

# Youth Policy Institute Charter Schools (YPICS)

## Regular Board Meeting

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### Date and Time

Monday September 30, 2019 at 6:00 PM PDT

### 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 Member calling in from: 1200 W. 7th Street, Los Angeles, CA.

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### Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>6:00 PM</b>
Opening Items			
<b>A. Record Attendance and Guests</b>		Yesenia Zubia	1 m
<b>B. Call the Meeting to Order</b>		Mary Keipp	
<b>C. Flag Salute</b>			1 m
<b>D. Additions/Corrections to Agenda</b>		Mary Keipp	1 m
<b>E. Approval of September 16, 2019 Board Meeting Minutes</b>	Approve Minutes	Mary Keipp	1 m
<b>II. Communications</b>			<b>6:04 PM</b>
Academic Excellence			

	Purpose	Presenter	Time
<b>A. Presentations from the Public</b>	FYI	Mary Keipp	5 m

Any persons present desiring to address the Board of Trustees 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 Trustees ("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](mailto:info@coronacharter.org), [info@romerocharter.org](mailto:info@romerocharter.org). All efforts will be made for reasonable accommodations.

**III. Consent Agenda Items**

**6:09 PM**

**Audit**

**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.

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

1. Recommendation to approve the 2019-2020 Board Resolution regarding council and committee responsibilities and membership
2. Recommendation to approve final staff rosters and employee contracts for BCCS, BCCHS, and MORCS for the 2019-2020 school year.
3. Recommendation to approve 2019-2020 bell schedules and instructional minutes offered by BCCS, BCCHS, and MORCS.
4. Recommendation to approve 2019-2020 Parent Involvement Policies and Home School Agreements for BCCS, BCCHS, and MORCS.

**IV. Items Scheduled For Action 6:14 PM**

<b>A. Board Member Nominations</b>	Vote	Mary Keipp	10 m
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Recommendation to approve the nominations of additional board members to the Board.

<b>B. Board of Trustees Slate</b>	Vote	Mary Keipp	10 m
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Recommendation to approve slate of YPICS Board of Trustees for the 2019-2020 school year.

<b>C. BCCHS Prop 39 Overallocation Fees for school years 16-17, 17-18, and 18-19</b>	Vote	Yvette King-Berg	5 m
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Recommendation to approve Bert Corona Charter High School's Proposition 39 over allocation fees as follows:

School Year 2016-2017: \$37,175.04  
 School Year 2017-2018: \$87,700.55  
 School Year 2018-2019: \$74,024.28

<b>D. Receiving June 30, 2019 Unaudited Actual Reports</b>	Vote	Yvette King-Berg	10 m
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Recommendation to receive June 30, 2019 Unaudited Actual Reports for Bert Corona Charter School, Bert Corona Charter High School, and Monseñor Oscar Romero Charter School.

<b>E. August 2019 YPICS Financials</b>	Vote	Irina Castillo	10 m
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Recommendation to approve the August 2019 financials, check registers, and credit card registers as submitted.

	Purpose	Presenter	Time
<b>F. Updating YPICS Fiscal Policies and Procedures</b>	Vote	Yvette King-Berg	5 m

Recommendation to approve updating the YPICS Fiscal Policies and Procedures to include

"/Assistant Executive Administrator" after any instance where "Executive Administrator" is written.

<b>G. 2019-2020 Independent Study</b>	Vote	Yvette King-Berg	5 m
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Recommendation to approve Independent Study for the 2019-2020 school year.

<b>H. LACOE Certificate of Signatures</b>	Vote	Irina Castillo	5 m
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Recommendation to approve the Los Angeles County Office of Education "Certification of Signatures"

<b>I. YPICS 2019-2020 EL Plans</b>	Vote	Yvette King-Berg	5 m
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Recommendation to approve EL plans for Bert Corona Charter School, Monseñor Oscar Romero Charter School, and Bert Corona Charter School.

**V. Closed Session 7:19 PM**

<b>A. Closed Session - Personnel</b>	Discuss	Mary Keipp	15 m
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The Board will now move into Closed Session to discuss Personnel Issues

**VI. Open Session 7:34 PM**

<b>A. Action Taken</b>	FYI	Mary Keipp	5 m
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The Board President will announce if any action was taken in Closed Session.

**VII. Items Scheduled For Information 7:39 PM**

<b>A. Bert Corona Charter High School Renewal Approved</b>	FYI	Yvette King-Berg	5 m
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<b>B. Youth Policy Institute Leadership Transition</b>	FYI	Yvette King-Berg	5 m
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	Purpose	Presenter	Time
<b>C. LAUSD Charter Schools Division Oversight Process</b>	FYI	Yvette King-Berg	5 m

Our oversight visit dates are as follows:

Monseñor Oscar Romero - 11/12/19  
 Bert Corona Middle - 12/13/19  
 Bert Corona High - 2/14/20

<b>D. Bert Corona Executive Administrator Report</b>	FYI	Ruben Duenas	5 m
<b>E. Monsenor Oscar Romero Executive Administrator Report</b>	FYI	Rene Quon	5 m
<b>F. Bert Corona Charter High School Executive Administrator Report</b>	FYI	Yolanda Fuentes	5 m
<b>G. Executive Director's Report</b>	FYI	Yvette King-Berg	5 m

**VIII. Closing Items** **8:14 PM**

<b>A. Adjourn Meeting</b>	Vote		
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**IX. Announcements** **8:14 PM**

<b>A. Closing Announcements</b>	FYI	Yvette King-Berg	2 m
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# Coversheet

## Approval of September 16, 2019 Board Meeting Minutes

<b>Section:</b>	I. Opening Items
<b>Item:</b>	E. Approval of September 16, 2019 Board Meeting Minutes
<b>Purpose:</b>	Approve Minutes
<b>Submitted by:</b>	
<b>Related Material:</b>	Minutes for Regular Board Meeting on September 16, 2019

APPROVED

# Youth Policy Institute Charter Schools (YPICS)

## Minutes

### Regular Board Meeting

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#### Date and Time

Monday September 16, 2019 at 6:00 PM

#### Location

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

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#### Board Members calling in from:

1200 W. 7th Street, Los Angeles, CA 90017; 405 Hillgard 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

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#### Trustees Present

C. Lopez (remote), M. Keipp (remote), S. Mendoza (remote)

#### Trustees Absent

M. Green

#### Guests Present

D. Rios (remote), J. Castillo (remote), R. Quon (remote), Y. Fuentes (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 Sep 16, 2019 at 6:09 PM.

#### C. Flag Salute

#### D. Additions/Corrections to Agenda

There were no additions or corrections to the agenda.

#### E. Approval of July 26, 2019 Board Meeting Minutes

S. Mendoza made a motion to approve minutes from the Regular Board Meeting on 07-26-19 Regular Board Meeting on 07-26-19.

C. Lopez seconded the motion.

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

**Roll Call**

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

**II. Communications**

**A. Presentations from the Public**

There were no communications from the Public.

**III. Items Scheduled For Action**

**A. Recommendation to approve staffing interim permits for unfilled teaching positions**

C. Lopez made a motion to approve staffing interim permits for unfilled YPICS teaching positions.

S. Mendoza seconded the motion.

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

**Roll Call**

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

**B. Recommendation to approve updating the YPICS Fiscal Policy to include Assistant EA**

The Board did not take action on this item. This item will be brought back to the Board on September 30, 2019.

**C. Recommendation to reissue and/or close out credit cards**

S. Mendoza made a motion to approve the reissuance of a school credit card for Lorence Simonsen with a \$3,000 limit, update the limit for Yolanda Fuentes to \$3,000 and close out the credit card for Susan Castellon.

C. Lopez seconded the motion.

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

**Roll Call**

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

**IV. Announcements**

**A. Closing Announcements**

The next Board meeting will be held at Monseñor Oscar Romero Charter School on September 30, 2019.

**V. 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 6:33 PM.

Respectfully Submitted,  
Y. Zubia

# Coversheet

## Consent Items

**Section:** III. Consent Agenda Items  
**Item:** B. Consent Items  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 9-30-19 Board Brief - Staff Rosters.pdf  
19-20 YPICS Staff Rosters.pdf  
9-30-19 Board Brief - Parent Involvement Policies.pdf  
19-20 Board Brief - Bell Schedules and Instructional Minutes.pdf  
BCCHS Parent Involvement Policy.pdf  
BCCS Parent Involvement Policy.pdf  
MORCS Parent Involvement Policy.pdf  
YPICS Student and Visitor Code of Conduct.pdf



## **YPI CHARTER SCHOOLS**

September 30, 2019

**TO:** YPI Charter Schools  
Board of Directors

**FROM:** Yvette King-Berg  
Executive Director

**SUBJECT: Recommendation to approve final staff rosters for YPICS, BCCS, BCCH, and MORCS for 2019-2020**

### **BACKGROUND**

The Board of Trustees yearly approves final staff rosters for each school to ensure hiring and staff ratios are in line with proposed budget expenditures as personnel costs are typically the most significant ongoing expense.

### **ANALYSIS**

Since the June 17, 2019 meeting of the Board of Trustees, the schools have revised their staff rosters to ensure accurate alignment of teacher assignments to courses and that the needs of all students are met.

Employee Agreements for newly hired staff have been written and approved consistent with the June 17, 2019 approved fiscal school budgets.

### **RECOMMENDATION**

It is recommended that the Board of Trustees approve the final staff rosters and employee agreements for BCCS, BCCH, and MORCS for the 2019-2020 school year.

**Attachment: Final staff rosters for YPICS, BCCS, BCCH, and MORCS**

### MORCS Staff Roster 2019-20

	Last	First	Title	Grade	Content	Room	Ext	Cell Phone	Email
<b>Teachers</b>									
1	Duran	Paul	Teacher	6	Math/Science	C101	2002	(310) 946-3045	mrduran@romerocharter.org
2	Harry	Tanya	Teacher	6	ELA/History	C202	2012	(323) 236-3145	msharry@romerocharter.org
3	Jones	Sydney	Teacher	6	Math/Science	C102	2009	(661) 678-3500	msjones@romerocharter.org
4	Rosenberg	Dave	Teacher	6	ELA/History	C203	2015	(917) 680-9484	mrosenberg@romerocharter.org
5	Davis	DeAndre	Teacher	7	ELA	C215	2000	(469) 740-3388	mrdavis@romerocharter.org
6	Sarabia	Oscar	Long-term Substitute	7	History (OPEN)	C214	2001	(626) 242-5013	mrsarabia@romerocharter.org
7	Jimenez	Joana	Teacher	7	Math	C213	2008	(213) 841-2524	msjjimenez@romerocharter.org
8	Maria	Alex	Teacher Associate/ LT Substitute	7	Science (OPEN)	C216	2017	(323) 496-3034	mrmaria@romerocharter.org
9	Broome	David	Teacher	8	Hlstory	C115	2007	(504) 345-3492	mrbroome@romerocharter.org
10	Catarino	Brenda	Teacher Associate/ LT Substitute	8	Science (OPEN)	C116	2020	(626) 374-9156	mscatarino@romerocharter.org
11	Smith	Rochelle	Teacher	8	ELA	C114	2010	(404) 914-7577	msrsmith@romerocharter.org
12	Soriano	Nancy	Teacher Associate/ LT Substitute	8	Math (OPEN)	C117	2013	(213) 261-1195	mssoriano@romerocharter.org
13	Garcia	Lorenzo	Teacher	All	Resource	C103	2003	(323) 273-2265	mrgarcia@romerocharter.org
14	Serna	Richard	Teacher	All	Resource	C103	2003	(310) 977-2405	mrserna@romerocharter.org
15	Hicks	Chord	Teacher	All	P.E.	C100	N/A	(818) 481-3208	mrhicks@romerocharter.org
16	Perez	Juan Carlos	Teacher	All	Art (Comm)	C203	2027	(213) 401-5186	mrperez@romerocharter.org
<b>Tutors</b>									
1	Rodman	Zuleykha	Lead Tutor		Academics	C212	2011	(323) 893-7943	msrodman@romerocharter.org
2	Castaneda	Marco	Tutor		Academics	C212	2011	(323) 594-5574	mrcastaneda@romerocharter.org
3	Open		Tutor		P.E.	C100	N/A		
4	Florentino	Jasmin	Resource Aide		Resource	C103	2003	(323) 424-9578	msflorentino@romerocharter.org
5	Barajas	Mario	Resource Aide		Resource	C103	2003	(323) 714-8812	mrbarajas@romerocharter.org
<b>SCC / Supervision</b>									
1	Castorena	Elizabeth	SCC Assistant		SCC	A110	2019	(323) 412-1333	mscastorena@romerocharter.org
2	Barboza	Elizabeth	SCC Assistant		SCC	A110	2030	(562) 469-9776	msbarboza@romerocharter.org
3	Najarro	Walter	Supervision Aide		Supervision	N/A	N/A	(323) 984-5064	mrnajarro@romerocharter.org
4	Bernardino	Fabiola	Supervision Aide		Supervision	N/A	N/A	(213) 835-7056	msbernardino@romerocharter.org
<b>Operations</b>									
1	Garcia	Jessica	Program Coordinator		Operations	A102	2005	(323) 245-6486	msgarcia@romerocharter.org
2	Lopez Ramos	Alejandra	Office Assistant		Operations	A102	2021	(818) 221-9577	mslopezramos@romerocharter.org
3	Jimenez	Cynthia	Parent Coordinator		Operations	C113	2018	(323) 337-7670	msjimenez@romerocharter.org
4	Cruz	Maria	Custodian		Operations	N/A	N/A	(323) 423-8720	mscruz@romerocharter.org
5	Ruiz Palomino	Yanira	Meal Server		Operations	N/A	N/A	(213) 884-2798	msruiz@romerocharter.org
6	Ochoa	Andres	Technology Assistant		Operations	C113/C203	2018/2027	(323) 516-5821	mrochoa@romerocharter.org
<b>Administration</b>									
1	Quon	Rene	Executive Administrator		Admin	A104	2029	(323) 578-2226	mrquon@romerocharter.org
2	Brown	Denyale	Coordinator of SCC		Admin/SCC	A105	2004	(630) 674-6287	msbrown@romerocharter.org

**MORCS Staff Roster 2019-20**

<b>MORCS Staff Roster 2019-20</b>									
<b>Last</b>	<b>First</b>	<b>Title</b>	<b>Grade</b>	<b>Content</b>	<b>Room</b>	<b>Ext</b>	<b>Cell Phone</b>	<b>Email</b>	
3	Gamez	Karina	Coordinator of Operations	Admin/Ops	A103	2006	(213) 703-7654	kgamez@romerocharter.org	
4	Zepeda	Freddy	Coordinator of Instruction	Admin/Academics	A113	2026	(213) 479-4436	mrzepeda@romerocharter.org	

### BCCS Staff Roster 2019-20

Last	First	Title	Grade	Content	Room	Ext	Cell Phone	Email	
<b>Teachers</b>									
1	Centofanti	Daniel	Teacher	8th	Visual Arts/ Technolog	15	1009	(234) 855-3048	mrcentofanti@coronacharter.org
2	Bravo	Nallely	Teacher	5th	All subjects	14	1008	(323) 308-5873	msbravo@coronacharter.org
3	Beltran	Tania	Teacher	6th	Math/ Science	4	2332	(818) 237-7944	msepinoza@coronacharter.org
4	Spoden	Elizabeth	Teacher	6th	ELA/ Social Studies	5	4769	(661) 916-7896	msspoden@coronacharter.org
5	Walter	Brett	Teacher	6th	ELA/ Social Studies	3	2334	(661) 733-4248	mrwalter@coronacharter.org
6	Preston	Sherri	Teacher	6th	Resource	A	1016	(818) 515-0789	mspreston@coronacharter.org
7	Contreras	Maria	Teacher Associate/ LT Substitutite	6th	Math/Science (OPEN)	2	1010	(818) 984-2947	msmcontreras@coronacharter.org
8	Villanueva	Josue	Teacher	ALL	Physical Education	Outside	1697	(818) 926-8823	mrwillanueva@coronacharter.org
9	Anguiano	Angie	Teacher	7th	Math/ Science	9	1015	(818) 943-2206	msanguiano@coronacharter.org
10	Luc	Christina	Teacher	7th	Math/ Science	6	1007	(626) 703-2787	msluc@coronacharter.org
11	Sanders	Mark	Teacher	7th	ELA/ Social Studies	7	2333	(661) 607-5814	mrsanders@coronacharter.org
12	Josselyn	Jamie	Teacher	7th	ELA/ Social Studies	8	1014	(805) 501-7523	msjosselyn@coronacharter.org
13	Rodriguez	Oscar	Teacher Associate	7th	Resource (OPEN)	A	1016	(818) 686-0164	mrrodriguez@coronacharter.org
14	Campana	Thomas	Teacher	8th	Social Studies	10	2344	(609) 529-7555	mrcampana@coronacharter.org
15	Rubin	Joshua	Teacher	8th	Science	13	1012	(818) 577-0995	mrjrubin@coronacharter.org
16	Garcia	Monica	Teacher	8th	Math	12	1013	(818) 427-3467	msmgarcia@coronacharter.org
17	Rosas-Torres	Hector	Teacher	8th	Resource	A	1016	(818) 220-0166	mrrosas@coronacharter.org
18	Mccooy	Ellen	Teacher	8th	ELA	11	2342	(818) 205-7458	msmccooy@coronacharter.org
19	Arreola	Joseph	Student Teacher/ Leadership advisor	5th	All subjects	14	1008	(818) 322-7532	mrarreola@coronacharter.org
<b>Tutors</b>									
1	Andrade	Andrea	Tutor	8th	Resource	8th block		(818) 427-0884	msandrade@coronacharter.org
2	Anguiano	Sabrina	Tutor					(562) 391-3816	mssanguiano@coronacharter.org
3	Davila	Ernesto	Tutor	8th	All Subjects	8th block		(818) 445-2761	mrdavila@coronacharter.org
4	Flores	Alexandra	Tutor	7th	Resource	7th block		(818) 447-4204	msflores@coronacharter.org
5	Lujan	Cassandra	Lead Tutor	5th/6th	Math	5th/6th block		(818) 927-7071	mslujan@coronacharter.org
6	Marquez	Berenice	Tutor	7th	Resource	7th block		(818) 472-9131	msbmarquez@coronahcharter.org
7	Osorio	Jahaira	Tutor	5th/6th	ELA	5th/6th block		(818) 741-5094	msosorio@coronacharter.org
8	Sanchez	Crystal	Tutor					(747) 246-1125	mssc Sanchez@coronacharter.org
9	Santacruz	Jennifer	Tutor (BII)	7th	Resource	7th block		(818) 568-0879	mssantacruz@coronacharter.org
<b>SCC / Supervision</b>									

### BCCS Staff Roster 2019-20

	Last	First	Title	Grade	Content	Room	Ext	Cell Phone	Email
1	Trejo	Rahab	SCC Manager		SCC	SCC Office	7671	(818) 641-0624	mstrejo@coronacharter.org
2	Martinez	Joanna	SCC Assistant		SCC	SCC Office	7671	(818) 614-7626	msjmartinez@coronacharter.org
3	Sanchez	Bryan	SCC Assistant		SCC	SCC Office	7671	(818) 478-0350	msbsanchez@coronacharter.org
4	Flores Reyes	Jesse	SCC Intern		SCC	SCC Office	7671	(323) 519-3167	mrjreyes@coronacharter.org
5	Aguilar	Miguel	Supervision Aide		SCC	SCC Office	7671	(818) 814-4063	mraguilar@coronacharter.org
6	Rodriguez	Cynthia	Supervision Aide		SCC	SCC Office	7671	(619) 850-0634	mscrodriguez@coronacharter.org
7	Sanchez	Alexandra	Supervision Aide		Supervision	SCC Office	7671	(818) 408-3544	Mssanchez@coronacharter.org
8	Sepulveda	Jose	Supervision Aide		Supervision	SCC Office	7671	(818) 792-6882	mrjsepulveda@coronacharter.org
<b>Operations</b>									
1	Orozco	Diana	Program Coordinator		Operations	Main Office	1005	(818) 317-6715	dorozco@coronacharter.org
2	Heredia Nava	Anahi	Office Assistant		Operations	Main Office	2793	(818) 930-9845	msheredia@coronacharter.org
3	Aguilar	Rosa	Office Assistant		Operations	Main Office		(818) 298-9691	msaguilar@coronacharter.org
4	Castillo	Eileen	Office Assistant		Operations	Main Office	1004	(818) 518-3952	mscastillo@coronacharter.org
5	Arreola	Eva	Meal Server		Operations	Lunch Area		(818) 792-3382	msarreola@coronacharter.org
6	Sanchez	Rene	Technology Assistant		Operations	Server Room		(818) 370-6598	mrrsanchez@coronacharter.org
7	Sepulveda	Irma	Program Advisor		Operations	Admin Building		(818) 294-6511	mssepulveda@coronacharter.org
8	Sabedra	David	Plant Manager		Operations	Outside		(661) 492-3990	mrsabedra@coronacharter.org
<b>Administration</b>									
1	Duenas	Ruben	Executive Administrator		Administration	Admin Building		(818) 270-1340	rduenas@ypics.org
2	Takeyama	Kirk	Coordinator Of Scc		Administration	Admin Building	1002	(760) 898-1967	mrtakeyama@coronacharter.org
3	Rios	Daniel	Director Of Instruction		Administration	Admin Building	2336	(818) 388-0911	mrrios@coronacharter.org
4	Castillo	Jose	Director Of Operations		Administration	Admin Building	1001	(818) 987-9032	jdcastillo@coronacharter.org

### BCCHS Staff Roster 2019-20

Last	First	Title	Grade	Content	Room	Ext	Cell Phone	Email
<b>Teachers</b>								
1	Castaneda	Maria	Teacher	9-12	Resource	37	(562) 536-7361	mscanedana@coronacharter.org
2	Crispo	Carlos	Teacher	9-12	US History, World History, Government	42	(626) 241-6661	mrcrispo@coronacharter.org
3	Demorgoli	Ali	Teacher	9-12	Visual and Performing Art	47	(310) 804-8823	msdemorgoli@coronacharter.org
4	Diaz- Rodrigue	Fabiola	Teacher	9-12	Physical Education	46	(323) 821-9986	msdiaz@coronacharter.org
5	Gamboa	Jorge	Teacher	9-12	Algebra II, Pre Calculus, Statistics	41	(714) 931-7830	mrgamboa@coronacharter.org
6	Garcia	Nestor	Teacher	9-12	Algebra I, Geometry	9	(818) 294-0933	mrgarcia@coronacharter.org
7	Gonzalez	Lizabet	Teacher	9-12	College and Career, SFA	38	(818) 578-9183	msgonzalez@coronacharter.org
8	Lecomte	Veronique	Teacher	9-12	English	11	(818) 472-2971	mslecomte@coronacharter.org
9	Marambio	Catalina	Teacher	9-12	Chemistry	44	(626) 377-8804	drmarambio@coronacharter.org
10	Pickard	Jason	Teacher	9-12	English, AP English	12	(562) 500-1381	mrpickard@coronacharter.org
11	Rothenay	Mark	Teacher	9-12	Biology, AP Biology	45	(818) 427-9640	mrothenay@coronacharter.org
12	Soria	Christina	Teacher Associate	9-12	Spanish I, Spanish II, AP Spanish	47	(818) 300-2730	mssoria@coronacharter.org
13	<b>OPEN</b>		<b>Teacher</b>	<b>9-12</b>	<b>Physics (OPEN)</b>			
<b>Tutors</b>								
1	Razo	Saul	Tutor - BII	All	Resource	37	(818) 256-6926	mrrazo@coronacharter.org
2	Galeana	Diana	Tutor	All	Resource	37	(626) 384-7959	msgaleana@coronacharter.org
<b>SCC / Supervision</b>								
1	Gonzalez	Jose	Campus Aide/ Security		Supervision	Outside	(818) 744-4101	mrgonzalez@coronacharter.org
<b>Operations</b>								
1	Rodriguez	Iliana	Office Assistant		Operations	Main Office	(818) 299-2646	irodriguez@coronacharter.org
2	Pena	Isis	Program Coordinator		Operations	Main Office	(818) 571-0837	iguzman@ypics.org
3	Avila	Ricardo	Tech Assistant		Operations	41	(818) 569-9739	mravial@coronacharter.org
<b>Administration</b>								
1	Simenson	Lorence	Executive Administrator		Administration	13	(626) 485-2625	mrsimenson@coronacharter.org
2	Fuentes	Yolanda	Assistant Executive Administrator		Administration	Main Office	(818) 631-7445	msfuentes@coronacharter.org



**BCCHS Staff Roster 2019-20**

	<b>Last</b>	<b>First</b>	<b>Title</b>	<b>Grade</b>	<b>Content</b>	<b>Room</b>	<b>Ext</b>	<b>Cell Phone</b>	<b>Email</b>
3	Cruz	Edwin	Coordinator of School Climate and Culture		Administration	Main Office		(310) 916-7422	mrcruz@coronacharter.org
4	Garcia	Max	College & Career Readiness Counselor		Administration	46		(818) 399-8048	mrmgarcia@coronacharter.org

**YPICS LSC Staff Roster 2019-20**

	<b>Last</b>	<b>First</b>	<b>Title</b>	<b>Office/ Cell Phone</b>	<b>Email</b>
1	Bradford	Ryan	Director Of Technology	(818) 631-4850	mrbradford@ypics.org
2	Castrellon	Susan	Coordinator Of Operations	(818) 809-7936	scastrellon@coronacharter.org
3	Duenas	Ruben	Chief Operations Officer	(818) 270-1340	rduenas@ypics.org
4	Gachuzo	Elida	Office Assistant - Records	(818) 442-7154	egachuzo@coronacharter.org
5	Gamez	Diana	Senior Director Of Programs	(818) 497-1218	dgamez@coronacharter.org
6	Harvey	Charles	Technology Consultant	(951) 323-4116	charvey@ypics.org
7	King Berg	Regina	Executive Director	(818) 726-8883	ykingberg@ypics.org
8	Martinez	Maria	Accounts Payable Clerk	(818) 401-4743/ (818) 316-8888	mstmartinez@ypics.org
9	Myers	Kevin	Director Of Data		kmyers@ypics.org
10	Nutt	Vashon	Director Of Special Education	(818) 578-9912	vnutt@ypics.org
11	Ruiz Salazar	Rommel	Director Of Marketing	(626) 588-7449	rruiz@ypics.org
12	Zubia	Yesenia	Hr And Ap Coordinator	(818) 305-2796/ (818) 315-8815	yzubia@ypics.org



## YPI CHARTER SCHOOLS

September 30, 2019

**TO:** YPI Charter Schools  
Board of Directors

**FROM:** Yvette King-Berg  
Executive Director

**SUBJECT: Recommendation to approve 2019-2020 Parental Involvement Policies and Home-School Agreements for BCCS, BCCHS, and MORCS**

### BACKGROUND

The Elementary and Secondary Education Act (ESEA) of 1965 has been reauthorized as the *Every Student Succeeds Act* (ESSA) and signed into law by President Barack Obama on December 10, 2015. Most of the provisions of the ESSA did not take effect until the 2017-2018 school year. The Local Educational Agency (LEA) Plan has transitioned to a Federal Addendum, will document the use of federal funds such as Title I, Title II, Title III and Title IV in the 2019-2020 school year.

