOC does not cover for loss to a covered auto due to diminution in value.

AUTOMOBILE PHYSICAL DAMAGE DEFINITIONS

IN THE EVENT THE AUTOMOBILE PHYSICAL DAMAGE DEFINITIONS CONFLICT WITH ANY OTHER DEFINITIONS IN THIS MOC, THE DEFINITIONS FOR THIS AUTOMOBILE PHYSICAL DAMAGE SECTION SHALL PREVAIL:

1. ACTUAL CASH VALUE means the cost to repair or replace covered property minus depreciation.
2. AUTOMOBILE means any land motor vehicle, trailer or semi-trailer, designed for travel on public roads or any other land vehicle that is subject to compulsory or financial responsibility law where it is licensed or principally garaged. AUTOMOBILE does not include MOBILE EQUIPMENT; however, self-propelled vehicles with the following types of permanently attached equipment are considered AUTOMOBILES, if the self-propelled vehicles are designed primarily for:
 - a. Snow removal;
 - b. Road maintenance, but not construction or resurfacing; or
 - c. Street cleaning.

The following are not considered an AUTOMOBILE even if they are being towed by or carried on an AUTOMOBILE:

- a. Watercraft, boat, or camping or travel trailer; or
 - b. RECREATIONAL MOTOR VEHICLES.
3. CLAIM means a demand received by a NAMED MEMBER for DAMAGES arising out of an ACCIDENT involving a NAMED MEMBER's AUTOMOBILE.

No CLAIM exists where the only DAMAGES sought or demanded are costs of SUIT and/or attorney's fees.

Coversheet

Monsenor Oscar Romero Executive Administrator Report

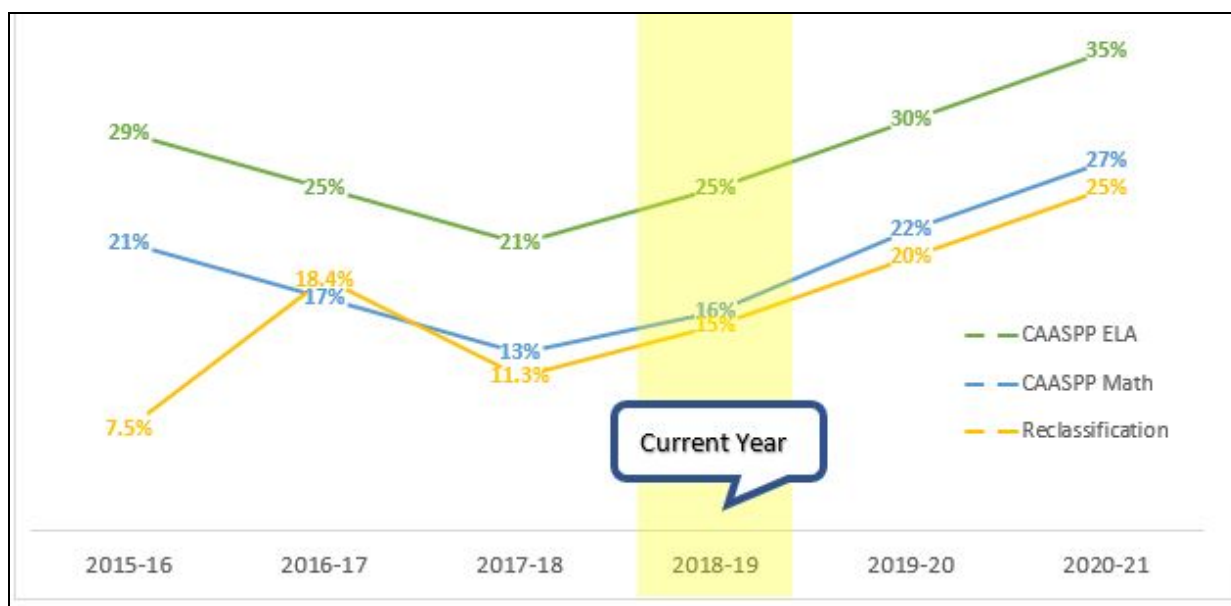
Section: III. Items Scheduled For Information
Item: F. Monsenor Oscar Romero Executive Administrator Report
Purpose: FYI
Submitted by:
Related Material: MORCS Academic Excellence Action Plan.pdf
MORCS Suspensions Data.pdf

MORCS Academic Excellence Plan of Action 1.28.19



I. Academic Performance Data & Analysis

	Past Data			Goals		
	2015-16	2016-17	2017-18	2018-19 current year	2019-20	2020-21
CAASPP ELA	29%	25%	21%	25%	30%	35%
CAASPP Math	21%	17%	13%	16%	22%	27%
Reclassification	7.5%	18.4%	11.3%	15%	20%	25%



Analysis

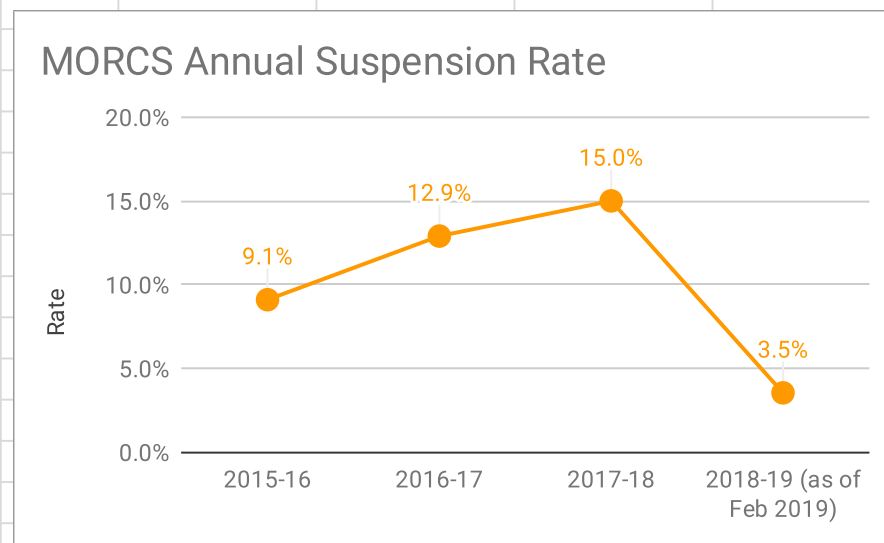
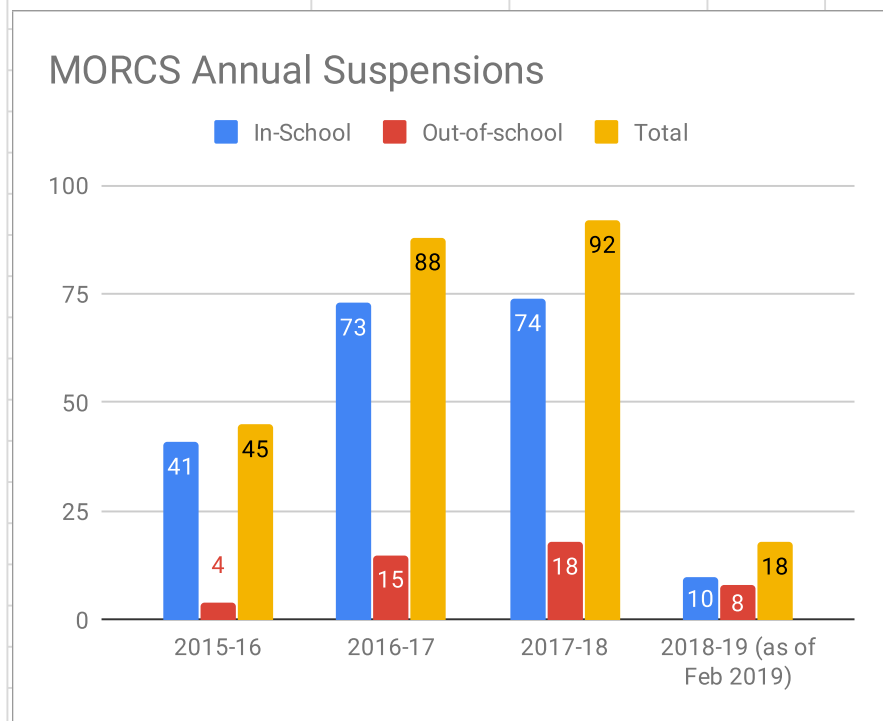
Trend	Root Cause Analysis
<p>ELA scores declining for past 2 years (net -8%)</p> <p>Math scores declining for past 2 years (net -8%)</p>	<ul style="list-style-type: none"> • Administrative/teacher turnover (8th grade math) • Need for consistent/effective curriculum (ELA and Math) • Chronic behavior issues disrupting instruction • Local Elementary schools reporting lower CAASPP proficiency
<p>Reclassification Rate spiking/falling (net +3.8%)</p>	<ul style="list-style-type: none"> • enhanced focus on EL Reclassification / support • 2017-18 total should be “17%”, state only reports 11.3%

II. Action Plan for Academic Excellence

Focus Area	Goal	Impact	Action Plan
Standards Based Grading	Fully refined implementation for all classes by June 2019	Significantly more accurate assessment and communication of student proficiency and progress. Increased student proficiency in all content areas (measured by SBAC scores, grades, and MAP scores).	Critical Friends Protocol using student work samples to refine rubrics 3x a month (in PD). Gradebook analysis after each marking period (led by LIT team).
Project Based Learning	At least one PBL project in every content area each semester in 2018-19 school year. Two projects per semester in 2019-2020 school year and beyond.	Student learning is maximized due to authentic learning experiences based on engaging, real-world problem scenarios, and which provide ample opportunities to practice critical thinking, problem solving, collaboration, and communication/presentation skills.	Embed PBL Planning into PD plan, at least once per quarter. Reflect on PBL Implementation at the end of each semester. (in PD)
Increase Math Proficiency	Increase math proficiency on SBAC to 16% in 2018-19 and at least 8-10% more in the next 2 years.	Students leave MORCS with a powerful education in mathematics, including critical-thinking and problem solving which will prepare them for success in high school, college, and a number of careers which involve computation and analysis of numbers and data.	Consistent usage of ALEKS in all math classrooms, using ALEKS competitions to set clear goals and to encourage students. Consistent after school tutoring for ELA and Math. For 2019-20, adopt new math curriculum and train teacher in implementation.
Increase ELA Proficiency	Increase ELA proficiency on SBAC to 25% in 2018-19 and at least 10-12% more in the next 2 years.	Students will culminate from MORCS with excellent literacy and communication skills which will allow them to flourish in written and verbal communication.	Consistent implementation of SFA strategies in all classrooms. Consistent after school tutoring for ELA and Math. Focus on low level claims/standards from internal benchmark testing.
Reclassification Rate (and EL Progress)	Increase Reclassification Rate to 15% for 2018-19 and at least 8-10% more	English Learners will make significant gains in mastery of English, including being able to read, write, speak, and listen effectively in English.	Create English Learner Snapshots for each EL student. Set individual goals and supports collaboratively with students, parents, teachers, and tutors.

	in the next 2 years.		Tutors coach and support individual students and track progress.
Effective Teaching Strategies (ie. Questioning, Anticipatory Sets, Do Now, Exit Ticket, etc.)	Teachers learn at least one new effective teaching strategy per semester.	Teachers will be able to hone their craft at various levels, whether they need support with classroom management, effective lesson structure, or more specific skills such as effective questioning strategies or promoting academic discourse.	Provide differentiated professional development through “Choose your own Professional Adventure” protocol once per month. Include measures such as Instructional Rounds to increase accountability.

Suspensions	In-School	Out-of-school	Total	Rate
2015-16	41	4	45	9.1%
2016-17	73	15	88	12.9%
2017-18	74	18	92	15.0%
2018-19 (as of Feb 2019)	10	8	18	3.5%



Coversheet

Bert Corona Charter High School Executive Administrator Report

Section: III. Items Scheduled For Information
Item: G. Bert Corona Charter High School Executive Administrator Report
Purpose: FYI
Submitted by:
Related Material: Academic Excellence Action Plan BCCHS Spring 2019.pdf



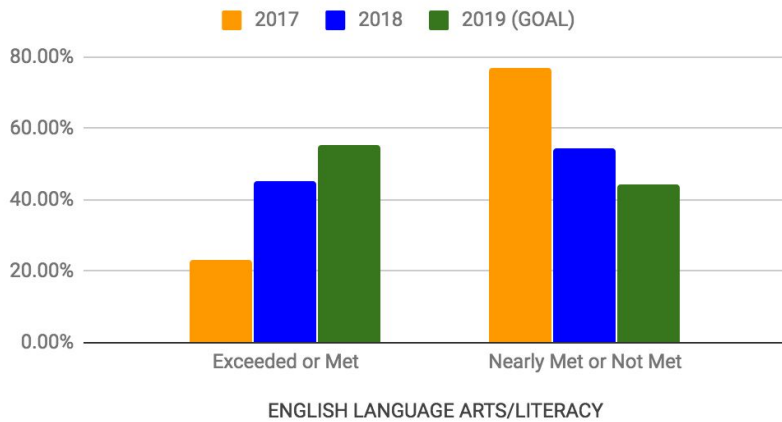
Academic Excellence Action Plan — BCCHS Spring 2019

I. Data

A. SBAC Achievement Level Distribution

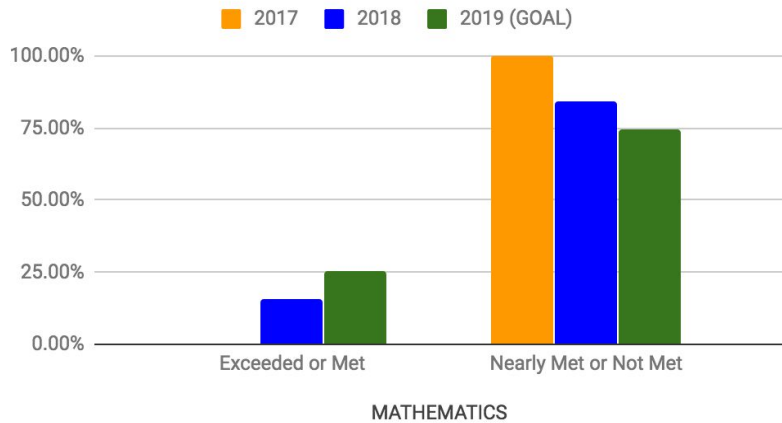
ENGLISH LANGUAGE ARTS/LITERACY	2017	2018	2019 (GOAL)
Exceeded or Met	23.08%	45.45%	55.45%
Nearly Met or Not Met	76.93%	54.54%	44.54%

SBAC ELA (Exceeded/Met vs Nearly Met/Not Met)



MATHEMATICS	2017	2018	2019 (GOAL)
Exceeded or Met	0.00%	15.55%	25.55%
Nearly Met or Not Met	100.00%	84.44%	74.44%

SBAC Math (Exceeded/Met vs Nearly Met/Not Met)



[Comparative Data: BCCHS compared to local LAUSD High Schools](#)

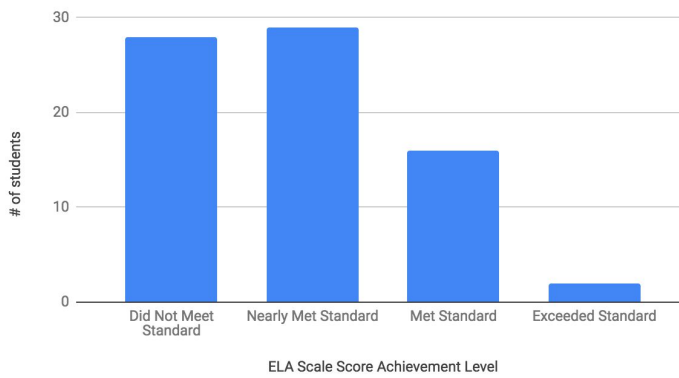


Academic Excellence Action Plan — BCCHS Spring 2019

B. SBAC Interim Assessment Results Fall 2018 (11th Grade)

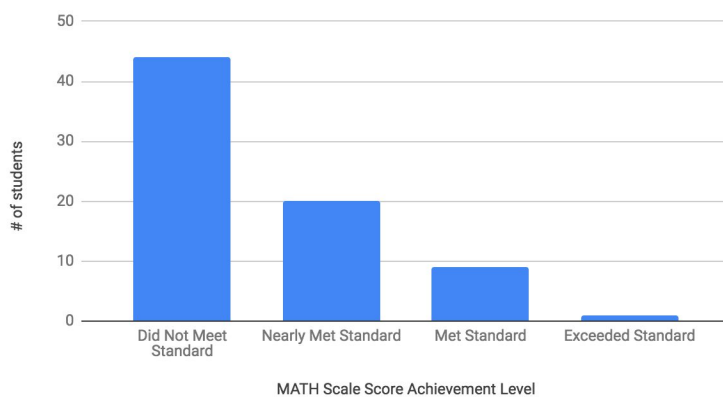
ELA Scale Score Achievement Level	# of students	Percent	Percent Pass vs. Not Passed	
Did Not Meet Standard	28	37.33%	Nearly/Not Met	76.00%
Nearly Met Standard	29	38.67%		
Met Standard	16	21.33%	Exceeded/Met	24.00%
Exceeded Standard	2	2.67%		

18-19 Fall SBAC Interim ELA — 11th Grade



MATH Scale Score Achievement Level	# of students	Percent	Percent Pass vs. Not Passed	
Did Not Meet Standard	44	59.46%	Nearly/Not Met	86.49%
Nearly Met Standard	20	27.03%		
Met Standard	9	12.16%	Exceeded/Met	13.51%
Exceeded Standard	1	1.35%		

18-19 Fall SBAC Interim Math — 11th Grade





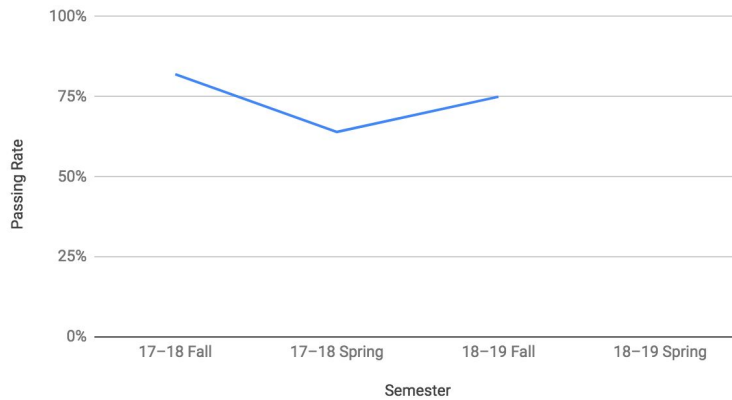
BERTCORONA
CHARTER HIGH SCHOOL

Academic Excellence Action Plan — BCCHS Spring 2019

C. Grade Distribution (Passing Rate for ELA and Math courses)

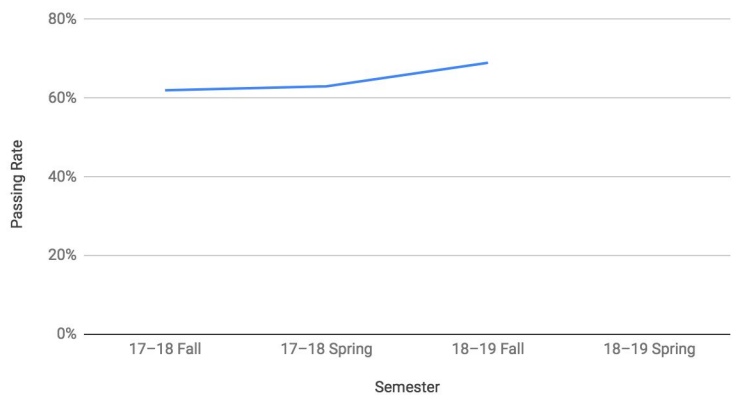
ELA	
Semester	Passing Rate
17–18 Fall	82%
17–18 Spring	64%
18–19 Fall	75%
18–19 Spring	

Grade Distribution (Passing Rate ELA Courses)



Math	
Semester	Passing Rate
17–18 Fall	62%
17–18 Spring	63%
18–19 Fall	69%
18–19 Spring	

Grade Distribution (Passing Rate Math Courses)





Academic Excellence Action Plan — BCCHS Spring 2019

II. Action Plan

Focus Area	Goal	Action Plan
Standards-Based Grading	<ul style="list-style-type: none"> ● All teachers will have a complete set of learning outcomes, rubrics, and unit plans by the end of the semester. ● Students will be able to articulate expectations in each learning outcome and their progress in mastering the outcomes by referencing their work as evidence. 	<ul style="list-style-type: none"> ● PD time during this semester will be devoted for Critical Friends Group to support teachers in completing/refining rubrics and calibrating the use of rubrics to evaluate assignments. ● PD time during this semester will be devoted to teachers sharing best practices for both presenting rubrics to students and guiding students to reflect on their mastery.
Project-Based Learning	<ul style="list-style-type: none"> ● Teachers will implement PBL at least once during the semester. ● Teachers will begin to create a road map to learning the programs/skills/content needed to implement UCCI projects that extend outside the teacher’s content area OR plan a cross-curricular project if it’s not already part of the current curriculum. 	<ul style="list-style-type: none"> ● PD time will be devoted for teachers to share PBL plans and receive feedback prior to executing the project. ● PD time will be devoted to helping teachers find the necessary resources to learn the programs i.e. Photoshop/Illustrator/Coding (Visual Arts content) etc. that are needed for specific UCCI course projects. Teachers will be given time to collaborate with other teachers with whom UCCI courses are intended to be taught.
Math Proficiency	<ul style="list-style-type: none"> ● Increase the passing rate for all math courses. ● Increase student performance levels on the SBAC and NWEA Math assessments. 	<ul style="list-style-type: none"> ● Track grade distribution at the end of every grading period and use the data during PD to create a plan of intervention. ● PD math department meeting time will be devoted to data dives with the intention to identify target students and create a plan of intervention. ● Math teachers will review sample SBAC questions and plan to embed them into lessons based on correlating learning outcomes. ● Partner with Gear Up to hold mandatory



Academic Excellence Action Plan — BCCHS Spring 2019

		tutoring for target students in Math.
English Proficiency	<ul style="list-style-type: none"> ● Increase the passing rate for all English courses. ● Increase student performance levels on the SBAC and NWEA English assessments. 	<ul style="list-style-type: none"> ● Track grade distribution at the end of every grading period and use the data during PD to create a plan of intervention. ● PD English department meeting time will be devoted to data dives with the intention to identify target students and create a plan of intervention. ● English teachers will review sample SBAC questions and plan to embed them into lessons based on correlating learning outcomes. ● Partner with Gear Up to hold mandatory tutoring for target students in English.
English Learner Progress	<ul style="list-style-type: none"> ● Increase EL student English proficiency as measured by ELPAC, NWEA Reading, SBAC, and English course grades. ● Reclassify at least 20% of students. 	<ul style="list-style-type: none"> ● PD time will be devoted to sharing best practices to support EL students in all content areas. Teachers will participate in data dives that include student English proficiency as measured by ELPAC, NWEA Reading, SBAC, and English course grades. ● PD time will be devoted to reviewing the ELPAC practice test with the intention of determining the possible needs for EL students based on the type/format of questions in each subsection. ● EL students will take part in ELPAC practice test sessions prior to the ELPAC summative assessment.
SPED Accommodations	<ul style="list-style-type: none"> ● Increase the level of implementation and tracking of accommodations provided to students based on their IEP to ensure an appropriate level of access to content based on student’s needs. 	<ul style="list-style-type: none"> ● PD time will be devoted to sharing best practices in regards to specific examples of accommodations used by teachers in each course. ● Teachers will start using an accommodation tracker during this semester with the intention of reflecting on the effectiveness of how well



Academic Excellence Action Plan — BCCHS Spring 2019

		accommodations are implemented for each student to improve mastery.
Advisory Alignment	<ul style="list-style-type: none"> ● Increase the level of alignment in the implementation of Advisory. ● Increase the level of student participation in Advisory activities. 	<ul style="list-style-type: none"> ● PD time will be devoted to collaborative planning of Advisory. The College and Career Curriculum acquired through Gear Up will be used more frequently by sorting lessons according to the theme of each Advisory day (Monday: Life Skills, Tuesday: Academic Awareness, Wednesday: Service, Thursday: Deep Dive, Friday: College/Career Planning)

Culture and Climate

This school year we have been focusing on reducing our school suspensions. With the support of Mr. Cruz, we have successfully reduced our numbers by working with the students and addressing issues before they escalate.

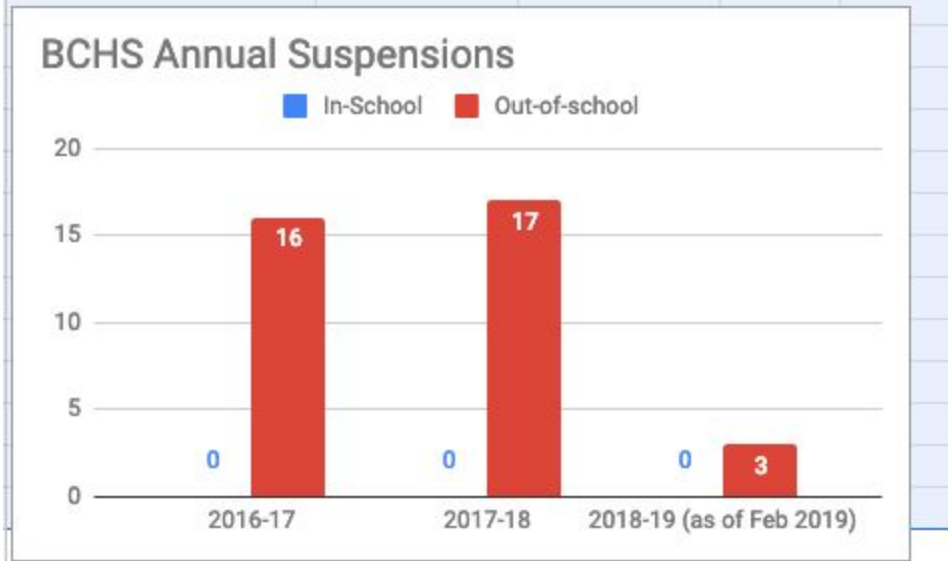
We are focusing on the implementation of PBIS throughout the school community. This program is the reason for the decrease in suspension this school year. While we have identified the students who are in most need of support, we are also encouraging the students to participate in group counseling session with a local nonprofit on campus.



Academic Excellence Action Plan — BCCHS Spring 2019

Suspension:

Suspensions	In-School	Out-of-school	Total	Rate
2016-17	0	16	16	9.3%
2017-18	0	17	17	6.7%
2018-19 (as of Feb 2019)	0	3	3	



We are focusing on the implementation of PBIS throughout the school community. This program is the reason for the decrease in suspension this school year. While we have identified the students who are in most need of support, we are also encouraging the students to participate in group counseling session with a local nonprofit on campus.

Coversheet

Executive Director's Report

Section: III. Items Scheduled For Information
Item: H. Executive Director's Report
Purpose: FYI
Submitted by:
Related Material: YPICS Executive Director Report February 2019 Final.pdf



YPI CHARTER SCHOOLS EXECUTIVE DIRECTOR'S REPORT

February 11, 2019

The mission of 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.*
- *Enable students to become life-long learners.*

Students at YPICS 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:

-A farewell message from Jed Wallace, CCSA CEO

Friends,

Happy New Year!

As many of you are aware, last fall I decided to end my service as CEO at CCSA. Today is my last day with CCSA and the torch now passes to Myrna Castrejón who starts on January 9. Myrna is an incredible leader who spent years in numerous leadership roles at CCSA and most recently served as CEO of Great Public Schools Now. She has been embraced by CCSA's Board, Member Council and the broader membership. As Myrna steps into the role of CEO next week, she brings with her new ideas and energy to lead the organization into the next era of great progress and impact on behalf of students and families across California.

Serving as CCSA's CEO over the past 10 years has been the highlight of my professional life, and I feel immense gratitude for all of you who have helped to advance the work of the organization and the charter school movement more broadly. Our collective efforts resulted in hundreds of thousands of students and families having access to better educational opportunities at charter schools, and stimulated improvements in the broader public education system.

The charter school movement faces new challenges and opportunities in 2019. But if the past is any predictor of the future, the movement will successfully navigate any periods of uncertainty and emerge stronger than before by coming together in ever greater unity and activism in support of students. CCSA, a membership organization where over 80 percent of autonomous charter schools are members, has played a key role in helping maintain our unity and build our collective strength and sophistication on advocacy matters. Under Myrna's leadership, that story will continue to unfold. With that being the case, I make this professional transition with an even greater sense of confidence that the charter school movement has a very bright future and will have even greater positive impact on public education in California in the decades to come.

As for me personally, you can count on me continuing to push for progress on the issues that have brought us all together over the years. Most immediately my work will focus on building advocacy strength in other states similar to what we have grown here in California, but I will always be available to lend a hand here in my home

state whenever I may be of assistance. For the time being, you can reach me at jedwallace@gmail.com. I look forward to remaining in touch.

Kindest regards to you all,
Jed.

State:

From Ed Source

“Gov. Newsom asks to review impact of California charter schools on district finances”

Report expected by July 1

In one fallout from the recently settled strike of teachers in Los Angeles, Gov. Gavin Newsom has called on State Superintendent of Public Instruction Tony Thurmond to establish a panel of experts to examine the impact of charter school growth on district finances.

The panel will have four months to look at the issue, and to report back to Newsom by July 1. Thurmond has not yet announced who will be on the panel, but its formation raises the likelihood that California’s charter school laws may undergo revision over the coming year. This would be the first time there has been an in-depth look at the financial impact of charter schools since passage of California’s first charter law in 1992.

The issue was a concern of Newsom’s even before the L.A. teachers strike, said Newsom spokesperson Brian Ferguson.

“As Governor Newsom stated in his first budget proposal, rising charter school enrollments in some urban districts are having real impacts on those districts’ ability to provide essential support and services for their students,” he said.

Under a [1998 state law](#), districts are not allowed to take into account the financial impact of a charter school on a district in deciding whether or not to grant them a charter. Charter advocates fear that removing this prohibition could have a dramatic impact on slowing charter school school expansion in the state.

Newsom’s creation of a panel to look into the issue appears a response [to a resolution approved by the Los Angeles Unified school board](#) last month as part of the agreement it reached with the United Teachers of Los Angeles and its striking teachers last month. The resolution called for a “comprehensive study” of various aspects of charter schools in the district, including their “financial implications.”

The resolution also called for an 8-to-10 month moratorium on new charter schools while the study was being conducted. So far, however, Newsom has been silent on these latest calls for a moratorium.

In a statement, United Teachers of Los Angeles President Alex Caputo-Pearl, representing 33,000 teachers and other staff in the district, “applauded” Newsom for recognizing what it said was obvious: that L.A. Unified and other districts across the state are being “financially strangled” by what it called the “unmitigated growth” of charter schools.

But it questioned the need for a panel, saying that an “immediate cap on charter schools is urgently necessary.” Large urban districts, it said, were “well past the saturation point for charter school growth.”

Similar calls for a cap or a moratorium are coming from other districts with a large proportion of students in charter schools. In Oakland, where teachers appear to be [on the verge of a](#) strike, the school board also has set as one of its priorities convincing lawmakers in Sacramento to impose a moratorium on charter expansion. And in

the nearby West Contra Costa Unified District, which includes Richmond, the board will consider a resolution this week calling for [a statewide charter moratorium](#).

L.A. Unified has the most charter schools in the nation, and the schools' impact on the district's overall budget remains a major cause of discontent among teachers. An estimated 112,000 students are enrolled in 225 nonprofit charter schools in the district. They comprise 18.7 percent of the district's total enrollment.

Claudia Briggs, a spokesperson for the California Teachers Association, which represents over 300,000 teachers across the state, said that the CTA would be happy to participate in the panel Newsom has called for, and that Thurmond would be a "good person" to head it. She said that the proposed panel was a signal that Newsom "is doing exactly what he said he would do when running for governor — always put kids before profits."

[Kids Not Profits](#) is the title of a campaign the CTA has been running for the past several years calling for more transparency in the operation of charter schools, and focusing on the role of multibillionaires, such as LA philanthropists Eli Broad, and others in promoting them.

The California Charter Schools Association, representing most of the 1275 charter schools in the state, declined to comment on the proposed panel.

Even as Newsom awaits the recommendations of the yet-to-be-formed panel by July 1, the Legislature could take action requiring greater transparency in charter school operations and financial reporting.

During his gubernatorial campaign and as recently as last month, Newsom indicated that [he would sign legislation](#) along those lines — legislation former Gov. Jerry Brown vetoed several times during his governorship.

"The Governor is working closely with the Legislature to improve charter school transparency," said Newsom spokesperson Ferguson, "because tax dollars spent on education should only support schools that are accountable to the public."

NATIONAL:

January 29, 2019

Share National Alliance Statement on Moratorium Vote Against Public Charter Schools in Los Angeles to Twitter Share National Alliance Statement on Moratorium Vote Against Public Charter Schools in Los Angeles

Washington DC - Today the L.A. Unified school board will vote on a resolution to pursue a moratorium on public charter schools in Los Angeles, despite the almost 120,000 students whose families elect to enroll their children in high-quality Los Angeles charter schools every day and the 19,000 students on Los Angeles charter school waitlists.

The vote for the moratorium fails to acknowledge that charter schools provide high-quality public-school options to the most vulnerable students in Los Angeles. More than 80 percent of students enrolled in Los Angeles charter schools are low income and students of color, and 12 percent are students with disabilities. Furthermore, a 2014 Stanford CREDO [report](#) shows that in their first year, Los Angeles charter school students gain 50 additional days of learning in reading; in math, the gain is 101 more days of learning.

A moratorium on charter schools limits the number of students that can attend high-quality public schools. A vote that places a moratorium on charter schools sets an awful precedent for other school districts to place the education bureaucracy before the needs of students.

In response to the pending vote today, National Alliance for Public Charter Schools president and CEO Nina Rees released the following statement:

"It is not a progressive value to cut off high-quality public-school options to students, especially the large number of low-income students of color that charter schools serve in Los Angeles. We strongly oppose placing a moratorium on charter schools because it does not put students first. A vote for a moratorium on charter schools is a vote against students and a vote against families."

LOCAL:

From: Daily News

UPDATED: February 4, 2019 at 1:30 pm

Some folks call Dr. Yvonne Chan the 'charter matriarch.' At age 73, 26 years after she founded the first charter school in Los Angeles, her reign along a six-block stretch of the East San Fernando Valley neighborhood of Pacoima is palpable.

Chan is the founding principal of an empire of schools teaching 3,187 students from pre-K through 12th grade, the first independent charter school in the city. These days, she goes by the title "Chief Visionary Officer," but she's rarely without a jangling lanyard of keys around her neck to unlock each of the five campuses at Vaughn Next Century Learning Center.

Like other schools at the movement's beginning, Vaughn was a charter forged by teachers and administrators hoping to better serve low-income students of color through managerial autonomy from the L.A. Unified School District behemoth and without representation from a teachers union.

Vaughn's success, a story of "the little school that could," marks the beginning of an industry no one imagined would become so large and such a fault line in the national debate about education reform.

Their proliferation became a focal point of the recent six-day walkout by more than 30,000 UTLA-represented teachers, as union leaders called public school "privatization" and "unregulated charter school growth" an existential crisis for traditional public schools.

"Not all charters are bad," UTLA Alex Caputo-Pearl often said from a press conference podium, but many charters do deplete resources from neighborhood public schools and tend to select the students easiest to teach.

Charter advocates call these claims outright lies. Experts on charter schools **warn** that while such narratives contain grains of truth, they ring superficial. Mostly missing from discourse of late are stories about what spurred the burgeoning of charter schools like Vaughn Next Century Learning Center in the first place.

'The little school that could'

An immigrant to the U.S. from Hong Kong at 17, Chan learned Spanish picking oranges and grapes and put herself through school while working under the table as a dishwasher. She got her start in education teaching highly disabled, non-verbal students, and went on to quickly work her way up the ranks at LAUSD.

When Chan first became principal of year-round Vaughn Street Elementary in 1992, the school reflected a struggling and impoverished population around it.

Racial tensions between longtime African-American residents and a rapidly growing Latino population fed gang violence. To duck for cover during drive-by shootings, parents built a concrete shelter in front of the school.

One student was raped on campus. Another was killed. A sixth-grader unexpectedly gave birth. Fueled by

overcrowding and a floundering track system, academic achievement was hitting rock bottom.

One teacher at Vaughn, part of a group Chan calls the “militant newbies,” heard of a new movement to give local schools more independence. So Chan, an energetic leader who tends to tell her story in World War II and D-Day metaphors, went to a conference with 15 other teachers in Sacramento to learn about the shiny new charter law authored by then state Sen. Gary K. Hart of Santa Barbara.

They were warned by district lawyers of the liability risks and feared being left to find their own funding and facilities. But they also desperately wanted flexibility in decision-making, primarily the ability to alter class sizes and focus on addressing needs of English learners.

After unsuccessfully applying for more autonomy via a status called “school-based management,” Chan and her teachers made the leap.

“We understood there’s a risk, but we said what the heck,” said Chan about their move to go charter. “We couldn’t do worse. We were so bad.”

With just a handful of charters popping up around the country, Chan thinks LAUSD underestimated her school and other early charters. “They took us like ‘oh its only one, its only poor Vaughn,” said Chan, “and Yvonne probably won’t stay because she’s a rising star for the district.”

