

# Youth Policy Institute Charter Schools (YPICS)

## Regular Board Meeting

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### Date and Time

Monday February 10, 2020 at 6:00 PM PST

### Location

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

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Meeting Call In Number: (605) 313-5086, Access# 1004153.

Board members calling in from: 17037 Chatsworth St., Granada Hills, CA 91344; 21201 W Oxnard St, Woodland Hills, CA 91367.

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### Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>6:00 PM</b>
Opening Items			
<b>A.</b> Record Attendance and Guests		Yesenia Zubia	1 m
<b>B.</b> Call the Meeting to Order		Mary Keipp	
<b>C.</b> Flag Salute			1 m
<b>D.</b> Additions/Corrections to Agenda		Mary Keipp	1 m
<b>E.</b> Approval of the January 13, 2020 Board Meeting Minutes	Approve Minutes	Mary Keipp	1 m
<b>II. Communications</b>			<b>6:04 PM</b>
<b>A.</b> Presentations from the Public	FYI	Mary Keipp	5 m

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

Purpose      Presenter      Time

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 2670 W 11th Street, Los Angeles, California 90006, 12513 Gain Street, Pacoima, CA 91331, 9400 Remick Avenue, Pacoima, California 91331 and 10660 White Oak Avenue, Granada Hills, CA 91344.

**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 (818) 480-6810 or at info@coronacharter.org, info@romerocharter.org. All efforts will be made for reasonable accommodations.

**III. Training 6:09 PM**

- |   |         |      |
|---|---------|------|
| <b>A. Brown Act Training Presented by Young, Minney &amp; Corr, LLP</b> | Discuss | 30 m |
|---|---------|------|

The training by Young, Minney and Corr's partner, Janelle A. Ruley, Esq. will begin promptly at 6:30PM.

**IV. Items Scheduled For Information 6:39 PM**

- |                             |     |                  |     |
|-----------------------------|-----|------------------|-----|
| <b>A. ConApp</b>            | FYI | Irina Castillo   | 5 m |
| <b>B. Federal Addendums</b> | FYI | Yvette King-Berg | 5 m |

	Purpose	Presenter	Time
<b>C. Form 700</b>	FYI	Yvette King-Berg	5 m
<b>D. LAUSD Performance Review Updates for BCCS and MORCS</b>	FYI	Yvette King-Berg	5 m
<b>E. Notice to Cure Letter for Bert Corona Charter School Regarding Suspensions</b>	FYI	Yvette King-Berg	5 m
<b>F. Notice to Cure Letter for Monsenor Oscar Romero Charter School Regarding Suspensions</b>	FYI	Yvette King-Berg	5 m
<b>G. Committee/ Council Reports</b>	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.

<b>H. Board Committee Reports</b>	FYI		5 m
<b>I. Facilites Update</b>	FYI	Ruben Duenas	5 m

This update is for all of the YPICS' schools.

<b>J. Bert Corona Executive Administrator Report</b>	FYI	Ruben Duenas	5 m
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Please see consent agenda item number 1.

<b>K. Monsenor Oscar Romero Executive Administrator Report</b>	FYI	Rene Quon	5 m
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Please see consent agenda item number 1.

<b>L. Bert Corona Charter High School Executive Administrator Report</b>	FYI	Larry Simonsen	5 m
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Please see consent agenda item number 1.

<b>M. Executive Director's Report</b>	FYI	Yvette King-Berg	5 m
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**V. Consent Agenda Items**

**7:44 PM**

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

	Purpose	Presenter	Time
<b>B. Consent Items</b>	Vote	Yvette King-Berg	5 m

1. Recommendation to receive and file the 2018-2019 School Accountability Report Cards (SARCs) for Bert Corona Charter School, Monseñor Oscar Romero Charter School, and Bert Corona Charter High School.

2. Recommendation to approve 2020-2021 instructional calendar.

**VI. Items Scheduled For Action 7:49 PM**

<b>A. December 2019 YPICS Financials</b>	Vote	Irina Castillo	10 m
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Recommendation to approve the December 2019 YPICS financials and check registers as submitted.

<b>B. Expenditures Over Spending Authority of Executive Director</b>	Vote	Yvette King-Berg	5 m
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Recommendation to approve expenditures for items above spending authority of the Executive Director.

<b>C. Auditor Selection for FY Ending June 30, 2020</b>	Vote	Irina Castillo	5 m
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Recommendation to approve auditor selection for fiscal year ending June 30, 2020.

<b>D. Ratify Updated Think Together MOU</b>	Vote	Yvette King-Berg	5 m
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Recommendation to ratify the updated Think Together MOU.

**VII. Announcements 8:14 PM**

<b>A. Closing Announcements</b>	FYI	Yvette King-Berg	2 m
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**VIII. Closing Items 8:16 PM**

<b>A. Adjourn Meeting</b>	Vote		
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# Coversheet

## Approval of the January 13, 2020 Board Meeting Minutes

<b>Section:</b>	I. Opening Items
<b>Item:</b>	E. Approval of the January 13, 2020 Board Meeting Minutes
<b>Purpose:</b>	Approve Minutes
<b>Submitted by:</b>	
<b>Related Material:</b>	Minutes for Regular Board Meeting on January 13, 2020

**APPROVED**

# Youth Policy Institute Charter Schools (YPICS)

## Minutes

### Regular Board Meeting

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#### **Date and Time**

Monday January 13, 2020 at 7:30 PM

#### **Location**

Conference Call - members calling in from: 1200 W. 7th Street, Los Angeles, CA 90017; 405 Hilgard Avenue, Los Angeles, CA 90024; 10660 White Oak Avenue, Granada Hills, CA 91344; 17037 Chatsworth St., Granada Hills, CA 91344; 6934 Enfield Avenue, Reseda, CA 91335; 21201 W Oxnard St, Woodland Hills, CA 91367; 27201 Tourney Road, Suite 201, Valencia CA 91355

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Conference Call In Number: (605) 313-5086, Access# 1004153

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#### **Trustees Present**

C. Lopez (remote), D. Cho (remote), M. Green (remote), M. Keipp (remote), S. Mendoza (remote), W. Njboke (remote)

#### **Trustees Absent**

*None*

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

S. Mendoza

#### **Guests Present**

L. Simonsen (remote), R. Duenas (remote), R. Quon (remote), Y. King-Berg (remote), Y. Zubia (remote)

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### **I. Opening Items**

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

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

M. Keipp called a meeting of the board of trustees of Youth Policy Institute Charter Schools (YPICS) to order on Monday Jan 13, 2020 at 7:30 PM.

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

There were no additions or corrections to the agenda.

#### **D.**

### **Approve December 11, 2019 Minutes**

M. Green made a motion to approve the minutes from Regular Board Meeting on 12-11-19.

D. Cho seconded the motion.

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

#### **Roll Call**

M. Keipp Aye

W. Njboke Aye

M. Green Aye

S. Mendoza Absent

C. Lopez Aye

D. Cho Aye

## **II. Communications**

### **A. Presentations from the Public**

There were no communication from the Public.

## **III. ACTION ITEMS**

### **A. Think Together MOU**

S. Mendoza arrived.

C. Lopez made a motion to approve the Think Together MOU.

S. Mendoza seconded the motion.

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

#### **Roll Call**

C. Lopez Aye

M. Keipp Aye

D. Cho Aye

S. Mendoza Aye

M. Green Aye

W. Njboke Aye

## **IV. CLOSED SESSION**

### **A. Matters to be discussed are those permitted by Government Code Section 54956**

The Board moved into Closed Session at 7:47pm.

## **V. OPEN SESSION**

### **A. Items Scheduled for Action**

The Board reconvened Open Session at 8:20pm.

The Board voted in closed session to authorize Yvette King-Berg to work with legal counsel to try and resolve the issues with over allocation for the high school.

## **VI. Announcements**

### **A. Closing Announcements**

The next Board Meeting will be on February 10, 2020 at Monsenor Oscar Romero Charter School.

## **VII. Closing Items**

### **A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:45 PM.

Respectfully Submitted,  
Y. Zubia



# Coversheet

## ConApp

**Section:** IV. Items Scheduled For Information  
**Item:** A. ConApp  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** ConApp Winter 2019-20\_Certified\_BCCS.pdf  
ConApp Winter 2019-20\_Certified\_BCHS.pdf  
ConApp Winter 2019-20\_Certified\_MORCS.pdf

Bert Corona Charter (19 64733 0106872)

Status: Certified  
 Saved by: ExED Data Management  
 Date: 2/7/2020 1:22 PM

### 2019-20 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:**

Lisa Fassett, Standards Implementation Support Office, [lfassett@cde.ca.gov](mailto:lfassett@cde.ca.gov), 916-323-4963  
 Federal Programs and Reporting Office, [TitleIV@cde.ca.gov](mailto:TitleIV@cde.ca.gov), -

**Title II, Part A Transfers**

2019-20 Title II, Part A allocation	\$16,408
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
2019-20 Title II, Part A allocation after transfers out	\$16,408

**Title IV, Part A Transfers**

2019-20 Title IV, Part A allocation	\$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
2019-20 Title IV, Part A allocation after transfers out	\$0

**\*\*\*Warning\*\*\***

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

## 2019-20 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, Federal Programs and Reporting Office, [shanna@cde.ca.gov](mailto:shanna@cde.ca.gov), 916-319-0948  
 Rina DeRose, Federal Programs and Reporting Office, [RDeroser@cde.ca.gov](mailto:RDeroser@cde.ca.gov), 916-323-0472

2019-20 Title I, Part A LEA allocation (+)	\$135,044
Transferred-in amount (+)	\$10,000
Nonprofit private school equitable services proportional share amount (-)	\$0
2019-20 Title I, Part A LEA available allocation	\$145,044

### 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	\$99

### Authorized Reservations

Public school Choice transportation	
Other authorized activities	
2019-20 Approved indirect cost rate	6.91%
Indirect cost reservation	\$0
Administrative reservation	\$0

### Reservation Summary

Total LEA required and authorized reservations	\$99
School parent and family engagement reservation	\$0
Amount available for Title I, Part A school allocations	\$144,945

**\*\*\*Warning\*\*\***

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### 2019-20 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:**

Arianna Bobadilla (Fiscal), Division Support Office, [abobadilla@cde.ca.gov](mailto:abobadilla@cde.ca.gov), 916-319-0208  
 Lisa Fassett (Program), Standards Implementation Support Office, [lfassett@cde.ca.gov](mailto:lfassett@cde.ca.gov), 916-323-4963

2019-20 Title II, Part A allocation	\$16,408
Transferred-in amount	\$0
Total funds transferred out of Title II, Part A	\$0
Allocation after transfers	\$16,408
Repayment of funds	\$0
2019-20 Total allocation	\$16,408
Administrative and indirect costs	\$0
Equitable services for nonprofit private schools	\$0
2019-20 Title II, Part A adjusted allocation	\$16,408

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## 2019-20 Title III English Learner LEA Allocations and Reservations

The purpose of this data collection is to show the total allocation amount available to the LEA for Title III English Learner (EL) student program, and to report required reservations.

### CDE Program Contact:

Kevin Webb, Language Policy and Leadership Office, [kwebb@cde.ca.gov](mailto:kwebb@cde.ca.gov), 916-323-6257  
 Geoffrey Ndirangu, Language Policy and Leadership Office, [gndirang@cde.ca.gov](mailto:gndirang@cde.ca.gov), 916-323-5831

### Total Allocation

2019-20 Title III EL student program allocation	\$22,314
Transferred-in amount	\$0
Repayment of funds	
2019-20 Total allocation	\$22,314

### Allocation Reservations

Professional development activities	\$20,314
Program and other authorized activities	\$2,000
English proficiency and academic achievement	\$0
Parent, family, and community engagement	\$0
Direct administrative costs (amount cannot exceed 2% of the student program allocation plus transferred-in amount)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$0
Total allocation reservations	\$22,314

**\*\*\*Warning\*\*\***

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## 2019-20 Title III English Learner YTD Expenditure Report, 6 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2019 through December 31, 2019.

### CDE Program Contact:

Kevin Webb, Language Policy and Leadership Office, [kwebb@cde.ca.gov](mailto:kwebb@cde.ca.gov), 916-323-6257  
 Geoffrey Ndirangu, Language Policy and Leadership Office, [gndirang@cde.ca.gov](mailto:gndirang@cde.ca.gov), 916-323-5831

### Required and authorized Title III English Learner (EL) student program activities:

An eligible entity receiving funds under the Every Student Succeeds Acts section 3115 (c)-(d) shall use the funds for the supplementary services as part of the language instruction program for EL students.

Refer to the Program Information link above for required and authorized EL student program activities.

Refer to the Data Entry Instructions link above for Expenditure Report Instructions.

2019-20 Title III EL student program allocation	\$22,314
Transferred-in amount	\$0
2019-20 Total allocation	\$22,314
<b>Object Code - Activity</b>	
1000-1999 Certificated personnel salaries	\$0
2000-2999 Classified personnel salaries	\$0
3000-3999 Employee benefits	\$0
4000-4999 Books and supplies	\$0
5000-5999 Services and other operating expenditures	\$15,300
Direct administrative costs (amount cannot exceed 2% of the student program allocation plus transferred-in amount)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$0
Total year-to-date expenditures	\$15,300
2019-20 Unspent funds	\$7,014

**\*\*\*Warning\*\*\***

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**2019-20 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:**

Federal Programs and Reporting Office, [TitleIV@cde.ca.gov](mailto:TitleIV@cde.ca.gov), -

2019-20 Title IV, Part A LEA allocation	\$10,000
Transferred-in amount	\$0
Total funds transferred out of Title IV, Part A	\$10,000
2019-20 Title IV, Part A LEA available allocation	\$0
Indirect cost reservation	
Administrative reservation	
Equitable services for nonprofit private schools	
2019-20 Title IV, Part A LEA adjusted allocation	\$0

**\*\*\*Warning\*\*\***

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### 2019-20 Consolidation of Administrative Funds

A request by the LEA to consolidate administrative funds for specific programs.

**CDE Program Contact:**

Arturo Ambriz, Financial Accountability and Info Srv Office, [AAmbriz@cde.ca.gov](mailto:AAmbriz@cde.ca.gov), 916-323-0765

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 English Learner Students - 2% maximum SACS Code 4203	No
Title III Immigrant Students SACS Code 4201	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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### 2019-20 School Student Counts

The purpose of this data collection is to allow the LEA to enter school-level student data. The information entered will be used to calculate eligibility and ranking for Title I, Part A school allocations.

**CDE Program Contact:**

Rina DeRose, Federal Programs and Reporting Office, [RDeRose@cde.ca.gov](mailto:RDeRose@cde.ca.gov), 916-323-0472

School ranking options Within the LEA

Select the highest to lowest school ranking method (Note: This selection impacts the order in which schools are displayed in the Title I, Part A School Allocations form).

Select a low income measure FRPM

School Name	School Code	Low Grade Offered	High Grade Offered	Grade Span Group	Student Enrollment	Eligible Low Income Students Ages 5-17
Bert Corona Charter	0106872	5	8	2	370	286

**\*\*\*Warning\*\*\***

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### 2019-20 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, Federal Programs and Reporting Office, [lzhou@cde.ca.gov](mailto:lzhou@cde.ca.gov), 916-319-0956  
 Rina DeRose, Federal Programs and Reporting Office, [RDerose@cde.ca.gov](mailto:RDerose@cde.ca.gov), 916-323-0472

School Name	School Code	Authorized SWP	Low Income %	Local Board Approval Date SWP Plan (MM/DD/YYYY)	Local Board Approval Date SWP Waiver (MM/DD/YYYY)	SIG Approval Date (MM/DD/YYYY)
Bert Corona Charter	0106872	Y	77%	10/24/2011		

**\*\*\*Warning\*\*\***

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## 2017-18 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, 2017 through September 30, 2019.

### CDE Program Contact:

Maxine Wheeler, Standards Implementation Support Office, [mwheeler@cde.ca.gov](mailto:mwheeler@cde.ca.gov), 916-323-4746  
 Lisa Fassett, Standards Implementation Support Office, [lfassett@cde.ca.gov](mailto:lfassett@cde.ca.gov), 916-323-4963

2017-18 Title II, Part A entitlement	\$17,283
2017-18 Title II, Part A total apportionment issued	\$17,283

### Professional Development Expenditures

Professional development for teachers	\$17,283
Professional development for administrators	
All other professional development expenditures	

### Recruitment, Training, and Retention Expenditures

Recruitment activities	
Training activities	
Retention activities	
All other recruitment, training, and retention expenditures	

### Miscellaneous Expenditures

Class size reduction	
Administrative and indirect costs	
Total funds transferred out of Title II, Part A	
Equitable services for nonprofit private schools	
All other allowable expenditures and encumbrances	
Total expenditures and encumbrances	\$17,283
2017-18 Unspent funds	\$0
Note: CDE will invoice the LEA for the unspent 2017-18 total apportionment issued.	

**\*\*\*Warning\*\*\***

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Bert Corona Charter (19 64733 0106872)

Status: Certified  
 Saved by: ExED Data Management  
 Date: 2/26/2019 9:25 AM

## 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](mailto: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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Bert Corona Charter (19 64733 0106872)

Status: Certified  
 Saved by: ExED Data Management  
 Date: 2/7/2020 1:22 PM

**2018-19 Title I, Part A LEA Carryover**

Report only expenditures and obligations for fiscal year 2018-19 allocation to determine funds to be carried over.

**CDE Program Contact:**

Kevin Donnelly, Federal Programs and Reporting Office, [kdonnelly@cde.ca.gov](mailto:kdonnelly@cde.ca.gov), 916-319-0942

**Carryover Calculation**

2018-19 Title I, Part A LEA allocation	\$136,568
Transferred-in amount	\$10,000
2018-19 Title I, Part A LEA available allocation	\$146,568
Expenditures and obligations through September 30, 2019	\$146,568
Carryover as of September 30, 2019	\$0
Carryover percent as of September 30, 2019	0.00%

**\*\*\*Warning\*\*\***

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## 2018-19 Title III English Learner YTD Expenditure Report, 18 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2018 through December 31, 2019.

### CDE Program Contact:

Kevin Webb, Language Policy and Leadership Office, [kwebb@cde.ca.gov](mailto:kwebb@cde.ca.gov), 916-323-6257  
 Geoffrey Ndirangu, Language Policy and Leadership Office, [gndirang@cde.ca.gov](mailto:gndirang@cde.ca.gov), 916-323-5831

### Required and authorized Title III English Learner (EL) student program activities

An eligible entity receiving funds under the Every Student Succeeds Acts section 3115 (c)-(d) shall use the funds for the supplementary services as part of the language instruction program for EL students.

Refer to the Program Information link above for required and authorized EL student program activities.

Refer to the Data Entry Instructions link above for Expenditure Report Instructions.

2018-19 Title III EL student program allocation	\$22,540
Transferred-in amount	\$0
2018-19 Total allocation	\$22,540
<b>Object Code - Activity</b>	
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	\$21,250
Direct administrative costs (amount cannot exceed 2% of the student program allocation plus transferred-in amount)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$0
Total year-to-date expenditures	\$22,540
2018-19 Unspent funds	\$0

**\*\*\*Warning\*\*\***

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## 2019-20 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, Federal Programs and Reporting Office, [lzhou@cde.ca.gov](mailto:lzhou@cde.ca.gov), 916-319-0956  
 Rina DeRose, Federal Programs and Reporting Office, [RDerose@cde.ca.gov](mailto: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 - Waiver for a desegregation plan on file
- e - Grandfather provision
- f - Feeder pattern

Low income measure	FRPM
Ranking Schools Highest to Lowest	Within the LEA
LEA-wide low income %	77.30%
Available Title I, Part A school allocations	\$144,945
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	Ranking	\$ Per Low Income Student	TIA School Allocation	2018-19 Carryover	Parent and Family Engagement	Total School Allocation	Discretion Code
Bert Corona Charter	0106872	2	370	286	77.30	*	*	1	506.80	144944.80			144944.80	

**\*\*\*Warning\*\*\***

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Bert Corona Charter High (19 64733 0132126)

Status: Certified  
 Saved by: ExED Data Management  
 Date: 2/7/2020 1:31 PM

### 2019-20 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:**

Lisa Fassett, Standards Implementation Support Office, [lfassett@cde.ca.gov](mailto:lfassett@cde.ca.gov), 916-323-4963  
 Federal Programs and Reporting Office, [TitleIV@cde.ca.gov](mailto:TitleIV@cde.ca.gov), -

**Title II, Part A Transfers**

2019-20 Title II, Part A allocation	\$10,740
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
2019-20 Title II, Part A allocation after transfers out	\$10,740

**Title IV, Part A Transfers**

2019-20 Title IV, Part A allocation	\$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
2019-20 Title IV, Part A allocation after transfers out	\$0

**\*\*\*Warning\*\*\***

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### 2019-20 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, Federal Programs and Reporting Office, [shanna@cde.ca.gov](mailto:shanna@cde.ca.gov), 916-319-0948  
 Rina DeRose, Federal Programs and Reporting Office, [RDeroser@cde.ca.gov](mailto:RDeroser@cde.ca.gov), 916-323-0472

2019-20 Title I, Part A LEA allocation (+)	\$69,470
Transferred-in amount (+)	\$10,000
Nonprofit private school equitable services proportional share amount (-)	\$0
2019-20 Title I, Part A LEA available allocation	\$79,470

**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	
2019-20 Approved indirect cost rate	8.48%
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	\$79,370

**\*\*\*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.

### 2019-20 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:**

Arianna Bobadilla (Fiscal), Division Support Office, [abobadilla@cde.ca.gov](mailto:abobadilla@cde.ca.gov), 916-319-0208  
 Lisa Fassett (Program), Standards Implementation Support Office, [lfassett@cde.ca.gov](mailto:lfassett@cde.ca.gov), 916-323-4963

2019-20 Title II, Part A allocation	\$10,740
Transferred-in amount	\$0
Total funds transferred out of Title II, Part A	\$0
Allocation after transfers	\$10,740
Repayment of funds	\$0
2019-20 Total allocation	\$10,740
Administrative and indirect costs	\$0
Equitable services for nonprofit private schools	\$0
2019-20 Title II, Part A adjusted allocation	\$10,740

**\*\*\*Warning\*\*\***

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**2019-20 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:**

Federal Programs and Reporting Office, [TitleIV@cde.ca.gov](mailto:TitleIV@cde.ca.gov), -

2019-20 Title IV, Part A LEA allocation	\$10,000
Transferred-in amount	\$0
Total funds transferred out of Title IV, Part A	\$10,000
2019-20 Title IV, Part A LEA available allocation	\$0
Indirect cost reservation	\$0
Administrative reservation	\$0
Equitable services for nonprofit private schools	\$0
2019-20 Title IV, Part A LEA adjusted allocation	\$0

**\*\*\*Warning\*\*\***

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

### 2019-20 Consolidation of Administrative Funds

A request by the LEA to consolidate administrative funds for specific programs.

**CDE Program Contact:**

Arturo Ambriz, Financial Accountability and Info Srv Office, [AAmbriz@cde.ca.gov](mailto:AAmbriz@cde.ca.gov), 916-323-0765

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 English Learner Students - 2% maximum SACS Code 4203	No
Title III Immigrant Students SACS Code 4201	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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### 2019-20 School Student Counts

The purpose of this data collection is to allow the LEA to enter school-level student data. The information entered will be used to calculate eligibility and ranking for Title I, Part A school allocations.

**CDE Program Contact:**

Rina DeRose, Federal Programs and Reporting Office, [RDeRose@cde.ca.gov](mailto:RDeRose@cde.ca.gov), 916-323-0472

School ranking options Within the LEA

Select the highest to lowest school ranking method (Note: This selection impacts the order in which schools are displayed in the Title I, Part A School Allocations form).

Select a low income measure FRPM

School Name	School Code	Low Grade Offered	High Grade Offered	Grade Span Group	Student Enrollment	Eligible Low Income Students Ages 5-17
Bert Corona Charter High	0132126	9	12	3	188	172

**\*\*\*Warning\*\*\***

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**2019-20 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, Federal Programs and Reporting Office, [lzhou@cde.ca.gov](mailto:lzhou@cde.ca.gov), 916-319-0956

Rina DeRose, Federal Programs and Reporting Office, [RDerose@cde.ca.gov](mailto:RDerose@cde.ca.gov), 916-323-0472

School Name	School Code	Authorized SWP	Low Income %	Local Board Approval Date SWP Plan (MM/DD/YYYY)	Local Board Approval Date SWP Waiver (MM/DD/YYYY)	SIG Approval Date (MM/DD/YYYY)
Bert Corona Charter High	0132126	Y	91%	06/29/2016		

**\*\*\*Warning\*\*\***

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Bert Corona Charter High (19 64733 0132126)

Status: Certified  
 Saved by: ExED Data Management  
 Date: 2/7/2020 1:31 PM

**2018-19 Title I, Part A LEA Carryover**

Report only expenditures and obligations for fiscal year 2018-19 allocation to determine funds to be carried over.

**CDE Program Contact:**

Kevin Donnelly, Federal Programs and Reporting Office, [kdonnelly@cde.ca.gov](mailto:kdonnelly@cde.ca.gov), 916-319-0942

**Carryover Calculation**

2018-19 Title I, Part A LEA allocation	\$70,254
Transferred-in amount	\$10,000
2018-19 Title I, Part A LEA available allocation	\$80,254
Expenditures and obligations through September 30, 2019	\$80,254
Carryover as of September 30, 2019	\$0
Carryover percent as of September 30, 2019	0.00%

**\*\*\*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.

## 2017-18 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, 2017 through September 30, 2019.

### CDE Program Contact:

Maxine Wheeler, Standards Implementation Support Office, [mwheeler@cde.ca.gov](mailto:mwheeler@cde.ca.gov), 916-323-4746

Lisa Fassett, Standards Implementation Support Office, [lfassett@cde.ca.gov](mailto:lfassett@cde.ca.gov), 916-323-4963

2017-18 Title II, Part A entitlement	\$8,433
2017-18 Title II, Part A total apportionment issued	\$8,433

### Professional Development Expenditures

Professional development for teachers	\$8,433
Professional development for administrators	
All other professional development expenditures	

### Recruitment, Training, and Retention Expenditures

Recruitment activities	
Training activities	
Retention activities	
All other recruitment, training, and retention expenditures	

### Miscellaneous Expenditures

Class size reduction	
Administrative and indirect costs	
Total funds transferred out of Title II, Part A	
Equitable services for nonprofit private schools	
All other allowable expenditures and encumbrances	
Total expenditures and encumbrances	\$8,433
2017-18 Unspent funds	\$0
Note: CDE will invoice the LEA for the unspent 2017-18 total apportionment issued.	

**\*\*\*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.



### 2019-20 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, Federal Programs and Reporting Office, [lzhou@cde.ca.gov](mailto:lzhou@cde.ca.gov), 916-319-0956  
 Rina DeRose, Federal Programs and Reporting Office, [RDerose@cde.ca.gov](mailto: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 - Waiver for a desegregation plan on file
- e - Grandfather provision
- f - Feeder pattern

Low income measure	FRPM
Ranking Schools Highest to Lowest	Within the LEA
LEA-wide low income %	91.49%
Available Title I, Part A school allocations	\$79,370
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	Ranking	\$ Per Low Income Student	TIA School Allocation	2018-19 Carryover	Parent and Family Engagement	Total School Allocation	Discretion Code
Bert Corona Charter High	0132126	3	188	172	91.49	*	*	1	461.45	79369.40			79369.40	

**\*\*\*Warning\*\*\***

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Monsenor Oscar Romero Charter Middle (19 64733 0114959)

Status: Certified  
 Saved by: ExED Data Management  
 Date: 2/7/2020 1:38 PM

### 2019-20 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:**

Lisa Fassett, Standards Implementation Support Office, [lfassett@cde.ca.gov](mailto:lfassett@cde.ca.gov), 916-323-4963  
 Federal Programs and Reporting Office, [TitleIV@cde.ca.gov](mailto:TitleIV@cde.ca.gov), -

**Title II, Part A Transfers**

2019-20 Title II, Part A allocation	\$17,411
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
2019-20 Title II, Part A allocation after transfers out	\$17,411

**Title IV, Part A Transfers**

2019-20 Title IV, Part A allocation	\$11,065
Transferred to Title I, Part A	\$11,065
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	\$11,065
2019-20 Title IV, Part A allocation after transfers out	\$0

**\*\*\*Warning\*\*\***

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### 2019-20 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, Federal Programs and Reporting Office, [shanna@cde.ca.gov](mailto:shanna@cde.ca.gov), 916-319-0948  
 Rina DeRose, Federal Programs and Reporting Office, [RDeRose@cde.ca.gov](mailto:RDeRose@cde.ca.gov), 916-323-0472

2019-20 Title I, Part A LEA allocation (+)	\$150,638
Transferred-in amount (+)	\$11,065
Nonprofit private school equitable services proportional share amount (-)	\$0
2019-20 Title I, Part A LEA available allocation	\$161,703

**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	\$99

**Authorized Reservations**

Public school Choice transportation	
Other authorized activities	
2019-20 Approved indirect cost rate	8.39%
Indirect cost reservation	\$0
Administrative reservation	\$0

**Reservation Summary**

Total LEA required and authorized reservations	\$99
School parent and family engagement reservation	\$0
Amount available for Title I, Part A school allocations	\$161,604

**\*\*\*Warning\*\*\***

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### 2019-20 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:**

Arianna Bobadilla (Fiscal), Division Support Office, [abobadilla@cde.ca.gov](mailto:abobadilla@cde.ca.gov), 916-319-0208  
 Lisa Fassett (Program), Standards Implementation Support Office, [lfassett@cde.ca.gov](mailto:lfassett@cde.ca.gov), 916-323-4963

2019-20 Title II, Part A allocation	\$17,411
Transferred-in amount	\$0
Total funds transferred out of Title II, Part A	\$0
Allocation after transfers	\$17,411
Repayment of funds	\$0
2019-20 Total allocation	\$17,411
Administrative and indirect costs	\$0
Equitable services for nonprofit private schools	\$0
2019-20 Title II, Part A adjusted allocation	\$17,411

**\*\*\*Warning\*\*\***

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**2019-20 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:**

Federal Programs and Reporting Office, [TitleIV@cde.ca.gov](mailto:TitleIV@cde.ca.gov), -

2019-20 Title IV, Part A LEA allocation	\$11,065
Transferred-in amount	\$0
Total funds transferred out of Title IV, Part A	\$11,065
2019-20 Title IV, Part A LEA available allocation	\$0
Indirect cost reservation	\$0
Administrative reservation	\$0
Equitable services for nonprofit private schools	\$0
2019-20 Title IV, Part A LEA adjusted allocation	\$0

**\*\*\*Warning\*\*\***

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### 2019-20 Consolidation of Administrative Funds

A request by the LEA to consolidate administrative funds for specific programs.