Directly related to the Parental Involvement Policies is the Home-School Agreement develop initially at Bert Corona Charter School in 2006 to communicate the expectation and responsibilities the school would fulfill while working in partnership with families. Over the course of the 15-year history of the YPI Charter Schools, the agreement has been revised, refined, and clarified to ensure transparency.

Added to the Home-School Agreement this year is a “Code of Conduct for Students and Visitors”. The document is contained in the agreement and also posted prominently at each school site to emphasize what is expected at each campus.

### ANALYSIS

Title I, Part A, ESEA sections 722(g)(1)(I), 722(g)(1)(J)(i), 722(g)(1)(C), 722(g)(3)(E), and 722(g)(1)(J)(iii), defines the regulations of the Homeless Education Policy for schools participating in the federal *Every Student Succeeds Act*.

Each year, the policies for each school must be approved by the Board of Trustees.

### RECOMMENDATION

**It is recommended that the Board of Directors approve the 2019-2020 Parental Involvement Policies, Home-School Agreement, Homeless Education Policies, and Code of Conduct for BCCS, BCCHS, and MORCS.**



**YPI CHARTER SCHOOLS**

September 30, 2019

**TO:** YPI Charter Schools  
Board of Directors

**FROM:** Yvette King-Berg  
Executive Director

**SUBJECT: Recommendation to approve bell schedules and instructional minutes offered by BCCS, BCCH, and MORCS for 2019-2020**

**BACKGROUND**

Currently, the State of California requires the following number of instructional minutes:

Grade Level	Required Minutes
Grades 5-8	54, 000
High School	64, 800

It should be noted that the above totals are the “minimum” and many traditional schools and districts as well as charter schools offer far more instructional minutes than this minimum.

**ANALYSIS**

The instructional minutes offered at YPICS vary by grade level, and facility arrangements, but all totals exceed minimum requirements:

Grade Level	Required Minutes	Actual Minutes
<b>Bert Corona Charter School</b>		
5-8	54,000	
<b>Monseñor Oscar Romero Charter School</b>		
6-8	54,000	
<b>Bert Corona Charter High</b>		
9-12	64,800	64,800

**RECOMMENDATION**

It is recommended that the Board of Trustees approve the 2019-2020 bell schedules and instructional minutes for BCCS, BCCH, and MORCS.



**YPI CHARTER SCHOOLS**  
**BERT CORONA Charter High School**

**Parent Involvement Policy**

Bert Corona Charter High School agrees to implement the following policy for involvement of parents, consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA). The following policy will ensure that the requirements of section 1118 of the ESEA are met, describing broadly:

- how parents are involved in the development of the LEA plan and process for review of program improvement status
- how parent involvement activities are planned and implemented to improve student academic achievement and school performance
- how school and parent capacity for strong parental involvement is built
- how parent involvement strategies are coordinated and integrated across programs
- the process for annual evaluation of content and effectiveness of the parent involvement policy, and subsequent incorporation of findings to design more effective parent involvement
- how parents are involved in the development and revisions of this policy

Consistent with the requirements of section 1118(b) of the ESEA, Bert Corona Charter High School will provide parents access to this parent involvement policy and subsequent changes in a timely manner. The school publishes the current parent-involvement policy at the following web address: [www.fentoncharter.net](http://www.fentoncharter.net). In addition, the school maintains a current copy of the parent-involvement policy on site and is available upon request.

Consistent with the requirements of section 1118(c) of the ESEA, Bert Corona Charter High School will provide parents an opportunity to participate in the development of the overall policy. The school will host an annual meeting in the fall of each year with the specific purpose of reviewing this document.

Consistent with the requirements of section 1118(d) of the ESEA, Bert Charter High School will jointly develop a school-parent compact that outlines how parents, school staff, and students will share responsibility for student achievement. The school publishes the current school-parent compact at the following web address: [www.fentoncharter.net](http://www.fentoncharter.net). In addition, the school maintains a current copy of the school-parent compact on site and is available upon request.

Consistent with the requirements of section 1118(e) of the ESEA, Bert Corona Charter High School will build capacity for parent involvement by providing assistance in understanding the national education goals, California's content standards, and California student performance standards. In addition, Fenton Avenue Charter School will coordinate and integrate parent involvement programs to

Approved: 9/21/17  
Revised: 9/11/19

the extent feasible. Every year, the school hosts a parent meeting where academic performance data from the past year are reviewed and explained. These meetings are framed as part of the discussion on how Title I funding is being used to address student achievement, as well as other programs like the school's after school program.

Consistent with the requirements of section 1118(f) of the ESEA, Bert Corona Charter High School will provide opportunities for the participation of parents with limited English proficiency or with disabilities to the extent practical. The school has a volunteer translator available at all parent meetings.

This Parental Involvement Policy has been developed jointly with parents of children participating in Title I, Part A programs, as evidenced by approval of the School Advisory Council on September 11, 2019. The school contact for Parent/Family involvement is Yolanda Fuentes, [msfuentes@coronacharter.org](mailto:msfuentes@coronacharter.org).

Approved: 9/21/17  
Revised: 9/11/19

**YPI CHARTER SCHOOLS**  
**BERT CORONA Charter School**



**Parent Involvement Policy**

Bert Corona Charter School agrees to implement the following policy for involvement of parents, consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA). The following policy will ensure that the requirements of section 1118 of the ESEA are met, describing broadly:

- how parents are involved in the development of the LEA plan and process for review of program improvement status
- how parent involvement activities are planned and implemented to improve student academic achievement and school performance
- how school and parent capacity for strong parental involvement is built
- how parent involvement strategies are coordinated and integrated across programs
- the process for annual evaluation of content and effectiveness of the parent involvement policy, and subsequent incorporation of findings to design more effective parent involvement
- how parents are involved in the development and revisions of this policy

Consistent with the requirements of section 1118(b) of the ESEA, Bert Corona Charter School will provide parents access to this parent involvement policy and subsequent changes in a timely manner. The school publishes the current parent-involvement policy at the following web address: [www.bccs.ypics.org](http://www.bccs.ypics.org). In addition, the school maintains a current copy of the parent-involvement policy on site and is available upon request.

Consistent with the requirements of section 1118(c) of the ESEA, Bert Corona Charter School will provide parents an opportunity to participate in the development of the overall policy. The school will host an annual meeting in the fall of each year with the specific purpose of reviewing this document.

Consistent with the requirements of section 1118(d) of the ESEA, Bert Charter School will jointly develop a school-parent compact that outlines how parents, school staff, and students will share responsibility for student achievement. The school publishes the current school-parent compact at the following web address: [www.bccs.ypics.org](http://www.bccs.ypics.org). In addition, the school maintains a current copy of the school-parent compact on site and is available upon request.

Consistent with the requirements of section 1118(e) of the ESEA, Bert Corona Charter School will build capacity for parent involvement by providing assistance in understanding the national education goals, California's content standards, and California student performance standards. In addition, Bert Corona Charter School will coordinate and integrate parent involvement programs to the extent feasible. Every year, the school hosts a parent meeting where academic performance data from the

Approved: 9/21/17  
Revised: \_\_/\_\_/18



past year are reviewed and explained. These meetings are framed as part of the discussion on how Title I funding is being used to address student achievement, as well as other programs like the school's after school program.

Consistent with the requirements of section 1118(f) of the ESEA, Bert Corona Charter School will provide opportunities for the participation of parents with limited English proficiency or with disabilities to the extent practical. The school has a volunteer translator available at all parent meetings.

This Parental Involvement Policy has been developed jointly with parents of children participating in Title I, Part A programs, as evidenced by approval of the School Advisory Council on \_\_\_\_\_ . The school contact for Parent/Family involvement is Jose Castillo, [mrjdcastillo@coronacharter.org](mailto:mrjdcastillo@coronacharter.org).

Approved: 9/21/17  
Revised: \_\_/\_\_/18

## YPI CHARTER SCHOOLS



### MONSEÑOR OSCAR ROMERO Charter School

#### Parent Involvement Policy

Monseñor Oscar Romero Charter School agrees to implement the following policy for involvement of parents, consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA). The following policy will ensure that the requirements of section 1118 of the ESEA are met, describing broadly:

- how parents are involved in the development of the LEA plan and process for review of program improvement status
- how parent involvement activities are planned and implemented to improve student academic achievement and school performance
- how school and parent capacity for strong parental involvement is built
- how parent involvement strategies are coordinated and integrated across programs
- the process for annual evaluation of content and effectiveness of the parent involvement policy, and subsequent incorporation of findings to design more effective parent involvement
- how parents are involved in the development and revisions of this policy

Consistent with the requirements of section 1118(b) of the ESEA, Monseñor Oscar Romero Charter School will provide parents access to this parent involvement policy and subsequent changes in a timely manner. The school publishes the current parent-involvement policy at the following web address: [www.morcs.ypics.org](http://www.morcs.ypics.org). In addition, the school maintains a current copy of the parent-involvement policy on site and is available upon request.

Consistent with the requirements of section 1118(c) of the ESEA, Monseñor Oscar Romero Charter School will provide parents an opportunity to participate in the development of the overall policy. The school will host an annual meeting in the fall of each year with the specific purpose of reviewing this document.

Consistent with the requirements of section 1118(d) of the ESEA, Monseñor Oscar Romero Charter School will jointly develop a school-parent compact that outlines how parents, school staff, and students will share responsibility for student achievement. The school publishes the current school-parent compact at the following web address: [www.morcs.ypics.org](http://www.morcs.ypics.org). In addition, the school maintains a current copy of the school-parent compact on site and is available upon request.

Consistent with the requirements of section 1118(e) of the ESEA, Monseñor Oscar Romero Charter School will build capacity for parent involvement by providing assistance in understanding the national education goals, California's content standards, and California student performance standards. In

Approved: 9/21/17

Revised: \_\_/\_\_/18

addition, Monseñor Oscar Romero Charter School will coordinate and integrate parent involvement programs to the extent feasible. Every year, the school hosts a parent meeting where academic performance data from the past year are reviewed and explained. These meetings are framed as part of the discussion on how Title I funding is being used to address student achievement, as well as other programs like the school's after school program.

Consistent with the requirements of section 1118(f) of the ESEA, Monseñor Oscar Romero Charter School will provide opportunities for the participation of parents with limited English proficiency or with disabilities to the extent practical. The school has a volunteer translator available at all parent meetings.

This Parental Involvement Policy has been developed jointly with parents of children participating in Title I, Part A programs, as evidenced by approval of the School Advisory Council on \_\_\_\_\_ . The school contact for Parent/Family involvement is Rene Quon, [mrquon@romerocharter.org](mailto:mrquon@romerocharter.org).

Approved: 9/21/17  
Revised: \_\_/\_\_/18



## **YPI CHARTER SCHOOLS**

### **Code of Conduct For Students And Visitors on Campus**

YPI Charter Schools, Inc. is dedicated to providing a safe campus free from disruption to student learning. To that end, prohibited conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others, including but not limited to, physical violence, possession of a weapon, or terrorist threats.
2. Conduct that disrupts the orderly classroom or school environment.
3. Discrimination, harassment, and/or intimidation of students or staff, including but not limited to bullying, sexual harassment, hate-motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal written, or physical conduct that cause violence, bodily harm, or substantial disruption.
4. Damage to or theft of property belonging to students, staff, or the school. The school shall not be responsible for personnel belongings, which are brought on campus or to a school activity and are lost, stolen, or damaged.
5. Obscene acts or use of profane, vulgar, or abusive language.
6. Plagiarism or dishonesty.
7. Inappropriate attire.
8. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs.

Students who violate this Code of Conduct may be subject to discipline including, but not limited to, suspension, expulsion, referral to a student success team or counseling services, or denial of participation in extracurricular or co-curricular activities or other privileges in accordance with School policies.

Parents, Guardians or other visitors who violate this Code of Conduct may be subject to removal from Campus and/or criminal penalties. The Executive Director, The Executive Administrators or designees shall notify local law enforcement as appropriate.

# Coversheet

## Board Member Nominations

**Section:** IV. Items Scheduled For Action  
**Item:** A. Board Member Nominations  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** dean\_cho\_resume.pdf  
walter\_njboke\_resume.pdf

PHONE 661.904.9553 • FAX 661.977.4178 • DEANCHO@GMAIL.COM

# DEAN CHO

## OUTSTANDING QUALITIES

- Excellent communication skills and work well under pressure.
- Highly motivated and excellent leadership skills.
- Excellent technical knowledge in all areas of information technology.
- 20 years+ full-time IT experience, 10 years in IT management.
- 10 years+ experience with a proven track record as an IT consultant and IT service provider to charter schools and education institutions.
- Developed from ground up administrative and academic computing services for the Laboratory of Structural Medicine and Molecular Medicine, Pharmacology, and Crump Institute serving 150 academic and administrative users.
- Developed from ground up, all areas of the IT operation for International Studies and Overseas Programs serving 16 centers and programs at UCLA serving 200 academic and administrative users.
- Reorganized and streamlined Student Affairs IT operation serving 27 organizations and 650 network users at UCLA.
- Awarded employee excellence award for 4 straight years at UCLA.
- Excellent client references.
- ITIL Foundation Certified with 90% passing score.
- Bachelors in Computer Science, University of California, Riverside
- Graduate of UCLA Anderson School Management Development Program
- MSCE, MCP.

## WORK EXPERIENCE

2002 - Present IT Consultant

Provide IT assessments, IT strategic planning and recommendations. Gather end user requirements. Lead team of end-user technical support staff for projects including technology refresh projects, LCM(life cycle management) and IMAC (install, moves, additions, and changes). Coordinate technical resources in delivery of IT services. Recommend appropriate technologies based on client's business needs, goals, and expectations. Provide end user support, service desk, and training. Clients served include utility companies, banking institutions, and educational institutions.

IT consultant and service provider to charter schools in Los Angeles and surrounding areas. Proven track record of providing IT leadership and guidance to charter schools.

1991 - 2002 University of California, Los Angeles

**Consultant, School of Public Health**

**December 2001 – June 2002**

Provided critical review of the existing School of Public Health (SPH) organization wide network operation including the physical infrastructure, existing network services, standards, procedures, and support of these systems. Provided recommendations and strategic alternative that enabled the

organization to meet technology goals and objectives of the School of Public Health overall strategic plan.

The critical review is based on interviews with the School's computing staff, administrative end-users, physical inspection of the computer network office and equipment rooms, review of current inventory of network equipment, and review of existing documentation on the computing unit and its services.

**Director, Office Technology Center  
Student Affairs**

**November 1999 – December 2001**

Provide technical direction and leadership for the Office Technology Center responsible for providing central network services, network backbone infrastructure, and user services to 27 Student Affairs units and 650 network users. Responsible for all IT activities including long range planning, computer operations, systems analysis, systems development, applications development, selection and supervision of staff, budgeting, consultation, and training. Serve as the computing liaison to other campus departments and outside organizations. Hire, train, and direct multiple projects to IT staff consisting of a routing and switching engineer, network administrators, and desktop support technicians, web master, and administrative staff. Co-chair and provide leadership to group of 33 IT technology professionals. Member of the executive committee overseeing distribution of funds to enhance the IT needs of Student Affairs units at UCLA. Consult with managers and directors of Student Affairs units to determine the best technical approach to meet the short term and long-term objectives of the Student Affairs organization.

Developed and implemented thin client feasibility study and pilot project for Student Affairs UCLA. Deployment of thin clients reduced potential total cost of ownership by 20 to 30% over traditional PCs. Managed and supervised implementation of firewall effecting 27 organizations at UCLA. Reorganized IT staff and their responsibilities. Instituted clear IT standards and policies. Overhauled Student Affairs web site. Restructured IT staffing and implemented clear IT budget and IT budget forecast. Developed standards and procedures and IT vision for the Student Affairs organization. Designed, built, and organized data center and IT office for more efficient operation. Developed and instituted automated helpdesk system.

**Director, Information Systems  
International Studies and Overseas Programs**

**1994 - 1999**

Provide advanced technical direction and leadership for planning, development, implementation, and maintenance of computer network systems and management information systems serving 16 centers and programs under the division of International Studies and Overseas Programs at UCLA. Responsible for all IT activities including long range planning, computer operations, systems analysis, systems development, applications programming, selection and supervision of staff, budgeting, consultation, and training. Serve as the computing liaison to Office of Academic Computing, Academic Technology Services, Communications Technology Services, and other campus departments. Hire, train, plan, and direct multiple projects to the IT staff. Develop, implement, and complete multiple projects covering several building and utilized by multiple departments. Design, develop, implement, and administer complex software applications in a networked environment. Consult with administrative managers and academic research investigators to determine the best technical approach to meet the short term and long term objectives of the administrative and research units.

Turned around mismanaged and disorganized IT operation into an efficient and technologically advanced operation. Developed from ground up, a IT department/network infrastructure serving 200 networked workstations spread across several buildings. Developed on-going training including printed and online user manuals, and hands-on training classes. Developed and maintained multiple Novell 4.11 and NT 4.0 based application and file servers. Developed from ground up technologically advanced web server hosting 19 web sites including interactive access to databases and group scheduling. Manage and maintain remote dial-up access network services, domain name service, POP3, IMAP based e-mail

server, network routers and ATM/Fast Ethernet switches. Established a multi-media facility serving 16 centers/programs at UCLA.

**Director, Academic and Administrative Computing  
Laboratory of Structural Biology and Molecular Medicine 1991 - 1994**

Served as the Director of Academic and Administrative Computing for the Laboratory of Structural Biology and Molecular Medicine, Pharmacology, and Crump Institute. Provided advanced technical direction and leadership for planning, development, implementation, and maintenance of computer network systems and management information systems covering three remote buildings (Warren Hall, Center for Health Sciences-Pharmacology, and Molecular Biology Institute) and consisting of 150+ PC and Macintosh network users. Administered all MIS activities including long range planning, computer operations, systems analysis, systems development, applications programming, selection and supervision of staff, managing the budget, consultation, and training. Served as the computing liaison with the School of Medicine Dean's office, Administrative Information Systems, Office of Academic Computing, Campus Network Services, Microcomputer Information Center, and other campus departments. Hire, train, plan, and direct multiple projects to the MIS staff.

Designed, developed, implemented, and administered complex software applications in a networked environment. Consulted with the administrative managers and academic research investigators to determine the best technical approach to meet the short term and long term objectives of the administrative and research units. Install, configure, maintain and supervise multiple networks and network operating systems.

Developed from ground up IT operation. Designed and installed network cabling for 150 users and 200 total network ports. Developed new workstation standards. Develop automated helpdesk system, IT policies and procedures, training materials. Developed and maintained online and printed network users guide. Designed and developed organizational web site. Developed, implemented, and completed multiple MIS projects covering several building and utilized by multiple departments including an in-house developed purchasing system.



DISTINCTIONS, HONORS, AWARDS, AND OTHER RECOGNITION OF ACHIEVEMENT

- Emerging Small Business Award, Orange County Asian Business Association
- UCLA Incentive(Excellence) Award.
- Monthly technology columnist for the Korea Times Los Angeles, the largest Korean newspaper serving the Los Angeles Korean community and the world.
- Outstanding University of Riverside, Alumnus Award given by the Asian Pacific Student Programs and the Chancellor's office for outstanding service and dedication to the University of California, Riverside.

SCHOOL, CIVIC, AND PROFESSIONAL ACTIVITIES AND AFFILIATIONS

1. Asian Pacific Alumni Association  
University of California, Riverside  
Founder and president
2. Korean Student Association  
University of California, Riverside  
Founder and President
3. University of California, Riverside  
Alumni Association  
External Relations Committee  
Ethnic Recruitment Committee

**EDUCATION:**

Bachelor of Science in computer science at University of California, Riverside  
UCLA Anderson School of Management, Management Development Program

**CERTIFICATES:**

ITIL Foundation  
UCLA Management Development Education  
CompTIA Executive Certificate in Cloud  
IBM v7000 Storwise Technical Solutions v2  
IBM Tivoli Sales Mastery v4  
Microsoft Certified Professional (MCP) + Internet  
Microsoft Certified Systems Engineer (MCSE)

## Walter Njboke

818-458-9106 • [wjnboke@aol.com](mailto:wjnboke@aol.com) • [linkedin.com/in/walter-njboke-53623643](https://www.linkedin.com/in/walter-njboke-53623643)

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### PROFESSIONAL OBJECTIVE

#### MEDICAL SALES / EQUIPMENT ACCOUNT MANAGER

### PROFESSIONAL EXPERIENCE

**RICOH CORPORATION**, LOS ANGELES, CA

1995 – PRESENT

**Major Accounts Color Specialist**

**Corporate Major Accounts-Healthcare**

**Education Account Manager**

Drives innovation as a leading provider of document management solutions, IT services, commercial and industrial printing, digital cameras and industrial systems. Headquartered in Tokyo, Ricoh Group operates in 200 countries and regions, worldwide sales of \$18.2B.

- Solicits prospective B2B clients for network color printing needs
- Develops new accounts with Corporations with 150-500 employees
- Manages Ricoh Healthcare Accounts dealing with C-level contacts
- Manages Ricoh Education Vertical Market School Districts, colleges and universities
- Accomplishments –
  - **Attained 156% of service plan, 01/16; 355% of combined service and equipment plan, 12/15**
  - **Attained 306% of equipment plan, 2015; 206% of plan, 3<sup>rd</sup> quarter 2014; 148% of plan, 2014**
  - **Attained 157% of plan, 2013; 342% of plan, 2012; 130% year to date, 01/02**
  - **Attained 116% year to date, 10/01; 102% year to date, 03/00; 160% year to date, 10/99**
  - **Attained 208% of quota, 12/98; Increased territory 17% over 9 month period; 105% of quota, 02/96**

**PITNEY BOWES**, OAKLAND, CA

1993 – 1995

**Account Executive**

Global technology leader powering billions of physical and digital transactions in the world of commerce. Provides 90% of Fortune 500 clients with products, solutions, services and data in areas of customer information management, location intelligence, customer engagement, shipping, mailing and global ecommerce, \$853M in revenue.