Yet Chan stayed, coming to see her own immigrant story in the success of Pacoima’s overwhelmingly Mexican and Central American immigrant community. She pushed-and-pulled to get full per-pupil funding from the district, leveraged grant money to match it for more funding, acquired millions in real estate, garnered sympathetic media coverage and a visit from Hillary Clinton.

Looking back it’s difficult to deny that a radical transformation took place at the school on Vaughn Street that still serves a 97 percent Latino and predominately low income student population from Pacoima, Sylmar and San Fernando.

Glimmers of the old school remain — boxy bungalows, an old cafeteria and an office — but the rest is stylish modern architecture, airy classrooms made of shipping containers, iPads and glistening hallways where students practice violin and cello.

On the five school campuses, titles sound more akin non-profit organization, with principals called “directors” and classroom referred to as “pods” taught by teacher teams. Chan laments a recent drop in test scores, but two years ago they were on par with coveted Granada Hills Charter High.

Vaughn also prides itself in being a community-based charter, with wraparound services like a food pantry, adult education and job training at its family center.

A turning point

Pushing her way through the leadership strata of a public education system dominated by white men, Chan said she “became a bah bah black sheep” accused of disloyalty to the institution where she built her career.

“They said I’m trying to take down the district, that I’m playing David and Goliath but I’m no David ... they told me ‘Why are you making such a big fuss?’”

As charter schools in LA rapidly proliferated, some on loans from Vaughn, Chan wasn’t alone in feeling sidelined by the district.

“In the space of a decade,” writes a UCLA Institute for Democracy, Education and Access report, “charter schools in Los Angeles morphed from a highly popular innovation to a political wedge issue.”

Charter school teachers said they were made to feel like pariahs as LAUSD lost around 50,000 students – along with the state funding that follows them – to charters. That’s on top of around 50,000 lost due to demographic changes like low birth rate and immigration.

Vaughn was LAUSD’s only independent charter school in 1993. There were six “affiliated charters” at the time, schools granted operating autonomy while remaining in the district.

In the 2016-2017 school year, the number of independent charters was a whopping 225 with 154,000 students, the largest charter school enrollment in the country. There are now 54 affiliated charters.

As the district lost money and UTLA lost members because most charters declined to unionize, venture philanthropists attached themselves to the entrepreneurial charter movement as its schools expanded and diversified.

Chan, who served two terms on the state school board, worked as the LA City Commissioner for Youth and Families and taught as an adjunct professor at UCLA and CSUN, wasn’t backed by billionaires in founding Vaughn, nor does she think that schools should be.

Yet it’s in Los Angeles where a \$490-million plan by the Eli and Edythe Broad Foundation was disclosed as having sought to create a school system where the majority of students attend charters aiming “transform the century-old institution of public education.”

It was that publicly stated goal, the UCLA report says, turned charter schools into what it is now – big time politics.

In recent school board elections, favorability toward charters has become a political litmus test for million-dollar campaigns. The original charter law’s author Senator Hart said “Charter fights in places like L.A. Unified have become almost religious wars, where large amounts of money are spent,” in an August interview.

The long game

Today, the average independent charter school doesn’t look like Vaughn. Most are operated by charter management organizations, like the Alliance for Public Schools and Green Dot Public Schools, of which Chan disapproves. She’s a believer in a long-term community focused approach, not “start-ups” or Harvard-educated dreamers with business models.

But like many charter advocates, she’s against the resolution passed by the LAUSD school board Tuesday that calls on the state to study the effects of charter schools and place a months long moratorium on new charter schools in LA.

The side-deal in the agreement reached between UTLA and the district to end the six-day teacher walkout that disrupted instruction at more than 900 schools has become a point of outrage for charter advocates and families.

“I’m seeing crying parents ... Why are they using charter schools as a bargaining chip?” she asked.

Though not opposed to new regulation on charter approvals to-be-determined in Sacramento, the “charter matriarch” asks the district to engage in some real introspection in turn. After all, Vaughn said, charter schools were only born out of district misgivings.

“If the traditional public school is failing,” she said with an impassioned slam on a children-size table, “like Vaughn. Vaughn was failing for forty frickin’ years, draining district resources. There was absolutely no tomorrow here.”

“Why didn’t Vaughn shut down then? Why did the district send me here, just to sweep things under the carpet? Either we start improving or doing something about failing schools, and then we can start talking about not needing more options. But these parents have no other option.”

It’s a point many charter advocates are making in the wake of the strike. Suzanne Llamas, a Vaughn teacher during the 1993 conversion, maintains that Vaughn is a testament to the charter movement’s original idea – a school can be more successful independent of the district with the right amount of control, passion and effort.

“We’re not an experiment anymore. And I don’t think we would’ve come this far if it wasn’t for her,” Llamas said about Chan, who she hasn’t always agreed with. “People in power, the politicians, they know her because they’ve worked with her but everyday people don’t know her role in the movement.

“I think if we were still in the district, we would still be in the same place too many kids would be failing and we’d be in the same place. When she does something it’s all about the kids who can benefit ... so yeah she’s my hero.”

District:

LA School Report

Commentary: LAUSD may owe \$13.6 billion for health care & pensions—and the strike made things worse. Obamacare is a way out.

Chad Aldeman | February 3, 2019

When then-President Barack Obama signed the Affordable Care Act in 2010, the law immediately made some employee benefits offered by state and local governments redundant at best or regressive at worst. This issue is playing out in a painful way in Los Angeles. Teachers in the second-largest school district are now back at work after a six-day strike, but their new deal not only ignores but actually exacerbates the coming financial pressures caused by rising health care and pension costs.

There is a better way forward, but first we need to back up with some history. The Los Angeles Unified School District began offering health benefits to its employees starting in the 1940s, and it added coverage for qualifying retirees and their spouses beginning in 1966. Soon after, the district eliminated employee contributions toward those benefits, leaving LAUSD on the hook for any future rise in health care costs.

Rather than renegotiate that promise as health care costs skyrocketed, the district has decided to trim costs only by narrowing its definition of a qualifying retiree. In the 1970s, any retiree with five years of service qualified, but now there are six more tiers of membership, depending on when the employee began working for the district. Employees hired as of 2009 qualify only if the sum of their age and years of service equals 85 or more, plus they must serve at least 25 consecutive years immediately prior to retirement.

These decisions have done nothing to reduce the underlying cost of the benefits, and they have effectively prioritized comparatively well-off retirees with stable work histories over more transient workers who might need the benefits more. In the meantime, the district has saved only \$145 million for promises that are valued at \$13.6 billion, and without further changes, current and future teachers will bear the burden of making up that difference. These trends are unavoidable, unless district leaders start thinking more creatively.

YPICS Agenda – February 11, 2019

This is where the federal Affordable Care Act comes in. Obamacare provides subsidies on a sliding scale to individuals to purchase health insurance, regardless of age; in 2018, a two-member household earning less than \$65,840, or 400 percent of the federal poverty level, would qualify for assistance. If we assume that retirees have no income sources other than their pension (teachers in California do not have Social Security), publicly available data suggest that 87 percent of LAUSD retirees could qualify for Obamacare subsidies.

Even if we assume that many retirees are in dual-income households, more than half would be eligible for federal supports. Another way of saying this is that the district's retiree health benefits are largely redundant for at least half and up to five-sixths of all current recipients.

To be sure, the Obamacare subsidies and a "basic" health plan are not as generous as what the district currently provides, but that brings up a question of priorities: Should the district continue to bankrupt itself to provide Cadillac benefits to a smaller and smaller group of workers, or should it focus its investments on the workers and retirees who need it the most?

That question leads us into how the district's current benefits are regressive, which is a little more complex. Still, it's worth unpacking who exactly would lose out if LAUSD switched all future employees to the Obamacare exchanges. Remember, as of 2009, the only new workers who will qualify for benefits will be people who work for the district for at least 25 consecutive years immediately prior to retirement. That means they can't be short-term workers; they can't take a year off, say, to care for family, and they can't work for the district for the first part of their career and then pursue something else. And again, we're talking about households earning \$66,000 a year even as they're technically considered retired by the district. Across all Los Angeles households, 72 percent earn less than that, and most have to work for that income.

Of course, the district could also pursue a middle ground by recasting its benefits to work *with* Obamacare subsidies instead of providing a standalone benefit. There is precedent for this. When the district created its retiree health benefits in the 1960s, Medicare existed but wasn't available to state and local government employees like L.A. teachers. In the 1980s, Congress extended coverage to state and local government workers, and the district began requiring retirees over age 65 to apply for Medicare coverage. Today, the district still offers some benefits to retirees over age 65, but Medicare covers the basic costs and the district's benefits are more of a perk than a standalone offering.

The district should now do the same thing with Obamacare. Its leaders can no longer ignore the benefits of a federal, means-tested program that would be cheaper and more equitable than what it's currently providing.

YPICS:

PD

YPICS has held one additional Professional development day since the last YPICS Board Meeting. The TPD, Total Staff Professional Development Day focused on preparing all stakeholders to remain focused on increased academic achievement for All students. In December the schools concentrated on instruction and continues to monitor the ongoing progress of ELs and students with disabilities closely. The January session continued to focus on the same key areas of support. All YPICS TPD, current and past, training and resources are available here at tpd.ypics.org.

Suspensions

Bert Corona (BCCS) and Monsenor (MORCS) received either a letter of concern and or a letter of cure regarding the decreasing the number of student suspensions (both in-school and out of school) for this school year. The state in the past has only counted and reported on out of school suspensions. At the close of the 2017-2018 school year, the California Department of Education also began to track and monitor both in-school and out of school suspensions. The new practice pushed both schools over the bar of being added to the list of schools to receive the letters of concern and or cure. Responses to the

concerns were provided to the Charter Schools Division at the end of November. To date, both schools have drastically reduced this year's numbers over last year. The YPICS board of Directors will receive a monthly status report via the Executive Administrative monthly Board Reports. Additionally, since attendance and behavior impact academic outcomes, the Executive Administrators will also share the Suspension status report with the YPICS Academic Excellence Committee during academic discussions.

Teacher Observations

BCHS has completed the first set of two teacher video observation rounds. Teachers have committed to additional observations and instructional rounds. The teacher video observations have allowed the Executive Administrator the opportunity to view instruction and provide the opportunity for objective coaching and feedback. The instructional team is looking forward to additional observational rounds at BCCS and MORCS during the winter months.

LSC

The Learning and Support Center Team members provided support on the ground to school-based teams during the LAUSD Teacher strike. Executive Administrators communicated their appreciation of their support in the YPICS Slack channels.

YPICS is excited about pushing classroom management and rigor in a new way this semester!

Coversheet

Consent Items

Section: IV. Consent Agenda Items

Item: B. Consent Items

Purpose: Vote

Submitted by:

Related Material:

Bert Corona Charter High School SARC 20172018.pdf

board_brief_021119recommend_to_receive_and_file_2017-2018_school_accountability_report_card_sarc_for_ypics.pdf

Board Resolution 2019-2 AB 216 Graduation Requirements for Foster Youth.pdf

Bert Corona Charter SARC 20172018.pdf

Board Brief 021119 Recommend to approve use of one-time unrestricted funds to support implementation of CA academic standards.pdf

board_brief_021119_recommend_to_approve Board Resolution 2019-2 AB216 Foster Care Youth Graduation Requirements.pdf

MORCS SARC 2017 2018.pdf

Final board_brief_021119_recommend_to_approve_expenditures_for_item_above_spending_authority_of_executive_director.pdf

board_brief_021119_recommend_to_approve Board Resolution 2019-3 Multiple Transparency Laws.pdf

Board Resolution Regarding AB 2022 Notifying Parent Students of Availalbe Mental Health Services.pdf

Board Resolution 2019-3 Regarding Multiple Transparency Laws.pdf

Bert Corona Charter High

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Yolanda Fuentes, Executive Administrator

Principal, Bert Corona Charter High

About Our School

Contact

*Bert Corona Charter High
12513 Gain St.
Pacoima, CA 91331-1628*

*Phone: 818-480-6810
E-mail: ykingberg@ypics.org*

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Austin Beutner
E-mail Address	austin.beutner@lausd.net
Web Site	www.lausd.net

School Contact Information (School Year 2018—19)	
School Name	Bert Corona Charter High
Street	12513 Gain St.
City, State, Zip	Pacoima, Ca, 91331-1628
Phone Number	818-480-6810
Principal	Yolanda Fuentes, Executive Administrator
E-mail Address	ykingberg@ypics.org
Web Site	http://bcchs.ypics.org
County-District-School (CDS) Code	19647330132126

Last updated: 2/1/2019

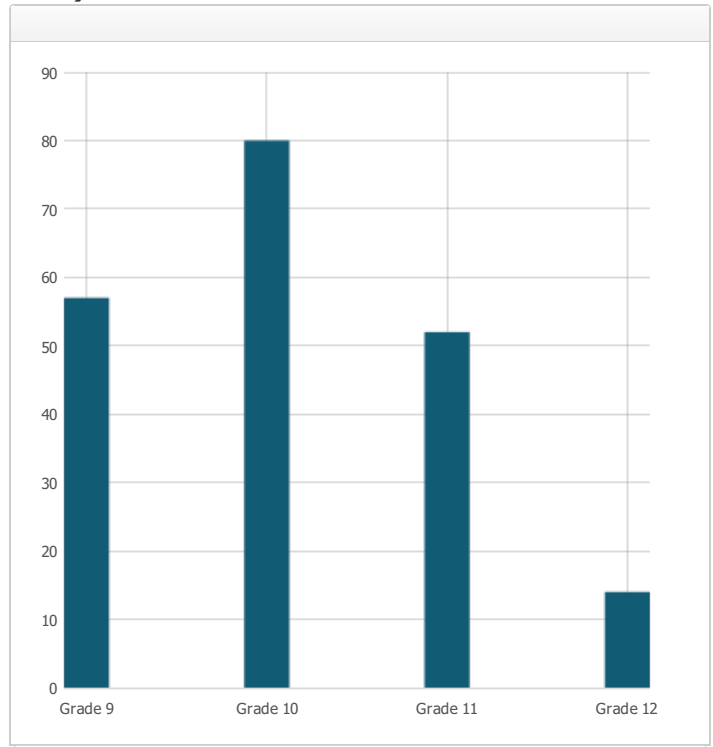
School Description and Mission Statement (School Year 2018—19)

The vision for Bert Corona Charter High School is to create a place of learning that empowers students to become functional and prepared communicators for the demanding global requirements of the future. The high school will provide a mutually supportive and positive learning environment in which every member will develop communications, technological, and leadership skills to foster self-confidence and personal growth. Emphasis will be placed on challenging students to develop problem-solving and interpersonal skills to succeed in the 21st Century through Service-Learning, Linked Learning and technology integration across subjects. The Service-Learning and Linked Learning will be the basis of the Bert Corona Charter High School's educational focus and build on core strengths from the Bert Corona Charter School (service learning) and the strong technology resources provided by the Youth Policy Institute for families in the community. Bert Corona Charter High is a member of a CTE Gant that focuses on Media Arts and Technology. Every student who attends Bert Corona Charter High School has access to technology by being provided a personal chromebook. Bert Corona Charter High School's mission is to prepare students for academic success in high school; as well as, post-secondary education and careers, prepare students to be responsible and active participants in their community, and enable students to become life-long learners. Students at the high school will become active citizens characterized by the ideals of a diverse and democratic society. Our students will provide service to their community, take responsibility for their own learning, and develop the habits of mind that will empower them to be successful in high school and beyond. Students will have access to and the use of technology along with leaving Bert Corona Charter High School college and career ready.

Last updated: 2/1/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Grade 9	57
Grade 10	80
Grade 11	52
Grade 12	14
Total Enrollment	203



Last updated: 2/1/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	1.0 %
American Indian or Alaska Native	%
Asian	%
Filipino	0.5 %
Hispanic or Latino	98.5 %
Native Hawaiian or Pacific Islander	%
White	%
Two or More Races	%
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	82.3 %
English Learners	14.8 %
Students with Disabilities	22.7 %
Foster Youth	%

A. Conditions of Learning

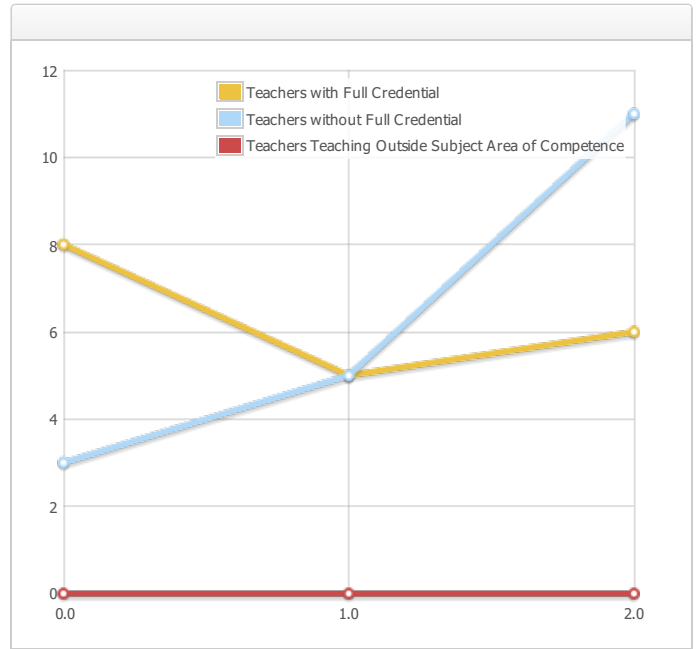
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	8	5	6	
Without Full Credential	3	5	11	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 2/1/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
 * Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 2/1/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: August 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p style="text-align: center;"> Changing Hearts and Minds - UCCI English 12 Designing the American Dream- UCCI English 11 Get Reel: English Through Your Lens - UCCI English 10 Language Takes the Stage- UCCI English 9 </p> <p style="text-align: center;"> The hyperlinks above are the titles to the University of California Curriculum Integration Unit courses that integrate CTE skills with A through G core content course material. Each course has a UC-approved list of course materials that are available to our students in the designated/required quantities. For specific text titles, each course title above is a hyperlink that leads to the detailed course description. </p>	Yes	0.0 %
Mathematics	<p style="text-align: center;"> Da Vinci Algebra 1 Geometry + Computer Visualization/Simulation Algebra 2 for the 21st Century </p> <p style="text-align: center;"> The hyperlinks above are the titles to the University of California Curriculum Integration Unit courses that integrate CTE skills with A through G core content course material. Each course has a UC-approved list of course materials that are available to our students in the designated/required quantities. For specific text titles, each course title above is a hyperlink that leads to the detailed course description. </p>	Yes	0.0 %
Science	<p style="text-align: center;"> Biology and Community Health Chemistry and Environmental Engineering: Water We Doing? Physics and Engineering: Motion By Design </p> <p style="text-align: center;"> The hyperlinks above are the titles to the University of California Curriculum Integration Unit courses that integrate CTE skills with A through G core content course material. Each course has a UC-approved list of course materials that are available to our students in the designated/required quantities. For specific text titles, each course title above is a hyperlink that leads to the detailed course description. </p>	Yes	0.0 %
History-Social Science	<p style="text-align: center;"> World History By Design US History and Public Health US Government </p> <p style="text-align: center;"> The hyperlinks above are the titles to the University of California Curriculum Integration Unit courses that integrate CTE skills with A through G core content course material. Each course has a UC-approved list of course materials that are available to our students in the designated/required quantities. For specific text titles, each course title above is a hyperlink that leads to the detailed course description. </p>	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %

Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %
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Note: Cells with N/A values do not require data.

Last updated: 2/1/2019

School Facility Conditions and Planned Improvements

As a Prop-39 co-located charter school in Los Angeles Unified School District, our facilities are managed by the principal of the school property upon which we reside. Therefore, its maintenance as well as its improvement planning are in the hands of LAUSD Administrators and Board Members. For facilities inspection records and improvement planning documentation, please contact Maclay Middle School directly or the LAUSD School Board Member's office.

Last updated: 2/1/2019

School Facility Good Repair Status

As a Prop-39 co-located charter school in Los Angeles Unified School District, our facilities are managed by the principal of the school property upon which we reside. Therefore, its maintenance as well as its improvement planning are in the hands of LAUSD Administrators and Board Members. For facilities inspection records and improvement planning documentation, please contact Maclay Middle School directly or the LAUSD School Board Member's office.

Year and month of the most recent FIT report: August 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials		
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: August 2018

Overall Rating	Good
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Last updated: 2/1/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	23.0%	45.0%	40.0%	43.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	0.0%	16.0%	30.0%	32.0%	37.0%	38.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 2/1/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	50	44	88.00%	45.45%
Male	23	21	91.30%	38.10%
Female	27	23	85.19%	52.17%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian				
Filipino	--	--	--	
Hispanic or Latino	47	42	89.36%	45.24%
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	36	32	88.89%	46.88%
English Learners	--	--	--	
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/1/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	50	45	90.00%	15.56%
Male	23	21	91.30%	9.52%
Female	27	24	88.89%	20.83%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian				
Filipino	--	--	--	
Hispanic or Latino	47	43	91.49%	13.95%
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	36	33	91.67%	15.15%
English Learners	--	--	--	
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/1/2019

CAASPP Test Results in Science for All Students Grades Five, Eight and High School Percentage of Students Meeting or Exceeding the State Standard

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 2/1/2019

Career Technical Education (CTE) Programs (School Year 2017–18)

BCCHS offers a CTE pathway in Visual and Media Arts. There are three classes offered:

Foundations in Visual and Media Arts

Visual Arts and Technology II

Visual Arts and Technology III

The CTE pathway of visual arts and media/technology is integrated in several of our UCCI (University of California Curriculum Integration) courses, including Algebra, Geometry, English, and World History.

All students are required to take the first two courses in the CTE pathway.

All learning outcomes are derived from CTE Visual, and Media Arts standards.

All learning outcomes are assessed using rubrics that are created by teaching staff.

https://drive.google.com/drive/folders/0B_56vCmQdSJZxktU0MtQl9zO2Musp=sharing

Last updated: 2/1/2019

Career Technical Education (CTE) Participation (School Year 2017–18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	220
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 2/1/2019

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission	99.5%
2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission	--

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2017–18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
-------------	--	--	---

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 2/1/2019

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018—19)

The primary parent organization accessible for parent participation is the BCCHS School Advisory Council. This council discusses the academic, operational, and cultural initiatives of the school and votes to adopt/approve significant changes to the school's program. In addition, monthly parent information and dialogue meetings are held on the fourth Tuesday of the Month, all parents are scheduled for conferences with staff each semester, parents coach sports and attend athletic events, and the school's Advisory Program invites parents to bring their expertise and resources to support students in their campus-wide projects.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

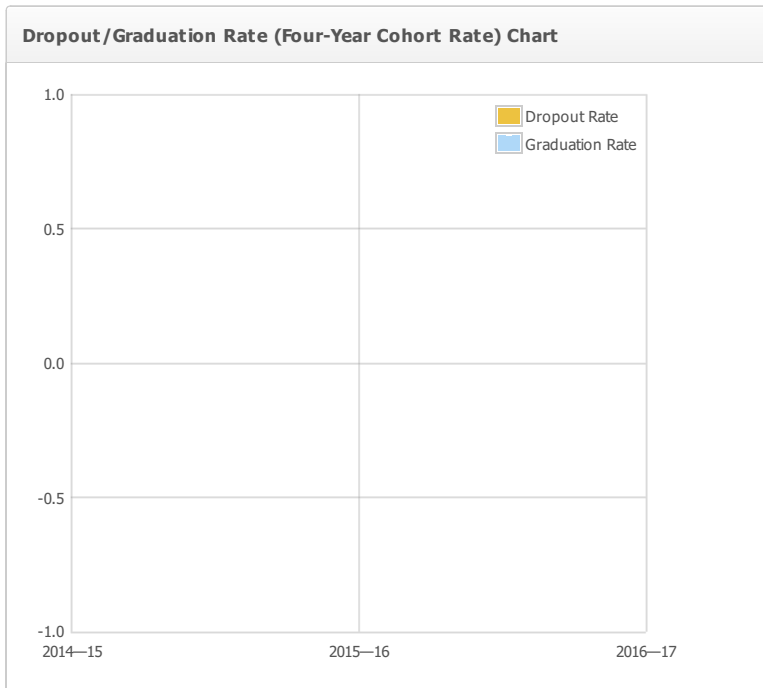
- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

The school's first graduating cohort will matriculate in the spring of 2018.

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	--	16.7%	13.7%	10.7%	9.7%
Graduation Rate	--	--	72.2%	77.3%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	--	10.8%	9.1%
Graduation Rate	--	79.7%	82.7%



For the formula to calculate the 2016—17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 2/1/2019

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

The school's first graduating cohort will matriculate in the spring of 2018.

Student Group	School	District	State
All Students	--	--	--
Black or African American	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
White	--	--	--
Two or More Races	--	--	--
Socioeconomically Disadvantaged	--	--	--
English Learners	--	--	--
Students with Disabilities	--	--	--
Foster Youth	--	--	--

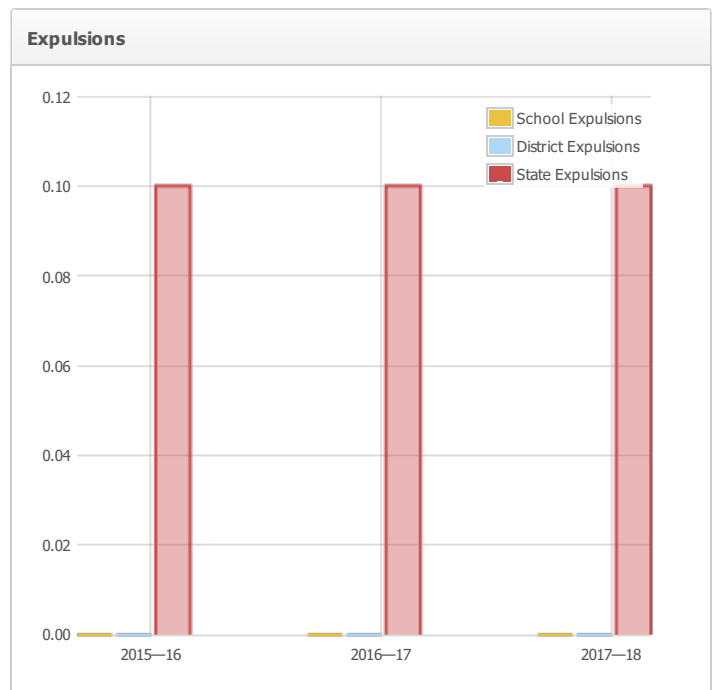
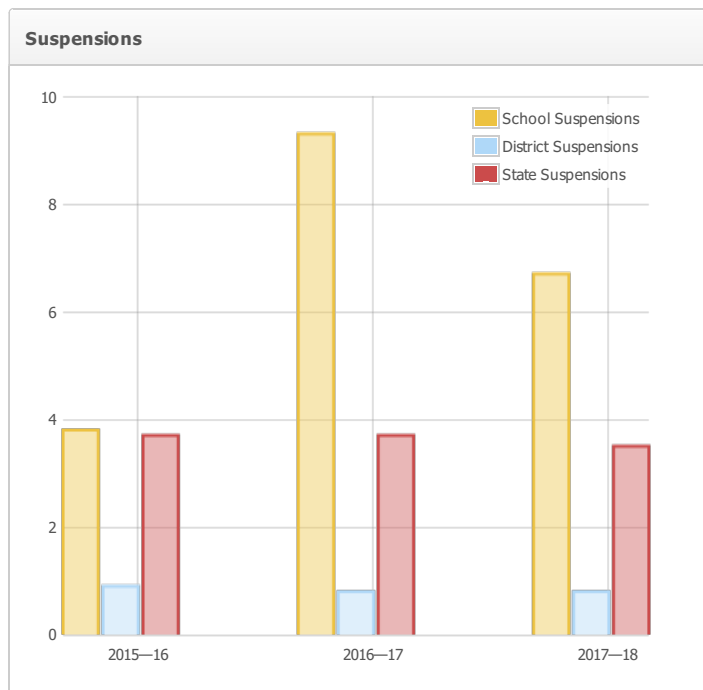
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	3.8%	9.3%	6.7%	0.9%	0.8%	0.8%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 2/1/2019

School Safety Plan (School Year 2018—19)

As a co-located school in LAUSD, Bert Corona Charter High School follows the comprehensive safety plan for its host school, Maclay Middle School. Bert Corona Charter High School participates simultaneously with Maclay MS in all safety and emergency drills, and has access to all emergency supplies provided to that school. The key elements of the safety plan (drills procedures, exit routes, access to first aid) are covered with staff and students at the beginning of each school year

[Maclay Middle School Safety Plan](#)

Last updated: 2/1/2019

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Last updated: 2/1/2019

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	14.0	9		
Mathematics	11.0	6		
Science	13.0	5		
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	13.0	16		
Mathematics	2.0	1		
Science	17.0	7		
Social Science	14.0	6		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	17.0	12	3	1
Mathematics	13.0	14	4	
Science	17.0	10	1	1
Social Science	23.0	2	4	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 2/1/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	235.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 2/1/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13114.6	--	--	--
District	N/A	N/A	--	\$75094.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7125.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 2/1/2019

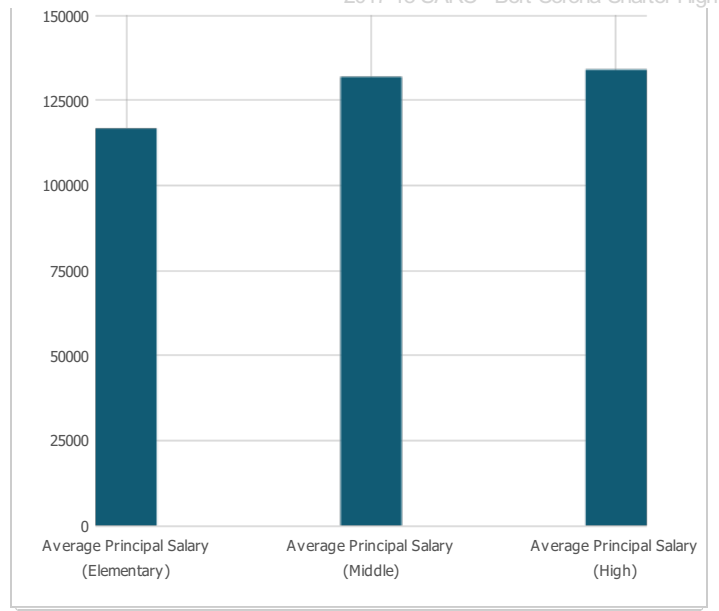
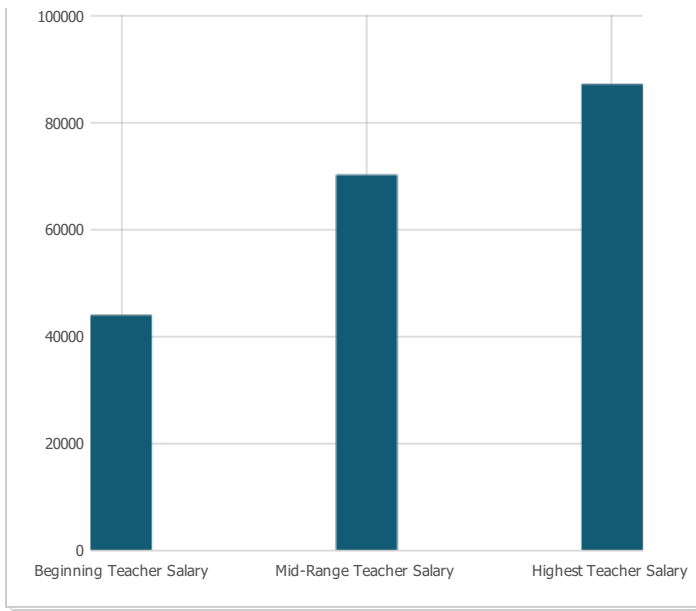
Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$47,903
Mid-Range Teacher Salary	\$70,141	\$74,481
Highest Teacher Salary	\$87,085	\$98,269
Average Principal Salary (Elementary)	\$116,726	\$123,495
Average Principal Salary (Middle)	\$131,879	\$129,482
Average Principal Salary (High)	\$133,989	\$142,414
Superintendent Salary	\$350,000	\$271,429
Percent of Budget for Teacher Salaries	31.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Teacher Salary Chart

Principal Salary Chart



Last updated: 2/1/2019

Advanced Placement (AP) Courses (School Year 2017–18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	1	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	1	N/A
Social Science	0	N/A
All Courses	2	8.8%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 2/1/2019

Professional Development

2016-2017 19 Full Training PD Days and 30 Shortened PD days.

2017-2018 11 Full Training PD Days and 29 Shortened PD days.

2018-2019 8 Full Training Days and 26 Shortened PD Days.

The major areas of focus for professional development has been and continues to be three-fold:

- 1) Mastery Learning and Standards-Based Grading
- 2) Support for English Language Learners and support of Special Needs Learners
- 3) Reflection for self-directed learning.

Some of the primary methods and delivery of Professional Development have been:

- 1) The utilization of research literature and Critical Friends Protocols for informing and giving feedback on practice.
- 2) Reading and calibrating student work samples for inner-rater reliability of assessment tools (rubrics).
- 3) Professional Expert training and support (from outside the school; i.e. SFA, Suicide Prevention, Accommodation vs. Modification)

When budget permits, staff are sent to conferences to seek out best-practice training. Our staff has attended the Illuminate Conference, Success for All Conference, and the California Charter Schools Conference, to name several outside PD providers.

Staff is also encouraged to spend conference time visiting and observing one another to learn best-practice methods from one another.

Last updated: 2/1/2019



YPI CHARTER SCHOOLS

February 1, 2019

TO: YPI Charter Schools
Board of Directors

FROM: Yvette King-Berg
Executive Director

SUBJECT: Recommendation to receive and file 2017-2018 the School Accountability Report Card (SARC) documents for YPICS (Bert Corona Charter School, Bert Corona Charter High School, and Monseñor Oscar Romero Charter School.

BACKGROUND

Since November 1988, state law has required all public schools receiving state funding to prepare and distribute a School Accountability Report Card (SARC). A similar requirement is also contained in the federal Elementary and Secondary Education Act (ESEA). The purpose of the report card is to provide parents and the community with relevant information about each public school. A SARC can be an effective way for a school to report on its progress in achieving goals. The public may also use a SARC to evaluate and compare schools on a variety of indicators.

ANALYSIS

Although there can be significant variation in the design of school report cards, they generally begin with a profile that provides background information about the school and its students. The profile usually summarizes the school's mission, goals, and accomplishments. State law requires that the SARC contain all of the following:

- Demographic data
- School safety and climate for learning information
- Academic data
- School Completion rates
- Class sizes
- Teacher and staff information
- Curriculum and instruction descriptions
- Postsecondary preparation information
- Fiscal and expenditure data

School report cards must be updated annually and published by February 1.

RECOMMENDATION

It is recommended that the Board approve the three SARC documents and direct the Executive Director to have the materials posted on the YPICS Websites.

Attachments: *School Accountability Report Card (SARC) documents for YPICS (Bert Corona Charter School, Bert Corona Charter High School, and Monseñor Oscar Romero Charter School.*



Resolution Number: 2019-2

RESOLUTION
OF THE
BOARD OF DIRECTORS OF
YPI CHARTER SCHOOLS, INC.
A California Nonprofit Public Benefit Corporation

AB 216: High school graduation requirements: pupils in foster care

We, the Board of Directors of YPI Charter Schools, Inc., a California nonprofit public benefit corporation, hereby consent to and adopt the following Resolution:

WHEREAS, YPI Charter Schools, Inc., operates the Bert Corona High School; and

WHEREAS, On September 23, 2013, Governor Jerry Brown signed AB 216 into law, which took effect immediately, and adds Section 512251 to the Education Code, relating to high school graduation requirements for foster youth.

NOW THEREFORE BE IT RESOLVED, that the YPI Charter Schools, Inc., Board of Directors hereby

- 1) Requires that a foster youth who transfers to Bert Corona Charter High School (BCCHS) after completing his or her second year of high school shall be exempt from the graduation requirements of the new school that exceed state requirements unless the school district makes a finding that the pupil is reasonably able to complete the school's graduation requirements in time to graduate from BCCHS by the end of his or her fourth year of high school.
- 2) Requires that either the number of credits the pupil has earned to the date of transfer or the length of the pupil's school enrollment shall be used to determine eligibility for the exemption and stipulates that whichever criterion qualifies the pupil for the exemption shall be used.
- 3) Requires BCCHS to notify the pupil and the adult holding the right to make educational decision's for the pupil of the availability of the exemption and whether the pupil qualifies for the exemption within 30 days of the transfer.
- 4) Prohibits BCCHS from requiring that a pupil graduate before the end of his or her fourth year in cases where the pupil qualified for the exemption and completed the state graduation requirements early.

YPICS | YPI Charter Schools
10660 White Oak Ave, STE B101
Granada Hills CA 91344

Office: (818) 834.5805 / Fax: 818.834.8075
info@ypics.org / www.ypics.org



- . 5) Requires that, when a pupil qualifies for an exemption from local graduation requirements, the BCCHS notify the pupil and the adult holding the right to make educational decisions for the pupil whether and how any of the requirements that are waived will affect the pupil's ability to gain admission to a postsecondary education institution and to provide information about transfer opportunities available through the California community colleges.
- . 6) Clarifies that pupils who qualify for an exemption and are otherwise entitled to remain in attendance at BCHS are not required to accept the exemption and cannot be denied enrollment in courses for which they are otherwise eligible.
- . 7) Provides that if a pupil is not exempted from local graduation requirements, the pupil shall be granted an exemption any time if he or she requests it and qualifies for it.