**CDE Program Contact:**

Arturo Ambriz, Financial Accountability and Info Srv Office, [AAmbriz@cde.ca.gov](mailto:AAmbriz@cde.ca.gov), 916-323-0765

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 English Learner Students - 2% maximum SACS Code 4203	No
Title III Immigrant Students SACS Code 4201	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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### 2019-20 School Student Counts

The purpose of this data collection is to allow the LEA to enter school-level student data. The information entered will be used to calculate eligibility and ranking for Title I, Part A school allocations.

**CDE Program Contact:**

Rina DeRose, Federal Programs and Reporting Office, [RDerose@cde.ca.gov](mailto:RDerose@cde.ca.gov), 916-323-0472

School ranking options

Within the LEA

Select the highest to lowest school ranking method (Note: This selection impacts the order in which schools are displayed in the Title I, Part A School Allocations form).

Select a low income measure

FRPM

School Name	School Code	Low Grade Offered	High Grade Offered	Grade Span Group	Student Enrollment	Eligible Low Income Students Ages 5-17
Monsenor Oscar Romero Charter Middle	0114959	6	8	2	356	335

**\*\*\*Warning\*\*\***

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### 2019-20 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, Federal Programs and Reporting Office, [lzhou@cde.ca.gov](mailto:lzhou@cde.ca.gov), 916-319-0956  
 Rina DeRose, Federal Programs and Reporting Office, [RDerose@cde.ca.gov](mailto:RDerose@cde.ca.gov), 916-323-0472

School Name	School Code	Authorized SWP	Low Income %	Local Board Approval Date SWP Plan (MM/DD/YYYY)	Local Board Approval Date SWP Waiver (MM/DD/YYYY)	SIG Approval Date (MM/DD/YYYY)
Monsenor Oscar Romero Charter Middle	0114959	Y	94%	10/24/2011		

**\*\*\*Warning\*\*\***

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Monsenor Oscar Romero Charter Middle (19 64733 0114959)

Status: Certified  
 Saved by: ExED Data Management  
 Date: 2/7/2020 1:38 PM

**2018-19 Title I, Part A LEA Carryover**

Report only expenditures and obligations for fiscal year 2018-19 allocation to determine funds to be carried over.

**CDE Program Contact:**

Kevin Donnelly, Federal Programs and Reporting Office, [kdonnelly@cde.ca.gov](mailto:kdonnelly@cde.ca.gov), 916-319-0942

**Carryover Calculation**

2018-19 Title I, Part A LEA allocation	\$152,338
Transferred-in amount	\$10,218
2018-19 Title I, Part A LEA available allocation	\$162,556
Expenditures and obligations through September 30, 2019	\$162,556
Carryover as of September 30, 2019	\$0
Carryover percent as of September 30, 2019	0.00%

**\*\*\*Warning\*\*\***

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

**California Department of Education**

**Consolidated Application**

Monsenor Oscar Romero Charter Middle (19 64733 0114959)

Status: Certified  
 Saved by: ExED Data Management  
 Date: 2/7/2020 1:38 PM

**2017-18 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, 2017 through September 30, 2019.

**CDE Program Contact:**

Maxine Wheeler, Standards Implementation Support Office, [mwheeler@cde.ca.gov](mailto:mwheeler@cde.ca.gov), 916-323-4746  
 Lisa Fassett, Standards Implementation Support Office, [lfassett@cde.ca.gov](mailto:lfassett@cde.ca.gov), 916-323-4963

2017-18 Title II, Part A entitlement	\$17,191
2017-18 Title II, Part A total apportionment issued	\$17,191

**Professional Development Expenditures**

Professional development for teachers	\$13,691
Professional development for administrators	
All other professional development expenditures	

**Recruitment, Training, and Retention Expenditures**

Recruitment activities	\$3,500
Training activities	
Retention activities	
All other recruitment, training, and retention expenditures	

**Miscellaneous Expenditures**

Class size reduction	
Administrative and indirect costs	
Total funds transferred out of Title II, Part A	
Equitable services for nonprofit private schools	
All other allowable expenditures and encumbrances	
Total expenditures and encumbrances	\$17,191
2017-18 Unspent funds	\$0
Note: CDE will invoice the LEA for the unspent 2017-18 total apportionment issued.	

**\*\*\*Warning\*\*\***

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### 2019-20 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, Federal Programs and Reporting Office, [lzhou@cde.ca.gov](mailto:lzhou@cde.ca.gov), 916-319-0956  
 Rina DeRose, Federal Programs and Reporting Office, [RDerose@cde.ca.gov](mailto: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 - Waiver for a desegregation plan on file
- e - Grandfather provision
- f - Feeder pattern

Low income measure	FRPM
Ranking Schools Highest to Lowest	Within the LEA
LEA-wide low income %	94.10%
Available Title I, Part A school allocations	\$161,604
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	Ranking	\$ Per Low Income Student	TIA School Allocation	2018-19 Carryover	Parent and Family Engagement	Total School Allocation	Discretion Code
Monsenor Oscar Romero Charter Middle	0114959	2	356	335	94.10	*	*	1	482.40	161604.00			161604.00	

**\*\*\*Warning\*\*\***

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# Coversheet

## Federal Addendums

**Section:** IV. Items Scheduled For Information  
**Item:** B. Federal Addendums  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** Federal Addendum Bert Corona High School Update.pdf



# LCAP Federal Addendum System

Bert Corona Charter High  
(19647330132126)

## Submission Dashboard

**Status: Approved**

All your sections have been approved by CDE reviewers! You are now finished with this submission system.

LEA Contact Name: **Yvette King-Berg**

LEA Contact Email: **ykingberg@ypics.org**

LEA Contact Phone: **8187268883**

[Edit LEA Contact](#)

## Instructions, Strategy, and Alignment

**Status: Approved**

This section's responses have been approved by CDE. Select the "View Instructions, Strategy, and Alignment Section" button below to review (and print) your responses.

[View Instructions, Strategy, and Alignment Section](#)

## Title I, Part A

**Status: Approved**

This section's responses have been approved by CDE. Select the "View Title I, Part A Section" button below to review (and print) your responses.

[View Title I, Part A Section](#)

## Title I, Part A, Educator Equity

**Status: Approved**

This section's responses have been approved by CDE. Select the "View Title I, Part A, Educator Equity Section" button below to review (and print) your responses.

[View Title I, Part A, Educator Equity Section](#)

## Title II, Part A

**Status: Approved**

This section's responses have been approved by CDE. Select the "View Title II, Part A Section" button below to review (and print) your responses.

[View Title II, Part A Section](#)

## Title III, Part A

**Status: Approved**

This section's responses have been approved by CDE. Select the "View Title III, Part A Section" button below to review (and print) your responses.

[View Title III, Part A Section](#)

## Title IV, Part A

**Status: Approved**

This section's responses have been approved by CDE. Select the "View Title IV, Part A Section" button below to review (and print) your responses.

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Questions: Local Agency Systems Support Office | [LCAPAddendum@cde.ca.gov](mailto:LCAPAddendum@cde.ca.gov) | 916-323-5233



# LCAP Federal Addendum System

## Instructions, Strategy, and Alignment

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### Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the Every Student Succeeds Act (ESSA).

**The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding.** LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

**Each provision for each program must be addressed,** unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

**The LEA must address the Strategy and Alignment prompts provided below.** Please describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.



## Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

### Response from Bert Corona Charter High:

#### Means to Achieve Mission and Vision

The innovative educational plan of Bert Corona Charter High School's (BCCHS) provides students with a rigorous CCSS based college preparatory program in order to prepare them to succeed in the real-world through Linked Learning, which includes project-based learning (PBL), and other student-designed service-learning opportunities that integrate the academic and technical components of the model. This approach at BCCHS targeted population will provide a real-world context for learning, which in turn will motivate and inspire at-risk students to apply what they have learned to solve problems. Wraparound support, through grants that are being sought, will be provided so that students succeed in this challenging program of study.

BCCHS recognizes and supports the importance of utilizing research-based instructional practices to promote student achievement. In order to address how learning best occurs, and how to support social-emotional learning faculty will be provided professional development and support in the following areas:

- Design standards-based instruction (using the principles of backward design) to support universal access for all students
- Align appropriate assessments to the CCSS
- Implement instructional activities that are aligned to standards and reflect research-based best practices to support all students, including special attention to students with disabilities & ELs
- Positive Behavior Intervention Support (PBIS) Strategies (& Classroom Management)
- Rigor (Thinking rich classrooms)
- SFA program (SFA) to support ELs
- PBL
- Mathematics Instruction

Teachers will incorporate instructional strategies detailed in Classroom Instruction that Works, by Marzano, Pickering, and Pollock. In addition to using the Marzano's observation and self-assessment instruments:

- iObservation—An online system for leaders and teachers that manages walkthroughs, observations, feedback, reporting, and professional development. It is also a system where teachers can engage in self-assessment and direct their own professional development based on Robert Marzano's Framework for Teaching.
- Professional development will be provided to teachers in the use of all teaching protocols, iObservation, and evaluation systems, setting of benchmarks, methodology and annual growth plans.

## **APPROVED BY CDE**

## **Alignment**

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

### **Response from Bert Corona Charter High:**

Federal funds are used by BCCHS to provide student support through intervention, build School Climate and Culture, teacher professional development, SFA Program training, and supplies.

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

[Describe alignment here.]

The use of federal funds is consistent and in alignment with the goals in our LCAP and charter petition. BCCHS is committed to serving all students so that they grow, achieve and thrive academically. The Charter School's program includes differentiated instruction, acceleration, and rigor, which will focus on thinking rich classrooms. BCCHS educators believe it is essential to take a multilayered approach to meet the needs of its diverse population. First, the Charter School will address the social and emotional needs of all students. Second, gifted and high achieving students will be provided with rigor and thinking rich classrooms to differentiate instruction and accelerate learning. Third, students who are on grade level and approaching proficiency will be targeted in the critical instructional areas that will support them to advance in all areas. Finally, students struggling with basic skills will be targeted for

support by a wide range of experts including school administrators, coordinators, resources specialists, school counselor, and classroom teachers.

As part of the curriculum design process, research-based instructional strategies for increasing student achievement will be embedded into the daily culture of the classroom. A focus on social-emotional learning through the use of PBIS strategies and the support of a School Climate and Culture Coordinator (SCCC) will support meeting the needs of the whole child. This alignment is also connected in "Classroom Instruction that Works" (Marzano, Pickering, and Pollock) will be utilized by teachers in their classrooms. These researchers have compiled teaching practices and strategies that "have a high probability of enhancing student achievement for all students in all subject areas at all grade levels" (Marzano, Pickering, Pollock, 2001). Teachers will be challenged to examine the three elements of effective pedagogy: Instructional Strategies, Management Techniques, and Curriculum Design.

**APPROVED BY CDE**

## **Instructions, Strategy, and Alignment Contact**

---

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

<b>Contact Name</b>	Yvette King-Berg
<b>Contact Phone</b>	8187268883
<b>and Optional Extension</b>	Optional Extension
<b>Contact Email</b>	ykingberg@ypics.org

**Questions: Local Agency Systems Support Office | [LCAPAddendum@cde.ca.gov](mailto:LCAPAddendum@cde.ca.gov) | 916-323-**



# LCAP Federal Addendum System

## Title I, Part A

---

### Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

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To address these provisions, provide a narrative addressing each provision in the appropriate field below:

### Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

#### Response from Bert Corona Charter High:

N/A

**APPROVED BY CDE**

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

**Response from Bert Corona Charter High:**

BCCHS holds ongoing meetings throughout the year to engage parents. One of these meetings takes place in the Fall and is our annual meeting to inform parents of the school's participation in Title 1 and the requirements of a Title 1 school. Meetings are held both in the AM and PM to increase parent participation. Parents receive timely information about academic progress (every five weeks), assessments, curriculum, and are informed of schoolwide initiatives for the year. BCCHS reviews the Parent/School Agreement and endeavors to ensure frequent, meaningful communication by addressing any questions or concerns about the Parent/Agreement or school policies. Parents have two, one in the Fall and one in the Spring, individual parent conference appointments with teachers to ensure that they are an active part of their child's academic program. The Charter School's Director of Operations Administrator (DOA) serves as the full-time liaison between parents and the school.

The school opened in August of 2015. The Family Engagement Policy was created in collaboration with founding parents, staff, & community members and ratified by our school board in the same year. Annually, the School Advisory Council reviews the policy to include any additional federal or state legislation regarding parent engagement. The policy is included in the Student/Family Handbook, which is distributed during orientations each year and provided on the school's website.

BCCHS provides administrators, teachers, instructional support personnel, and staff parents as partners training during each summer training institute. Parents survey data which solicits parent feedback on topics such as parent inclusion, implementation, and coordination of parent programs, and how to build better ties between the parents and school is included as part of the training materials. Additionally, the school has a monthly Café con Los Directores meeting with provides parents direct access to share celebrations or concerns.

Effective parent and family engagement begins with bilingual orientations for new students and their families. Once a student has enrolled in the school, parents and families are invited to monthly family nights, which include topics such as literacy, math, college preparedness, financial literacy, Illuminate Trainings etc. In addition, the school communicates with students' families through various forms of bilingual outreach, including regular newsletters and phone calls home, and parents and families have access to their students' academic information via a parent portal in Illuminate, our student information system. Parents and families are also invited to

engage in the school and participate in school decision-making via the school site council, English Learner Advisory Council, and volunteer program. All meetings and materials, including student progress reports, are provided in both English and the home language. Meetings are held in accessible facilities to ensure that individuals with disabilities are able to participate.

Finally, the school has worked with LAPD to host Days of Dialogue to provide parents with drug and gang awareness and to encourage families to remain involved in their kids lives at the high school level. Additionally, the school has partnered with EL Nido, a non-profit organization that provides family counseling for youth at risk, which is part of the LA City's Gear Up program.

## **APPROVED BY CDE**

## **Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children**

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

### **Response from Bert Corona Charter High:**

BCCHS is a Schoolwide Program, teachers, paraprofessionals, Directors, Administrators, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan that includes the following:

- Instruction by highly qualified teachers and strategies to attract and keep such teachers.
- Exceptional quality and ongoing professional development for teachers, administrators, coordinators, paraprofessionals, and if appropriate, pupil services personnel, parents, and other staff.
- Effective methods and instructional strategies based on scientifically- based research.
- Provide enriched and accelerated curriculum
- Proven strategies that address the needs of historically underserved students, low achieving students, and those at risk of not meeting state standards
- Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.

- Increase the amount and quality of student learning time.
- BCCHS develops a budget to enhance student learning with Title 1 expenses to supplement classroom instruction with vigorous resources and instructional materials.

## APPROVED BY CDE

### Address the ESSA provision:

SWP: Describe SWP here, if SWP does not exist type "N/A"

TAS: Describe TAS program here, if TAS program does not exist type "N/A"

Neglected or delinquent: Describe the educational services for neglected or delinquent children, if a Title I, Part A neglected or delinquent reservation does not exist type "N/A"

Save All and Continue

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

### Response from Bert Corona Charter High:

N/A

## APPROVED BY CDE

## Homeless Children and Youth Services

### ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

### Response from Bert Corona Charter High:

BCCHS works closely to ensure services to students identified as homeless are

served. Parents of homeless students are informed of the extensive range of educational opportunities available to their children. BCCHS shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notify parents that the school is free to enroll and provide services for all students, and provides a District standard contact number for access to additional information regarding enrollment.

BCCHS' Homeless Education Policy specifies our agreement to guarantee all homeless students will receive a free appropriate public education and are given opportunity to succeed in school, consistent with the McKinney-Vento Homeless Assistance Act and requirements of submitting the Consolidated Application for accessing federal categorical funding. The Charter School will make sure that children and youth who are homeless are free from discrimination, segregation, and harassment.

BCCHS has a Homeless liaison to coordinate activities with other agencies and to safeguard those homeless children are enrolled and have full and equal opportunity to succeed in school. BCCHS staff is aware of the homeless liaison's responsibility. The Charter School will offer school stability, immediate enrollment, and enable the student to participate in extracurricular activities.

If a dispute arises over an issue covered in the Homeless Education policy, the student experiencing homelessness will be admitted immediately to BCCHS pending final resolution of the conflict. The homeless student will have the right to access all appropriate educational services, transportation, free meals, and Title 1, Part A, services while the dispute is pending.

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

**APPROVED BY CDE**

## **Student Transitions**

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services



provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

**Response from Bert Corona Charter High:**

N/A

**APPROVED BY CDE**

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- A. through coordination with institutions of higher education, employers, and other local partners; and
- B. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

**Response from Bert Corona Charter High:**

BCCHS has relationships with local universities, such as LA Mission College, UCLA, USC, California State University's, other community organizations, and involvement of all stakeholders. The Charter's high school students have the opportunity to take ongoing field trips to the universities listed above and others. Students also have the opportunity to present their presentations of learning year-end projects at one of the university partnerships. Parents are invited to participate in a myriad of parent workshops regarding PSAT, SAT, ACT, financial aid, college visits, etc. during the fall and spring semesters. Students and parents have access to high school academic guidance and social-emotional counselors on campus. Students have access to early College, concurrent enrollment, through the Media Arts Career Technical Education pathway partnership, as a result of the Career Technical Incentive Grant with LA Mission College, which allows students to participate in a Media Arts Certification Program. Additionally, students take college general education courses on the high school campus. One half of the Class of 2019 graduated with more than a semester worth of college credit. YPI Charter School teachers are provided professional development bi-monthly to meet in vertical teams with middle and high school teachers to strengthen the instruction 5-12.

**APPROVED BY CDE**

# Additional Information Regarding Use of Funds Under this Part

## ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- A. assist schools in identifying and serving gifted and talented students; and
- B. assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

### Response from Bert Corona Charter High:

N/A

**APPROVED BY CDE**

## Title I, Part A Contact

---

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

<b>Contact Name</b>	Yvette King-Berg
<b>Contact Phone and Optional Extension</b>	8187268883 Optional Extension
<b>Contact Email</b>	ykingberg@ypics.org

Questions: Local Agency Systems Support Office | [LCAPAddendum@cde.ca.gov](mailto:LCAPAddendum@cde.ca.gov) | 916-323-5233



# LCAP Federal Addendum System

## Title I, Part A, Educator Equity

---

### Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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To address these provisions, provide a narrative addressing each provision in the appropriate field below:

### Educator Equity

#### ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

#### Response from Bert Corona Charter High:

N/A

**APPROVED BY CDE**

**Title I, Part A, Educator Equity Contact**

---

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

<b>Contact Name</b>	Yvette King-Berg
<b>Contact Phone and Optional Extension</b>	8187268883 Optional Extension
<b>Contact Email</b>	ykingberg@ypics.org

**Questions: Local Agency Systems Support Office | [LCAPAddendum@cde.ca.gov](mailto:LCAPAddendum@cde.ca.gov) | 916-323-5233**



# LCAP Federal Addendum System

## Title II, Part A

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### Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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To address these provisions, provide a narrative addressing each provision in the appropriate field below:

### Professional Growth and Improvement

#### ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

#### Response from Bert Corona Charter High:

The use of Whetstone, an online platform system (aligned to GBF) for leaders and teachers, which manages walkthroughs, observations, feedback, reporting, data-driven instruction and professional development. Additionally, Whetstone will allow the Instructional Leadership Team to see real-time data on observation frequency, action steps, and teacher coaching trends.

Professional development will be provided to teachers in the use of all teaching protocols, setting of benchmarks, methodology and annual Get Better Faster Teacher Development growth plans. Professional development will focus on training for collective and differentiated skills gaps and creating action plans for follow-up. Supervise and Support Effective Teachers in Every Classroom-Teachers will have weekly coaching observations by an instructional lead (Executive Administrator, Mentor Teacher, or Lead Teacher) who will provide bite-sized, actionable, and observable feedback that can be accomplished in a week. The Executive Administrator will facilitate weekly data meetings to drive instruction and results.

The Relay Graduation School of Education focuses on two elements of instructional Leadership:

Data Driven Instruction, which focuses on school-wide systems for collecting and analyzing student work to ensure that all students meet rigorous expectations  
Observation and Feedback, which guides leaders to help teachers grow to their full potential by building a schedule that supports frequent classroom observations and focused feedback meetings. The program is delivered in 15 professional development sessions spaced over a school year. Each session builds on the previous to deepen observers' skills and effectiveness. Topics include:

Get better Faster Teacher Development Scope and Sequence - Teacher actions

Observation and Feedback Protocols- Leader and Coach actions

Inter-rater reliability for observers-Leader and Coach actions

Constructing effective feedback-Leader and Coach Actions

Weekly Data Meeting Leader Moves and Actions

Analyzing data on teacher practice for trends and patterns- Teacher, Leader, and Coach actions

Collecting data to convene collegial conversation- Teacher, Leader, and Coach actions

Connecting teacher practice to student achievement- Teacher, Leader, and Coach actions

Bert Corona Charter High School utilizes a variety of assessment tools in evaluating student achievement of stated objectives across all disciplines. Among the assessments used are teachers' assessments of student work and mastery of applicable standards and other learning objectives, student work portfolios, teacher observation, and conferencing with students.

## Technology in the classroom

Technology in the classroom including, but not limited to i-Ready in ELA, Mathematics, SFA, Achieve3000 and other programs listed below

As noted in Bert Corona Charter High School 2019-20 LCAP on it is our goal to, provide our students with chrome books 1 to 1 ratio". With increased access to computers in every classroom, more time is being devoted to online tools designed to precisely target standard alignment in both reading and writing. Programs such as open-source programs such as i-Ready, Achieve3000, SFA as well as licensed software as presented above Bert Corona Charter School students' innovative ways of reaching standard mastery.

The cooperative learning process is designed to ensure that English Language students are able to progress at a faster rate than in a non-collaborative environment. Groups are strategically selected for mixed ability, allowing leaders to assist students who struggle. The group work process allows for processing time (wait time) as well as removes the pressure while maintaining accountability by preparing all members of the group to be the possible "random reporter", responsible for communicating the groups findings to the class. The preparation time allows EL students to safely rehearse their response rather than not respond or participate in the process entirely, as happens often in the non-collaborative classroom.

Teachers are also trained through Professional Development and coaching to support EL and whole-class learning through the use of SDAIE strategies, as defined in the Bert Corona Charter School English Learner Plan

## **APPROVED BY CDE**

## **Prioritizing Funding**

### ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

### **Response from Bert Corona Charter High:**

The Charter School has developed and implemented initiatives to assist in recruiting, hiring, and retaining new teachers. BCCHS has been able to use LCFF Supplemental and Concentration Grant funds to maintain class size to 30 or less per middle school teacher. BCCHS ensures that teachers receive PD and training based on their needs. PD aligns to our instructional initiatives (technology integration, PBL, Success For All,

PBIS (School Climate and Culture), EL development, and support for students with IEPs) understanding assessments and student tracking systems (NWEA maps and Illuminate) to better measure if students are meeting grade-level standards and to drive robust instructional decisions. The Charter School also offers suicide prevention and social-emotional services training for teachers. Paraprofessionals provide additional tutoring and support for students when needed.

## **APPROVED BY CDE**

# **Data and Ongoing Consultation to Support Continuous Improvement**

## **ESSA SECTION 2102(b)(2)(D)**

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

## **Response from Bert Corona Charter High:**

BCCS will access for student need, provide differentiated instruction, monitor student achievement, and revise application of teaching as needed. Targeted intervention and acceleration will be provided based on the analysis of formative & summative data. Additionally, targeted instruction will be provided to address specific student needs and gaps, focusing on skills needed to master grade-level content in language arts, mathematics, and ELD. Services for this support will take place during the instructional day and enable an extensive range of services from general education, special education teachers, support staff, and administration. 1) BCCS staff will provide prevention and intervention strategies. Students will be targeted by the use of all school assessments, teacher observation, parent input, SBAC, NWEA Map, and ELPAC. Teachers will modify instruction, target specific skills, provide small group instruction, and reach out for support services as needed. The School will use multiple assessments to monitor and inform instructional practices and decisions. 2) All identified struggling students will be provided a block of intensive MTSS intervention support during the day. A credentialed teacher will provide this support. Frequent progress monitoring and modifications will be provided based on data and outcomes. 3) Students who continue to struggle will be referred to the Coordination of Services Team. This team is composed of an administrator, classroom teacher, a special education representative to discuss the needs of a general education student who continues to struggle with academics or behavior. The team identifies areas of need and designs a plan to address the needs of the specific student. 4) A student who struggles over time will be referred to the Student Study Team (SST). The SST will hold a meeting to design a more intensive academic program and goals for academic



success. Students also receive assistance through the following services: • Small group and individualized instruction in all classrooms • After school tutoring • One to one computer-assisted learning • Individualized assistance from paraprofessionals • Parent workshops to support home-school activities and communication • Supplementary materials aligned with core programs for use in intersession and after-school programs.

Actionable feedback from CDE:

## APPROVED BY CDE

### Title II, Part A Contact

---

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

<b>Contact Name</b>	Yvette King-Berg
<b>Contact Phone and Optional Extension</b>	8187268883 Optional Extension
<b>Contact Email</b>	ykingberg@ypics.org

Questions: Local Agency Systems Support Office | [LCAPAddendum@cde.ca.gov](mailto:LCAPAddendum@cde.ca.gov) | 916-323-5233



# LCAP Federal Addendum System

## Title III, Part A

---

### Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

The CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, CDE staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

### Title III Professional Development

#### ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

#### Response from Bert Corona Charter High:

The Instructional School Leadership Program (ISL program) was designed to provide a strong and sustained support system for the school's leadership team. One of foci on the ISL program was Explicit Direct Instruction, an instructional practice that supports systematized teacher modeling of concepts, guided student practice, and high student-teacher interaction. BCCH has shifted used Success For All model of Cooperative Learning. Yearly SFA conferences take place for both administrators, teachers, and staff.

AUGUST: Workshop to expand the Success For All collaborative learning model

SEPTEMBER: English learner and SPED expectations and accommodations

OCTOBER: Confidentiality and Emergency Preparedness

NOVEMBER: BCCH Instructional Norms; professional development was centered around, learning objectives, warm-ups, exit tickets, data, thinking maps, depth of knowledge, SDAIE strategies

JANUARY: Focus on NWEA MAP and IReady Assessment beginning-of-year and middle-of-year data

MARCH: Use of the SBAC Interim Assessment Behavioral Intervention Plans, and Mental Health Awareness

APRIL: Success For All follow-up training, WASC Focus groups

MAY: Dashboard and LCAP

JUNE: SBAC Data, WASC Focus groups The school has committed its resources to ensure that all students learn to listen, speak, read, and write English.

The school provides a designated ELD Instructional program (Success For All) for every EL student to meet the linguistic and academic goals at their grade level and language learning needs. Professional Development for all certificated staff is aligned with the four interrelated principles at the foundation of the California EL Roadmap and other EL initiatives.

**APPROVED BY CDE**

## **Enhanced Instructional Opportunities**

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

**Response from Bert Corona Charter High:**

The Charter School will provide enhanced instructional opportunities to immigrant students and their families. BCCHS uses Immigrant funds on professional

development for teachers on best practices for Immigrant Students and supplemental materials. We engage stakeholders in developing goals and strategies through our Advisory Committees on addressing professional development, instructional strategies, and assessments to improve English Learner and Immigrant youth outcomes.