- Solicited B2B clients for mailing equipment and shipping needs
- Managed and developed new accounts
- Accomplishments -
  - **Attained 160% of quota, 09/94; 156% in 08/94; and 106% in 02/94**

### EDUCATION

**Bachelor of Arts, Marketing Communication**

California State University, Hayward, CA

General Education – Basketball Scholarship

Warner Pacific College, Portland, OR

### PROFESSIONAL ACHIEVEMENTS / AFFILIATIONS

**RICOH CORPORATION** – 12 Time Ricoh Chairman's Club Winner; Top Performance Award, 2010 and 2009;

Sales Elite Performance of the Year, 2008; MA1 of the Year, 2007;

Outstanding Sales Performance of the Year Award, 2006 and 2005; Top Performance of the Year Award, 2004 and 2003

**PITNEY BOWES** - Employee of the Month, 12/94

**Affiliations:** National Sales Network (NSN-LA); Winston & Lee Collection

Strong involvement in and a passion for Community Service

## Coversheet

### BCCHS Prop 39 Overallocation Fees for school years 16-17, 17-18, and 18-19

**Section:** IV. Items Scheduled For Action  
**Item:** C. BCCHS Prop 39 Overallocation Fees for school years 16-17, 17-18, and 18-19  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
091119\_ypi\_charter\_schools\_\_inc\_\_prop\_39\_over-allocated\_space\_18-19\_.pdf  
091119\_ypi\_valley\_public\_charter\_hs\_\_prop\_39\_over-allocated\_space\_16-17\_.pdf  
091119\_ypi\_valley\_public\_charter\_hs\_\_prop\_39\_over-allocated\_space\_17-18\_.pdf

**MEMBERS OF THE BOARD**

**DR. RICHARD A. VLADOVIC, PRESIDENT**  
**MÓNICA GARCÍA**  
**JACKIE GOLDBERG**  
**KELLY GONEZ**  
**DR. GEORGE J. MCKENNA III**  
**NICK MELVOIN**  
**SCOTT M. SCHMERELSON**



**LOS ANGELES UNIFIED SCHOOL DISTRICT**

**AUSTIN BEUTNER**  
Superintendent

**MEGAN K. REILLY**  
Deputy Superintendent

**V. LUIS BUENDIA**  
Interim Chief Financial Officer

E-mail ([ykingberg@ypics.org](mailto:ykingberg@ypics.org))

September 11, 2019

YPI Charter Schools, Inc.  
ATTN: Yvette King-Berg, Executive Director  
9400 Remick Avenue  
Pacoima, CA 91331

RE: Proposition 39 Over-Allocated Space in 2018-19 School Year

Dear Charter School Operator,

The Los Angeles Unified School District (“District”) has determined that Bert Corona Charter High School (YPI Valley Public Charter School) (“Charter School”) was over-allocated Proposition 39 space in the 2018-19 school year (“Applicable School Year”). This letter shall serve as written notice of Charter School’s reimbursement obligation to the District for over-allocated space in the Applicable School Year. This letter also explains how the reimbursement amount of **\$74,024.28** was calculated pursuant to the formula set forth by state law, and provides instructions for Charter School’s payment to the District.

**Definition of Over-Allocated Space**

State law controls Charter School’s mandatory reimbursement obligations to the District for over- allocated Proposition 39 space. Pursuant to Education Code section 47614, subdivision (b)(2), if Charter School generated less in-district classroom average daily attendance (“ADA”) than it projected for the Applicable School Year, Charter School “shall reimburse the district for the over-allocated space at rates to be set by the State Board of Education.”

The State Board of Education adopted California Code of Regulations, title 5, section 11969.8, subdivision (a), which declares that space is considered to be over-allocated if:

- (1) Charter School’s actual in-district classroom ADA is less than the projected in-district classroom ADA upon which the facility allocation was based, and
- (2) The difference is greater than or equal to a threshold ADA amount of 25 ADA or 10 percent of projected in-district classroom ADA, whichever is greater.

As shown below, Charter School’s actual in-district classroom ADA was less than its projected in-district classroom ADA upon which the facility allocation was based for the Applicable School Year. In addition, the difference was greater than or equal to the greater of 25 ADA or 10 percent of projected in-district classroom ADA.

Yvette King-Berg

September 11, 2019

Proposition 39: Over-Allocated Space in 2018-19 School Year

Page 2

Projected In-District Classroom ADA <sup>1</sup>	Actual In-District Classroom ADA <sup>2</sup>	Difference	Is the Difference greater than or equal to 25 ADA, or 10 percent of projected in-district classroom ADA, whichever is greater?
264.81	218.09	46.72	YES

Based on the foregoing, Charter School was over-allocated space in the Applicable School Year.

**Reimbursement Amount Owed by Charter School to the District**

Pursuant to section 11969.8, subdivision (a), the mandatory reimbursement amount owed by Charter School to the District due to over allocated space for the Applicable School Year was calculated using a per-pupil rate posted on the California Department of Education (“CDE”) website.<sup>3</sup> The per-pupil rate for over-allocated space for the Applicable School Year is \$2,211. (See <https://www.cde.ca.gov/sp/ch/overallocated.asp>.)

Section 11969.8, subdivision (a), states that the reimbursement amount owed by Charter School for over-allocated space shall be equal to (1) the per-pupil rate times the difference between Charter School’s actual in-district classroom ADA and the projected in-district classroom ADA upon which the facility allocation was based, less (2) this rate times one-half the threshold ADA. The “threshold ADA” is defined by section 11969.8, subdivision (a), as 25 ADA or 10 percent of projected in-district classroom ADA, whichever is greater. Based on this regulatory formula, the following describes the reimbursement amount owed by Charter School to the District for the Applicable School Year:

<sup>1</sup> If Charter School and the District did not enter into a Proposition 39 alternative agreement for the Applicable School Year, Charter School’s projected in-district classroom ADA was calculated by applying the projection identified in the District’s final notification of space offered. If Charter School and the District entered into a Proposition 39 alternative agreement for the Applicable School Year, Charter School’s projected in-district classroom ADA was calculated by applying the projection identified in the alternative agreement.

<sup>2</sup> In compliance with California Code of Regulations, title 5, section 11969.8, subdivision (a), “actual in-district classroom ADA” was determined using the report submitted by Charter School pursuant to section 11969.9(l) in conjunction with the second principal apportionment under Education Code section 41601.

<sup>3</sup> “The per-pupil rate for over-allocated space shall be equal to the statewide average cost avoided per pupil set pursuant to Education Code section 42263 for 2005-06, adjusted annually thereafter by the CDE by the annual percentage change in the general-purpose entitlement to charter schools calculated pursuant to Education Code section 47633, rounded to the next highest dollar, and posted on the CDE Web site.” California Code of Regulations, title 5, section 11969.8, subdivision (a).

Yvette King-Berg

September 11, 2019

Proposition 39: Over-Allocated Space in 2018-19 School Year

Page 3

<p><b>(1) Per-Pupil Rate times the difference between Charter School’s actual in-district classroom ADA and the projected in-district classroom ADA upon which the facility allocation was based</b></p>	less	<p><b>(2) Per-Pupil Rate times one-half the threshold ADA</b></p>	equals	<p><b>Reimbursement Amount Owed by Charter School to the District</b></p>
<p><math>\\$2,211 \times 46.72 = \\$103,297.92</math></p>	-	<p><math>\\$2,211 \times (\frac{1}{2} \text{ of } 26.48) = \\$29,273.64</math></p>	=	<p><math>\\$74,024.28</math></p>

Therefore, Charter School owes the District a reimbursement amount of \$74,024.28 (“Reimbursement”) due to over-allocated space for the Applicable School Year.

Charter School was reminded of its legal obligations to reimburse the District if it was over-allocated space both in the preliminary proposal and the final notification of space offered, if any, that were issued by the District for the Applicable School Year. If Charter School and the District entered into a Proposition 39 alternative agreement for the Applicable School Year, Charter School also affirmed therein that it remains subject to potential reimbursement obligations for over-allocated space pursuant to California Code of Regulations, title 5, section 11969.8.

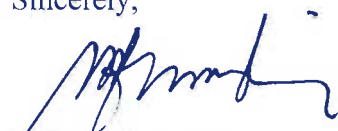
Please remit the Reimbursement within 20 days of delivery of this letter via check payable to “The Los Angeles Unified School District” and delivered to:

Los Angeles Unified School District  
 LAUSD Permit Office  
 333 S Beaudry Ave, 1st Floor  
 Los Angeles, CA 90017  
 ATTN: Over-Allocated Space Payment

Please be sure to include Charter School’s name and “Prop. 39 over-allocated space for 2018-19” in the memo section of the check.

If you have any questions or wish to discuss this matter further, please e-mail [prop39@lausd.net](mailto:prop39@lausd.net).

Sincerely,



X. Luis Buendia  
 Interim Chief Financial Officer

Cc: Austin Beutner, Superintendent

**MEMBERS OF THE BOARD**

**DR. RICHARD A. VLADOVIC, PRESIDENT**  
**MÓNICA GARCÍA**  
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**V. LUIS BUENDIA**  
Interim Chief Financial Officer

E-mail ([vkingberg@ypics.org](mailto:vkingberg@ypics.org))

September 11, 2019

YPI Valley Public Charter High School  
ATTN: Yvette King-Berg, Executive Director  
12513 Gain Street  
Pacoima, CA 91331

RE: Proposition 39 Over-Allocated Space in 2016-17 School Year

Dear Charter School Operator,

The Los Angeles Unified School District (“District”) has determined that YPI Valley Public Charter High School (“Charter School”) was over-allocated Proposition 39 space in the 2016-17 school year (“Applicable School Year”). This letter shall serve as written notice of Charter School’s reimbursement obligation to the District for over-allocated space in the Applicable School Year. This letter also explains how the reimbursement amount of **\$37,175.04** was calculated pursuant to the formula set forth by state law, and provides instructions for Charter School’s payment to the District.

**Definition of Over-Allocated Space**

State law controls Charter School’s mandatory reimbursement obligations to the District for over- allocated Proposition 39 space. Pursuant to Education Code section 47614, subdivision (b)(2), if Charter School generated less in-district classroom average daily attendance (“ADA”) than it projected for the Applicable School Year, Charter School “shall reimburse the district for the over-allocated space at rates to be set by the State Board of Education.”

The State Board of Education adopted California Code of Regulations, title 5, section 11969.8, subdivision (a), which declares that space is considered to be over-allocated if:

- (1) Charter School’s actual in-district classroom ADA is less than the projected in-district classroom ADA upon which the facility allocation was based, and
- (2) The difference is greater than or equal to a threshold ADA amount of 25 ADA or 10 percent of projected in-district classroom ADA, whichever is greater.

As shown below, Charter School’s actual in-district classroom ADA was less than its projected in-district classroom ADA upon which the facility allocation was based for the Applicable School Year. In addition, the difference was greater than or equal to the greater of 25 ADA or 10 percent of projected

Yvette King-Berg  
 September 11, 2019  
 Proposition 39: Over-Allocated Space in 2016-17 School Year  
 Page 2

in-district classroom ADA.

Projected In-District Classroom ADA <sup>1</sup>	Actual In-District Classroom ADA <sup>2</sup>	Difference	Is the Difference greater than or equal to 25 ADA, or 10 percent of projected in-district classroom ADA, whichever is greater?
171.95	141.01	30.94	YES

Based on the foregoing, Charter School was over-allocated space in the Applicable School Year.

**Reimbursement Amount Owed by Charter School to the District**

Pursuant to section 11969.8, subdivision (a), the mandatory reimbursement amount owed by Charter School to the District due to over allocated space for the Applicable School Year was calculated using a per-pupil rate posted on the California Department of Education (“CDE”) website.<sup>3</sup> The per-pupil rate for over-allocated space for the Applicable School Year is \$2,016. (See <https://www.cde.ca.gov/sp/ch/overallocated.asp>.)

Section 11969.8, subdivision (a), states that the reimbursement amount owed by Charter School for over-allocated space shall be equal to (1) the per-pupil rate times the difference between Charter School’s actual in-district classroom ADA and the projected in-district classroom ADA upon which the facility allocation was based, less (2) this rate times one-half the threshold ADA. The “threshold ADA” is defined by section 11969.8, subdivision (a), as 25 ADA or 10 percent of projected in-district classroom ADA, whichever is greater. Based on this regulatory formula, the following describes the reimbursement amount owed by Charter School to the District for the Applicable School Year:

<sup>1</sup> If Charter School and the District did not enter into a Proposition 39 alternative agreement for the Applicable School Year, Charter School’s projected in-district classroom ADA was calculated by applying the projection identified in the District’s final notification of space offered. If Charter School and the District entered into a Proposition 39 alternative agreement for the Applicable School Year, Charter School’s projected in-district classroom ADA was calculated by multiplying the ratio of ADA-to-teaching stations (classrooms) provided to students attending Charter School’s comparison group schools with the number of exclusive use teaching stations (classrooms) allocated to Charter School.

<sup>2</sup> In compliance with California Code of Regulations, title 5, section 11969.8, subdivision (a), “actual in-district classroom ADA” was determined using the report submitted by Charter School pursuant to section 11969.9(l) in conjunction with the second principal apportionment under Education Code section 41601.

<sup>3</sup> “The per-pupil rate for over-allocated space shall be equal to the statewide average cost avoided per pupil set pursuant to Education Code section 42263 for 2005-06, adjusted annually thereafter by the CDE by the annual percentage change in the general-purpose entitlement to charter schools calculated pursuant to Education Code section 47633, rounded to the next highest dollar, and posted on the CDE Web site.” California Code of Regulations, title 5, section 11969.8, subdivision (a).



Yvette King-Berg

September 11, 2019

Proposition 39: Over-Allocated Space in 2016-17 School Year

Page 3

<p><b>(1) Per-Pupil Rate times the difference between Charter School’s actual in-district classroom ADA and the projected in-district classroom ADA upon which the facility allocation was based</b></p>	less	<p><b>(2) Per-Pupil Rate times one-half the threshold ADA</b></p>	equals	<p><b>Reimbursement Amount Owed by Charter School to the District</b></p>
<p><math>\\$2,016 \times 30.94 = \\$62,375.04</math></p>	-	<p><math>\\$2,016 \times (\frac{1}{2} \text{ of } 25) = \\$25,200.00</math></p>	=	<p><math>\\$37,175.04</math></p>

Therefore, Charter School owes the District a reimbursement amount of \$37,175.04 (“Reimbursement”) due to over-allocated space for the Applicable School Year.

Charter School was reminded of its legal obligations to reimburse the District if it was over-allocated space both in the preliminary proposal and the final notification of space offered, if any, that were issued by the District for the Applicable School Year. If Charter School and the District entered into a Proposition 39 alternative agreement for the Applicable School Year, Charter School also affirmed therein that it remains subject to potential reimbursement obligations for over-allocated space pursuant to California Code of Regulations, title 5, section 11969.8. Moreover, the enclosed July 8, 2016 letter sent to charter schools from the District reminded charter schools – prior to the Applicable School Year – of their legal obligations to reimburse the District if they were over-allocated space.

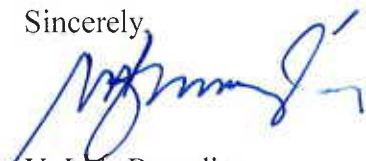
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Los Angeles Unified School District  
 LAUSD Permit Office  
 333 S Beaudry Ave, 1st Floor  
 Los Angeles, CA 90017  
 ATTN: Over-Allocated Space Payment

Please be sure to include Charter School’s name and “Prop. 39 over-allocated space for 2016-17” in the memo section of the check.

If you have any questions or wish to discuss this matter further, please e-mail [prop39@lausd.net](mailto:prop39@lausd.net).

Sincerely,



V. Luis Buendia  
 Interim Chief Financial Officer

Encl.

Cc: Austin Beutner, Superintendent

**MEMBERS OF THE BOARD**

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**MÓNICA GARCÍA**  
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E-mail ([ykingberg@ypics.org](mailto:ykingberg@ypics.org))

September 11, 2019

YPI Valley Public Charter High School  
ATTN: Yvette King-Berg, Executive Director  
9400 Remick Avenue  
Pacoima, CA 91331

RE: Proposition 39 Over-Allocated Space in 2017-18 School Year

Dear Charter School Operator,

The Los Angeles Unified School District (“District”) has determined that Bert Corona Charter High School (YPI Valley Public Charter School) (“Charter School”) was over-allocated Proposition 39 space in the 2017-18 school year (“Applicable School Year”). This letter shall serve as written notice of Charter School’s reimbursement obligation to the District for over-allocated space in the Applicable School Year. This letter also explains how the reimbursement amount of **\$87,700.55** was calculated pursuant to the formula set forth by state law, and provides instructions for Charter School’s payment to the District.

**Definition of Over-Allocated Space**

State law controls Charter School’s mandatory reimbursement obligations to the District for over- allocated Proposition 39 space. Pursuant to Education Code section 47614, subdivision (b)(2), if Charter School generated less in-district classroom average daily attendance (“ADA”) than it projected for the Applicable School Year, Charter School “shall reimburse the district for the over-allocated space at rates to be set by the State Board of Education.”

The State Board of Education adopted California Code of Regulations, title 5, section 11969.8, subdivision (a) which declares that space is considered to be over-allocated if:

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- (2) The difference is greater than or equal to a threshold ADA amount of 25 ADA or 10 percent of projected in-district classroom ADA, whichever is greater.

As shown below, Charter School’s actual in-district classroom ADA was less than its projected in-district classroom ADA upon which the facility allocation was based for the Applicable School Year. In addition, the difference was greater than or equal to the greater of 25 ADA or 10 percent of projected

Yvette King-Berg  
 September 11, 2019  
 Proposition 39: Over-Allocated Space in 2017-18 School Year  
 Page 2

in-district classroom ADA.

Projected In-District Classroom ADA <sup>1</sup>	Actual In-District Classroom ADA <sup>2</sup>	Difference	Is the Difference greater than or equal to 25 ADA, or 10 percent of projected in-district classroom ADA, whichever is greater?
245.89	190.92	54.97	YES

Based on the foregoing, Charter School was over-allocated space in the Applicable School Year.

**Reimbursement Amount Owed by Charter School to the District**

Pursuant to section 11969.8, subdivision (a), the mandatory reimbursement amount owed by Charter School to the District due to over allocated space for the Applicable School Year was calculated using a per-pupil rate posted on the California Department of Education (“CDE”) website.<sup>3</sup> The per-pupil rate for over-allocated space for the Applicable School Year is \$2,065. (See <https://www.cde.ca.gov/sp/ch/overalllocated.asp>.)

Section 11969.8, subdivision (a), states that the reimbursement amount owed by Charter School for over-allocated space shall be equal to (1) the per-pupil rate times the difference between Charter School’s actual in-district classroom ADA and the projected in-district classroom ADA upon which the facility allocation was based, less (2) this rate times one-half the threshold ADA. The “threshold ADA” is defined by section 11969.8, subdivision (a), as 25 ADA or 10 percent of projected in-district classroom ADA, whichever is greater. Based on this regulatory formula, the following describes the reimbursement amount owed by Charter School to the District for the Applicable School Year:

<sup>1</sup> If Charter School and the District did not enter into a Proposition 39 alternative agreement for the Applicable School Year, Charter School’s projected in-district classroom ADA was calculated by applying the projection identified in the District’s final notification of space offered. If Charter School and the District entered into a Proposition 39 alternative agreement for the Applicable School Year, Charter School’s projected in-district classroom ADA was calculated by applying the projection identified in the alternative agreement.

<sup>2</sup> In compliance with California Code of Regulations, title 5, section 11969.8, subdivision (a), “actual in-district classroom ADA” was determined using the report submitted by Charter School pursuant to section 11969.9(1) in conjunction with the second principal apportionment under Education Code section 41601.

<sup>3</sup> “The per-pupil rate for over-allocated space shall be equal to the statewide average cost avoided per pupil set pursuant to Education Code section 42263 for 2005-06, adjusted annually thereafter by the CDE by the annual percentage change in the general-purpose entitlement to charter schools calculated pursuant to Education Code section 47633, rounded to the next highest dollar, and posted on the CDE Web site.” California Code of Regulations, title 5, section 11969.8, subdivision (a).

Yvette King-Berg

September 11, 2019

Proposition 39: Over-Allocated Space in 2017-18 School Year

Page 3

<p><b>(1) Per-Pupil Rate times the difference between Charter School’s actual in-district classroom ADA and the projected in-district classroom ADA upon which the facility allocation was based</b></p>	less	<p><b>(2) Per-Pupil Rate times one-half the threshold ADA</b></p>	equals	<p><b>Reimbursement Amount Owed by Charter School to the District</b></p>
<p><math>\\$2,065 \times 54.97 = \\$113,513.05</math></p>	-	<p><math>\\$2,065 \times (\frac{1}{2} \text{ of } 25.00) = \\$25,812.50</math></p>	=	<p><math>\\$87,700.55</math></p>

Therefore, Charter School owes the District a reimbursement amount of \$87,700.55 (“Reimbursement”) due to over-allocated space for the Applicable School Year.

Charter School was reminded of its legal obligations to reimburse the District if it was over-allocated space both in the preliminary proposal and the final notification of space offered, if any, that were issued by the District for the Applicable School Year. If Charter School and the District entered into a Proposition 39 alternative agreement for the Applicable School Year, Charter School also affirmed therein that it remains subject to potential reimbursement obligations for over-allocated space pursuant to California Code of Regulations, title 5, section 11969.8.

Please remit the Reimbursement within 20 days of delivery of this letter via check payable to “The Los Angeles Unified School District” and delivered to:

Los Angeles Unified School District  
 LAUSD Permit Office  
 333 S Beaudry Ave, 1st Floor  
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If you have any questions or wish to discuss this matter further, please e-mail [prop39@lausd.net](mailto:prop39@lausd.net).

Sincerely,



V. Luis Buendia  
 Interim Chief Financial Officer

Cc: Austin Beutner, Superintendent

# Coversheet

## Receiving June 30, 2019 Unaudited Actual Reports

**Section:** IV. Items Scheduled For Action  
**Item:** D. Receiving June 30, 2019 Unaudited Actual Reports  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 18-19 YPICS Financial Board Packet JUNE.pdf  
18-19 BCCS UAR.pdf  
18-19 BCHS UAR.pdf  
18-19 MORCS UAR.pdf

**KEY POINTS**

- Combined Operating Net Income for YPICS without Prop 1D revenue and expense was \$632K.
- Operating Cash on hand at June 30th is \$3,980K.
- Ending Fund Balance is \$26,851K.