BE IT FURTHER RESOLVED, that the YPI Charter Schools, Inc., Board of Directors hereby Prohibits a district from revoking an exemption once it has been granted.

I, Sandra Mendoza, certify that the Board of Directors of YPI Charter Schools, Inc. on February 11, 2019, adopted the foregoing resolution, at Los Angeles, California.

By: _____ Date: _____

Sandra Mendoza, Board Secretary

YPICS | YPI Charter Schools
10660 White Oak Ave, STE B101
Granada Hills CA 91344

Office: (818) 834.5805 / Fax: 818.834.8075
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Bert Corona Charter

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Ruben Duenas, Executive Administrator

 Principal, Bert Corona Charter

About Our School

Bert Corona Charter School is a small school located in the Northeast San Fernando Valley. The educational focus of Bert Corona Charter School is to prepare students for success in high school and the university by providing a rich learning environment inside and outside the classroom. We specialize in service learning, project-based learning, and technology integration. We seek to instill in every student the desire to be college ready, an active citizen, and a life long learner. Our staff is committed to your children and family. It is our goal to involve all stakeholders, students, parents and the community in every aspect of the educational experience. Bert Corona will sponsor parent and community events each month that will support our families to learn and grow. In order to make the various opportunities we offer our community to flourish, we expect all parents and students to take ownership of their school. As a public charter school of choice, Bert Corona Charter School truly is our school! It is our sincere desire that your experience at Bert Corona Charter School will be exceptional. We work every day to ensure that our families continue to grow stronger, and through them, our community. Together, we can make a huge impact on our children and their futures. Welcome to the Bert Corona Charter School Family!

Ruben Dueñas,
Executive Administrator

Principal's Comment

Bert Corona Charter School is a small school located in the Northeast San Fernando Valley. The educational focus of Bert Corona Charter School is to prepare students for success in high school and the university by providing a rich learning environment inside and outside the classroom. We specialize in service learning, project-based learning, and technology integration. We seek to instill in every student the desire to be college ready, an active citizen, and a life long learner. Our staff is committed to your children and family. It is our goal to involve all stakeholders, students, parents and the community in every aspect of the educational experience. Bert Corona will sponsor parent and community events each month that will support our families to learn and grow. In order to make the various opportunities we offer our community to flourish, we expect all parents and students to take ownership of their school. As a public charter school of choice, Bert Corona Charter School truly

Contact

*Bert Corona Charter
9400 Remick Ave.
Pacoima, CA 91331-4223*

Phone: 818-834-5805

E-mail: rduenas@coronacharter.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Austin Beutner
E-mail Address	austin.beutner@lausd.net
Web Site	www.lausd.net

School Contact Information (School Year 2018—19)	
School Name	Bert Corona Charter
Street	9400 Remick Ave.
City, State, Zip	Pacoima, Ca, 91331-4223
Phone Number	818-834-5805
Principal	Ruben Duenas, Executive Administrator
E-mail Address	rduenas@coronacharter.org
Web Site	http://bccs.ypics.org
County-District-School (CDS) Code	19647330106872

Last updated: 1/31/2019

School Description and Mission Statement (School Year 2018—19)

Our Approach:

YPICS looks at the needs of students through a parent’s lens. As parents, we have hopes and dreams for our children. Our schools are focused on supporting families to help their children succeed in life by ensuring access to a high quality rigorous education and by providing a positive school culture and environment in a public school setting. Children are the focus of our families, and therefore are the primary focus of our schools. Families are the building block of a community. By lifting families, we can build strong communities.

Our Why:

We believe a high quality, rigorous education is the great equalizer that provides access and opportunities for our students, families and communities. We believe in our communities. We believe in our team. We believe in our families. We believe in our students.

Our How:

We TEACH: academic mastery, social emotional skills (development), technology literacy growth mindset.

We EMPOWER our community through authentic learning experiences, by building social-emotional awareness, through continuous professional learning, by providing equitable access, to be advocates.

We LEAD by engaging in community activism, by exploring technological solutions to real world problems, by developing leaders through continuous learning.

Our What:

Our students will be: college ready, active citizens, life long learners.

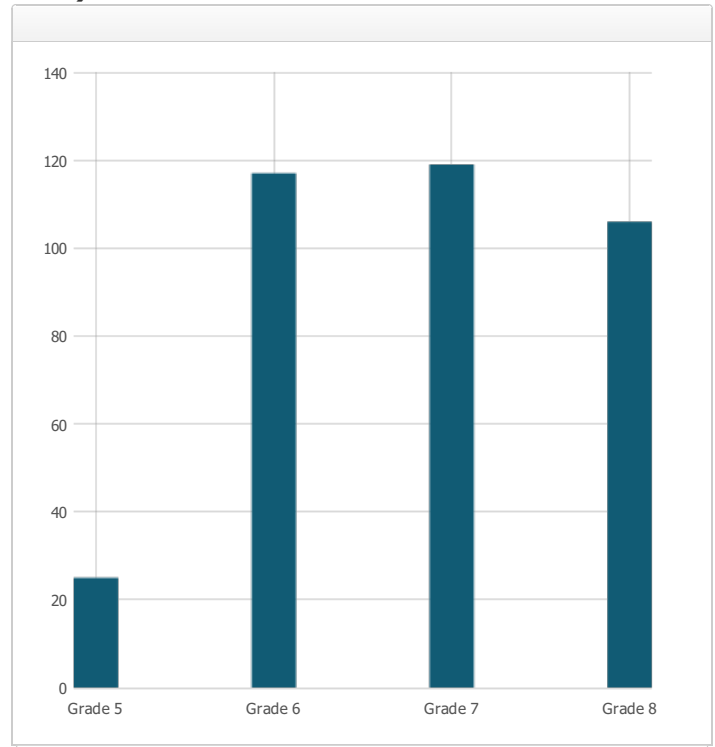
Our parents will be advocates for their families, their communities.

Our team will be: able to use data to learn and grow, able to support our students, families, and communities to grow and learn, innovative leaders.

Last updated: 1/31/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Grade 5	25
Grade 6	117
Grade 7	119
Grade 8	106
Total Enrollment	367



Last updated: 1/31/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	0.5 %
American Indian or Alaska Native	%
Asian	%
Filipino	0.8 %
Hispanic or Latino	97.3 %
Native Hawaiian or Pacific Islander	0.3 %
White	1.1 %
Two or More Races	%
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	88.8 %
English Learners	23.2 %
Students with Disabilities	15.0 %
Foster Youth	0.5 %

A. Conditions of Learning

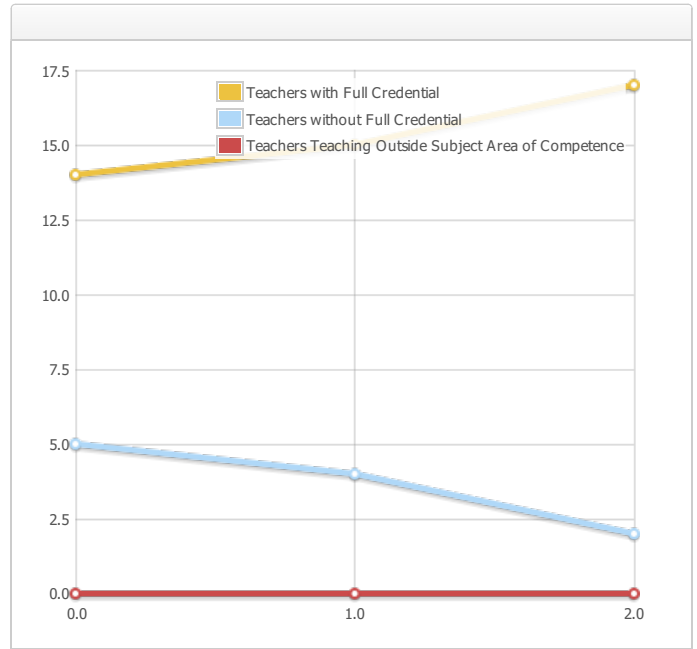
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

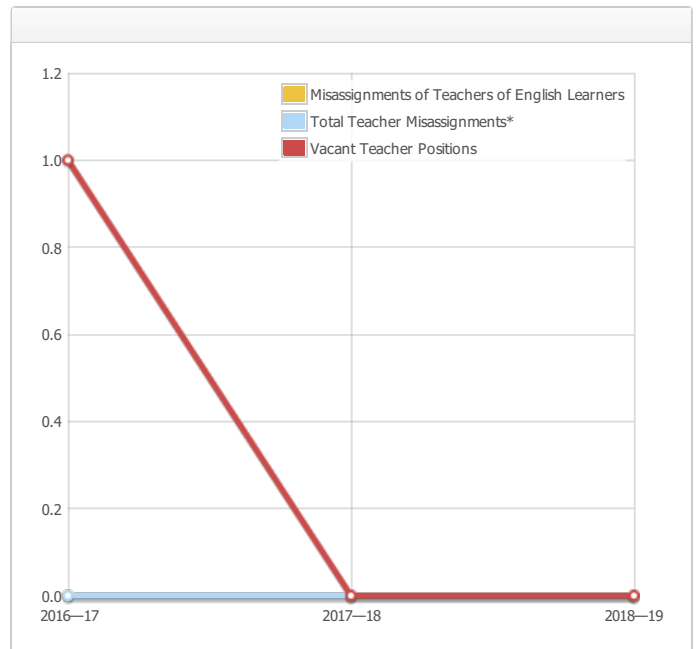
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	14	15	17	24740
Without Full Credential	5	4	2	1507
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2174



Last updated: 1/31/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/31/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: January 2019

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	For reading language arts, we use several resources. We have grade level novels (3 per grade level) that teachers use to teach language, reading, and writing skills. Each student has a copy of each book. We also provide access to all students on Achieve3000, an online program focused on expository reading and analysis. Finally, we use the Success for All Reading Edge program for reading/writing instruction for all students.	Yes	0.0 %
Mathematics	For mathematics, we use the Success for All Power Teaching Math program for all grade levels. We also provide each student with an account on ALEKS, which is an online supplemental program for learning in math.	Yes	0.0 %
Science	We recently moved to an integrated model for middle school science under NGSS. All teachers and students have access to individual online accounts for Pearson Interactive Science.	Yes	0.0 %
History-Social Science	For History and Social Studies, we utilize the TCI History Alive resources for all grade levels. Each student has access both at school and at home.	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/31/2019

School Facility Conditions and Planned Improvements

BCCS is proud of having a green campus with trees, plants, flowers, and grass. Repairs are made as necessary by BCCS staff or contractors. BCCS has a full time plant manager on staff. We contract a cleaning crew, licensed contractor, and gardener. The sports field and grass areas are seeded twice a year. Parents and students plant flowers and plants during community beautification projects. The school recently installed new flower beds at the school entrance, an outdoor staff eating area, and new drinking fountains with bottle servers.

Last updated: 1/31/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: January 2019

Overall Rating	Exemplary
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Last updated: 1/31/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	28.0%	23.0%	40.0%	43.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	17.0%	13.0%	30.0%	32.0%	37.0%	38.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/31/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	370	368	99.46%	23.10%
Male	201	199	99.00%	19.60%
Female	169	169	100.00%	27.22%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian				
Filipino	--	--	--	
Hispanic or Latino	360	358	99.44%	23.18%
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	329	327	99.39%	23.85%
English Learners	179	179	100.00%	11.17%
Students with Disabilities	58	57	98.28%	7.02%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	370	368	99.46%	12.50%
Male	201	199	99.00%	13.57%
Female	169	169	100.00%	11.24%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian				
Filipino	--	--	--	
Hispanic or Latino	360	358	99.44%	12.01%
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	329	327	99.39%	12.23%
English Learners	179	179	100.00%	4.47%
Students with Disabilities	58	57	98.28%	1.75%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2019

CAASPP Test Results in Science for All Students Grades Five, Eight and High School Percentage of Students Meeting or Exceeding the State Standard

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 1/31/2019

Career Technical Education (CTE) Programs (School Year 2017–18)

BCCS has CTE pathway in Media Arts which leads into the Bert Corona Charter High School Media Arts program. Student at BCCS take the Media arts Foundations class in 8th grade.

Last updated: 1/31/2019

Career Technical Education (CTE) Participation (School Year 2017–18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	120
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/31/2019

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	--

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2017–18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	--	--	--
7	33.6%	19.7%	6.6%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/31/2019

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018—19)

Parent engagement is a hallmark of BCCS. Parents have ample opportunity to engage in all areas of the school, and we encourage parents to participate in all school initiatives. Our school calendar is filled with weekly trainings and opportunities for parents to come to the school and engage with teachers, administrators, staff, and community partners. Our goal is to engage our parents as partners, not as mere participants or bystanders in their child's education. To accomplish this, we have opportunities for parents to engage beyond meetings. Each month parents participate in Parent Advisory meetings, School Advisory Council meetings, parent leadership meetings. We are also focused on training our parents on the same topics and initiatives our staff are trained on so they can provide feedback as we implement. We encourage our parents to come for observational rounds to provide feedback from a parent's lens on what is going on in our classrooms. We have many events throughout the year when parents can come and engage with their kids in academic topics and activities. One example is Math Night where parents learn various games and strategies to support their student to learn important math facts and concepts. Another example is our annual CASA project, a service learning project our kids participate in through a partnership with UnidosUS. The parents participate all along the way to help kids identify issues within the community they would like to address and then the kids develop projects that help educate others and address those community needs. Finally, we partner frequently with CCSA to help our parents engage in advocacy work for their school, the charter school movement in Los Angeles and across the state.

State Priority: Pupil Engagement

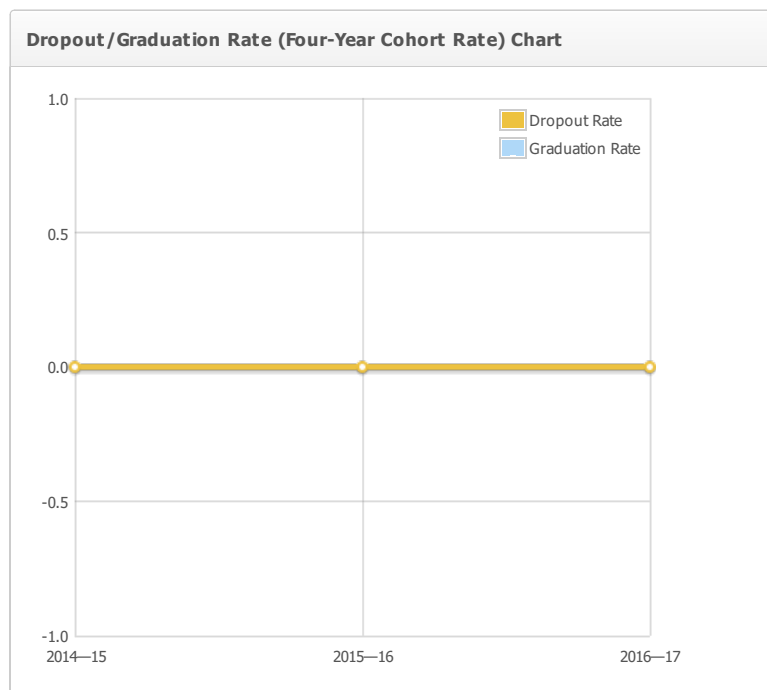
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	0.0%	0.0%	16.7%	13.7%	10.7%	9.7%
Graduation Rate	--	--	72.2%	77.3%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	0.0%	10.8%	9.1%
Graduation Rate	--	79.7%	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/31/2019

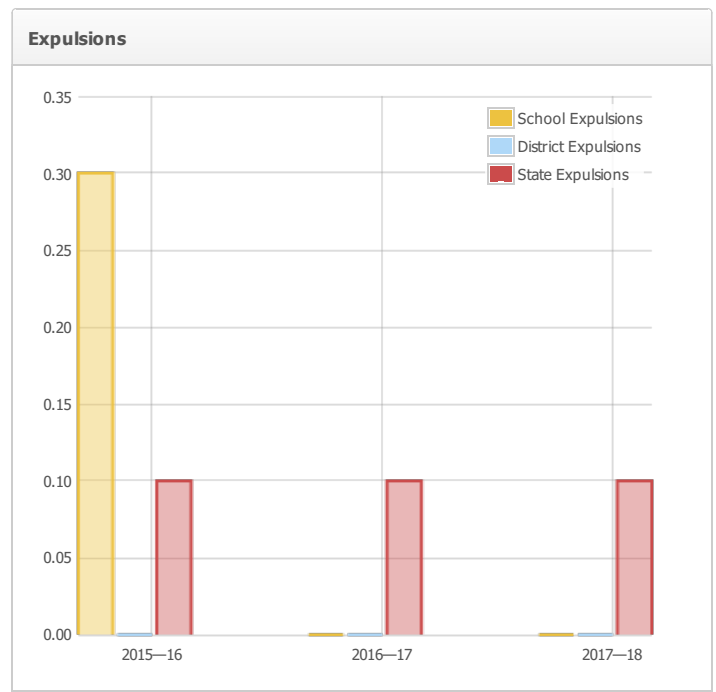
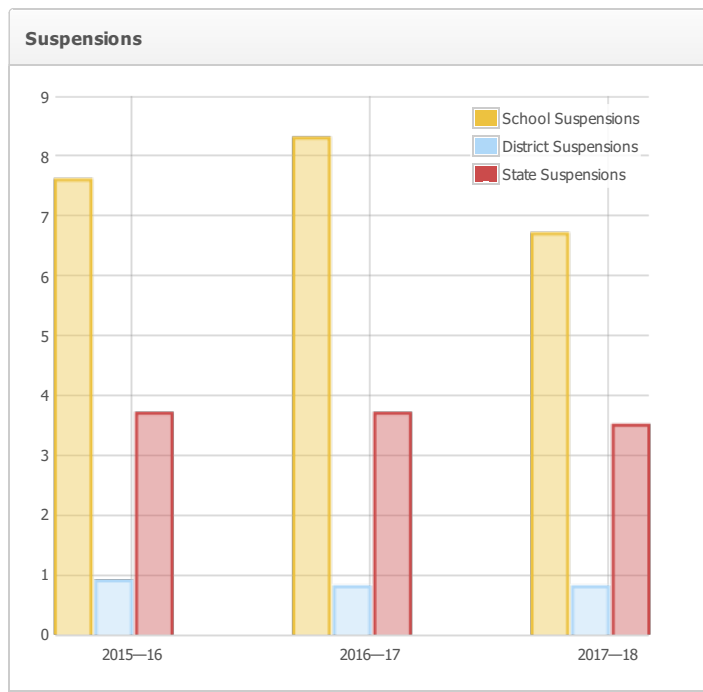
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	7.6%	8.3%	6.7%	0.9%	0.8%	0.8%	3.7%	3.7%	3.5%
Expulsions	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/31/2019

School Safety Plan (School Year 2018—19)

BCCS follows the established standards of health and safety as commonly practiced in California public schools according to the California Education Code and California Health and Safety Code, including Education Codes 44237, 45125.1, and 45122.1. All city building codes are followed. We have 2 campus supervision aids who monitor our students and ensure that our school is safe throughout the day. The school also has an intrusion alarm with sensors in all classrooms, offices and supply areas and a video camera system. New security gates have recently been installed. The result is a campus that is secure 24-hours a day, 7-days a week.

Students are supervised at all times by certificated teachers and/or by paraprofessionals. We have a specific supervision plan that ensures students are supervised in all parts of the school throughout the day. All of our staff members are first aid and CPR certified. All employees are fingerprinted and cleared through the Department of Justice as required by Education Code 44237, and have a current TB test on file.

Last updated: 1/31/2019

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5	21.0		8	
6	27.0	1	21	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5	29.0		2	
6	29.0		20	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5	25.0		3	
6	28.0	2	24	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Last updated: 1/31/2019

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	23.0	8	11	
Mathematics	27.0	3	6	
Science	30.0		4	
Social Science	27.0	3	6	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	20.0	10	13	
Mathematics	25.0	1	8	
Science	25.0	1	8	
Social Science	25.0	1	8	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	25.0	5	13	
Mathematics	25.0	4	5	
Science	25.0	4	5	
Social Science	25.0	4	5	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/31/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker	1.0	N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)	3.0	N/A
Other	9.0	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/31/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$23607.9	\$14666.4	\$8941.5	\$54549.3
District	N/A	N/A	--	\$75094.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7125.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/31/2019

Types of Services Funded (Fiscal Year 2017—18)

At BCCS, we believe in teaching the whole child, which means that in addition to a comprehensive academic program, we also put a lot of resources and effort into wrap around services for the child and the family. Our academic program is a fully inclusive program that includes support for all students. We have three resource teachers and two aids who work with our population of students with special needs. We have a team of academic tutors who work with an academic coordinator to provide support to students in all classrooms. These tutors also focus on supporting English Learners (ELs) to develop the language skills they need to be successful in their core content classes. We provide tutoring and academic support through a team of teachers, paraprofessionals, and through our after school program. To get our kids engaged in their communities, we implement the CASA service learning project designed by UnidosUS. This project encourages students to identify and discuss assets and deficits in their communities and then develop plans to address the community needs. This project engages the students in real world action, making their academic learning more meaningful. As a part of this project and all other daily academic activities, we utilize technology. We have a 1 to 1 technology model and we encourage our teachers to integrate technology into student learning on a daily basis. We also focus on providing quality professional development and support to our teachers because we know that if we build great teachers, our kids will be successful. We partner with the Success for All Foundation to implement two of their research proven programs: Reading Edge and Power Teaching Math, both of which align with the California State Standards and support learners at all levels.

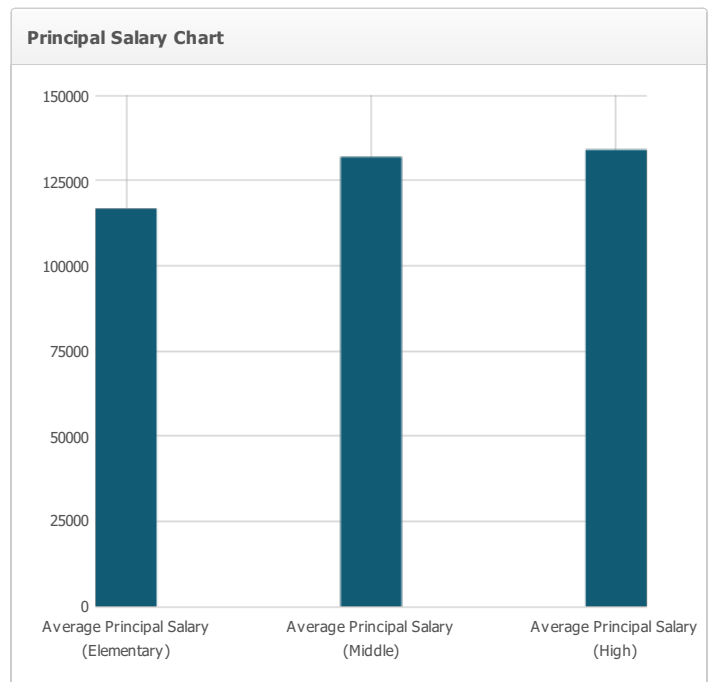
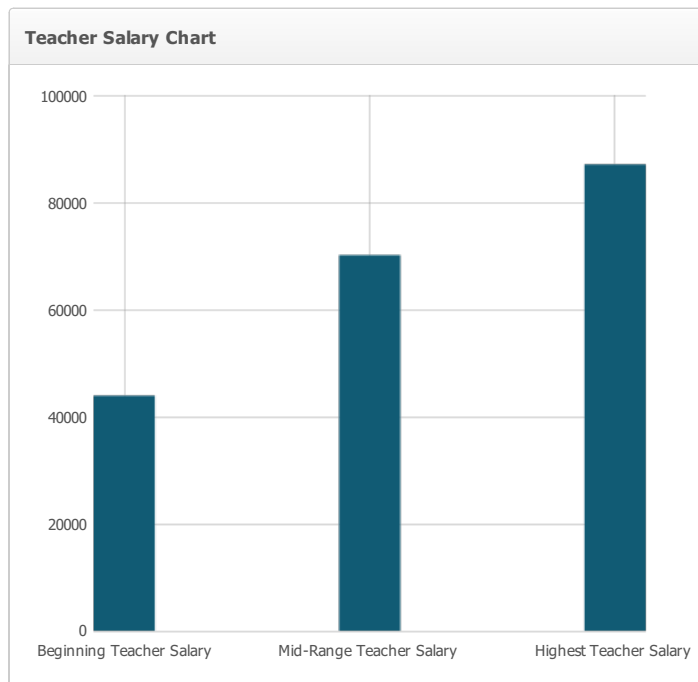
To address the non-academic needs of our kids, we have a variety of programs and resources in place. We have a full time school social worker and several counselors available to meet student social emotional needs. These positions are available because of our participation in the School Transformation Grant. We also have a leadership program, and a sports program. We also have an after school program where students can participate in enrichment programs, collaborative teambuilding games, and academic/homework help. We love to build our students and families up through engagement in their community. With partnerships with YPI, UnidosUS and CCSA, we are able to provide a variety of opportunities for our parents that help build our community.

Last updated: 1/31/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$47,903
Mid-Range Teacher Salary	\$70,141	\$74,481
Highest Teacher Salary	\$87,085	\$98,269
Average Principal Salary (Elementary)	\$116,726	\$123,495
Average Principal Salary (Middle)	\$131,879	\$129,482
Average Principal Salary (High)	\$133,989	\$142,414
Superintendent Salary	\$350,000	\$271,429
Percent of Budget for Teacher Salaries	31.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Professional Development

Professional development is a primary focus for our school because we believe that investing in our teachers and staff will help us reach all of our students. Our school schedule has shortened days every Monday; students are released at 2pm and our team has PD from 2:10 to 4:10pm. Additionally, we schedule one pupil free day each month to provide extended time for our team to dig into data, reflection, and relevant pedagogy. We typically have approximately 30 Monday professional development meetings and 5 full day meetings, and 5 half day meetings. On the full days, all schools from YPICS come together to reflect, learn, and share best practices. During our full and half day TPDs, our teachers are provided a conference-style day in which our team has a buffet of sessions from which they can select to create their own schedule for the day. Our professional development plan and focus are determined each semester based on classroom observations and student outcomes. Using multiple sets of data, we meet as a team prior to each semester to review our outcomes and to reflect on our successes and areas of need. Using this information, we generate a plan of attack for each semester. This plan always includes a plan for professional development. During our current semester we are focused on several items: 1) strategies for EL/LTEL success 2) Project Based Learning, 3) At Risk Populations and their needs, and 4) schoolwide positive behavior and intervention support plan. In addition to professional learning series on these topics, we also provide time for teachers to reflect and collaborate on their practice and opportunities for teachers to share best practices. For this time, we utilize National School Reform Faculty protocols to help teachers analyze their plans, student work, and their outcome data to perpetually improve their professional practices.

Last updated: 1/31/2019



YPI CHARTER SCHOOLS

February 11, 2019

TO: YPI Charter Schools
Board of Directors

FROM: Yvette King-Berg
Executive Director

SUBJECT: Recommendation to approve the use of one-time unrestricted funds at each school site to support the implementation of California’s academic standards

BACKGROUND

All public schools in California receive funding from a variety of resources, both restricted, and unrestricted. Some funding is designated as “one-time funding” as the legislation which authorized the revenue often established specific timelines and restrictions for the receipt and use of funds.

ANALYSIS

Per the California Department of Education (CDE), these funds are to be used for a one-time purpose including the use of funds for deferred maintenance, professional development for educators, induction for beginning teachers with a focus on relevant mentoring, instructional materials, technology infrastructure, and any other investments necessary to support the implementation of California’s academic standards.

The table below indicates the one-time funding received by each of the YPICS, \$184 per ADA, which will be used to support the implementation of California’s academic standards.

School	Amount
Bert Corona Charter	\$65,644
Bert Corona Charter High	\$35,790
Monsenor Oscar Romero Charter Middle	\$60,280

RECOMMENDATION

It is recommended that the Board approve the use of the one-time funds listed above to support the implementation of California’s academic standards.



YPI CHARTER SCHOOLS

February 11, 2019

TO: YPI Charter Schools
Board of Directors

FROM: Yvette King-Berg
Executive Director

SUBJECT: Recommendation to approve YPICS Board Resolution 2019-2 Foster Care Youth Graduation Requirements.

BACKGROUND

Foster Youth Face Difficult Challenges. As of July 2008, there were 68,475 children in California's foster care system. Children in our state's foster care system often experience multiple residential placements and multiple changes in educational placements. The frequent changes in the lives of foster youth can have detrimental effects on their academic achievement.

Existing law was established by AB 167 (Adams), Chapter 224, Statutes of 2009. As AB 167 was going through the legislative process, it was amended in anticipation of a change in federal and state law that allows states to receive federal funding to provide services to foster youth up to age 21, instead of age 18 (or 19 for youth pursuing specified education-related goals). That change was enacted by AB 12 (Beall), Chapter 559, Statutes of 2010. To be consistent with the extended timeline for foster youth services, AB 167 was written to allow a district to deny an exemption to a transfer foster youth pupil if it finds that the pupil is reasonably able to complete the additional requirements in time to graduate from high school while he or she remains eligible for foster care benefits, or up to age 21 under the new law. This inadvertently allows districts to delay graduation for foster transfer youth beyond the normal graduation age of 18 or 19.

According to the author, "This has raised concerns that foster youth presented with having to pursue a fifth, sixth or even seventh year to high school to achieve their diploma could have the unintended consequence of incentivizing rather than disincentivizing a foster youth to drop out of high school. It can be daunting to face the possibility of additional years to meet a district's local graduation requirements, when s/he could have met the state's graduation requirements in their fourth year and graduated with their peers."

AB 216 changes this by allowing districts to deny an exemption *only* if they find that the pupil *can reasonably complete local requirements in time to graduate by the end of his or her fourth year of high school.*

ANALYSIS

Bert Corona Charter High School (BCCHS) has not had foster youth transfer in the middle of a high school career. However, we want to ensure that there is guidance from the board in the event that a student should ever transfer to BCCHS, and that there is a YPICS resolution in place to support the academic rights of foster Youth that aligns with most recent laws.

RECOMMENDATION

It is recommended that the Board approve YPICS Board Resolution 2019-2 Foster Care Youth Graduation Requirements

Monsenor Oscar Romero Charter Middle

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Rene Quon, Executive Administrator

Principal, Monsenor Oscar Romero Charter Middle

About Our School

Welcome to Monsenor Oscar Romero Charter School! We are a public charter school in the Pico Union area of Downtown Los Angeles. Our mission is to provide an exceptional experience through authentic learning opportunities that will prepare our students for college and career. Our hallmarks and areas of expertise are project based learning, technology integration, service learning, and parent engagement.

As the Lead Administrator for Monsenor Oscar Romero Charter School, I would like to take this opportunity to welcome you to our school family and community. The educational focus of Monsenor Oscar Romero Charter School is to prepare students for success in high school and the university by providing authentic learning opportunities that help students to create and seize opportunities in their communities. We use our hallmarks (project based learning, service learning, technology integration, and parent engagement) to help our students learn the skills they need to be college ready, lifelong learners, and active citizens. To ensure that our kids are ready for all the things their futures hold, we use a mastery grading paradigm for instruction and grading. Our goal is that our kids will have a true understanding of their learning and their mastery of skills and content, allowing them to constantly push forward and progress.

At MORCS we are committed to your child's success and we are committed to the growth and development of your entire family. We offer events, trainings, and wrap around services that will benefit the entire family and will help our students find success. Each student is an individual with very specific needs, and our effort is to provide information, support, and resources that will meet the needs of all of our families. It is our goal to give all stakeholders from the community a voice in running our school because we believe that it takes a village to raise a child. We want children and families to be the executives of their own education, and we want them to feel a sense of ownership over their educational experience at MORCS.

It is our sincere desire and expressed hope that your experience at Monsenor Oscar Romero Charter School will be exceptional. We work every day to ensure that our families continue to grow stronger, and through them, our community will grow as well. Together, we can make a huge impact on our children and their futures. Welcome to the Monsenor Oscar Romero Charter School family!

Rene Quon
Executive Administrator

Contact

*Monsenor Oscar Romero Charter Middle
2670 W. 11th Street
Los Angeles, CA 90006-3301*

Phone: 213-413-9600

E-mail: rquon@romerocharter.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Austin Beutner
E-mail Address	austin.beutner@lausd.net
Web Site	www.lausd.net

School Contact Information (School Year 2018—19)	
School Name	Monsenor Oscar Romero Charter Middle
Street	2670 W. 11th Street
City, State, Zip	Los Angeles, Ca, 90006-3301
Phone Number	213-413-9600
Principal	Rene Quon, Executive Administrator
E-mail Address	rquon@romerocharter.org
Web Site	http://morcs.ypics.org
County-District-School (CDS) Code	19647330114959

Last updated: 1/31/2019

School Description and Mission Statement (School Year 2018—19)

Monsenor Oscar Romero Charter School (MORCS) provides for urban students in grades 6-8 for academic success and promotes active community participation. The Pico Union/Westlake was chosen as the site for the school because it is an underserved community, composed of immigrant families struggling to overcome the economic barriers that accompany poor educational resources and cultural isolation.

MORCS is committed to engaging students to become change agents, to build and contribute to their community, and to celebrate the richness of their cultures. Monsenor Oscar Romero Charter School uses a learning model that treats all students as gifted and talented, with an emphasis on effective education and collaborative inquiry.

The curriculum is based on research-based programs that include facilitation through culturally-enriched instructional strategies. All members of the school community are engaged in our school and play significant roles; as students, parents, teachers and staff. Through high expectations, a rigorous curriculum, a personalized learning environment which is grounded in the culture of students, and family-school-community partnerships, the school assists students to overcome these barriers and in turn empower them to succeed well beyond high school, and lifelong learning.

Rigorous Academics

At YPI Charter Schools we seek to ensure that our Citizen Scholars have the skills they need to be successful in their college educations and in their careers. We utilize our hallmarks to ensure our students have authentic learning opportunities that will help prepare them for the future. Through enhanced technology learning, project-based learning, service learning, and parent engagement we prepare our Citizen Scholars to be lifelong learners who are ready for college and for their careers.

Support for All Learners

One value and belief that is very important to us is that all kids have the ability to learn and should have the support they need to be successful in school. The needs of every child are different, and YPICS is dedicated to ensuring that all students have equitable access to learning opportunities. Through project-based learning and an inclusive program, all students work together in general education classrooms to access the rigorous learning required by the California Standard which will push them to their highest potential. We dedicate time during professional development to analyze student data and outcomes to determine the best ways to support all learners. We leverage our partnerships and experience in the community to build programs that foster responsibility, creativity, cultural connections, active citizenship, and college readiness.

Wrap Around Services to Support the Whole Learner

We ask all of our Citizen Scholars to follow three basic behaviors at YPICS: Be Safe, Be Responsible, Be Respectful. Safety is first in the line because effective learning cannot take place when a child does not feel safe and secure. Our schools place tremendous importance on serving the "whole child," meaning academics are only part of what we pour into our kids. Our positive support plan includes counseling, incentives, celebrations, trips, and even administrators shaving their heads, all with the goal of making our schools places where students can be safe and happy and are therefore poised to learn. Once our Scholars feel safe and comfortable in their own skin, we push them to become citizens who are outwardly focused, looking to serve their community as change agents who seek out opportunities to positively impact others.

Teaching Excellence

Out of all the stakeholders who impact a child's education, none are more valuable than parents and teachers. We work with our teachers to build excellence and expertise in their fields. Constant feedback, support and reflection are provided to teachers through consistent professional development, professional learning communities, and through intentional and meaningful observations. To provide a structure for teacher growth, we employ the Marzano model of teaching and learning through our annual study of The Art and Science of Teaching and through observations using the iObservation platform. Using these tools, teachers can set professional goals, consult and conference with colleagues, and track their progress and growth over time. We are dedicated to teacher expertise and excellence because we know their growth will ultimately impact student learning and growth.

Excellence in Leadership

We believe that students and teachers thrive in an environment where they are supported. The administrative leadership team is dedicated to supporting our students and teachers with resources from our own experiences and through support from community partners. Using practices and structures outlined in Leverage Leadership by Paul Bambrick-Santoyo, we consistently reflect and refocus to ensure that the priorities of the organization are present in the classrooms and in the day to day work of our team. Our number one goal is support for all teachers and all learners.