## **APPROVED BY CDE**

### **Title III Programs and Activities**

#### **ESSA SECTION 3116(b)(1)**

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

#### **Response from Bert Corona Charter High:**

BCCHS will continue to support our students through a multi-faceted approach to language development. SFA will be provided to ELs to support their acquisition to English. This includes new programs to be used as supplemental technology programs; such as, i-Ready that will provide individualized learning paths appropriate to each child's academic level. We will also continue to maintain our ELA/ELD Director of Instruction who will provide support and resources to teachers so that they can more effectively meet the needs of our EL students as they work through the rigorous CCSS. BCCHS, with the assistance of the Parent Coordinator/Director of Operations, will also provide parent education workshops focusing on how parents can help support their ELs at home. In conjunction with ELD, it is essential to provide our students with culturally responsive teaching that seeks to understand and offer materials that represent a wide array of cultures and experiences so that students see themselves in their learning experiences and build confidence in their possibilities as learners. Access through technology and expertise will develop and scaffold student learning connecting them to experiences outside of their community-universal access.

## **APPROVED BY CDE**

### **English Proficiency and Academic Achievement**

#### **ESSA SECTION 3116(b)(2)(A-B)**

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- A. achieving English proficiency based on the State's English language proficiency

B. meeting the challenging State academic standards.

### **Response from Bert Corona Charter High:**

BCCHS monitors EL students through a robust formal and informal process. Students are measured by their growth on the State's English language assessments (EL PAC) along with a variety of other mechanisms during designated and integrated ELD. The measures include the following:

- Teacher observations, including but not limited to a review of the student's curriculum mastery and comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age. Examples may include one of the following:
  - o Local Assessments
  - o NWEA MAP Assessments (Reading)
  - o Publisher Assessments
  - o Smarter Balance Summative Assessment Results
- Teachers monitor the progress of EL students towards reclassification in a variety of ways.
  - o Discuss action steps for those students not meeting benchmarks
  - o Suggested intervention
  - o Implementation of intervention
  - o Notification to teachers and parents regarding intervention
  - o Annual monitoring of intervention and program effectiveness
  - o Provide appropriate and additional education services when needed and annually evaluate the effectiveness of such services (after-school tutoring, homework help, support in math, etc)
- Support of instructional program includes Counselor, Parent Coordinator, and other support professionals.
- Added Counselor to support student educational program and college and career assisting students to pursue their college preparation and goals.
- In addition to general implementation to all students, there will be an added focus on EL students gaining content knowledge. Success with subgroups will be measured by teacher lesson plans and tracking formative and benchmark assessment results; daily class schedule; class roster and continued use of Student Outcomes Strategies (SOS) in conducting quarterly reviews of data.

**APPROVED BY CDE**

## Title III, Part A Contact

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Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

<b>Contact Name</b>	Yvette King-Berg
<b>Contact Phone and Optional Extension</b>	8187268883 Optional Extension
<b>Contact Email</b>	ykingberg@ypics.org

**Questions: Local Agency Systems Support Office | [LCAPAddendum@cde.ca.gov](mailto:LCAPAddendum@cde.ca.gov) | 916-323-5233**



# LCAP Federal Addendum System

## Title IV, Part A

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### Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

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To address these provisions, provide a narrative addressing each provision in the appropriate field below:

### Title IV, Part A Activities and Programs

#### ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- A. any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- B. if applicable, how funds will be used for activities related to supporting well-

rounded education under Section 4107;

- C. if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- D. if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- E. the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

### **Response from Bert Corona Charter High:**

As an English Learner Consortium BCCHS provides appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile and retells assessments. To build understanding and expertise above the needs of ELs and research-based practices, and to use the LCAP planning process to focus upon implementation and supporting those approaches

Also, partnership with LA Mission College provides an on-campus remedial Math and English course, advanced college courses, and support giving college ready opportunities. A further collaboration with agencies and organization offers ongoing access to our community. All ELs have full access to the curriculum, and the school assures meaningful movement and tracking towards English proficiency with a focus on closing gaps in academic achievement in all content standards.

BCCHS maintains high expectations for all students and to ensure students have equitable access to rigorous, well-rounded, standards-aligned curricula, and instructional technology to produce active 21st-century global citizens prepared for college and careers.

BCCHS engages students, parents, staff, and community to promote educational growth and provide safe and well-maintained facilities, positive learning climates, and instructional practices that support the academic, social, emotional, and physical needs of students.

BCCHS provides highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Administrative Team who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. The school provided technical support and resources for instructional staff to continuously monitor student



achievement through paper and online benchmark assessments, ELD Profile, SST meetings, and other assessments and protocols. Intervention services for students, including counseling, emotional, social support, after-school tutoring, and enrichment, are also part of the plan. Benchmarks for growth were established by the State on the CAASPP.

**APPROVED BY CDE**

## **Title IV, Part A Contact**

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Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

<b>Contact Name</b>	Yvette King-Berg
<b>Contact Phone and Optional Extension</b>	8187268883 Optional Extension
<b>Contact Email</b>	ykingberg@ypics.org

**Questions: Local Agency Systems Support Office | [LCAPAddendum@cde.ca.gov](mailto:LCAPAddendum@cde.ca.gov) | 916-323-5233**

# Youth Policy Institute Charter Schools (YPICS)

## Board Meeting

### Date and Time

Monday June 17, 2019 at 6:00 PM PDT

### Location

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

Meeting Call In Number: (605) 313-5086, 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
<b>I. Opening Items</b>			<b>06:00 PM</b>
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. Approval of May 28, 2019 Board Meeting Minutes	Approve Minutes	Mary Keipp	1 m
Approve minutes for Board Meeting on May 28, 2019			
<b>II. Communications</b>			<b>06:04 PM</b>
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 2670 W 11th Street, Los Angeles, California 90006, 12513 Gain Street, Pacoima, CA 91331, 9400 Remick Avenue, Pacoima, California 91331 and 10660 White Oak Avenue, Granada Hills, CA 91344.

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 (818) 480-6810 or at info@coronacharter.org, info@romerocharter.org. All efforts will be made for reasonable accommodations.

**III. Items Scheduled For Information** **06:09 PM**

A. Facilities Update	FYI	Ruben Duenas	5 m
This update is for all of the YPICS' schools.			
B. Bert Corona Executive Administrator Report	FYI	Ruben Duenas	5 m
C. Monsenor Oscar Romero Executive Administrator Report	FYI	Rene Quon	5 m
D. Bert Corona Charter High School Executive Administrator Report	FYI	Yolanda Fuentes	5 m
E. Executive Director's Report	FYI	Yvette King-Berg	5 m
F. YPICS BOARD OF DIRECTORS'S MEETINGS FOR 2019-2020	Discuss	Yvette King-Berg	5 m

**IV. Consent Agenda Items** **06:39 PM**

A. Background	FYI		
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
<ol style="list-style-type: none"> <li>1. Recommendation to approve 2019-2020 calendars</li> <li>2. Recommendation to approve the ExED CAL PADS Contract 2019-2020</li> <li>3. Recommendation to approve the ExED General Contract 2019-2020</li> <li>4. Recommendation to approve YPICS Fiscal Policies and Procedures</li> <li>5. Recommendation to approve 2019-2020 Homeless Education Policies for BCCS, MORCS and BCCHS</li> <li>6. Recommendation to approve 2019-2020 Consolidated Application Certification of Assurances Statements &amp; Application for Categorical Programs for BCCS, MORCS, BCCHS</li> <li>7. Recommendation to approve E-Rate Consulting Renewal Proposal for FY 2019-2020 from Learning Tech.org</li> </ol>			

**V. Items Scheduled For Action** **06:44 PM**

A. Recommendation to approve the May 2019 YPICS Financials and Check Registers	Vote	Irina Castillo	10 m
B. Recommendation to approve 2019-2020 budgets for BCCS, MORCS, and BCCHS	Vote	Irina Castillo	10 m
C. Recommendation to approve 2019-2020 technology upgrades and software licenses	Vote	Yvette King-Berg	5 m
D. Recommendation to approve Education Protection Act spending Plans and Resolutions for 2019-2020	Vote	Irina Castillo	5 m
E. Recommendation to approve LCAP and ESSA Federal addendums for BCCS, MORCS, and BCCHS	Vote	Yvette King-Berg	5 m
Recommendation to approve 2019-2020 Local Control and Accountability Plans (LCAPs) and Local Control Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendums for BCCS, MORCS, and BCCHS			

## Coversheet

### Notice to Cure Letter for Bert Corona Charter School Regarding Suspensions

<b>Section:</b>	IV. Items Scheduled For Information
<b>Item:</b>	E. Notice to Cure Letter for Bert Corona Charter School Regarding Suspensions
<b>Purpose:</b>	FYI
<b>Submitted by:</b>	
<b>Related Material:</b>	Suspension Concerns for Bert Corona.pdf

# 2018-2019 Suspension concerns for Bert Corona Middle School

**Alves-Monaster, Blanca**

Fri, Jan 24, 12:05 PM

To: Ruben, me, mkeipp@oid.ucla.edu

Dear Ruben Duenas,

The Charter Schools Division (CSD) wants to take this opportunity to highlight for you Bert Corona Middle School's student suspension information. We are notifying you out of concern that based on 2018-2019 end-of-year data (through June 30, 2019), Bert Corona Middle's schoolwide suspension rate is 6.3%, inclusive of 38 in-school suspensions and 10 out-of-school suspensions.

The District recognizes the importance of reducing student suspensions given that evidence suggests suspensions are not always an effective means neither for reducing or eliminating misconduct, nor for ensuring that schools provide a positive school climate. We note that the school has decreased the suspension rate from 2017-2018 from 10.9% to 2018-2019, a 4.6 percentage point decrease. However, we ask for you to review these findings with team members to help to continue to decrease the school-wide suspension rate to under the 5% threshold.

In order to ensure that Bert Corona Middle's student discipline policies are being implemented in a manner to maximize student engagement opportunities and promote a safe and positive school climate, the CSD requests that you provide a written response addressing your understanding of what has attributed to these data outcomes and the school leadership's plan to address these concerns. Please send this information on or before **Friday, February 7, 2020**.

To assist, please refer to the following resources:

1. LAUSD's Discipline Foundation Policy
2. The School Discipline Policy and School Climate Bill of Rights board resolution
3. LAUSD Charter Schools Division Suspension and Expulsion Tiered Intervention Plan

You may also want to consider attending a training offered by the District's Charter Operated Programs (COP) on the topic of discipline and alternatives to suspension. For more information about COP's professional development

offerings, please contact 213-241-5430 or  
[www.charteroperatedprograms@lausd.net](http://www.charteroperatedprograms@lausd.net).

We look forward to your response and your ongoing efforts for students! If you have any questions or need additional information regarding this email, please do not hesitate to contact me at (213) 241-8626 or via email.

Best regards,

**Blanca A. Alves-Monaster, Ed.D.**

Los Angeles Unified School District

Charter Schools Division

(213) 241-8626 cell (213) 393-2557

[b.alvesmonaster@lausd.net](mailto:b.alvesmonaster@lausd.net)

## Coversheet

### Notice to Cure Letter for Monsenor Oscar Romero Charter School Regarding Suspensions

**Section:** IV. Items Scheduled For Information  
**Item:** F. Notice to Cure Letter for Monsenor Oscar Romero Charter School  
Regarding Suspensions  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:**  
YPIOSCAR 8196 Suspension Notice to Cure Recurring Issues 01242020.pdf



## LOS ANGELES UNIFIED SCHOOL DISTRICT CHARTER SCHOOLS DIVISION

333 South Baudry Avenue, 20<sup>th</sup> Floor, Los Angeles, CA 90017  
Office: (213) 241-0399 ♦ Prop. 39: (213) 241-5130 ♦ Fax: (213) 241-2054

AUSTIN BEUTNER  
*Superintendent*

VERONICA ARREGUIN  
*Chief Strategy Officer*

JOSÉ COLE-GUTIÉRREZ  
*Director, Charter Schools Division*

January 24, 2020

Monseñor Oscar Romero  
Rene Quon, Executive Administrator  
1157 S. Berendo St.  
Los Angeles, CA 90006

**Distributed Via:**  
Email & U.S. Mail  
**RESPONSE DUE: February 7, 2020**

**SUBJECT: NOTICE TO CURE: IMMEDIATE ACTION REQUIRED**

Monseñor Oscar Romero  
Charter Number – 0931    Loc. Code 8196

Dear Board President Mary Keipp, Executive Director Yvette King-Berg and Executive Administrator Rene Quon:

This Notice to Cure is a follow-up to the Notice issued on October 30, 2018 Monseñor Oscar Romero's suspension data outcomes which show a systemic pattern of concern. Based on the Charter Schools Division's (CSD) most recent review of Monseñor Oscar Romero's 2018-2019 end-of-year student discipline outcomes, concerns persist.

The most recent 2018-2019 end-of-year suspension data indicates that Monseñor Oscar Romero has a 35.1% schoolwide suspension rate which includes 79 in-school suspensions and 84 out-of-school suspensions. In addition, the charter school's data reveals a concerning disproportionate event rate for Students with Disabilities at 19.9%. In consideration that the CSD documented previous concerns, these are particularly disconcerting and noteworthy.

The Charter Schools Division acknowledges the plans for improvement previously submitted by Monseñor Oscar Romero to help to remedy the high numbers of suspension and/or the disproportionate suspending of some student subgroups. Specifically, Monseñor Oscar Romero's recent plans submitted on November 15, 2018 indicated the following:

- A positive Behavior Support System/Alternatives to Suspension plan is in place.
- A committee membership including the Executive Administrator, Coordinator of Operations, Coordinator of Instruction, Coordinator of School Climate and culture, Resource Specialist, and School Social Worker called the Multi-Tiered system of Supports Committee (MTSS) has been created to determine interventions for high-need students and as part of a referral process.
- Restorative Practices and the Socio-emotional Learning Advisory continue to embed socio-emotional learning topics into the daily advisory lessons.
- Student Success and Progress Team (SSPT) continues to host SSPT meetings for students who have high-level academic or behavioral needs.
- Continue Data monitoring practices and teacher/administrator training.
- The YPICS board will continue to monitor the results.



Notwithstanding these plans, the Charter Schools Division continues to engage Monseñor Oscar Romero in dialogue, and through tiered intervention, regarding ongoing issues.

All students should have the right to School-Wide Positive Behavior Interventions and Supports. Before a consequence is given, students must first be supported in learning the skills necessary to correct their behavior and to participate in a positive school climate. The CSD is concerned that the school's data in this area may indicate problems with implementing an effective and productive discipline model that ensures equity for all students and minimizes loss of instruction due to student suspension.

Therefore, the Charter Schools Division expects the Governing Board and the school's leadership to revisit its action plan concerning student discipline in the best interest of students and their learning. A clear and updated plan is important to address these issues. Please take immediate action and provide the following information by **Friday, February 7, 2020**:

- An analysis of why the school's previous plan was unsuccessful in reaching the desired outcomes, and identification of how the school will address this. Please include:
  - In the past two years, identify the staff position(s) who have been responsible for reviewing schoolwide and student-level discipline data and in what frequency.
  - How was the discipline data used to inform staff and implement schoolwide preventative practices? In what ways were the universal positive behavior supports at the school updated/modified?
  - In the 2019-2020 school year, what have been the specific student discipline professional development trainings provided at the school and to whom?

Please submit an updated action plan approved by the school's Board of Directors that addresses how the school will successfully implement the school's discipline policy to be aligned with the principles of the District's Discipline Foundation Policy including, but not limited to, appropriate alternatives to suspension and positive behavior supports to address/prevent student misconduct. The plan should include:

- How Monseñor Oscar Romero's staff will monitor student behavior data to ensure:
  - That equitable school-based practices are implemented in a fair, non-discriminatory and culturally responsive manner;
  - To help to identify the school's needs for prevention programs to mitigate the reoccurrence of incidents; and
  - To inform the school's intervention strategies used to support students in learning the skills necessary to enhance a positive school climate and avoid acts of student misconduct.
- A description of how Monseñor Oscar Romero's Board of Directors will monitor the student discipline concerns noted above to ensure rates of suspension, including disproportionality, show ongoing improvements? Please identify the quantifiable goals set forth by the board to ensure consistency with CSD's Suspension and Expulsion Tiered Intervention Plan.
- The school's system for discussing with its school staff student discipline data, and how the school will identify professional development needs to ensure responsiveness to this Notice. Please describe Monseñor Oscar Romero's the school's committee and/or team of staff members tasked with supporting the school's student discipline practices and what responsibilities they have. Please include the frequency is the team expected to meet, and to whom they will report. In this summary, please provide a list of meeting dates in the next 60 days so CSD may choose to visit and observe the school team's discussion.
- Please provide the CSD with an analysis of the 2019-2020 suspension trends (e.g., morning, lunch period, recess/nutrition, afternoon, afterschool...). The data analysis should be inclusive of in-school (if applicable) and out-of-school suspensions. In

- addition, provide a breakdown of the violation categories for in-school (if applicable) and out-of-school suspensions for the year.
- Please describe whether and/or how Monseñor Oscar Romero is seeking the support of LAUSD's Charter Operated Programs in addressing its disproportional Suspension rates surrounding its Students with Disabilities.

If you have any questions or need additional information regarding this Notice, please contact me by email at [b.alvesmonaster@lausd.net](mailto:b.alvesmonaster@lausd.net). Thank you in advance for your attention and collaboration on this important matter.

Respectfully,

Blanca A. Alves-Monaster, Ed.D.  
Specialist

C: Christopher Mendez, Senior Coordinator  
Yvette King-Bert, Executive Director  
Rene Quon, Executive Administrator

# Coversheet

## Executive Director's Report

**Section:** IV. Items Scheduled For Information  
**Item:** M. Executive Director's Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** YPICS ED Report February 2020 10 .pdf



## **YPI CHARTER SCHOOLS EXECUTIVE DIRECTOR'S REPORT**

**February 10, 2020**

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

### **CCSA:**

### **National:**

*From the National Alliance for Public Charter Schools —*

As we approach the end of an eventful year for the charter school movement, I wanted to take a moment to thank you for your support and highlight some of the biggest moments from 2019.

We're grateful to the millions of people across party lines and in every part of the country who speak out in support of charter schools. We know our schools are making a difference in the lives of students and in the communities we serve, and we'll continue making that message heard loud and clear.

For every state, such as California, where changing political dynamics raised new barriers to charter school growth, other states reflected the wishes of parents and supported their charter schools. Alabama, Colorado, Florida, Indiana, Ohio, Tennessee, and more provided fairer funding to charter schools and took steps to make more high-quality schools available to students.

After a tumultuous federal appropriations process, Congress is now likely to provide the same record level of blinding for the Charter Schools Program as last year, along with funding increases for Title I and IDEA. And courts in Florida, Mississippi, Missouri, and elsewhere ruled in favor of our schools and students.

Throughout the 2020 elections, we expect to hear continued attacks on charter schools, both in the presidential race and in other races around the country. But we are encouraged by polls that consistently show parents want more public school choices. Both EdNext and the Benenson Strategy Group produced important surveys this year showing that support for charter schools remains strong, particularly among families of color.

Our most important mission in 2020 will be to make sure charter school supporters are active and vocal. Parents who value their schools cannot take them for granted. Educators who value the freedom and empowerment that charter schools offer cannot sit quietly while special interests try to take them away. We love working with the great people throughout this movement who know how important charter schools are to students. As we get ready for the year ahead, read below for some of

*YPICS Agenda 2/10/20*

our top moments and achievements from 2019.

Happy Holidays,

Nina Rees  
President and  
CEO  
National Alliance for Public Charter Schools

State:

*From School Services of California —*

***“CDE Releases the 2019 California School Dashboard”***

By Kyle Hyland

On Thursday, December 12, 2019, the California Department of Education (CDE) released the third year of the California School Dashboard (Dashboard), the state’s accountability system for local educational agencies (LEAs) and individual schools.

The Dashboard replaced the state’s previous accountability system, the Academic Performance Index (API), which was suspended five years ago. The API relied exclusively on standardized test results and gave each school a single score. The Dashboard, on the other hand, incorporates multiple measures via six state indicators and five local indicators (seven for county offices of education [COEs]). LEAs and individual schools receive one of five color-coded performance levels for each state indicator for the total student population, as well as individual student groups. Performance levels for the state indicators are based on status (current-year performance) and change (improvement or declines over time).

Local indicators are reported for LEAs, but not for individual schools within an LEA. For each local indicator, an LEA can receive a rating of Met, Not Met, or Not Met for Two or More Years. Performance on the local indicators is a reflection of the LEA’s response to the State Board of Education (SBE) approved self-reflection tools designated for each local indicator.

Performance on the Dashboard is used to identify LEAs and individual schools that need assistance under state and federal accountability standards. Under the statewide system of support, COEs take the lead in ensuring that support providers work collaboratively with school districts to identify the factors behind low achievement and to provide assistance. Under current law, charter school authorizer’s are responsible for ensuring that charter schools identified for differentiated assistance are taking the necessary steps to improve. (Assembly Bill 1505 [Chapter 486/2019] shifts this responsibility to county offices of education and geographical lead agencies, for charter schools authorized by a county, beginning with the 2020-21 school year.) The 2019 Dashboard is the first year that charter schools can officially be identified for differentiated assistance.

This is also the first year that LEAs, including charter schools, can be identified for differentiated assistance based on their performance on the English Learner Progress Indicator (ELPI). However, since the ELPI measures progress towards proficiency rather than just proficiency, it takes two years of data to determine status, and three years of data to determine change, both of which are necessary to populate one of the five color-coded performance levels on the Dashboard. Since a performance

color cannot be populated for the ELPI until the 2020 Dashboard, the SBE approved using the ELPI status of “very low” as a proxy for “red”, the lowest color performance on the Dashboard, in order to identify LEAs for assistance (see “SBE Approves Details for the ELPI and Modifications to the ESSA State Plan” in the November 15, 2019, *Fiscal Report*).

According to the CDE press release, the fall 2019 Dashboard has identified 333 school districts, 53 less than last year (386), as having at least one low-performing student group across two of the state priorities, making them eligible for differentiated assistance. The Dashboard data also identified 32 charter schools where at least three student groups (or all student groups if the charter school has less than three student groups) did not meet the performance standard for any Local Control Funding Formula priority area over the past three years, thus meeting the eligibility for differentiated assistance.

All districts identified for assistance will need to work with their respective COEs or other support providers, such as the California Collaborative for Educational Excellence, to lift the performance of the student groups that are struggling. Charter schools that were identified will need to work with their authorizers to raise their student performance as well.

The CDE will also use the Dashboard to identify schools that are eligible for federal assistance funding under the Every Student Succeeds Act (ESSA). The list of these schools will likely be released sometime in January; and we will be sure to provide a Fiscal Report article with that information.

The Dashboard is available for viewing at [www.caschooldashboard.org](http://www.caschooldashboard.org). (Also see attached “SSC School District and Charter School Financial Projection Dashboard — 2020-21 Governor's Proposed State Budget”.)

***“Assembly Democrats Outline 2020—21 Budget Priorities”***

By Kyle Hyland  
posted December 17, 2019

On Monday, December 9, 2019, Assembly Budget Committee chairman Phil Ting (D-San Francisco), released his house’s Blueprint for a Responsible Budget (Blueprint), which identifies the Assembly’s priorities for investments based on the Legislative Analyst’s recent report projecting a \$7 billion State Budget surplus going into fiscal year 2020-2021.

For the 2020-21 State Budget, the Blueprint sets the following four broad goals to:

1. Ensure the state is ready for potential future uncertainty and protect promises made
2. Continue moving forward
3. Remove the remaining Great Recession cuts
4. Continue aggressive oversight for effective government

The Blueprint then goes into more specifics for each of those four goals, in the area of education,

the Blueprint calls for:

- Providing funding for preschool facilities
- Expanding access to early care and education programs
- Helping K—12 schools deal with finding needs
- Improving the state’s special education programs
- Increasing higher education access at California State University, adding to California student enrollment at the University of California, and reforming financial aid

The release of the Blueprint falls weeks ahead of the January 10, 2020, expected release of Governor Gavin Newsom’s 2020—21 State Budget proposal. The Senate is also expected to reveal its spending priorities in the next several weeks, all of which will set the stage for next year’s State Budget negotiations.

***“AB 215 and Its Fiscal Impact on Schools”***

By Dave George, SELF  
posted December 19,  
2019

*Editor’s Note. From time to time, we publish guest articles that we think inform readers on timely and relevant issues for schools. This guest article by Schools Excess Liability Fund (SELF) provides information on the impact of Assembly Bill (AB) 218 for local educational agencies (LEAs), focusing exclusively on fiscal considerations for insurance management. We recognize that we are dealing with very sensitive subject matter that has a profound impact on victims, and in no way desire to diminish their pain, but rather hope to inform those responsible for ensuring coverage. While insurance is an important topic, it is no substitute for proper recruiting, hiring, training, and supervision of those responsible for the safety of every child in their care. Dave George is the Chief Executive Officer for the Schools Excess Liability Fund.]*

As you may or may not already be aware, AB 218 was signed by Governor Gavin Newsom in mid-October and becomes law on January 1, 2020, allowing lawsuits from any time in the past against schools by victims of sexual assault. This article does not seek to minimize or trivialize the trauma associated with inappropriate sexual conduct, but rather share how AB 218 creates a ticking time bomb for LEAs. School insurance professionals and other' education stakeholders across California have worked to educate our state leadership on the potential effects of this law on public education, as LEAs around the state will be pushed to fiscal distress. Insurance premiums were estimated assuming policies would not incur costs of future sex-assault claims once the statute of limitations had passed. Now insurers need to recalculate their reserves based on the new law. For example, one school insurer alone increased their claims reserve by \$100M when New York passed a similar law last year; California will likely be far worse.

Here are some things to know now and to prepare for in your 2020-21 and subsequent budget cycles.

***AB 218: What Does the Bill Do?***

AB 218 is a broad, retroactive reform of California civil law as it relates to childhood sexual assault. It allows lawsuits to be filed against your LEA and your employees (and former employees) by a person up to the age of 40, for acts of sexual assault that occurred prior to age 18—meaning students you may have had up to 22 years ago. This is a permanent part of the law. It further includes what is called “reviver” language that allows lawsuits against schools to come forward, regardless of the age of the victim. The window of this “revives” period is three years. Therefore, LEAs can receive a lawsuit beginning January 1, 2020 through December 31, 2022 for allegations occurring from any point in the past, by a person of any age.

## **What is a JPA?**

California law allows public agencies to come together for a mutual purpose and form a joint powers authority (JPA), which itself is also a public entity. Insurance protection is a common use of this tool, as a JPA is how public school districts in California commonly procure their insurance, including employee benefits, workers compensation, and property and liability insurance. There are many JPAs in California for public schools, but regardless of what entity it is, a JPA is the legal structure for how we all work. The JPA is NOT insurance; it is a cooperative, or joint purchasing pool, of insurance for public entities. Each of your districts makes a contribution annually to your JPA; think of it as your insurance premium. Public entities, in fact, largely insure each other on a statewide basis by sharing in each other’s risk, also known as “self-insurance.” The public sector has been using this mechanism of self-insurance as far back as the 1970s. Through a combination of self-insurance, purchased coverage, and excess insurance, LEAs attempt to protect their ongoing viability for current and future students. SELF has protected school districts in California since 1986 by providing excess liability coverage through a JPA.

### ***AB 218 Implications for Your District***

If you are involved in your district's insurance program, you know that property and liability insurance costs have increased over the past few years. Property coverage saw the most dramatic increase this past year due to multiple years of wildfire activity in California, but liability coverage costs have grown substantially as well. AB 218 will add very significant cost pressure on top of this. Litigation, jury awards, and settlements against public agencies in California have risen dramatically in the past few years. The addition of AB 218 to California law will compound this in two ways.

First, recalling that you largely insure each other as public entities, those dollars are collected annually and are actually determined. Just as pension contribution rates are rising for California State Teachers’ Retirement System and California Public Employees’ Retirement System, so will estimated liability costs for lawsuits, and thus contribution rates for Insurance will rise. Second, while JPAs self-insure, they also procure traditional insurance/reinsurance to protect against volatility in claims. Insurance and reinsurance markets in the U.S. and globally are raising their rates significantly in response. But more than just raising rates, they are weighing their own risk with California public entities and, in some cases, choosing to discontinue doing business with us or limiting the amount of insurance they are willing to offer to public entities. This ultimately puts more of the risk and cost back to you and will encroach on your General Fund.

### ***What to Expect Now***



Your General Fund contributions to Fund 67 for liability premiums will be rising significantly and potentially exponentially for the foreseeable future. This is not just because prospective costs will be rising, but retrospective costs as well. Because this legislation is retroactive to all years in the past, you may receive lawsuits from any year. The only way to pay for these prior years is with further contributions from LEAs and reliance on old insurance policies that may have been in place.