INCOME STATEMENT	Forecast	VS. Budget		FY YTD			Historical	
	As of 06/30/19	FY Budget	Variance B/(W)	Actual YTD	Budget YTD	Variance B/(W)	FY 17-18	FY 16-17
Local Control Funding Formula	9,845,834	10,163,237	(317,403)	9,845,834	10,163,237	(317,403)	8,764,509	7,877,262
Federal Revenue	4,102,175	4,367,152	(264,977)	4,102,175	4,367,152	(264,977)	4,846,384	5,199,526
State Revenue	1,904,067	1,619,734	284,333	1,904,067	1,619,734	284,333	13,594,309	4,165,228
Other Local Revenue	6,901,288	88,000	6,813,288	6,901,288	88,000	6,813,288	302,360	210,003
Grants/Fundraising	70,098	30,000	40,098	70,098	30,000	40,098	63,969	55,962
<b>TOTAL REVENUE</b>	<b>22,823,462</b>	<b>16,268,122</b>	<b>6,555,340</b>	<b>22,823,462</b>	<b>16,268,122</b>	<b>6,555,340</b>	<b>27,571,531</b>	<b>17,507,981</b>
<i>Total per ADA</i>	18,844	17,127	1,716				17,740	18,189
<i>w/o Grants/Fundraising</i>	18,767	17,096	1,672				17,667	18,122
Certificated Salaries	3,740,366	3,839,146	98,780	3,740,366	3,839,146	98,780	3,217,552	3,022,520
Classified Salaries	2,025,350	2,054,067	28,717	2,025,350	2,054,067	28,717	1,865,779	1,714,611
Benefits	1,847,030	2,069,946	222,916	1,847,030	2,069,946	222,916	1,823,628	1,558,836
Student Supplies	2,330,803	1,708,135	(622,668)	2,330,803	1,708,135	(622,668)	1,409,208	1,636,851
Operating Expenses	5,756,389	5,769,045	12,656	5,756,389	5,769,045	12,656	6,169,218	6,192,779
Other	957,199	582,735	(374,463)	957,199	582,735	(374,463)	550,467	337,168
<b>TOTAL EXPENSES</b>	<b>16,657,137</b>	<b>16,023,075</b>	<b>(634,062)</b>	<b>16,657,137</b>	<b>16,023,075</b>	<b>(634,062)</b>	<b>15,035,852</b>	<b>14,462,765</b>
<i>Total per ADA</i>	18,155	16,869	(1,286)				17,112	17,480
<b>INCOME / (LOSS)</b>	<b>6,166,325</b>	<b>245,047</b>	<b>5,921,277</b>	<b>6,166,325</b>	<b>245,047</b>	<b>5,921,277</b>	<b>12,535,679</b>	<b>3,045,216</b>
Less Prop 1D Revenue	(5,534,440)	0		(5,534,440)	0		(11,984,438)	(2,458,092)
<b>OPERATING INCOME / (LOSS)</b>	<b>631,884</b>	<b>245,047</b>	<b>98,780</b>	<b>631,884</b>	<b>245,047</b>	<b>386,837</b>	<b>551,241</b>	<b>587,124</b>

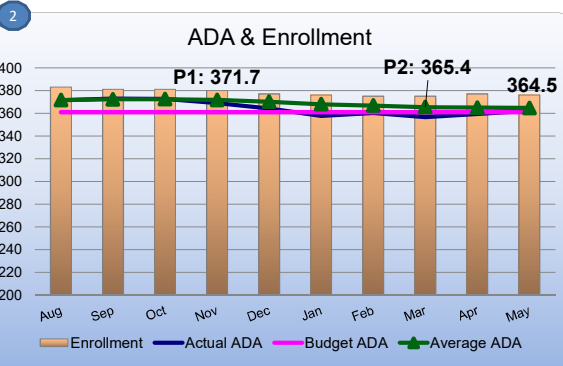
Balance Sheet	6/30/2018	5/31/2019	6/30/2019 Forecast	Notes
<b>Assets</b>				Prop 1D Cash as of 06/30/19 \$352K
Cash	6,931,319	4,031,149	4,331,883	
Accounts Receivable	2,081,448	780,835	1,785,371	
Due From Others	109,463	108,267	288,459	
Other Assets	97,067	130,036	527,078	
Net Fixed Assets	24,169,477	26,234,165	29,950,538	
<b>Total Assets</b>	<b>33,388,775</b>	<b>31,284,453</b>	<b>36,883,330</b>	
<b>Liabilities</b>				
A/P & Payroll	2,130,221	1,283,838	956,431	
Due to Others	443,078	439,489	662,606	
Deferred Revenue	2,092,238	2,092,238	488,246	
Total Debt	8,038,922	7,975,405	7,925,407	
<b>Total Liabilities</b>	<b>12,704,459</b>	<b>11,790,971</b>	<b>10,032,690</b>	
<b>Equity</b>				
Beginning Fund Bal.	7,826,916	20,684,316	20,684,316	
Net Income/(Loss)	3,045,216	(1,190,834)	6,166,325	
<b>Total Equity</b>	<b>10,872,132</b>	<b>19,493,481</b>	<b>26,850,640</b>	
<b>Total Liabilities &amp; Equity</b>	<b>23,576,591</b>	<b>31,284,452</b>	<b>36,883,330</b>	



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

## 1 Key Performance Indicators

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



## KEY POINTS

- P2 ADA was 365.42 which is 4.51 better than budget
- Revenue is above budget by \$12K mainly due to higher than budgeted enrollment, Low Performing Student Block grant, CTEIG grant and less GEAR UP revenue
- Expenses are higher than budget by \$34K mainly due to increase in SPED needs
- Overall, net income is \$148K which is \$46K above budget.
- Cash on hand at June 30th is \$1.4M which represents 18.4% of total expense. Due from to BCHS is \$283K at June 30th.

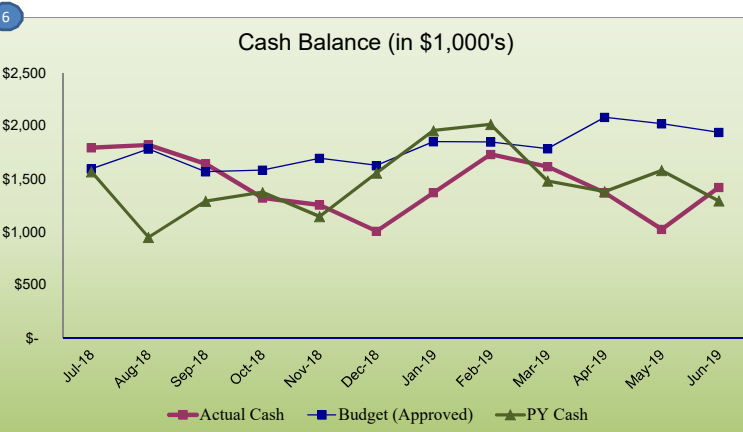
## 3 Average Daily Attendance Analysis

Category	Actual through Month 10	Actual P2	Budgeted P2	Better/ (Worse)	Prior Month Forecast	Prior Year P2
Enrollment	376	375	374	1	377	370
ADA %	96.4%	96.5%	96.5%	0.0%	96.9%	96.7%
Average ADA	364.52	365.42	360.91	4.51	365.43	356.67

## 4 LCFF Supplemental & Concentration Grant Factors

Category	Budget	Forecast	Variance	Prior Year
Unduplicated Pupil Count	315	308	(7)	319
3-Year Average %	85.8%	84.7%	-1.1%	87.1%
District UPP C. Grant Cap	83.5%	85.5%	2.0%	85.5%

INCOME STATEMENT	Forecast			VS. Budget			FY 18-19 YTD			Historical	
	As of 06/30/19	FY 18-19 Budget	Variance B/(W)	Actual YTD	Budget YTD	Variance B/(W)	FY 17-18	FY 16-17			
Local Control Funding Formula	3,714,655	3,648,289	66,366	3,714,655	3,648,289	66,366	3,383,555	3,299,332			
Federal Revenue	3,312,201	3,529,589	(217,388)	3,312,201	3,529,589	(217,388)	4,064,308	4,495,777			
State Revenue	985,952	854,754	131,198	985,952	854,754	131,198	920,913	956,337			
Other Local Revenue	79,309	50,000	29,309	79,309	50,000	29,309	157,224	128,216			
Grants/Fundraising	12,301	10,000	2,301	12,301	10,000	2,301	7,552	28,348			
<b>TOTAL REVENUE</b>	<b>8,104,418</b>	<b>8,092,632</b>	<b>11,786</b>	<b>8,104,418</b>	<b>8,092,632</b>	<b>11,786</b>	<b>8,533,552</b>	<b>8,908,011</b>			
Total per ADA	22,178	22,423	(245)				23,926	24,876			
w/o Grants/Fundraising	22,145	22,395	(251)				23,904	24,797			
Certificated Salaries	1,156,495	1,197,981	41,486	1,156,495	1,197,981	41,486	1,168,474	1,115,727			
Classified Salaries	843,782	743,871	(99,910)	843,782	743,871	(99,910)	719,824	637,929			
Benefits	591,941	632,917	40,976	591,941	632,917	40,976	666,768	563,526			
Student Supplies	703,993	778,896	74,902	703,993	778,896	74,902	679,070	979,522			
Operating Expenses	3,753,322	3,760,304	6,982	3,753,322	3,760,304	6,982	4,410,855	4,615,613			
Other	906,899	876,938	(29,961)	906,899	876,938	(29,961)	809,374	819,246			
<b>TOTAL EXPENSES</b>	<b>7,956,432</b>	<b>7,990,906</b>	<b>34,474</b>	<b>7,956,432</b>	<b>7,990,906</b>	<b>34,474</b>	<b>8,454,364</b>	<b>8,731,563</b>			
Total per ADA	21,773	22,141	368				23,704	24,384			
<b>INCOME / (LOSS)</b>	<b>147,987</b>	<b>101,726</b>	<b>46,261</b>	<b>147,987</b>	<b>101,726</b>	<b>46,261</b>	<b>79,188</b>	<b>176,447</b>			



Actual	Budget	Variance
1,417,586	1,937,007	(519,421)

Balance Sheet	6/30/2018	5/31/2019	6/30/2019 Actual	Notes
<b>Assets</b>				
Cash	1,291,457	1,023,031	1,417,586	
Accounts Receivable	1,427,350	213,100	818,812	
Due From Others	79,687	159,782	285,782	
Other Assets	17,865	392,765	403,369	
Net Fixed Assets	664,017	785,542	798,368	
<b>Total Assets</b>	<b>3,480,377</b>	<b>2,574,219</b>	<b>3,723,917</b>	
<b>Liabilities</b>				
A/P & Payroll	386,837	(18,227)	185,004	
Due to Others	27,347	29,535	34,341	
Deferred Revenue	0	0	338,032	GEAR UP grant
Total Debt	79,005	68,419	31,367	
<b>Total Liabilities</b>	<b>493,189</b>	<b>79,727</b>	<b>588,744</b>	
<b>Equity</b>				
Beginning Fund Bal.	2,908,000	2,987,188	2,987,188	
Net Income/(Loss)	79,188	(492,695)	147,987	
<b>Total Equity</b>	<b>2,987,188</b>	<b>2,494,493</b>	<b>3,135,174</b>	
<b>Total Liabilities &amp; Equity</b>	<b>3,480,377</b>	<b>2,574,219</b>	<b>3,723,918</b>	

Days Cash on Hand	57	47	67	> 45 days is good
Cash Reserve %	15.7%	13.0%	18.4%	



## **BERT CORONA CHARTER SCHOOL**

### **Financial Analysis**

### **June 2019**

#### **Net Income**

Bert Corona Charter School has achieved a net income of \$148K in FY18-19 compared to \$102K in the board approved budget. Reasons for this positive \$46K variance are explained below in the Income Statement section of this analysis.

#### **Balance Sheet**

As of June 30, 2019, the school's cash balance was \$1.42M, which represents a 18% reserve.

As of June 30, 2019, the Accounts Receivable balance was \$819K, up from \$213K in the previous month, due to FY18-19 Revenue earned but not received by June 30th.

As of June 30, 2019, the Accounts Payable balance, including payroll liabilities, totaled \$186K, compared to -\$18K in the prior month.

As of June 30, 2019, BCCS had a debt balance of \$31K compared to \$68K in the prior month. This represent apple lease obligations for one more year.

#### **Income Statement**

##### *Revenue*

Total revenue for FY18-19 is \$8.10M, which is \$12K or 0.1% over budgeted revenue of \$8.09M.

LCFF Revenue is higher than budget by \$66K due to higher enrollment.

Federal Nutrition revenue is lower than budget by \$42K due to under reporting on Free and Reduced numbers in Meal Time.

GEAR UP and School Climate Revenue is lower by \$194K, which is offset by lower expenses.

Other State Revenue is higher than budget by \$131K due to receipt of Low Performing Block Grant and CTEIG funds.

##### *Expenses*

Total expenses for FY18-19 are \$7.96M, which is \$35K or 0.4% under budgeted expenditures of \$7.99M.

Classified Salaries are higher than budget \$100K due to higher than expected SPED needs.

Instructional Consultant costs are higher than budget by \$158K due to increase in SPED costs (\$68K) and Substitute Teacher costs (\$45K)

#### **ADA**

Budgeted average ADA for FY18-19 is 360.91 based on an enrollment of 374 and a 96.5% attendance rate.

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





In Month 10, ADA was 362.17 with 376 students enrolled at the end of the month and a 96.3% ADA rate.

Average ADA for the year (through Month 10) is 364.52 (a 96.4% ADA rate for the year to date).

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

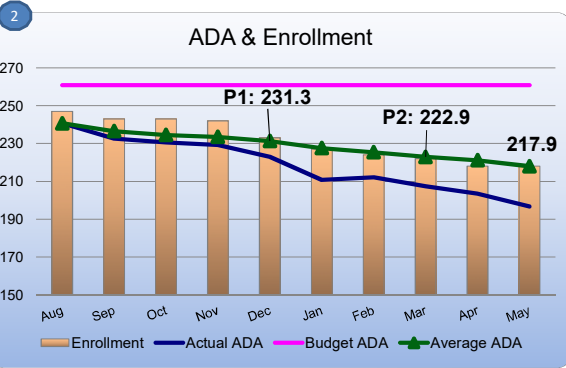
## Bert Corona Charter High School - Financial Dashboard (June 2019)

**1 Key Performance Indicators**

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

### KEY POINTS

- P2 ADA is 222.93, which is 37.89 lower than budget.
- Revenue is below budget by \$239K mainly due to lower than budgeted enrollment which is offset by receiving CTEIG grant funds
- Expenses are lower than budget by \$269K due to savings in salaries, benefits and supplies
- Overall, net income is \$86K which is \$31K higher than budget.
- Cash on hand at June 30th is \$201K which represents 6% of total expense. Due to BCCS was \$283K by June 30th.



**3 Average Daily Attendance Analysis**

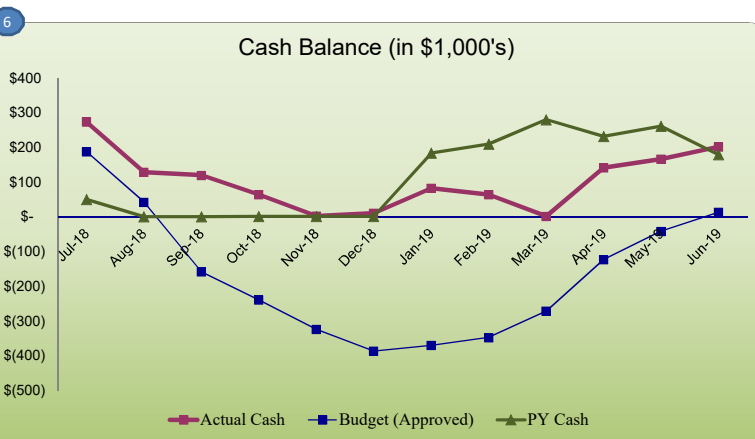
Category	Actual through Month 10	Actual P2	Budgeted P2	Better/ (Worse)	Prior Month Forecast	Prior Year P2
Enrollment	218	222	276	(54)	224	207
ADA %	93.6%	94.1%	94.5%	-0.4%	99.5%	94.6%
Average ADA	217.93	222.93	260.82	(37.89)	222.93	194.46

**4 LCFF Supplemental & Concentration Grant Factors**

Category	Budget	Forecast	Variance	Prior Year
Unduplicated Pupil Count	223	197	(26)	171
3-Year Average %	82.9%	84.3%	1.4%	85.5%
District UPP C. Grant Cap	84.0%	85.5%	1.5%	85.5%

**5 INCOME STATEMENT**

INCOME STATEMENT	Forecast	VS. Budget		FY 18-19 YTD			Historical	
	As of 06/30/19	FY 18-19 Budget	Variance B/(W)	Actual YTD	Budget YTD	Variance B/(W)	FY 17-18	FY 16-17
Local Control Funding Formula	2,718,020	3,149,313	(431,293)	2,718,020	2,838,740	(120,720)	2,224,408	1,599,312
Federal Revenue	235,881	313,615	(77,734)	235,881	213,004	22,878	229,785	183,837
State Revenue	436,503	258,101	178,402	436,503	229,417	207,086	189,699	204,673
Other Local Revenue	64,415	3,000	61,415	64,415	3,000	61,415	48,230	27,841
Grants/Fundraising	40,547	10,000	30,547	40,547	10,000	30,547	22,166	15,615
<b>TOTAL REVENUE</b>	<b>3,495,366</b>	<b>3,734,029</b>	<b>(238,663)</b>	<b>3,495,366</b>	<b>3,294,161</b>	<b>201,205</b>	<b>2,714,289</b>	<b>2,031,277</b>
Total per ADA	15,679	14,316	1,363				13,958	14,153
w/o Grants/Fundraising	15,497	14,278	1,219				13,844	14,044
Certificated Salaries	1,094,402	1,224,826	130,424	1,094,402	1,224,826	130,424	820,842	590,041
Classified Salaries	408,964	358,750	(50,214)	408,964	358,750	(50,214)	321,007	273,097
Benefits	530,086	608,236	78,150	530,086	608,236	78,150	462,142	305,707
Student Supplies	324,559	434,235	109,675	324,559	428,090	103,531	300,657	180,983
Operating Expenses	621,679	571,652	(50,027)	621,679	571,652	(50,027)	427,886	264,990
Other	429,353	480,828	51,475	429,353	477,722	48,369	332,687	271,462
<b>TOTAL EXPENSES</b>	<b>3,409,043</b>	<b>3,678,526</b>	<b>269,483</b>	<b>3,409,043</b>	<b>3,669,276</b>	<b>260,232</b>	<b>2,665,222</b>	<b>1,886,279</b>
Total per ADA	15,292	14,104	(1,188)				13,706	13,143
<b>INCOME / (LOSS)</b>	<b>86,323</b>	<b>55,504</b>	<b>30,820</b>	<b>86,323</b>	<b>(375,114)</b>	<b>461,438</b>	<b>49,067</b>	<b>144,998</b>



**Year-End Cash Balance**

Actual	Budget	Variance
201,140	13,159	187,981

**7 Balance Sheet**

Balance Sheet	6/30/2018	5/31/2019	6/30/2019 Actual	Notes
<b>Assets</b>				
Cash	178,480	165,684	201,140	
Accounts Receivable	318,010	0	430,541	
Due From Others	21	8,178	0	
Other Assets	1,720	19,943	7,877	
Net Fixed Assets	57,183	97,322	221,535	
<b>Total Assets</b>	<b>555,414</b>	<b>291,128</b>	<b>861,093</b>	
<b>Liabilities</b>				
A/P & Payroll	30,466	5,990	92,330	
Due to Others	78,871	134,665	286,361	
Deferred Revenue	0	0	0	
Total Debt	100,006	50,008	50,008	
<b>Total Liabilities</b>	<b>209,343</b>	<b>190,662</b>	<b>428,699</b>	
<b>Equity</b>				
Beginning Fund Bal.	297,004	346,071	346,071	
Net Income/(Loss)	49,067	(245,605)	86,323	
<b>Total Equity</b>	<b>346,071</b>	<b>100,465</b>	<b>432,394</b>	
<b>Total Liabilities &amp; Equity</b>	<b>555,414</b>	<b>291,128</b>	<b>861,093</b>	
Available Line of Credit				
Days Cash on Hand	25	19	22	> 45 days is good
Cash Reserve %	6.8%	5.1%	6.0%	



## Bert Corona Charter High School Financial Analysis June 2019

### Net Income

Bert Corona Charter High School has achieved a net income of \$86K in FY18-19 compared to \$56K in the board approved budget. Reasons for this positive \$31K variance are explained below in the Income Statement section of this analysis.

### Balance Sheet

As of June 30, 2019, the school's cash balance was \$201K, which represents a 6% reserve.

As of June 30, 2019, the Accounts Receivable balance was \$431K, up from \$K in the previous month, due to FY18-19 Revenue earned but not received by June 30th.

As of June 30, 2019, the Accounts Payable balance, including payroll liabilities, totaled \$92K, compared to \$6K in the prior month.

As of June 30, 2019, BCHS had a Revolving Loan balance of \$50K at June 30. The full amount will be paid in FY19-20. Due to BCCS was \$283K.

### Income Statement

#### *Revenue*

Total revenue for FY18-19 is \$3.50M, which is \$239K or 6.4% under budgeted revenue of \$3.73M.

Local Control Funding Formula - State Aid, is under budget by \$431K due to lower ADA.

Object 8220 – Child Nutrition (Federal) is lower than budget by \$34K due to lower enrollment.

Object 8291 – Title I Revenue is lower than budget by \$48K due to lower enrollment.

Object 8311 – SPED AB602 Revenue is lower than budget by \$17K due to lower enrollment.

Object 8599 - Other State Revenue is higher than budget by \$197K due to receipt of CTEIG funds.

Object 8390 – Other Local Revenue is higher than budget by \$56K due to receipts of STEPS grant of \$15K, \$25K from Opportunities for Learning and \$12K for eRate.

#### *Expenses*

Total expenses for FY18-19 are \$3.41M, which is \$270K or 7.3% under budgeted expenditures of \$3.68M.

Certificated Salaries, are under budget by \$133K.

Classified Salaries, are over budget by \$50K.

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



STRS expenses, are under budget by \$32K, due to lower Certificated salaries.

H&W Expenses are below budget by \$87K.

Textbook and Core Materials expense is under budget by \$48K

Other Supplies expense is under budget by \$17K

Food and Food supplies is under budget by \$43K due to lower enrolment.

Instructional Consultant cost is over budget by \$84K due to higher substitute costs.

Indirect Cost expense is under budget by \$50K due to lower enrollment.

### **ADA**

Budgeted average ADA for FY18-19 is 260.82 based on an enrollment of 276 and a 94.5% attendance rate.

In Month 10, ADA was 196.75 with 218 students enrolled at the end of the month and a 90.3% ADA rate.

Average ADA for the year (through Month 10) is 217.93 (a 93.6% ADA rate for the year to date).

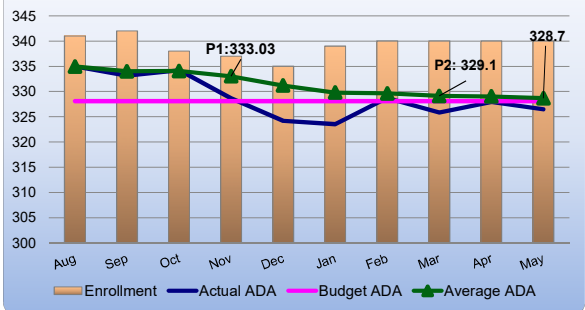
*This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$12,000 and 10%.*

# MONSEÑOR OSCAR ROMERO CHARTER SCHOOL - Financial Dashboard (June 2019)

## 1 Key Performance Indicators

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

## 2 ADA & Enrollment



## KEY POINTS

- P2 ADA is 329.13 which is 1.03 better than budgeted.
- Revenue is above budget by \$6,782K mainly due Prop 1D Revenue (\$6,846K).
- Expenses are lower than budget by \$941K (\$818K is due to Prop 1D expenses that can not be capitalized and \$350K to depreciation of the new building).
- Overall, operating net income excluding Prop 1D is \$397K which is \$306K higher than budget.
- Operating Cash on hand at June 30th is \$2,436K which represents 49.9% of total expense. Remaining Augmentation Grant funds are \$352K

## 3 Average Daily Attendance Analysis

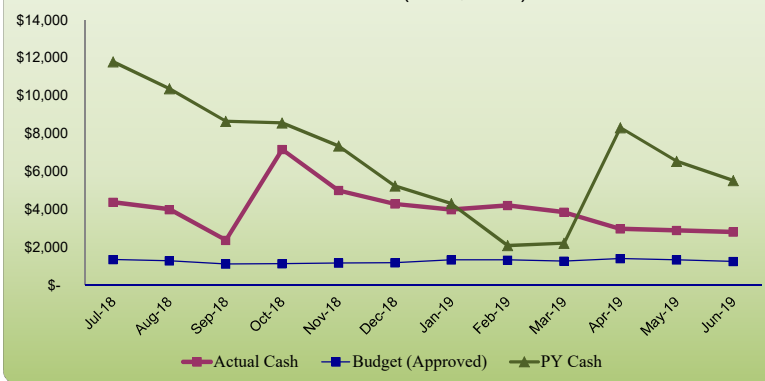
Category	Actual through Month 10	Actual P2	Budgeted P2	Better/ (Worse)	Prior Month Forecast	Prior Year P2
Enrollment	340	340	340	0	340	339
ADA %	96.9%	97.1%	96.5%	0.6%	96.8%	96.7%
Average ADA	328.68	329.13	328.10	1.03	329.13	327.53

## 4 LCFF Supplemental & Concentration Grant Factors

Category	Budget	Forecast	Variance	Prior Year
Unduplicated Pupil Count	326	326	-	325
3-Year Average %	96.1%	95.7%	-0.4%	96.5%
District UPP C. Grant Cap	83.0%	85.5%	2.5%	85.5%

INCOME STATEMENT	Forecast			VS. Budget			FY 18-19 YTD			Historical	
	As of 06/30/19	FY 18-19 Budget	Variance B/(W)	Actual YTD	Budget YTD	Variance B/(W)	FY 17-18	FY 16-17			
Local Control Funding Formula	3,413,159	3,365,635	47,524	3,413,159	3,060,109	353,050	3,156,546	3,042,857			
Federal Revenue	554,092	523,948	30,145	554,092	361,210	192,883	552,291	519,912			
State Revenue	481,612	506,879	(25,267)	481,612	451,634	29,978	12,483,697	2,921,202			
Other Local Revenue	6,757,541	35,000	6,722,541	6,757,541	35,000	6,722,541	96,886	72,722			
Grants/Fundraising	17,250	10,000	7,250	17,250	10,000	7,250	34,250	12,000			
<b>TOTAL REVENUE</b>	<b>11,223,654</b>	<b>4,441,461</b>	<b>6,782,194</b>	<b>11,223,654</b>	<b>3,917,952</b>	<b>7,305,702</b>	<b>16,323,670</b>	<b>6,568,693</b>			
Total per ADA	14,798	13,537	1,261				49,839	20,218			
w/o Grants/Fundraising	14,746	13,506	1,239				49,734	20,181			
Certificated Salaries	1,191,556	1,147,317	(44,239)	1,191,556	1,147,317	(44,239)	1,030,222	1,034,251			
Classified Salaries	439,467	567,318	127,851	439,467	567,318	127,851	518,009	502,618			
Benefits	534,898	586,637	51,739	534,898	586,637	51,739	567,560	515,379			
Student Supplies	1,292,297	482,509	(809,788)	1,292,297	471,516	(820,781)	423,984	429,416			
Operating Expenses	843,925	969,417	125,492	843,925	969,417	125,492	820,012	828,572			
Other	989,498	597,163	(392,334)	989,498	594,108	(395,390)	556,826	534,686			
<b>TOTAL EXPENSES</b>	<b>5,291,639</b>	<b>4,350,361</b>	<b>(941,279)</b>	<b>5,291,639</b>	<b>4,336,313</b>	<b>(955,327)</b>	<b>3,916,613</b>	<b>3,844,921</b>			
Total per ADA	16,078	13,259	(2,819)				11,958	11,835			
<b>INCOME / (LOSS)</b>	<b>5,932,015</b>	<b>91,100</b>	<b>5,840,915</b>	<b>5,932,015</b>	<b>(418,361)</b>	<b>6,350,375</b>	<b>12,407,057</b>	<b>2,723,772</b>			

## 6 Cash Balance (in \$1,000's)



Year-End Cash Balance		
Actual	Budget	Variance
2,788,432	1,227,814	1,560,618

## 7 Balance Sheet

Balance Sheet	6/30/2018	5/31/2019	6/30/2019 Actual	Notes
<b>Assets</b>				
Cash	1,803,617	2,877,529	2,436,105	
Cash, Prop 1D	3,657,764	0	352,326	
Accounts Receivable	336,087	(0)	536,018	
Due From Others	83,098	28,675	2,698	
Other Assets	2,899	37,525	23,009	
Net Fixed Assets	23,421,869	28,603,523	28,913,251	
<b>Total Assets</b>	<b>29,305,335</b>	<b>31,547,251</b>	<b>32,263,408</b>	
<b>Liabilities</b>				
A/P & Payroll	1,665,636	77,187	644,553	
Due to Others	336,860	338,546	341,905	
Deferred Revenue	2,092,238	1,494,326	150,214	
Total Debt	7,859,912	7,806,981	7,844,033	
<b>Total Liabilities</b>	<b>11,954,646</b>	<b>9,717,040</b>	<b>8,980,704</b>	
<b>Equity</b>				
Beginning Fund Bal.	4,621,545	17,350,689	17,350,689	
Net Income/(Loss)	12,729,144	4,479,521	5,932,015	
<b>Total Equity</b>	<b>17,350,689</b>	<b>21,830,210</b>	<b>23,282,704</b>	
<b>Total Liabilities &amp; Equity</b>	<b>29,305,335</b>	<b>31,547,250</b>	<b>32,263,408</b>	
Available Line of Credit				
Days Cash on Hand	170	212	182	> 45 days is good
Cash Reserve %	46.6%	58.0%	49.9%	



## MONSEÑOR OSCAR ROMERO CHARTER SCHOOL

### Financial Analysis

### June 2019

#### Net Income

Monseñor Oscar Romero Charter School is projected to achieve a net income of \$5.93M in FY18-19 compared to \$91K in the board approved budget. Reasons for this positive \$5.84M variance are explained below in the Income Statement section of this analysis.