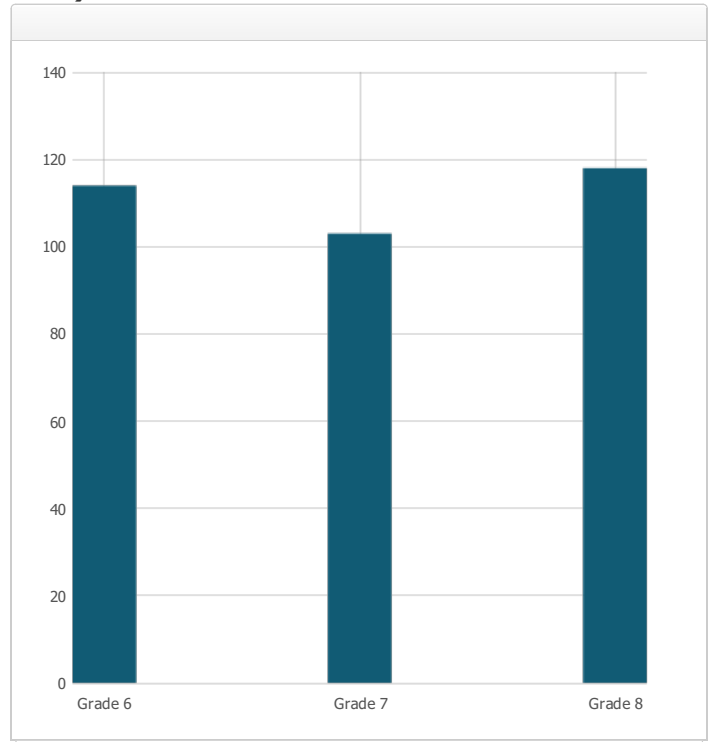
Sustainable Growth

At YPI Charter Schools, we strive to build leaders in our school community. This effort is consistent for all stakeholders: parents, students, teachers, and staff. Our desire is to create a community where all members take responsibility for their own learning and growth; this ownership will cultivate motivation, learning and growth for all stakeholders and will in turn ignite consistent and sustainable growth in our community.

Last updated: 1/31/2019

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Grade 6	114
Grade 7	103
Grade 8	118
Total Enrollment	335



Last updated: 1/31/2019

Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	%
American Indian or Alaska Native	%
Asian	0.3 %
Filipino	0.3 %
Hispanic or Latino	98.8 %
Native Hawaiian or Pacific Islander	%
White	0.6 %
Two or More Races	%
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	96.7 %
English Learners	28.7 %
Students with Disabilities	12.2 %
Foster Youth	%

A. Conditions of Learning

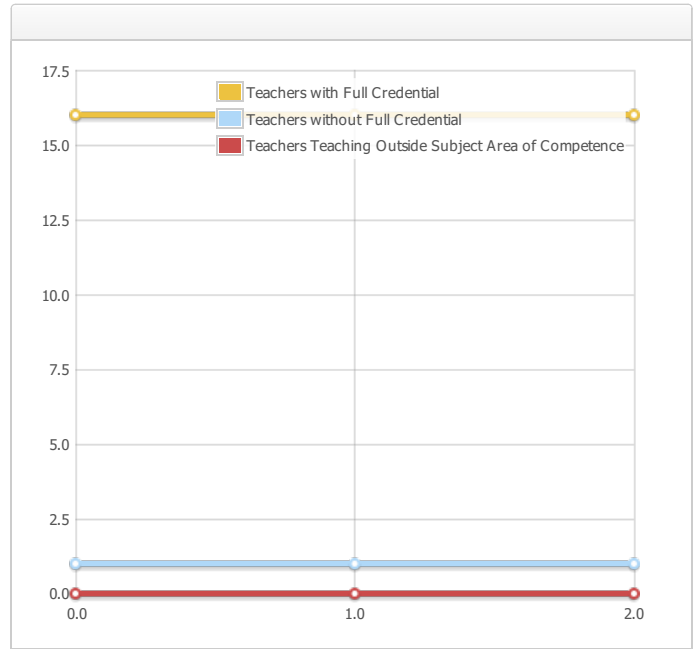
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

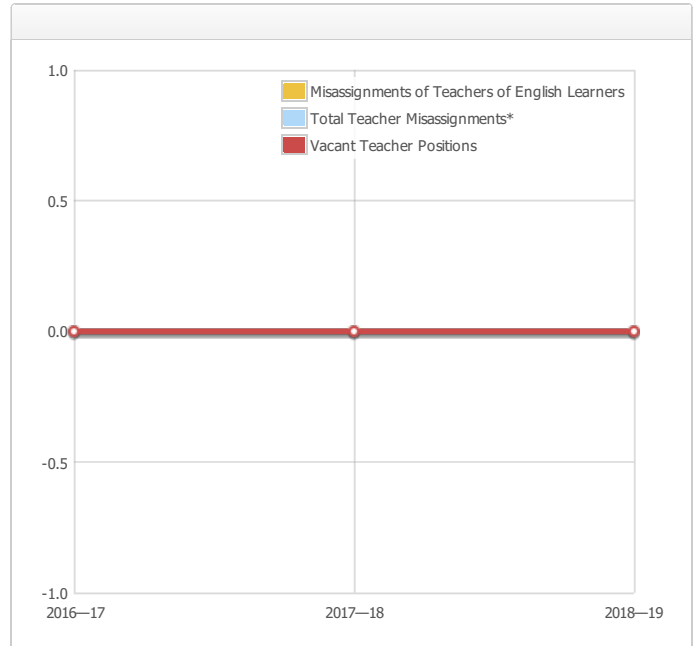
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	16	16	16	24740
Without Full Credential	1	1	1	1507
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2174



Last updated: 1/31/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
 * Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/31/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: January 2019

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	For reading language arts, we use several different resources. We have grade level novels (3 per grade level) that teachers use to teach language, reading, and writing skills. Each student has a copy of each book. We also provide access to all students on Achieve3000, an online program focused on expository reading and analysis. Finally, we use the Success for All Reading Edge program for reading/writing instruction for all students.	Yes	0.0 %
Mathematics	For mathematics, we use the Success for All Power Teaching Math program for all grade levels. We also provide each student with an account on ALEKS, which is a supplemental program for learning in math (ALEKS was adopted in 2010).	Yes	0.0 %
Science	We recently moved to an integrated model for middle school science under NGSS. All teachers and students have access to individual online accounts for Pearson Interactive Science.	Yes	0.0 %
History-Social Science	For History and Social Studies, we utilize the TCI History Alive resources for all grade levels. Each student has access both at school and at home.	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/31/2019

School Facility Conditions and Planned Improvements

MORCS partners with our district placement school (Berendo Middle School, via prop 39) to maintain cleanliness and safety of our school. Whenever repairs are needed, MORCS administration uses the LAUSD Principal's corner to request repairs through the district. We also have our own cleaning crew that we pay to clean the classrooms daily and to do deeper cleans during student breaks.

With Prop 1D and local bond funds, a new 16-classroom facility has been built. The facility includes an administrative office, multi-purpose room, covered lunch area, underground parking, and a basketball court.

The building opened on January 7, 2019 for faculty, staff, and student use.

Last updated: 1/31/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains		
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences		

Overall Facility Rate

Year and month of the most recent FIT report: January 2019

Overall Rating	Exemplary
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Last updated: 1/31/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	25.0%	21.0%	40.0%	43.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	17.0%	13.0%	30.0%	32.0%	37.0%	38.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/31/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	339	337	99.41%	20.96%
Male	173	172	99.42%	14.71%
Female	166	165	99.40%	27.44%
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	337	335	99.41%	20.78%
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	332	330	99.40%	21.10%
English Learners	224	222	99.11%	13.57%
Students with Disabilities	40	39	97.50%	2.56%
Students Receiving Migrant Education Services				
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	339	331	97.64%	13.33%
Male	173	169	97.69%	14.29%
Female	166	162	97.59%	12.35%
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	337	329	97.63%	13.11%
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	332	324	97.59%	13.62%
English Learners	224	218	97.32%	8.26%
Students with Disabilities	40	37	92.50%	5.41%
Students Receiving Migrant Education Services				
Foster Youth				

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2019

CAASPP Test Results in Science for All Students Grades Five, Eight and High School Percentage of Students Meeting or Exceeding the State Standard

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 1/31/2019

Career Technical Education (CTE) Programs (School Year 2017–18)

To address college and career readiness, MORCS classes incorporate projects into everyday instruction. We challenge students to be innovative and resourceful by using the broad range of technological resources available at our school. Our school is currently operating with a 1-to-1 ratio of technology to students, with all students having access to technology in all classrooms. Our science classes have an engineering focus and we strive to make connections to everyday life and the real world through our daily lessons. Additionally, our kids meet with an advisory teacher each day and discuss both college readiness and career options.

Last updated: 1/31/2019

Career Technical Education (CTE) Participation (School Year 2017–18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 1/31/2019

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	28.3%	18.3%	15.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/31/2019

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018—19)

Parents have ample opportunity to engage in all areas at MORCS, and we encourage parents to participate in all school initiatives. Our school calendar has always included weekly trainings and opportunities for parents to come to the school and engage with administration, parent coordinator, and trainers from various school staff members. Our goal is to engage our parents as partners, not as mere participants or bystanders in their child's education. To accomplish this, we have opportunities for parents to engage beyond meetings in the parent center. Each month parents participate in Parent Advisory meetings, School Advisory Council meetings, parent leadership meetings. We are also focused on training our parents on the same topics and initiatives our staff are trained on so they can provide feedback as we implement. We encourage our parents to come for observational rounds to provide feedback from a parent's lens on what is going on in our classrooms. We have many events throughout the year when parents can come and engage with their kids in academic topics and activities. One example of this was our Maker Madness event that provided families projects they could work on together. All projects were based on Engineering concepts, and the goal of the evening was to help parents and students understand the skills and practices within the field of engineering. Another example is our annual CASA project, a service learning project our kids participate in through a partnership with UnidosUS. The parents participate all along the way to help kids identify issues within the community they would like to address and then the kids develop projects that help educate others and address those community needs. Finally, we partner frequently with CCSA to help our parents engage in advocacy work for their school, the charter school movement, and in political movements in the state.

State Priority: Pupil Engagement

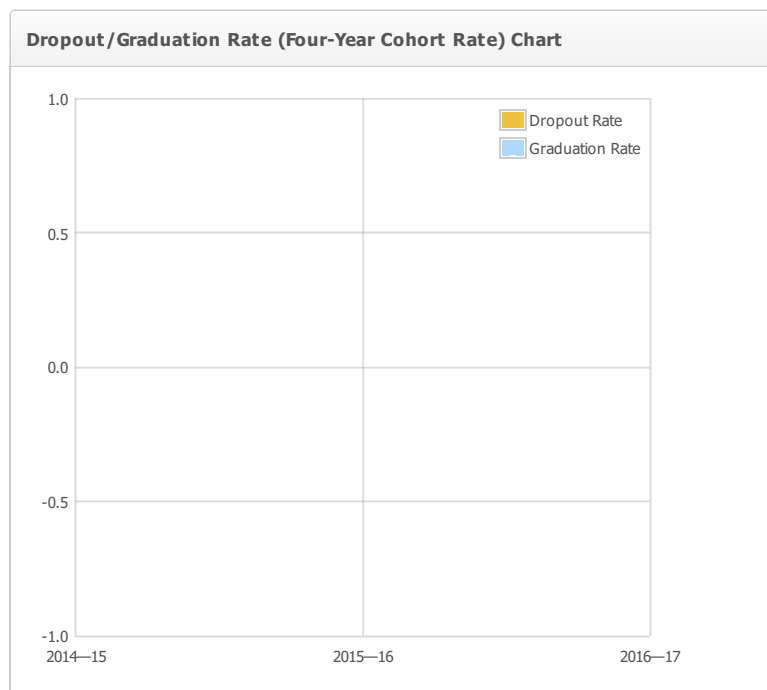
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	--	16.7%	13.7%	10.7%	9.7%
Graduation Rate	--	--	72.2%	77.3%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	--	10.8%	9.1%
Graduation Rate	--	79.7%	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/31/2019

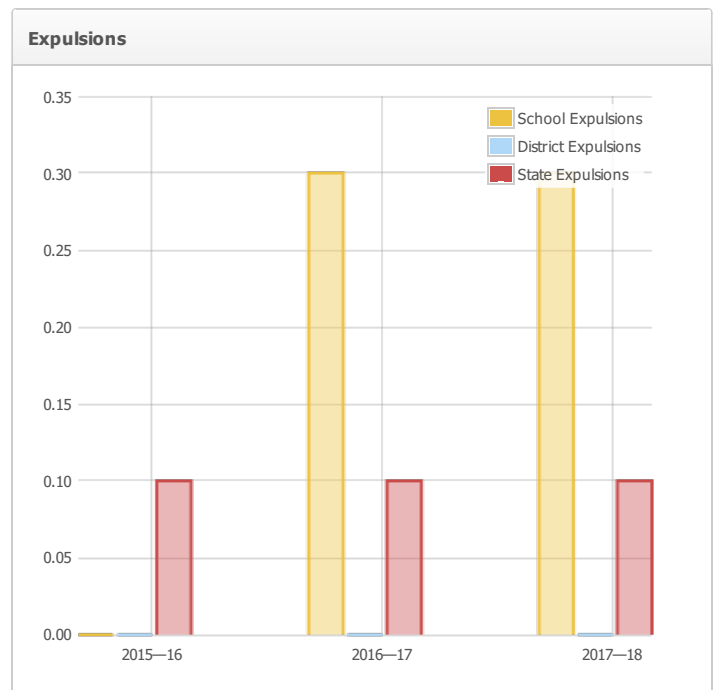
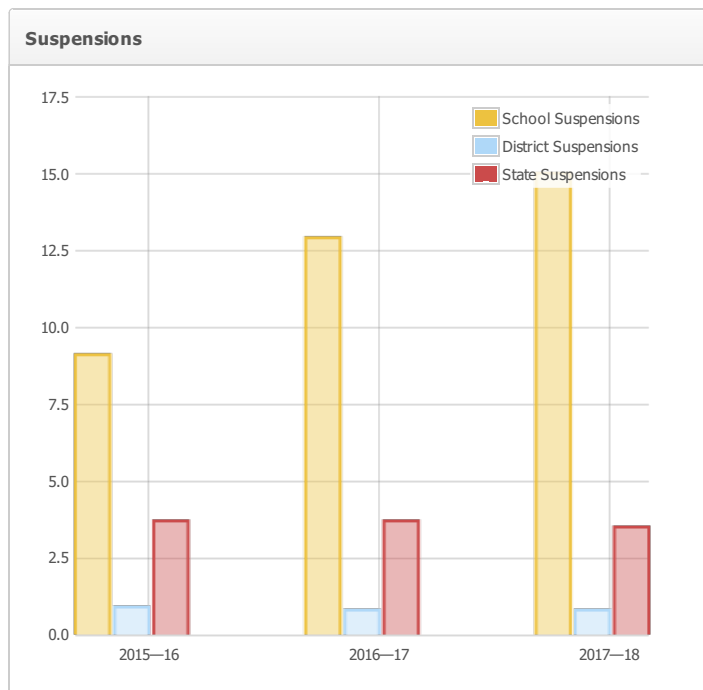
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	9.1%	12.9%	15.0%	0.9%	0.8%	0.8%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.3%	0.3%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/31/2019

School Safety Plan (School Year 2018—19)

Monsenor Oscar Romero Charter School follows the established standards of health and safety as commonly practiced in California public schools according to the California Education Code and California Health and Safety Code, including Education Codes 44237, 45125.1, and 45122.1. All city, county, and state building codes are also followed. We have 2 campus supervision aides who monitor our students and ensure that our school is safe throughout the day. The school also has an intrusion alarm with sensors in all classrooms, offices and supply areas. The result is a campus that is secure 24-hours a day, 7-days a week. Students are supervised at all times by certificated teachers and/or by paraprofessionals. We have a specific supervision plan that ensures students are supervised in all parts of the school throughout the day. All of our staff members are first aid and CPR certified. All employees are fingerprinted and cleared through the Department of Justice as required by Education Code 44237, and have a current TB test on file. As per our Prop 39 agreement with LAUSD, MORCS collaborates with Berendo Middle School to participate as part of their campus' overall safety plan.

Last updated: 1/31/2019

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	34.0		22	2
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	30.0		20	2
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	30.0	2	21	2
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Last updated: 1/31/2019

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	27.0	1	15	
Mathematics	27.0		9	
Science	27.0		8	
Social Science	27.0		8	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	23.0	7	13	
Mathematics	28.0	1	8	
Science	29.0		8	
Social Science	29.0		8	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	23.0	5	14	
Mathematics	27.0	1	8	
Science	28.0		8	
Social Science	28.0		8	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/31/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker	1.0	N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)	2.0	N/A
Other	3.0	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/31/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11828.0	\$2869.1	\$8958.9	\$57911.9
District	N/A	N/A	--	\$75094.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7125.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/31/2019

Types of Services Funded (Fiscal Year 2017—18)

At Monsenor Oscar Romero Charter School, we believe in teaching the whole child, which means that in addition to a comprehensive academic program, we also put a lot of resources and effort into wrap around services for the child and the family. Our academic program is a fully inclusive program that includes support for all students. We have two resource teachers and two aides who work with our population of students with special needs. We have a team of academic tutors who work with an academic coordinator to provide support to students in all classrooms. These tutors also focus on supporting English Learners (ELs) to develop the language skills they need to be successful in their core content classes. We provide tutoring and academic support through a team of teachers and through our after school program. To get our kids engaged in their communities, we implement the CASA service learning project designed by UnidosUS. This project encourages students to identify and discuss assets and deficits in their communities and then develop plans to address the community's needs. This project engages the students in real world action, making their academic learning more meaningful. As a part of this project and all other daily academic activities, we utilize technology. We have a 1-to-1 ratio of computers-to-students and students utilize technology in their learning on a daily basis. We also focus on providing quality professional development and support to our teachers because we know that if we build great teachers, our kids will be successful. We partner with the Success for All Foundation to implement two of their research proven programs: Reading Edge and Power Teaching Math, both of which align with the California State Standards and support learners at all levels.

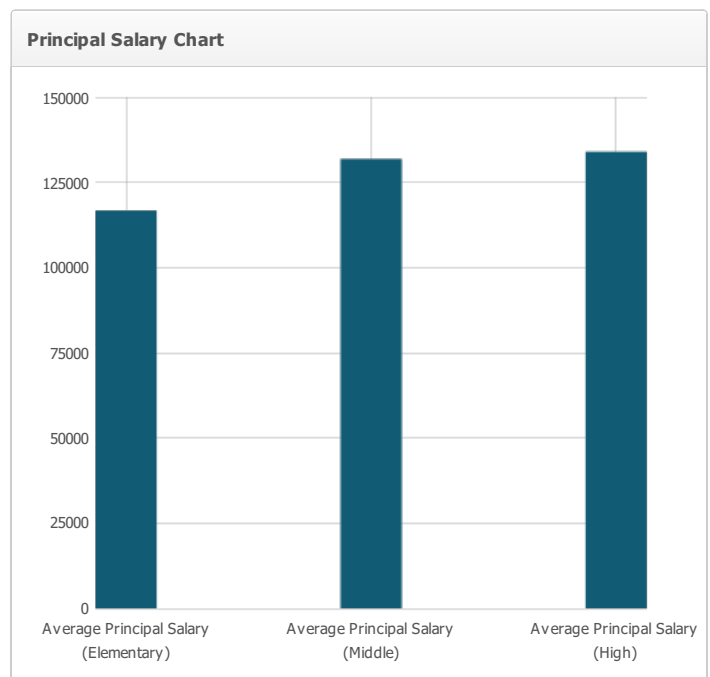
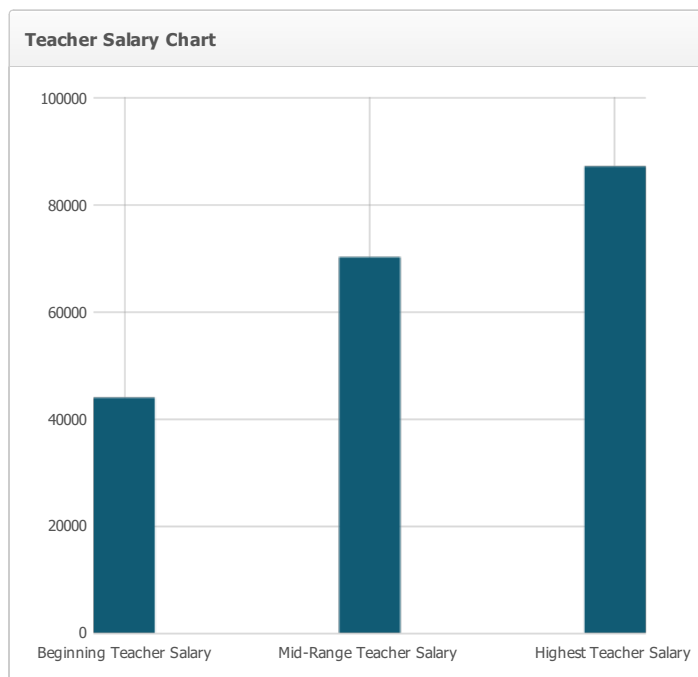
To address the non-academic needs of our kids, we have a lot of programs and resources in place. We have a full time school social worker and several counselors available to meet student social emotional needs. These positions are available because of our participation in the School Transformation Grant. We also have a leadership program, a sports program, and many after school clubs (including Anime, art, drama, peer mediation, and engineering). We also have an after school program where students can participate in enrichment programs, collaborative teambuilding games, and academic/homework help. We love to build our students and families up through engagement in their community and with partnerships like UnidosUS and CCSA, we are able to provide a lot of training for our parents and offer many programs that will help build our community.

Last updated: 1/31/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$47,903
Mid-Range Teacher Salary	\$70,141	\$74,481
Highest Teacher Salary	\$87,085	\$98,269
Average Principal Salary (Elementary)	\$116,726	\$123,495
Average Principal Salary (Middle)	\$131,879	\$129,482
Average Principal Salary (High)	\$133,989	\$142,414
Superintendent Salary	\$350,000	\$271,429
Percent of Budget for Teacher Salaries	31.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/31/2019

Professional Development

Professional development is a primary focus for our school because we believe that investing in our teachers and staff will help us reach all of our kids. Our school schedule has shortened days every Monday; students are released at 2pm instead of 3:45pm and our team has PD from 2:10 to 4:10pm. Additionally, we schedule one pupil free day each month to provide extended time for our team to deep dive into data, reflection, and relevant pedagogy. We typically have approximately 30 Monday professional development trainings, 5 full day trainings, and 5 half day trainings per year. On the full days, all schools from YPICS come together to reflect, learn, and share best practices. During our full and half day TPDs, our teachers are provided a conference-style day in which our team engages in a differentiated selection of sessions from which they can select to create their own learning and development experiences. Our professional development plan and focus are determined each semester based on classroom observations and student outcomes. Using multiple sets of data, we meet as a team prior to each semester to review our outcomes and to reflect on our successes and areas of need. Using this information, we generate a plan of attack for each semester. This plan always includes a plan for professional development.

During our current semester (January through June 2019) we are focused on several items: Mastery Based Grading, Success-for-all strategies (to support literacy as well as EL/LTEL success), Project Based Learning, At Risk Populations and their needs, as well as schoolwide positive behavior and intervention supports. In addition to professional learning series on these topics, we also provide time for teachers to reflect and collaborate on their practice and opportunities for teachers to share best practices. For this time, we utilize National School Reform Faculty protocols to help teachers analyze their plans, student work, and their outcome data to perpetually improve their professional practices.

Last updated: 1/31/2019



YPI CHARTER SCHOOLS

February 11, 2019

TO: YPI Charter Schools
Board of Directors

FROM: Yvette King-Berg
Executive Director

SUBJECT: Recommendation to approve expenditures for item above the spending authority of Executive Director.

BACKGROUND

The Executive Director has the authority to approve expenditures up to \$50,000. Expenditures over \$50,000 must be approved by the Board of Directors.

ANALYSIS

The following expenditure exceeds the Executive Director’s spending authority, and the Board is asked to review and approve the item:

Bert Corona Charter School and Bert Corona Charter High School are both participants in the Career Technical Incentive Grant (CTEIG), which is a grant that supports the Media Arts Career pathway between both schools. The schools need to purchase computers for a computer lab to specifically support the media arts foundational and certificate courses at both schools. The associated cost are covered by the grant and will be reimbursed by Vaughn Next Center Learning Center, who is the CTEIG lead. The purchase will be through Apple, Inc.

RECOMMENDATION

It is recommended that the Board approve the computer expenditures for Bert Corona and Bert Corona High School.

School	Amount
Bert Corona Charter	\$125,000
Bert Corona Charter High	\$125,000



YPI CHARTER SCHOOLS

February 11, 2019

TO: YPI Charter Schools
Board of Directors

FROM: Yvette King-Berg
Executive Director

**SUBJECT: Recommendation to approve YPICS Board Resolution 2019-3
Multiple Transparency Laws**

BACKGROUND

California Attorney General Xavier Becerra published a long-awaited opinion on December 26, 2018, declaring California charter schools are subject to the Public Records Act, Brown Act, Government Code Section 1090, and the Political Reform Act. The opinion also states that books and records of California charter schools authorized by a school district or county board of education are subject to review and inspection by a grand jury. ***Violations of some of these laws can lead to criminal penalties and fines and violations of any of these laws can lead to revocation of a charter school's charter if the violations are not cured in a timely fashion.***

The Attorney General Opinion (No. 11-201), although not legally binding, is entitled to "great deference by the courts[.]" *Stribling's Nurseries, Inc. v. County of Merced*, 232 Cal.App.2d 759, 763 [43 Cal.Rptr. 211]. Thus, the opinion is likely to be adopted by the courts in future criminal and civil proceedings. The Fair Political Practices Commission has also previously opined that the Political Reform Act applied to charter schools. Some local District Attorneys had already filed charges or were considering filing charges against charter school board members and administrators under these statutes prior to the Attorney General opinion, and we believe that the opinion is likely to lead to more such actions being filed. *Case law also concludes that conflict of interest laws extend to independent contractors doing work on behalf of charter schools in some cases.*

ANALYSIS

The Attorney General Opinion is predicated upon the holding that charter schools are a class of public schools, as they are funded by state taxes, required to meet statewide educational standards, and required to conduct pupil assessments just like non-charter public schools. The opinion also cites the Education Code in noting that a charter school

is under “the exclusive control of the officers of the public schools” and is a “school district” for the purposes of the allocation of education funds. The Attorney General quoted *Wilson v. State Bd. Of Education* (1999) 75 Cal.App.4th 1125, 1129, in stating that “[g]overnment officials of a charter school are themselves ‘officers of public schools to the same extent as members of other boards of education of public school districts.’” Thus, the Attorney General opined that these laws also apply to charter schools operated by nonprofits.

RECOMMENDATION

It is recommended that the Board approve the YPICS Board Resolution 2019-3 Multiple Transparency Laws



Resolution Number: 2019-1

RESOLUTION
OF THE
BOARD OF DIRECTORS OF
YPI CHARTER SCHOOLS, INC.
A California Nonprofit Public Benefit Corporation

New Law Requires Charter Schools to Notify Students and Parents or Guardians at Least Twice Per Year on How to Access Available Student Mental Health Services

We, the Board of Directors of YPI Charter Schools, Inc., a California nonprofit public benefit corporation, hereby consent to and adopt the following Resolution:

WHEREAS, YPI Charter Schools, Inc., operates the Bert Corona High School, Monseñor Oscar Romero Charter School, and Bert Corona Charter High School); and

WHEREAS, On September 18, 2018, Governor Jerry Brown signed AB 2022 into law, which took effect on January 1, 2019, and adds Section 49428 to the Education Code. Developed in response to unmet mental health needs and school safety following the February massacre at Marjory Stoneman Douglas High School in Parkland, Florida, this bill requires charter schools to notify students and parents or guardians of pupils on how to initiate access to available student mental health services on campus or in the community.

Charter schools must provide notice on how to initiate access to available student mental health services on campus or in the community **at least two times** during the school year to **both** parents/guardians and pupils.

NOW THEREFORE BE IT RESOLVED, that the YPI Charter Schools, Inc., Board of Directors hereby directs Yvette King-Berg, Executive Director YPI Charter Schools to **notify parents or guardians using at least two of the following methods:**

- (1) Distributing the information in a letter electronically or in hardcopy;
 - (2) Including the information in the parent handbook at the beginning of the school year;
- and
- (3) Posting the information on the school's website or social media page.

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10660 White Oak Ave, STE B101
Granada Hills CA 91344

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BE IT FURTHER RESOLVED, that the YPI Charter Schools, Inc., Board of Directors hereby approves YPI Charter Schools to seek support from LA County, which has been authorized to use funds from the Mental Health Services Act to provide a grant to charter schools to fund the notification requirement. A charter school may apply to its respective county for such a grant.

I, Sandra Mendoza, certify that the Board of Directors of YPI Charter Schools, Inc. on February 11, 2019, adopted the foregoing resolution, at Los Angeles, California.

By: _____ Date: _____

Sandra Mendoza, Board Secretary

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Resolution Number: 2019-3

RESOLUTION
OF THE
BOARD OF DIRECTORS OF
YPI CHARTER SCHOOLS, INC.
A California Nonprofit Public Benefit Corporation

California Attorney General Declares Charter Schools Subject to Multiple Transparency Laws

We, the Board of Directors of YPI Charter Schools, Inc., a California nonprofit public benefit corporation, hereby consent to and adopt the following Resolution:

WHEREAS, YPI Charter Schools, Inc., operates the Bert Corona High School, Monseñor Oscar Romero Charter School, and Bert Corona Charter High School); and

WHEREAS, California Attorney General Xavier Becerra published a long-awaited opinion on December 26, 2018, declaring California charter schools are subject to the Public Records Act, Brown Act, Government Code Section 1090, and the Political Reform Act. The opinion also states that books and records of California charter schools authorized by a school district or county board of education are subject to review and inspection by a grand jury. *Violations of some of these laws can lead to criminal penalties and fines and violations of any of these laws can lead to revocation of a charter school's charter if the violations are not cured in a timely fashion.*

The Attorney General Opinion (No. 11-201), although not legally binding, is entitled to "great deference by the courts[.]" *Stribling's Nurseries, Inc. v. County of Merced*, 232 Cal.App.2d 759, 763 [43 Cal.Rptr. 211]. Thus, the opinion is likely to be adopted by the courts in future criminal and civil proceedings. The Fair Political Practices Commission has also previously opined that the Political Reform Act applied to charter schools. Some local District Attorneys had already filed charges or were considering filing charges against charter school board members and administrators under these statutes prior to the Attorney General opinion, and we believe that the opinion is likely to lead to more such actions being filed. *Case law also concludes that conflict of interest laws extend to independent contractors doing work on behalf of charter schools in some cases.*

NOW THEREFORE BE IT RESOLVED, that the YPI Charter Schools, Inc., Board of Directors hereby will continue to adhere to **the Brown Act and the Public Records Act**. The Ralph M. Brown Act provides public access to meetings of local government agencies. The California Public Records Act requires disclosure of records to the general public upon request. In the

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opinion, the Attorney General points out that the Brown Act and the Public Records Act are applicable to a “local agency” and to the “legislative body” of a local agency. Considering the language in both Acts and the State Constitution, the Attorney General writes that “‘school districts’ are subject to the sunshine laws, and charter schools are ‘school districts’ for purposes

of receiving state funding. What charter schools do with the public money that they receive is a matter of legitimate concern to the taxpaying public.” The Attorney General is “convinced that the public has a right to expect transparency from charter schools because they are licensed and paid by the state to participate in the core function of educating California’s children.”

BE IT FURTHER RESOLVED, that the YPI Charter Schools, Inc., Board of Directors hereby continues to adhere to the **Political Reform Act and Government Code Section 1090**. The Political Reform Act of 1974 and Government Code Section 1090 (commonly referred to as conflict of interest laws) serve as the legal bedrocks of governmental ethics in California. The Political Reform Act regulates public official conduct in making, participating in making, or in any way attempting to use the officials’ position to influence a governmental decision in which the official has a financial interest. The Act also requires disclosure of financial interests annually on a Statement of Economic Interest (Form 700). Government Code Section 1090 generally precludes a public governing board from entering into a contract when a member of the board has a financial interest in the contract. A violation of Section 1090 is a felony and voids the contract involved. *For this reason YPI Charter schools will not enter into contracts in which any of its Board members or administrators might financially gain either directly or indirectly without first consulting legal counsel*

I, Sandra Mendoza, certify that the Board of Directors of YPI Charter Schools, Inc. on February 11, 2019, adopted the foregoing resolution, at Los Angeles, California.

By: _____ Date: _____

Sandra Mendoza, Board Secretary

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Coversheet

November and December 2018 YPICS Financials

Section: V. Items Scheduled For Action
Item: A. November and December 2018 YPICS Financials
Purpose: Vote
Submitted by:
Related Material: 18-19 YPICS Financial Board Packet 18.12.pdf

KEY POINTS

- Combined Operating Net Income for YPICS without Prop 1D revenue is projected to be \$329K.
- Operating Cash on hand at June 30th is \$3,719K.
- Ending Fund Balance is \$27,578K.

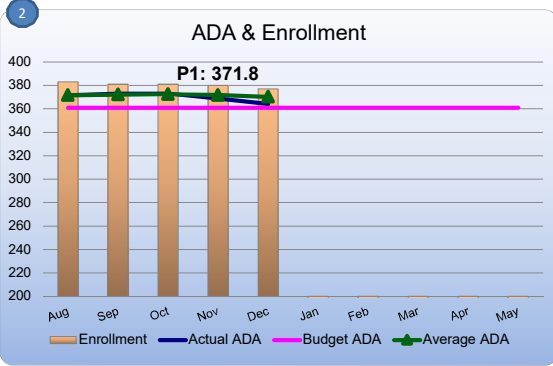
INCOME STATEMENT	Forecast	VS. Budget		FY YTD			Historical	
	As of 12/31/18	FY Budget	Variance B/(W)	Actual YTD	Budget YTD	Variance B/(W)	FY 17-18	FY 16-17
Local Control Funding Formula	9,904,343	10,163,237	(258,894)	3,189,229	3,181,150	8,079	8,764,509	7,877,262
Federal Revenue	4,332,032	4,367,152	(35,120)	942,210	1,700,061	(757,851)	4,846,384	5,199,526
State Revenue	1,619,493	1,619,734	(241)	353,773	592,292	(238,519)	13,594,309	4,165,228
Other Local Revenue	7,013,172	88,000	6,925,172	4,664,160	39,667	4,624,493	302,360	210,003
Grants/Fundraising	34,258	30,000	4,258	27,055	13,434	13,621	63,969	55,962
TOTAL REVENUE	22,903,298	16,268,122	6,635,176	9,176,427	5,526,603	3,649,824	27,571,531	17,507,981
<i>Total per ADA</i>	17,259	17,127	132				17,740	18,189
<i>w/o Grants/Fundraising</i>	17,222	17,096	126				17,667	18,122
Certificated Salaries	3,821,997	3,839,146	17,150	1,590,385	1,566,210	(24,176)	3,217,552	3,022,520
Classified Salaries	2,039,987	2,054,067	14,080	899,209	899,455	246	1,865,779	1,714,611
Benefits	1,880,798	2,069,946	189,148	846,059	914,480	68,421	1,823,628	1,558,836
Student Supplies	1,629,519	1,708,135	78,616	633,596	836,564	202,968	1,409,208	1,636,851
Operating Expenses	5,726,256	5,769,045	42,789	2,060,326	2,803,676	743,349	6,169,218	6,192,779
Other	588,730	582,735	(5,995)	213,672	195,770	(17,901)	550,467	337,168
TOTAL EXPENSES	15,687,288	16,023,075	335,787	6,243,248	7,216,154	972,907	15,035,852	14,462,765
<i>Total per ADA</i>	16,904	16,869	(35)				17,112	17,480
INCOME / (LOSS)	7,216,009	245,047	6,970,962	2,933,180	(1,689,551)	4,622,731	12,535,679	3,045,216
Less Prop 1D Revenue	(6,886,562)	0		(4,579,567)	0		(11,984,438)	(2,458,092)
OPERATING INCOME / (LOSS)	329,448	245,047	17,150	(1,646,387)	(1,689,551)	43,164	551,241	587,124

Balance Sheet	6/30/2018	9/30/2018	10/31/2018	6/30/2019 Forecast	Notes
Assets					
Cash	6,931,319	4,031,149	8,520,390	3,718,817	Prop 1D Cash as of 10/31/2018 \$2,306,995. Zero at 06/30/18
Accounts Receivable	2,033,995	733,382	669,173	1,644,576	
Due From Others	109,463	108,267	108,899	113,867	
Other Assets	97,067	130,036	74,378	79,451	
Net Fixed Assets	24,169,496	26,234,458	26,222,769	30,872,174	
Total Assets	33,341,340	31,237,293	35,595,609	36,428,885	
Liabilities					
A/P & Payroll	2,082,767	1,236,385	1,114,026	375,066	
Due to Others	443,078	439,489	444,738	261,815	
Deferred Revenue	2,387,238	2,387,238	5,025,984	261,253	
Total Debt	8,066,010	8,002,493	7,994,160	7,952,495	
Total Liabilities	12,979,093	12,065,605	14,578,908	8,850,629	
Equity					
Beginning Fund Bal.	7,826,935	20,362,246	20,362,246	20,362,246	
Net Income/(Loss)	3,045,216	(1,190,559)	654,454	7,216,009	
Total Equity	10,872,151	19,171,687	21,016,701	27,578,256	
Total Liabilities & Equity	23,851,244	31,237,292	35,595,609	36,428,885	



1 Key Performance Indicators

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



KEY POINTS

- ADA through month 5 was 370.22 with ending enrollment of 377 students. Future months forecast assumes enrollment at 377 students with ADA of 96%
- Revenue is above budget by \$76K mainly due to higher than budgeted enrollment
- Expenses are higher than budget by \$73K mainly due to increase in SPED needs
- Overall, net income is forecasted to be \$104K which is \$3K higher than budget.
- Cash on hand at June 30th is forecasted to be \$2M which represents 25.6% of total expense. Forecast assumes that due from to BCHS will be \$80K by June 30th.