You will want to report any lawsuit immediately to your current insurance partner JPA, which we know you already have systems in place to do. But understand you may receive litigation from years you had a different insurance arrangement. You will want to document your insurance coverage history as far back as you are able so you understand what coverage you had, the policy limits, and whether there are any years in which a commercial insurer you had a policy with may no longer be in business. At SELF, we are assisting our members with their coverage history with us as far back as 1986, but some litigation will pre-date that. Many of your JPAs are doing the same.

### *Going Forward*

Look to your current JPA for help and guidance. JPAs have been your insurance experts for well over three decades so that you can focus on what you are experts in: educating California's students. I can speak for all of us in the school insurance business in saying that we are here to serve schools. While our news will be focused on increasing costs in the coming years, know that we are committed to help guide you through the impacts of these changes in law on your insurance. We will continue to keep you updated as we know more and, to give as much advance notice as possible, so you can plan your insurance costs each budget year.

### *"New Laws for 2020"*

Over the fall, School Services of California Inc. highlighted the most important bills signed by Governor Gavin Newsom in his first year of office that will affect education in 2020 and beyond. As a refresher as we enter into the New Year, here are some of the most significant bills affecting education operations:

- **Assembly Bill (AB) 218** extends the statute of limitations for commencement of legal action for childhood sexual assault to forty years of age, or five years from discovery of the injury; provides enhanced damages for a cover up, as defined, of the assault; and provides a three-year window in which expired claims could be revived.
- **AB 1353** reduces the probationary period for school district classified employees from one year to six months in non-merit school districts.
- **AB 1505** makes various changes relating to charter school authorizations, appeals, and renewals; clarifies the teacher credentialing requirements of chartered school's teachers; and places a two-year moratorium on nonclassroom-based charter schools starting January 1, 2020.
- **Senate Bill (SB) 142** requires employers to provide a lactation room or a location that includes prescribed features; access to a sink and refrigerator in close proximity to the employee's workspace; and develop and implement a policy that educates employees on these rights.
- **SB 126** requires charter school governing boards to comply with a variety of the same open meeting, conflict-of-interest, and disclosure laws as traditional school district governing boards.
- The education community is still interpreting how AB 5 will affect certain education functions—like facilities maintenance and special education specialists. AB 5, which is being challenged in court and at the ballot box, codifies the California Supreme Court decision in the *Dynamex Operations West Inc. v. Superior Court* into law, and makes other changes to how independent

contractors are defined. Legislative changes are expected to be proposed in 2020.

Some bills did not take effect on January 1, 2020, but local educational agencies (LEAs) would be wise to consider starting to plan for.

- **AB 48**, if Proposition 13 is approved by voters in March 2020, changes certain aspects of school facilities law, including the ability for districts to levy developer fees in certain circumstances.
- **AB 1172** creates new oversight for non-public schools serving students with disabilities beginning in 2020-21.
- **SB 276** requires the California Department of Public Health (CDPI-I) to develop a standardized medical exemption certification form which, beginning January 1, 2021, will be the only documentation of a medical exemption that is acceptable, and further requires CDPH to review all medical exemptions from schools or institutions with an immunization rate of less than 95%, physicians who have submitted five or more medical exemptions in a calendar year, and schools or institutions that do not provide reports of vaccination rates to the CDPH.
- **SB 328** changes the school start time for middle and high schools, but does not take effect until July 1, 2022, or when a district's current collective bargaining agreement expires.
- **SB 390** requires school security officers and security guards employed by a school or community college district, commencing July 1, 2021, to complete a specific training course regardless of the number of hours worked per week.
- **SB 419** extends the prohibition for the suspension of a pupil in grades 4 and 5 for willful defiance, and for five years prohibits the suspension of a pupil in grades 6 through 8, beginning July 1, 2020.
- Finally, some measures take effect immediately upon the Governor's signature. For example **SB 265**, which requires those LEAs to ensure that a student whose parent or guardian has unpaid school meal fees is not denied a reimbursable meal of the student's choice because of the fact that the student's parent or guardian has unpaid meal fees, and to ensure that the pupil is not shamed or treated differently from other pupils.

***"Special Fiscal Report: Governor's Proposals for the 2020-21 State Budget and K—12 Education"***

Posted January 10, 2020

*Preface*

During the Great Recovery, California enjoyed unprecedented growth in funding largely due to restoration of past reductions, growth in the economy, and passage of Propositions 30 and 55. To open his press conference, Governor Gavin Newsom disabused California's naysayers, those with "California Derangement Syndrome," that the best days are behind us.

Governor Newsom's press conference preamble, as he called it, highlighted the state's job growth, bond rating, rainy day fund, state surplus, and payments to the Wall of Debt. He gave credit to Governor Jerry Brown for setting the tone and tenor on many of these items and continues these as priorities. In the world of education, Newsom also honors Governor Brown by continuing the Local Control Funding Formula (LCFF), but also goes his own way when it comes to local versus state control of funds for new programs.

Over the fall, the education community braced against the news that the cost-of-living adjustment (COLA) might be significantly less than what was projected just months before. There was hope that Governor Newsom would provide flexible funding above a meager COLA, perhaps with a

*YPICS Agenda 2/10/20*

“super” COLA, for the LCFF. Instead, Governor Newsom proposes several new or continued categorical programs, all with laudable goals, but few that provide immediate relief when the cost to keep local educational agencies (LEAs) afloat hovers around 4%.

As we enter the 2020-21 State Budget deliberations, a key focus will be on whether California is slowly or quickly moving into a new education-funding era.

### *Overview of the Governor’s Budget Proposals*

On Friday, January 10, 2020, just after 10:30 a.m., Governor Newsom released his second proposed State Budget for the upcoming 2020-21 fiscal year stating that “Building a strong fiscal foundation now is the best way the state can prepare for the future and continue to build a ‘California for All’.” Gone are the days of the five-minute budget press conferences by former Governor Jerry Brown. Consistent with his inaugural State Budget presentation, Governor Newsom went into great detail and spent nearly two hours presenting the budget through his Twitter account followed by an additional hour of answering questions from reporters.

The Governor led by explaining that he is proposing a \$157 billion General Fund Budget for the upcoming fiscal year, a 2.23% increase over the current year. The total State Budget proposed by the Governor measures at \$222.2 billion. Governor Newsom emphasized that the 2020—21 Budget is structurally balanced. He uses a significant amount of one-time funds as a way to provide flexibility during times of economic uncertainty. In fact, this strategy, along with continued economic growth, allowed the Governor to propose extending nearly \$2 billion in programs that were due to expire on December 21, 2021, to July 1, 2023. Being fiscally prudent, examples of proposed flexibility are found in the education budget where nearly 60% of the \$3 billion in available new revenue is proposed for new or the extension of one-time investments.

#### *Economic Outlook*

Acknowledging eleven years of economic expansion, the State Budget proposal forecasts “constrained growth” for the state over the next four years. Governor Newsom noted in his press conference that while the economy is not contracting, our continued growth is. Nevertheless, the state’s General Fund continues to enjoy stronger than estimated revenue from the “Big Three” taxes. The 2020-21 revised revenue forecast is over \$5 billion more than the 2019-20 State Budget Act projection. Personal income tax is up by \$1.2 billion, corporation tax is up by \$700 million, and revenue from the sales and use tax is projected to be \$1.1 billion over the 2019 Enacted Budget estimates.

Governor Newsom continues to build additional reserves beyond the \$16 billion currently set aside in the Rainy Day Fund. An additional \$1.9 billion transfer is proposed in the budget year and an additional \$1.4 billion over time, bringing the Rainy Day Fund to \$19.4 billion by 2023-24. This unprecedented level of state savings and Governor Newsom’s prudent budgeting approach, which mimics the days of his immediate predecessor, can help the state weather a future economic storm should it come.

### *The Economy and Revenues*

#### **Economic Outlook**

Following the footsteps of his predecessor, Governor Newsom cautions that the opportunities for continued economic growth is expected to slow as both the nation and the state have reached full employment. The economic stimulus from the 2017 federal tax policy changes has run its course, interest rates are very low, the stock market is at an all-time high, and growing risks from trade tensions between the U.S. and China as well as military escalation in the middle east all create instability in the global economies of California’s trade partners. In particular, California faces unique structural risks in its aging population and housing shortage.

The State Budget proposal includes constrained job growth realized unevenly across the state and acknowledges an increase in payroll jobs resulting from rule changes on independent contractors, moving most onto company payrolls. The Budget assumes that personal income growth will be 4% through the projection period. Growth in real wages and personal income are necessary to sustain healthy consumption and overall economic activity.

While the State Budget identifies rising economic risk related to the housing shortage, the *UCLA Forecast* from December 2019 focuses on continued trade tensions with China, subprime auto loans, certification of the Boeing 737 Max, and trillion-dollar deficits. As the world’s fifth largest economy, California is especially reliant on import-export business and decreasing imports will have an impact. When combined, the economists at UCLA state that the likelihood of a recession is 32%, but shares that a temporary economic slowdown in the second half of 2020 is far more likely.

**Revenues**

The 2020-21 State Budget assumes higher overall revenues for fiscal years 2017-18 through 2019—20, exceeding the 2018—19 State Budget projections by more than \$5.05 billion. Over the three-year period, personal income tax, sales and use tax, and corporation tax are expected to beat earlier estimates.

Over the long term, the forecast calls for continued increases in the state’s “Big Three” taxes. “Big Three” Revenue Forecast

(General Fund Revenue—in billions)

	Fiscal Years						Average Year-Over-Year Growth
	2018-19	2019-20	2020-2021	2021-22	2022-23	2023-24	
Personal Income Tax	\$98.6	\$101.7	\$102.9	\$106.1	\$108.1	\$110.0	\$2.2%
Sales & Use Tax	\$26.1	\$27.2	\$28.2	\$29.0	\$29.7	\$30.4	\$3.1%
Corporation Tax	\$14.1	\$15.3	\$16.0	\$16.5	\$17.0	\$17.6	\$4.6%

**Proposition 98**

Adopted by state voters in 1988, Proposition 98 sets in the State Constitution a series of complex formulas that establish the minimum funding level for K—12 education and community colleges from one year to the next. This target level is determined by prior-year appropriations that count

toward the guarantee and (1) workload changes as measured by the change in average daily attendance (ADA), and (2) inflation adjustments as measured by the change in either per capita personal income or per capita state General Fund revenues, whichever is less. While gains experienced over the last several years continue with the 2020—21 State Budget proposal, these gains represent the minimum required by law.

#### ***Current- and Prior-Year Minimum Guarantee***

The Proposition 98 minimum guarantee has increased from the 2019 State Budget Act for both 2018—19 and 2019-20 due largely to an increase in property tax revenue in 2018-19 and increased General Fund revenues in both years.

For the current year, Governor Newsom’s State Budget proposal acknowledges an increase of \$517 million from the 2019—20 State Budget Act—raising the Proposition 98 guarantee to an estimated \$81.6 billion, up from \$81.1 billion. The 2018—19 year reflects a more modest increase of \$301.5 million, raising the minimum guarantee from \$78.1 billion to \$78.4 billion.

#### **2020—21 Minimum Guarantee**

For 2020—21, the Governor’s State Budget proposes a Proposition 95 guarantee of \$84 billion, an increase of \$3 billion year over year. As expected, given the continued declines in enrollment, the guarantee is projected to be based on Test 1—funding based on education’s proportion of the General Fund in 1986-87.

#### ***Cost-of-Living Adjustment and Average Daily Attendance***

The estimated statutory COLA for II—12 education programs in 2020—21 is 2.29%, and is applied to the LCFF base grant targets, as well as other education programs that are funded outside of the LCFF. Those programs include Special Education, Child Nutrition, Preschool, Foster Youth, American Indian Education Centers, the American Indian Early Childhood Education program, and the Mandate Block Grant.

Note that while the COLA is lower than estimated in the 2019—20 enacted State Budget, it is higher than that projected by the Legislative Analyst’s Office in its *Fiscal Outlook*, which was released in November 2019.

Statewide, ADA is expected to continue declining. The State Budget proposal reduces Proposition 98 funding in 2019—20 due to an ADA decline greater than projected in the 2019-20 State Budget Act, and in 2020—21 from a further projected ADA decline in 2020-21.

#### ***Local Control Funding Formula***

The Governor’s 2020-21 State Budget proposal includes an increase of \$1.2 billion in Proposition 98 for the LCFF reflecting the 2.29% COLA. This brings LCFF funding to \$64.2 billion.

#### ***LCFF Target Entitlements for School Districts and Charter Schools***

The target base grants by grade span for 2020—21 are increased over 2019—20 by 2.29% to reflect

the estimated statutory COLA:

<b>Grade Span</b>	<b>2019-20 Target Base Grant Per ADA</b>	<b>2.29% COLA</b>	<b>2020-21 Target Base Grant Per ADA</b>
TK-3	\$7,702	\$176	\$7,878
4-6	\$7,818	\$179	\$7,997
7-8	\$8,050	\$184	\$8,234
9-12	\$9,329	\$214	\$9,543

The Transitional Kindergarten (TK)—3 grant increase for the class-size reduction (CSR) grade span adjustment is \$819 per ADA in 2020—21, and the grade 9-12 base grant per ADA is increased by \$248 in recognition of the need for Career Technical Education (CTE) courses provided to students in the secondary grades.

School districts and charter schools are entitled to supplemental grant increases equal to 20% of the adjusted base grant (including CSR and CTE funding) for the percentage of enrolled students who are English learners, eligible for the free or reduced-price meals program, or in foster care. An additional 50% per-pupil increase is provided as a concentration grant for each percentage of eligible students enrolled beyond 55% of total enrollment.

#### *Special Education*

Following the investment in the 2019—20 State Budget for Assembly Bill (AB) 602 equalization (\$152 million) and one-time flexible funding to school districts based on the number of preschoolers with disabilities (\$493 million) plus the call for policy reform to improve outcomes for students with disabilities—the 2020-21 State Budget continues to provide investments in special education. Governor Newsom’s Budget for 2020-21 proposes to use all of last year’s \$645 million to fund special education base grant increases this year and to use a three-year rolling average of LEA ADA, while still allocating funds through Special Education Local Plan Areas (SELPAs). All but one hundred LEAs will receive an increase in base funding through this funding and those LEAs will be hold harmless.

Similarly to the 2019—20 State Budget, the Budget proposes \$250 million one-time funding to school districts based on the number of preschoolers ages three to five years with exceptional needs served. In a departure from the flexible nature of these funds in the current year, the Budget would require the funds to be allocated to increased or improved services. The Budget proposes \$4 million one-time Proposition 98 General Fund for dyslexia research, training, and a statewide conference.

Long term, the 2020—21 State Budget calls for a multiyear approach and one-time funding to study the current SELPA governance and accountability structure and improved accountability for special education service delivery and student outcomes. Going forward, the Administration plans to create a new funding formula to support equity, more inclusive practices, and early intervention; make changes to governance and accountability; pursue reforms related to family and student engagement; and incorporate recommendations from the Master Plan for Early Learning and Care.

#### *Teacher Investments*

The State Budget proposal includes over \$900 million in one-time Proposition 98 funds to address California's persistent educator shortage and crisis in the following programs:

- \$350 million to expand the existing Educator Workforce Investment Grant program to provide training to support students with disabilities and English learners, as well as to develop educator capacity in the areas of multitiered system of supports, social-emotional learning and restorative justices practices, non-discriminatory and anti-bullying supports for marginalized student groups, and computer science and STEM fields
- \$193 million for the Workforce Development Grant Program, as well as \$175 million to expand the Teacher Residency Program, which address teacher shortages in high-need subjects and areas
- \$100 million to provide \$20,000 stipends for teachers who participate in the California Teacher Credential Award Program and complete four years of teaching in a high-need subject at a high-need school
- \$64.1 million to expand the Classified School Employees Credentialing Program to support classified staff who aspire to become credentialed teachers

### *Community Schools and School Nutrition*

#### **Community Schools**

In reinforcing efforts to serve the whole child, the 2020—21 State Budget proposes to invest \$300 million in one-time Proposition 98 funds to establish Community School giants accessible by LEAs that employ the community school model. Such efforts would include student wrap-around services like mental health and social services; training in student mental and behavioral health, trauma-informed care, and restorative justice; family and community engagement such as home visits; extended learning time; and expanded learning opportunities.

#### *School Nutrition*

The Governor proposed to increase funding for school nutrition by an ongoing \$60 million Proposition 98 appropriation and proposes a \$10 million Proposition 98 fund to train school food service workers in promoting healthier and more nutritious meals. Additionally, a new Farm to School Grant Program is proposed to be created in the Department of Food and Agriculture, which will provide grants to schools for access to healthy food. This new grant is proposed to be funded with \$10 million in non-Proposition 98 funds to start and \$1.5 million annually thereafter.

#### *Computer- Science*

The Governor reminded us that he is particularly interested in making sure students are able to access computer science education. With that in mind, he is investing \$15 million in one-time funds for grants that LEAs may access to support training approximately 10,000 K-12 teachers to earn a supplementary authorization on their credential to teach computer science. In addition, the Statewide System of Support will gain a computer science component as \$2.5 million in one-time funds is proposed for one county office of education to serve as a repository for computer science resources for professional development, curriculum, and best practices.

#### *Early Childhood and Preschool*

Early childhood investments continue to be a top priority for Governor Newsom. This is perhaps

most strongly signaled by his sweeping proposal to establish a Department of Early Childhood Development under the Health and Human Services Agency, and shift all but the California State Preschool Program from the Department of Education into the new department, beginning in July, 2021. The new department is intended to integrate early childhood funding, programs and services including childcare, home visiting, and early health programs. As it relates to programs affecting public agency providers, the Governor's State Budget proposals includes the following investments:

- \$75 million in Proposition 98 funding to expand the Inclusive Early Education Expansion program that provides one-time grants to construct or modernize preschool facilities that serve children with disabilities
- Increases the provider reimbursement rates for General Child Care and State Preschool by a 2.29% COLA
- Proposes future changes in the State School Facility Program if voters approve the \$15 billion statewide school bond (Proposition 13) to provide facility grant enhancements to expand preschool programs on school campuses

### *School Facilities*

The State Budget proposal does not include any significant new initiatives for school facilities. It acknowledges the Public Preschool, K—12, and College Health and Safety Bond Act (Act), which will appear on the March 2020 ballot as Proposition 13 and reforms the School Facility Program (SFP).

Similar to his first budget last year, the Governor's 2020—21 State Budget proposal includes the sale of an additional \$1.5 billion in bonds for 2020—21 to support the SFP—funding that will go to address the backlog of school districts and charter schools waiting for state funds to become available.

Lastly, the Budget for 2020—21 proposes diverting a portion of the funds allocated for school districts to retrofit and construct facilities to support full-day kindergarten programs. As part of the 2019-20 Adopted Budget, \$300 million was allocated to encourage school districts to increase access to students in kindergarten—particularly through the conversion of part-day to full-day programs—by retrofitting existing or constructing new kindergarten facilities. The Budget proposal looks to dedicate an unspecified portion of these funds to support the construction of preschool facilities on school campuses. Assuming passage of Proposition 13, the Administration would also introduce language to provide new construction and modernization per pupil grant enhancements for the construction or modernization of facilities to expand preschool programs.

### *System of Support*

The 2019 Dashboard released last month identified 333 school districts to work with their county offices of education (COEs) for differentiated assistance. This work is part of the statewide system of support that has evolved over the last several years, which is intended to help persistently low performing LEAs identify and address root causes for their lack of progress. The 2020—21 State Budget proposal reinforces the statewide system of support with a one-time \$300 million investment to establish Opportunity Grants and expand the capacity of the California Collaborative for Educational Excellence. The grants are for the lowest-performing schools and school districts to pair with federal Title I resources to provide integrated and intensive interventions to close achievement gaps.



### ***CalSTRS and CalPERS Payments***

While the Governor makes reference to the \$3.15 billion (one-time, non-Proposition 98) California State Teachers' Retirement System (CalSTRS) and California Public Employees' Retirement System (CalPERS) investment that was made on behalf of employers as part of the enacted 2019-20 State Budget, he does not propose to provide any additional CalSTRS and CalPERS relief for LEAs in his 2020—21 State Budget blueprint.

### ***Discretionary Funds***

The second consecutive year, or I Governor Newsom's State Budget does not propose any one-time Proposition 98 discretionary funding for school districts, charter schools, or COEs.

### ***Federal Programs***

Late December 2019, President Donald Trump signed the spending bill for fiscal year 2020 that increased education funding nationally by \$1.3 billion to bring it to \$72.8 billion. Included in this increase are \$600 million for Head Start and \$400 million each for Title I and special education. California receives approximately 10% of these national figures. Because the federal fiscal year runs October through September, these changes affect the next school year.

### ***In Closing***

In closing, Governor Newsom is making his mark and distinguishing himself in his proposed 2020-21 State Budget. While respecting Brown's education reform by maintaining LCFF at "full funding" through providing the COLA, he is creating and maintaining several one-time education programs under his watch. While many of these programs are intended to improve LEA operations over the long term, Governor Newsom provides minimal, immediate relief from the myriad cost pressures that LEAs face.

Remember that the Governor's Budget proposal marks the beginning of the process, not the end. We expect the Legislature to push back on the Governor's priorities and propose their own. As the various proposals are considered by legislative committees, we can expect both confrontation and compromise. We continue to watch the evolving dynamic between a Governor hitting his stride in the second year and a well-established legislative leadership with a strong Democratic supermajority.

We look forward to continuing to see the vision Governor Newsom has for the state of California and wish him well as we all continue this journey together.

*From California Association of school Business Officials (CASBO) —*

## **“Understanding the Changes to Proposition 13”**

*B) Sara C. Bachez and Elizabeth Esquivel, Governance Relations*

Understanding that legal jargon and election ballot information can be confusing to voters, there is an added complexity regarding two initiatives impacting public education in this year’s election cycles on March 3, 2020 and potentially on November 3, 2020.

The two Proposition 13 related measures are known as *The Californians for Safe Schools and Healthy Learning* (on the March 3, 2020 ballot) and *Schools and Local Communities First* (proposed for the November 3, 2020 ballot). This article explains both initiatives and their current status in detail.

### **Proposition 13: Californians for Safe Schools and Healthy Learning March 3, 2020**

On October 7, 2019, Governor Newsom signed AB 48 (O’Donnell and Glazer), which placed a \$15 billion state school facilities bond on the March 3, 2020 statewide primary election. The Secretary of State assigned the heavily supported initiative by state officials, educators and administrators, and education organizations with the ballot number Proposition 13.

According to the recent Public Policy Institute of California (PPIC) statewide survey, 53 percent of likely voters support a statewide measure to authorize bonds for construction and modernization of public school facilities, with 36 percent opposing it and 10 percent as undecided.

### ***K-12 Programs***

- New construction: \$2.8 billion, with up to 10 percent set aside for small school districts
- Modernization: \$5.2 billion, with up to 10 percent set aside for small school districts and \$150 million earmarked for lead in water projects
- K-12 Career Technical Education: \$500 million
- Charter Schools: \$500 million

### ***Higher Education***

- California Community Colleges: \$2 billion
- California State University: \$2 billion
- University of California: \$2 billion

### ***Grant Amounts***

- *New Construction projects*: Increases the state grant amount sliding scale basis, from 50% to 55% (New state match 55% and local match 45%).
- *Modernization projects*: Increases the state grant amount sliding scale basis, from 60% to 65% (New state match 65% and local match 35%).
  - o For both modernization and new construction projects, the grants will be based on a district’s ability to generate local funds and the percentage of low income, foster care, and English learner students.

### ***Prioritization***

- Establishes four cycles annually for review of applications.
- Prioritizes health and safety applications, such as projects addressing mold, asbestos, seismic safety, and lead in water, in the review process.
- Establishes a separate funding program to enable school districts to test and remediate lead in drinking water outlets.
- Allows school districts to demolish and construct a building on an existing school-site, if the following conditions are met:
  1. The building or buildings to be replaced are at least 50 years old.
  2. The school district provides to the department a cost-benefit analysis that indicates the total cost to modernize the building or buildings is at least 50 percent of the current replacement cost of the building or buildings. The cost-benefit analysis may include applicable site development costs.

***Recognizes Hardship***

- Provides school districts affected by a disaster, such as wild fires, with immediate assistance, such as temporary facilities.
- Increases the number of school districts eligible to receive up to 100 percent of state grants due to inability to provide a local match.
- Establishes a process to assist small school districts in applying for funds and access of those funds.

***Allowable Uses***

- Allows construction projects to include 1) preschools at school sites, 2) kitchens, and 3) space for counselors and nurses to increase support services.

***Developer Fees***

- ***Developer Fees for Multifamily Housing:*** Until January 1, 2026, waives fees for multifamily housing within a ½ mile of a major transit stop. Until January 1, 2026, provides 20% reduction to multifamily housing projects in other areas.
- ***Developer Level 3 fees:*** The Level 3 fee doubles the fees paid by developers when state bond funds are exhausted. However, Proposition 13 suspends this fee level from January 1, 2021, or whenever existing bond funds are expended, to January 1, 2028.

**Schools and Local Communities First (proposed November 3, 2020)**

The proponents of “The California Schools and Local Communities Funding Act of 2020” have submitted a revised initiative to increase funding for K-12 public schools, community colleges, and local governments by amending the state constitution to require commercial and industrial properties to be taxed based on their market value. Exempted from the proposed measure would be residential properties, agriculture properties, and owners of commercial and industrial properties with combined value of \$3 million or less.

This proposed measure impacts the famous measure from 1978, Proposition 13 that placed limits on property taxes equal to 1 percent of the value, plus an additional amount for pre-existing outstanding local debt. The 1978 constitutional amendment eliminated local agencies ability to issue bonds with two-thirds vote and restricted annual increases of assessed value of real property to an

inflation factor, not to exceed 2 percent.

After accounting for state income tax losses related to the proposed measure, it is estimated to generate between \$6.5 billion to \$11.5 billion annually, with the new revenues distributed 60 percent to local governments and 40 percent to Schools and community colleges.

### **Major Components of the Initiative**

- *Threshold for market value reassessment.* More than \$3 million in property value
- *Education Funding:*
  - o 11 percent to community colleges
  - o 89 percent to K-12 public schools, charter schools, and county offices of education
  - o Annual minimum of \$100 (adjusted annually) per full-time student for all schools and colleges
- *Effective Date:* January 1, 2022 and defers reassessment for small business property until the 2025-26 fiscal year
- *Small Business:* The term small business must meet all of the following criteria: 1) have 50 or fewer full-time equivalent employees; 2) be independently owned and operated in California; and 3) owns real property located in California

### **Status of the Initiative**

The campaign has until April 14, 2020 to gather the required 997,139 signatures to qualify for the November 3, 2020 statewide ballot. On December 3, 2019, the proponents certified that they had reached the 25 percent of required signatures, or 249,285 signatures for a constitutional amendment.

Upon receipt of the certification of the 25 percent threshold, the Secretary of State must provide copies of the proposed initiative measure and the circulating title and summary to the Senate and Assembly. Each house of the legislature is required to assign the proposed initiative measure to its appropriate committees and hold joint public hearings, at least 131 days before the date of the election at which the measure is to be voted on, in this case November 3, 2020. The legislature cannot amend the proposed measure or prevent it from appearing on the ballot.

The proposed measure has garnered support from various labor organizations and community-based organizations, but has also been met with significant opposition from various business organizations such as the California Business Roundtable, California Chamber of Commerce, and the California Taxpayers Association.

### **What's Next?**

This initiative is still pending circulation. We will keep you informed should it qualify for the November 3, 2020 statewide ballot.

### **District:**

Currently LAUSD Board seats in Districts 3, 5, and 7 are up for reelection. This year the board races will coincide with the Presidential election cycle. Don't forget to vote!

**YPICS:**

**Prop 39 -**

The high school has received a Preliminary Prop 39 Offer from LAUSD for the 2020-2021 school year. YPICS needs to accept the offer by April 1, 2020.

**Professional Development:**

**YPICS District Professional Development (PD) Days**

All teachers and full-time employees are provided training during YPICS PD. The January PD focused on ELD, Project-Based Learning, and the new math and assessment program, iReady. The February PD was in response to an HR Staff survey provided at the January PD, which indicated that teachers felt that they needed support and resources regarding Social Emotional Learning (SEL). Mr. Max Garcia, the High School Counselor, who also has a MFT License, Mr. Vashon Nutt, and the YPICS Director of Special Education, alongside, BCCS staff experts, and members of the Options 3 team of Specialist from LAUSD led the program for staff on 2/3/20. The day was successful as evidenced by the PD survey results. School staff asked if additional training could be provided to follow-up with the February SEL workshops.

**Relay Training (Leverage Leadership and Get Better Faster)**

YPICS Instructional Leadership Team (Yvette King-Berg, Ruben Duenas, Larry Simonsen, Dr. Rene Quon, Vashon Nutt, Freddy Zepeda, Daniel Rios, and Monica Garcia) attended the Relay Session Three Instructional Leadership Professional Development in Los Angeles and Oakland during the Month of January.