#### Balance Sheet

As of June 30, 2019, the school's cash balance was \$2.44M, which represents a 50% reserve.

As of June 30, 2019, the Accounts Receivable balance was \$536K, up from \$K in the previous month, due to FY18-19 Revenue earned but not received by June 30th.

As of June 30, 2019, the Accounts Payable balance, including payroll liabilities, totaled \$641K, compared to \$77K in the prior month.

As of June 30, 2019, MORCS had a debt balance of \$7.84M compared to \$7.81M in the prior month. Repayment of Prop 1D loan will start in FY19-20.

#### Income Statement

##### *Revenue*

Total revenue for FY18-19 is \$11.22M, which is \$6.78M or 152.7% over budgeted revenue of \$4.44M.

Other State Revenue is lower than budget by \$49K due to reduction in ASES grant.

Other Local Revenue is higher than budget by \$6,703K due to new building construction project.

##### *Expenses*

Total expenses for FY18-19 are \$5.29M, which is \$941K or 21.6% over budgeted expenditures of \$4.35M.

Classified Salaries are \$128K below budget due to over budgeting in Classified Admin positions.

Supplies are higher than budget by \$810K due to purchases of furniture, computers and classroom supplies for the new building.

Rent Expense is higher than budget by \$122K due to the delay in construction for the new building.

Non-Instructional consultant costs are lower than budget by \$44K due to lower ASES costs.

Transportation costs are lower than budget by \$81K due to reduction in home to school transportation.

Depreciation expense is higher than budget by \$369K due to the 6 month of depreciation of the new building.

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



## **ADA**

Budgeted average ADA for FY18-19 is 328.10 based on an enrollment of 340 and a 96.5% attendance rate.

In Month 10, ADA was 326.46 with 340 students enrolled at the end of the month and a 96.0% ADA rate.

Average ADA for the year (through Month 10) is 328.68 (a 96.9% 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%.*

**YPI Charter Schools  
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Vendor Name	Check Number	Effective Date	Transaction Description	Check Amount
ANGELICA MARDOYAN	307090	6/5/2019	05/25/19 - 06/08/19 - PAYROLL	0.00
BERT CORONA CHARTER SCHOOL	1003857	5/31/2019	TRANSFER FUNDS FROM WF TO PWB	1,000,000.00
7 LAYER IT SOLUTIONS, INC.	307009	5/17/2019	06/19 - LINUX SERVER GOLD PACKAGE	1,120.00
7 LAYER IT SOLUTIONS, INC.	307009	5/17/2019	06/24/19 - 06/23/20 - SMARTNET RENEWAL: CISCO 4331 ROUTER	649.00
A NOISE WITHIN	307092	6/7/2019	GU - (45) ADMISSION FOR A NOISE WITHIN - MONROE HS	820.00
A PLEASANT RIDE	307058	5/28/2019	05/31/19 - TRANSPORT STUDENTS TO DOCKWEILER	900.00
AARON WAYNE SMITH	307123	6/10/2019	06/01 - 06/15/19 - PAYROLL - AARON SMITH	0.00
AARON WAYNE SMITH	307135	6/10/2019	06/01 - 06/15/19 - PAYROLL - AARON SMITH	873.45
AARON WAYNE SMITH	307153	6/11/2019	06/01 - 06/15/19 - PAYROLL - AARON SMITH	2,168.80
AARON WAYNE SMITH	307207	6/24/2019	05/25 - 06/12/19 - PAYROLL - AARON SMITH	209.63
ACADEMIC PERFORMANCE EXCELLENCE ACADEM	306960	5/3/2019	REGISTRATION FEE - INTERNATIONAL INSTITUTE FOR RESTORATIVE F	1,400.00
ADELANTE EDUCATIONAL SERVICES, INC	307184	6/24/2019	CONSULTING SERVICES	7,750.00
AFLAC WORLDWIDE HEAD QUARTERS	306944	5/1/2019	04/19 - HEALTH PREMIUM ACCT# JBP28	779.18
AFLAC WORLDWIDE HEAD QUARTERS	306944	5/1/2019	04/19 - HEALTH PREMIUM ACCT# JBP37	914.22
AFLAC WORLDWIDE HEAD QUARTERS	306944	5/1/2019	04/19 - HEALTH PREMIUM ACCT# JBP42	230.78
AFLAC WORLDWIDE HEAD QUARTERS	306944	5/1/2019	04/19 - HEALTH PREMIUM ACCT# JBP46	400.61
AFLAC WORLDWIDE HEAD QUARTERS	307061	5/30/2019	05/19 - HEALTH PREMIUM ACCT# JBP28	779.18
AFLAC WORLDWIDE HEAD QUARTERS	307061	5/30/2019	05/19 - HEALTH PREMIUM ACCT# JBP37	914.22
AFLAC WORLDWIDE HEAD QUARTERS	307061	5/30/2019	05/19 - HEALTH PREMIUM ACCT# JBP42	230.78
AFLAC WORLDWIDE HEAD QUARTERS	307061	5/30/2019	05/19 - HEALTH PREMIUM ACCT# JBP46	400.61
ALEJANDRA ARCE	307124	6/10/2019	06/01 - 06/15/19 - PAYROLL - ALEJANDRA ARCE	2,109.89
ALEJANDRA ARCE	307136	6/10/2019	06/01 - 06/15/19 - PAYROLL - ALEJANDRA ARCE	1,850.71
ALEJANDRA ARCE	307142	6/10/2019	06/01 - 06/15/19 - PAYROLL - ALEJANDRA ARCE	2,109.89
ALL ABOARD TOURS & TRAVEL	307185	6/24/2019	GU - ROOM CHARGES - PANORAMA HS & DISC PREP - COLLEGE TOUR	24,240.00
ALL ABOARD TOURS & TRAVEL	307185	6/24/2019	GU - ROOM CHARGES - SYLMAR BIOTECH STUDENTS CAMPUS TOUR	33,820.00
ALL ABOARD TOURS & TRAVEL	307185	6/24/2019	GU - ROOM CHARGES - VAUGHN VISA STUDENTS - COLLEGE TOUR	21,170.00
AMERICANA CHARTER SERVICES	307062	5/30/2019	06/03/19 - TRANSPORTATION TO ZUMA	425.00
ANGELICA MARDOYAN	307090	6/5/2019	05/25/19 - 06/08/19 - PAYROLL	100.63
ANTONIA AREVALO	307125	6/10/2019	06/01 - 06/15/19 - PAYROLL - ANTONIA AREVALO	1,763.86
ANTONIA AREVALO	307143	6/10/2019	06/01 - 06/15/19 - PAYROLL - ANTONIA AREVALO	1,703.54
APF EDLOGICAL GROUP CORP.	307040	5/24/2019	04/19 - SPECIAL ED SERVICES	3,334.63
APF EDLOGICAL GROUP CORP.	307186	6/24/2019	05/19 - SPECIAL ED SERVICES	2,934.59
APF EDLOGICAL GROUP CORP.	307209	6/28/2019	06/19 - SPECIAL ED SERVICES	608.19
APPLE INC.	307057	5/24/2019	BRETTFORD MOBILITY MIX CART & APPLE CARES	9,479.78
APPLE INC.	307057	5/24/2019	CTEIG - PRO APPS BUNDLE FOR EDUCATION	199.00
APPLE INC.	307087	6/4/2019	(30) 15-INCH MACBOOK PROS WITH TOUCH BAR	79,602.43
APPLE INC.	307087	6/4/2019	(5) 27 INCH IMACS	11,010.11
APPLE INC.	307087	6/4/2019	15-INCH MACBOOK PRO WITH TOUCH BAR	3,939.49
ASUCLA	307187	6/24/2019	GU - WELCOME TO UCLA - MEAL VOUCHERS FOR 300 STUDENTS	0.00
AT&T	306961	5/3/2019	03/16 - 04/15/19 - FAX SERVICES ACCT# 213 351-1305 310 7	381.44
AT&T	307063	5/30/2019	04/16 - 05/15/19 - FAX SERVICE ACCT# 213 351-1305	381.06
AT&T	307210	6/28/2019	05/16 - 06/15/19 - FAX SERVICE ACCT# 213 351-1305	381.06
AT&T MOBILITY	307010	5/17/2019	04/20 - 05/19/19 - CELL PHONE SERVICES ACCT# 4371	958.39
AT&T MOBILITY	307158	6/13/2019	05/20 - 06/19/19 - CELL PHONE SERVICES ACC# 4371	483.50
BENECO	307011	5/17/2019	06/19 - HEALTH PREMIUM	74,718.75
BERT CORONA CHARTER SCHOOL	307086	6/3/2019	TRANSFER FUNDS FROM PWB TO CCU	200,000.00
BETTER 4 YOU MEALS, INC.	306968	5/8/2019	02/19 - STUDENT MEALS	32,479.30
BETTER 4 YOU MEALS, INC.	307012	5/17/2019	04/19 - STUDENT MEALS	11,561.02
BETTER 4 YOU MEALS, INC.	307041	5/24/2019	04/19 - STUDENT MEALS	28,720.72
BETTER 4 YOU MEALS, INC.	307064	5/30/2019	04/19 - STUDENT MEALS	35,077.27
BETTER 4 YOU MEALS, INC.	307167	6/14/2019	05/19 - STUDENT MEALS	37,122.25
BETTER 4 YOU MEALS, INC.	307188	6/24/2019	05/19 - STUDENT MEALS	14,999.29
BETTER 4 YOU MEALS, INC.	307211	6/28/2019	05/19 - STUDENT MEALS	43,822.81
BETTER 4 YOU MEALS, INC.	307211	6/28/2019	06/19 - STUDENT MEALS	3,166.72
BLANCA GONZALEZ	307002	5/10/2019	ORO-TEL INC - LIVE SCAN	74.00
BRENDA CATARINO	306969	5/8/2019	SCIENCE PROJECT SUPPLIES	259.24
BRIANNA HUTH	307126	6/10/2019	06/01 - 06/15/19 - PAYROLL - BRIANNA HUTH	1,752.46
BRIANNA HUTH	307144	6/10/2019	06/16 - 06/30/19 - PAYROLL - BRIANNA HUTH	1,752.46
BROOKS TRANSPORTATION INC	306970	5/8/2019	GU - 04/25/19 - ROUND TRIP - SYLMAR BIOTECH HEALTH ACADEMY T	550.00
BROOKS TRANSPORTATION INC	307189	6/24/2019	GU - 06/14/19 - ROUND TRIP - OR TO GETTY & SANTA MONICA AQUA	980.00
BROOKS TRANSPORTATION INC	307190	6/24/2019	GU - 06/17/19 - ROUND TRIP - HS TO HUNTINGTON LIBRARY	467.50
CALIFORNIA CONFERENCE FOR EQUALITY AND JI	307212	6/28/2019	PROFESSIONAL TRAINING - D. BROWN, E. CASTORENA	450.00
CALIFORNIA CONFERENCE FOR EQUALITY AND JI	307212	6/28/2019	PROFESSIONAL TRAINING - ELIZABETH BARBOZA	225.00
CATALINA FLORES	306971	5/8/2019	CITY OF BURBANK - LIVESCAN	69.00
CHARTERSAFE	307065	5/30/2019	EXPOSURE PREMIUM UPDATE - 3 VANS	690.00
CLIFTONLARSONALLEN LLP	306972	5/8/2019	1ST PROGRESS BILLING FOR FY18/19 AUDIT	4,000.00
CLIFTONLARSONALLEN LLP	307093	6/7/2019	PREPARATION OF FY17/18 FEDERAL AND STATE TAX RETURN	1,500.00
COLLEGE ENTRANCE EXAMINATION BOARD	307159	6/13/2019	PRACTICE AP EXAMS	2,223.00
COMMLINE, INC	307042	5/24/2019	RADIOS WITH CHARGER AND BELT CLIP	1,722.73
COMMLINE, INC	307213	6/28/2019	(4) RADIOS, CHARGER, AND BELT CLIP	1,312.10
COMPREHENSIVE THERAPY ASSOCIATES, INC.	305637	5/31/2019	OLD CHECK CLEARED: 03/18 - COUNSELING SERVICES	148.75
COMPREHENSIVE THERAPY ASSOCIATES, INC.	307066	5/30/2019	04/19 - COUNSELING SERVICES	3,510.00
COMPREHENSIVE THERAPY ASSOCIATES, INC.	307172	6/17/2019	05/19 - COUNSELING SERVICES	4,680.00
CORNER BAKERY CAFE	307094	6/7/2019	GU - (4) LARGE BASKET FOR FAMILY WOODBURY NIGHT EVENT	281.60
CRISTINA GONZALEZ	306973	5/8/2019	ORO-TEL INC - LIVE SCAN	0.00
CROWN CITY BUSES INC.	307013	5/17/2019	GU - BUS TRANSPORTATION - VISA HS TO UCI	792.60
DICK BLICK ART MATERIALS	307156	6/11/2019	GEAR UP SUPPLIES	946.93
DIRECTED	306945	5/1/2019	04/08 - 04/12/19 - SPECIAL ED SERVICES & SUBSTITUTE TEACHER	3,795.08
DIRECTED	306945	5/1/2019	04/08 - 04/12/19 - SUBSTITUTE TEACHER	3,428.00



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DIRECTED	306945	5/1/2019	04/14 - 04/16/19 - SPECIAL ED SERVICES	1,025.50
DIRECTED	306945	5/1/2019	04/16 - 04/16/19 - SPECIAL ED SERVICES	237.00
DIRECTED	306974	5/8/2019	04/07 - 04/10/19 - SPECIAL ED SERVICES	1,595.39
DIRECTED	306974	5/8/2019	04/07 - 04/12/19 - SPECIAL ED SERVICES	6,019.32
DIRECTED	306974	5/8/2019	04/08 - 04/09/19 - SPECIAL ED SERVICES	531.34
DIRECTED	306974	5/8/2019	04/22 - 04/26/19 - SPECIAL ED SERVICES	3,292.10
DIRECTED	306974	5/8/2019	04/23 - 04/25/19 - SPECIAL ED SERVICES	760.19
DIRECTED	306974	5/8/2019	04/23 - 04/25/19 - SUBSTITUTE TEACHER	1,526.00
DIRECTED	306974	5/8/2019	04/23 - 04/26/19 - SPECIAL ED SERVICES & SUBSTITUTE TEACHER	2,597.27
DIRECTED	307014	5/17/2019	04/23 - 04/26/19 - SUBSTITUTE TEACHER	1,308.00
DIRECTED	307014	5/17/2019	04/29 - 05/03/19 - SUBSTITUTE TEACHER	3,052.00
DIRECTED	307043	5/24/2019	04/29 - 05/03/19 - SPECIAL ED SERVICES	5,046.00
DIRECTED	307043	5/24/2019	04/29 - 05/03/19 - SPECIAL ED SERVICES & SUBSTITUTE TEACHER	3,202.12
DIRECTED	307043	5/24/2019	04/29 - 05/03/19 - SUBSTITUTE TEACHER	1,090.00
DIRECTED	307043	5/24/2019	04/30 - 05/03/19 - SPECIAL ED SERVICES	1,445.66
DIRECTED	307043	5/24/2019	05/06 - 05/10/19 - SPECIAL ED SERVICES & SUBSTITUTE TEACHER	3,557.00
DIRECTED	307043	5/24/2019	05/06 - 05/10/19 - SUBSTITUTE TEACHER	3,488.00
DIRECTED	307067	5/30/2019	05/05 - 05/10/19 - SPECIAL ED SERVICES	4,961.95
DIRECTED	307067	5/30/2019	05/07 - 05/10/19 - SPECIAL ED SERVICES	1,004.38
DIRECTED	307067	5/30/2019	05/12 - 05/16/19 - SPECIAL ED SERVICES	2,307.37
DIRECTED	307067	5/30/2019	05/13 - 05/16/19 - SPECIAL ED SERVICES	1,542.66
DIRECTED	307067	5/30/2019	05/13 - 05/17/19 - SPECIAL ED SERVICES	3,059.75
DIRECTED	307067	5/30/2019	05/13 - 05/17/19 - SUBSTITUTE TEACHER	3,576.84
DIRECTED	307095	6/7/2019	05/13 - 05/17/19 - SPECIAL ED SERVICES & SUBSTITUTE TEACHER	3,477.59
DIRECTED	307095	6/7/2019	05/19 - 05/24/19 - SPECIAL ED SERVICES	2,910.15
DIRECTED	307095	6/7/2019	05/20 - 05/24/19 - SPECIAL ED SERVICES	1,403.75
DIRECTED	307095	6/7/2019	05/20 - 05/24/19 - SUBSTITUTE TEACHER	2,338.00
DIRECTED	307095	6/7/2019	05/21 - 05/23/19 - SPECIAL ED SERVICES	593.75
DIRECTED	307168	6/14/2019	05/28 - 05/31/19 - SUBSTITUTE TEACHER	1,308.00
DIRECTED	307173	6/17/2019	05/25 - 05/31/19 - SPECIAL ED SERVICES	4,128.15
DIRECTED	307173	6/17/2019	05/26 - 05/31/19 - SPECIAL ED SERVICES	2,947.18
DIRECTED	307173	6/17/2019	05/27 - 05/31/19 - SPECIAL ED SERVICES	2,175.40
DIRECTED	307173	6/17/2019	05/28 - 05/31/19 - SPECIAL ED SERVICES & SUBSTITUTE TEACHER	2,560.14
DIRECTED	307173	6/17/2019	06/03 - 06/07/19 - SPECIAL ED SERVICES	1,727.69
DIRECTED	307173	6/17/2019	06/03/19 - SPECIAL ED SERVICES	328.50
DIRECTED	307173	6/17/2019	06/04 - 06/07/19 - SPECIAL ED SERVICES	1,763.33
DIRECTED	307191	6/24/2019	05/20 - 05/24/19 - SUBSTITUTE TEACHER	1,308.00
DIRECTED	307191	6/24/2019	05/20 - 05/27/19 - SPECIAL ED SERVICES & SUBSTITUTE TEACHER	3,062.56
DIRECTED	307191	6/24/2019	05/28 - 05/31/19 - SUBSTITUTE TEACHER	872.00
DIRECTED	307191	6/24/2019	06/03 - 06/07/19 - SUBSTITUTE TEACHER	1,068.00
DIRECTED	307214	6/28/2019	06/03 - 06/07/19 - SPECIAL ED SERVICES & SUBSTITUTE TEACHER	2,745.00
DIRECTED	307214	6/28/2019	06/03 - 06/07/19 - SUBSTITUTE TEACHER	2,136.00
DIRECTED	307214	6/28/2019	06/11 - 06/12/19 - SPECIAL ED SERVICES	766.50
DIRECTED	307214	6/28/2019	06/13/19 - SPECIAL ED SERVICES	164.25
DIVENTURE MARKETING GROUP	307215	6/28/2019	SCHCLMT - SUPPLIES	4,105.75
EL ABUELO RESTAURANT	307068	5/30/2019	GU - DINNER FOR YLS FAMILY NIGHT ON 5/30/19	500.00
ELEANOR SHERRARD GREEN	307154	6/11/2019	06/01 - 06/15/19 - PAYROLL - ELEANOR GREEN	1,689.60
ELEANOR SHERRARD GREEN	307155	6/11/2019	06/15 - 06/30/19 - PAYROLL - ELEANOR GREEN	0.00
ELEANOR SHERRARD GREEN	307157	6/11/2019	06/15 - 06/30/19 - PAYROLL - ELEANOR GREEN	1,659.46
ELIZABETH BARBOZA	307216	6/28/2019	SAM'S CLUB - SNACKS FOR SCC CELEBRATION	136.63
ELIZABETH CASTORENA	307174	6/17/2019	END OF YEAR STUDENT CELEBRATION	62.38
EMPLOYMENT DEVELOPMENT DEPARTMENT	307003	5/14/2019	01/01 - 03/31/19 - SEF LOCAL EXPERIENCE CHARGE	714.30
ERIK ROCHA SANCHEZ	307008	5/16/2019	05/09 - 05/24/19 - PAYROLL - ERIK ROCHA SANCHEZ	476.88
EXED	307015	5/17/2019	07/18 - 10/18 - MANAGEMENT CONTRACT FEE	73,627.29
EXED	307044	5/24/2019	05/19 - MANAGEMENT CONTRACT FEE	20,464.63
EXED	307192	6/24/2019	06/19 - MANAGEMENT CONTRACT FEE	20,508.89
FIYA	306975	5/8/2019	LEAGUE FEE FOR BASKETBALL BOYS, GIRLS TEAM (WINTER)	990.00
FRANCISCO TOPETE	306946	5/1/2019	04/01 - 04/15/19 - MAINTENANCE SERVICES	1,104.00
FRANCISCO TOPETE	306976	5/8/2019	04/16 - 04/30 - MAINTENANCE SERVICES	1,392.00
FRANCISCO TOPETE	307004	5/14/2019	04/16 - 04/30/19 - MAINTENANCE SERVICES	143.00
FRANCISCO TOPETE	307069	5/30/2019	05/01 - 05/15/19 - MAINTENANCE SERVICES	1,356.00
FRANCISCO TOPETE	307096	6/7/2019	05/15 - 05/31/19 - MAINTENANCE SERVICES	1,200.00
FRANCISCO TOPETE	307096	6/7/2019	05/16 - 05/31/19 - MAINTENANCE SERVICES	143.00
FRANCISCO TOPETE	307217	6/28/2019	06/01 - 06/15/19 - MAINTENANCE SERVICES	1,330.00
FREDDY ZEPEDA	307175	6/17/2019	RIDE AID - MATERIALS FOR SEX ED CLASS	88.63
FRESH START MEALS, INC.	307193	6/24/2019	04/19 - JANITORIAL SERVICES	2,400.00
FRESH START MEALS, INC.	307193	6/24/2019	05/19 - JANITORIAL SERVICES	3,300.00
FRONTIER	306947	5/1/2019	04/13 - 05/12/19 - FAX# 818-834-8075	233.19
FRONTIER	307070	5/30/2019	05/13 - 06/12/19 - FAX# 818-834-8075	223.30
FULCRUM LEARNING SYSTEMS, INC.	307071	5/30/2019	CLIMBING WALL REPAIR	5,681.74
HD SUPPLY FACILITIES MAINTENANCE, LTD.	306977	5/8/2019	GU - (7) BLUE COLOR PAPER	99.48
HD SUPPLY FACILITIES MAINTENANCE, LTD.	307097	6/7/2019	(2) DISINFECTANT WIPES, 160 COUNT	22.76
HD SUPPLY FACILITIES MAINTENANCE, LTD.	307218	6/28/2019	SCHCLMT - (100) VERTICAL BADGE HOLDERS	89.93
HEATHER A. N. VILLEGAS	307080	5/31/2019	NCLR - (5) TRAVEL ADVANCE - CASA YOUTH SUMMIT WASHINGTON, D	697.50
HEATHER A. N. VILLEGAS	307127	6/10/2019	06/01 - 06/15/19 - PAYROLL - HEATHER VILLEGAS	1,716.48
HEATHER A. N. VILLEGAS	307137	6/10/2019	06/01 - 06/15/19 - PAYROLL - HEATHER VILLEGAS	615.97
HEATHER A. N. VILLEGAS	307145	6/10/2019	06/01 - 06/15/19 - PAYROLL - HEATHER VILLEGAS	1,716.48
HENRY E HUNTINGTON LIBRARY & ART GALLERY	307005	5/14/2019	GU - (55) Tickets for teacher-led Field Trip	715.00
HENRY E HUNTINGTON LIBRARY & ART GALLERY	307098	6/7/2019	GU - (70) HUNTINGTON LIBRARY ADMISSION - MONROE HS	1,330.00
HERRIET MIRANDA	307128	6/10/2019	06/01 - 06/15/19 - PAYROLL - HARRIET MIRANDA	1,890.36