3 Average Daily Attendance Analysis

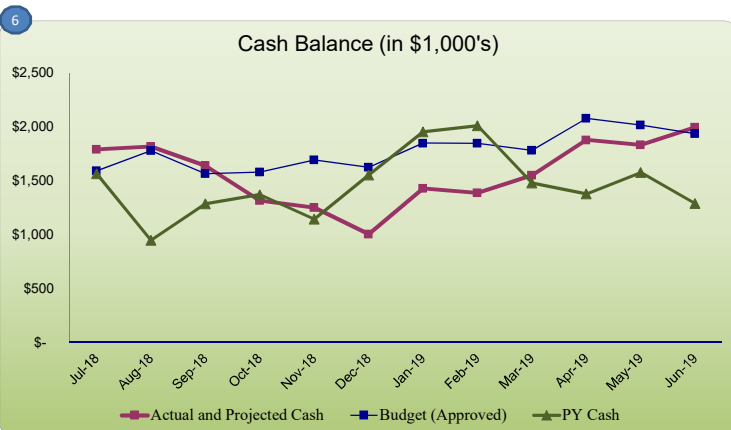
Category	Actual through Month 5	Forecasted P2	Budgeted P2	Better/ (Worse)	Prior Month Forecast	Prior Year P2
Enrollment	377	377	374	3	377	370
ADA %	97.3%	97.0%	96.5%	0.5%	97.7%	96.7%
Average ADA	370.22	367.69	360.91	6.78	368.46	356.67

4 LCFF Supplemental & Concentration Grant Factors

Category	Budget	Forecast	Variance	Prior Year
Unduplicated Pupil Count	315	308	(7)	319
3-Year Average %	85.8%	84.7%	-1.2%	87.1%
District UPP C. Grant Cap	83.5%	83.5%	0.0%	85.5%

5 INCOME STATEMENT

INCOME STATEMENT	Forecast			VS. Budget			FY 18-19 YTD			Historical	
	As of 12/31/18	FY 18-19 Budget	Variance B/(W)	Actual YTD	Budget YTD	Variance B/(W)	FY 17-18	FY 16-17			
Local Control Funding Formula	3,719,807	3,648,289	71,518	1,397,798	1,381,697	16,101	3,383,555	3,299,332			
Federal Revenue	3,532,104	3,529,589	2,514	823,720	1,595,927	(772,208)	4,064,308	4,495,777			
State Revenue	866,294	854,754	11,540	219,783	321,756	(101,973)	920,913	956,337			
Other Local Revenue	43,300	50,000	(6,700)	29,469	22,778	6,692	157,224	128,216			
Grants/Fundraising	7,000	10,000	(3,000)	7,000	5,000	2,000	7,552	28,348			
TOTAL REVENUE	8,168,504	8,092,632	75,872	2,477,769	3,327,157	(849,388)	8,533,552	8,908,011			
Total per ADA	22,216	22,423	(207)				23,926	24,876			
w/o Grants/Fundraising	22,197	22,395	(198)				23,904	24,797			
Certificated Salaries	1,216,973	1,197,981	(18,992)	553,288	557,812	4,523	1,168,474	1,115,727			
Classified Salaries	832,014	743,871	(88,142)	404,887	341,196	(63,690)	719,824	637,929			
Benefits	619,582	632,917	13,335	310,555	311,563	1,008	666,768	563,526			
Student Supplies	762,376	778,896	16,519	317,939	409,662	91,723	679,070	979,522			
Operating Expenses	3,763,911	3,760,304	(3,607)	1,626,812	1,885,347	258,535	4,410,855	4,615,613			
Other	869,309	876,938	7,629	377,270	433,080	55,810	809,374	819,246			
TOTAL EXPENSES	8,064,164	7,990,906	(73,258)	3,590,752	3,938,661	347,909	8,454,364	8,731,563			
Total per ADA	21,932	22,141	209				23,704	24,384			
INCOME / (LOSS)	104,340	101,726	2,614	(1,112,983)	(611,503)	(501,479)	79,188	176,447			



Year-End Cash Balance

Projected	Budget	Variance
1,998,510	1,937,007	61,502

7 Balance Sheet

	6/30/2018	11/30/2018	12/31/2018	6/30/2019 FC
Assets				
Cash	1,291,457	1,252,855	1,005,729	1,998,510
Accounts Receivable	1,379,897	612,423	602,570	696,894
Due From Others	79,687	79,628	99,628	84,628
Other Assets	17,865	19,772	22,581	22,581
Net Fixed Assets	664,036	571,807	550,689	530,438
Total Assets	3,432,942	2,536,483	2,281,196	3,333,050
Liabilities				
A/P & Payroll	339,384	327,129	323,443	143,515
Due to Others	27,347	33,474	30,990	45,449
Deferred Revenue	0	0	0	0
Total Debt	79,005	52,539	52,539	52,539
Total Liabilities	445,736	413,142	406,972	241,504
Equity				
Beginning Fund Bal.	2,908,018	2,987,206	2,987,206	2,987,206
Net Income/(Loss)	79,188	(863,866)	(1,112,983)	104,340
Total Equity	2,987,206	2,123,341	1,874,224	3,091,547
Total Liabilities & Equity	3,432,942	2,536,483	2,281,196	3,333,050
Available Line of Credit				
Days Cash on Hand	57	58	47	93
Cash Reserve %	15.7%	15.9%	12.9%	25.6%



BERT CORONA CHARTER SCHOOL

Financial Analysis

December 2018

Net Income

Bert Corona Charter School is projected to achieve a net income of \$104K in FY18-19 compared to \$102K in the board approved budget. Reasons for this positive \$3K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of December 31, 2018, the school's cash balance was \$1.01M. By June 30, 2019, the school's cash balance is projected to be \$2.00M, which represents a 26% reserve.

As of December 31, 2018, the Accounts Receivable balance was \$603K, down from \$612K in the previous month, due to the receipt of revenue earned in FY17-18.

As of December 31, 2018, the Accounts Payable balance, including payroll liabilities, totaled \$323K, compared to \$327K in the prior month.

As of December 31, 2018, BCCS had a debt balance of \$53K compared to \$53K in the prior month. This represent apple lease obligations for two more years.

Income Statement

Revenue

Total revenue for FY18-19 is projected to be \$8.17M, which is \$76K or 0.9% over budgeted revenue of \$8.09M.

LCFF Revenue is projected to be higher than budget by \$72K due to higher enrollment.

Expenses

Total expenses for FY18-19 are projected to be \$8.06M, which is \$73K or 0.9% over budgeted expenditures of \$7.99M.

Classified Salaries are projected to be higher than budget \$88K due to higher than expected SPED needs.

ADA

Budgeted average ADA for FY18-19 is 360.91 based on an enrollment of 374 and a 96.5% attendance rate.

The forecast assumes an ADA of 367.69 based on an enrollment of 377 and a 97.0% attendance rate.

In Month 5, ADA was 364.11 with 377 students enrolled at the end of the month and a 96.0% ADA rate.

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



Average ADA for the year (through Month 5) is 370.22 (a 97.3% ADA rate for the year to date).

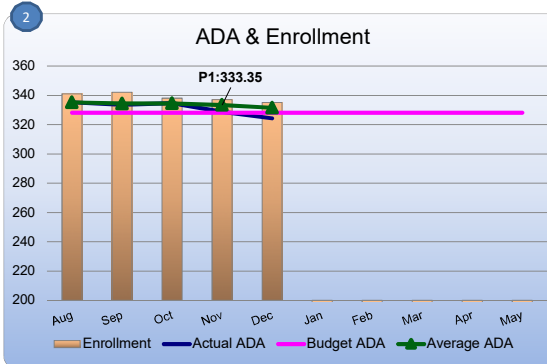
This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$20,000 and 10%.

Key Performance Indicators

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

KEY POINTS

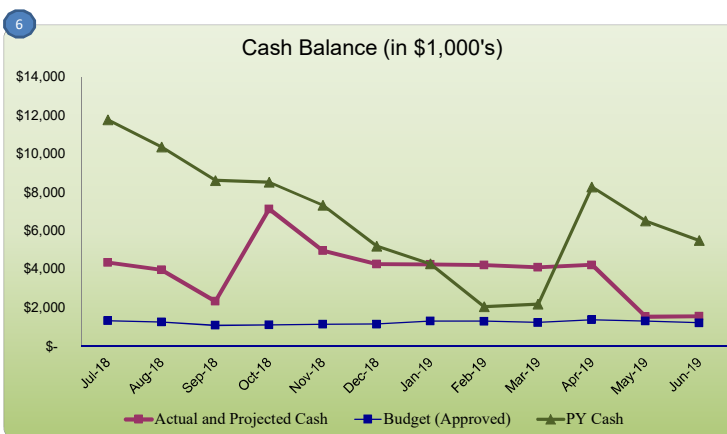
- ADA through Month 5 was 331.45 with ending enrollment of 335 students.
- Revenue is forecasted to be above budget by \$6,931K mainly due Prop 1D Revenue (\$6,887K).
- Expenses are forecasted lower than budget by \$89K.
- Overall, operating net income excluding Prop 1D forecasted to be \$224K which is \$134K higher than budget.
- Operating Cash on hand at June 30th is forecasted to be \$1,568K which represents 37.1% of total expense.



Category	Actual through Month 5	Forecasted P2	Budgeted P2	Better/ (Worse)	Prior Month Forecast	Prior Year P2
Enrollment	335	335	340	(5)	338	339
ADA %	97.7%	97.2%	96.5%	0.7%	97.4%	96.7%
Average ADA	331.45	328.23	328.10	0.13	329.37	327.53

Category	Budget	Forecast	Variance	Prior Year
Unduplicated Pupil Count	326	321	(5)	325
3-Year Average %	96.1%	96.0%	0.0%	96.5%
District UPP C. Grant Cap	83.0%	83.0%	0.0%	85.5%

INCOME STATEMENT	Forecast			VS. Budget			FY 18-19 YTD			Historical	
	As of 12/31/18	FY 18-19 Budget	Variance B/(W)	Actual YTD	Budget YTD	Variance B/(W)	FY 17-18	FY 16-17			
Local Control Funding Formula	3,374,441	3,365,635	8,806	1,302,955	1,286,640	16,315	3,156,546	3,042,857			
Federal Revenue	546,878	523,948	22,930	108,460	91,190	17,270	552,291	519,912			
State Revenue	513,528	506,879	6,649	104,236	231,682	(127,446)	12,483,697	2,921,202			
Other Local Revenue	6,926,589	35,000	6,891,589	4,607,234	15,944	4,591,290	96,886	72,722			
Grants/Fundraising	11,250	10,000	1,250	11,250	5,000	6,250	34,250	12,000			
TOTAL REVENUE	11,372,685	4,441,461	6,931,225	6,134,135	1,630,457	4,503,678	16,323,670	6,568,693			
<i>Total per ADA</i>	13,668	13,537	131				49,839	20,218			
<i>w/o Grants/Fundraising</i>	13,633	13,506	127				49,734	20,181			
Certificated Salaries	1,181,201	1,147,317	(33,884)	563,687	533,407	(30,280)	1,030,222	1,034,251			
Classified Salaries	462,556	567,318	104,762	198,925	260,617	61,693	518,009	502,618			
Benefits	550,181	586,637	36,456	272,226	289,154	16,928	567,560	515,379			
Student Supplies	496,250	482,509	(13,741)	188,014	229,237	41,224	423,984	429,416			
Operating Expenses	979,495	969,417	(10,078)	263,324	489,386	226,062	820,012	828,572			
Other	591,637	597,163	5,526	248,297	294,897	46,600	556,826	534,686			
TOTAL EXPENSES	4,261,320	4,350,361	89,040	1,734,473	2,096,699	362,226	3,916,613	3,844,921			
<i>Total per ADA</i>	12,983	13,259	276				11,958	11,835			
INCOME / (LOSS)	7,111,365	91,100	7,020,265	4,399,662	(466,243)	4,865,904	12,407,057	2,723,772			



Projected	Budget	Variance
1,567,667	1,227,814	339,853

	6/30/2018	11/30/2018	12/31/2018	6/30/2019 FC
Assets				
Cash	1,803,617	1,922,452	1,968,898	1,567,667
Cash, Prop 1D	3,657,764	3,061,525	2,306,995	0
Accounts Receivable	336,087	23,289	(0)	556,450
Due From Others	83,098	27,958	27,978	27,978
Other Assets	2,899	17,748	19,642	19,642
Net Fixed Assets	23,421,869	27,200,750	27,993,125	30,279,989
Total Assets	29,305,335	32,253,722	32,316,637	32,451,725
Liabilities				
A/P & Payroll	1,665,636	77,780	131,641	125,668
Due to Others	336,860	339,086	338,536	74,889
Deferred Revenue	2,387,238	5,025,984	2,568,248	261,253
Total Debt	7,886,999	7,849,948	7,849,948	7,849,948
Total Liabilities	12,276,733	13,292,797	10,888,373	8,311,758
Equity				
Beginning Fund Bal.	4,621,545	17,028,601	17,028,601	17,028,601
Net Income/(Loss)	12,407,057	1,932,323	4,399,662	7,111,365
Total Equity	17,028,601	18,960,924	21,428,263	24,139,966
Total Liabilities & Equity	29,305,335	32,253,722	32,316,636	32,451,724
Available Line of Credit				
Days Cash on Hand	170	165	170	136
Cash Reserve %	46.6%	45.2%	46.6%	37.1%



MONSEÑOR OSCAR ROMERO CHARTER SCHOOL

Financial Analysis

December 2018

Net Income

Monsenor Oscar Romero Charter School is projected to achieve a net income of \$7.11M in FY18-19 compared to \$91K in the board approved budget. Reasons for this positive \$7.02M variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of December 31, 2018, the school's cash balance was \$1.97M. By June 30, 2019, the school's cash balance is projected to be \$1.57M, which represents a 37% reserve.

As of December 31, 2018, the Accounts Receivable balance was zero, down from \$23K in the previous month, due to the receipt of revenue earned in FY17-18.

As of December 31, 2018, the Accounts Payable balance, including payroll liabilities, totaled \$132K, compared to \$78K in the prior month.

As of December 31, 2018, MORCS had a debt balance of \$7.85M compared to \$7.85M in the prior month. Repayment of Prop 1D loan will start in FY19-20.

Income Statement

Revenue

Total revenue for FY18-19 is projected to be \$11.37M, which is \$6.93M or 156.1% over budgeted revenue of \$4.44M.

Other Local Revenue is projected to be higher than budget by \$6,903K due to new building construction project.

Expenses

Total expenses for FY18-19 are projected to be \$4.26M, which is \$89K or 2.0% under budgeted expenditures of \$4.35M.

Classified Salaries are forecasted to be \$105K below budget due to over budgeting in Classified Admin positions.

Rent Expense is higher than budget by \$124K due to the delay in construction for the new building.

Transportation costs are projected to be lower than budget by \$79K due to reduction in home to school transportation.

ADA

Budgeted average ADA for FY18-19 is 328.10 based on an enrollment of 340 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 328.22 based on an enrollment of 335 and a 97.2% attendance rate.

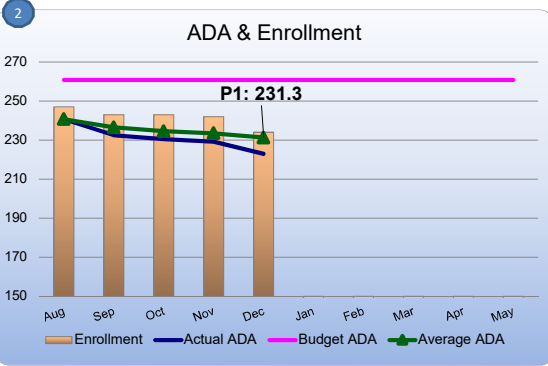
In Month 5, ADA was 324.28 with 335 students enrolled at the end of the month and a 96.6% ADA rate.

Average ADA for the year (through Month 5) is 331.45 (a 97.7% 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%.

1 Key Performance Indicators

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



KEY POINTS

- ADA through month 5 was 231.30 with ending enrollment of 234 students. Future months forecast assumes enrollment at 231 students with ADA of 94.5%
- Revenue is below budget by \$442K mainly due to lower than budgeted enrollment
- Expenses are lower than budget by \$391K due to savings in salaries, benefits and supplies
- Overall, net income is \$5K which is \$51K lower than budget.
- Cash on hand at June 30th is forecasted to be \$201K which represents 6.2% of total expense. Forecast assumes that debt to BCCS will be \$80K by June 30th.

3 Average Daily Attendance Analysis

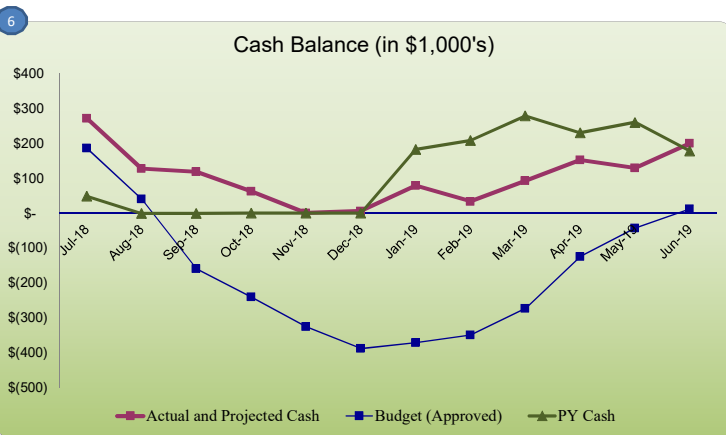
Category	Actual through Month 5	Forecasted P2	Budgeted P2	Better/ (Worse)	Prior Month Forecast	Prior Year P2
Enrollment	234	231	276	(45)	244	207
ADA %	94.7%	94.6%	94.5%	0.1%	95.1%	94.6%
Average ADA	231.30	226.17	260.82	(34.65)	232.10	194.46

4 LCFF Supplemental & Concentration Grant Factors

Category	Budget	Forecast	Variance	Prior Year
Unduplicated Pupil Count	223	197	(26)	171
3-Year Average %	82.9%	83.2%	0.2%	85.5%
District UPP C. Grant Cap	84.0%	84.0%	0.0%	85.5%

5 INCOME STATEMENT

INCOME STATEMENT	Forecast	VS. BUDGET		FY 18-19 YTD			Historical	
	As of 12/31/18	FY 18-19 Budget	Variance B/(W)	Actual YTD	Budget YTD	Variance B/(W)	FY 17-18	FY 16-17
Local Control Funding Formula	2,740,207	3,149,313	(409,107)	901,534	919,879	(18,345)	2,224,408	1,599,312
Federal Revenue	258,669	313,615	(54,946)	52,178	45,732	6,446	229,785	183,837
State Revenue	232,280	258,101	(25,821)	58,068	79,433	(21,365)	189,699	204,673
Other Local Revenue	43,550	3,000	40,550	27,723	1,376	26,347	48,230	27,841
Grants/Fundraising	17,593	10,000	7,593	12,020	5,436	6,584	22,166	15,615
TOTAL REVENUE	3,292,298	3,734,029	(441,732)	1,051,522	1,051,856	(333)	2,714,289	2,031,277
<i>Total per ADA</i>	14,557	14,316	240				13,958	14,153
<i>w/o Grants/Fundraising</i>	14,479	14,278	201				13,844	14,044
Certificated Salaries	1,114,744	1,224,826	110,081	541,331	571,691	30,360	820,842	590,041
Classified Salaries	424,696	358,750	(65,946)	199,726	166,872	(32,854)	321,007	273,097
Benefits	476,333	608,236	131,903	254,431	299,001	44,571	462,142	305,707
Student Supplies	311,956	434,235	122,279	174,515	249,972	75,457	300,657	180,983
Operating Expenses	540,132	571,652	31,519	131,795	290,382	158,587	427,886	264,990
Other	419,446	480,828	61,382	167,460	233,948	66,487	332,687	271,462
TOTAL EXPENSES	3,287,307	3,678,526	391,218	1,469,258	1,811,866	342,609	2,665,222	1,886,279
<i>Total per ADA</i>	14,535	14,104	(431)				13,706	13,143
INCOME / (LOSS)	4,990	55,504	(50,513)	(417,735)	(760,011)	342,275	49,067	144,998



Year-End Cash Balance

Projected	Budget	Variance
201,154	13,159	187,996

7 Balance Sheet

	6/30/2018	11/30/2018	12/31/2018	6/30/2019 FC
Assets				
Cash	178,480	1,466	6,960	201,154
Accounts Receivable	318,010	33,461	33,461	302,099
Due From Others	21	80	80	80
Other Assets	1,720	4,908	9,350	9,350
Net Fixed Assets	57,183	58,802	56,677	43,925
Total Assets	555,414	98,718	106,528	556,609
Liabilities				
A/P & Payroll	30,466	8,744	10,964	76,092
Due to Others	78,871	72,221	92,221	79,448
Deferred Revenue	0	0	0	0
Total Debt	100,006	83,340	75,007	50,008
Total Liabilities	209,343	164,305	178,192	205,547
Equity				
Beginning Fund Bal.	297,004	346,071	346,071	346,071
Net Income/(Loss)	49,067	(411,658)	(417,735)	4,990
Total Equity	346,071	(65,587)	(71,664)	351,061
Total Liabilities & Equity	555,414	98,718	106,528	556,609
Available Line of Credit				
Days Cash on Hand	25	0	1	23
Cash Reserve %	6.8%	0.0%	0.2%	6.2%



Bert Corona Charter High School Financial Analysis December 2018

Net Income

Bert Corona Charter High School is projected to achieve a net income of \$5K in FY18-19 compared to \$56K in the board approved budget. Reasons for this negative \$51K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of December 31, 2018, the school's cash balance was \$7K. By June 30, 2019, the school's cash balance is projected to be \$201K, which represents a 6% reserve.

As of December 31, 2018, the Accounts Receivable balance was \$34K, down from \$34K in the previous month, due to the receipt of revenue earned in FY17-18.

As of December 31, 2018, the Accounts Payable balance, including payroll liabilities, totaled \$11K, compared to \$9K in the prior month.

As of December 31, 2018, BCCHS had a Revolving Loan balance of \$75K compared to \$83K in the prior month. An additional \$25K will be paid this fiscal year. Due to BCCS is \$92K.

Income Statement

Revenue

Total revenue for FY18-19 is projected to be \$3.29M, which is \$442K or 11.8% under budgeted revenue of \$3.73M.

Local Control Funding Formula - State Aid, is projected to be under budget by \$409K due to lower projected ADA.

Object 8220 – Child Nutrition (Federal) is projected to be lower than budget by \$29K due to lower enrollment.

Object 8291 – Title I Revenue is projected to be lower than budget by \$30K due to lower enrollment.

Object 8311 – SPED AB602 Revenue is projected to be lower than budget by \$20K due to lower enrollment.

Object 8390 – Other Local Revenue is projected to be higher than budget by \$40K due to receipts of STEPS grant of \$15K and \$25K from Opportunities for Learning.

Expenses

Total expenses for FY18-19 are projected to be \$3.29M, which is \$391K or 10.6% under budgeted expenditures of \$3.68M.

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



Certificated Salaries, are projected to be under budget by \$113K.

Classified Salaries, are projected to be over budget by \$66K.

STRS expenses, are projected to be under budget by \$23K, due to lower Certificated salaries.

H&W Expenses is projected to be below budget by \$104K.

Textbook and Core Materials expense is projected to be under budget by \$31K

Food and Food supplies is projected to be under budget by \$32K due to lower enrolment.

Non-Instructional Consultant costs is projected to under budget by \$21K due to lower BTSA needs.

Instructional Consultant cost is projected to be over budget by \$27K due to higher substitute costs.

Indirect Cost expense is projected to be under budget by \$54K due to lower enrollment.

ADA

Budgeted average ADA for FY18-19 is 260.82 based on an enrollment of 276 and a 94.5% attendance rate.

The forecast assumes an ADA of 226.17 based on an enrollment of 231 and a 94.6% attendance rate.

In Month 5, ADA was 222.94 with 234 students enrolled at the end of the month and a 92.8% ADA rate.

Average ADA for the year (through Month 5) is 231.30 (a 94.7% 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
Check Register
From 11/01/18 to 12/31/18**

Vendor Name	Check Number	Effective Date	Transaction Description	Check Amount
WELLS FARGO	11/01/18 - ED	11/1/2018	Y. KING-BERG AUTOMATIC PAYMENT	375.00
7 LAYER IT SOLUTIONS, INC.	306341	11/16/2018	11/18 - MANAGEMENT SERVICES GOLD PACKAGE	1,120.00
7 LAYER IT SOLUTIONS, INC.	306410	12/6/2018	12/18 - MANAGEMENT SERVICES GOLD PACKAGE	1,120.00
AFLAC WORLDWIDE HEAD QUARTERS	306317	11/12/2018	10/18 - HEALTH PREMIUM ACCT# JBP28	863.82
AFLAC WORLDWIDE HEAD QUARTERS	306317	11/12/2018	10/18 - HEALTH PREMIUM ACCT# JBP37	812.66
AFLAC WORLDWIDE HEAD QUARTERS	306317	11/12/2018	10/18 - HEALTH PREMIUM ACCT# JBP42	230.78
AFLAC WORLDWIDE HEAD QUARTERS	306317	11/12/2018	10/18- HEALTH PREMIUM ACCT# JBP46	400.61
AFLAC WORLDWIDE HEAD QUARTERS	306411	12/6/2018	11/18 - HEALTH PREIUM ACCT# JBP46	400.61
AFLAC WORLDWIDE HEAD QUARTERS	306411	12/6/2018	11/18 - HEALTH PREMIUM ACCT# JBP42	230.78
AFLAC WORLDWIDE HEAD QUARTERS	306433	12/13/2018	11/18 - HEALTH PREMIUM ACCT# JBP28	863.82
AFLAC WORLDWIDE HEAD QUARTERS	306433	12/13/2018	11/18 - HEALTH PREMIUM ACCT# JBP37	812.66
ALPENSPRUCE EDUCATION SOLUTIONS, INC.	306318	11/12/2018	ALLUDO ANNUAL LICENSES	2,800.00
AMERICANA CHARTER SERVICES	306319	11/12/2018	10/24/18 - TRANSPORT GIRLS VOLLEYBALL TEAM TO AL	395.00
AMERICANA CHARTER SERVICES	306412	12/6/2018	11/15/18 - TRANSP GIRLS VALLEYBALL TEAM TO LA FAYI	395.00
AMERICANA CHARTER SERVICES	306502	12/21/2018	12/15/18 - TRANSPORT STUDENTS TO GRANADA HIGH C	450.00
ANGELICA'S PARTY RENTALS	305320	12/14/2018	Deposit - Banquet Hall, High School Prom	(1,000.00)
APF EDLOGICAL GROUP CORP.	306416	12/6/2018	10/03/18 - SPECIAL ED SERVICES	2,403.88
APRIL STRAWN	306499	12/18/2018	FY17/18 - STRS REFUND	3.62
ASSETGENIE, INC.	306503	12/21/2018	(4) PLASTIC PALMREST WITH KEYBOARD AND TOUCHPA	79.80
ASSETGENIE, INC.	306503	12/21/2018	(8) ACER C740 RELAIMED PALMREST WITH KEYBOARD	265.50
ASSETGENIE, INC.	306503	12/21/2018	ACER C740 RECLAIMED LCD	86.50
AT&T	306320	11/12/2018	09/22 - 10/21/18- FAX SERVICES #213 427-2950 067 9	188.67
AT&T	306435	12/13/2018	10/22 - 11/21/18 - FAX 213 427-2950	177.71
AT&T MOBILITY	306377	11/29/2018	09/20 - 10/19/18 - CELL PHONE SERVICES # 287254464:	3,500.07
AT&T MOBILITY	306436	12/13/2018	10/20 - 11/19/18 - CELL PHONE SERVICE ACCT# 287254	899.45
ATKINSON, ANDELSON, LOYA, RUUD & ROMO	306376	11/29/2018	09/18 - LEGAL SERVICES RENDERED	309.75
BARNES & NOBLE, INC.	306378	11/29/2018	GEAR UP SUPPLIES	1,056.46
BENECO	306343	11/16/2018	12/18 - HEALTH PREMIUM	76,665.50
BENECO	306504	12/21/2018	01/19 - HEALTH PREMIUM	69,606.77
BETTER 4 YOU MEALS, INC.	306321	11/12/2018	09/18 - STUDENTS MEALS	16,448.71
BETTER 4 YOU MEALS, INC.	306379	11/29/2018	10/18 - STUDENTS MEALS	18,100.92
BETTER 4 YOU MEALS, INC.	306413	12/6/2018	10/18 - STUDENT MEALS	77,719.60
BETTER 4 YOU MEALS, INC.	306482	12/18/2018	10/18 - STUDENT MEALS	10,952.49
BRAINPOP LLC	306344	11/16/2018	SCHOOL LICENSE FOR ONLINE ELD PROGRAM, STUDENT	695.00
BRENDA CATARINO	306449	12/13/2018	99 CENTS STORE - TAPE FOR ENGINEERING ACTIVITY	175.82
BROOKS TRANSPORTATION INC	306306	11/1/2018	11/6/18 -TRANSPORTATION TO THE SCIENCE CENTER	1,575.00
BROOKS TRANSPORTATION INC	306322	11/12/2018	10/12/18 - ROUND TRIP BUS. MONROE TO UCLA	450.00
BROOKS TRANSPORTATION INC	306346	11/16/2018	JAMES MONROE HIGH SCHOOL CHOUDHARY BUS TO CAI	487.50
BROOKS TRANSPORTATION INC	306347	11/16/2018	11/08/18 - ROUND TRIP JAMES MONROE TO NORTH VAI	385.00
BROOKS TRANSPORTATION INC	306348	11/16/2018	10/25/18 - ROUND TRIP MONROE TO SHAKESPEARE CEI	400.00
BROOKS TRANSPORTATION INC	306380	11/29/2018	ROUND TRIP FROM SBHA TO CAL LUTHERAN UNIVERSIT	475.00
BROOKS TRANSPORTATION INC	306381	11/29/2018	11/06/18 -MONROE TRIP TO UCSB WITH RAMOS QUEVEI	595.00
BROOKS TRANSPORTATION INC	306382	11/29/2018	ROUND TRIP, SYLMAR BIOTECH HEALTH ACADEMY TO LI	385.00
BROOKS TRANSPORTATION INC	306383	11/29/2018	ROUND TRIP, BERT CORONA CHARTER TO TRANQUADA	585.00
BROOKS TRANSPORTATION INC	306384	11/29/2018	11/14/18 - TRANSPORTATION JAMES MONROE TO WEST	385.00
BROOKS TRANSPORTATION INC	306385	11/29/2018	11/14/18 - TRANSPORTATION FROM JAMES MONROE TO	430.00
BROOKS TRANSPORTATION INC	306386	11/29/2018	10/29/18 - TRANSPORTATION BCCHS TO STUDIO MOVIE	400.00
BROOKS TRANSPORTATION INC	306387	11/29/2018	11/16/18 - TRANSPORTATION FROM JAMES MONROE TO	450.00
BROOKS TRANSPORTATION INC	306388	11/29/2018	11/15/18 -TRANSPORTATION FROM MONROE TO DOROT	490.00
BROOKS TRANSPORTATION INC	306442	12/13/2018	11/27/18 - ROUND TRIP FROM VAUGHN HIGH SCHOOL T	385.00
BROOKS TRANSPORTATION INC	306443	12/13/2018	11/27/18 - TRIP TO OCCIDENTAL COLLEGE, 11TH GR FRI	430.00
BROOKS TRANSPORTATION INC	306444	12/13/2018	DISCOVERY HS FIELD TRIP TO LMU - GEAR UP 11TH GF	430.00
BROOKS TRANSPORTATION INC	306445	12/13/2018	GEAR UP FIELD TRIP TO CSUDH WITH DISCOVERY HS S	422.50
BROOKS TRANSPORTATION INC	306446	12/13/2018	ROUND TRIP FROM VAUGHN HIGH SCHOOL TO LMU	490.00
BROOKS TRANSPORTATION INC	306483	12/18/2018	BCCHS TO LMU COLLEGE PREP SATURDAY	467.50
BUR-CAL TERMITE & PEST CONTROL INC.	306349	11/16/2018	08/17/18 - AFTER HRS SERVICE TREATED FOR FLEAS	285.00
BUR-CAL TERMITE & PEST CONTROL INC.	306349	11/16/2018	9/15/18 - TREATED #12 AND RAMPS OF ALL CLASSROOM	285.00
CALIFORNIA CHARTER SCHOOLS ASSOCIATION	306450	12/13/2018	01/01/19 - 06/30/19 - CCSA MEMBERSHIP RENEWAL	9,740.00
CALIFORNIA CHARTER SCHOOLS CONFERENCE	306447	12/13/2018	2019 CCSA CONFERENCE REGISTRATION	1,400.00
CALIFORNIA STATE UNIVERSITY DOMINGUEZ	306405	11/29/2018	Meal Cards for Gear Up field trip to CSUDH	0.00
CALIFORNIA STATE UNIVERSITY DOMINGUEZ	306407	11/30/2018	Meal Cards for Gear Up field trip to CSUDH	550.00
CALIFORNIA WESTERN VISUALS	306307	11/1/2018	1 YEAR SMART SOFTWARE RENEWAL ITEM#ED-SW-EXT-	560.25
CALTAC-PBIS, INC.	306350	11/16/2018	2ND INSTALLMENT -PBIS TRAINING #3381865	14,830.00
CHARTERSAFE	306414	12/6/2018	12/18 - WORKERS' COMPENSATION PREMIUM	8,959.00
CHRISTOPHER JAIME	306489	12/18/2018	FY17/18 - STRS REFUND	49.96
CITY OF LOS ANGELES	306323	11/12/2018	2019 - FIRE PERMIT RENEWAL	1,080.00
COMPLETE OFFICE OF CALIFORNIA INC.	306484	12/18/2018	BOOKCASE, DELIVERY AND INSTALLATION	423.77