**GEAR UP:**

The US Education Department approved YPICS to use Think Together to provide services for the GEAR UP Grant. YPICS has carried the GEAR UP support services directly since October 25, 2019, the Friday that YPI closed its' doors for business. 1400 seniors in the grant from the six schools were still supported to complete UC and Cal State applications in November. December and January the Gear UP focus moved to supporting seniors to complete private school applications and FAFSA Completion. Ruben Duenas, Yvette King-Berg, and Nick Wu will be attending the GEAR UP Conference to attend a few GEAR UP Directors Meetings at the end of February in Orlando, Florida.

## SSC School District and Charter School Financial Projection Dartboard 2020-21 Governor’s Proposed State Budget

This version of School Services of California Inc.’s (SSC) Financial Projection Dartboard is based on the 2020—21 Governor’s State Budget proposal. We have updated the cost-of-living adjustment (COLA), Consumer Price Index (CPI), and ten-year T-bill planning factors per the latest economic forecasts. We have also updated the Local Control Funding Formula (LCFF) factors. We rely on various state agencies and outside sources in developing these factors, but we assume responsibility for them with the understanding that they are general guidelines.

<b>LCFF GRADESPAN FACTORS</b>				
<b>Entitlement Factors Per ADA*</b>	<b>K–3</b>	<b>4-6</b>	<b>7-8</b>	<b>9-12</b>
2019-20 Base Grants	\$7,702	\$7,818	\$8,050	\$9,329
COLA at 2.29%	\$176	\$179	\$184	\$214
2020-21 Base Grants	\$7,878	\$7,997	\$8,234	\$9,543
Grade Span Adjustment Factors	10.4%	--	--	2.6%
Grade Span Adjustment Amounts	\$819	--	--	\$248
2020-21 Adjusted Base Grants	\$8,697	\$7,997	\$8,234	\$9,791
Supplemental Grants (% Adj. Base)	20%			
Concentration Grants (% Adj. Base)	50%			
Concentration Grant Threshold	55%			

\*Average daily attendance (ADA)

<b>PLANNING FACTORS</b>						
<b>Factors</b>		<b>2019—20</b>	<b>2020—21</b>	<b>2021—22</b>	<b>2022—23</b>	<b>2023-24</b>
Statutory COLA 1		3.26%	2.29%	2.71%	2.82%	2.60%
California CPI		3.09%	2.99%	2.89%	2.69%	2.73%
California Lottery	Unrestricted per ADA	\$153	\$153	\$153	\$153	\$153
	Restricted per ADA	\$54	\$54	\$54	\$54	\$54
Mandate Block Grant (District)	Grades K—8 per ADA	\$32.18	\$32.92	\$33.81	\$34.76	\$35.74
	Grades 9—12 per ADA	\$61.94	\$63.36	\$65.08	\$66.92	\$68.81
Mandate Block Grant (Charter)	Grades K—8 per ADA	\$16.86	\$17.25	\$17.72	\$18.22	\$18.73
	Grades 9—12 per ADA	\$46.87	\$47.94	\$49.24	\$50.63	\$52.06
One-Time Discretionary Funds per ADA						
Interest Rate for Ten-Year Treasuries		2.0%	2.25%	2.51%	2.50%	2.60%
CalSTRS Employer Rate <sup>2</sup>		17.10%	18.40%	18.10%	18.10%	18.10%
CalPERS Employer Rate <sup>1</sup>		19.721%	22.80%	24.90%	25.90%	26.60%

<b>STATE MINIMUM RESERVE REQUIREMENTS</b>	
<b>Reserve Requirement</b>	<b>District ADA Range</b>
The greater of 5% or \$69,000	0 to 300
The greater of 4% or \$69,000	301 to 1,000
3%	1,001 to 30,000
2%	30,001 to 400,000
1%	400,001 and higher

1 Applies to LCFF, Special Education, Child Nutrition, Preschool, Foster Youth, American Indian Education Centers/American Indian Early Childhood Education and Mandate Block Grant.

2 California State Teachers’ Retirement System (CalSTRS) rates in 2019—20 and 2020-21 are final, Rates in the following years are subject to change based on determination by the CalSTRS Board.

3 California Public Employees’ Retirement System (CalPERS) rate in 2019—20 is final. Rates in the following years are subject to change based on determination by the CalPERS Board.



# Coversheet

## Consent Items

**Section:** V. Consent Agenda Items

**Item:** B. Consent Items

**Purpose:** Vote

**Submitted by:**

**Related Material:**

18-19 SARC (BCCS).pdf

20-21 YPICS Calendar. Instructional Minutes. Bell Schedule - School Calendar.pdf

18-19 SARC (MORCS).pdf

SARC 2018-19 BCCHS.pdf

## Bert Corona Charter

### School Accountability Report Card Reported Using Data from the 2018—19 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.



# About This School

## Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
<b>District Name</b>	Los Angeles Unified
<b>Phone Number</b>	(213) 241-1000
<b>Superintendent</b>	Austin Beutner
<b>Email Address</b>	<a href="mailto:austin.beutner@lausd.net">austin.beutner@lausd.net</a>
<b>Website</b>	<a href="http://www.lausd.net">www.lausd.net</a>

School Contact Information (School Year 2019—20)	
<b>School Name</b>	Bert Corona Charter
<b>Street</b>	9400 Remick Ave.
<b>City, State, Zip</b>	Pacoima, Ca, 91331-4223
<b>Phone Number</b>	818-834-5805
<b>Principal</b>	Ruben Duenas, Executive Administrator
<b>Email Address</b>	<a href="mailto:rduenas@coronacharter.org">rduenas@coronacharter.org</a>
<b>Website</b>	<a href="http://bccs.ypics.org/">http://bccs.ypics.org/</a>
<b>County-District-School (CDS) Code</b>	19647330106872

Last updated: 2/1/2020

## School Description and Mission Statement (School Year 2019—20)

### 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.

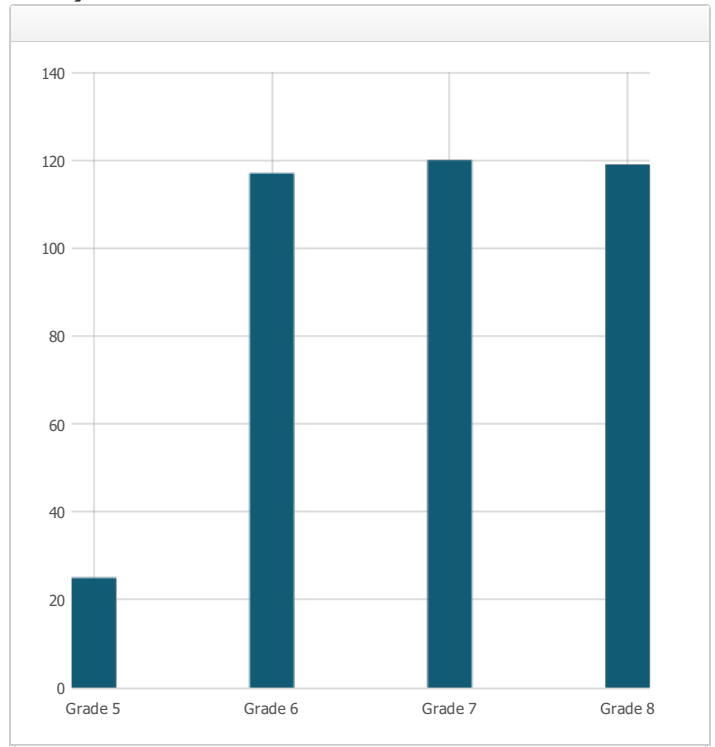
#### **Approach:**

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

*Last updated: 2/1/2020*

### Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 5	25
Grade 6	117
Grade 7	120
Grade 8	119
<b>Total Enrollment</b>	<b>381</b>



Last updated: 2/1/2020

### Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	0.50 %
American Indian or Alaska Native	%
Asian	%
Filipino	0.50 %
Hispanic or Latino	97.40 %
Native Hawaiian or Pacific Islander	0.50 %
White	0.80 %
Two or More Races	0.30 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	82.90 %
English Learners	22.80 %
Students with Disabilities	18.90 %
Foster Youth	0.30 %
Homeless	%

## A. Conditions of Learning

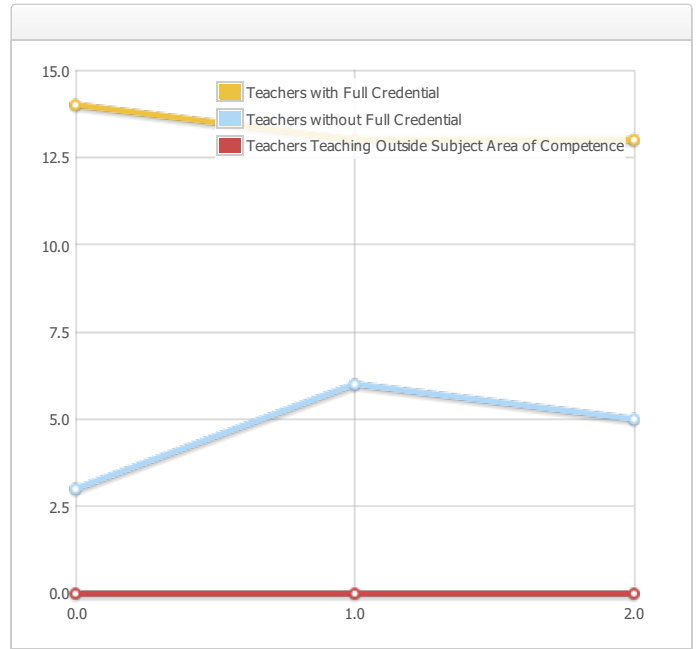
### State Priority: Basic

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

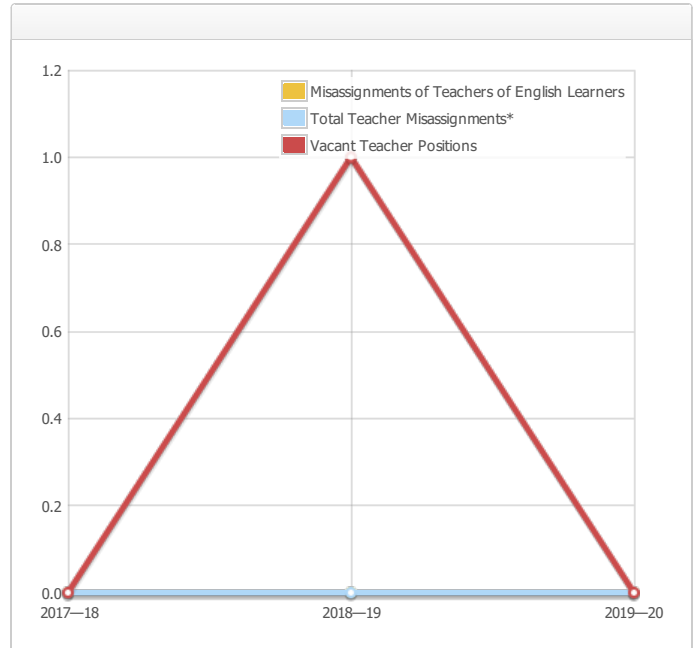
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	14	13	13	21054
Without Full Credential	3	6	5	783
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1103



Last updated: 2/1/2020

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	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: 2/1/2020

### Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)

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

Subject	Textbooks and Other 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	0.00 %
Mathematics	For mathematics, we use the Ready Mathematics program for all grade levels.	Yes	0.00 %
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	0.00 %
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	0.00 %
Foreign Language	NA		0.00 %
Health	NA		0.00 %
Visual and Performing Arts	Students use Adobe programs including Photoshop, Illustrator, and InDesign in the Media Arts Class. Students use Apple computers, Cannon DSLR Cameras, XP-pen tablets, and Roland and Epson printing products to create final products.	Yes	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: 2/1/2020

## School Facility Conditions and Planned Improvements

The school buildings are bungalows. Repairs are made as necessary. Concrete sidings are being added on three buildings this year. All air conditioners were replaced in the 17-18 school year. A new water fountain station was added on the field for PE in the 18-19 school year. New trash receptacles were installed in the lunch area. The grass field is reseeded two times a year (summer and winter).

*Last updated: 2/1/2020*

## School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	The water fountains were upgraded and an additional station was added for the PE field in the 18-19 school year.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	Building A-1 is scheduled to have the roof repaired/replaced in the 20-21 school year.
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Security gates are going to be operational in the 19-20 school year. The remaining 20 feet of the perimeter gate will be raised to 10 feet tall as well.

## Overall Facility Rate

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

Overall Rating	Exemplary
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*Last updated: 2/1/2020*

## 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 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	23.0%	16.0%	43.0%	45.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	13.0%	11.0%	32.0%	34.0%	38.0%	39.0%

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: 2/1/2020*

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	378	376	99.47%	0.53%	16.49%
Male	219	217	99.09%	0.91%	14.75%
Female	159	159	100.00%	0.00%	18.87%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian					
Filipino	--	--	--	--	
Hispanic or Latino	367	365	99.46%	0.54%	16.71%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	--	--	--	--	
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	316	314	99.37%	0.63%	16.24%
English Learners	178	177	99.44%	0.56%	6.78%
Students with Disabilities	78	77	98.72%	1.28%	2.60%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless					

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: 2/1/2020*



**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	378	376	99.47%	0.53%	11.44%
Male	219	217	99.09%	0.91%	11.52%
Female	159	159	100.00%	0.00%	11.32%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian					
Filipino	--	--	--	--	
Hispanic or Latino	367	365	99.46%	0.54%	11.23%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	--	--	--	--	
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	316	314	99.37%	0.63%	12.10%
English Learners	178	177	99.44%	0.56%	2.26%
Students with Disabilities	78	77	98.72%	1.28%	1.30%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless					

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: 2/1/2020*

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

<b>Subject</b>	<b>School 2017—18</b>	<b>School 2018—19</b>	<b>District 2017—18</b>	<b>District 2018—19</b>	<b>State 2017—18</b>	<b>State 2018—19</b>
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: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

*Last updated: 2/1/2020*

# 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 2018—19)

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	1.70%	--	--

Note: Percentages are not calculated and double dashes (--) appear in the table 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: 2/1/2020*

## 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 2019—20)

Parent engagement is a hallmark of BCCS. Parents have ample opportunity to engage in all areas, 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 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

*Last updated: 2/1/2020*

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

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

# 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

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	8.30%	6.70%	6.20%	0.80%	0.80%	0.70%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

*Last updated: 2/1/2020*

## School Safety Plan (School Year 2019—20)

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 4 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: 2/1/2020*

## 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 (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	29.00		2	
6	29.00		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	25.00		3	
6	28.00	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.

### Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

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	25.00		3	
6	31.00	2	21	4
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 (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	20.00	10	13	
Mathematics	25.00	1	8	
Science	25.00	1	8	
Social Science	25.00	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 * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	25.00	5	13	
Mathematics	25.00	4	5	
Science	25.00	4	5	
Social Science	25.00	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.

### Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	22.00	8	14	
Mathematics	27.00	1	8	
Science	27.00	1	8	
Social Science	27.00	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.

*Last updated: 2/1/2020*



### Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	0.00

\*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.  
 \*\*Average Number of Pupils per Counselor

*Last updated: 2/1/2020*

### Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	1.00
Nurse	1.00
Speech/Language/Hearing Specialist	0.50
Resource Specialist (non-teaching)	3.00
Other	

\*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: 2/1/2020*

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$23734.21	\$15422.41	\$8311.81	\$53919.07
District	N/A	N/A	\$8068.00	\$74789.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	\$82403.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 2/1/2020

### Types of Services Funded (Fiscal Year 2018—19)

<p>BCCS is a partner in a three external grant</p> <ol style="list-style-type: none"> <li>1. A Gear Up Grant helps to build a college going culture for students and parents. Through the grant our community has access to college counseling, workshops , and trips.</li> <li>2. A Climate Transformation Grant which helps the school to implement a positive behavior intervention and supports system.</li> <li>3. A Career Technical Education Incentive Grant helped the school to build out the 8th grade media arts elective class. The grant provided reources to purchase aApple computers, DSLR cameras, XP-Pen tablets , and Epson and Roland printers.</li> </ol>
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Last updated: 2/1/2020

### Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	18	18	18

2020-21 School Year Calendar																																								
Mon	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Days	Sem	SemDays	Wks	Short	Reg	Min	Total	
July	v	v	h	h		v	v	v	v	v			v	v	v	v	v			v	v	v	v	v			v	v	nt	nt	nt	0	1	83	19	0	0	0	0	
August			t	t	t	t			t	t	l	l	l		l	l	l	l	l	l		l	l	l	l	l	l			l	14	4				10	0	14		
September	l	l	l	l			h	l	l	l	l			t	l	l	l	l		l	l	l	l	l			l	l	l			20				2	18	0	20	
October	l	l			l	l	l	l	l			l	l	l	l	p			l	l	l	l	l			l	l	l	l	l		21				3	16	2	21	
November		t	l	l	l	l			l	l	h	l	l			l	l	l	l	l			v	v	v	h	h			l		14				3	11	0	14	
December	l	l	l	l			l	l	l	l	l			l	l	l	l	l		v	v	v	h	h			v	v	v	h		14				2	12	0	14	
January	h			v	v	v	v	v			t	l	l	l	l			h	l	l	l	l			l	l	l	l	l			13	2	97	21	1	12	0	13	
February	t	l	l	l	l			l	l	l	l	l			h	l	l	l	l			l	l	l	l	l						18				2	16	0	18	
March	t	l	l	l	l			l	l	l	l	l			l	l	l	l	p			l	l	l	l	l			v	v	v					18	2	14	2	18
April	v	v		h	h	l	l	l	l			l	l	l	l	l			l	l	l	l	l			l	l	l	l	l						19	3	16	0	19
May			l	l	l	l	l			l	l	l	l	l	l			l	l	l	l	l			l	l	l	l	l		h					20	4	16	0	20
June	l	l	l	l			l	l	l	l	l	c		t	t	t	v	v		v	v	v	v	v			v	v	v			9				4	5	0	9	
July	v	v			v	v	v	v	v			v	v	v	v	v			v	v	v	v	v			v	v	v	v	v			180		180		30	146	4	180

Calendar Key													
1	Instructional Day	l	CPT day	l	Minimum Day	v	vacation	h	National Holiday	t	All Staff Training	p	Parent Conferences

1st Day of School	8-10-20
Labor Day	9-7-20
Veteran's Day	11-11-20
Thanksgiving Break	11-23-20 to 11-27-20
Winter Break	12-21-20 to 1-8-21

M.L. King Jr. Day	1-18-21
President's Day	2-15-21
Easter	4-4-21
Spring Break	3-29-21 to 4-5-21
Memorial Day	5-31-21
Last day of school	6-8-21

New Teacher	7-29-21
New Teacher	7-30-21
New Teacher	7-31-20
All Staff	8-3-20
All Staff	8-4-20
All Staff	8-5-20
All Staff	8-6-20
All Staff	8-7-20
All Staff	8-10-20
All Staff	8-11-20

## Monsenor Oscar Romero Charter Middle

### School Accountability Report Card Reported Using Data from the 2018—19 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.

## About This School

### Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
<b>District Name</b>	Los Angeles Unified
<b>Phone Number</b>	(213) 241-1000
<b>Superintendent</b>	Austin Beutner
<b>Email Address</b>	<a href="mailto:austin.beutner@lausd.net">austin.beutner@lausd.net</a>
<b>Website</b>	<a href="http://www.lausd.net">www.lausd.net</a>

School Contact Information (School Year 2019—20)	
<b>School Name</b>	Monsenor Oscar Romero Charter Middle
<b>Street</b>	2670 W. 11th Street
<b>City, State, Zip</b>	Los Angeles, Ca, 90006-3301
<b>Phone Number</b>	213-413-9600
<b>Principal</b>	Rene Quon, Executive Administrator
<b>Email Address</b>	<a href="mailto:rquon@romerocharter.org">rquon@romerocharter.org</a>
<b>Website</b>	<a href="http://morcs.ypics.org">http://morcs.ypics.org</a>
<b>County-District-School (CDS) Code</b>	19647330114959

*Last updated: 1/31/2020*

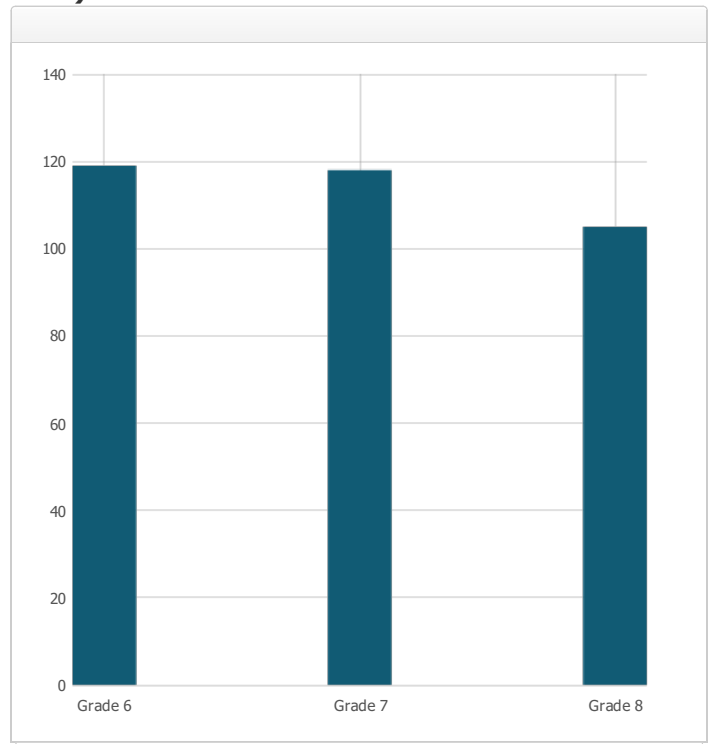
### School Description and Mission Statement (School Year 2019—20)

Monsenor Oscar Romero Charter School equips urban students in grades 6-8 for academic success and active community participation. The school features personalized, small learning communities with continuous student-teacher relationships, service learning, and technology integration. The school follows a traditional calendar and serves 6th-8th grade students from predominantly Latino immigrant families in the Pico Union area of Los Angeles. Our school is named in honor of and inspired by Monsenor Oscar Romero, a prominent Latino leader who dedicated his life to lead, inspire, and defend the poor, downtrodden and marginalized people in El Salvador through his work as a priest and as the archbishop of San Salvador. MORCS is committed to high standards, equity, and civic responsibility. The school is affiliated with the Coalition for Essential Schools and Stanford's School Redesign Network. As such, the school will foster personalization, active engagement of students, a tone of decency and respect, and family/community partnership.

*Last updated: 1/31/2020*

### Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 6	119
Grade 7	118
Grade 8	105
<b>Total Enrollment</b>	<b>342</b>



Last updated: 1/31/2020

### Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	0.30 %
American Indian or Alaska Native	%
Asian	0.30 %
Filipino	%
Hispanic or Latino	98.80 %
Native Hawaiian or Pacific Islander	%
White	0.60 %
Two or More Races	%
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	95.30 %
English Learners	26.60 %
Students with Disabilities	11.70 %
Foster Youth	0.90 %
Homeless	%

## A. Conditions of Learning

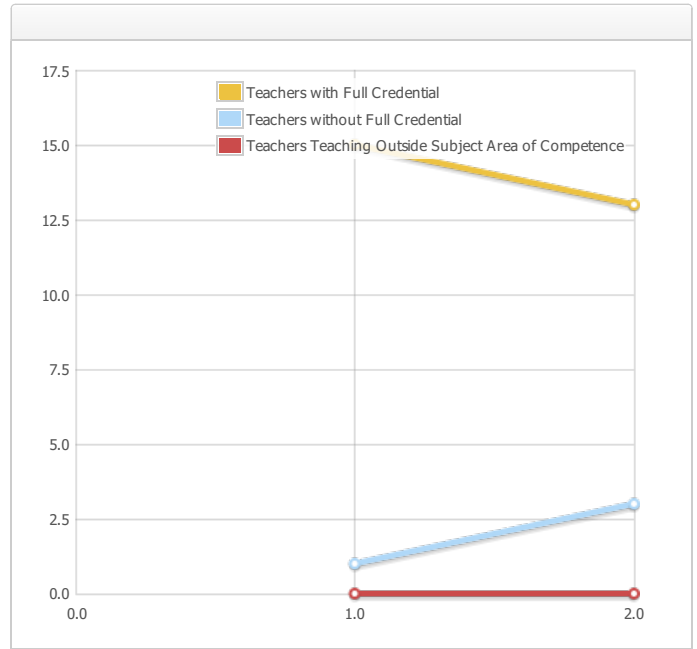
### State Priority: Basic

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

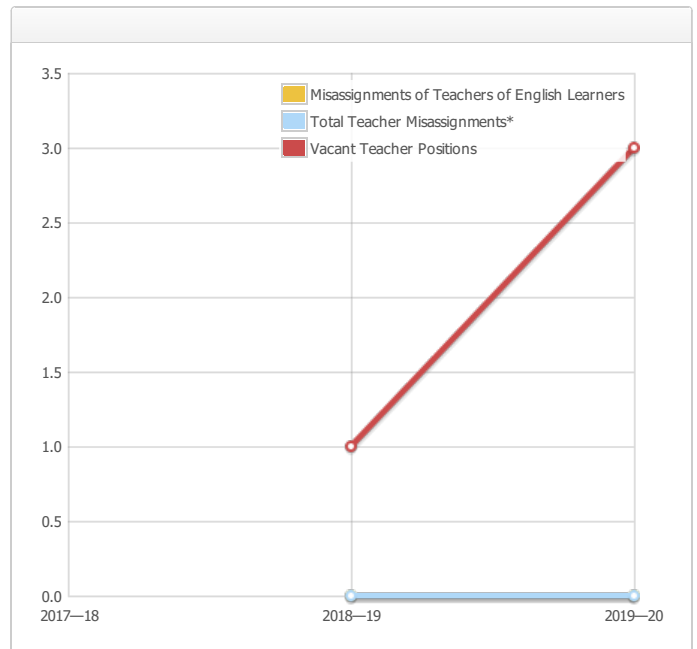
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential		15	13	21054
Without Full Credential		1	3	783
Teachers Teaching Outside Subject Area of Competence (with full credential)		0	0	1103



Last updated: 1/31/2020

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners		0	0
Total Teacher Misassignments*		0	0
Vacant Teacher Positions		1	3



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: 1/31/2020

## 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 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	21.0%	21.0%	43.0%	45.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	13.0%	11.0%	32.0%	34.0%	38.0%	39.0%

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: 1/31/2020*



**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	340	338	99.41%	0.59%	21.30%
Male	180	178	98.89%	1.11%	16.85%
Female	160	160	100.00%	0.00%	26.25%
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino					
Hispanic or Latino	335	333	99.40%	0.60%	21.32%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races					
Socioeconomically Disadvantaged	325	323	99.38%	0.62%	21.05%
English Learners	212	211	99.53%	0.47%	10.90%
Students with Disabilities	40	39	97.50%	2.50%	2.56%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless					

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: 1/31/2020*

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	340	337	99.12%	0.88%	10.98%
Male	180	178	98.89%	1.11%	11.80%
Female	160	159	99.38%	0.62%	10.06%
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino					
Hispanic or Latino	335	332	99.10%	0.90%	10.84%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races					
Socioeconomically Disadvantaged	325	322	99.08%	0.92%	10.87%
English Learners	212	209	98.58%	1.42%	4.31%
Students with Disabilities	40	39	97.50%	2.50%	2.56%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless					

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: 1/31/2020*

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

<b>Subject</b>	<b>School 2017—18</b>	<b>School 2018—19</b>	<b>District 2017—18</b>	<b>District 2018—19</b>	<b>State 2017—18</b>	<b>State 2018—19</b>
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: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

*Last updated: 1/31/2020*

# 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 2018—19)

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	20.20%	18.50%	12.60%

Note: Percentages are not calculated and double dashes (--) appear in the table 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: 1/31/2020*

## 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

### 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

# 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

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	12.90%	15.00%	12.00%	0.80%	0.80%	0.70%	3.60%	3.50%	3.50%
Expulsions	0.30%	0.30%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

*Last updated: 1/31/2020*

## 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 (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	30.00		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	30.00	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.

### Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

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	32.00		24	3
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 (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	23.00	7	13	
Mathematics	28.00	1	8	
Science	29.00		8	
Social Science	29.00		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 * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	23.00	5	14	
Mathematics	27.00	1	8	
Science	28.00		8	
Social Science	28.00		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 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	22.00	7	13	
Mathematics	28.00		8	
Science	28.00		8	
Social Science	28.00		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: 1/31/2020*

### Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	0.00

\*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.  
 \*\*Average Number of Pupils per Counselor

*Last updated: 1/31/2020*

### Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	1.00
Other	

\*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: 1/31/2020*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$11964.97	\$4710.14	\$7254.83	\$56485.31
District	N/A	N/A	\$8068.00	\$74789.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	\$82403.00
Percent Difference – School Site and State	N/A	N/A	--	--

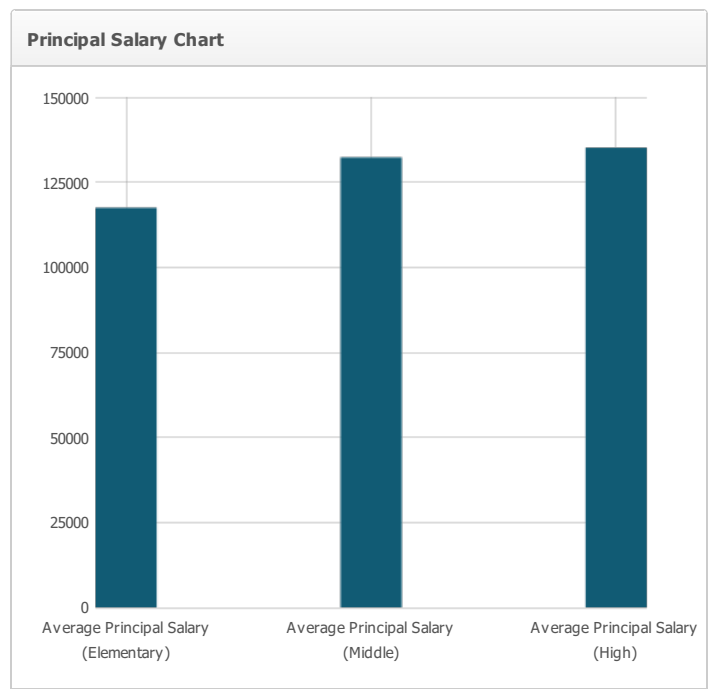
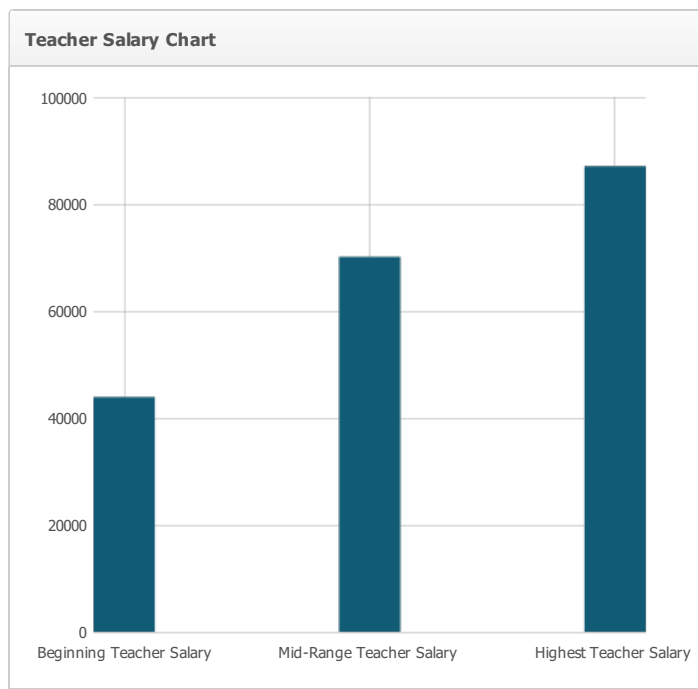
Note: Cells with N/A values do not require data.

*Last updated: 1/31/2020*

## Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$48,612
Mid-Range Teacher Salary	\$70,141	\$74,676
Highest Teacher Salary	\$87,085	\$99,791
Average Principal Salary (Elementary)	\$117,494	\$125,830
Average Principal Salary (Middle)	\$132,291	\$131,167
Average Principal Salary (High)	\$135,145	\$144,822
Superintendent Salary	\$350,000	\$275,796
Percent of Budget for Teacher Salaries	30.00%	34.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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



Last updated: 1/31/2020

## Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	15

# **School Accountability Report Card** **Reported Using Data from the 2018–19 School Year** **California Department of Education**

## *For Bert Corona Charter High School*

**Address:** 12513 Gain Street, Pacoma, CA 91331 **Phone:** (818) 480-6810  
**Principal:** Larry Simonsen **Grade Span:** 9-12

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/fg/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.

**Throughout this document the letters DPL refers to data provided by the LEA, and the letters DPC refers to data provided by the CDE.**

## About This School

### District Contact Information (School Year 2019–20)

Entity	Contact Information
<b>District Name</b>	Los Angeles Unified
<b>Phone Number</b>	(213) 241-1000
<b>Superintendent</b>	Austin Beutner
<b>Email Address</b>	austin.beutner@lacity.net
<b>Website</b>	www.lausd.net

### School Contact Information (School Year 2019–20)

Entity	Contact Information
<b>School Name</b>	Bert Corona Charter High
<b>Street</b>	12513 Gain St.
<b>City, State, Zip</b>	Pacoima, Ca, 91331-1628
<b>Phone Number</b>	818-480-6810
<b>Principal</b>	Larry Simonsen, Executive Administrator
<b>Email Address</b>	mrsimonsen@coronacharter.org
<b>Website</b>	<a href="http://bcchs.ypics.org">http://bcchs.ypics.org</a>
<b>County-District-School (CDS) Code</b>	19647330132126

### School Description and Mission Statement (School Year 2019–20)

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.

**Student Enrollment by Grade Level (School Year 2018–19)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	0
<b>Grade 1</b>	0
<b>Grade 2</b>	0
<b>Grade 3</b>	0
<b>Grade 4</b>	0
<b>Grade 5</b>	0
<b>Grade 6</b>	0
<b>Grade 7</b>	0
<b>Grade 8</b>	0
<b>Ungraded Elementary</b>	0
<b>Grade 9</b>	49
<b>Grade 10</b>	73
<b>Grade 11</b>	78
<b>Grade 12</b>	43
<b>Ungraded Secondary</b>	0
<b>Total Enrollment</b>	243

**Student Enrollment by Student Group (School Year 2018–19)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
<b>Black or African American</b>	2
<b>American Indian or Alaska Native</b>	0
<b>Asian</b>	0
<b>Filipino</b>	1
<b>Hispanic or Latino</b>	240
<b>Native Hawaiian or Pacific Islander</b>	0
<b>White</b>	0
<b>Two or More Races</b>	0
<b>Socioeconomically Disadvantaged</b>	207
<b>English Learners</b>	35
<b>Students with Disabilities</b>	64
<b>Foster Youth</b>	0
<b>Homeless</b>	0

**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**

<b>Teachers</b>	<b>School 2017–18</b>	<b>School 2018–19</b>	<b>School 2019–20</b>	<b>District 2019–20</b>
<b>With Full Credential</b>	5	6	4	21,054
<b>Without Full Credential</b>	5	11	7	783
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	1,103



**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2017–18	2018–19	2019–20
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.

**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)**

*Year and month in which the data were collected:* DPL

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	<p>Changing Hearts and Minds - UCCI English 12</p> <p>Designing the American Dream- UCCI English 11</p> <p>Get Reel: English Through Your Lens - UCCI English 10</p> <p>Language Takes the Stage- UCCI English 9</p> <p>The hyperlinks above are the titles to the University of California Curriculum Integration Unit courses that integrate CT E skills with A through G core content course material.</p> <p>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%
<b>Mathematics</b>	<p>Da Vinci Algebra 1</p> <p>Geometry + Computer Visualization/Simulation</p>	Yes	0%

	<p>Algebra 2 for the 21st Century                  The hyperlinks above are the titles to the University of California Curriculum Integration Unit courses that integrate CT E 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>		
<b>Science</b>	<p>Biology and Community Health                  Chemistry and Environmental Engineering: Water We Doing?                  Physics and Engineering: Motion By Design                  The hyperlinks above are the titles to the University of California Curriculum Integration Unit courses that integrate CT E 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%
<b>History-Social Science</b>	<p>World History By Design                  US History and Public Health                  US Government                  The hyperlinks above are the titles to the University of California</p>	No	0%

	Curriculum Integration Unit courses that integrate CT E 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.		
<b>Foreign Language</b>		No	0%
<b>Health</b>		No	0%
<b>Visual and Performing Arts</b>		No	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	N/A

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

**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.*

### School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** DPL

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

### Overall Facility Rate

**Year and month of the most recent FIT report:** DPL

### Overall Rating

Exemplary	Good	Fair	Poor
	Good		

## A. 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 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	45.45	38.09	50.99	51.70	55.96	57.27
<b>Mathematics (grades 3-8 and 11)</b>	15.55	12.9	23.28	25.34	31.37	32.24

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.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018–19)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	70	63	90	10	38.09
<b>Male</b>	38	34	89	11	38.23
<b>Female</b>	32	29	91	9	37.93
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	69	62	90	10	38.71
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	61	55	90	10	41.82
<b>English Learners</b>	<10 students tested				
<b>Students with Disabilities</b>	18	15	83	17	20
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A

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.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018–19)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	70	62	89	11	12.9
<b>Male</b>	38	33	87	13	18.18
<b>Female</b>	32	29	91	9	6.9
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	69	61	88	12	13.12
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	61	54	89	11	12.96
<b>English Learners</b>	<10 students tested				
<b>Students with Disabilities</b>	18	15	83	17	6.67
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A

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.

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

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
<b>Science (grades 5, 8 and high school)</b>	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

**Career Technical Education (CTE) Programs (School Year 2018–19)**

<p><i>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.</i></p>
---

**Career Technical Education (CTE) Participation (School Year 2018–19)**

Measure	CTE Program Participation
<b>Number of Pupils Participating in CTE</b>	243
<b>Percent of Pupils that Complete a CTE Program and Earn a High School Diploma</b>	DPC
<b>Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education</b>	DPC

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

UC/CSU Course Measure	Percent
<b>2018–19 Pupils Enrolled in Courses Required for UC/CSU Admission</b>	243
<b>2017–18 Graduates Who Completed All Courses Required for UC/CSU Admission</b>	12/12



## 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 2018–19)

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	DPC	DPC	DPC
7	DPC	DPC	DPC
9	75%	66%	0%

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

## B. 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 2019–20)

*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)**

Indicator	School 2015–16	District 2015–16	State 2015–16
Dropout Rate	0		
Graduation Rate	NA		

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

Indicator	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Dropout Rate	NA	DPC	DPC	DPC	DPC	0
Graduation Rate	DPC	DPC	DPC	DPC	DPC	100%

For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

**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**

Rate	School 2016–17	School 2017–18	School 2018–19	District 2016–17	District 2017–18	District 2018–19	State 2016–17	State 2017–18	State 2018–19
Suspensions	9.3%	6.7%	1.9%	DPC	DPC	DPC	DPC	DPC	DPC
Expulsions	0%	0%	0%	DPC	DPC	DPC	DPC	DPC	DPC

**School Safety Plan (School Year 2019–20)**

***Narrative provided by the LEA***

*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.*

**C. 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 2016–17)**

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

\*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	DPC	DPC	DPC	DPC
1	DPC	DPC	DPC	DPC
2	DPC	DPC	DPC	DPC
3	DPC	DPC	DPC	DPC
4	DPC	DPC	DPC	DPC
5	DPC	DPC	DPC	DPC
6	DPC	DPC	DPC	DPC
Other**	DPC	DPC	DPC	DPC

\*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 2018–19)**

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

\*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 (Secondary) (School Year 2016–17)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	13.00	16	DPC	DPC
Mathematics	2.00	1	DPC	DPC
Science	17.00	7	DPC	DPC
Social Science	14.00	6	DPC	DPC

\*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* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	17.00	12	3	1
Mathematics	13.00	14	4	DPC
Science	17.00	10	1	1
Social Science	23.00	2	4	DPC

\*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 2018–19)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	17	13	1	0
Mathematics	16	14	3	0
Science	19	12	2	0
Social Science	17	14	0	0

\*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.

**Ratio of Academic Counselors to Pupils (School Year 2018–19)**

Title	Ratio
Academic Counselors*	1 to 243

\*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.

**Student Support Services Staff (School Year 2018–19)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1 to 243
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

\*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.

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017–18)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,820.90	\$3,046.64	\$10,774.26	\$53,271.37
District	N/A	N/A	\$8,068	DPC
Percent Difference – School Site and District	N/A	N/A	DPL	DPL
State	N/A	N/A	DPC	DPC
Percent Difference – School Site and State	N/A	N/A	DPL	DPL

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

**Types of Services Funded (Fiscal Year 2018–19)**

<b><i>Narrative provided by the LEA</i></b>
<i>The program description for all BCCHS programs, as provided by all funding sources, is available in our LCAP. The LCAP can be accessed on our website at:</i>
<a href="http://bcchs.ypics.org/compliance/">http://bcchs.ypics.org/compliance/</a>

**Teacher and Administrative Salaries (Fiscal Year 2017–18)**

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$46,587	DPC
<b>Mid-Range Teacher Salary</b>	\$78,962	DPC
<b>Highest Teacher Salary</b>	\$92,389	DPC
<b>Average Principal Salary (Elementary)</b>	DPC	DPC
<b>Average Principal Salary (Middle)</b>	DPC	DPC
<b>Average Principal Salary (High)</b>	DPC	DPC
<b>Superintendent Salary</b>	DPC	DPC
<b>Percent of Budget for Teacher Salaries</b>	DPC	DPC
<b>Percent of Budget for Administrative Salaries</b>	DPC	DPC

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

**Advanced Placement (AP) Courses (School Year 2018–19)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
<b>Computer Science</b>	DPC	N/A
<b>English</b>	1	N/A
<b>Fine and Performing Arts</b>	DPC	N/A
<b>Foreign Language</b>	1	N/A
<b>Mathematics</b>	DPC	N/A
<b>Science</b>	1	N/A
<b>Social Science</b>	DPC	N/A
<b>All Courses</b>	3	DPC

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

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

**Professional Development**

Measure	2017–18	2018–19	2019–20
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	11 Full Days and 29 Shortened PD Days	8 Full Days and 26 Shortened PD Days	DPL

# Coversheet

## December 2019 YPICS Financials

**Section:** VI. Items Scheduled For Action  
**Item:** A. December 2019 YPICS Financials  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 19-20 YPICS Board Financial Packet 19-12.pdf

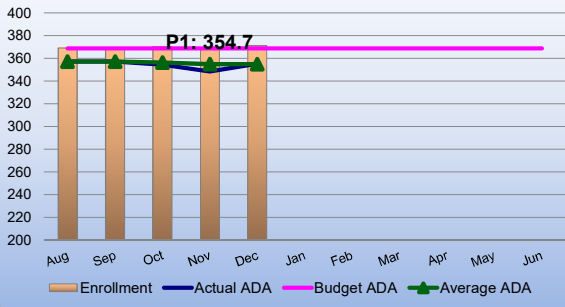


# BERT CORONA CHARTER SCHOOL - Financial Dashboard (December 2019)

## 1 Key Performance Indicators

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

## 2 ADA & Enrollment



## KEY POINTS

- ADA through month 5 was 354.82 with ending enrollment of 371 students. Future months forecast assumes enrollment at 371 students with ADA of 96%
- Revenue is below budget by \$148K mainly due to lower than budgeted enrollment
- Expenses are lower than budget by \$162K mainly due savings in salaries and depreciation costs
- Overall, net income is \$14K which is \$14K above budget.
- Cash on hand at June 30th is \$1.8M which represents 24.5% of total expense.

## 3 Average Daily Attendance Analysis

Category	Actual through Month 5	Forecasted P2	Budgeted P2	Better/ (Worse)	Prior Month Forecast	Prior Year P2
Enrollment	371	371	382	(11)	371	375
ADA %	96.1%	96.0%	97.0%	-1.0%	96.4%	96.5%
Average ADA	354.82	355.99	368.63	(12.64)	357.46	365.43

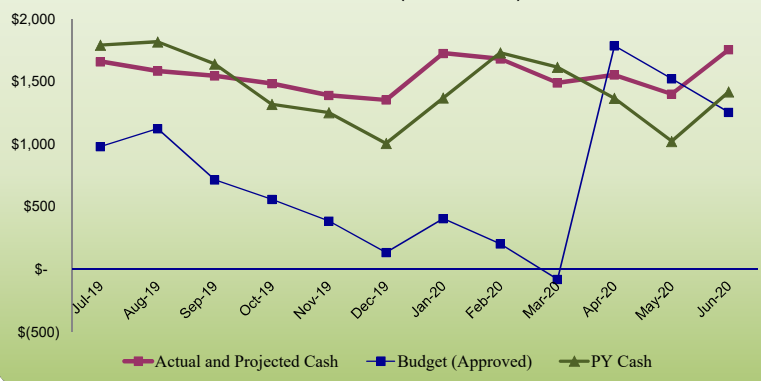
## 4 LCFF Supplemental & Concentration Grant Factors

Category	Budget	Forecast	Variance	Prior Year
Unduplicated Pupil %	80.9%	81.4%	0.5%	80.8%
3-Year Average %	82.8%	83.0%	0.2%	84.7%
District UPP C. Grant Cap	85.5%	85.5%	0.0%	83.5%

## 5 INCOME STATEMENT

INCOME STATEMENT	Forecast	VS. Budget		VS. Last Month		FY 19-20 YTD			Historical	
	As of 12/31/19	FY 19-20 Budget	Variance B/(W)	Prior Month FC	Variance B/(W)	Actual YTD	Budget YTD	Variance B/(W)	FY 18-19	FY 17-18
Local Control Funding Formula	3,701,533	3,829,337	(127,804)	3,713,481	(11,948)	1,467,245	1,444,077	23,168	3,710,179	3,347,669
Federal Revenue	3,006,829	3,026,934	(20,104)	3,001,994	4,836	468,018	86,451	381,567	3,312,201	4,064,308
State Revenue	404,793	442,189	(37,396)	444,957	(40,164)	125,665	110,356	15,310	761,842	714,743
Other Local Revenue	257,441	276,942	(19,501)	277,942	(20,501)	151,199	107,530	43,670	307,896	399,279
Grants/Fundraising	66,500	10,000	56,500	56,500	10,000	26,500	-	26,500	12,301	7,552
<b>TOTAL REVENUE</b>	<b>7,437,097</b>	<b>7,585,402</b>	<b>(148,305)</b>	<b>7,494,873</b>	<b>(57,776)</b>	<b>2,238,627</b>	<b>1,748,413</b>	<b>490,214</b>	<b>8,104,418</b>	<b>8,533,552</b>
Total per ADA	20,891	20,577	314	21,054	(162)				22,178	23,926
w/o Grants/Fundraising	20,705	20,550	154	20,895	(190)				22,144	23,904
Certificated Salaries	1,211,412	1,314,092	102,680	1,213,935	2,523	588,445	621,540	33,095	1,156,495	1,168,474
Classified Salaries	922,046	789,648	(132,398)	830,193	(91,853)	490,653	382,104	(108,549)	843,782	719,824
Benefits	640,062	620,232	(19,829)	627,519	(12,543)	319,225	306,279	(12,946)	591,941	666,768
Student Supplies	738,170	743,145	4,976	741,465	3,295	288,339	404,557	116,218	703,993	679,070
Operating Expenses	3,643,322	3,782,949	139,627	3,761,386	118,064	1,373,337	1,895,508	522,172	4,399,157	4,967,720
Other	267,622	334,979	67,357	280,015	12,392	137,166	168,171	31,005	261,064	252,509
<b>TOTAL EXPENSES</b>	<b>7,422,634</b>	<b>7,585,045</b>	<b>162,412</b>	<b>7,454,512</b>	<b>31,878</b>	<b>3,197,163</b>	<b>3,778,158</b>	<b>580,995</b>	<b>7,956,432</b>	<b>8,454,364</b>
Total per ADA	20,851	20,576	(274)	20,940	(90)				21,773	23,704
<b>INCOME / (LOSS)</b>	<b>14,463</b>	<b>356</b>	<b>14,106</b>	<b>40,361</b>	<b>(25,898)</b>	<b>(958,536)</b>	<b>(2,029,745)</b>	<b>1,071,209</b>	<b>147,987</b>	<b>79,188</b>

## 6 Cash Balance (in \$,000's)



Projected	Budget	Variance
1,756,342	1,253,984	502,358

## 7 Balance Sheet

Balance Sheet	6/30/2019	11/30/2019	12/31/2019	6/30/2020 FC
<b>Assets</b>				
Cash, Operating	1,417,586	1,389,944	1,353,436	1,756,342
Cash, Restricted	0	0	0	0
Accounts Receivable	818,812	229,001	229,397	1,144,889
Due From Others	285,782	5,842	5,842	5,842
Other Assets	403,369	24,499	26,960	26,960
Net Fixed Assets	798,368	618,241	596,286	465,830
<b>Total Assets</b>	<b>3,723,917</b>	<b>2,267,527</b>	<b>2,211,922</b>	<b>3,399,863</b>
<b>Liabilities</b>				
A/P & Payroll	185,003	64,475	(19,862)	195,081
Due to Others	34,341	49,565	55,145	55,145
Deferred Revenue	338,032	0	0	0
Total Debt	31,367	0	0	0
<b>Total Liabilities</b>	<b>588,743</b>	<b>114,040</b>	<b>35,283</b>	<b>250,226</b>
<b>Equity</b>				
Beginning Fund Bal.	2,987,188	3,135,174	3,135,174	3,135,174
Net Income/(Loss)	147,987	(981,687)	(958,536)	14,463
<b>Total Equity</b>	<b>3,135,174</b>	<b>2,153,488</b>	<b>2,176,639</b>	<b>3,149,637</b>
<b>Total Liabilities &amp; Equity</b>	<b>3,723,917</b>	<b>2,267,527</b>	<b>2,211,922</b>	<b>3,399,863</b>

Available Line of Credit				
Days Cash on Hand	67	71	69	90
Cash Reserve %	18.4%	19.4%	18.9%	24.5%



## **BERT CORONA CHARTER SCHOOL**

### **Financial Analysis**

### **December 2019**

#### **Net Income**

Bert Corona Charter School is projected to achieve a net income of \$15K in FY19-20 compared to \$K in the board approved budget. Reasons for this positive \$14K variance are explained below in the Income Statement section of this analysis.

#### **Balance Sheet**

As of December 31, 2019, the school's cash balance was \$1.35M. By June 30, 2020, the school's cash balance is projected to be \$1.76M, which represents a 25% reserve.

As of December 31, 2019, the Accounts Receivable balance was \$229K, down from \$229K in the previous month, due to the receipt of revenue earned in FY18-19.

As of December 31, 2019, the Accounts Payable balance, including payroll liabilities, totaled - \$20K, compared to \$65K in the prior month.

As of December 31, 2019, BCCS had a zero debt balance.

#### **Income Statement**

##### *Revenue*

Total revenue for FY19-20 is projected to be \$7.44M, which is \$148K or 2.0% under budgeted revenue of \$7.59M.

LCFF Revenue is projected to be lower than budget by \$127K due to lower enrollment.

SB740 Revenue is projected to be lower than by \$35K due to decrease in prorated costs from 50% to 25%

Grant Revenue is higher than budget by \$26K due to receipt of an additional CASA grant

Fundraising is higher than budget by \$30K due to donation from Parent Account.

##### *Expenses*

Total expenses for FY19-20 are projected to be \$7.42M, which is \$162K or 2.1% under budgeted expenditures of \$7.59M.

Certificated Salaries are lower than budget by \$118K due to an open position and some salaries being lower than budgeted.

Certificated Salaries are higher than budget by \$132K primarily due to GEAR UP staff employed directly with the school for 2 month. This is offset by savings in Other Consultant Services of \$108K.

Vendor Repairs are higher than budget by \$35K.

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



Depreciation Expense is projected to be lower than budget by \$73K

**ADA**

Budgeted average ADA for FY19-20 is 368.63 based on an enrollment of 382 and a 97.0% attendance rate.

The forecast assumes an ADA of 355.99 based on an enrollment of 371 and a 96.0% attendance rate.

In Month 5, ADA was 355.16 with 371 students enrolled at the end of the month and a 95.7% ADA rate.

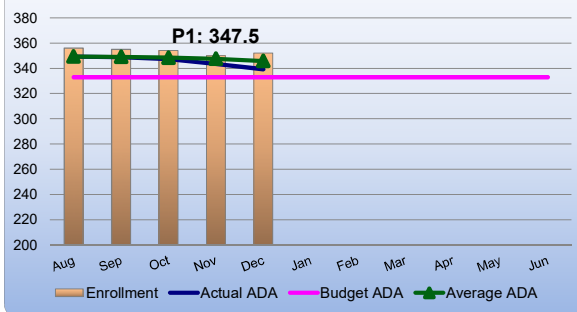
Average ADA for the year (through Month 5) is 354.82 (a 96.1% ADA rate for the year to date).

*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 ●

**2 ADA & Enrollment**



**KEY POINTS**

ADA through month 5 was 345.72 with ending enrollment of 352 students. Future months forecast assumes enrollment at 352 students with ADA of 96.5%

Revenue is above budget by \$256K mainly due to higher than budgeted enrollment and receipt of \$50K reimbursement from the Gas Company

Expenses are higher than budget by \$116K due to higher salaries and expenses

Overall, net loss is \$507K which is \$116K above budget. New Building Depreciation cost is \$728K. Net Operating Income without new building depreciation is \$216K

Cash on hand at June 30th is \$2.43M which represents 54.2% of total expense.

**3 Average Daily Attendance Analysis**

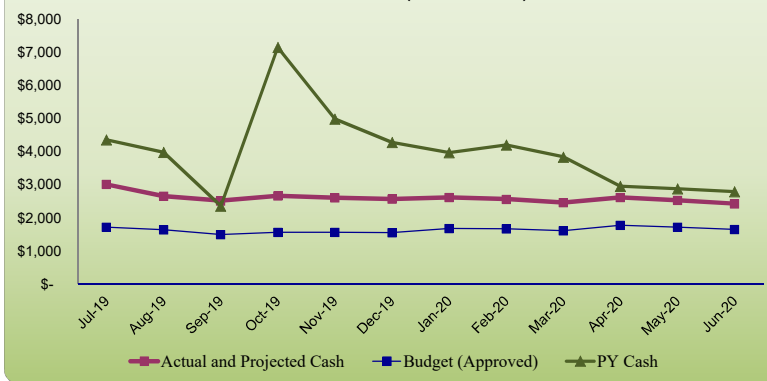
Category	Actual through Month 5	Forecasted P2	Budgeted P2	Better/ (Worse)	Prior Month Forecast	Prior Year P2
Enrollment	352	352	345	7	354	340
ADA %	97.7%	97.3%	96.5%	0.8%	97.3%	97.0%
Average ADA	345.72	343.55	332.93	10.62	344.40	329.13

**4 LCFF Supplemental & Concentration Grant Factors**

Category	Budget	Forecast	Variance	Prior Year
Unduplicated Pupil %	95.9%	95.8%	-0.2%	95.9%
3-Year Average %	96.3%	96.2%	0.0%	96.1%
District UPP C. Grant Cap	85.5%	85.5%	0.0%	83.0%

INCOME STATEMENT	Forecast	VS. Budget		VS. Last Month		FY 19-20 YTD			Historical	
	As of 12/31/19	FY 19-20 Budget	Variance B/(W)	Prior Month FC	Variance B/(W)	Actual YTD	Budget YTD	Variance B/(W)	FY 18-19	FY 17-18
Local Control Funding Formula	3,684,025	3,568,158	115,868	3,693,181	(9,156)	1,347,209	1,340,675	6,534	3,409,039	3,123,973
Federal Revenue	601,424	537,316	64,108	565,179	36,245	145,220	59,117	86,103	554,092	552,291
State Revenue	204,848	197,471	7,377	202,121	2,727	11,103	67,370	(56,268)	6,982,364	12,294,372
Other Local Revenue	294,212	225,933	68,279	244,576	49,636	169,013	96,848	72,165	260,909	318,784
Grants/Fundraising	10,000	10,000	0	10,000	0	7,000	-	7,000	17,250	34,250
<b>TOTAL REVENUE</b>	<b>4,794,509</b>	<b>4,538,877</b>	<b>255,632</b>	<b>4,715,057</b>	<b>79,452</b>	<b>1,679,544</b>	<b>1,564,011</b>	<b>115,534</b>	<b>11,223,654</b>	<b>16,323,670</b>
Total per ADA	13,956	13,633	323	13,725	231				34,101	49,839
w/o Grants/Fundraising	13,927	13,603	324	13,695	231				34,049	49,734
Certificated Salaries	1,238,661	1,187,825	(50,836)	1,220,690	(17,970)	567,787	559,952	(7,835)	1,191,556	1,030,222
Classified Salaries	517,871	486,959	(30,912)	565,679	47,808	256,379	233,078	(23,301)	439,467	518,009
Benefits	544,108	561,466	17,358	553,321	9,213	260,582	277,079	16,497	534,898	567,560
Student Supplies	569,637	512,039	(57,598)	532,362	(37,275)	225,202	244,665	19,463	1,292,297	423,984
Operating Expenses	1,541,830	1,451,004	(90,826)	1,523,143	(18,687)	526,863	729,033	202,170	1,426,232	1,334,467
Other	889,824	987,016	97,192	892,314	2,491	414,854	460,033	45,179	407,190	42,372
<b>TOTAL EXPENSES</b>	<b>5,301,931</b>	<b>5,186,309</b>	<b>(115,622)</b>	<b>5,287,510</b>	<b>(14,421)</b>	<b>2,251,667</b>	<b>2,503,839</b>	<b>252,172</b>	<b>5,291,639</b>	<b>3,916,613</b>
Total per ADA	15,433	15,578	145	15,391	42				16,078	11,958
<b>INCOME / (LOSS)</b>	<b>(507,422)</b>	<b>(647,432)</b>	<b>140,010</b>	<b>(572,453)</b>	<b>65,031</b>	<b>(572,123)</b>	<b>(939,829)</b>	<b>367,706</b>	<b>5,932,015</b>	<b>12,407,057</b>

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



Year-End Cash Balance		
Projected	Budget	Variance
2,428,311	1,651,077	777,235

**7 Balance Sheet**

Balance Sheet	6/30/2019	11/30/2019	12/31/2019	6/30/2020 FC
<b>Assets</b>				
Cash, Operating	2,436,105	2,531,884	2,493,614	2,428,311
Cash, Restricted	352,326	76,968	72,902	0
Accounts Receivable	536,018	(66)	0	608,583
Due From Others	2,698	1,748	1,748	1,748
Other Assets	23,009	29,552	36,400	36,400
Net Fixed Assets	28,913,251	28,719,812	28,651,698	28,316,788
<b>Total Assets</b>	<b>32,263,408</b>	<b>31,359,896</b>	<b>31,256,362</b>	<b>31,391,830</b>
<b>Liabilities</b>				
A/P & Payroll	644,553	290,276	219,916	354,054
Due to Others	341,905	353,282	354,023	373,191
Deferred Revenue	150,214	150,214	150,214	150,214
Total Debt	7,844,033	7,821,628	7,821,628	7,739,088
<b>Total Liabilities</b>	<b>8,980,704</b>	<b>8,615,399</b>	<b>8,545,781</b>	<b>8,616,548</b>
<b>Equity</b>				
Beginning Fund Bal.	17,350,689	23,282,704	23,282,704	23,282,704
Net Income/(Loss)	5,932,015	(538,208)	(572,123)	(507,422)
<b>Total Equity</b>	<b>23,282,704</b>	<b>22,744,496</b>	<b>22,710,581</b>	<b>22,775,282</b>
<b>Total Liabilities &amp; Equity</b>	<b>32,263,408</b>	<b>31,359,896</b>	<b>31,256,362</b>	<b>31,391,830</b>

Available Line of Credit				
Days Cash on Hand	182	207	203	198
Cash Reserve %	49.9%	56.7%	55.6%	54.2%





## **MONSEÑOR OSCAR ROMERO CHARTER SCHOOL**

### **Financial Analysis**

### **December 2019**

#### **Net Income**

Monseñor Oscar Romero Charter School is projected to achieve a net income of -\$507K in FY19-20 compared to -\$647K in the board approved budget. Reasons for this positive \$140K variance are explained below in the Income Statement section of this analysis.