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HARRIET MIRANDA	307146	6/10/2019	06/01 - 06/15/19 - PAYROLL - HARRIET MIRANDA	1,859.73
HESS AND ASSOCIATES, INC.	306948	5/1/2019	Q3 FY18/19 - RETIREMENT REPORT	342.50
HESS AND ASSOCIATES, INC.	307045	5/24/2019	Q3 FY18/19 - RETIREMENT REPORT	180.00
HOME DEPOT CREDIT SERVICES	306978	5/8/2019	03/06 - 04/05/19 - CARD ENDING 6922	128.67
HOME DEPOT CREDIT SERVICES	307016	5/17/2019	RETURNED BLINDS	52.33
HOME DEPOT CREDIT SERVICES	307194	6/24/2019	LINERS & CLEANER SUPPLIES	130.50
IGNACIO ANDRADE III	307129	6/10/2019	06/01 - 06/15/19 - PAYROLL - IGNACIO ANDRADE III	1,961.52
IGNACIO ANDRADE III	307147	6/10/2019	06/01 - 06/15/19 - PAYROLL - IGNACIO ANDRADE III	1,961.52
IMPACT CANINE SOLUTIONS	307017	5/17/2019	04/05, 04/23/19 - CANINE SERVICES	360.00
IMPACT CANINE SOLUTIONS	307017	5/17/2019	04/05/19 - CANINE SERVICE	180.00
IMPACT CANINE SOLUTIONS	307017	5/17/2019	04/26/19 - CANINE SERVICE	180.00
IMPACT CANINE SOLUTIONS	307099	6/7/2019	05/06/19 - CANINE SERVICE	180.00
IMPACT CANINE SOLUTIONS	307099	6/7/2019	05/16/19 - CANINE SERVICE	180.00
IMPACT CANINE SOLUTIONS	307160	6/13/2019	05/24/19 - CANINE SERVICES	360.00
IMPACT CANINE SOLUTIONS	307208	6/24/2019	05/16/19 - CANINE SERVICES (SHORT IN PAYMENT ON CHECK#307099)	180.00
INLAND MECHANICAL SERVICES	306979	5/8/2019	02/19 - AC MAINTENANCE SERVICES	460.00
INLAND MECHANICAL SERVICES	306979	5/8/2019	03/19 - AC MAINTENANCE SERVICES	460.00
INLAND MECHANICAL SERVICES	307018	5/17/2019	05/19 - AC MAINTENANCE SERVICES	460.00
INLAND MECHANICAL SERVICES	307046	5/24/2019	04/19 - AC MAINTENANCE SERVICES	460.00
JAMES CARROLL	307130	6/10/2019	06/01 - 06/15/19 - PAYROLL - JAMES CARROLL	1,813.29
JAMES CARROLL	307138	6/10/2019	06/01 - 06/15/19 - PAYROLL - JAMES CARROLL	741.85
JAMES CARROLL	307148	6/10/2019	06/01 - 06/15/19 - PAYROLL - JAMES CARROLL	1,746.61
JAMS, INC.	306962	5/3/2019	LEGAL SERVICES	8,000.00
JENNIFER I. OBANDO-SALGUERO	306949	5/1/2019	04/17/19 - PSYCHOLOGICAL EVALUATION	2,000.00
JENNIFER I. OBANDO-SALGUERO	307100	6/7/2019	05/21/19 - PSYCHOLOGICAL EVALUATION	800.00
JENNIFER MARIE ARCHER	307131	6/10/2019	06/01 - 06/15/19 - PAYROLL - JENNIFER ARCHER	1,758.33
JENNIFER MARIE ARCHER	307139	6/10/2019	06/01 - 06/15/19 - PAYROLL - JENNIFER ARCHER	2,384.44
JENNIFER MARIE ARCHER	307149	6/10/2019	06/01 - 06/15/19 - PAYROLL - JENNIFER ARCHER	1,739.21
JESSICA GARCIA	307101	6/7/2019	AMAZON - (2) EMBOSSED FOIL SEALS FOR STUDENTS AWARDS	32.82
KELLY PAPER	306980	5/8/2019	COPY PAPER MULTIPURPOSE	531.79
KELLY PAPER	307037	5/21/2019	COPY PAPER MULTIPURPOSE	454.37
KELLY PAPER	307102	6/7/2019	ENGINEERING BOND PAPER	36.68
KELLY PAPER	307195	6/24/2019	COPY PAPER MULTIPURPOSE	776.85
KELLY PAPER	307219	6/28/2019	COPY PAPER MULTIPURPOSE	494.56
LA DEPT. OF WATER AND POWER	306950	5/1/2019	03/15 - 04/15/19 - UTILITY CHARGES ACCT# 9381	4,496.66
LA DEPT. OF WATER AND POWER	306981	5/8/2019	03/01 - 04/30/19 - FIRE SERVICE CHARGES	232.78
LA DEPT. OF WATER AND POWER	306982	5/8/2019	02/28 - 04/29-19 - UTILITY CHARGES ACCT# 7740	378.43
LA DEPT. OF WATER AND POWER	307072	5/30/2019	04/15 - 05/14/19 - UTILITY CHARGES	3,866.21
LAW OFFICES OF YOUNG, MINNEY & CORR, LLP	307019	5/17/2019	03/19 - LEGAL SERVICES	17,829.08
LAW OFFICES OF YOUNG, MINNEY & CORR, LLP	307019	5/17/2019	04/19 - LEGAL SERVICES	1,391.75
LAW OFFICES OF YOUNG, MINNEY & CORR, LLP	307047	5/24/2019	01/19 - LEGAL SERVICES	126.00
LAW OFFICES OF YOUNG, MINNEY & CORR, LLP	307047	5/24/2019	04/19 - LEGAL SERVICES	26,020.18
LAW OFFICES OF YOUNG, MINNEY & CORR, LLP	307176	6/17/2019	05/19 - LEGAL SERVICES	2,395.42
LORENZO ENRIQUE TOVAR	306252	6/30/2019	FY 16/17 - STRS REFUND	(1.46)
LOS ANGELES ACADEMY OF ARTS AND ENTERPRISE	307020	5/17/2019	SCHCLMT - DIGITAL LIBRARIES 9-12 CREDIT RECOVERY	3,000.00
LOS ANGELES COUNTY OFFICE OF EDUCATION	05/31/19 - STRS	5/31/2019	05/19 - FY18/19 - STRS PAYMENT	90,755.29
LOS ANGELES COUNTY OFFICE OF EDUCATION	06/28/19 - STRS	6/28/2019	06/19 - FY18/19 - STRS PAYMENT	104,029.89
LOS ANGELES UNIFIED SCHOOL DISTRICT	307021	5/17/2019	06/19 - PRO RATA SHARE FOR BERT CORONA HS	21,571.51
LOS ANGELES ZOO	307103	6/7/2019	GU - 06/13/2019 - (75) LOS ANGELES ZOO ADMISSIONS	1,350.00
LUIS CHOCOJ	306983	5/8/2019	05/08/19 - PAYROLL - LUIS CHOCOJ	840.51
LUIS CHOCOJ	306983	5/8/2019	OFFICE SUPPLY - HP DESIGNJET BOND PAPER	41.02
LUIS GIRON	306963	5/3/2019	04/19 - LANDSCAPING SERVICES	800.00
LUIS GIRON	307104	6/7/2019	05/19 - LANDSCAPING SERVICES	800.00
MAJOR METROPOLITAN SECURITY	307022	5/17/2019	06/19 - MONITORING BURGLAR ALARM	55.00
MAJOR METROPOLITAN SECURITY	307022	5/17/2019	06/19 - MONITORING FIRE ALARM	65.00
MAJOR METROPOLITAN SECURITY	307022	5/17/2019	06/19 - MONITORING SERVICES	285.00
MAJOR METROPOLITAN SECURITY	307169	6/14/2019	07/19 - MONITORING BURGLAR ALARM	55.00
MAJOR METROPOLITAN SECURITY	307169	6/14/2019	07/19 - MONITORING FIRE ALARM	65.00
MAJOR METROPOLITAN SECURITY	307169	6/14/2019	07/19- MONITORING SERVICES	285.00
MARGARET MCKINZIE	307132	6/10/2019	06/01 - 06/15/19 - PAYROLL - MARGARET MCKINZIE	2,549.57
MARGARET MCKINZIE	307140	6/10/2019	06/01 - 06/15/19 - PAYROLL - MARGARET MCKINZIE	2,379.21
MARGARET MCKINZIE	307150	6/10/2019	06/01 - 06/15/19 - PAYROLL - MARGARET MCKINZIE	2,487.46
MARIBEL PALAFOX	306848	6/30/2019	03/16 - 03/31/19 - PAYROLL	(1,203.46)
MARIBEL PALAFOX	307229	6/28/2019	07/01 - 07/15/19 - PAYROLL - MARIBEL PALAFOX	2,458.11
MARISSA CONTRERAS	307089	6/4/2019	05/25 - 06/08/19 - FINAL CHECK - MARISSA CONTRERAS	638.09
MARK YABUT	307133	6/10/2019	06/01 - 06/15/19 - PAYROLL - MARK YABUT	1,790.11
MARK YABUT	307141	6/10/2019	06/01 - 06/15/19 - PAYROLL - MARK YABUT	1,503.84
MARK YABUT	307151	6/10/2019	06/01 - 06/15/19 - PAYROLL - MARK YABUT	1,763.49
MASERGY CLOUD COMMUNICATIONS, INC	306984	5/8/2019	04/19 - COMMUNICATION SERVICES	1,471.75
MASERGY CLOUD COMMUNICATIONS, INC	307073	5/30/2019	(6) POLYCOM VVX 201 BUSINESS MEDIA PHONE	574.88
MASERGY CLOUD COMMUNICATIONS, INC	307105	6/7/2019	05/19 - COMMUNICATIONS NON E-RATE	210.92
MASERGY CLOUD COMMUNICATIONS, INC	307105	6/7/2019	05/19 - COMMUNICATIONS SERVICES	931.23
MASERGY CLOUD COMMUNICATIONS, INC	307105	6/7/2019	5/19 - COMMUNICATIONS SERVICES	595.02
MASERGY CLOUD COMMUNICATIONS, INC	307220	6/28/2019	04/19 - COMMUNICATIONS SERVICES NON E-RATE	211.26
MCCALLA COMPANY	306985	5/8/2019	CUSTODIAL SUPPLIES & FLOOR MAT	125.49
MCCALLA COMPANY	307048	5/24/2019	CUSTODIAL SUPPLIES	133.94
MCCALLA COMPANY	307106	6/7/2019	(2) BLACK LINER	116.46
MCCALLA COMPANY	307106	6/7/2019	CUSTODIAL SUPPLIES	71.55
NEOFUNDS BY NEOPOST	306964	5/3/2019	03/19 - EQUIPMENT RENTAL ACCT# 9317	85.25
NEOFUNDS BY NEOPOST	306986	5/8/2019	02/19 - EQUIPMENT RENTAL ACCT# 3235	292.20

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NEOFUNDS BY NEOPOST	306987	5/8/2019 03/19	- POSTAGE ACCT# 3235	139.00
NEOFUNDS BY NEOPOST	306988	5/8/2019 04/19	- EQUIPMENT RENTAL ACCT# 8323	280.95
NEOFUNDS BY NEOPOST	307049	5/24/2019 04/19	- POSTAGE ACCT# 9317	242.49
NEOFUNDS BY NEOPOST	307050	5/24/2019 04/19	- POSTAGE ACCT# 3235	247.37
NEOFUNDS BY NEOPOST	307107	6/7/2019 05/19	- POSTAGE ACCT# 8323	200.00
NEOFUNDS BY NEOPOST	307196	6/24/2019 05/19	- EQUIPMENT RENTAL ACCT# 3235	190.12
OFFICE 360	306568	6/30/2019	GEAR UP SUPPLY	(130.06)
OFFICE 360	306989	5/8/2019 (16)	DELUXE STEREO HEADPHONES	428.71
OFFICE 360	306989	5/8/2019	GU - SNACKS & SUPPLIES	3,925.19
OFFICE 360	306989	5/8/2019	GU - STUDENT & OFFICE SUPPLIES	3,315.90
OFFICE 360	306989	5/8/2019	SCHCLMT - CROWD MANAGEMENT WRISTBANDS	97.97
OFFICE 360	306989	5/8/2019	SCHCLMT - HP 26A, BLACK TONER CARTRIDGE	142.48
OFFICE 360	307023	5/17/2019	GU - (4) SKITTLES/STARBURST	210.89
OFFICE 360	307023	5/17/2019	GU - (4) TOOTSIE POPS, 100/BOX	98.91
OFFICE 360	307023	5/17/2019	GU - STUDENT SNACKS	74.02
OFFICE 360	307023	5/17/2019	GU - STUDENT SNACKS & OFFICE SUPPLIES	2,226.89
OFFICE 360	307023	5/17/2019	OFFICE SUPPLIES	639.08
OFFICE 360	307023	5/17/2019	SCHCLMT - OFFICE SUPPLIES	142.47
OFFICE 360	307051	5/24/2019	GU - STUDENT SNACKS & SUPPLIES	1,188.87
OFFICE 360	307108	6/7/2019	GU - STUDENT & OFFICE SUPPLIES	431.49
OFFICE 360	307108	6/7/2019	GU - STUDENT SNACKS	52.32
OFFICE 360	307108	6/7/2019	GU - STUDENT SNACKS & SUPPLIES	339.41
PARC 55 HILTON SAN FRANCISCO	307109	6/7/2019	GU - 07/14 - 07/17/19 - (8) HOTEL AT GEAR UP CONFERENCE	7,238.56
PATON MILLER LLC	307091	6/6/2019	MAKER BUNDLE 5 WITH BN-20 ROLAND LARGE FORMAT PRINTER/CUT	33,278.86
PATON MILLER LLC	307091	6/6/2019	ROTOTRIM RC RCT650 26-INCH CUT ROTATRIM T-26 CUTTER	34,690.42
PAYCOM PAYROLL, LLC	05/15/19-PR	5/15/2019	PAYCOM FEES - 05/15/19 PAYROLL	514.16
PAYCOM PAYROLL, LLC	05/31/19-PR	5/31/2019	PAYCOM FEES - 05/31/19 PAYROLL	522.63
PAYCOM PAYROLL, LLC	06/14/19-PR	6/14/2019	PAYCOM FEES - 06/14/19 PAYROLL	596.67
PAYCOM PAYROLL, LLC	06/28/19-PR	6/28/2019	PAYCOM FEES - 06/28/19 PAYROLL	512.42
PETER HUANG AND LORETTA HUANG	307024	5/17/2019 04/09 - 05/08/19	- ELECTRIC CHARGES	362.02
PETER HUANG AND LORETTA HUANG	307024	5/17/2019 06/19	- RENT	4,994.72
PETER HUANG AND LORETTA HUANG	307161	6/13/2019 07/19	- RENT	4,994.72
PETER HUANG AND LORETTA HUANG	307177	6/17/2019 05/08 - 06/07/19	- ELECTRIC CHARGE	414.86
PLANCONNECT	306951	5/1/2019 12/01 - 02/28/19	- 403B QUARTERLY DUES	100.00
POWERSCHOOL GROUP LLC	307038	5/21/2019	SIS HOSTING, MAINTENANCE & SUPPORT	3,340.36
PRN NURSING CONSULTANTS	306990	5/8/2019 02/24/19	- SPECIAL ED SERVICES	225.00
PRN NURSING CONSULTANTS	306990	5/8/2019 03/19/19	- SPECIAL ED SERVICES	450.00
PRN NURSING CONSULTANTS	306990	5/8/2019 03/20/19	- SPECIAL ED SERVICES	225.00
PRN NURSING CONSULTANTS	306990	5/8/2019 03/25/19	- SPECIAL ED SERVICES	225.00
PRN NURSING CONSULTANTS	307074	5/30/2019 03/19/19	- SPECIAL ED SERVICES	450.00
PRN NURSING CONSULTANTS	307074	5/30/2019 03/28/19	- SPECIAL ED SERVICES	225.00
PRN NURSING CONSULTANTS	307074	5/30/2019 04/03/19	- SPECIAL ED SERVICES	450.00
PRN NURSING CONSULTANTS	307074	5/30/2019 04/04/19	- SPECIAL ED SERVICES	225.00
PRN NURSING CONSULTANTS	307074	5/30/2019 04/05/19	- SPECIAL ED SERVICES	225.00
PRN NURSING CONSULTANTS	307074	5/30/2019 04/16/19	- SPECIAL ED SERVICES	405.00
PRN NURSING CONSULTANTS	307074	5/30/2019 04/25/19	- SPECIAL ED SERVICES	225.00
PRN NURSING CONSULTANTS	307074	5/30/2019 04/29/19	- AUDIO SCREENINGS	320.00
PRN NURSING CONSULTANTS	307074	5/30/2019 04/29/19	- SPECIAL ED SERVICES	225.00
PRN NURSING CONSULTANTS	307074	5/30/2019 04/29/19	- VISION SCREENING	808.00
PRN NURSING CONSULTANTS	307221	6/28/2019 04/29/19	- SPECIAL ED SERVICES	225.00
PURE WATER OF LA	306601	6/30/2019 01/19	- WATER COOLER SERVICE	(76.65)
PURE WATER OF LA	307025	5/17/2019 05/19	- WATER COOLER	76.65
PURE WATER OF LA	307178	6/17/2019 06/19	- WATER COOLER	76.65
RELAY/GSE	307179	6/17/2019	RELAY GSE PD	66,000.00
REMIND101. INC.	307110	6/7/2019	REMIND PLAN SUBSCRIPTION - 12/03/18 - 12/03/21	8,820.00
REPUBLIC SERVICES #902	306991	5/8/2019 05/19	- WASTE DISPOSAL SERVICES ACCT# 9496	1,167.69
REPUBLIC SERVICES #902	307111	6/7/2019 06/19	- WASTE DISPOSAL SERVICES ACCT# 9496	1,167.69
RIDERS EXPRESS T&C	306992	5/8/2019 04/19	- BUS TRANSPORT - SOCCER TEAM	1,109.97
RIDERS EXPRESS T&C	306993	5/8/2019 05/19	- BUS TRANSPORT - SOCCER TEAM	739.98
RIDERS EXPRESS T&C	307006	5/14/2019 05/17/19	- TRANSPORT STUDENTS TO EAST LA COLLEGE	1,007.98
RIDERS EXPRESS T&C	307007	5/14/2019 05/24/19	- TRANSPORT STUDENTS TO SHATTO LANES BOWLING	739.98
RIDERS EXPRESS T&C	307197	6/24/2019 05/17/19	- ROUND TRIP - DOCK WEILER STUDENT CENTER	1,550.00
RIDERS EXPRESS T&C	307222	6/28/2019 02/11/19	- TRANSPORT GIRLS BBALL TEAM	369.99
RIDERS EXPRESS T&C	307223	6/28/2019 02/09/19	- TRANSPORT BOYS BASKETBALL TEAM	369.99
RIDERS EXPRESS T&C	307224	6/28/2019 05/03/19	- TRANSPORT SOCCER TEAM TO ISANA OCTAVIA MS	1,109.97
RIDERS EXPRESS T&C	307225	6/28/2019 05/09/19	- TRANSPORT BOYS SOCCER TEAM TO ISANA OCTAVIA	739.98
ROCHELLE SMITH	307081	5/31/2019	NCLR - (5) TRAVEL ADVANCE - CASA YOUTH SUMMIT WASHINGTON, D	697.50
ROCHELLE SMITH	307112	6/7/2019 06/28 - 07/27/19	- BASE RATE CHARGE #CNA6494-01	0.00
ROCHELLE SMITH	307112	6/7/2019	TROPHIES & DRINKS FOR SPORTS BANQUET	249.80
SAIRA GORETTI CARRILLO MARTINEZ	307059	5/28/2019 05/09 - 05/29/19	- PAYROLL - SAIRA CARRILLO MARTINEZ	747.68
SAMY'S CAMERA	Q802580	5/31/2019	CAMERA LENSES, P800 INKJET PRINTER & INK CARTRIDGES	30,593.41
SFVJACC	307026	5/17/2019 06/19	- RENT	9,500.00
SFVJACC	307162	6/13/2019 07/19	- RENT	9,500.00
SFVJLI	307027	5/17/2019 06/19	- RENT, ROOMS 4 & 5	800.00
SFVJLI	307163	6/13/2019 07/19	- RENT ROOM 4&5	800.00
SOCAL OFFICE TECHNOLOGIES, INC	306994	5/8/2019 11/07 - 02/06/19	- OVERAGE CHARGE #CN6458-01	1,081.49
SOCAL OFFICE TECHNOLOGIES, INC	307028	5/17/2019 04/16 - 05/15/19	- BASE RATE CHARGE #CNA1945-02	626.20
SOCAL OFFICE TECHNOLOGIES, INC	307028	5/17/2019 04/28 - 05/27/19	- BASE RATE CHARGE #CNA6494-01	141.57
SOCAL OFFICE TECHNOLOGIES, INC	307052	5/24/2019 02/07 - 05/06/19	- OVERAGE CHARGE #CNA6458-01	947.58
SOCAL OFFICE TECHNOLOGIES, INC	307052	5/24/2019 03/13 - 04/12/19	- OVERAGE CHARGE #CNA7384-01	336.10