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COMPREHENSIVE THERAPY ASSOCIATES, INC.	306389	11/29/2018	08/18 - COUNSELING SERVICES	5,220.00
COMPREHENSIVE THERAPY ASSOCIATES, INC.	306389	11/29/2018	09/18 - COUNSELING SERVICES	6,480.00
COOLSPEAK, LLC	306308	11/1/2018	KEYNOTE ADDRESS BY NATASHA CORRIZOSA TO VAUGH	4,500.00
DAVID BROOME	306505	12/21/2018	11/16/18 - NORMANDIE PARK- B-BALL GYM	518.00
DEPARTMENT OF HOUSING AND COMMUNITY [	306390	11/29/2018	REGISTRATION RENEWAL # 5901263S14145	34.00
DEPARTMENT OF HOUSING AND COMMUNITY [	306390	11/29/2018	REGISTRATION RENEWAL # 9891263S13701	34.00
DEPARTMENT OF HOUSING AND COMMUNITY [	306390	11/29/2018	REGISTRATION RENEWAL #11891263S13702	34.00
DEPARTMENT OF HOUSING AND COMMUNITY [	306390	11/29/2018	REGISTRATION RENEWAL #11891263S13703	34.00
DEPARTMENT OF HOUSING AND COMMUNITY [	306390	11/29/2018	REGISTRATION RENEWAL #4901263S14142	34.00
DEPARTMENT OF HOUSING AND COMMUNITY [	306390	11/29/2018	REGISTRATION RENEWAL #490126S14143	34.00
DEPARTMENT OF HOUSING AND COMMUNITY [	306390	11/29/2018	REGISTRATION RENEWAL #5901263S14144	34.00
DEPARTMENT OF HOUSING AND COMMUNITY [	306390	11/29/2018	REGISTRATION RENEWAL #9891263S13700	34.00
DIRECTED	306324	11/12/2018	09/24 - 09/28/18 - SUBSTITUTE TEACHER	4,899.00
DIRECTED	306324	11/12/2018	10/09 - 10/12/18 - SUBSTITUTE TEACHER	872.00
DIRECTED	306351	11/16/2018	10/01 - 10/05/18 - SUBSTITUTE TEACHER	1,298.00
DIRECTED	306351	11/16/2018	10/08 -10/12/18 - SPECIAL ED SERVICES	3,914.65
DIRECTED	306351	11/16/2018	10/08 -10/12/18 - SUBSTITUTE TEACHER	3,368.00
DIRECTED	306351	11/16/2018	10/15 - 10/17/18 - SPECIAL ED SERVICE	281.42
DIRECTED	306351	11/16/2018	10/15 -10/17/18 - SPECIAL ED SERVICES	272.00
DIRECTED	306351	11/16/2018	10/15 -10/18/18 - SUBSTITUTE TEACHER	2,850.00
DIRECTED	306351	11/16/2018	10/15 -10/19/18 - SPECIAL ED SERVICES	1,044.18
DIRECTED	306351	11/16/2018	10/22 - 10/26/18 - SUBSTITUTE TEACHER	2,616.00
DIRECTED	306391	11/29/2018	10/22 - 10/24/18 - SUBSTITUTE TEACHER	3,094.00
DIRECTED	306391	11/29/2018	10/22 - 10/26/18 - SPECIAL ED SERVICES	1,484.90
DIRECTED	306391	11/29/2018	10/22 - 10/26/18 - SPECIAL ED SERVICES	3,843.61
DIRECTED	306391	11/29/2018	10/29 - 11/01/18 - SPECIAL ED SERVICES	2,081.35
DIRECTED	306391	11/29/2018	10/29 - 11/02/18 - SPECIAL ED SERVICES	3,321.11
DIRECTED	306391	11/29/2018	10/29 - 11/02/18 - SUBSTITUTE TEACHER	3,590.00
DIRECTED	306415	12/6/2018	11/13 - 11/16/18 - SUBSTITUTE TEACHER	3,075.60
DIRECTED	306451	12/13/2018	11/04 - 11/07/18 - SPECIAL ED SERVICES	954.87
DIRECTED	306451	12/13/2018	11/05 - 11/09/18 - SPECIAL ED SERVICES	3,380.24
DIRECTED	306451	12/13/2018	11/05 - 11/09/18 - SUBSTITUTE TEACHER	2,477.55
DIRECTED	306451	12/13/2018	11/06 - 11/08/18 - SUBSTITUTE TEACHER	942.00
DIRECTED	306451	12/13/2018	11/12 - 11/14/18 - SPECIAL ED SERVICE	1,536.73
DIRECTED	306451	12/13/2018	11/12 - 11/14/18 - SPECIAL ED SERVICES	984.48
DIRECTED	306451	12/13/2018	11/13 - 11/15/18 - SUBSTITUTE TEACHER	654.00
DIRECTED	306451	12/13/2018	11/14 - 11/16/18 - SPECIAL ED SERVICES	1,193.25
DIRECTED	306451	12/13/2018	11/14, 11/15/18 - SUBSTITUTE TEACHER	376.00
DIRECTED	306506	12/21/2018	10/08 - 10/12/18 - SPECIAL ED SERVICES	2,169.05
DIRECTED	306506	12/21/2018	11/26 - 11/30/18 - SPECIAL ED SERVICE	2,790.85
DIRECTED	306506	12/21/2018	11/26 - 11/30/18 - SPECIAL ED SERVICES	1,850.90
DIRECTED	306506	12/21/2018	11/26 -11/30/18 - SPECIAL ED SERVICE	3,527.16
DIRECTED	306506	12/21/2018	11/27 - 11/30/18 - SUBSTITUTE TEACHER	654.00
DIRECTED	306506	12/21/2018	11/28, 30/2018 - SUBSTITUTE TEACHER	436.00
DIRECTED	306506	12/21/2018	12/02 - 12/07/18 - SPECIAL ED SERVICES	1,649.60
DIRECTED	306506	12/21/2018	12/02 - 12/07/18 - SPECIAL ED SERVICES	2,506.82
DIRECTED	306506	12/21/2018	12/03 - 12/05/18 - SPECIAL ED SERVICES	473.12
DIRECTED	306506	12/21/2018	12/04 - 12/07/18 - SUBSTITUTE TEACHER	4,838.00
DIRECTED	306506	12/21/2018	12/04 -12/06/18 - SUBSTITUTE TEACHER	654.00
EDUCATIONAL DATA SYSTEMS, INC	306452	12/13/2018	CHARGE FOR EXCESSIVE MATERIAL	7.71
EMPLOYMENT DEVELOPMENT DEPARTMENT	306325	11/12/2018	07/01 - 09/30/18 - SEF LOCAL EXPERIENCE CHARGE	1,275.90
EXED	306392	11/29/2018	11/18 - MANAGEMENT CONTRACT FEE	18,502.63
EXPLORE COLLEGES	306485	12/18/2018	TOUR PANORAMA AND BERT CORONA CHARTER HS, 40	18,318.00
FRANCISCO TOPETE	306368	11/16/2018	10/16 - 10/31/18 - MAINTENANCE SERVICE	182.00
FRANCISCO TOPETE	306368	11/16/2018	TRASH REMOVAL AND WASH DOWN OF LUNCH AREA	1,176.00
FRANCISCO TOPETE	306430	12/6/2018	11/01 - 11/15/18 - MAINTENANCE SERVICES	1,090.00
FRANCISCO TOPETE	306475	12/13/2018	11/16 - 11/30/18 - MAINTENANCE SERVICES	1,077.00
FRONTIER	306326	11/12/2018	09/13 - 10/12/18 - FAX SERVICES # 818-834-8075-0701	217.45
FRONTIER	306326	11/12/2018	10/13 - 11/12/18 - FAX #818-834-8075-070105-5	229.20
FRONTIER	306453	12/13/2018	11/13 - 12/12/18 - FAX SERVICE # 818 834-8075	226.17
GREEN WORKS DEVELOPMENT	306353	11/16/2018	BATHROOM BOYS/GIRLS DIAPHRAGM AND SENSOR REPL	1,045.88
GREEN WORKS DEVELOPMENT	306353	11/16/2018	BATHROOM ROOF REPLACEMENT	2,900.00
GREEN WORKS DEVELOPMENT	306353	11/16/2018	PAINTING RAMPS A/1 AND 8/9	1,379.00
GREEN WORKS DEVELOPMENT	306353	11/16/2018	PEDESTRIAN WALKWAY GRATES	1,162.64
GREEN WORKS DEVELOPMENT	306408	12/6/2018	REPLACE EXTERIOR DOORS, ROOM 2 AND 6	7,500.00
GREEN WORKS DEVELOPMENT	306408	12/6/2018	REPLACE EXTERIOR DOORS, ROOM 8 AND 15	7,500.00
GREEN WORKS DEVELOPMENT	306507	12/21/2018	BATHROOM PAINT	2,779.00
GREEN WORKS DEVELOPMENT	306507	12/21/2018	EXTERIOR LIGHTING BUILDINGS 4/5, 6/7, WALL MOUNT	1,679.00

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GREEN WORKS DEVELOPMENT	306507	12/21/2018	MAIN OFFICE RAMP REPAIR	1,629.00
GREEN WORKS DEVELOPMENT	306507	12/21/2018	NON-RAMP SKID ROOMS 6/7 , DRAIN CLEANING, DUMPS	1,879.00
GREEN WORKS DEVELOPMENT	306507	12/21/2018	PLAN-ON DOOR AND WINDOW TRIM BUILDING 6/7 AND	3,279.00
GREEN WORKS DEVELOPMENT	306507	12/21/2018	REPLACE BOYS/GIRLS BATHROOMS DOORS AND SINK SL	5,600.00
GREEN WORKS DEVELOPMENT	306507	12/21/2018	ROOF AND JOIST REPAIR BUILDING 12/13	3,279.00
GREEN WORKS DEVELOPMENT	306507	12/21/2018	SEPARATE ELECTRICAL CIRCUITS BUILDINGS 10/11 AND	2,349.00
HEIMEMANN	306487	12/18/2018	CALKINS / UNITS STUDY WRITING 6TH GRADE	210.78
HERTZ FURNITURE SYSTEMS INC	306354	11/16/2018	(16) RHYTHM COLLABORATIVE CLASSROOM TABLES	6,987.89
HESS AND ASSOCIATES, INC.	306355	11/16/2018	Q1 FY 18/19 - RETIREMENT REPORT	490.00
HESS AND ASSOCIATES, INC.	306355	11/16/2018	Q1 FY18/19 - RETIREMENT REPORT	457.50
HOME DEPOT CREDIT SERVICES	306328	11/12/2018	HOSE, PADLOCKS, CUSTOM BLINDS	173.93
HOME DEPOT CREDIT SERVICES	306417	12/6/2018	TRASH CAN, SURGE PROTECT, LIGHT BULBS	310.40
ILLUMINATE EDUCATION, INC.	306329	11/12/2018	09/27/18 - ON-SITE TRADITIONAL TRAINING- DNA	850.00
ILLUMINATE EDUCATION, INC.	306456	12/13/2018	ILLUMINATE CONFERENCE-SAN DIEGO 1/31/19, 2/1/19	2,800.00
IMPACT CANINE SOLUTIONS	306394	11/29/2018	10/02, 10/30/18 - CANINE SERVICES	720.00
IMPACT CANINE SOLUTIONS	306457	12/13/2018	11/30/18 - CANINE SERVICES	180.00
INLAND MECHANICAL SERVICES	306458	12/13/2018	09/06/18 - AC REPAIR ROOM 6	405.00
INLAND MECHANICAL SERVICES	306458	12/13/2018	11/18 - AC MAINTENANCE SERVICE	460.00
INLAND MECHANICAL SERVICES	306458	12/13/2018	12/18 - AC MAINTENANCE SERVICES	460.00
ITSAVVY LLC	306356	11/16/2018	MICROSOFT LICENSE & SOFTWARE ASSURANCE - 1 PC -	986.48
ITSAVVY LLC	306395	11/29/2018	LAMPSMARTBOARD LAMP -THIRD PARTYMANUFACTUREF	115.29
JENNIFER I. OBANDO-SALGUERO	306359	11/16/2018	10/28/18 - PSYCHOLOGICAL EVALUATION	1,400.00
JENNIFER I. OBANDO-SALGUERO	306493	12/18/2018	12/07/18 - PSYCHOLOGICAL EVALUATION	2,800.00
JOANNA JIMENEZ	306490	12/18/2018	LAKESHORE - CLASSROOM SUPPLIES	209.01
JOSE GONZALEZ	306311	11/1/2018	07/02 - 08/03/18 - PAYROLL	1,114.85
JUNIOR ACHIEVEMENT OF SOUTHERN CALIFOR	306330	11/12/2018	ADMISSION,10TH/11TH GRADE ATTENDING JA FINANCE	300.00
KARINA GAMEZ	306352	11/16/2018	EL TURCO MARKET - CUPS, ICE BAG, PARENTS CONFERE	9.24
KARINA GAMEZ	306352	11/16/2018	WESTERN BAGEL - PARENT CONFERENCE CONTINENTAL	82.01
KELLY PAPER	306418	12/6/2018	WHITE ENVELOPES, HALF BOX	54.53
KELLY PAPER	306459	12/13/2018	LABELS, COLOR PAPER, ENVELOPES	674.88
KELLY PAPER	306508	12/21/2018	WHITE COPY PAPER MULTIPURPOSE	586.10
LA DEPT. OF WATER AND POWER	306331	11/12/2018	8/14 -10/12/18 - SEWER CHARGES	13,777.56
LA DEPT. OF WATER AND POWER	306396	11/29/2018	08/27 - 10/26/18 - WATER CHARGES	517.13
LA DEPT. OF WATER AND POWER	306397	11/29/2018	08/28 - 10/29/18 - FIRE SERVICE CHARGES	240.54
LA DEPT. OF WATER AND POWER	306419	12/6/2018	10/12 - 11/13/18 - WATER CHARGES	4,847.98
LAW OFFICES OF YOUNG, MINNEY & CORR, LLLP	306398	11/29/2018	10/18 - LEGAL SERVICES	627.00
LAW OFFICES OF YOUNG, MINNEY & CORR, LLLP	306509	12/21/2018	10/18 - LEGAL FEES	57.00
LAW OFFICES OF YOUNG, MINNEY & CORR, LLLP	306509	12/21/2018	11/18 - LEGAL FEES	741.00
LAW OFFICES OF YOUNG, MINNEY & CORR, LLLP	306509	12/21/2018	11/18 - LEGAL SERVICES	646.00
LOS ANGELES COUNTY OFFICE OF EDUCATION	11/30/18 - STRS	11/30/2018	11/18 - FY18/19 - STRS PAYMENT	95,463.96
LOS ANGELES COUNTY OFFICE OF EDUCATION	12/28/18 - STRS	12/28/2018	12/18 - FY18/19 - STRS PAYMENT	97,585.76
LOS ANGELES COUNTY OFFICE OF EDUCATION	12/28/18 - STRS	12/28/2018	12/18 - FY18/19 - STRS PAYMENT - PENALTY	6.00
LOS ANGELES UNIFIED SCHOOL DISTRICT	306373	11/21/2018	12/18 - RENT	0.00
LOS ANGELES UNIFIED SCHOOL DISTRICT	306491	12/18/2018	01/19 - RENT (12/18 - FULLY EXECUTED FUA ADJUSTMI	21,100.78
LUIS GIRON	306327	11/12/2018	EXTRA WEEK 09/29 - LANDSCAPING SERVICES	1,000.00
LUIS GIRON	306454	12/13/2018	11/18 - LANDSCAPING SERVICES	800.00
LUIS GIRON	306486	12/18/2018	LABOR, MATERIAL, EQUIPMENT RENT AERATING AND RE	1,873.60
MAJOR METROPOLITAN SECURITY	306420	12/6/2018	12/18 - MONITORING SERVICES	260.00
MAJOR METROPOLITAN SECURITY	306492	12/18/2018	ALARM SCREENS MAINT. CLASSROOM #3,8 AND 9	250.00
MAJOR METROPOLITAN SECURITY	306510	12/21/2018	12/18 - SERVICE-LONG RANGE RADIO FOR FIRE SYSTEM	25.00
MAJOR METROPOLITAN SECURITY	306510	12/21/2018	INSTALL LONG RANGE RADIO FOR FIRE SYSTEM	375.00
MARGARET MCKINZIE	306461	12/13/2018	TRADER JOE'S - SUPPLIES FOR CULTURE ACTIVITY EL CI	53.80
MARIBEL PALAFOX	306312	11/1/2018	07/02 - 08/03/18 - PAYROLL	4,985.21
MASERGY CLOUD COMMUNICATIONS, INC	306345	11/16/2018	10/18 - COMMUNICATION SERVICES	782.07
MASERGY CLOUD COMMUNICATIONS, INC	306345	11/16/2018	10/18 - COMMUNICATION SERVICES NON - ERATE	238.26
MASERGY CLOUD COMMUNICATIONS, INC	306345	11/16/2018	10/18 - COMMUNICATIONS SERVICES	543.64
MASERGY CLOUD COMMUNICATIONS, INC	306437	12/13/2018	11/18 - COMMUNICATIONS SERVICE	782.10
MASERGY CLOUD COMMUNICATIONS, INC	306438	12/13/2018	11/18 - COMMUNICATIONS SERVICE	60.41
MASERGY CLOUD COMMUNICATIONS, INC	306439	12/13/2018	11/18 - COMMUNICATIONS SERVICE	483.21
MASERGY CLOUD COMMUNICATIONS, INC	306440	12/13/2018	11/18 - COMMUNICATIONS NON E-RATE	210.93
MASERGY CLOUD COMMUNICATIONS, INC	306441	12/13/2018	(3) #POL-2200-12375-025 3 REPLACEMENT PHONES FOR	248.51
MCCALLA COMPANY	306332	11/12/2018	TRASH CAN, DOLLY	126.67
MCCALLA COMPANY	306399	11/29/2018	250 PACK SEAT COVERS, LIQUID HANDSOAP	55.14
MCCALLA COMPANY	306399	11/29/2018	ANGLED BROOM, GLASS CLEANER	96.56
MCCALLA COMPANY	306460	12/13/2018	WEDGE MOP COMPLETE, MANIA DEODORANT	55.74
MELVIN CORTEZ	306309	11/1/2018	CLIMATE GRANT RETRO PAY	585.00
MOTIVATING SYSTEMS, LLC	306357	11/16/2018	PBIS REWARDS PER STUDENT LICENSE	1,130.00
NEOFUNDS BY NEOPOST	306333	11/12/2018	09/18 - FINANCE CHARGE # 9317	9.56

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NEOFUNDS BY NEOPOST	306334	11/12/2018	09/18 - EQUIPMENT RENTAL	289.59
NEOFUNDS BY NEOPOST	306358	11/16/2018	10/18 - EQUIPMENT RENTAL ACCT# 8323	86.10
NEOFUNDS BY NEOPOST	306400	11/29/2018	FINANCE CHARGE # 3235	3.90
NEOFUNDS BY NEOPOST	306421	12/6/2018	10/18 - POSTAGE ACCT# 9317	456.64
NEOFUNDS BY NEOPOST	306463	12/13/2018	10/18 - POSTAGE ACCT# 8323	404.95
NORA SANDOVAL	306468	12/13/2018	11/02 - 11/05/18 - TRAINING PREPARATION	375.00
NORMA MEZA	306462	12/13/2018	LIVESCAN FINGERPRINT	74.00
OFFICE 360	306360	11/16/2018	(4) HARD ROLL TOWELS, 400FT, WHITE	224.36
OFFICE 360	306360	11/16/2018	GEAR UP SUPPLIES	3,240.87
OFFICE 360	306423	12/6/2018	(3) BASIC ROUND RING VIEW BINDER, 3IN CAP, WHITE	17.33
OFFICE 360	306423	12/6/2018	GEAR UP SUPPLY	761.55
OFFICE 360	306511	12/21/2018	(10) PURE LIFE PURIFIED WATER, 16.9 OZ BOTTLE	60.10
OFFICE 360	306511	12/21/2018	(2) FAMOUS AMOS COOKIES, CHOCOLATE CHIP, 2 OZ SN	53.83
OFFICE 360	306511	12/21/2018	(2) SHORTBREAD COOKIES, 2/PACK	55.06
OFFICE 360	306511	12/21/2018	GEAR UP SUPPLY	3,181.99
OFFICE 360	306511	12/21/2018	STEEL CASH BOX, KEY LOCK, BINDERS, ENVELOPES, GLL	379.98
OFFICE REPLACEMENT PARTS	306464	12/13/2018	UNIVERSAL ARM PADS REPLACEMENT FOR OFFICE CHAIR	178.95
PEARSON EDUCATION INC.	306313	11/1/2018	PEARSON INTERACTIVE SCIENCE: MIDDLE GRADES LIFE	3,514.22
PETER HUANG AND LORETTA HUANG	306374	11/21/2018	12/18 - RENT	4,849.24
PETER HUANG AND LORETTA HUANG	306424	12/6/2018	10/09 - 11/07/18 - ELECTRIC CHARGES	519.37
PETER HUANG AND LORETTA HUANG	306465	12/13/2018	11/18 & 12/18 RENT INCREASE	290.96
PETER HUANG AND LORETTA HUANG	306494	12/18/2018	01/19 - RENT	4,994.72
PETER HUANG AND LORETTA HUANG	306494	12/18/2018	11/07 - 12/07/18 - ELECTRIC CHARGES	518.62
PLANCONNECT	306512	12/21/2018	09/01 - 11/30/18 - 403B QUARTERLY DUES	100.00
PRN NURSING CONSULTANTS	306425	12/6/2018	09/26/18 - SPECIAL ED SERVICES	225.00
PRN NURSING CONSULTANTS	306425	12/6/2018	9/26/18 - SPECIAL ED SERVICES	225.00
PRN NURSING CONSULTANTS	306466	12/13/2018	10/01/18 - SPECIAL ED SERVICES	225.00
PRN NURSING CONSULTANTS	306466	12/13/2018	10/03/18 - SPECIAL ED SERVICES	225.00
PRN NURSING CONSULTANTS	306466	12/13/2018	10/30/18 - SPECIAL ED SERVICES	450.00
PRN NURSING CONSULTANTS	306466	12/13/2018	10/31/18 - SPECIAL ED SERVICES	450.00
PRN NURSING CONSULTANTS	306466	12/13/2018	11/02/18 - SPECIAL ED SERVICES	225.00
PRN NURSING CONSULTANTS	306495	12/18/2018	11/21/18 - SPECIAL ED SERVICES	225.00
PRN NURSING CONSULTANTS	306495	12/18/2018	11/23/18 - SPECIAL ED SERVICES	225.00
PURE WATER OF LA	306426	12/6/2018	11/18 - WATER COOLER SERVICE	76.65
PURE WATER OF LA	306496	12/18/2018	12/18 - WATER COOLER SERVICES	76.65
RENE QUON	306401	11/29/2018	11/02/18 - SCIENCE CENTER BUS PARKING	24.00
RENE QUON	306517	12/21/2018	12/17/18 - EXCALIBUR CAN LINES - MOVING SERVICES	1,745.25
REPUBLIC SERVICES #902	306342	11/16/2018	11/18 - WASTE DISPOSAL SERVICES	1,261.22
REPUBLIC SERVICES #902	306434	12/13/2018	12/18 - WASTE DISPOSAL SERVICES ACCT# 9496	1,261.22
RIDERS EXPRESS T&C	306467	12/13/2018	10/18/18 - TRANSPORT FOOTBALL TEAM TO ORCHARD A	2,214.00
SCHOLASTIC MAGAZINES	306335	11/12/2018	BOOKS- EL SOL FOR SPANISH CLASS	175.78
SFVJACC	306372	11/21/2018	12/18 - RENT	9,500.00
SFVJACC	306488	12/18/2018	01/19 - RENT	9,500.00
SFVJLI	306375	11/21/2018	12/18 - RENT, ROOMS 4 & 5	800.00
SFVJLI	306497	12/18/2018	01/19 - RENT ROOM 4&5	800.00
SOCAL OFFICE TECHNOLOGIES, INC	306361	11/16/2018	09/13 -10/12/18 - OVERAGE ACCT# CN7384-01	517.95
SOCAL OFFICE TECHNOLOGIES, INC	306361	11/16/2018	10/16 - 11/15/18 - BASE RATE CHARGES # CN1945-02	626.20
SOCAL OFFICE TECHNOLOGIES, INC	306361	11/16/2018	10/28 -11/27/18 - BASE RATE ACCT# CN6494-01	141.58
SOCAL OFFICE TECHNOLOGIES, INC	306427	12/6/2018	08/12 - 11/11/18 - OVERAGE CHARGE # CN6461-01	6,278.17
SOCAL OFFICE TECHNOLOGIES, INC	306427	12/6/2018	11/16 - 12/15/18 - BASE RATE CHARGES # CN1945-02	626.20
SOCAL OFFICE TECHNOLOGIES, INC	306470	12/13/2018	06/29/18 - 06/19/19 - MAINTENANCE SERVICES PAPERCL	742.56
SOCAL OFFICE TECHNOLOGIES, INC	306470	12/13/2018	08/07/18 -11/06/18 - OVERAGE CHARGE CN6458-01	2,333.49
SOCAL OFFICE TECHNOLOGIES, INC	306470	12/13/2018	10/13 - 11/12/18 - OVERAGE CHARGE ACCT# CN7384-01	410.99
SOCAL OFFICE TECHNOLOGIES, INC	306470	12/13/2018	11/28/18 -12/27/18 BASE RATE CHARGE # CN6494-01	141.58
Sparkletts	306336	11/12/2018	10/18 - BOTTLED WATER ACCT# 9319	283.84
Sparkletts	306362	11/16/2018	10/18 - BOTTLED WATER	13.43
Sparkletts	306471	12/13/2018	09/18 - BOTTLE WATER ACCT# 0236	174.75
Sparkletts	306471	12/13/2018	10/18 - BOTTLED WATER ACCT# 0236	165.90
Sparkletts	306471	12/13/2018	11/18 - BOTTLE WATER	32.51
Sparkletts	306471	12/13/2018	11/18 - BOTTLE WATER ACCT# 0236	163.59
STAPLES ADVANTAGE	306363	11/16/2018	GBC NAP-LAM ROLL FILM, 1.5 MIL, 27 X 500, 2/BOX	74.12
STAPLES ADVANTAGE	306363	11/16/2018	SCHOOL CLIMATE SUPPLIES	94.33
STAPLES ADVANTAGE	306402	11/29/2018	(10) WASHABLE GLUE STICKS, CLEAR	110.49
STAPLES ADVANTAGE	306402	11/29/2018	(4) STAPLES WASHABLE GLUE STICKS, CLEAR	44.19
STAPLES ADVANTAGE	306402	11/29/2018	(6) PENTEL OIL PASTEL SET WITH CARRYING CASE, ASS	106.16
STAPLES ADVANTAGE	306428	12/6/2018	EXPO DRY-ERASE ERASERS, INDEX CARDS, PENCILS	106.95
STATE OF CALIFORNIA - COMMISSION ON TEA	306498	12/18/2018	Provisional internship permit - A. Smith	100.00
STUDY SMART TUTORS, INC	306337	11/12/2018	12 HOUR PSAT COURSE, TWO CLASSROOMS AT MONROE	8,100.00

**YPI Charter Schools
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Vendor Name	Check Number	Effective Date	Transaction Description	Check Amount
STUDY SMART TUTORS, INC	306337	11/12/2018	18 HOUR PSAT COURSE AT BERT CORONA HS	6,750.00
SUCCESS FOR ALL FOUNDATION, INC.	306338	11/12/2018	LEVEL 7 TEACHER MANUAL ANALYZE, HISTORY LIES CAL	1,290.60
SUCCESS FOR ALL FOUNDATION, INC.	306429	12/6/2018	10/23/18 - ONSITE TRAINING CONTRACT#103027	5,100.00
SUREWAY TRANSPORTATION	306314	11/1/2018	11/02/18 - ROUND TRIP TO LEGO LAND	1,300.00
SUREWAY TRANSPORTATION	306314	11/1/2018	11/02/18 - ROUND TRIP TRANSPORTATION TO SCIENCE	800.00
SUSAN C. CASTRELLON	306448	12/13/2018	A3P SPORTS INC-SPORTS GIRLS, BOYS SOCCER , BASKEI	1,200.00
SUSAN C. CASTRELLON	306448	12/13/2018	JOKER PARTY SUPPLY - HOMECOMING DANCE DECORAT.	135.18
SYNCB/AMAZON	306365	11/16/2018	(11) SEEDFOLKS	86.24
SYNCB/AMAZON	306365	11/16/2018	(2) STICK-ON DIGITAL TEMPERATURE THERMOMETER S	47.88
SYNCB/AMAZON	306365	11/16/2018	(2) A SCHOOL LEADER'S GUIDE TO STANDARDS-BASED C	49.18
SYNCB/AMAZON	306365	11/16/2018	(5) MINI DISPLAYPORT TO HDMI ADAPTER, BROOM, CLA	454.27
SYNCB/AMAZON	306365	11/16/2018	(5) NYLON BRAIDED USB A TO CABLE, SHARPIES, PENS	150.68
SYNCB/AMAZON	306365	11/16/2018	09/18 - AMAZON WEB SERVICES	238.21
SYNCB/AMAZON	306365	11/16/2018	3-RING BINDER, 2 INCH - (WHITE), TRANSPARENT TAPE	51.81
SYNCB/AMAZON	306365	11/16/2018	COSTWAY 2-WAY POWERED SPEAKERS W/BLUETOOTH, I	268.11
SYNCB/AMAZON	306365	11/16/2018	INVOICE # 454738338358 BALANCE	9.00
SYNCB/AMAZON	306365	11/16/2018	REFUND	(311.73)
SYNCB/AMAZON	306365	11/16/2018	RULED WHITE INDEX CARDS, PENCILS, FLASH MEMORY	103.29
SYNCB/AMAZON	306365	11/16/2018	SHAFT ROUND ROD AXLES DIY TOY RC CAR BOAT HELIC	25.97
SYNCB/AMAZON	306403	11/29/2018	CRAZY AARON'S 11 PACK PUTTY MINI TIN ASSORTMENT	36.69
SYNCB/AMAZON	306403	11/29/2018	DICEY'S SONG (THE TILLERMAN CYCLE), ROAD TO MEMF	441.66
SYNCB/AMAZON	306472	12/13/2018	(3) VIEW BINDER, 4-INCH ONE TOUCH RINGS	77.52
SYNCB/AMAZON	306472	12/13/2018	(9) MULTIPOSITION AND STACKABLE IPAD STAND BLAC	93.60
SYNCB/AMAZON	306472	12/13/2018	10/18 - AMAZON WEB SERVICES	422.94
SYNCB/AMAZON	306472	12/13/2018	GEAR UP SUPPLIES	64.18
SYNCB/AMAZON	306472	12/13/2018	HANDHELD UV BLACK LIGHT TORCH, MONEY BILL DETE	64.05
SYNCB/AMAZON	306472	12/13/2018	PHOTO STUDIO REFLECTIVE LIGHT UMBRELLA REFLECTI	19.98
SYNCB/AMAZON	306472	12/13/2018	SANDISK 32GB HIGH SPEED SDHC FLASH MEMORY CARC	41.68
SYNCB/AMAZON	306472	12/13/2018	USB MULTI-FUNCTION NUMERIC KEYPAD KEYBOARD, HA	1,659.39
SYNCB/AMAZON	306513	12/21/2018	(2) CRAFTING FELT RECTANGLE SET - BROWN, ORANGE,	17.98
SYNCB/AMAZON	306513	12/21/2018	(2) FILE FOLDER TAB, LETTER SIZE, GREEN	37.20
SYNCB/AMAZON	306513	12/21/2018	(5) SANDISK 32GB ULTRA UHS-I CLASS 10 SDHC MEMOR	214.35
SYNCB/AMAZON	306513	12/21/2018	11/18 - AMAZON WEB SERVICES	410.31
SYNCB/AMAZON	306513	12/21/2018	USB-C TO ETHERNET ADAPTER, THUNDERBOLT 3/ USB 3	13.99
T-MOBILE	306367	11/16/2018	09/28 - 10/27/18 - GEAR UP CELL PHONE ACCT# 954283	131.79
T-MOBILE	306514	12/21/2018	10/28 - 11/27/18 - GEAR UP CELL PHONES ACCT# 39542	131.79
TANYA HARRY	306455	12/13/2018	BARNES & NOBLE - 31 SEEDFOLKS BOOKS	208.94
THE SCHOOLPLANNER	306469	12/13/2018	(150) STUDENTS PLANNER	587.52
TIME WARNER CABLE	306366	11/16/2018	11/01 - 11/30/18 - INTERNET SERVICES ACCT# 0338	2,120.05
TIME WARNER CABLE	306406	11/30/2018	11/16 - 12/15/18 - INTERNET ACCT# 9720	1,389.07
TIME WARNER CABLE	306473	12/13/2018	12/01/18 - 12/31/18 - INTERNET SERVICES ACCT# 0338	2,120.05
TIME WARNER CABLE	306474	12/13/2018	12/01 - 12/30/18 - INTERNET SERVICES ACCT# 2611	1,169.81
TOTAL EDUCATION SOLUTIONS	306339	11/12/2018	09/18 - SPECIAL ED SERVICES	543.75
TOTAL EDUCATION SOLUTIONS	306369	11/16/2018	09/18 - SPECIAL ED SERVICES	2,325.75
TOTAL EDUCATION SOLUTIONS	306476	12/13/2018	08/01 - 08/03/18 - SPECIAL ED SERVICES	684.00
TOTAL EDUCATION SOLUTIONS	306476	12/13/2018	10/18 - SPECIAL ED SERVICES	3,555.00
TRI-COUNTY FORENSIC LEAGUE	306315	11/1/2018	PARTICIPANT REGISTRATION FEES FOR 11/03/18 DEBAT	30.00
TRI-COUNTY FORENSIC LEAGUE	306477	12/13/2018	PARTICIPANT REGISTRATION FOR 12/15/18 DEBATE TOI	140.00
UNIDOS US	306478	12/13/2018	AFFILIATE MEMBERSHIP DUES ID# 49917260	2,185.45
UNUM	306340	11/12/2018	11/18 - PREMIUM ACCT# 0933184 001 5	1,181.33
UNUM	306431	12/6/2018	12/18 - PREMIUM ACCT# 0836771-001 1	893.61
UNUM	306500	12/18/2018	01/19 - PREMIUM ACCT# 0836771-001 1	893.61
VASHON NUTT	306422	12/6/2018	DONUTS, COFFEE, BAGELS FOR MORCS DVR	91.93
WAXIE SANITARY SUPPLY	306370	11/16/2018	(5) CLOROX DISINFECTANT WIPES LEMON SCENT 6/75	190.26
WAXIE SANITARY SUPPLY	306370	11/16/2018	(6) FOAM HANDWASH, TOWELS, BATH TISSUE, SPONGE	555.13
WAXIE SANITARY SUPPLY	306370	11/16/2018	FEMININE HYGIENE PADS, SANITIZING WIPES	121.63
WAXIE SANITARY SUPPLY	306479	12/13/2018	WAXIE 40X46 1.25 MIL BLACK LINER, BATH TISSUE	425.78
WAXIE SANITARY SUPPLY	306501	12/18/2018	(6) 10IN WHITE TOUCHLESS ROLL TOWEL	372.98
WAXIE SANITARY SUPPLY	306515	12/21/2018	(2) 2-PLY TOILET TISSUE 80 ROLLS	103.28
WAXIE SANITARY SUPPLY	306515	12/21/2018	KLEENLINE WHITE UNIV ROLL TOWEL 6X800 - 2-IN CORI	24.54
XEROX FINANCIAL SERVICES	306371	11/16/2018	10/07 - 11/06/18 - COPIER LEASE# 010-0042736-001	684.77
XEROX FINANCIAL SERVICES	306371	11/16/2018	10/12 - 11/11/18 - COPIER LEASE# 010-0042733-001	1,893.94
XEROX FINANCIAL SERVICES	306371	11/16/2018	10/13 - 11/12/18 - COPIER LEASE# 010-0058450-003	358.96
XEROX FINANCIAL SERVICES	306404	11/29/2018	10/21 - 11/20/18 - COPIER LEASE # 010-0042733-002	368.28
XEROX FINANCIAL SERVICES	306404	11/29/2018	10/29 - 11/28/18 - COPIER LEASE# 010-0058450-001	994.06
XEROX FINANCIAL SERVICES	306404	11/29/2018	10/29 - 11/28/18 - COPIER LEASE# 010-0058450-002	388.61
XEROX FINANCIAL SERVICES	306404	11/29/2018	9/21/18- 10/20/18- COPIER LEASE#010-0042733-002	368.28
XEROX FINANCIAL SERVICES	306480	12/13/2018	11/07 - 12/06/18 - COPIERS LEASE #010-0042736-001	684.77

**YPI Charter Schools
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Vendor Name	Check Number	Effective Date	Transaction Description	Check Amount
XEROX FINANCIAL SERVICES	306480	12/13/2018	11/12 - 12/11/18 - COPIER LEASE# 010-0042733-001	1,893.94
XEROX FINANCIAL SERVICES	306480	12/13/2018	11/13 -12/12/18 - COPIER LEASE# 010-0058450-003	358.96
XEROX FINANCIAL SERVICES	306516	12/21/2018	11/21 - 12/10/18 - COPIER LEASE #010-0042733-002	368.28
XEROX FINANCIAL SERVICES	306516	12/21/2018	11/29 - 12/28/18 - COPIER LEASE# 010-0058450-001	994.06
XEROX FINANCIAL SERVICES	306516	12/21/2018	11/29 - 12/28/18 - COPIER LEASE# 010-0058450-002	388.61
YOLANDA FUENTES	306310	11/1/2018	07/02 - 08/03/18 - PAYROLL	4,756.01
YOLANDA FUENTES	306393	11/29/2018	MULTI COLOR PART SUPPLY DISTRIBUTOR - TISSUE PAP	263.00
YPI	306316	11/1/2018	10/17- SCHOOL CLIMATE SERVICES	57,097.75
YPI	306409	12/6/2018	07/01 - 07/31/18 - SCHOOL CLIMATE SERVICES	36,106.65
YPI	306409	12/6/2018	08/18 - SCHOOL CLIMATE SERVICES	38,101.86
YPI	306409	12/6/2018	09/18 - SCHOOL CLIMATE SERVICES	28,472.03
YPI	306409	12/6/2018	10/17 - RECONCILED ADDITIONAL BALANCE	17,930.82
YPI	306481	12/13/2018	03/18 - GEAR UP SERVICES	42,257.76
YPI	306481	12/13/2018	04/18 - ADVANCE GEAR UP SERVICES ADJUSTMENT	(100,000.00)
YPI	306481	12/13/2018	07/18 - GEAR UP SERVICE TRUEUP	79,395.54
YPI	306481	12/13/2018	08/18 - GEAR UP SERVICES TRUEUP	53,485.80
YPI	306481	12/13/2018	09/18 - GEAR UP SERVICE TRUEUP	1,729.19
YPI Charter Schools, Inc	306432	12/12/2018	TRANSFER - PWB TO CCU ACCT	100,000.00
All City Management Services, Inc.	1114	11/9/2018	09/09 - 09/22/18 - CROSSING GUARD SERVICES	999.36
All City Management Services, Inc.	1122	11/29/2018	09/23 - 10/6/18 - CROSSING GUARD SERVICES	1,249.20
All City Management Services, Inc.	1122	11/29/2018	10/07 - 10/20/18 - CROSSING GUARD SERVICES	1,249.20
All City Management Services, Inc.	1130	12/21/2018	10/21 - 11/03/18 - CROSSING GUARD SERVICES	1,249.20
All City Management Services, Inc.	1130	12/21/2018	11/04 - 11/17/18 - CROSSIGN GUARD SERVICES	1,124.28
GKKWORKS	1113	11/9/2018	01/18 - CONSTRUCTION SERVICES	10,023.75
GKKWORKS	1115	11/9/2018	07/18 - CONSTRUCTION ADMINISTRATION SERVICES	10,023.75
GKKWORKS	1123	11/29/2018	09/18 - CONSTRUCTION ADMINISTRATION SERVICES	8,128.12
GKKWORKS	1123	11/29/2018	09/30 - CONSTRUCTION ADMINISTRATION SERVICES	42,054.24
GKKWORKS	1131	12/21/2018	10/18 - CONSTRUCTION ADMINISTRATION SERVICES	3,645.00
GKKWORKS	1131	12/21/2018	10/18 - CONSTRUCTION ADMINISTRATION SERVICES, B:	3,663.00
GKKWORKS	1131	12/21/2018	10/18 - CONSTRUCTION ADMINISTRATION SERVICES, P/	750.97
KEMP BROS CONSTRUCTION, INC.	1116	11/9/2018	CONSTRUCTION SERVICES - APP#19	519,664.25
KEMP BROS CONSTRUCTION, INC.	1116	11/9/2018	CONSTRUCTION SERVICES - APP#20	1,042,188.95
KEMP BROS CONSTRUCTION, INC.	1124	11/29/2018	CONSTRUCTION SERVICES - APP#21	532,665.95
KEMP BROS CONSTRUCTION, INC.	1132	12/21/2018	CONSTRUCTION SERVICES - APP#22	570,822.70
PACIFIC CHARTER SCHOOL DEVELOPMENT, INC	1117	11/9/2018	REIMBURSABLE EXPENSES - AUGMENTATION GRANT INV	28.74
PACIFIC CHARTER SCHOOL DEVELOPMENT, INC	1133	12/21/2018	PROJECT MGMT FEE - FINAL	120,400.00
STV CONSTRUCTION INC.	1118	11/9/2018	07/18 - CONSTRUCTION MGMT SERVICES	27,875.00
STV CONSTRUCTION INC.	1118	11/9/2018	09/18 - CONSTRUCTION MGMT SERVICES	24,025.00
STV CONSTRUCTION INC.	1129	12/6/2018	10/18 - CONSTRUCTION MGMT SERVICES	31,850.00
STV CONSTRUCTION INC.	1134	12/21/2018	08/18 - CONSTRUCTION MGMT SERVICES	37,500.00
STV CONSTRUCTION INC.	1134	12/21/2018	11/18 - CONSTRUCTION MGMT SERVICES	24,725.00
TIME WARNER CABLE	1119	11/9/2018	07/31 - 08/30/18 -INTERNET (NEW SCHOOL) ONE TIME (	(28,966.00)
TIME WARNER CABLE	1119	11/9/2018	08/31 - 09/30/18 - INTERNET # 2611	31,141.24
TIME WARNER CABLE	1120	11/9/2018	10/01 -10/30/18 - INTERNET SERVICES #2611	1,142.94
TIME WARNER CABLE	1125	11/30/2018	08/14 - 09/13/18 - INTERNET CHARGE AT NEW LOCATIO	1,548.46
TIME WARNER CABLE	1126	11/30/2018	09/13 - 10/13/18 - Internet acct# 0556	1,142.94
TIME WARNER CABLE	1127	11/30/2018	10/14 - 11/13/18 - INTERNET NEW MORCS LOCATION	1,169.81
TIME WARNER CABLE	1128	11/30/2018	11/14 - 12/13/18 - INTERNET FOR NEW MORCS BUILDIN	1,169.81
TWining CONSULTING	1121	11/9/2018	04/18 - TESTING AND INSPECTION SERVICES	19,118.00
Total				4,322,759.60