#### **Balance Sheet**

As of December 31, 2019, the school's cash balance was \$2.49M. By June 30, 2020, the school's cash balance is projected to be \$2.43M, which represents a 54% reserve.

As of December 31, 2019, the Accounts Receivable balance was zero. All FY18-19 Revenue has been received.

As of December 31, 2019, the Accounts Payable balance, including payroll liabilities, totaled \$220K, compared to \$290K in the prior month.

As of December 31, 2019, MORCS had a debt balance of \$7.82M compared to \$7.82M in the prior month. An additional \$83K will be paid this fiscal year.

#### **Income Statement**

##### *Revenue*

Total revenue for FY19-20 is projected to be \$4.79M, which is \$256K or 5.6% over budgeted revenue of \$4.54M.

LCFF Revenue is projected to be higher than budget by \$123K due to higher than budgeted enrollment.

Federal Nutrition Revenue is projected to be higher than budget by \$53K due to higher than budgeted enrollment and higher participation rates.

Other Local Revenue is higher than budget by \$50K due to a refund from SoCal Gas

##### *Expenses*

Total expenses for FY19-20 are projected to be \$5.30M, which is \$116K or 2.2% over budgeted expenditures of \$5.19M.

Certificated Salaries are forecasted to be \$51K above budget

Classified Salaries are forecasted to be \$31K above budget

Health Insurance Costs are forecasted to be \$36K below budget

Nutrition Costs are higher than budget by \$52K due to higher than budgeted enrollment and higher participation rates.

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



Contracted Substitute Costs are forecasted to be \$30K above budget based on the last 6 month of actuals.

Depreciation costs are projected to be lower than budget by \$101K.

### **ADA**

Budgeted average ADA for FY19-20 is 332.93 based on an enrollment of 345 and a 96.5% attendance rate.

The forecast assumes an ADA of 343.55 based on an enrollment of 352 and a 97.3% attendance rate.

In Month 5, ADA was 339.21 with 352 students enrolled at the end of the month and a 96.4% ADA rate.

Average ADA for the year (through Month 5) is 345.72 (a 97.7% ADA rate for the year to date).

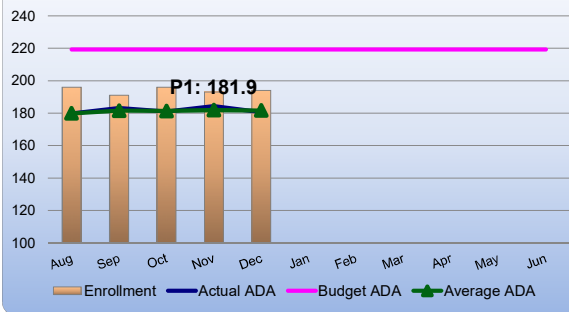
*This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$20,000 and 10%.*

# Bert Corona Charter High School - Financial Dashboard (December 2019)

## 1 Key Performance Indicators

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

## 2 ADA & Enrollment



## KEY POINTS

ADA through month 5 was 181.60 with ending enrollment of 194 students, 38 less than budgeted. Future months forecast assumes enrollment at 194 students with ADA of 95%

Revenue is below budget by \$460K mainly due to lower than budgeted enrollment

Expenses are lower than budget by \$468K mainly due to savings in salaries and other costs

Overall, net income is \$18K which is \$8K above budget.

Cash on hand at June 30th is \$160K which represents 6% of total expense.

## 3 Average Daily Attendance Analysis

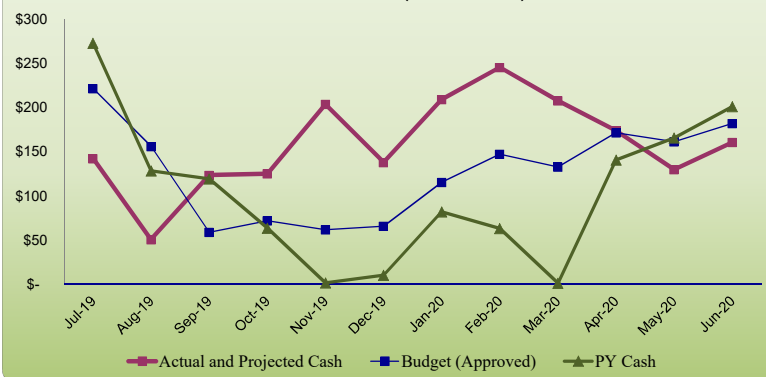
Category	Actual through Month 5	Forecasted P2	Budgeted P2	Better/ (Worse)	Prior Month Forecast	Prior Year P2
Enrollment	194	194	232	(38)	196	222
ADA %	94.4%	94.0%	95.0%	-1.0%	93.9%	94.0%
Average ADA	181.60	182.23	219.24	(37.01)	184.08	222.93

## 4 LCFF Supplemental & Concentration Grant Factors

Category	Budget	Forecast	Variance	Prior Year
Unduplicated Pupil %	81.0%	93.7%	12.7%	81.1%
3-Year Average %	82.0%	85.9%	3.9%	83.2%
District UPP C. Grant Cap	85.5%	85.5%	0.0%	84.0%

INCOME STATEMENT	Forecast	VS. Budget		VS. Last Month		FY 19-20 YTD			Historical	
	As of 12/31/19	FY 19-20 Budget	Variance B/(W)	Prior Month FC	Variance B/(W)	Actual YTD	Budget YTD	Variance B/(W)	FY 18-19	FY 17-18
Local Control Funding Formula	2,309,530	2,726,183	(416,653)	2,324,501	(14,971)	1,061,458	1,084,252	(22,794)	2,716,059	2,211,079
Federal Revenue	230,697	254,104	(23,407)	224,838	5,859	62,019	31,110	30,910	235,881	229,785
State Revenue	57,164	62,785	(5,621)	56,659	506	12,301	703	11,597	299,784	77,294
Other Local Revenue	143,826	164,025	(20,199)	144,899	(1,074)	70,904	65,598	5,306	203,095	173,965
Grants/Fundraising	17,970	12,000	5,970	17,304	666	8,120	7,937	183	40,547	22,166
<b>TOTAL REVENUE</b>	<b>2,759,188</b>	<b>3,219,097</b>	<b>(459,910)</b>	<b>2,768,201</b>	<b>(9,014)</b>	<b>1,214,802</b>	<b>1,189,599</b>	<b>25,202</b>	<b>3,495,366</b>	<b>2,714,289</b>
Total per ADA	15,141	14,883	458	15,191	(49)				15,679	13,958
w/o Grants/Fundraising	15,043	14,628	414	15,096	(53)				15,497	13,844
Certificated Salaries	888,058	1,179,167	291,109	908,531	20,473	419,329	551,313	131,984	1,094,402	820,842
Classified Salaries	293,274	272,980	(20,294)	297,418	4,144	146,130	134,504	(11,626)	408,964	321,007
Benefits	406,366	493,615	87,249	426,293	19,927	205,459	241,883	36,424	530,086	462,142
Student Supplies	196,081	281,755	85,674	191,491	(4,590)	97,215	140,944	43,730	324,559	300,657
Operating Expenses	894,944	922,649	27,705	863,339	(31,605)	477,584	463,913	(13,671)	1,020,213	737,046
Other	62,667	59,201	(3,466)	62,650	(17)	31,331	29,600	(1,731)	30,819	23,527
<b>TOTAL EXPENSES</b>	<b>2,741,391</b>	<b>3,209,367</b>	<b>467,976</b>	<b>2,749,722</b>	<b>8,331</b>	<b>1,377,049</b>	<b>1,562,158</b>	<b>185,109</b>	<b>3,409,043</b>	<b>2,665,222</b>
Total per ADA	15,044	14,639	(405)	15,089	(46)				15,292	13,706
<b>INCOME / (LOSS)</b>	<b>17,797</b>	<b>9,730</b>	<b>8,067</b>	<b>18,479</b>	<b>(683)</b>	<b>(162,247)</b>	<b>(372,558)</b>	<b>210,312</b>	<b>86,323</b>	<b>49,067</b>

## 6 Cash Balance (in \$,000's)



Year-End Cash Balance		
Projected	Budget	Variance
160,404	181,839	(21,435)

Balance Sheet	6/30/2019	11/30/2019	12/31/2019	6/30/2020 FC
<b>Assets</b>				
Cash, Operating	201,140	203,664	137,828	160,404
Cash, Restricted	0	0	0	0
Accounts Receivable	430,541	2,367	2,367	252,095
Due From Others	0	0	0	0
Other Assets	7,877	18,270	20,845	20,845
Net Fixed Assets	221,535	198,382	193,160	161,824
<b>Total Assets</b>	<b>861,093</b>	<b>422,683</b>	<b>354,199</b>	<b>595,167</b>
<b>Liabilities</b>				
A/P & Payroll	92,330	96,607	58,969	143,321
Due to Others	286,361	74	74	1,656
Deferred Revenue	0	0	0	0
Total Debt	50,008	33,342	25,009	(0)
<b>Total Liabilities</b>	<b>428,699</b>	<b>130,023</b>	<b>84,052</b>	<b>144,976</b>
<b>Equity</b>				
Beginning Fund Bal.	346,071	432,394	432,394	432,394
Net Income/(Loss)	86,323	(139,734)	(162,247)	17,797
<b>Total Equity</b>	<b>432,394</b>	<b>292,661</b>	<b>270,147</b>	<b>450,191</b>
<b>Total Liabilities &amp; Equity</b>	<b>861,093</b>	<b>422,683</b>	<b>354,199</b>	<b>595,167</b>

Available Line of Credit				
Days Cash on Hand	22	28	19	22
Cash Reserve %	6.0%	7.6%	5.1%	6.0%



## Bert Corona Charter High School Financial Analysis December 2019

### Net Income

Bert Corona Charter High School is projected to achieve a net income of \$18K in FY19-20 compared to \$10K in the board approved budget. Reasons for this positive \$8K variance are explained below in the Income Statement section of this analysis.

### Balance Sheet

As of December 31, 2019, the school's cash balance was \$138K. By June 30, 2020, the school's cash balance is projected to be \$160K, which represents a 6% reserve.

As of December 31, 2019, the Accounts Receivable balance was \$2K, down from \$2K in the previous month, due to the receipt of revenue earned in FY18-19.

As of December 31, 2019, the Accounts Payable balance, including payroll liabilities, totaled \$59K, compared to \$97K in the prior month.

As of December 31, 2019, BCHS had a Revolving Loan balance of \$25K compared to \$33K in the prior month. An additional \$25K will be paid this fiscal year. Due to BCCS will be zero at 06/30/20.

### Income Statement

#### *Revenue*

Total revenue for FY19-20 is projected to be \$2.76M, which is \$460K or 14.3% under budgeted revenue of \$3.22M.

Local Control Funding Formula - State Aid, is projected to be under budget by \$417K due to lower projected ADA.

Object 8291 – Title I Revenue is projected to be lower than budget by \$18K due to lower enrollment.

Object 8792 – SPED AB602 Revenue is projected to be lower than budget by \$21K due to lower enrollment.

#### *Expenses*

Total expenses for FY19-20 are projected to be \$2.74M, which is \$468K or 14.6% under budgeted expenditures of \$3.21M.

Certificated Salaries, are projected to be under budget by \$291K.

Classified Salaries, are projected to be over budget by \$20K.

STRS expenses, are projected to be under budget by \$47K, due to lower Certificated salaries.

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





H&W Expenses is projected to be below budget by \$41K.

Student Materials expense is projected to be under budget by \$17K

Other Supplies expense is projected to be under budget by \$20K

Non-Capital expense is projected to be under budget by \$16K

Food and Food supplies is projected to be under budget by \$24K due to lower enrolment.

Contracted Substitute Costs are projected to be over budget by \$65K due to open teacher positions.

Intra Agency Cost expense is projected to be under budget by \$64K due to lower enrollment.

### **ADA**

Budgeted average ADA for FY19-20 is 219.24 based on an enrollment of 232 and a 95.0% attendance rate.

The forecast assumes an ADA of 182.23 based on an enrollment of 194 and a 94.0% attendance rate.

In Month 5, ADA was 180.53 with 194 students enrolled at the end of the month and a 93.0% ADA rate.

Average ADA for the year (through Month 5) is 181.60 (a 94.4% 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 11/01/19 to 12/31/19**

Vendor Name	Check Number	Effective Date	Transaction Description	Check Amount
4IMPRINT, INC.	307622	11/5/2019	STU LEA - (30) CHAMPION JACKET	987.54
7 LAYER IT SOLUTIONS, INC.	307732	12/11/2019	12/19 - MANAGEMENT SERVICES GOLD PACKAGE	1,120.00
AFLAC WORLDWIDE HEAD QUARTERS	307657	11/15/2019	10/19 - HEALTH PREMIUM ACCT# JBP28	1,149.38
AFLAC WORLDWIDE HEAD QUARTERS	307692	11/20/2019	10/19 - HEALTH PREMIUM ACCT# JBP28	1,299.72
AFLAC WORLDWIDE HEAD QUARTERS	307700	12/2/2019	11/19 - HEALTH PREMIUM ACCT# JBP28	2,449.10
ALBERT J. FUENTES	307623	11/5/2019	SCHCLMT - SELF CARE PD STIPENDS - ALBERT FUENTES	105.00
AT&T	307624	11/5/2019	09/16 - 10/15/19 - FAX SERVICES ACCT# 213-351-1305 310 7	391.69
AT&T	307734	12/11/2019	10/16-11/15/19 - FAX SERVICES ACCT#213-351-1305 310 7	398.59
AT&T MOBILITY	307658	11/15/2019	10/20 - 11/19/19 - CELL PHONE SERVICES ACCT# 4371	984.50
AT&T MOBILITY	307735	12/11/2019	11/20 - 12/19/19 - CELL PHONE SERVICES ACCT# 4371	897.68
BENECO	307625	11/5/2019	11/19 - HEALTH PREMIUM	67,635.50
BENECO	307701	12/2/2019	12/19 - HEALTH PREMIUM	64,779.47
BETTER 4 YOU MEALS, INC.	307659	11/15/2019	09/19 - STUDENT MEALS	75,480.86
BETTER 4 YOU MEALS, INC.	307702	12/2/2019	10/19 - STUDENT MEALS	97,755.63
BETTER 4 YOU MEALS, INC.	307764	12/16/2019	STUDENT MEALS & SNACKS	36,496.00
BETTER 4 YOU MEALS, INC.	307783	12/19/2019	11/19 - STUDENT MEALS	25,417.88
BOARD ON TRACK	307703	12/2/2019	11/21/19 - 12/20/20 - BOARD ON TRACK MEMBERSHIP	6,995.00
BRAINPOP LLC	307784	12/19/2019	12/05/19-12/05/2020 - ELD ONLINE LICENSE	795.00
BROOKS TRANSPORTATION INC	307626	11/5/2019	GU - 10/17/19 - BUS - MONROE HS TO CENTER THEATER GROUP	950.00
BROOKS TRANSPORTATION INC	307627	11/5/2019	GU - 10/08/19 - BUS - HS TO CSUN	437.35
BROOKS TRANSPORTATION INC	307628	11/5/2019	GU - 10/08/19 - BUS - VAUGHN ACADEMY TO CSULB	520.00
BROOKS TRANSPORTATION INC	307629	11/5/2019	GU - 10/11/19 - BUS - VAUGHN ACADEMY TO CSUCI	520.00
CALIFORNIA CHARTER SCHOOLS ASSOCIATION	307785	12/19/2019	01/01-12/31/20 - CCSA MEMBERSHIP RENEWAL	9,740.00
Casondra Foor	307660	11/15/2019	10/27- 10/29/19 - WASC VISIT - EXPENSE REIMBURSEMENT	0.00
Casondra Foor	307738	12/11/2019	10/27-10/29/19- WASC VISIT	226.73
CHARTERSAFE	307661	11/15/2019	12/19 - WORKERS' COMPENSATION & INSURANCE PREMIUM	11,312.00
Chris Lemke	307662	11/15/2019	10/27-10/29/19 - WASC VISIT - EXPENSE REIMBURSEMENT	0.00
Chris Lemke	307747	12/11/2019	STUDENT TOYS, HDMI SPLITTER	0.00
Chris Lemke	307762	12/11/2019	10/27 - 10/29/19 - WASC VISIT	257.28
CITY OF LOS ANGELES	307630	11/5/2019	2020 - FIRE PERMIT RENEWAL	1,270.00
CLIFTONLARSONALLEN LLP	307777	12/16/2019	3RD PROGRESS BILLING FOR FY 18/19 AUDIT	2,400.00
Committee for Children	307631	11/5/2019	SCHCLMT - SECOND STEP INDIVIDUAL LICENSE & NOTEBOOKS	795.92
CRYSTAL SANCHEZ	307656	11/11/2019	10/25/19 - 11/08/19 - PAYROLL - CRYSTAL SANCHEZ	556.25
DAVID J. SABEDRA	307653	11/7/2019	11/09 - 11/24/19 - PAYROLL - DAVID SABEDRA	1,184.41
DIRECTED	307633	11/5/2019	09/09 - 09/13/19 - SPECIAL ED SERVICES	7,154.86
DIRECTED	307633	11/5/2019	09/10 - 09/11/19 - SUBSTITUTE TEACHER	490.00
DIRECTED	307633	11/5/2019	09/23 - 09/27/19 - SPECIAL ED SERVICES	3,085.71
DIRECTED	307633	11/5/2019	09/24 - 09/27/19 - SPECIAL ED SERVICES	2,147.05
DIRECTED	307633	11/5/2019	09/26 - 09/26/19 - SUBSTITUTE TEACHER	245.00
DIRECTED	307633	11/5/2019	09/29 - 10/04/19 - SPECIAL ED SERVICES	2,904.61
DIRECTED	307633	11/5/2019	09/30 - 10/04/19 - SPECIAL ED SERVICES	4,030.67
DIRECTED	307633	11/5/2019	09/30 - 10/04/19 - SUBSTITUTE TEACHER	735.00
DIRECTED	307633	11/5/2019	10/07 - 10/10/19 - SUBSTITUTE TEACHER	1,950.00
DIRECTED	307633	11/5/2019	10/08 - 10/11/19 - SUBSTITUTE TEACHER	1,470.00
DIRECTED	307633	11/5/2019	REFUND - 09/09/19 - 1 hr DHH - INV# DE47467	(122.00)
DIRECTED	307633	11/5/2019	REFUND - 10/21/19 - 0.38 HRS COTA - INV# DE48768	(28.12)
DIRECTED	307633	11/5/2019	REFUND - 10/21/19 - 0.38 HRS COTA - INV# DE49283	(28.12)
DIRECTED	307633	11/5/2019	REFUND - 10/21/19 - 2.5 HRS SLPA - INV# DE48768	(185.00)
DIRECTED	307633	11/5/2019	REFUND - 10/21/19 - 8.5 HRS SLPA - INV# DE48770	(629.00)
DIRECTED	307664	11/15/2019	09/03 - 09/05/19 - SPECIAL ED SERVICES	3,935.00
DIRECTED	307664	11/15/2019	09/03 - 09/06/19 - SPECIAL ED SERVICES	3,446.42
DIRECTED	307664	11/15/2019	09/16 - 09/19/19 - SPECIAL ED SERVICES	2,878.90
DIRECTED	307664	11/15/2019	09/16 - 09/20/19 - SPECIAL ED SERVICES	4,320.43
DIRECTED	307664	11/15/2019	10/07 - 10/11/19 - SPECIAL ED SERVICES	6,657.19
DIRECTED	307664	11/15/2019	10/07 - 10/12/19 - SPECIAL ED SERVICES	2,678.38
DIRECTED	307664	11/15/2019	10/14 - 10/14/19 - SUBSTITUTE TEACHER	150.00
DIRECTED	307664	11/15/2019	10/14 - 10/18/19 - SPECIAL ED SERVICES	8,542.25
DIRECTED	307664	11/15/2019	10/16 - 10/16/19 - SUBSTITUTE TEACHER	245.00
DIRECTED	307664	11/15/2019	10/16 - 10/17 - SUBSTITUTE SERVICES	395.00
DIRECTED	307664	11/15/2019	10/21 - 10/24/19 - SPECIAL ED SERVICES	4,695.15
DIRECTED	307664	11/15/2019	10/21 - 10/24/19 - SUBSTITUTE TEACHER	1,950.00
DIRECTED	307664	11/15/2019	10/21 - 10/25/19 - SUBSTITUTE TEACHER	2,450.00
DIRECTED	307664	11/15/2019	10/23 - 10/15/19 - SPECIAL ED SERVICES	1,581.61
DIRECTED	307664	11/15/2019	10/23 - 10/25/19 - SPECIAL ED SERVICES	2,415.56
DIRECTED	307664	11/15/2019	10/28 - 10/28/19 - SUBSTITUTE TEACHER	245.00
DIRECTED	307664	11/15/2019	10/28 - 11/01/19 - SPECIAL ED SERVICES	4,966.69
DIRECTED	307664	11/15/2019	10/28 - 11/01/19 - SUBSTITUTE TEACHER	4,958.00
DIRECTED	307664	11/15/2019	10/29 - 11/1/19 - SPECIAL ED SERVICES	2,428.36
DIRECTED	307664	11/15/2019	REFUND - OVER CHARGE ON INV# DE50567	(705.50)
DIRECTED	307704	12/2/2019	11/5-11/8/19 - SUBSTITUTE TEACHERS	3,420.00
DIRECTED	307704	12/2/2019	8/26-8/30/19 - SPECIAL ED SERVICES	4,298.56
DIRECTED	307737	12/11/2019	11/12-11/15/19 - SUBSTITUTE SERVICES	3,470.00
DIRECTED	307737	12/11/2019	11/12/19 - SUBSTITUTE SERVICES	490.00
DIRECTED	307786	12/19/2019	11/05-11/8/19 - SPECIAL ED SERVICES	6,206.71
DIRECTED	307786	12/19/2019	11/05-11/8/19 - SUBSTITUTE SERVICES & CREDIT	2,195.00
DIRECTED	307786	12/19/2019	11/06-11/08/19 - SPECIAL ED SERVICES	1,456.01
DIRECTED	307786	12/19/2019	11/11-11/16/19 - SPECIAL ED SERVICES	2,660.28
DIRECTED	307786	12/19/2019	11/12-11/14/19 - SPECIAL ED SERVICES	2,813.22
DIRECTED	307786	12/19/2019	11/18-11/22/19 - SUBSTITUTE SERVICES	9,665.00
DIRECTED	307786	12/19/2019	12/02-12/06/19 - SUBSTITUTE SERVICES	1,719.00