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SOCAL OFFICE TECHNOLOGIES, INC	307052	5/24/2019	05/16 - 06/15/19 - BASE RATE CHARGE #CNA1945-02	626.20
SOCAL OFFICE TECHNOLOGIES, INC	307075	5/30/2019	04/13 - 05/12/19 - OVERAGE CHARGE #CNA7384-01	73.91
SOCAL OFFICE TECHNOLOGIES, INC	307075	5/30/2019	05/28 - 06/27/19 - BASE RATE CHARGE #CNA6494-01	141.57
SOCAL OFFICE TECHNOLOGIES, INC	307113	6/7/2019	02/12 - 05/11/19 - OVERAGE CHARGE #CNA6461-01	1,817.97
SOCAL OFFICE TECHNOLOGIES, INC	307122	6/10/2019	06/28 - 07/27/19 - BASE RATE CHARGE #CNA6494-01	141.57
SOCAL OFFICE TECHNOLOGIES, INC	307226	6/28/2019	05/13 - 06/12/19 - OVERAGE CHARGE #CNA7384-01	300.91
SOCAL OFFICE TECHNOLOGIES, INC	307226	6/28/2019	06/29/19 - 06/28/20 - NEW CONTRACT FOR PAPER-CUT #CN15242-01	831.22
SOCIAL STUDIES SCHOOL SERVICE	307114	6/7/2019	GU - BOOKS	1,426.30
Sparkletts	307029	5/17/2019	05/19 - BOTTLED WATER	66.84
Sparkletts	307053	5/24/2019	03/19 - WATER BOTTLE ACCT# 8625	98.41
Sparkletts	307053	5/24/2019	04/19 - BOTTLED WATER ACCT# 8625	197.19
Sparkletts	307076	5/30/2019	03/19 - BOTTLED WATER ACCT# 0236	122.40
Sparkletts	307076	5/30/2019	04/19 - BOTTLED WATER ACCT #0236	70.91
Sparkletts	307076	5/30/2019	05/19 - BOTTLED WATER ACCT# 0236	83.41
Sparkletts	307180	6/17/2019	05/19 - BOTTLED WATER ACCT# 0211	40.93
Sparkletts	307198	6/24/2019	05/19 - BOTTLED WATER ACCT# 0236	136.90
Sparkletts	307198	6/24/2019	05/19 - BOTTLED WATER ACCT# 9319	9.07
STAPLES ADVANTAGE	306995	5/8/2019	GU - (3) ALLERGY RELIEF TABLETS, 50/BOX	91.29
STAPLES ADVANTAGE	306995	5/8/2019	GU - (3) PHYSICIANS/CARE MOTION SICKNESS TABLETS	58.01
STAPLES ADVANTAGE	306995	5/8/2019	GU - (4) CANON 131H BLACK TONER CARTRIDGE	358.77
STAPLES ADVANTAGE	306995	5/8/2019	GU - HEALTH SUPPLIES	152.72
STAPLES ADVANTAGE	306995	5/8/2019	SCHCLMT - OFFICE SUPPLIES	684.53
STAPLES ADVANTAGE	306995	5/8/2019	SCHCLMT - SNACKS & SUPPLIES	575.08
STAPLES ADVANTAGE	306995	5/8/2019	STUDENT SUPPLIES	223.47
STAPLES ADVANTAGE	307030	5/17/2019	(6) GRAPH PADS, 6/PACK	42.25
STAPLES ADVANTAGE	307030	5/17/2019	CLASSROOM SUPPLIES	405.95
STAPLES ADVANTAGE	307030	5/17/2019	SCHCLMT - (4) FOLDERS, 20/BOX	124.35
STAPLES ADVANTAGE	307054	5/24/2019	SCHCLMT - (2) KING LEO MINTS, SOFT PEPPERMINT	48.44
STAPLES ADVANTAGE	307054	5/24/2019	SCHCLMT - HEALTHCARE SUPPLIES	353.45
STAPLES ADVANTAGE	307054	5/24/2019	SCHCLMT - SUPPLIES	23.27
STAPLES ADVANTAGE	307077	5/30/2019	CLASSROOM SUPPLIES	213.38
STAPLES ADVANTAGE	307116	6/7/2019	GU - (2) FOOTBALL	26.92
STAPLES ADVANTAGE	307116	6/7/2019	GU - (2) PARTY BOX GAME	54.07
STAPLES ADVANTAGE	307116	6/7/2019	GU - AIR PUMP	54.08
STAPLES ADVANTAGE	307116	6/7/2019	GU - BASKETBALL	22.03
STAPLES ADVANTAGE	307116	6/7/2019	GU - CHECKERS/CHESS/BACKGAMMON	19.28
STAPLES ADVANTAGE	307116	6/7/2019	GU - CHEWY CANDY	12.47
STAPLES ADVANTAGE	307116	6/7/2019	GU - DIMENSIONS PAINT BY NUMBER KIT	31.20
STAPLES ADVANTAGE	307116	6/7/2019	GU - DIMENSIONS PAINT BY NUMBER KIT, SCENIC CANAL	31.20
STAPLES ADVANTAGE	307116	6/7/2019	GU - DIMENSIONS PAINT BY NUMBER KIT, SEA TURTLES	13.41
STAPLES ADVANTAGE	307116	6/7/2019	GU - SCRABBLE GAME	26.27
STAPLES ADVANTAGE	307116	6/7/2019	GU - STUDENT SNACKS & OFFICE SUPPLIES	361.82
STAPLES ADVANTAGE	307116	6/7/2019	NCLR - GBC NAP-LAM ROLL FILM	89.45
STAPLES ADVANTAGE	307116	6/7/2019	SCHCLMT - (6) MAXWELL EARBUDS	15.57
STAPLES ADVANTAGE	307116	6/7/2019	SCHCLMT - BILLBOARD WATER-RESISTANT SPEAKER	27.04
STAPLES ADVANTAGE	307116	6/7/2019	SCHCLMT - ESSENTIAL OIL DIFFUSER	41.60
STAPLES ADVANTAGE	307116	6/7/2019	SCHCLMT - QUAKER CHEWY BARS, 60/BOX	26.53
STAPLES ADVANTAGE	307116	6/7/2019	SCHCLMT - STUDENT SNACKS	141.40
STAPLES ADVANTAGE	307116	6/7/2019	SCHCLMT - STUDENT SNACKS & OFFICE SUPPLIES	37.46
STAPLES ADVANTAGE	307116	6/7/2019	SCHCLMT - STUFFED ANIMAL	56.15
STAPLES ADVANTAGE	307116	6/7/2019	SCHCLMT - WATERPROOF BLUETOOTH SPEAKER	29.43
STAPLES ADVANTAGE	307199	6/24/2019	NCLR - STUDENT & OFFICE SUPPLIES	204.40
STAPLES ADVANTAGE	307227	6/28/2019	SCHCLMT - OFFICE SUPPLIES	42.76
SUNRISE FORD	306952	5/1/2019	VAN PURCHASE - VIN# 1FMZK1YM3KKA85417	40,500.00
SUNRISE FORD	306953	5/1/2019	MAINTENANCE PLAN - VIN# 1FMZK1YM3KKA85417	5,995.00
SUNRISE FORD	306954	5/1/2019	VAN PURCHASE - VIN# 1FMZK1YM6KKA36115	40,800.00
SUNRISE FORD	306955	5/1/2019	MAINTENANCE PLAN - VIN# 1FMZK1YM6KKA36115	5,995.00
SUNRISE FORD	306956	5/1/2019	VAN PURCHASE - VIN# 1FMZK1YM1KKA70480	39,700.00
SUNRISE FORD	306957	5/1/2019	MAINTENANCE PLAN - VIN# 1FMZK1YM1KKA70480	5,995.00
SUSANA RODRIGUEZ	307134	6/10/2019	06/01 - 06/15/19 - PAYROLL - SUSANA RODRIGUEZ	2,075.40
SUSANA RODRIGUEZ	307152	6/10/2019	06/01 - 06/15/19 - PAYROLL - SUSANA RODRIGUEZ	2,075.40
SUZANNE M. DUPEE MD, A PROFESSIONAL MEDIC	307170	6/14/2019	PSYCHIATRIC EXPERT FOR LEGAL CASE PER YMC	10,000.00
SYLMAR BIOTECH HEALTH ACADEMY	307055	5/24/2019	SCHCLMT - ERS CONFERENCE FEE & PER DIEM	990.00
SYNCB/AMAZON	306996	5/8/2019	(20) IPAD / TABLET STAND	355.80
SYNCB/AMAZON	306996	5/8/2019	GU - (30) MERRIAM-WEBSTER'S SPANISH-ENGLISH DICTIONARY	225.60
SYNCB/AMAZON	306996	5/8/2019	GU - CONNECT 4	16.58
SYNCB/AMAZON	306996	5/8/2019	GU - OFFICE SUPPLIES	392.68
SYNCB/AMAZON	306996	5/8/2019	GU - PLASTIC BI-FOLDING TABLE	132.90
SYNCB/AMAZON	306996	5/8/2019	GU - SUPPLIES	387.87
SYNCB/AMAZON	306996	5/8/2019	HP HPCF280X LASERJET TONER CARTRIDGE - BLACK	215.59
SYNCB/AMAZON	306996	5/8/2019	LOGITECH SPEAKERS Z200	31.73
SYNCB/AMAZON	306996	5/8/2019	OFFICE ELECTRONIC SUPPLIES	515.81
SYNCB/AMAZON	306996	5/8/2019	OFFICE SUPPLIES	100.61
SYNCB/AMAZON	306996	5/8/2019	STUDENT & OFFICE SUPPLIES	181.32
SYNCB/AMAZON	307031	5/17/2019	(2) CORN STARCH - 16OZ	23.64
SYNCB/AMAZON	307031	5/17/2019	03/19 - AMAZON WEB SERVICES	329.63
SYNCB/AMAZON	307031	5/17/2019	GU - GRADUATION DECORATIONS	57.17
SYNCB/AMAZON	307031	5/17/2019	GU - SEQUIN TABLECLOTH	21.91
SYNCB/AMAZON	307117	6/7/2019	(3) 50 PACK SHELF PINS	20.96
SYNCB/AMAZON	307117	6/7/2019	NCLR - (3) TRI-FOLD DISPLAY BOARDS, PACK OF 24	261.21

**YPI Charter Schools  
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Vendor Name	Check Number	Effective Date	Transaction Description	Check Amount
SYNCB/AMAZON	307117	6/7/2019	SCHCLMT - STUDENT SUPPLIES	351.19
SYNCB/AMAZON	307117	6/7/2019	SOCCER BALL WITH PUMP	43.44
SYNCB/AMAZON	307164	6/13/2019	(15) 5FT EXTENSION CORD	299.85
SYNCB/AMAZON	307164	6/13/2019	(2) BOOK - HACKING SCHOOL DISCIPLINE	43.56
SYNCB/AMAZON	307164	6/13/2019	(2) COMPUTER MUFFIN FAN	28.32
SYNCB/AMAZON	307164	6/13/2019	(2) KEYPADS	32.29
SYNCB/AMAZON	307164	6/13/2019	1.5 METER EXTENSION CORD	27.98
SYNCB/AMAZON	307164	6/13/2019	1000 PACK PAPER WRISTBANDS	26.98
SYNCB/AMAZON	307164	6/13/2019	AC CORD, ADAPTER, CARRY BAG, ZIPLOC	89.87
SYNCB/AMAZON	307164	6/13/2019	ADAPTER - MINI DISPLAYPORT TO HDMI	17.50
SYNCB/AMAZON	307164	6/13/2019	BOOK - CBT TOOLBOX FOR CHILDREN AND ADOLESCENTS	26.26
SYNCB/AMAZON	307164	6/13/2019	CLASSROOM DECORATION - JUMBO LEAVES BORDER	16.54
SYNCB/AMAZON	307164	6/13/2019	NCLR - (16) KIDS CAMPING TENT	301.28
SYNCB/AMAZON	307164	6/13/2019	NCLR - (2) BLANK BOOK, 12-PACK	30.62
SYNCB/AMAZON	307164	6/13/2019	NCLR - ZIPLOC SNACK BAGS, 280 CT	16.19
SYNCB/AMAZON	307201	6/24/2019	(2) COMMON AREA VINYL SOFT SEATING STOOLS, RED	705.80
SYNCB/AMAZON	307201	6/24/2019	(4) OUTDOOR DODGEBALL RECREATIONAL GAME SET	153.96
SYNCB/AMAZON	307201	6/24/2019	(7) LIGHT POLE BANNER BRACKET HARDWARE	377.16
SYNCB/AMAZON	307201	6/24/2019	04/19 - AMAZON WEB SERVICES	307.78
SYNCB/AMAZON	307201	6/24/2019	BROOM WITH DUST PAN	25.69
SYNCB/AMAZON	307201	6/24/2019	EARBUDS HEADPHONES, 100 PACK	55.95
SYNCB/AMAZON	307201	6/24/2019	NCLA - (6) CABLE FOR BLUE SNOWBALL MICROPHONES	35.94
SYNCB/AMAZON	307201	6/24/2019	NCLR - (30) CONDENSER MICROPHONE	1,375.80
SYNCB/AMAZON	307201	6/24/2019	NCLR - (34) KIDS CAMPING TENT	640.22
SYNCB/AMAZON	307201	6/24/2019	NCLR - FOAM BOARDS, PACK OF 15	35.99
SYNCB/AMAZON	307201	6/24/2019	NCLR - TRI-FOLD PRESENTATION BOARD, 24 BOARDS	58.35
SYNCB/AMAZON	307201	6/24/2019	PLASTIC BEADS COLOR MAGICALLY CHANGING, 1000 PCS	15.29
SYNCB/AMAZON	307201	6/24/2019	STUDENT & OFFICE SUPPLIES	1,044.87
T-MOBILE	307032	5/17/2019	03/28 - 04/27/19 - GEAR-UP CELL PHONE ACCT# 3095	131.37
TEACHERS ON RESERVE	307165	6/13/2019	04/29 - 05/03/19 - SUBSTITUTE TEACHER	818.97
TEACHERS ON RESERVE	307202	6/24/2019	05/17/19 - SUBSTITUTE TEACHER	154.16
TEACHERS ON RESERVE	307202	6/24/2019	06/07/19 - SUBSTITUTE TEACHER	154.16
THE CENTER FOR EFFECTIVE PHILANTHROPY	306997	5/8/2019	PARTICIPATION & CONSULTING FEE	5,250.00
TIME WARNER CABLE	306965	5/3/2019	(10) FLOATING THERMOMETER	0.00
TIME WARNER CABLE	306966	5/3/2019	04/16 - 05/15/19 - INTERNET SERVICES ACCT# 9720	1,389.20
TIME WARNER CABLE	306967	5/3/2019	05/01 - 05/30/19 - INTERNET SERVICES ACCT# 2611	1,151.88
TIME WARNER CABLE	307078	5/30/2019	05/16 - 06/15/19 - INTERNET SERVICES ACCT# 9720	1,389.20
TIME WARNER CABLE	307082	5/31/2019	03/14 - 04/13/19 - INTERNET SERVICES ACCT# 0556	(344.38)
TIME WARNER CABLE	307082	5/31/2019	04/14 - 05/13/19 - INTERNET SERVICES ACCT# 0556	344.38
TIME WARNER CABLE	307083	5/31/2019	03/14 - 04/13/19 - INTERNET SERVICES ACCT# 0556	(344.38)
TIME WARNER CABLE	307083	5/31/2019	05/14 - 06/13/19 - INTERNET SERVICES ACCT# 0556	344.38
TIME WARNER CABLE	307084	5/31/2019	03/09 - 04/08/19 - INTERNET SERVICES ACCT# 8077	(350.98)
TIME WARNER CABLE	307084	5/31/2019	05/09 - 06/08/19 - INTERNET SERVICES ACCT# 8077	350.98
TIME WARNER CABLE	307088	6/4/2019	05/01 - 05/31/19 - INTERNET SERVICES ACCT# 0338	611.75
TIME WARNER CABLE	307088	6/4/2019	10/01 - 10/31/18 - INTERNET SERVICES ACCT# 0338	(611.75)
TIME WARNER CABLE	307181	6/17/2019	05/31 - 06/30/19 - INTERNET SERVICES ACCT# 2611	1,151.88
TIME WARNER CABLE	307203	6/24/2019	06/01 - 06/30/19 - INTERNET SERVICES ACCT# 0338	611.75
TIME WARNER CABLE	307203	6/24/2019	10/01 - 10/31/18 - INTERNET SERVICES ACCT# 0338	(422.57)
TOTAL EDUCATION SOLUTIONS	306998	5/8/2019	01/19 - SPECIAL ED SERVICES	45.00
TOTAL EDUCATION SOLUTIONS	306998	5/8/2019	03/19 - SPECIAL ED SERVICES	1,163.25
TOTAL EDUCATION SOLUTIONS	307118	6/7/2019	01/19 - SPECIAL ED SERVICES	1,192.50
TOTAL EDUCATION SOLUTIONS	307118	6/7/2019	02/19 - SPECIAL ED SERVICES	3,501.75
TOTAL EDUCATION SOLUTIONS	307118	6/7/2019	03/19 - SPECIAL ED SERVICES	4,770.00
TOTAL EDUCATION SOLUTIONS	307118	6/7/2019	04/18 - SPECIAL ED SERVICES	817.50
TOTAL EDUCATION SOLUTIONS	307118	6/7/2019	04/19 - SPECIAL ED SERVICES	1,946.25
TOTAL EDUCATION SOLUTIONS	307228	6/28/2019	05/19 - SPECIAL ED SERVICES	4,606.50
TPR EDUCATION LLC/THE PRINCETON REVIEW	307119	6/7/2019	GU - 05/04 - 5/30/19 - SAT FUNDAMENTALS SCHOOL BASED COURSE	6,500.00
University of California, San Diego	307033	5/17/2019	08/20 - 08/31/18 - CLAD-CTEL TRAINING	175.00
UNUM	307034	5/17/2019	06/19 - PREMIUM ACCT# 0836771-001 1	897.05
UNUM	307060	5/28/2019	05/19 - PREMIUM ACCT# 0933184 001 5	928.94
UNUM	307182	6/17/2019	07/19 - PREMIUM ACCT# 0836771-001 1	960.45
VASHON NUTT	306958	5/1/2019	REIMB: OFFICE SUPPLIES	6.58
VASHON NUTT	307035	5/17/2019	USPS - SPED MATERIALS	9.09
WAXIE SANITARY SUPPLY	306999	5/8/2019	CUSTODIAL SUPPLIES	402.84
WAXIE SANITARY SUPPLY	307120	6/7/2019	CUSTODIAL SUPPLIES	864.34
WAXIE SANITARY SUPPLY	307204	6/24/2019	CUSTODIAL SUPPLIES	205.90
WOODBURY UNIVERISTY	307205	6/24/2019	GU - YPI & WOODBURY UNIVERSITY COLLABORATED CLASS - SUMMER	8,000.00
XEROX FINANCIAL SERVICES	306959	5/1/2019	04/13 - 05/12/19 - COPIER LEASE# 010-0058450-003	328.92
XEROX FINANCIAL SERVICES	307000	5/8/2019	02/07 - 03/06/19 - COPIER LEASE# 010-0042736-01	684.77
XEROX FINANCIAL SERVICES	307000	5/8/2019	03/07 - 04/06/19 - COPIER LEASE# 010-0042736-001	684.77
XEROX FINANCIAL SERVICES	307000	5/8/2019	04/12 - 05/11/19 - COPIER LEASE# 010-0042733-001	1,735.45
XEROX FINANCIAL SERVICES	307000	5/8/2019	04/29 - 05/28/19 - COPIER LEASE# 010-0058450-001	994.06
XEROX FINANCIAL SERVICES	307000	5/8/2019	04/29 - 05/28/19 - COPIER LEASE# 010-0058450-002	388.61
XEROX FINANCIAL SERVICES	307036	5/17/2019	04/07 - 05/06/19 - COPIER LEASE# 010-0042736-001	684.77
XEROX FINANCIAL SERVICES	307036	5/17/2019	04/21 - 05/20/19 - COPIER LEASE# 010-0042733-002	337.46
XEROX FINANCIAL SERVICES	307121	6/7/2019	05/12 - 06/11/19 - COPIER LEASE# 010-0042733-001	1,735.45
XEROX FINANCIAL SERVICES	307121	6/7/2019	05/13 - 06/12/19 - COPIER LEASE# 010-0058450-003	328.92
XEROX FINANCIAL SERVICES	307166	6/13/2019	05/07 - 06/06/19 - COPIER LEASE# 010-0042736-001	684.77
XEROX FINANCIAL SERVICES	307171	6/14/2019	05/29 - 06/28/19 - COPIER LEASE# 010-0058450-001	994.06
XEROX FINANCIAL SERVICES	307171	6/14/2019	05/29 - 06/28/19 - COPIER LEASE# 010-0058450-002	388.61

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Vendor Name	Check Number	Effective Date	Transaction Description	Check Amount
XEROX FINANCIAL SERVICES	307206	6/24/2019	05/21 - 06/20/19 - COPIER LEASE#010-0042733-002	368.28
XPPEN TECHNOLOGY CO.	307039	5/21/2019	XP-PEN - ART TABLETS FOR DRAWING	12,780.85
YPI	307001	5/8/2019	05/19 - GEAR-UP ADVANCE	100,000.00
YPI	307056	5/24/2019	04/19 - SCHOOL CLIMATE SERVICES	46,545.63
YPI	307079	5/30/2019	03/19 - GEAR UP SERVICES TRUE UP	(22,282.76)
YPI	307079	5/30/2019	04/19 - GEAR UP SERVICES TRUE UP	22,282.76
YPI	307085	5/31/2019	03/19 - GEAR UP SERVICES TRUE UP	(14,598.94)
YPI	307085	5/31/2019	06/19 - 08/19 - GEAR UP ADVANCE	507,047.75
YPI	307183	6/17/2019	10/18 - 05/19 - SCHOOL CLIMATE SERVICES	82,498.87
AAA NETWORK SOLUTIONS	1159	5/2/2019	(4) OUTDOOR AP INTERNAL ANT B REG DOM PART #AIR-AP1542I-B-K9	2,836.21
ALLIANCE PROJECT	1160	5/2/2019	CONSTRUCTION FUNCTIONAL PERFORMANCE TESTING	21,000.00
HERTZ FURNITURE SYSTEMS INC	1166	6/24/2019	FURNITURES - TABLES, CHAIRS, SHELVES, ETC	42,530.39
MAJOR METROPOLITAN SECURITY	1161	5/2/2019	BURGLAR ALARM SYSTEM ESTABLISHMENT	1,735.00
MAJOR METROPOLITAN SECURITY	1161	5/2/2019	FIRE ALARM SYSTEM INSTALLATION	425.00
RUBEN DUENAS	1165	5/15/2019	PROP 1D - JBL SOUND SYSTEMS	4,610.28
SCIENCEFIRST	1162	5/2/2019	(10) FLOATING THERMOMETER	1,368.04
SOCAL OFFICE TECHNOLOGIES, INC	1163	5/2/2019	MOVE PRINTER FROM BERENDO TO THE NEW SCHOOL	550.00
SYNCB/AMAZON	1164	5/2/2019	(5) SAMSUNG 24-INCH LED MONITOR	683.20
<b>Total</b>				<b>3,618,102.73</b>