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Object	Object	Managen	Doc #	Vendor	Description	Date	Actual Amount	ID
4390	4390-Other Supplies	BCCS	STD10/28/18-0277	CCU - JC - 0277	ASIA TASTY - FOOD FOR STAFF PARENT CONFERENCES	11/30/18	258.50	General
4390	4390-Other Supplies	BCCS	STD10/28/18-0277	CCU - JC - 0277	ASIA TASTY - FOOD FOR STAFF PARENT CONFERENCES	11/30/18	242.00	General
4390	4390-Other Supplies	BCCS	STD10/28/18-0277	CCU - JC - 0277	FOOD 4 LESS - DRINKS AND CULTRY FOR STAFF PARENT CONFERENCE	11/30/18	109.71	General
4390	4390-Other Supplies	BCCS	STD10/28/18-0277	CCU - JC - 0277	VON'S - MORNING SNACKS FOR STAFF PARENT CONFERENCES	11/30/18	99.68	General
4390	4390-Other Supplies	BCCS	STD10/28/18-0277	CCU - JC - 0277	FOOD 4 LESS - DRINKS, CULTRY FOR STAFF PARENT CONFERENCES	11/30/18	53.47	General
4390	4390-Other Supplies	BCCS	STD10/28/18-0277	CCU - JC - 0277	STARBUCKS - COFFEE FOR STAFF PROFESSIONAL DEVELOPMENT	11/30/18	50.85	General
4390	4390-Other Supplies	BCCS	STD10/28/18-0277	CCU - JC - 0277	STARBUCKS - COFFEE FOR STAFF PARENT CONFERENCES	11/30/18	50.85	General
4390	4390-Other Supplies	BCCS	STD10/28/18-0277	CCU - JC - 0277	FOOD 4 LESS - FOOD FOR STAFF PROFESSIONAL DEVELOPMENT	11/30/18	44.61	General
4390	4390-Other Supplies	BCCS	STD10/28/18-0277	CCU - JC - 0277	FOOD 4 LESS - FOOD FOR STAFF PROFESSIONAL DEVELOPMENT	11/30/18	24.63	General
4390	4390-Other Supplies	BCCS	STD10/28/18-0277	CCU - JC - 0277	SQ KRIMSEYS CAJUN - FOOD FOR STAFF DIETARY RESTRICTIONS PARI	11/30/18	24.07	General
4390	4390-Other Supplies	BCCS	STD10/28/18-0277	CCU - JC - 0277	CRAZY GOODY - FOOD FOR STAFF DIETARY RESTRICTIONS PARENT CC	11/30/18	23.36	General
5630	5630-Vendor Repairs	BCCS	STD10/28/18-0277	CCU - JC - 0277	IN PLAZA LOCK & KEY - BROKEN ROOM KEY SERVICE CALL	11/30/18	95.00	General
4350	4350-Office Supplies	MORCS	STD10/28/18-0251	CCU - RQ - 0251	WALGREENS - BATTERIES FOR LABEL MAKER AND CUTLERY	11/30/18	29.08	General
4350	4350-Office Supplies	MORCS	STD10/28/18-0251	CCU - RQ - 0251	STAPLES - LABELS FOR NEW COMPUTERS	11/30/18	8.75	General
4370	4370-Custodial Supplies	MORCS	STD10/28/18-0251	CCU - RQ - 0251	RIDE AID STORE - GLOVES	11/30/18	13.13	General
4390	4390-Other Supplies	BCCS	STD10/28/18-0251	CCU - RQ - 0251	STARBUCKS - YPICS PROFESSIONAL DEVELOPMENT - COFFEE	11/30/18	19.92	General
4390	4390-Other Supplies	BCHS	STD10/28/18-0251	CCU - RQ - 0251	STARBUCKS - YPICS PROFESSIONAL DEVELOPMENT - COFFEE	11/30/18	12.84	General
4390	4390-Other Supplies	MORCS	STD10/28/18-0251	CCU - RQ - 0251	MASA OF ECHO PARK - PARENT CONFERENCE - FOOD FOR STAFF	11/30/18	236.14	General
4390	4390-Other Supplies	MORCS	STD10/28/18-0251	CCU - RQ - 0251	AY PAPA QUE RICO - YPICS PROFESSIONAL DEVELOPMENT - FOOD	11/30/18	175.14	General
4390	4390-Other Supplies	MORCS	STD10/28/18-0251	CCU - RQ - 0251	STARBUCKS - YPICS PROFESSIONAL DEVELOPMENT - COFFEE	11/30/18	18.09	General
4390	4390-Other Supplies	MORCS	STD10/28/18-0251	CCU - RQ - 0251	STARBUCKS - PARENT CONFERENCES - COFFEE FOR STAFF	11/30/18	16.95	General
5610	5610-Building Rent	MORCS	STD10/28/18-0251	CCU - RQ - 0251	DOWNTOWN MINI WAREHOUSE - OCTOBER 2018 - STORAGE RENTAL	11/30/18	350.00	General
5812	5812-Pupil Transportatic	MORCS	STD10/28/18-0251	CCU - RQ - 0251	LEGOLAND CALIFORNIA - 8TH GRADE FIELD TRIP TO LEGOLAND	11/30/18	1,200.00	General
4370	4370-Custodial Supplies	BCHS	STD10/28/18-0269	CCU - SC - 0269	TARGET - CLOROX WIPES, FACIAL TISSUE	11/30/18	29.19	General
4390	4390-Other Supplies	BCHS	STD10/28/18-0269	CCU - SC - 0269	IN-N-OUT BURGER - FOOD FOR STAFF PARENT CONFERENCES	11/30/18	155.54	General
4390	4390-Other Supplies	BCHS	STD10/28/18-0269	CCU - SC - 0269	SMART & FINAL - BREAKFAST FOR PARENTS COLLEGE WORKSHOP	11/30/18	51.54	General
4390	4390-Other Supplies	BCHS	STD10/28/18-0269	CCU - SC - 0269	FOOD 4 LESS - SNACKS FOR STUDENTS DURING SBAC TESTING	11/30/18	44.97	General
4390	4390-Other Supplies	BCHS	STD10/28/18-0269	CCU - SC - 0269	FOOD 4 LESS - PAPER PRODUCTS AND ICE FOR PARENT CONFERENCE	11/30/18	36.15	General
4390	4390-Other Supplies	BCHS	STD10/28/18-0269	CCU - SC - 0269	SUPERIOR GROCERS - SNACKS, GIRLS VOLLEYBALL TEAM GAME DAY	11/30/18	34.76	General
4390	4390-Other Supplies	BCHS	STD10/28/18-0269	CCU - SC - 0269	FOOD 4 LESS - WATER, SNACKS FOR GIRLS VOLLEYBALL GAME	11/30/18	24.82	General
4390	4390-Other Supplies	BCHS	STD10/28/18-0269	CCU - SC - 0269	SUBWAY - FOOD FOR STAFF DURING PARENT CONFERENCES	11/30/18	7.65	General
4310	4310-Student Materials	BCHS	STD10/28/18-0194	CCU - YF - 0194	LAKESHORE - PRIVACY PARTITIONS FOR TESTING	11/30/18	595.46	General
4310	4310-Student Materials	BCHS	STD10/28/18-0194	CCU - YF - 0194	PARTY CORNER - TISSUE PAPER FOR DIA DE LOS MUERTOS ALTER	11/30/18	64.75	General
4310	4310-Student Materials	BCHS	STD10/28/18-0194	CCU - YF - 0194	MICHAEL'S - DECORATIONS FOR DIA DE LOS MUERTOS ALTER	11/30/18	27.38	General
4390	4390-Other Supplies	BCHS	STD10/28/18-0194	CCU - YF - 0194	MANDARIN ISLAND - FOOD FOR STAFF DURING PARENT CONFERENCES	11/30/18	351.98	General
4390	4390-Other Supplies	BCHS	STD10/28/18-0194	CCU - YF - 0194	MAGIC JUMP RENTALS - HALLOWEEN CARNIVAL JUMP	11/30/18	225.00	General
4390	4390-Other Supplies	BCHS	STD10/28/18-0194	CCU - YF - 0194	AY PAPA QUE RICO - YPICS PROFESSIONAL DEVELOPMENT - FOOD	11/30/18	175.14	General
4390	4390-Other Supplies	BCHS	STD10/28/18-0194	CCU - YF - 0194	SMART & FINAL - FOOD, LEADERSHIP SALE PARENT CONFERENCES	11/30/18	155.75	General
4390	4390-Other Supplies	BCHS	STD10/28/18-0194	CCU - YF - 0194	99CENTS ONLY - DECORATIONS FOR SCHOOL CARNIVAL	11/30/18	135.02	General
4390	4390-Other Supplies	BCHS	STD10/28/18-0194	CCU - YF - 0194	RALPHS - FOOD FOR STAFF DURING PARENT CONFERENCES	11/30/18	96.35	General
4390	4390-Other Supplies	BCHS	STD10/28/18-0194	CCU - YF - 0194	SMART & FINAL - FOOD FOR HALLOWEEN CARNIVAL FOOD SALE	11/30/18	79.79	General
4390	4390-Other Supplies	BCHS	STD10/28/18-0194	CCU - YF - 0194	FOOD 4 LESS - FOOD FOR STAFF DURING PARENT CONFERENCES	11/30/18	65.28	General
4390	4390-Other Supplies	BCHS	STD10/28/18-0194	CCU - YF - 0194	FOOD 4 LESS - SNACKS, ZIPLOC BAGS - PARENT CONFERENCE SUPPLI	11/30/18	57.11	General
4390	4390-Other Supplies	BCHS	STD10/28/18-0194	CCU - YF - 0194	LA PIZA LOCA - FOOD FOR LEADERSHIP MEETING	11/30/18	50.52	General
4390	4390-Other Supplies	BCHS	STD10/28/18-0194	CCU - YF - 0194	COSTCO WAREHOUSE - POPCORN MINI CONES FOR HALLOWEEN CARN	11/30/18	38.36	General
4390	4390-Other Supplies	BCHS	STD10/28/18-0194	CCU - YF - 0194	LITTLE CAESARS - FOOD FOR THEATRE CLUB STUDENTS	11/30/18	32.88	General
4390	4390-Other Supplies	BCHS	STD10/28/18-0194	CCU - YF - 0194	EL MILAGRO - SWEET BREAD FOR SENIOR SALE IN THE MORNING	11/30/18	31.50	General
4390	4390-Other Supplies	BCHS	STD10/28/18-0194	CCU - YF - 0194	SUPERIOR GROCERS - PAPERS GOODS FOR LEADERSHIP MEETING	11/30/18	22.95	General

Object	Object	Managen	Doc #	Vendor	Description	Date	Actual	Amount	ID
5300	5300-Dues and Member	BCCS	STD07/06/18-4736	WELLS FARGO	B&N MEMBERSHIP RENEWAL - BARNES AND NOBLE MEMBERSHIP RENEWAL	11/1/18	11.07		General
5300	5300-Dues and Member	BCHS	STD07/06/18-4736	WELLS FARGO	B&N MEMBERSHIP RENEWAL - BARNES AND NOBLE MEMBERSHIP RENEWAL	11/1/18	6.08		General
5300	5300-Dues and Member	MORCS	STD07/06/18-4736	WELLS FARGO	B&N MEMBERSHIP RENEWAL - BARNES AND NOBLE MEMBERSHIP RENEWAL	11/1/18	10.23		General
4350	4350-Office Supplies	MORCS	STD11/28/18-0178	CCU - LG - 0178	STAPLES - MAILING LABELS, SHEET PROTECTORS, ENVELOPES	12/26/18	193.16		General
4350	4350-Office Supplies	MORCS	STD11/28/18-0178	CCU - LG - 0178	STAPLES - ENVELOPES, PENS, CERTIFICATE SEALS	12/26/18	50.33		General
4390	4390-Other Supplies	BCCS	STD11/28/18-0178	CCU - LG - 0178	DOMINOS PIZZA - FOOD FOR STAFF, ACADEMIC EXCELLENCE MEETING	12/26/18	14.58		General
4390	4390-Other Supplies	BCHS	STD11/28/18-0178	CCU - LG - 0178	DOMINOS PIZZA - FOOD FOR STAFF, ACADEMIC EXCELLENCE MEETING	12/26/18	14.57		General
4390	4390-Other Supplies	MORCS	STD11/28/18-0178	CCU - LG - 0178	KFC - FOOD, SAC/ELAC MEETING	12/26/18	76.81		General
4390	4390-Other Supplies	MORCS	STD11/28/18-0178	CCU - LG - 0178	DOMINOS PIZZA - FOOD FOR STAFF, ACADEMIC EXCELLENCE MEETING	12/26/18	14.57		General
4390	4390-Other Supplies	MORCS	STD11/28/18-0178	CCU - LG - 0178	POLLO LOCO - DIETARY RESTRICTIVE FOOD SAC/ELAC MEETING	12/26/18	4.59		General
4700	4700-Food and Food Su	MORCS	STD11/28/18-0178	CCU - LG - 0178	SMART & FINAL - CUPS/ BREAD, COFFEE WITH DIRECTORS MEETING	12/26/18	35.82		General
9311	9311-Due From Others	MORCS	STD11/28/18-0178	CCU - LG - 0178	JOKER PARTY SUPPLY LA - HELIUM REFILL, LEADERSHIP HALLOWEEN	12/26/18	19.22		General
4110	4110-Approved Textboo	BCCS	STD11/28/18-0285	CCU - RB - 0285	BARNES & NOBLE - BOOKS FOR ADMIN LIBRARY	12/26/18	57.73		General
4390	4390-Other Supplies	BCCS	STD11/28/18-0285	CCU - RB - 0285	BEST BUY - IPHONE TRIPOD	12/26/18	38.30		General
4390	4390-Other Supplies	CA	STD11/28/18-0285	CCU - RB - 0285	STICKER MULE - BADGE STICKERS, PROFESSIONAL DEVELOPMENT GA	12/26/18	36.00		General
4390	4390-Other Supplies	MORCS	STD11/28/18-0285	CCU - RB - 0285	BEST BUY - USB MICROPHONE AND BLUETOOTH SPEAKER	12/26/18	82.09		General
4400	4400-Non Capitalized E	MORCS	STD11/28/18-0285	CCU - RB - 0285	APPLE STORE - IPHONE SCREEN REPLACEMENT FOR K. GAMEZ	12/26/18	163.16		General
4390	4390-Other Supplies	BCCS	STD11/28/18-0251	CCU - RQ - 0251	SMART & FINAL - DRINKS, SNACK FOR STAFF PROFESSIONAL DEVELOPMENT	12/26/18	58.80		General
4390	4390-Other Supplies	BCCS	STD11/28/18-0251	CCU - RQ - 0251	SUBWAY - FOOD FOR STAFF PROFESSIONAL DEVELOPMENT	12/26/18	28.15		General
4390	4390-Other Supplies	BCHS	STD11/28/18-0251	CCU - RQ - 0251	SMART & FINAL - DRINKS, SNACK FOR STAFF PROFESSIONAL DEVELOPMENT	12/26/18	37.90		General
4390	4390-Other Supplies	BCHS	STD11/28/18-0251	CCU - RQ - 0251	SUBWAY - FOOD FOR STAFF PROFESSIONAL DEVELOPMENT	12/26/18	18.14		General
4390	4390-Other Supplies	CA	STD11/28/18-0251	CCU - RQ - 0251	EL COLMAO LA - FOOD FOR BOARD MEETING	12/26/18	183.41		General
4390	4390-Other Supplies	MORCS	STD11/28/18-0251	CCU - RQ - 0251	SMART & FINAL - DRINKS, SNACK FOR STAFF PROFESSIONAL DEVELOPMENT	12/26/18	53.39		General
4390	4390-Other Supplies	MORCS	STD11/28/18-0251	CCU - RQ - 0251	SUBWAY - FOOD FOR STAFF PROFESSIONAL DEVELOPMENT	12/26/18	25.56		General
4390	4390-Other Supplies	MORCS	STD11/28/18-0251	CCU - RQ - 0251	LOWES - CLASSROOM EMERGENCY BUCKETS	12/26/18	21.35		General
5610	5610-Building Rent	MORCS	STD11/28/18-0251	CCU - RQ - 0251	DOWNTOWN MINI WAREHOUSE - NOVEMBER 2018 STORAGE RENT	12/26/18	375.00		General
5812	5812-Pupil Transportatic	MORCS	STD11/28/18-0251	CCU - RQ - 0251	CALIFORNIA SCIENCE CENTER - IMAX EXPLORATION TICKETS - 7TH	12/26/18	595.00		General
Total							7,971.62	0.00	

Coversheet

YPICS Con Apps

Section: V. Items Scheduled For Action
Item: B. YPICS Con Apps
Purpose: Vote
Submitted by:
Related Material: BCCS Winter ConApp.pdf
BCHS Winter ConApp.pdf
MORCS Winter ConApp.pdf

Bert Corona Charter (19 64733 0106872)

Status: Draft
 Saved by: ExED Data Management
 Date: 2/7/2019 6:31 PM

2018-19 Federal Transferability

Federal transferability of funds is governed by Title V in ESSA Section 5102. An LEA may transfer Title II, Part A and or Title IV, Part A program funds to other allowable programs. This transferability is not the same as Title V, Part B Alternative Uses of Funds Authority governed by ESEA Section 5211. **Note: Funds transferred under Title V, Part B Alternative Uses of Funds Authority are not to be included on this form.**

CDE Program Contact:

Juan J. Sanchez, Standards Implementation Support Office (Title II), jsanchez@cde.ca.gov, 916-319-0452
 Tom Herman, Coordinated School Health & Safety (Title IV), THerman@cde.ca.gov, 916-319-0914

Title II, Part A Transfers

2018-19 Title II, Part A entitlement	\$16,465
Transferred to Title I, Part A	
Transferred to Title I, Part C	
Transferred to Title I, Part D	
Transferred to Title III English Learner	
Transferred to Title III Immigrant	
Transferred to Title IV, Part A	
Transferred to Title V, Part B, Subpart 1 Small, Rural School Achievement Grant	
Transferred to Title V, Part B, Subpart 2 Rural and Low-Income Grant	
Total amount of Title II, Part A funds transferred out	\$0
2018-19 Title II, Part A entitlement after transfers out	\$16,465

Title IV, Part A Transfers

2018-19 Title IV, Part A entitlement	\$10,000
Transferred to Title I, Part A	\$10,000
Transferred to Title I, Part C	
Transferred to Title I, Part D	
Transferred to Title II, Part A	
Transferred to Title III English Learner	
Transferred to Title III Immigrant	
Transferred to Title V, Part B, Subpart 1 Small, Rural School Achievement Grant	
Transferred to Title V, Part B, Subpart 2 Rural and Low-Income Grant	
Total amount of Title IV, Part A funds transferred out	\$10,000
2018-19 Title IV, Part A entitlement after transfers out	\$0

*****Warning*****

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2018-19 Title I, Part A LEA Allocation and Reservations

To report LEA required and authorized reservations before distributing funds to schools.

CDE Program Contact:

Sylvia Hanna, Title I Policy and Program Guidance Office, shanna@cde.ca.gov, 916-319-0948
Rina DeRose, Title I Policy and Program Guidance Office, RDeRose@cde.ca.gov, 916-323-0472

2018-19 Title I, Part A LEA allocation (+)	\$135,796
Transferred-in amount (+)	\$10,000
Nonprofit private school equitable services proportional share amount (-)	\$0
2018-19 Title I, Part A LEA available allocation	\$145,796

Required Reservations

Parent and family engagement (If the allocation is greater than \$500,000, then parent and family engagement equals 1% of the allocation minus the nonprofit private school equitable services proportional share amount.)	\$0
School parent and family engagement	\$0
LEA parent and family engagement	\$0
Direct or indirect services to homeless children, regardless of their school of attendance	\$100

Authorized Reservations

Public school Choice transportation	
Other authorized activities	
Indirect cost reservation	
Administrative reservation	

Reservation Summary

Total LEA required and authorized reservations	\$100
School parent and family engagement reservation	\$0
Amount available for Title I, Part A school allocations	\$145,696

*****Warning*****

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2018-19 Title II, Part A LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the LEA for Title II, Part A Supporting Effective Instruction.

CDE Program Contact:

Maxine Wheeler, Standards Implementation Support Office, mwheeler@cde.ca.gov, 916-323-4746

Juan J. Sanchez, Standards Implementation Support Office (Title II), jsanchez@cde.ca.gov, 916-319-0452

2018-19 Title II, Part A entitlement	\$16,465
Transferred-in amount	\$0
Total funds transferred out of Title II, Part A	\$0
Total entitlement after transfers	\$16,465
Repayment of funds	\$0
2018-19 Allocation	\$16,465
Administrative and indirect costs	\$0
Equitable services for nonprofit private schools	\$0
2018-19 Title II, Part A adjusted allocation	\$16,465

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Bert Corona Charter (19 64733 0106872)

Status: Draft
Saved by: ExED Data Management
Date: 2/7/2019 6:38 PM**2018-19 Title III English Learner LEA Allocations and Reservations**

The purpose of this data collection is to calculate the total allocation amount available to the LEA for Title III English learner, and to report required reservations.

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Total Allocation

2018-19 Title III English learner entitlement	\$22,187
Transferred-in amount	\$0
Repayment of funds	\$0
2018-19 Allocation	\$22,187

Allocation Reservations

Professional development activities	\$20,400
Program and other authorized activities	\$1,787
English Proficiency and Academic Achievement	\$0
Parent, family, and community engagement	\$0
Direct administrative costs (Amount cannot exceed 2% of the entitlement)	\$0
Indirect costs	\$0
Total allocation reservations	\$22,187

*****Warning*****

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2018-19 Title III English Learner YTD Expenditure Report, 6 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2018 through December 31, 2018.

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Required and Authorized English Learners Sub-grantee Activities

Required

Section 3115 (c)(1) To increase the English proficiency by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating the effectiveness of the programs.

Section 3115 (c)(2) To provide high quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel.

Authorized

- (1) Upgrading program objectives and effective instruction strategies.
- (2) Improving the instruction program for English learners by identifying acquiring and upgrading curricula, instruction materials, educational software, and assessment procedures.
- (3) Providing tutorials and academic or vocational education for English learners and intensified instruction.
- (4) Developing and implementing elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services.
- (5) Improving the English language proficiency and academic achievement of English learners.
- (6) Providing community participation programs, family literacy services and parent outreach and training activities to English learners and their families.
- (7) Improving the instruction of English learners, which may include English learners with disabilities. Offering early college high school or dual or concurrent enrollment programs or courses designed to help English learners achieve success in postsecondary education.

2018-19 Title III English learner entitlement	\$22,187
Transferred-in amount	\$0
2018-19 Total allocation	\$22,187
Object Code - Activity	
1000-1999 Certificated personnel salaries	\$0
2000-2999 Classified personnel salaries	\$0
3000-3999 Employee benefits	\$0
4000-4999 Books and supplies	\$1,290
5000-5999 Services and other operating expenditures	\$20,400
Direct administrative costs (Amount cannot exceed 2% of the entitlement)	\$0
Indirect costs	\$0
Total year-to-date expenditures	\$21,690
2018-19 Unspent funds	\$497

*****Warning*****

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2018-19 Title IV, Part A LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the LEA for Title IV, Part A and to report reservations.

CDE Program Contact:

Tom Herman, Coordinated School Health & Safety (Title IV), THerman@cde.ca.gov, 916-319-0914

2018-19 Title IV, Part A entitlement	\$10,000
Transferred-in amount	\$0
Total funds transferred out of Title IV, Part A	\$10,000
2018-19 Title IV, Part A allocation	\$0
Indirect cost reservation	\$0
Administrative reservation	\$0
Equitable services for nonprofit private schools	\$0
2018-19 Title IV, Part A adjusted allocation	\$0

*****Warning*****

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2018-19 Consolidation of Administrative Funds

A request by the LEA to consolidate administrative funds for specific programs.

CDE Program Contact:

Julie Brucklacher, Financial Accountability and Info Srv Office, jbruckla@cde.ca.gov, 916-327-0858

Title I, Part A Basic SACS Code 3010	No
Title I, Part C Migrant Education SACS Code 3060	No
Title I, Part D Delinquent SACS Code 3025	No
Title II, Part A Supporting Effective Instruction SACS Code 4035	No
Title III Immigrant Students SACS Code 4201	No
Title III English Learner Students - 2% maximum SACS Code 4203	No
Title IV, Part A Student Support - 2% maximum SACS Code 4127	No
Title IV, Part B 21st Century Community Learning Centers SACS Code 4124	No

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2018-19 Title I, Part A Notification of Authorization of Schoolwide Program

This report provides notification to the California Department of Education of a school's eligibility and local board approval to operate under and report as Schoolwide Program

CDE Program Contact:

Lana Zhou, Title I Policy and Program Guidance Office, lzhou@cde.ca.gov, 916-319-0956

Rina DeRose, Title I Policy and Program Guidance Office, RDeRose@cde.ca.gov, 916-323-0472

School Name	School Code	Authorized	Local Board Approved Date (ex. 07/30/2018)	Low Income %	SIG Approved Date (ex. 07/30/2018)	SWP Waiver Approved Date (ex. 07/30/2018)
Bert Corona Charter	0106872	Y	10/24/2011	84.00%		

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Bert Corona Charter (19 64733 0106872)

Status: Draft
Saved by: ExED Data Management
Date: 2/7/2019 6:24 PM**2016-17 Title II, Part A Fiscal Year Expenditure Report, Closeout 27 Months**

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2016 through September 30, 2018.

CDE Program Contact:

Maxine Wheeler, Standards Implementation Support Office, mwheeler@cde.ca.gov, 916-323-4746

2016-17 Title II, Part A entitlement	\$1,665
2016-17 Title II, Part A total apportionment issued	\$1,665

Professional Development Expenditures

Professional development for teachers	\$1,665
Professional development for administrators	
Subject matter project	
Other professional development expenditures	

Exams and Test Preparation Expenditures

Exam fees, reimbursement	
Test preparation training and or materials	
Other exam and test preparation expenditures	

Recruitment, Training, and Retaining Expenditures

Recruitment activities	
Hiring incentive and or relocation allotment	
National Board Certification and or stipend	
Verification process for special settings (VPSS)	
University course work	
Other recruitment training and retaining expenditures	

Miscellaneous Expenditures

Class size reduction	
Administrative and indirect costs	
Total funds transferred to Title I, Part A	
Other allowable expenditures or encumbrances	
Total expenditures and encumbrances	\$1,665
2016-17 Unspent Funds	\$0
Note: CDE will invoice the LEA for the 2016-17 unspent apportionment amount.	

*****Warning*****

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2016-17 Title III English Learner YTD Expenditure Report, Closeout 27 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2016 through September 30, 2018.

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Required and Authorized English Learners Sub-grantee Activities

Required

Section 3115 (c)(1) To increase the English proficiency by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating the effectiveness of the programs.

Section 3115 (c)(2) To provide high quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel.

Authorized

- (1) Upgrading program objectives and effective instruction strategies.
- (2) Improving the instruction program for English learners by identifying acquiring and upgrading curricula, instruction materials, educational software, and assessment procedures.
- (3) Providing tutorials and academic or vocational education for English learners and intensified instruction.
- (4) Developing and implementing elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services.
- (5) Improving the English language proficiency and academic achievement of English learners.
- (6) Providing community participation programs, family literacy services and parent outreach and training activities to English learners and their families.

2016-17 Title III English learner entitlement	\$21,427
2016-17 Title III English learner total apportionment issued	\$21,427
Object Code - Activity	
1000-1999 Certificated personnel salaries	\$15,905
2000-2999 Classified personnel salaries	\$0
3000-3999 Employee benefits	\$5,522
4000-4999 Books and supplies	\$0
5000-5999 Services and other operating expenditures	\$0
Administrative and indirect costs	\$0
Total year-to-date expenditures	\$21,427
2016-17 Unspent funds	\$0
Note: CDE will invoice the LEA for the 2016-17 unspent apportionment amount.	

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Bert Corona Charter (19 64733 0106872)

Status: Draft
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 Date: 2/7/2019 6:26 PM

2017-18 Title I, Part A LEA Carryover

Report only expenditures and obligations for fiscal year 2017-18 allocation to determine funds to be carried over.

CDE Program Contact:

Kevin Donnelly, Title I Policy and Program Guidance Office, kdonnelly@cde.ca.gov, 916-319-0942
 Rina DeRose, Title I Policy and Program Guidance Office, RDeros@cde.ca.gov, 916-323-0472

Carryover Calculation

2017-18 Title I, Part A LEA allocation	\$149,246
Transferred-in amount	\$0
2017-18 Title I, Part A LEA available allocation	\$149,246
Expenditures and obligations through September 30, 2018	\$0
Carryover as of September 30, 2018	\$149,246
Carryover percent as of September 30, 2018	100.00%
2017-18 Allowable carryover amount (15% of available allocation)	\$22,387
Amount of 2017-18 carryover funds above the allowable 15%	\$126,859
(If the LEA does not apply, or is not eligible, for a waiver, then the LEA will be invoiced for this amount.)	

Waiver Request

For carryover funds exceeding 15%, a waiver request must be submitted and approved by the California Department of Education (CDE). The CDE may waive the percentage of carryover and grant a carryover waiver once every three years. This waiver request assures that the planned activities/expenditures comply with the Title I, Part A Authorized Use of Funds criteria located at <https://www.cde.ca.gov/sp/sw/t1/authuseoffunds.asp>.

Provide the reasonable and necessary justification - describe how the LEA plans to expend or obligate the carryover funds (Maximum 1000 characters)	
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2017-18 Title III English Learner YTD Expenditure Report, 18 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2017 through December 31, 2018.

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Required and Authorized English Learners Sub-grantee Activities

Required

Section 3115 (c)(1) To increase the English proficiency by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating the effectiveness of the programs.

Section 3115 (c)(2) To provide high quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel.

Authorized

- (1) Upgrading program objectives and effective instruction strategies.
- (2) Improving the instruction program for English learners by identifying acquiring and upgrading curricula, instruction materials, educational software, and assessment procedures.
- (3) Providing tutorials and academic or vocational education for English learners and intensified instruction.
- (4) Developing and implementing elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services.
- (5) Improving the English language proficiency and academic achievement of English learners.
- (6) Providing community participation programs, family literacy services and parent outreach and training activities to English learners and their families.
- (7) Improving the instruction of English learners, which may include English learners with disabilities. Offering early college high school or dual or concurrent enrollment programs or courses designed to help English learners achieve success in postsecondary education.

2017-18 Title III English learner entitlement	\$25,499
Transferred-in amount	\$0
2017-18 Total allocation	\$25,499
Object Code - Activity	
1000-1999 Certificated personnel salaries	\$6,000
2000-2999 Classified personnel salaries	\$0
3000-3999 Employee benefits	\$0
4000-4999 Books and supplies	\$874
5000-5999 Services and other operating expenditures	\$18,625
Direct administrative costs (Amount cannot exceed 2% of the entitlement)	\$0
Indirect costs	\$0
Total year-to-date expenditures	\$25,499
2017-18 Unspent funds	\$0

*****Warning*****

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2018-19 Title I, Part A School Allocations

This report identifies the amount of Title I, Part A funds to be allocated to eligible schools.

CDE Program Contact:

Lana Zhou, Title I Policy and Program Guidance Office, lzhou@cde.ca.gov, 916-319-0956
 Rina DeRose, Title I Policy and Program Guidance Office, RDerose@cde.ca.gov, 916-323-0472

LEA meets small LEA criteria.

An LEA is defined as a small LEA if, based on the school list and the data entered in School Student Counts, the LEA meets one or both of the following:

- Is a single school LEA
- Has enrollment total for all schools less than 1,000

If applicable, enter a Discretion Code. Use lower case only.

Allowable Discretion Codes

- a - Below LEA average and at or above 35% student low income
- d - Desegregation Waiver on File
- e - Grandfather Provision
- f - Feeder Pattern

Low income measure FRPM
 Serving schools by Highest to lowest within the LEA
 LEA-wide low income % 76.90%
 Available Title I, Part A school allocations \$145,696
 Available parent and family engagement reservation \$0

School Name	School Code	Grade Span Group	Student Enrollment	Eligible Low Income Students Ages 5-17	Low Income Student %	Eligible to be Served	Required to be Served	Public School	Ranking	FdYN	\$ Per Low Income Student (0.00)	TIA School Allocation	2017-18 Carryover	Parent and Family Engagement Amount	Total School Allocation	Discretion Code
Bert Corona Charter	0106872		381	293	76.90	Y	Y	Y	1		497.25	145694.25			145694.25	

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Bert Corona Charter High (19 64733 0132126)

Status: Draft
 Saved by: ExED Data Management
 Date: 2/7/2019 6:07 PM

2018-19 Federal Transferability

Federal transferability of funds is governed by Title V in ESSA Section 5102. An LEA may transfer Title II, Part A and or Title IV, Part A program funds to other allowable programs. This transferability is not the same as Title V, Part B Alternative Uses of Funds Authority governed by ESEA Section 5211. **Note: Funds transferred under Title V, Part B Alternative Uses of Funds Authority are not to be included on this form.**

CDE Program Contact:

Juan J. Sanchez, Standards Implementation Support Office (Title II), jsanchez@cde.ca.gov, 916-319-0452
 Tom Herman, Coordinated School Health & Safety (Title IV), THerman@cde.ca.gov, 916-319-0914

Title II, Part A Transfers

2018-19 Title II, Part A entitlement	\$12,124
Transferred to Title I, Part A	\$0
Transferred to Title I, Part C	\$0
Transferred to Title I, Part D	\$0
Transferred to Title III English Learner	\$0
Transferred to Title III Immigrant	\$0
Transferred to Title IV, Part A	\$0
Transferred to Title V, Part B, Subpart 1 Small, Rural School Achievement Grant	\$0
Transferred to Title V, Part B, Subpart 2 Rural and Low-Income Grant	\$0
Total amount of Title II, Part A funds transferred out	\$0
2018-19 Title II, Part A entitlement after transfers out	\$12,124

Title IV, Part A Transfers

2018-19 Title IV, Part A entitlement	\$10,000
Transferred to Title I, Part A	\$10,000
Transferred to Title I, Part C	
Transferred to Title I, Part D	
Transferred to Title II, Part A	
Transferred to Title III English Learner	
Transferred to Title III Immigrant	
Transferred to Title V, Part B, Subpart 1 Small, Rural School Achievement Grant	
Transferred to Title V, Part B, Subpart 2 Rural and Low-Income Grant	
Total amount of Title IV, Part A funds transferred out	\$10,000
2018-19 Title IV, Part A entitlement after transfers out	\$0

*****Warning*****

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2018-19 Title I, Part A LEA Allocation and Reservations

To report LEA required and authorized reservations before distributing funds to schools.