**YPI Charter Schools  
Check Register  
From 11/01/19 to 12/31/19**

Vendor Name	Check Number	Effective Date	Transaction Description	Check Amount
DIRECTED	307786	12/19/2019	12/02-12/06/19 - SUBSTITUTE TEACHER	2,560.00
EMPLOYMENT DEVELOPMENT DEPARTMENT	307705	12/2/2019	04/01 - 06/30/19 - SEF LOCAL EXPERIENCE CHARGE	586.50
EXED	307693	11/20/2019	11/19 - MANAGEMENT CONTRACT FEE	20,710.55
EXED	307796	12/20/2019	12/19 - MANAGEMENT CONTRACT FEE	20,710.55
FIYA	307665	11/15/2019	LEAGUE FEE - FLAG FOOTBAL & VOLLEYBALL	1,070.00
FRANCISCO TOPETE	307666	11/15/2019	10/16 - 10/31/19 - MAINTENANCE SERVICES	1,969.00
FRANCISCO TOPETE	307726	12/2/2019	11/1-11/15/19 - MAINTENANCE SERVICES	130.00
FRANCISCO TOPETE	307726	12/2/2019	11/19 - TRASH REMOVAL	1,392.00
FRANCISCO TOPETE	307757	12/11/2019	11/16-11/30/19- MAINTENANCE SERVICES	104.00
FRANCISCO TOPETE	307757	12/11/2019	3 DAY TRASH REMOVAL	1,104.00
FRESH START MEALS, INC.	307739	12/11/2019	10/19- JANITORIAL SERVICES	3,150.00
FRONTIER	307634	11/5/2019	10/13 - 11/12/19 - FAX# 818 834-8075	242.32
FRONTIER	307706	12/2/2019	11/13 - 12/12/19 - FAX# 818 834-8075	231.48
GREEN WORKS SOLUTIONS	307667	11/15/2019	GIRLS FAUCET FIXTURE BATHROOM, RAIN DRAIN	1,970.00
GREEN WORKS SOLUTIONS	307667	11/15/2019	REPLACE LIGHT FIXTURE ROOM #4 ELECTRICAL STAFF LOUNGE AREA	1,650.00
GREEN WORKS SOLUTIONS	307667	11/15/2019	STORAGE INSULATION	1,925.00
GREEN WORKS SOLUTIONS	307667	11/15/2019	STORAGE SHEETROCK	3,100.00
GREEN WORKS SOLUTIONS	307741	12/11/2019	BATHROOM REPAIRS	4,070.00
GREEN WORKS SOLUTIONS	307741	12/11/2019	SUBFLOOR REPAIR	2,400.00
GREEN WORKS SOLUTIONS	307797	12/23/2019	BLOCK WALL TRASH CART/UTILITY STRUCTURE/TIN ROOF. CONCRETE S	4,770.00
GREEN WORKS SOLUTIONS	307797	12/23/2019	BOYS AND GIRLS BATHROOM MAIN DRAIN REPAIR	5,350.00
GREEN WORKS SOLUTIONS	307797	12/23/2019	CONCRETE SLAB/TRASH, CHAIN LINK FENCE	4,620.00
GREEN WORKS SOLUTIONS	307797	12/23/2019	LUNCH BLOCK WALL TRASH STORAGE/TIN ROOF. CONCRETE SLAB, DRA	8,850.00
GREEN WORKS SOLUTIONS	307797	12/23/2019	PEDESTRIAN/FIELD TRENCH GRATES. TEMPORARY REPAIR OF SUB-FLOC	2,050.00
GREEN WORKS SOLUTIONS	307797	12/23/2019	STAINLESS LUNCH SINK/DRAIN/WATER SUPPLY LINES	6,200.00
HD SUPPLY FACILITIES MAINTENANCE, LTD.	307635	11/5/2019	CUSTODIAL SUPPLIES	410.64
HD SUPPLY FACILITIES MAINTENANCE, LTD.	307635	11/5/2019	OFFICE SUPPLIES	217.01
HESS AND ASSOCIATES, INC.	307668	11/15/2019	Q1 FY19/20 - RETIREMENT REPORT	1,467.50
HOME DEPOT CREDIT SERVICES	307669	11/15/2019	09/05 - 10/04/19 - CARD ENDING 6922	609.22
HOME DEPOT CREDIT SERVICES	307742	12/11/2019	PLASTIC PLANTER	21.92
IMPACT CANINE SOLUTIONS	307670	11/15/2019	08/23/19 - CANINE SERVICES	185.00
IMPACT CANINE SOLUTIONS	307670	11/15/2019	10/01/19 - CANINE SERVICES	370.00
IMPACT CANINE SOLUTIONS	307670	11/15/2019	10/15/19 - CANINE SERVICES	185.00
IMPACT CANINE SOLUTIONS	307743	12/11/2019	11/15/19- CANINE SERVICES	0.00
IMPACT CANINE SOLUTIONS	307743	12/11/2019	11/19/19 - CANINE SERVICES	0.00
IMPACT CANINE SOLUTIONS	307743	12/11/2019	11/21/19 - 12/20/20 - BOARD ON TRACK MEMBERSHIP	0.00
IMPACT CANINE SOLUTIONS	307761	12/11/2019	11/15/19 - CANINE SERVICES	185.00
IMPACT CANINE SOLUTIONS	307761	12/11/2019	11/15/19- CANINE SERVICES	185.00
IMPACT CANINE SOLUTIONS	307761	12/11/2019	11/19/19 - CANINE SERVICES	185.00
INLAND MECHANICAL SERVICES	307671	11/15/2019	10/19 - AC MAINTENANCE SERVICES	460.00
INLAND MECHANICAL SERVICES	307671	11/15/2019	11/19 - AC MAINTENANCE SERVICES	460.00
INLAND MECHANICAL SERVICES	307707	12/2/2019	10/25/19 - AC REPAIR ROOM 5	865.00
INLAND MECHANICAL SERVICES	307744	12/11/2019	12/19- AC MAINTENANCE SERVICES	460.00
JENNIFER I. OBANDO-SALGUERO	307789	12/19/2019	12/11/19 - PSYCHOLOGICAL EVALUATION	800.00
JESSICA GARCIA	307636	11/5/2019	AMAZON - (2) EMBOSSED FOIL SEALS FOR STUDENTS AWARDS	32.82
Julie Zurek	307672	11/15/2019	10/27 - 10/29/19 - WASC VISIT - EXPENSE REIMBURSEMENT	722.60
Julie Zurek	307759	12/11/2019	10/27-10/29/19- WASC VISIT - EXPENSE REIMBURSEMENT	291.92
KATHY SILVA	307699	11/25/2019	11/09/19 - 11/24/19 - PAYROLL	1,073.23
KELLY PAPER	307745	12/11/2019	(50) WHITE COPY PAPER	525.76
LA DEPT. OF WATER AND POWER	307673	11/15/2019	#REF!	0.00
LA DEPT. OF WATER AND POWER	307694	11/20/2019	09/12 - 10/16/19 - UTILITY CHARGES ACCT# 9381	6,592.17
LA DEPT. OF WATER AND POWER	307708	12/2/2019	09/26-10/28/19 - ELECTRIC CHARGES	5,602.79
LA DEPT. OF WATER AND POWER	307709	12/2/2019	08/27 - 10/28/19 - UTILITY CHARGES	482.70
LA DEPT. OF WATER AND POWER	307710	12/2/2019	8/28-10/29/19 - UTILITY CHARGES ACCT #7817	245.35
LA DEPT. OF WATER AND POWER	307711	12/2/2019	10/16 - 11/14/19 - UTILITY CHARGES	4,885.46
LA DEPT. OF WATER AND POWER	307766	12/16/2019	10/28 - 12/02/19 - ELECTRIC CHARGES ACCT# 1002	5,039.31
LAKESHORE LEARNING MATERIALS	307637	11/5/2019	ART SUPPLIES	246.42
LAKESHORE LEARNING MATERIALS	307712	12/2/2019	CLASSROOM SUPPLIES - PURCHASED BY LIZABETH GONZALEZ	100.01
LAW OFFICES OF YOUNG, MINNEY & CORR, LLP	307713	12/2/2019	09/19 - LEGAL SERVICES	624.00
LAW OFFICES OF YOUNG, MINNEY & CORR, LLP	307713	12/2/2019	10/19 - LEGAL SERVICES	3,589.00
LAW OFFICES OF YOUNG, MINNEY & CORR, LLP	307746	12/11/2019	08/19 - LEGAL SERVICES	741.00
LAW OFFICES OF YOUNG, MINNEY & CORR, LLP	307746	12/11/2019	10/19 - LEGAL SERVICES	266.00
Lorenzo Garcia	307674	11/15/2019	COPPBIS - MORCS STORE SUPPLIES - STUDENTS INCENTIVE	299.00
Lorenzo Garcia	307674	11/15/2019	FOOD FOR SCHOOL ANIMALS	142.66
Lorenzo Garcia	307765	12/16/2019	REIM - PETCO & PET SMART	35.01
LOS ANGELES COUNTY OFFICE OF EDUCATION	11/27/19 - STRS	11/27/2019	11/19 - FY19/20 - STRS OVERPAYMENT	20.00
LOS ANGELES COUNTY OFFICE OF EDUCATION	11/27/19 - STRS	11/27/2019	11/19 - FY19/20 - STRS PAYMENT	89,644.09
LOS ANGELES COUNTY OFFICE OF EDUCATION	12/30/19 - STRS	12/30/2019	12/19 - FY19/20 - STRS PAYMENT	94,183.12
LOS ANGELES MISSION COLLEGE FISCAL OPERATI	307563	11/1/2019	REGISTRATION FEE - 10/12/19 GIRLS VOLLEYBALL TOURNAMENT	(325.00)
Los Angeles Unified School District	307731	12/2/2019	FY19/20 - PROP 39 07/19 - 12/19	111,787.42
LOS ANGELES UNIFIED SCHOOL DISTRICT	307780	12/18/2019	01/20 - PRORATA SHARE FOR BER CORONA HS	18,631.34
LUIS GIRON	307675	11/15/2019	10/19 - LANDSCAPING SERVICES	800.00
LUIS GIRON	307740	12/11/2019	11/19 - LANDSCAPING SERVICES	2,359.70
LUIS GIRON	307740	12/11/2019	11/19- LANDSCAPING SERVICES	1,000.00
MAJOR METROPOLITAN SECURITY	307714	12/2/2019	12/19 - MONITORING BURGLAR ALARM	55.00
MAJOR METROPOLITAN SECURITY	307714	12/2/2019	12/19 - MONITORING SERVICES	350.00
MAJOR METROPOLITAN SECURITY	307787	12/19/2019	01/20 - MONITORING FIRE ALARM	65.00
MAJOR METROPOLITAN SECURITY	307787	12/19/2019	01/20 - MONITORING SERVICES	285.00
MAJOR METROPOLITAN SECURITY	307787	12/19/2019	01/20- MONITORING BURGLAR ALARM	55.00
MASERGY CLOUD COMMUNICATIONS, INC	307676	11/15/2019	10/19 - COMMUNICATIONS SERVICES	1,561.99
MASERGY CLOUD COMMUNICATIONS, INC	307676	11/15/2019	10/19 - COMMUNICATIONS SERVICES NON ERATE	212.24

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MASERGY CLOUD COMMUNICATIONS, INC	307736	12/11/2019	11/19- COMMUNICATIONS SERVICES	1,562.00
MASERGY CLOUD COMMUNICATIONS, INC	307736	12/11/2019	11/19- COMMUNICATIONS SERVICES NON ERATE	212.24
MCCALLA COMPANY	307638	11/5/2019	CUSTODIAL SUPPLIES	63.78
MCCALLA COMPANY	307715	12/2/2019	CUSTODIAL SUPPLIES	243.51
MCCALLA COMPANY	307715	12/2/2019	EUREKA MOTOR CHANGE	236.32
MCCALLA COMPANY	307748	12/11/2019	BLACK LINER CS	120.41
MCCALLA COMPANY	307748	12/11/2019	CUSTODIAL SUPPLIES	70.04
NALLELY BRAVO	307654	11/7/2019	NOT SO WIMPY TEACHER - FIFTH GRADE VIP WRITING UNIT ONLINE	147.00
NEOFUNDS BY NEOPOST	307677	11/15/2019	09/19 - POSTAGE ACCT# 8323	280.95
NEOFUNDS BY NEOPOST	307716	12/2/2019	10/19 - POSTAGE ACCT# 3235	300.00
NEOFUNDS BY NEOPOST	307760	12/11/2019	11/19 - POSTAGE ACCT# 8323	600.00
NEOFUNDS BY NEOPOST	307768	12/16/2019	11/19 - POSTAGE ACCT# 9317	200.00
NEOFUNDS BY NEOPOST	307788	12/19/2019	12/19 - EQUIPMENT RENTAL ACCT# 3235	85.25
OFFICE 360	307639	11/5/2019	(2) MULTI-SURFACE CLEANER DISINFECTANT	33.49
OFFICE 360	307639	11/5/2019	GU - STUDENT SUPPLIES & SNACKS	995.05
PAYCOM PAYROLL, LLC	11/15/19-PR	11/15/2019	PAYCOM FEES - 11/15/19 PAYROLL	505.44
PAYCOM PAYROLL, LLC	11/29/19-PR	11/29/2019	PAYCOM FEES - 11/29/19 PAYROLL	632.84
PAYCOM PAYROLL, LLC	12/13/19-PR	12/13/2019	PAYCOM FEES - 12/13/19 PAYROLL	588.45
PAYCOM PAYROLL, LLC	12/31/19-PR	12/31/2019	PAYCOM FEES - 12/31/19 PAYROLL	549.53
PETER HUANG AND LORETTA HUANG	307655	11/7/2019	11/19 - RENT	149.84
PETER HUANG AND LORETTA HUANG	307678	11/15/2019	10/08 - 11/06/19 - ELECTRIC CHARGES	351.31
PETER HUANG AND LORETTA HUANG	307697	11/22/2019	12/19 - RENT	5,144.56
PETER HUANG AND LORETTA HUANG	307781	12/18/2019	01/20 - RENT	5,144.56
PETER HUANG AND LORETTA HUANG	307790	12/19/2019	11/06-12/11/19 - ELECTRIC CHARGES	344.68
PLANCONNECT	307640	11/5/2019	07/01 - 09/30/19 - 403B QUARTERLY DUES	100.00
PRN NURSING CONSULTANTS	307641	11/5/2019	09/05/19 - SPECIAL ED SERVICES	225.00
PRN NURSING CONSULTANTS	307641	11/5/2019	09/30/19 - SPECIAL ED SERVICES	225.00
PRN NURSING CONSULTANTS	307679	11/15/2019	10/24/19 - AUDIO SCREENINGS	360.00
PRN NURSING CONSULTANTS	307751	12/11/2019	10/09/19 - SPECIAL ED SERVICES	225.00
PRN NURSING CONSULTANTS	307751	12/11/2019	10/14/19 - SPECIAL ED SERVICES	225.00
PRN NURSING CONSULTANTS	307751	12/11/2019	10/22/19 - SPECIAL ED SERVICES	225.00
PRN NURSING CONSULTANTS	307751	12/11/2019	10/24/19 - SPECIAL ED SERVICES	225.00
PRN NURSING CONSULTANTS	307751	12/11/2019	11/19 - VISION SCREENING	2,972.00
PRN NURSING CONSULTANTS	307769	12/16/2019	COORDINATING SERVICES, AUDIO SCREENINGS, & STATE MANDATE HE,	714.00
PRN NURSING CONSULTANTS	307791	12/19/2019	10/23/19 - VISION SCREENINGS, COORDINATING SERVICES	2,132.00
PRN NURSING CONSULTANTS	307791	12/19/2019	11/07/19 - AUDIO SCREENINGS	560.00
PURE WATER OF LA	307680	11/15/2019	11/19 - WATER COOLER MONTHLY MAINTENANCE	76.65
PURE WATER OF LA	307770	12/16/2019	12/19 - WATER COOLER MONTHLY MAINTENANCE	76.65
RENE QUON	307771	12/16/2019	REIM - LOWE'S - CHAIN AND LOCK FOR BIKE RACK AREA	24.65
RENE QUON	307771	12/16/2019	REIM-ANGELUS MEDICAL & OPTICAL EQUIPMENT - POWER HEART AED	821.25
RENE QUON	307771	12/16/2019	REIM-DODGER TICKETS - 6TH GRADE 57 STUDENTS AND 3 CHAPERO	729.00
REPUBLIC SERVICES #902	307681	11/15/2019	11/19 - WASTE DISPOSAL SERVICES ACCT# 9496	1,167.69
REPUBLIC SERVICES #902	307733	12/11/2019	12/19 - WASTE DISPOSAL SERVICES ACCT# 9496	1,167.69
RIDERS EXPRESS T&C	307682	11/15/2019	11/05/19 - BUS TRANSP - NORTHRIDGE SKATELAND	789.98
RIDERS EXPRESS T&C	307683	11/15/2019	11/02/19 - BUS TRANSPORT - UCLA FOOTBALL GAME	528.99
RIDERS EXPRESS T&C	307772	12/16/2019	11/19/19 - BUS TRANSPORT - TRIP TO 1101 PEPPER TREE LANE SIM	1,874.97
RIDERS EXPRESS T&C	307773	12/16/2019	12/05/19 - BUS TRANSPORT - 6TH GRADE TRIP TO DODGER STADIUM	856.98
Roberto Millan	307767	12/16/2019	CONSULTING- COLLEGE BOARD TESTING	300.00
SFVJACC	307696	11/22/2019	12/19 - RENT	9,500.00
SFVJACC	307779	12/18/2019	01/20 - RENT	9,500.00
SFVJLI	307698	11/22/2019	RENT	1,950.00
SFVJLI	307782	12/18/2019	01/20 - RENT ROOM 4&5	850.00
SKY SPORTSWEAR	307642	11/5/2019	(40) PE SHORTS	300.00
SKY SPORTSWEAR	307774	12/16/2019	SWEATSHIRTS & JACKETS	2,695.00
SOCAL OFFICE TECHNOLOGIES, INC	307643	11/5/2019	09/13 - 10/12/19 - OVERAGE CHARGE #CNA7384-01	168.54
SOCAL OFFICE TECHNOLOGIES, INC	307643	11/5/2019	10/16 - 11/15/19 - BASE RATE CHARGE #CNA1945-02	626.20
SOCAL OFFICE TECHNOLOGIES, INC	307643	11/5/2019	10/28 - 11/27/19 - BASE RATE CHARGE #CNA6494-01	162.82
SOCAL OFFICE TECHNOLOGIES, INC	307684	11/15/2019	08/07 - 11/06/19 - OVERAGE CHARGE #CNA6458-01	2,590.38
SOCAL OFFICE TECHNOLOGIES, INC	307684	11/15/2019	08/12 - 11/11/19 - OVERAGE CHARGE #CNA6461-01	4,470.20
SOCAL OFFICE TECHNOLOGIES, INC	307684	11/15/2019	10/13 - 11/12/19 - OVERAGE CHARGE #CNA7384-01	397.90
SOCAL OFFICE TECHNOLOGIES, INC	307684	11/15/2019	11/16 - 12/15/19 - BASE RATE CHARGE #CNA1945-02	626.20
SOCAL OFFICE TECHNOLOGIES, INC	307717	12/2/2019	11/28 - 12/27/19 - BASE RATE CHARGE #CNA6494-01	162.82
SOCAL OFFICE TECHNOLOGIES, INC	307752	12/11/2019	11/13 - 12/12/19 - OVERAGE CHARGE #CNA7384-01	473.92
SOUTHERN CALIFORNIA GAS COMPANY	307792	12/19/2019	11/19 - GAS CHARGE ACCT# 3667 & CREDIT	378.25
Sparkletts	307685	11/15/2019	10/19 - BOTTLED WATER ACC# 0211	52.46
Sparkletts	307718	12/2/2019	11/19 - BOTTLED WATER ACCT #8625	224.53
Sparkletts	307753	12/11/2019	11/19 - BOTTLED WATER ACCT #0236	121.08
Sparkletts	307753	12/11/2019	11/19 - BOTTLED WATER ACCT#0211	52.46
STAPLES	307644	11/5/2019	GU - (8) PERSONAL HEADPHONE	48.53
STAPLES	307644	11/5/2019	GU - COMPUTER DESK	35.47
STAPLES	307644	11/5/2019	GU - OFFICE SUPPLIES	169.08
STAPLES	307644	11/5/2019	GU - WOOD 4-TIER FOLDING SHELF	84.46
STAPLES	307644	11/5/2019	STUDENT SUPPLIES & OFFICE SUPPLIES	236.94
STAPLES	307719	12/2/2019	DRINKING CUPS	259.79
STAPLES	307719	12/2/2019	FOOD	116.82
STAPLES	307719	12/2/2019	GATORADE	70.72
STAPLES	307719	12/2/2019	HEADPHONES	86.46
STAPLES	307719	12/2/2019	STUDENT SUPPLIES	106.22
STAPLES	307719	12/2/2019	TONER & STUDENT SNACKS	236.17
SUCCESS FOR ALL FOUNDATION, INC.	307645	11/5/2019	09/23/19 - ON SITE TRAINING CONTRACT# 103437	5,100.00
SUCCESS FOR ALL FOUNDATION, INC.	307720	12/2/2019	10/28/19 - ON SITE TRAINING CONTRACT# 103437	5,100.00

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Sylmar Charter High School	307695	11/20/2019	REGISTRATION FEE - 10/12/19 GIRLS VOLLEYBALL TOURNAMENT	325.00
SYNCB/AMAZON	307647	11/5/2019	(5) SPALDING BASKETBALL	60.15
SYNCB/AMAZON	307647	11/5/2019	1000 PACK OF BINGO CHIPS (MIXED)	12.63
SYNCB/AMAZON	307647	11/5/2019	ARGUS DIVERSITY POSTER	6.96
SYNCB/AMAZON	307647	11/5/2019	BOOK - CONCEPTUAL PHYSICS - TEACHER'S EDITION	29.08
SYNCB/AMAZON	307647	11/5/2019	BOOK - SOLVING PROBLEMS: A CHEMISTRY HANDBOOK	20.19
SYNCB/AMAZON	307647	11/5/2019	CLASSROOM DECORATION SUPPLIES	99.33
SYNCB/AMAZON	307647	11/5/2019	CLASSROOM SUPPLIES	79.38
SYNCB/AMAZON	307647	11/5/2019	GU - COLLEGE FLAGS AND BANNERS	722.86
SYNCB/AMAZON	307647	11/5/2019	GU - SQUEEZE WATER BOTTLE, 24-OUNCE	13.45
SYNCB/AMAZON	307647	11/5/2019	HALLOWEEN COSTUMES - BLACK CAT COSTUME	49.78
SYNCB/AMAZON	307647	11/5/2019	HALLOWEEN COSTUMES - DESERT PRINCE DELUXE	8.69
SYNCB/AMAZON	307647	11/5/2019	HALLOWEEN COSTUMES - GRANDMA WIG	17.98
SYNCB/AMAZON	307647	11/5/2019	HALLOWEEN COSTUMES - SMIFFYS FROG KIT	16.41
SYNCB/AMAZON	307647	11/5/2019	PE SUPPLIES	191.41
SYNCB/AMAZON	307647	11/5/2019	REFUND - USB ADAPTER	(15.88)
SYNCB/AMAZON	307647	11/5/2019	WOMEN'S FOOTBALL TEE	206.92
SYNCB/AMAZON	307647	11/5/2019	WOMEN'S VOLLYBALL JERSEY	177.12
SYNCB/AMAZON	307723	12/2/2019	(2) ELECTRIC PENCIL SHARPENER	293.84
SYNCB/AMAZON	307723	12/2/2019	(2) FOOTBALLS - SET OF 6	111.54
SYNCB/AMAZON	307723	12/2/2019	(3) RED CARPET RUNNER	65.67
SYNCB/AMAZON	307723	12/2/2019	(7) HP LASERJET PRO 400 PRINTER	1,070.73
SYNCB/AMAZON	307723	12/2/2019	08/19 - AMAZON WEB SERVICES	35.00
SYNCB/AMAZON	307723	12/2/2019	09/19 - AMAZON WEB SERVICES	391.56
SYNCB/AMAZON	307723	12/2/2019	10/19 - AMAZON WEB SERVICES	385.76
SYNCB/AMAZON	307723	12/2/2019	BASKETBALLS (SET OF 6)	103.06
SYNCB/AMAZON	307723	12/2/2019	BATTERY REPLACEMENT - MAC	56.59
SYNCB/AMAZON	307723	12/2/2019	CHALK BOARD CHALK	47.01
SYNCB/AMAZON	307723	12/2/2019	COSTUMES	34.73
SYNCB/AMAZON	307723	12/2/2019	FEZ HAT	5.27
SYNCB/AMAZON	307723	12/2/2019	GOOGLE CHROMECAST	38.33
SYNCB/AMAZON	307723	12/2/2019	HDMI CABLE & ADAPTER	64.31
SYNCB/AMAZON	307723	12/2/2019	HDMI SWITCH 4K HDMI SPLITTER	17.50
SYNCB/AMAZON	307723	12/2/2019	HEADPHONES	395.00
SYNCB/AMAZON	307723	12/2/2019	LAMINATING POUCHES	25.19
SYNCB/AMAZON	307723	12/2/2019	MICROSCOPE SLIDES	30.65
SYNCB/AMAZON	307723	12/2/2019	OFFICE SUPPLIES	227.14
SYNCB/AMAZON	307723	12/2/2019	PENCIL TOPPERS	27.90
SYNCB/AMAZON	307723	12/2/2019	RAFFLE TICKETS	19.69
SYNCB/AMAZON	307723	12/2/2019	SENSORY TOYS	16.41
SYNCB/AMAZON	307723	12/2/2019	STUDENT TOYS, HDMI SPLITTER	48.94
SYNCB/AMAZON	307723	12/2/2019	STUFFED ANIMAL	22.97
SYNCB/AMAZON	307723	12/2/2019	WATERPROOF OUTDOOR BROCHURE HOLDER	26.23
SYNCB/AMAZON	307723	12/2/2019	WIFFLE BALL BAT	8.84
SYNCB/AMAZON	307754	12/11/2019	BASKETBALLS	678.22
SYNCB/AMAZON	307754	12/11/2019	ELECTRICAL HOLE PUNCH	61.42
SYNCB/AMAZON	307775	12/16/2019	STUDENT MATERIALS & ALL OTHER SUPPLIES	153.44
T-MOBILE	307686	11/15/2019	09/28 - 10/27/19 - GEAR UP CELL PHONE ACCT# 3095	130.61
T-MOBILE	307776	12/16/2019	10/28 - 11/27/19 - GEAR UP CELL PHONE ACCT# 3095	55.84
The College Board	307724	12/2/2019	SAT SCHOOL DAY - 11TH GRADE	3,953.50
The Education Team	307648	11/5/2019	09/24 - 09/27/19 - SUBSTITUTE TEACHER	1,097.09
The Education Team	307648	11/5/2019	10/07 - 10/10/19 - SUBSTITUTE TEACHER	779.00
The Education Team	307687	11/15/2019	10/14 - 10/17/19 - SUBSTITUTE TEACHER	1,403.15
The Education Team	307687	11/15/2019	10/21 - 10/24/19 - SUBSTITUTE TEACHER	1,693.49
The Education Team	307725	12/2/2019	10/28 - 11/01/19 - SUBSTITUTE TEACHER	1,947.24
The Education Team	307755	12/11/2019	11/5-11/8/19- SUBSTITUTE TEACHER	1,638.21
The Education Team	307793	12/19/2019	11/12 - 11/15/19 - SUBSTITUTE TEACHER	729.92
The Education Team	307793	12/19/2019	11/18-11/21/19 - SUBSTITUTE TEACHER	771.21
The Education Team	307793	12/19/2019	12/02-12/05/19 - SUBSTITUTE TEACHER	840.71
TIME WARNER CABLE	307649	11/5/2019	10/16 - 11/15/19 - INTERNET SERVICES ACCT# 9720	1,389.20
TIME WARNER CABLE	307688	11/15/2019	09/14 - 10/13/19 - INTERNET SERVICES ACCT# 0556	(406.05)
TIME WARNER CABLE	307688	11/15/2019	10/14 - 11/13/19 - INTERNET SERVICES ACCT# 0556	406.05
TIME WARNER CABLE	307756	12/11/2019	BALANCE	217.10
TOTAL EDUCATION SOLUTIONS	307650	11/5/2019	09/19 - SPECIAL ED SERVICES	1,944.75
TOTAL EDUCATION SOLUTIONS	307794	12/19/2019	10/19 - SPECIAL ED SERVICES	1,087.50
UNUM	307651	11/5/2019	10/19 - PREMIUM ACCT# 0933184 001 5	917.50
UNUM	307689	11/15/2019	12/19 - PREMIUM ACCT# 0836771-001 1	936.80
UNUM	307727	12/2/2019	12/19 - PREMIUM ACCT# 0933184 001 5	917.50
UNUM	307795	12/19/2019	01/20 - PREMIUM ACCT# 0836771-001 1	936.80
VASHON NUTT	307750	12/11/2019	STAPLES: BROCHURE DISPLAYS	77.70
Wade J. Chernick	307690	11/15/2019	05/19 - 07/25/19 - LEGAL SERVICES	1,500.00
WAXIE SANITARY SUPPLY	307652	11/5/2019	CUSTODIAL SUPPLIES	480.46
WAXIE SANITARY SUPPLY	307728	12/2/2019	CUSTODIAL SUPPLIES	279.81
XEROX FINANCIAL SERVICES	307691	11/15/2019	09/12 - 10/11/19 - COPIER LEASE #010-0042733-001	2,027.09
XEROX FINANCIAL SERVICES	307691	11/15/2019	10/07 - 11/06/19 - COPIER LEASE# 010-0042736-001	709.75
XEROX FINANCIAL SERVICES	307691	11/15/2019	10/12 - 11/11/19 - COPIER LEASE #010-0042733-001	1,896.79
XEROX FINANCIAL SERVICES	307691	11/15/2019	10/13 - 11/12/19 - COPIER LEASE #010-0058450-003	373.69
XEROX FINANCIAL SERVICES	307691	11/15/2019	10/21 - 11/20/19 - COPIER LEASE# 010-0042733-002	337.46
XEROX FINANCIAL SERVICES	307691	11/15/2019	10/29 - 11/28/19 - COPIER LEASE #010-0058450-002	446.82
XEROX FINANCIAL SERVICES	307691	11/15/2019	10/29 - 11/28/19 - COPIER LEASE# 010-0058450-001	1,110.26
XEROX FINANCIAL SERVICES	307758	12/11/2019	10/19 - STUDENT MEALS	0.00

**YPI Charter Schools  
Check Register  
From 11/01/19 to 12/31/19**

Vendor Name	Check Number	Effective Date	Transaction Description	Check Amount
XEROX FINANCIAL SERVICES	307763	12/11/2019	11/12 - 12/11/19 - Copier Lease# 010-0042733-01 & FEE	1,896.79
XEROX FINANCIAL SERVICES	307778	12/16/2019	11/07 - 12/06/19 - COPIER LEASE# 010-0042736-001	752.78
XEROX FINANCIAL SERVICES	307778	12/16/2019	11/13 - 12/12/19 - COPIER LEASE# 010-0058450-003 & FEE	370.95
XEROX FINANCIAL SERVICES	307778	12/16/2019	11/21 - 12/20/19 - COPIER LEASE# 010-0042733-002 & FEE	362.46
XEROX FINANCIAL SERVICES	307778	12/16/2019	11/29 - 12/28/19 - COPIER LEASE# 010-0058450-001	1,017.35
XEROX FINANCIAL SERVICES	307778	12/16/2019	11/29 - 12/28/19 - COPIER LEASE# 010-0058450-002	409.43
YESENIA ZUBIA	307729	12/2/2019	SUBWAY - SANDWICH FOR LUNCH MEETING REGARDING COLLEAGUE	80.84
Department of General Services	1174	11/7/2019	FINAL AMOUNT DUE	65,742.92
GKKWORKS	1175	11/7/2019	06/19 - CONSTRUCTION ADMINISTRATION SERVICES	1,822.50
GKKWORKS	1175	11/7/2019	06/19 - CONSTRUCTION ADMINISTRATION SERVICES - PARKING/ACOUS	375.48
<b>Total</b>				<b>1,189,420.18</b>