CDE Program Contact:

Sylvia Hanna, Title I Policy and Program Guidance Office, shanna@cde.ca.gov, 916-319-0948
Rina DeRose, Title I Policy and Program Guidance Office, RDeRose@cde.ca.gov, 916-323-0472

2018-19 Title I, Part A LEA allocation (+)	\$93,828
Transferred-in amount (+)	\$10,000
Nonprofit private school equitable services proportional share amount (-)	\$0
2018-19 Title I, Part A LEA available allocation	\$103,828

Required Reservations

Parent and family engagement (If the allocation is greater than \$500,000, then parent and family engagement equals 1% of the allocation minus the nonprofit private school equitable services proportional share amount.)	\$0
School parent and family engagement	\$0
LEA parent and family engagement	\$0
Direct or indirect services to homeless children, regardless of their school of attendance	\$100

Authorized Reservations

Public school Choice transportation	\$0
Other authorized activities	\$0
Indirect cost reservation	\$0
Administrative reservation	\$0

Reservation Summary

Total LEA required and authorized reservations	\$100
School parent and family engagement reservation	\$0
Amount available for Title I, Part A school allocations	\$103,728

*****Warning*****

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2018-19 Title II, Part A LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the LEA for Title II, Part A Supporting Effective Instruction.

CDE Program Contact:

Maxine Wheeler, Standards Implementation Support Office, mwheeler@cde.ca.gov, 916-323-4746
 Juan J. Sanchez, Standards Implementation Support Office (Title II), jsanchez@cde.ca.gov, 916-319-0452

2018-19 Title II, Part A entitlement	\$12,124
Transferred-in amount	\$0
Total funds transferred out of Title II, Part A	\$0
Total entitlement after transfers	\$12,124
Repayment of funds	\$0
2018-19 Allocation	\$12,124
Administrative and indirect costs	\$0
Equitable services for nonprofit private schools	\$0
2018-19 Title II, Part A adjusted allocation	\$12,124

*****Warning*****

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2018-19 Title IV, Part A LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the LEA for Title IV, Part A and to report reservations.

CDE Program Contact:

Tom Herman, Coordinated School Health & Safety (Title IV), THerman@cde.ca.gov, 916-319-0914

2018-19 Title IV, Part A entitlement	\$10,000
Transferred-in amount	\$0
Total funds transferred out of Title IV, Part A	\$10,000
2018-19 Title IV, Part A allocation	\$0
Indirect cost reservation	\$0
Administrative reservation	\$0
Equitable services for nonprofit private schools	\$0
2018-19 Title IV, Part A adjusted allocation	\$0

*****Warning*****

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2018-19 Consolidation of Administrative Funds

A request by the LEA to consolidate administrative funds for specific programs.

CDE Program Contact:

Julie Brucklacher, Financial Accountability and Info Srv Office, jbruckla@cde.ca.gov, 916-327-0858

Title I, Part A Basic SACS Code 3010	No
Title I, Part C Migrant Education SACS Code 3060	No
Title I, Part D Delinquent SACS Code 3025	No
Title II, Part A Supporting Effective Instruction SACS Code 4035	No
Title III Immigrant Students SACS Code 4201	No
Title III English Learner Students - 2% maximum SACS Code 4203	No
Title IV, Part A Student Support - 2% maximum SACS Code 4127	No
Title IV, Part B 21st Century Community Learning Centers SACS Code 4124	No

*****Warning*****

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2018-19 Title I, Part A Notification of Authorization of Schoolwide Program

This report provides notification to the California Department of Education of a school's eligibility and local board approval to operate under and report as Schoolwide Program

CDE Program Contact:

Lana Zhou, Title I Policy and Program Guidance Office, lzhou@cde.ca.gov, 916-319-0956

Rina DeRose, Title I Policy and Program Guidance Office, RDeRose@cde.ca.gov, 916-323-0472

School Name	School Code	Authorized	Local Board Approved Date (ex. 07/30/2018)	Low Income %	SIG Approved Date (ex. 07/30/2018)	SWP Waiver Approved Date (ex. 07/30/2018)
Bert Corona Charter High	0132126	Y	06/29/2016	81.00%		

*****Warning*****

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Bert Corona Charter High (19 64733 0132126)

Status: Draft
 Saved by: ExED Data Management
 Date: 2/7/2019 6:07 PM

2017-18 Title I, Part A LEA Carryover

Report only expenditures and obligations for fiscal year 2017-18 allocation to determine funds to be carried over.

CDE Program Contact:

Kevin Donnelly, Title I Policy and Program Guidance Office, kdonnelly@cde.ca.gov, 916-319-0942

Rina DeRose, Title I Policy and Program Guidance Office, RDeRose@cde.ca.gov, 916-323-0472

Carryover Calculation

2017-18 Title I, Part A LEA allocation	\$67,664
Transferred-in amount	\$0
2017-18 Title I, Part A LEA available allocation	\$67,664
Expenditures and obligations through September 30, 2018	\$67,664
Carryover as of September 30, 2018	\$0
Carryover percent as of September 30, 2018	0.00%

*****Warning*****

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California Department of Education**Consolidated Application**

Bert Corona Charter High (19 64733 0132126)

Status: Draft
Saved by: ExED Data Management
Date: 2/7/2019 6:06 PM**2016-17 Title II, Part A Fiscal Year Expenditure Report, Closeout 27 Months**

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2016 through September 30, 2018.

CDE Program Contact:

Maxine Wheeler, Standards Implementation Support Office, mwheeler@cde.ca.gov, 916-323-4746

2016-17 Title II, Part A entitlement	\$634
2016-17 Title II, Part A total apportionment issued	\$634

Professional Development Expenditures

Professional development for teachers	\$634
Professional development for administrators	
Subject matter project	
Other professional development expenditures	

Exams and Test Preparation Expenditures

Exam fees, reimbursement	
Test preparation training and or materials	
Other exam and test preparation expenditures	

Recruitment, Training, and Retaining Expenditures

Recruitment activities	
Hiring incentive and or relocation allotment	
National Board Certification and or stipend	
Verification process for special settings (VPSS)	
University course work	
Other recruitment training and retaining expenditures	

Miscellaneous Expenditures

Class size reduction	
Administrative and indirect costs	
Total funds transferred to Title I, Part A	
Other allowable expenditures or encumbrances	
Total expenditures and encumbrances	\$634
2016-17 Unspent Funds	\$0
Note: CDE will invoice the LEA for the 2016-17 unspent apportionment amount.	

*****Warning*****

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

2018-19 Title I, Part A School Allocations

This report identifies the amount of Title I, Part A funds to be allocated to eligible schools.

CDE Program Contact:

Lana Zhou, Title I Policy and Program Guidance Office, lzhou@cde.ca.gov, 916-319-0956
 Rina DeRose, Title I Policy and Program Guidance Office, RDerose@cde.ca.gov, 916-323-0472

LEA meets small LEA criteria.

An LEA is defined as a small LEA if, based on the school list and the data entered in School Student Counts, the LEA meets one or both of the following:

- Is a single school LEA
- Has enrollment total for all schools less than 1,000

If applicable, enter a Discretion Code. Use lower case only.

Allowable Discretion Codes

- a - Below LEA average and at or above 35% student low income
- d - Desegregation Waiver on File
- e - Grandfather Provision
- f - Feeder Pattern

Low income measure FRPM
 Serving schools by Highest to lowest within the LEA
 LEA-wide low income % 81.78%
 Available Title I, Part A school allocations \$103,728
 Available parent and family engagement reservation \$0

School Name	School Code	Grade Span Group	Student Enrollment	Eligible Low Income Students Ages 5-17	Low Income Student %	Eligible to be Served	Required to be Served	Public School	Ranking	FdYN	\$ Per Low Income Student (0.00)	TIA School Allocation	2017-18 Carryover	Parent and Family Engagement Amount	Total School Allocation	Discretion Code
Bert Corona Charter High	0132126		236	193	81.78	Y	Y	Y	1		537.45	103727.85			103727.85	

*****Warning*****

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Monsenor Oscar Romero Charter Middle (19 64733 0114959)

Status: Draft
 Saved by: ExED Data Management
 Date: 2/7/2019 6:21 PM

2018-19 Federal Transferability

Federal transferability of funds is governed by Title V in ESSA Section 5102. An LEA may transfer Title II, Part A and or Title IV, Part A program funds to other allowable programs. This transferability is not the same as Title V, Part B Alternative Uses of Funds Authority governed by ESEA Section 5211. **Note: Funds transferred under Title V, Part B Alternative Uses of Funds Authority are not to be included on this form.**

CDE Program Contact:

Juan J. Sanchez, Standards Implementation Support Office (Title II), jsanchez@cde.ca.gov, 916-319-0452
 Tom Herman, Coordinated School Health & Safety (Title IV), THerman@cde.ca.gov, 916-319-0914

Title II, Part A Transfers

2018-19 Title II, Part A entitlement	\$16,900
Transferred to Title I, Part A	
Transferred to Title I, Part C	
Transferred to Title I, Part D	
Transferred to Title III English Learner	
Transferred to Title III Immigrant	
Transferred to Title IV, Part A	
Transferred to Title V, Part B, Subpart 1 Small, Rural School Achievement Grant	
Transferred to Title V, Part B, Subpart 2 Rural and Low-Income Grant	
Total amount of Title II, Part A funds transferred out	\$0
2018-19 Title II, Part A entitlement after transfers out	\$16,900

Title IV, Part A Transfers

2018-19 Title IV, Part A entitlement	\$10,218
Transferred to Title I, Part A	\$10,218
Transferred to Title I, Part C	
Transferred to Title I, Part D	
Transferred to Title II, Part A	
Transferred to Title III English Learner	
Transferred to Title III Immigrant	
Transferred to Title V, Part B, Subpart 1 Small, Rural School Achievement Grant	
Transferred to Title V, Part B, Subpart 2 Rural and Low-Income Grant	
Total amount of Title IV, Part A funds transferred out	\$10,218
2018-19 Title IV, Part A entitlement after transfers out	\$0

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California Department of Education**Consolidated Application**

Monsenor Oscar Romero Charter Middle (19 64733 0114959)

Status: Draft
Saved by: ExED Data Management
Date: 2/7/2019 6:22 PM**2018-19 Title I, Part A LEA Allocation and Reservations**

To report LEA required and authorized reservations before distributing funds to schools.

CDE Program Contact:Sylvia Hanna, Title I Policy and Program Guidance Office, shanna@cde.ca.gov, 916-319-0948
Rina DeRose, Title I Policy and Program Guidance Office, RDeRose@cde.ca.gov, 916-323-0472

2018-19 Title I, Part A LEA allocation (+)	\$149,108
Transferred-in amount (+)	\$10,218
Nonprofit private school equitable services proportional share amount (-)	\$0
2018-19 Title I, Part A LEA available allocation	\$159,326

Required Reservations

Parent and family engagement (If the allocation is greater than \$500,000, then parent and family engagement equals 1% of the allocation minus the nonprofit private school equitable services proportional share amount.)	\$0
School parent and family engagement	\$0
LEA parent and family engagement	\$0
Direct or indirect services to homeless children, regardless of their school of attendance	\$100

Authorized Reservations

Public school Choice transportation	
Other authorized activities	
Indirect cost reservation	
Administrative reservation	

Reservation Summary

Total LEA required and authorized reservations	\$100
School parent and family engagement reservation	\$0
Amount available for Title I, Part A school allocations	\$159,226

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2018-19 Title II, Part A LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the LEA for Title II, Part A Supporting Effective Instruction.

CDE Program Contact:

Maxine Wheeler, Standards Implementation Support Office, mwheeler@cde.ca.gov, 916-323-4746
 Juan J. Sanchez, Standards Implementation Support Office (Title II), jsanchez@cde.ca.gov, 916-319-0452

2018-19 Title II, Part A entitlement	\$16,900
Transferred-in amount	\$0
Total funds transferred out of Title II, Part A	\$0
Total entitlement after transfers	\$16,900
Repayment of funds	\$0
2018-19 Allocation	\$16,900
Administrative and indirect costs	\$0
Equitable services for nonprofit private schools	\$0
2018-19 Title II, Part A adjusted allocation	\$16,900

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2018-19 Title IV, Part A LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the LEA for Title IV, Part A and to report reservations.

CDE Program Contact:

Tom Herman, Coordinated School Health & Safety (Title IV), THerman@cde.ca.gov, 916-319-0914

2018-19 Title IV, Part A entitlement	\$10,218
Transferred-in amount	\$0
Total funds transferred out of Title IV, Part A	\$10,218
2018-19 Title IV, Part A allocation	\$0
Indirect cost reservation	\$0
Administrative reservation	\$0
Equitable services for nonprofit private schools	\$0
2018-19 Title IV, Part A adjusted allocation	\$0

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2018-19 Consolidation of Administrative Funds

A request by the LEA to consolidate administrative funds for specific programs.

CDE Program Contact:

Julie Brucklacher, Financial Accountability and Info Srv Office, jbruckla@cde.ca.gov, 916-327-0858

Title I, Part A Basic SACS Code 3010	No
Title I, Part C Migrant Education SACS Code 3060	No
Title I, Part D Delinquent SACS Code 3025	No
Title II, Part A Supporting Effective Instruction SACS Code 4035	No
Title III Immigrant Students SACS Code 4201	No
Title III English Learner Students - 2% maximum SACS Code 4203	No
Title IV, Part A Student Support - 2% maximum SACS Code 4127	No
Title IV, Part B 21st Century Community Learning Centers SACS Code 4124	No

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2018-19 Title I, Part A Notification of Authorization of Schoolwide Program

This report provides notification to the California Department of Education of a school's eligibility and local board approval to operate under and report as Schoolwide Program

CDE Program Contact:

Lana Zhou, Title I Policy and Program Guidance Office, lzhou@cde.ca.gov, 916-319-0956

Rina DeRose, Title I Policy and Program Guidance Office, RDeRose@cde.ca.gov, 916-323-0472

School Name	School Code	Authorized	Local Board Approved Date (ex. 07/30/2018)	Low Income %	SIG Approved Date (ex. 07/30/2018)	SWP Waiver Approved Date (ex. 07/30/2018)
Monsenor Oscar Romero Charter Middle	0114959	Y	10/24/2011	93.00%		

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Monsenor Oscar Romero Charter Middle (19 64733 0114959)

Status: Draft
 Saved by: ExED Data Management
 Date: 2/7/2019 6:21 PM

2017-18 Title I, Part A LEA Carryover

Report only expenditures and obligations for fiscal year 2017-18 allocation to determine funds to be carried over.

CDE Program Contact:

Kevin Donnelly, Title I Policy and Program Guidance Office, kdonnelly@cde.ca.gov, 916-319-0942
 Rina DeRose, Title I Policy and Program Guidance Office, RDeros@cde.ca.gov, 916-323-0472

Carryover Calculation

2017-18 Title I, Part A LEA allocation	\$157,963
Transferred-in amount	\$0
2017-18 Title I, Part A LEA available allocation	\$157,963
Expenditures and obligations through September 30, 2018	\$0
Carryover as of September 30, 2018	\$157,963
Carryover percent as of September 30, 2018	100.00%
2017-18 Allowable carryover amount (15% of available allocation)	\$23,694
Amount of 2017-18 carryover funds above the allowable 15%	\$134,269
(If the LEA does not apply, or is not eligible, for a waiver, then the LEA will be invoiced for this amount.)	

Waiver Request

For carryover funds exceeding 15%, a waiver request must be submitted and approved by the California Department of Education (CDE). The CDE may waive the percentage of carryover and grant a carryover waiver once every three years. This waiver request assures that the planned activities/expenditures comply with the Title I, Part A Authorized Use of Funds criteria located at <https://www.cde.ca.gov/sp/sw/t1/authuseoffunds.asp>.

Provide the reasonable and necessary justification - describe how the LEA plans to expend or obligate the carryover funds (Maximum 1000 characters)	
--	--

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California Department of Education

Consolidated Application

Monsenor Oscar Romero Charter Middle (19 64733 0114959)

Status: Draft
 Saved by: ExED Data Management
 Date: 2/7/2019 6:18 PM

2016-17 Title II, Part A Fiscal Year Expenditure Report, Closeout 27 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2016 through September 30, 2018.

CDE Program Contact:

Maxine Wheeler, Standards Implementation Support Office, mwheeler@cde.ca.gov, 916-323-4746

2016-17 Title II, Part A entitlement	\$1,653
2016-17 Title II, Part A total apportionment issued	\$1,653

Professional Development Expenditures

Professional development for teachers	\$1,653
Professional development for administrators	
Subject matter project	
Other professional development expenditures	

Exams and Test Preparation Expenditures

Exam fees, reimbursement	
Test preparation training and or materials	
Other exam and test preparation expenditures	

Recruitment, Training, and Retaining Expenditures

Recruitment activities	
Hiring incentive and or relocation allotment	
National Board Certification and or stipend	
Verification process for special settings (VPSS)	
University course work	
Other recruitment training and retaining expenditures	

Miscellaneous Expenditures

Class size reduction	
Administrative and indirect costs	
Total funds transferred to Title I, Part A	
Other allowable expenditures or encumbrances	
Total expenditures and encumbrances	\$1,653
2016-17 Unspent Funds	\$0
Note: CDE will invoice the LEA for the 2016-17 unspent apportionment amount.	

*****Warning*****

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Monsenor Oscar Romero Charter Middle (19 64733 0114959)

Status: Draft
 Saved by: ExED Data Management
 Date: 2/7/2019 6:20 PM

2016-17 Title III Immigrant YTD Expenditure Report, Closeout 27 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2016 through September 30, 2018.

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Approved Immigrant Sub-grantee Activities

(e) ACTIVITIES BY AGENCIES EXPERIENCING SUBSTANTIAL INCREASES IN IMMIGRANT CHILDREN AND YOUTH-

(1) IN GENERAL-An eligible entity receiving funds under section 3114(d)(1) shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth, which may include-

(A) family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children;

(B) support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth;

(C) provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth

(D) identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds;

(E) basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services;

(F) other instruction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education; and

(G) activities, coordinated with community-based organizations, institutions of higher education, private sector entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.

2016-17 Title III immigrant entitlement	\$778
2016-17 Title III immigrant total apportionment issued	\$778
Object Code - Activity	
1000-1999 Certificated personnel salaries	\$0
2000-2999 Classified personnel salaries	\$0
3000-3999 Employee benefits	\$0
4000-4999 Books and supplies	\$778
5000-5999 Services and other operating expenditures	\$0
Administrative and indirect costs	\$0
Total year-to-date expenditures	\$778
2016-17 Unspent funds	\$0
Note: CDE will invoice the LEA for the 2016-17 unspent apportionment amount.	

*****Warning*****

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2018-19 Title I, Part A School Allocations

This report identifies the amount of Title I, Part A funds to be allocated to eligible schools.

CDE Program Contact:

Lana Zhou, Title I Policy and Program Guidance Office, lzhou@cde.ca.gov, 916-319-0956
 Rina DeRose, Title I Policy and Program Guidance Office, RDerose@cde.ca.gov, 916-323-0472

LEA meets small LEA criteria.

An LEA is defined as a small LEA if, based on the school list and the data entered in School Student Counts, the LEA meets one or both of the following:

- Is a single school LEA
- Has enrollment total for all schools less than 1,000

If applicable, enter a Discretion Code. Use lower case only.

Allowable Discretion Codes

- a - Below LEA average and at or above 35% student low income
- d - Desegregation Waiver on File
- e - Grandfather Provision
- f - Feeder Pattern

Low income measure FRPM
 Serving schools by Highest to lowest within the LEA
 LEA-wide low income % 92.98%
 Available Title I, Part A school allocations \$159,226
 Available parent and family engagement reservation \$0

School Name	School Code	Grade Span Group	Student Enrollment	Eligible Low Income Students Ages 5-17	Low Income Student %	Eligible to be Served	Required to be Served	Public School	Ranking	FdYN	\$ Per Low Income Student (0.00)	TIA School Allocation	2017-18 Carryover	Parent and Family Engagement Amount	Total School Allocation	Discretion Code
Monsenor Oscar Romero Charter Middle	0114959		342	318	92.98	Y	Y	Y	1		500.71	159225.78			159225.78	

*****Warning*****

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Coversheet

Approval to Transfer Title IV Funds to Title I

Section: V. Items Scheduled For Action
Item: C. Approval to Transfer Title IV Funds to Title I
Purpose: Vote
Submitted by:

BACKGROUND:

Federal transferability of funds is governed by Title V in ESSA Section 5102. An LEA may transfer Title II, Part A and or Title IV, Part A program funds to other allowable programs.

RECOMMENDATION:

Recommend the board to approve the transfer of Title IV funds to Title I for all 3 schools.

Coversheet

Implementation of Low-Performing Students Block Grant - BCCS and MORCS

Section: V. Items Scheduled For Action
Item: D. Implementation of Low-Performing Students Block Grant - BCCS and MORCS

Purpose: Vote

Submitted by:

Related Material:

Low Performing Student Block Grant - BCCSdocx.pdf

board_brief_021119_recommend_to_approve plan for implementation of -Low-Performing Students Block Grant allocated to Bert Corona Charter and Monsenor Oscar Romero Charter Schools .pdf

Low Performing Student Block Grant - MORCS.pdf



**Bert Corona Charter Middle
Low Performing Student Block Grant Spending Plan
2018-19**

LOW PERFORMING STUDENTS BLOCK GRANT (LPSBG)

ENTITLEMENT: \$35,568 (\$1,976 per eligible student)

1. What is the official local educational agency (LEA) name?

Bert Corona Charter Middle School

2. What is the LEA County /District/School (CDS) Code?

19 64733 0106872

3. Is the LEA a charter school?

Yes

4. Enter information on the LEA's primary and secondary contacts for the administration of LPSBG funds in the text boxes below.

Primary: Yvette King-Berg, Executive Director
Phone: (818) 726-8883
Email: ykingberg@ypics.org

Secondary: Ruben Duenas, Executive Administrator
Phone: (818) 270-1340
Email: rduenas@coronacharter.org

5. Does this LEA choose to accept LPSBG funding?

Yes

6. Use the textboxes below to report information on the LPSBG Plan. (California Education code (EC) Section 4157 (f) (1)-(2)).

- a. **Summarize how the funds will be used to Increase or Improve evidence-based services for pupils identified pursuant to EC Section 41570 (d)** The low-Performing Students Block Grant (LPSBG) provides funds to support students who are identified as low-performing on state English language arts or mathematics assessments and who are not otherwise identified for supplemental grant funding under the Local Control Funding Formula (LCFF), or eligible for special education services. The **\$35,568** allocated through this grant is based on the number of students (3) who are not counted in with our unduplicated pupils of students with disabilities.

Bert Corona Charter School (BCCS) will help fund instructional lead teachers Stipends, partially fund the Director of Instruction Coordinator position. Additionally the lead teachers, the

¹<https://www.cde.ca.gov/fg/aa/ca/lpsbgltr.asp>

²<https://www.cde.ca.gov/fg/aa/ca/lpsbgprginfo.asp#accordionfaq>

³https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=3.&title=2.&part=24.&chapter=3.2.&article=7

Director of Instruction and the Executive Administrator will participate in intense instructional professional development focused on classroom management, rigor, coaching, and feedback with Relay Graduate School of Education (the Relay Graduate School of Education has also partnered with and provides PD for high achieving schools such as KIPP, Uncommon Schools, and Achieve First Schools). The Bert Corona Instructional team will participate in Relay California Instructional Leadership PD, which is an eleven-day program with other instructional teachers and leaders in Los Angeles during the 2019-2020 school year. The team will attend four days in the summer (July 16-19), and four intersessions PDs during the school year (September, November, January, and March). The full cost of these trainings is \$12,000 per person. We have grant funds to be able to support \$10,000 per person. We will use LPSBG and general funds to support the remaining \$2,000 cost per person.

- b. **How will the effectiveness of the evidence-based services be measured?** The effectiveness of these evidenced based services will be measured by an increase in student achievement on the Smarter Balanced Summative Assessments (SBAC) in ELA and math. In Addition, local measurements including the NWEA MAPs Assessments, Achieve Assessments, Alex Assessments, Illuminate Assessments and teacher observations will be used to measure the effectiveness of the professional development. Results should also yield increased reclassification numbers and systematic use of these best instructional practices.
- c. **How are services aligned with and described in the local educational agency's local control and accountability plan?** The recommended services align with the Monseñor Oscar Romero Charter School Local Control Accountability Plan (LCAP) Priorities 1 and 2 to ensure that rigor is consistent in all classrooms and that students are provided high quality engaged instructional lessons and delivery to move the academic success of all students, through our universal design approach. Strong coaching and feedback will enhance common core standard instruction for all learners and in all classrooms. The Director of Instruction and Instructional Lead Teachers help to ensure that consistent support is provided to strengthen teacher practice and ultimately increase student outcomes in ELA and mathematics.
- d. **On What date was the LPSBG plan discussed and adopted at a regularly scheduled meeting of the governing board of the school district, county board of education, or the governing body of the charter school?** February 11, 2019.

Background

“Governor Brown signed Assembly Bill 1808 into law on June 27, 2018. AB 1808 authorizes the allocation of a \$300 million Low-Performing Students Block Grant (LPSBG) in the 2018–19 fiscal year to provide California’s low-performing students with additional supports to increase their academic achievement as defined in the California *Education Code (EC)*, Section 41570(d).”¹

“California *Education Code (EC)* Section 41570(f)(1) requires, as a condition of receiving LPSBG funds, an eligible school district, COE, or charter school to:

- Develop a plan describing how the funds will increase or improve evidence-based services for the pupils identified in *EC* Section 41570(d) to accelerate increases in academic achievement, and how the effectiveness of services will be measured.

¹<https://www.cde.ca.gov/fg/aa/ca/lpsbgltr.asp>

²<https://www.cde.ca.gov/fg/aa/ca/lpsbgprginfo.asp#accordionfaq>

³https://leginfo.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=3.&title=2.&part=24.&chapter=3.2.&article=7

- The plan shall include information regarding how the services align with and are described in the school district's local control and accountability plan (LCAP), pursuant to EC Section 52060 the county superintendent's LCAP, pursuant to EC Section 52066; or the charter school's LCAP, pursuant to EC sections 47605; 47605.6 and 47606.5.
- In order to ensure community and stakeholder input, the plan shall be discussed and adopted at a regularly scheduled meeting by the governing board of the school district, county board of education, or governing body of the charter school.

Funds are available for expenditure or encumbrance during FYs 2018–19, 2019–20, and 2020–21.

Required Report Number One: On or before **March 1, 2019**, the LEA is required to report to the State Superintendent regarding the adopted plan to use the grant funds to increase the academic performance of pupils identified, pursuant to EC Section 41570(d)

Required Report Number Two: On or before **November 1, 2021**, all eligible LEAs *that have accepted LPSBG funds* are required to report to the State Superintendent regarding the implementation of the plan, the strategies used, and whether those strategies increased the academic performance of the pupils identified, pursuant to EC Section 41570(d).²

Funding

The estimated amount of funds to be received is: **\$35,568**.

Per Ed Code Section 41570 the pupils identified for the funding are defined by the following:

1. "The Superintendent shall allocate an equal amount per pupil during the 2018–19 fiscal year to school districts, county offices of education, and charter schools for pupils meeting all of the following criteria:
 - (1) The pupil does not meet academic achievement standards based on the most recently available results of the California Assessment of Student Performance and Progress, established by Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 of Division 4, in any of the following ways:
 - (A) The pupil does not meet the achievement standard, also referred to as "level 1," in both English language arts and mathematics.
 - (B) The pupil does not meet the achievement standard, also referred to as "level 1," in either English language arts or mathematics, and nearly meets the achievement standard, also referred to as "level 2," in the other subject.
 - (C) The pupil does not meet the achievement standard, also referred to as "level 1," in either English language arts or mathematics, and does not have a valid score for the other subject.
 - (2) The pupil is not an unduplicated pupil, as defined in Section 42238.02, for the same school year used as the basis for the performance results.
 - (3) The pupil is not a pupil identified for special education services pursuant to the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.), for the same school year used as the basis for the performance results."³

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²<https://www.cde.ca.gov/fg/aa/ca/lpsbgprginfo.asp#accordionfaq>

³https://leginfo.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=3.&title=2.&part=24.&chapter=3.2.&article=7



YPI CHARTER SCHOOLS

February 11, 2019

TO: YPI Charter Schools
Board of Directors

FROM: Yvette King-Berg
Executive Director

SUBJECT: Recommendation to approve plan for implementation of “Low-Performing Students Block Grant” allocated to Bert Corona and Monseñor Oscar Romero Charter Schools

BACKGROUND

Governor Brown signed Assembly Bill 1808 into law on June 27, 2018. AB 1808 authorizes the allocation of a \$300 million Low-Performing Students Block Grant (LPSBG) in the 2018–19 fiscal year to provide California’s low-performing students with additional supports to increase their academic achievement as defined in the California *Education Code (EC)*, Section 41570(d).

ANALYSIS

The LPSBG provides funds for local educational agencies (LEAs) serving students identified as low-performing on state English language arts or mathematics assessments, who are not otherwise identified for supplemental grant funding under the Local Control funding formula (LCFF), or eligible for special education services. \$300 million has been allocated for LEAs including county offices of education (COEs), school districts and charter schools for the benefit of identified students during fiscal year (FY) 2018-2019. These funds are designated to address the persistent achievement gap in California’s public schools and to provide resources and evidence-based practices to initiate and sustain authentic systemic change.

Grant recipients are to report to the State Superintendent on or before March 1, 2019 regarding the board-adopted plan. A second report is due on or before November 1, 2021.

RECOMMENDATION

It is recommended that the Board approve the expenditure plan as presented.

Attachment: *Proposed expenditure plan for use of funds from “Low-Performing Students Block Grant” for Bert Corona Charter School and Monseñor Oscar Romero Charter School*

YPICS Agenda – 2/11/19



**Monsenor Oscar Romero Charter Middle
Low Performing Student Block Grant Spending Plan
2018-19**

LOW PERFORMING STUDENTS BLOCK GRANT (LPSBG)

ENTITLEMENT: \$5,928 (\$1,976 per eligible student)

1. What is the official local educational agency (LEA) name?

Monseñor Oscar Romero Charter Middle

2. What is the LEA County /District/School (CDS) Code?

9 64733 0114959

3. Is the LEA a charter school?

Yes

4. Enter information on the LEA’s primary and secondary contacts for the administration of LPSBG funds in the text boxes below.

Primary: Yvette King-Berg, Executive Director
Phone: (818) 726-8883
Email: ykingberg@ypics.org

Secondary: Rene Quon, Executive Administrator
Phone: (323) 578-22226
Email: mrquon@romerocharter.org

5. Does this LEA choose to accept LPSBG funding?

Yes

6. Use the textboxes below to report information on the LPSBG Plan. (California Education code (EC) Section 4157 (f) (1)-(2)).

- a. **Summarize how the funds will be used to Increase or Improve evidence-based services for pupils identified pursuant to EC Section 41570 (d)** The low-Performing Students Block Grant (LPSBG) provides funds to support students who are identified as low-performing on state English language arts or mathematics assessments and who are not otherwise identified for supplemental grant funding under the Local Control Funding Formula (LCFF), or eligible for special education services. The **\$5,928** allocated through this grant is based on the number of students (3) who are not counted in with our unduplicated pupils of students with disabilities.

Monseñor Oscar Romero Charter School will help fund two teachers, the Instructional Coordinator, and the Executive Administrator to participate in intense instructional professional development focused on classroom management, rigor, coaching, and feedback with Relay

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²<https://www.cde.ca.gov/fg/aa/ca/lpsbgprinfo.asp#accordionfaq>

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Graduate School of Education (the Relay Graduate School of Education has also partnered with and provides PD for high achieving schools such as KIPP, Uncommon Schools, and Achieve First Schools). The Monseñor Instructional team will participate in Relay California Instructional Leadership PD, which is an eleven-day program with other instructional teachers and leaders in Los Angeles during the 2019-2020 school year. The team will attend four days in the summer (July 16-19), and four intersessions PDs during the school year (September, November, January, and March). The full cost of these trainings is \$12,000 per person. We have grant funds to be able to support \$10,000 per person. We will use LPSBG and general funds to support the remaining \$2,000 cost per person.

- b. **How will the effectiveness of the evidence-based services be measured?** The effectiveness of these evidenced based services will be measured by an increase in student achievement on the Smarter Balanced Summative Assessments (SBAC) in ELA and math. In Addition, local measurements including the NWEA MAPs Assessments, Achieve Assessments, Alex Assessments, Illuminate Assessments and teacher observations will be used to measure the effectiveness of the professional development. Results should also yield increased reclassification numbers and systematic use of these best instructional practices.
- c. **How are services aligned with and described in the local educational agency’s local control and accountability plan?** The recommended services align with the Monseñor Oscar Romero Charter School Local Control Accountability Plan (LCAP) Priorities 1 and 2 to ensure that rigor is consistent in all classrooms and that students are provided high quality engaged instructional lessons and delivery to move the academic success of all students, through our universal design approach. Strong coaching and feedback will enhance common core standard instruction for all learners and in all classrooms.
- d. **On What date was the LPSBG plan discussed and adopted at a regularly scheduled meeting of the governing board of the school district, county board of education, or the governing body of the charter school?** February 11, 2019.

Background

“Governor Brown signed Assembly Bill 1808 into law on June 27, 2018. AB 1808 authorizes the allocation of a \$300 million Low-Performing Students Block Grant (LPSBG) in the 2018–19 fiscal year to provide California’s low-performing students with additional supports to increase their academic achievement as defined in the California *Education Code (EC)*, Section 41570(d).”¹

“California Education Code (EC) Section 41570(f)(1) requires, as a condition of receiving LPSBG funds, an eligible school district, COE, or charter school to:

- Develop a plan describing how the funds will increase or improve evidence-based services for the pupils identified in EC Section 41570(d) to accelerate increases in academic achievement, and how the effectiveness of services will be measured.
- The plan shall include information regarding how the services align with and are described in the school district’s local control and accountability plan (LCAP), pursuant to EC Section 52060 the county superintendent’s LCAP, pursuant to EC Section 52066; or the charter school’s LCAP, pursuant to EC sections 47605; 47605.6 and 47606.5.

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- In order to ensure community and stakeholder input, the plan shall be discussed and adopted at a regularly scheduled meeting by the governing board of the school district, county board of education, or governing body of the charter school.

Funds are available for expenditure or encumbrance during FYs 2018–19, 2019–20, and 2020–21.

Required Report Number One: On or before **March 1, 2019**, the LEA is required to report to the State Superintendent regarding the adopted plan to use the grant funds to increase the academic performance of pupils identified, pursuant to EC Section 41570(d)

Required Report Number Two: On or before **November 1, 2021**, all eligible LEAs *that have accepted LPSBG funds* are required to report to the State Superintendent regarding the implementation of the plan, the strategies used, and whether those strategies increased the academic performance of the pupils identified, pursuant to EC Section 41570(d).²

Funding

The estimated amount of funds to be received is: \$5,928.

Per Ed Code Section 41570 the pupils identified for the funding are defined by the following:

1. “The Superintendent shall allocate an equal amount per pupil during the 2018–19 fiscal year to school districts, county offices of education, and charter schools for pupils meeting all of the following criteria:
 - (1) The pupil does not meet academic achievement standards based on the most recently available results of the California Assessment of Student Performance and Progress, established by Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 of Division 4, in any of the following ways:
 - (A) The pupil does not meet the achievement standard, also referred to as “level 1,” in both English language arts and mathematics.
 - (B) The pupil does not meet the achievement standard, also referred to as “level 1,” in either English language arts or mathematics, and nearly meets the achievement standard, also referred to as “level 2,” in the other subject.
 - (C) The pupil does not meet the achievement standard, also referred to as “level 1,” in either English language arts or mathematics, and does not have a valid score for the other subject.
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 - (3) The pupil is not a pupil identified for special education services pursuant to the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.), for the same school year used as the basis for the performance results.”³

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Coversheet

Board Resolution Authorizing ED to submit the BCCHS Charter Renewal

Section: V. Items Scheduled For Action
Item: E. Board Resolution Authorizing ED to submit the BCCHS Charter
Renewal
Purpose: Vote
Submitted by:
Related Material:
board_resolution_authorizing_the_submission_of_the_bert_corona_charter_high school renewal__
072020_to_062025Final.pdf



Resolution Number: 2019-4

RESOLUTION
OF THE
BOARD OF DIRECTORS OF
YPIC CHARTER SCHOOLS, INC.
A California Nonprofit Public Benefit Corporation

Bert Corona Charter High School Renewal Petition

We, the Board of Directors of YPI Charter Schools, Inc., a California nonprofit public benefit corporation, hereby consent to and adopt the following Resolution:

Where as, it is time to renew the Bert Corona Charter High School (BCCHS) Petition the YPI Charter Schools (YPICS) Board of Directors Do hereby consent to the adoption of the following:

Assign Yvette King-Berg, YPICS Executive Director as the Lead Petitioner to submit the Bert Corona Charter High School Renewal Petition. Ruben Duenas, Chief Operations Officer, and Yolanda Fuentes, Executive Administrator, and will serve as the on site Business Manager for BCCHS.

Additionally, it is resolved, that the corporation shall:

Continue to use EXED as the YPI Charter School’s back office provider. Additionally, it is the desire of the YPICS board to move to approve that the completed Bert Corona Charter Petition move forward.

The officers of this corporation are authorized to perform the acts to carry out this corporate resolution.

CERTIFICATE OF SECRETARY

The Secretary of the Corporation certifies that the above is a true and correct copy of the resolution that was duly adopted at a meeting of the dated meeting of the board of directors.

I, the undersigned, being all the directors of this corporation consent and agree that the following corporate resolution was made:

On Monday, February 11, 2019, at 6:00 PM, at Monsenor Oscar Romero Charter School, 1157 S. Berendo Avenue, Los Angeles, CA 90006

Signature of Secretary

Date

Sandra Mendoza
Printed name of Secretary