**YPI Charter Schools  
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Object	Object	Manager	Doc #	Vendor	Description	Date	Actual Amount	ID
4110	4110-Approved Textbooks	BCCS	STD01/28/19-0005	CCU - RD - 0005	TEACHERSPAYTEACHERS.COM - MATH CURRICULUM - DAILY MATH	06/30/19	60.00	000
4110	4110-Approved Textbooks	BCCS	STD01/28/19-0005	CCU - RD - 0005	TEACHERSPAYTEACHERS.COM - HISTORY CURRICULM - WORLD WAR	06/30/19	24.95	000
4110	4110-Approved Textbooks	BCCS	STD12/28/18-0005	CCU - RD - 0005	GREENWOOD HEINEMANN - WRITERS WORKSHOP MATERIALS - 6TH G	06/30/19	114.42	000
4110	4110-Approved Textbooks	BCHS	STD06/28/19-0194	CCU - YF - 0194	BIO RAD LABORTORIES - SCIENCE KITS FOR SCIENCE CLASSES	06/30/19	1,097.47	000
4110	4110-Approved Textbooks	BCHS	STD06/28/19-0194	CCU - YF - 0194	FLINN SCIENTIFIC - CHEMISTRY KITS	06/30/19	875.95	000
4110	4110-Approved Textbooks	BCHS	STD06/28/19-0194	CCU - YF - 0194	BIO CORPORATION - FETAL PIG PAILS FOR BIOLOGY CLASSSES	06/30/19	452.21	000
4110	4110-Approved Textbooks	BCHS	STD06/28/19-0194	CCU - YF - 0194	SCIENCE TAKE OUT - BIOLOGY SCIENCE KITS	06/30/19	374.85	000
4110	4110-Approved Textbooks	BCHS	STD06/28/19-0194	CCU - YF - 0194	CAROLINA BIOLOGIC SUPPLY - STUDENT KIT FOR BIOLOGY CLASSES	06/30/19	152.80	000
4110	4110-Approved Textbooks	BCHS	STD06/28/19-0194	CCU - YF - 0194	BIO RAD LABORTORIES - SCIENCE KIT FOR SCIENCE CLASSES	06/30/19	12.34	000
4210	4210-Books and Other Refe	CA	STD03/28/19-0013	CCU - KB - 0129	AMAZON - BOOKS FOR PROFESSIONAL DEVELOPMENT	06/30/19	302.06	000
4210	4210-Books and Other Refe	CA	STD03/28/19-0013	CCU - KB - 0129	SP FORTUNE AND ASSOCIATION - PARENTING PRACTICES WORKSHO	06/30/19	135.00	000
4210	4210-Books and Other Refe	CA	STD03/28/19-0013	CCU - KB - 0129	SP FORTUNE AND ASSOCIATION - BOOKS TO EDUCATE PARENTS ENG	06/30/19	45.00	000
4210	4210-Books and Other Refe	CA	STD03/28/19-0285	CCU - RB - 0285	BARNES & NOBLE - BOOKS FOR PD	06/28/19	96.69	000
4210	4210-Books and Other Refe	BCCS	STD11/28/18-0005	CCU - RD - 0005	REI *GREENWOODHEINEMANN - ELA VIDEOS ON TEACHING UNITS	06/28/19	210.78	000
4210	4210-Books and Other Refe	BCCS	STD01/28/19-0005	CCU - RD - 0005	SCHOLASTIC EDUCATION - NOVEL SET - THE CIRCUIT	06/30/19	340.69	000
4310	4310-Student Materials	BCCS	STD02/28/19-0277	CCU - JC - 0277	AMAZON MKTP - AIR DRY MODEL CLAY	06/28/19	127.38	000
4310	4310-Student Materials	BCCS	STD03/28/19-0277	CCU - JC - 0277	MICHAELS.COM - NCLR - CASA SUPPLY - DUCT TAPE, T-SHIRTS	06/28/19	301.88	NCLR
4310	4310-Student Materials	BCCS	STD03/28/19-0277	CCU - JC - 0277	MICHAELS.COM - NCLR - CASA SUPPLY - DUCT TAPE, POSTER BOARDS	06/28/19	164.90	NCLR
4310	4310-Student Materials	BCCS	STD04/28/19-0277	CCU - JC - 0277	AMAZON MKTP US - UTILITY HOOKS FOR CLASSROOM EMERGENCY BA	06/30/19	11.95	000
4310	4310-Student Materials	BCCS	STD05/28/19-0277	CCU - JC - 0277	TARGET - CLASSROOM GAMES	06/30/19	88.19	000
4310	4310-Student Materials	BCCS	STD8/28/18-0013	CCU - KB - 0129	LAKESHORE LEARNING - CLASSROOM SUPPLIES (PRESTON, ROSAS, R	06/30/19	317.27	000
4310	4310-Student Materials	BCCS	STD8/28/18-0013	CCU - KB - 0129	LAKESHORE LEARNING - CLASSROOM SUPPLIES ( D. CENTOFANTI)	06/30/19	205.06	000
4310	4310-Student Materials	BCCS	STD8/28/18-0013	CCU - KB - 0129	LAKESHORE LEARNING - CLASSROOM SUPPLIES ( NICOLE BOOKMAN )	06/30/19	125.00	000
4310	4310-Student Materials	BCCS	STD8/28/18-0013	CCU - KB - 0129	LAKESHORE LEARNING - CLASSROOM SUPPLIES ( J. RUBIN )	06/30/19	113.17	000
4310	4310-Student Materials	BCCS	STD8/28/18-0013	CCU - KB - 0129	LAKESHORE LEARNING - CLASSROOM SUPPLIES ( ESPINOZA )	06/30/19	107.88	000
4310	4310-Student Materials	BCCS	STD8/28/18-0013	CCU - KB - 0129	LAKESHORE LEARNING - CLASSROOM SUPPLIES ( J. VILLANUEVA)	06/30/19	101.44	000
4310	4310-Student Materials	BCCS	STD8/28/18-0013	CCU - KB - 0129	LAKESHORE LEARNING - CLASSROOM SUPPLIES ( A. ANGUIANO )	06/30/19	98.39	000
4310	4310-Student Materials	BCCS	STD8/28/18-0013	CCU - KB - 0129	LAKESHORE LEARNING - CLASSROOM SUPPLIES ( BRIANNA HUTH )	06/30/19	91.86	000
4310	4310-Student Materials	BCCS	STD8/28/18-0013	CCU - KB - 0129	LAKESHORE LEARNING - CLASSROOM SUPPLIES (VILLEGAS)	06/30/19	74.74	000
4310	4310-Student Materials	BCCS	STD8/28/18-0013	CCU - KB - 0129	LAKESHORE LEARNING - CLASSROOM SUPPLIES (DUENAS)	06/30/19	31.47	000
4310	4310-Student Materials	BCHS	STD8/28/18-0013	CCU - KB - 0129	LAKESHORE LEARNING - CLASSROOM SUPPLIES ( GAMBOA)	06/30/19	98.86	000
4310	4310-Student Materials	MORCS	STD8/28/18-0013	CCU - KB - 0129	LAKESHORE LEARNING - CLASSROOM SUPPLIES (DAVID BROOME )	06/30/19	167.82	000
4310	4310-Student Materials	MORCS	STD8/28/18-0013	CCU - KB - 0129	LAKESHORE LEARNING - CLASSROOM SUPPLIES (TANYA HARRY )	06/30/19	130.00	000
4310	4310-Student Materials	MORCS	STD8/28/18-0013	CCU - KB - 0129	LAKESHORE LEARNING - CLASSROOM SUPPLIES ( ROCHELLE SMITH)	06/30/19	124.25	000
4310	4310-Student Materials	MORCS	STD8/28/18-0013	CCU - KB - 0129	LAKESHORE LEARNING - CLASSROOM SUPPLIES (E. SMITH )	06/30/19	104.41	000
4310	4310-Student Materials	MORCS	STD8/28/18-0013	CCU - KB - 0129	LAKESHORE LEARNING - CLASSROOM SUPPLIES ( BRENDA CATARINO	06/30/19	101.88	000
4310	4310-Student Materials	MORCS	STD8/28/18-0013	CCU - KB - 0129	LAKESHORE LEARNING - CLASSROOM SUPPLIES ( MCKINZIE)	06/30/19	100.46	000
4310	4310-Student Materials	MORCS	STD8/28/18-0013	CCU - KB - 0129	LAKESHORE LEARNING - CLASSROOM SUPPLIES ( HOANG )	06/30/19	99.51	000
4310	4310-Student Materials	MORCS	STD8/28/18-0013	CCU - KB - 0129	LAKESHORE LEARNING - CLASSROOM SUPPLIES (ARCHER)	06/30/19	99.25	000
4310	4310-Student Materials	MORCS	STD8/28/18-0013	CCU - KB - 0129	LAKESHORE LEARNING - CLASSROOM SUPPLIES (JUAN PEREZ)	06/30/19	98.39	000
4310	4310-Student Materials	MORCS	STD8/28/18-0013	CCU - KB - 0129	LAKESHORE LEARNING - CLASSROOM SUPPLIES ( L. GARCIA )	06/30/19	97.95	000
4310	4310-Student Materials	MORCS	STD8/28/18-0013	CCU - KB - 0129	LAKESHORE LEARNING - CLASSROOM SUPPLIES ( FREDDY ZEPEDA , J	06/30/19	51.64	000
4310	4310-Student Materials	MORCS	STD06/28/19-0178	CCU - LG - 0178	STAPLES - POCKET FOLDERS - STUDENT ORIENTATION PAKET	06/30/19	121.46	000
4310	4310-Student Materials	BCCS	STD10/28/18-0005	CCU - RD - 0005	FLINN SCIENTIFIC - DISSECTION FROG KITS FOR SCIENCE CLASS	06/28/19	281.63	000
4310	4310-Student Materials	BCCS	STD10/28/18-0005	CCU - RD - 0005	MICHAELS.COM - ROTARY MAP, ART CUTTER, CARDSTOCK FOR ARCE'	06/28/19	120.33	000
4310	4310-Student Materials	BCCS	STD11/28/18-0005	CCU - RD - 0005	GOOGLE *YOU TUBE VIDEOS G. CO - BULLYING VIDEO FOR PE CLASSE	06/28/19	7.99	000
4310	4310-Student Materials	BCCS	STD02/28/19-0005	CCU - RD - 0005	FLINN SCIENTIFIC INC - SCIENCE EXPERIMENTS SUPPLIES	06/30/19	104.18	000
4310	4310-Student Materials	BCCS	STD03/28/19-0005	CCU - RD - 0005	STUDENTS TREASURES - STUDENTS PUBLISHED BOOKS	06/30/19	538.65	000
4310	4310-Student Materials	BCCS	STD03/28/19-0005	CCU - RD - 0005	SOS SURVIVAL PRODUCTS - CLASSROOM EMERGENCY KIT SUPPLIES	06/30/19	367.23	000
4310	4310-Student Materials	BCCS	STD03/28/19-0005	CCU - RD - 0005	TARGET.COM - STORAGE BOX - CLASSROOM EMERGENCY SUPPLIES	06/30/19	12.00	000
4310	4310-Student Materials	BCCS	STD04/28/19-0005	CCU - RD - 0005	BLURB INC - BOOK PRINTING - 7TH GRADE CASA PROJECT	06/30/19	661.85	NCLR
4310	4310-Student Materials	BCCS	STD05/28/19-0005	CCU - RD - 0005	CA CEDAR PRODUCTS - PENCILS FOR 6TH GRADE CASA PROJECT	06/30/19	140.02	NCLR
4310	4310-Student Materials	BCCS	STD06/28/19-0005	CCU - RD - 0005	GAMES OF BERKELEY - DICE FOR CLASSES	06/30/19	2.22	000
4310	4310-Student Materials	BCCS	STD12/28/18-0005	CCU - RD - 0005	LAKESHORE LEARNING - (3) CHAIRS FOR CLASSROOM 8	06/30/19	153.87	000

Object#	Object	Manager	Doc #	Vendor	Description	Date	Actual	Amount	ID
4310	4310-Student Materials	BCCS	STD04/28/19-0251	CCU - RQ - 0251	REC: SCHCLMT - HOME DEPOT - SUPPLIES FOR GARDEN PROJECT	06/30/19	168.47		SCHCLMT
4310	4310-Student Materials	BCCS	STD04/28/19-0251	CCU - RQ - 0251	REC: SCHCLMT - HOME DEPOT - SEED, POTS FOR GARDEN PROJECT	06/30/19	118.68		SCHCLMT
4310	4310-Student Materials	BCCS	STD04/28/19-0251	CCU - RQ - 0251	REC: SCHCLMT - LOWES - WATERING CANS	06/30/19	36.00		SCHCLMT
4310	4310-Student Materials	MORCS	STD02/28/19-0251	CCU - RQ - 0251	GOPHER SPORT - BASKETBALLS, FOOTBALLS, SOCCER BALLS	06/30/19	276.53		000
4310	4310-Student Materials	MORCS	STD04/28/19-0251	CCU - RQ - 0251	JOSTENS INC - YEARBOOK DEPOSIT	06/30/19	1,051.00		000
4310	4310-Student Materials	MORCS	STD05/28/19-0251	CCU - RQ - 0251	STAPLES - SUPPLIES FOR STUDENTS TESTING	06/30/19	10.93		000
4310	4310-Student Materials	MORCS	STD06/28/19-0251	CCU - RQ - 0251	STAPLES - PRESENTATION BOARDS FOR CASA NIGHT.	06/30/19	456.65		NCLR
4310	4310-Student Materials	BCHS	STD02/28/19-0269	CCU - SC - 0269	FIRST BARGAIN CENTER - LINE PAPER, GRAPH PAPER	06/30/19	13.24		000
4310	4310-Student Materials	BCHS	STD02/28/19-0269	CCU - SC - 0269	99 CENTS-ONLY STORES - GLUE STICKS	06/30/19	4.38		000
4310	4310-Student Materials	BCHS	STD03/28/19-0269	CCU - SC - 0269	LAKERSHORE LEARNING - TEMPURA PAINT AND BRUSHES	06/30/19	73.21		000
4310	4310-Student Materials	BCHS	STD03/28/19-0269	CCU - SC - 0269	OFFICE DEPOT - CERTIFICATE PAPER FOR STUDENT AWARDS	06/30/19	18.60		000
4310	4310-Student Materials	BCHS	STD05/28/19-0269	CCU - SC - 0269	AMAZON MKTP - CROWNS, SASHES, BALLONS FOR PROM	06/30/19	82.89		STU LEA
4310	4310-Student Materials	BCHS	STD05/28/19-0269	CCU - SC - 0269	PP* MARCIACRAFT - HELIUM FOR BALLONS AT PROM	06/30/19	26.34		STU LEA
4310	4310-Student Materials	BCHS	STD05/28/19-0269	CCU - SC - 0269	MICHAEL'S STORES - GLUE SPRAY BOTTLES FOR PROM CENTERPIECE	06/30/19	19.69		STU LEA
4310	4310-Student Materials	BCHS	STD06/28/19-0269	CCU - SC - 0269	OFFICE DEPOT - PAPER FOR DIPLOMAS	06/30/19	37.21		000
4310	4310-Student Materials	BCHS	STD06/28/19-0269	CCU - SC - 0269	4IMPRINT - SENIOR WINDBREAKER FOR STUDENT	06/30/19	49.06		STU LEA
4310	4310-Student Materials	BCHS	STD06/28/19-0194	CCU - YF - 0194	AMAZON - BINDERS FOR STUDENT PORTFOLIOS	06/30/19	427.50		000
4310	4310-Student Materials	BCHS	STD06/28/19-0194	CCU - YF - 0194	AMAZON - GRADUATION HONOR CORDS	06/30/19	71.88		000
4310	4310-Student Materials	BCHS	STD06/28/19-0194	CCU - YF - 0194	AMAZON - GRADUATION HONOR CORDS FOR GRADUATING CLASS	06/30/19	71.88		000
4310	4310-Student Materials	BCHS	STD06/28/19-0194	CCU - YF - 0194	BLICK ART - MATS - STATE PHOTOGRAPHY COMPETITION ENTRIES	06/30/19	67.31		000
4310	4310-Student Materials	BCHS	STD06/28/19-0194	CCU - YF - 0194	AMAZON - PHOTO MATS - STATE PHOTOGRAGHY COMPETITION	06/30/19	47.49		000
4310	4310-Student Materials	BCHS	STD06/28/19-0194	CCU - YF - 0194	COSTCO - PHOTO PRINTS FOR STATE COMPETITION	06/30/19	30.58		000
4310	4310-Student Materials	BCHS	STD06/28/19-0194	CCU - YF - 0194	AMAZON - PANT HANGERS FOR ART SHOW DISPLAYS	06/30/19	27.36		000
4310	4310-Student Materials	BCHS	STD06/28/19-0194	CCU - YF - 0194	AMAZON MARKETPLACE - RETURNED - PHOTO MATS	06/30/19	(47.49)		000
4350	4350-Office Supplies	BCCS	STD02/28/19-0277	CCU - JC - 0277	AMAZON MKTP - CONTAINER FOR MAIN OFFICE	06/28/19	12.66		000
4350	4350-Office Supplies	BCCS	STD04/28/19-0277	CCU - JC - 0277	TARGET - UTILITY BINS FOR ELPAC AND CASSPP TESTING MATERIALS	06/30/19	108.76		000
4350	4350-Office Supplies	BCCS	STD04/28/19-0277	CCU - JC - 0277	AMAZON MKTP US - 5 DRAWER LOCKING BAR	06/30/19	39.95		000
4350	4350-Office Supplies	BCCS	STD04/28/19-0277	CCU - JC - 0277	AMAZON MKTP US - LABEL MAKER TAPE	06/30/19	29.82		000
4350	4350-Office Supplies	BCCS	STD04/28/19-0277	CCU - JC - 0277	AMAZON REFUND - 5-DRAWER LOCKING BAR NOT DELIVERED	06/30/19	(39.95)		000
4350	4350-Office Supplies	BCCS	STD05/28/19-0277	CCU - JC - 0277	TARGET - TESTING BINS	06/30/19	61.21		000
4350	4350-Office Supplies	BCCS	STD05/28/19-0277	CCU - JC - 0277	AMAZON MKTP - LOCKING BAR FOR FILING CABINET	06/30/19	39.95		000
4350	4350-Office Supplies	BCCS	STD05/28/19-0277	CCU - JC - 0277	AMAZON MKTP - OFFICE SIGN FOR DELIVERIES	06/30/19	25.99		000
4350	4350-Office Supplies	BCCS	STD05/28/19-0277	CCU - JC - 0277	STAPLES - LABLE MAKER TAPE AND POSTER BOARD	06/30/19	18.59		000
4350	4350-Office Supplies	BCCS	STD05/28/19-0277	CCU - JC - 0277	THE HOME DEPOT - BLUE TAPE AND GORILLA TAPE	06/30/19	12.54		000
4350	4350-Office Supplies	BCCS	STD06/28/19-0277	CCU - JC - 0277	AMAZON MARKETPLACE - LOCKING BAR FOR SPED CABINETS	06/30/19	77.90		000
4350	4350-Office Supplies	CA	STD8/28/18-0013	CCU - KB - 0129	MICHAELS STORE - PLANNERS FOR LSC	06/30/19	177.28		000
4350	4350-Office Supplies	CA	STD8/28/18-0013	CCU - KB - 0129	STAPLES - REFILL PAPER, TAPE, CORRECTION TAPE	06/30/19	67.85		000
4350	4350-Office Supplies	CA	STD11/28/18-0013	CCU - KB - 0129	TARGET - STATIONARIES FOR 11-05-18 TPD	06/30/19	10.93		000
4350	4350-Office Supplies	MORCS	STD06/28/19-0178	CCU - LG - 0178	KELLY PAPER - POSTER PAPERS	06/30/19	36.68		000
4350	4350-Office Supplies	BCCS	STD10/28/18-0005	CCU - RD - 0005	TARGET - STORAGE TUBS FOR OFFICE SUPPLIES	06/28/19	14.00		000
4350	4350-Office Supplies	BCCS	STD03/28/19-0005	CCU - RD - 0005	MICHAELS STORES - FRAMES FOR DISPLAY IN ADMIN OFFICE	06/30/19	152.88		000
4350	4350-Office Supplies	BCCS	STD05/28/19-0005	CCU - RD - 0005	CVS PHARMACY - PAPER - KNIGHTS BY THE SEA EVENT	06/30/19	52.06		000
4350	4350-Office Supplies	BCCS	STD06/28/19-0005	CCU - RD - 0005	TARGET - STORAGE CONTAINERS FOR MAIN OFFICE SUPPLIES	06/30/19	78.65		000
4350	4350-Office Supplies	BCCS	STD06/28/19-0005	CCU - RD - 0005	TARGET - REFUND FOR CANCELLED STORAGE CONTAINER	06/30/19	(6.44)		000
4350	4350-Office Supplies	MORCS	STD03/28/19-0251	CCU - RQ - 0251	OFFICE DEPOT - STATIONARY FOR RETREAT TRAINING	06/30/19	89.80		000
4350	4350-Office Supplies	MORCS	STD04/28/19-0251	CCU - RQ - 0251	OFFICE DEPOT - BINDERS, ORGANIZER FOR EA'S OFFICE	06/30/19	130.35		000
4350	4350-Office Supplies	MORCS	STD04/28/19-0251	CCU - RQ - 0251	OFFICE DEPOT - PORTFOLIO FOLDERS	06/30/19	27.94		000
4350	4350-Office Supplies	BCHS	STD04/28/19-0269	CCU - SC - 0269	KELLY PAPER - ENVELOPES AND PAPER	06/30/19	41.66		000
4350	4350-Office Supplies	BCHS	STD06/28/19-0269	CCU - SC - 0269	OFFICE DEPOT - ENVELOPES FOR REPORT CARDS	06/30/19	24.08		000
4350	4350-Office Supplies	BCHS	STD06/28/19-0194	CCU - YF - 0194	AMAZON - RIBBONS FOR TIME STAMP MACHINE	06/30/19	57.26		000
4350	4350-Office Supplies	BCHS	STD06/28/19-0194	CCU - YF - 0194	MY BINDING - FASTENING STRIPS FOR BINDING MACHINE	06/30/19	57.21		000
4370	4370-Custodial Supplies	BCCS	STD02/28/19-0277	CCU - JC - 0277	AUTOZONE - TERRY CLOTHES FOR CLASSROOM WINDOW LEAK	06/28/19	18.60		000
4370	4370-Custodial Supplies	BCCS	STD05/28/19-0277	CCU - JC - 0277	TARGET - HAND SOAP	06/30/19	5.50		000
4370	4370-Custodial Supplies	MORCS	STD06/28/19-0178	CCU - LG - 0178	LITTLE CAESARS - LUNCH - 8TH GRADE FIELD TRIP CANCELLED	06/30/19	71.18		000
4370	4370-Custodial Supplies	MORCS	STD06/28/19-0178	CCU - LG - 0178	COSTCO - TOILET PAPER ROLLS	06/30/19	27.36		000
4370	4370-Custodial Supplies	BCCS	STD10/28/18-0005	CCU - RD - 0005	BED BATH AND BEYOND - SOAP DISPENSER, SPONGES, DISH DRYER	06/28/19	87.56		000
4370	4370-Custodial Supplies	BCCS	STD10/28/18-0005	CCU - RD - 0005	FOOD 4 LESS - SOAP AND SPONGES	06/28/19	24.98		000
4390	4390-Other Supplies	BCCS	STD02/28/19-0277	CCU - JC - 0277	TARGET - WIRELESS ROUTER CHARGER FOR ROUTER RUNNING AC UI	06/28/19	21.89		000



Object#	Object	Manager	Doc #	Vendor	Description	Date	Actual	Amount	ID
4390	4390-Other Supplies	BCCS	STD03/28/19-0277	CCU - JC - 0277	ASIA TASTY SAN FERNANDO - FOOD - PARENT CONFERENCES	06/28/19	258.50	000	
4390	4390-Other Supplies	BCCS	STD03/28/19-0277	CCU - JC - 0277	EL MILAGRO LAKE VIEW TERRACE - BREAKFAST - PARENT CONFERENCES	06/28/19	201.60	000	
4390	4390-Other Supplies	BCCS	STD03/28/19-0277	CCU - JC - 0277	SUBWAY - SANDWICHES - LAUSD OVERSIGHT INTERVIEWS	06/28/19	140.00	000	
4390	4390-Other Supplies	BCCS	STD03/28/19-0277	CCU - JC - 0277	FOOD 4 LESS - DRINKS - PARENT CONFERENCES	06/28/19	122.03	000	
4390	4390-Other Supplies	BCCS	STD03/28/19-0277	CCU - JC - 0277	GOLFO DE FONSECA - LUNCH - PARENT CONFERENCES	06/28/19	100.00	000	
4390	4390-Other Supplies	BCCS	STD03/28/19-0277	CCU - JC - 0277	AMAZON MARKETPLACE - 2-SIDED STOP SIGN FOR PEDESTRIAN TRAFFIC	06/28/19	57.34	000	
4390	4390-Other Supplies	BCCS	STD03/28/19-0277	CCU - JC - 0277	GOOD LOCK AND KEY PASADENA - KEYS FOR JLI CLASSROOMS 4 AND 5	06/28/19	49.99	000	
4390	4390-Other Supplies	BCCS	STD03/28/19-0277	CCU - JC - 0277	STARBUCKS STORE - COFFEE - LAUSD OVERSIGHT PANEL	06/28/19	33.90	000	
4390	4390-Other Supplies	BCCS	STD03/28/19-0277	CCU - JC - 0277	VONS - DRINK & PASTERIES - LAUSD OVERSIGHT PANEL	06/28/19	33.45	000	
4390	4390-Other Supplies	BCCS	STD03/28/19-0277	CCU - JC - 0277	FOOD 4 LESS - DRINKS - LAUSD OVERSIGHT INTERVIEWS	06/28/19	25.23	000	
4390	4390-Other Supplies	BCCS	STD03/28/19-0277	CCU - JC - 0277	AMAZON MARKETPLACE - ADULT CPR MASKS FOR OFFICE AND PE	06/28/19	23.90	000	
4390	4390-Other Supplies	BCCS	STD03/28/19-0277	CCU - JC - 0277	AMAZON MARKETPLACE - SAFETY VESTS FOR STUDENT PICK UP DUTY	06/28/19	22.93	000	
4390	4390-Other Supplies	BCCS	STD03/28/19-0277	CCU - JC - 0277	CRAZY GOODY SAN FERNANDO - FOOD - PARENT CONFERENCES	06/28/19	11.31	000	
4390	4390-Other Supplies	BCCS	STD03/28/19-0277	CCU - JC - 0277	FOOD 4 LESS - ICE FOR DRINKS DURING PD	06/28/19	9.82	000	
4390	4390-Other Supplies	BCCS	STD04/28/19-0277	CCU - JC - 0277	APPLE - USB POWER ADAPTER	06/30/19	52.57	000	
4390	4390-Other Supplies	BCCS	STD05/28/19-0277	CCU - JC - 0277	FOOD 4 LESS - DRINKS AND CHIPS FOR COLLEGE & CAREER DAY	06/30/19	56.34	000	
4390	4390-Other Supplies	BCCS	STD05/28/19-0277	CCU - JC - 0277	FOOD 4 LESS - DRINKS FOR PROFESSIONAL DEVELOPMENT DAYS	06/30/19	51.31	000	
4390	4390-Other Supplies	BCCS	STD05/28/19-0277	CCU - JC - 0277	COSTCO WAREHOUSE - DRINKS DURING CASA DAY	06/30/19	475.01	NCLR	
4390	4390-Other Supplies	BCCS	STD06/28/19-0277	CCU - JC - 0277	JOKER PARTY SUPPLY - DECORATIONS FOR 8TH GRADE CULMINATION	06/30/19	500.00	000	
4390	4390-Other Supplies	BCCS	STD06/28/19-0277	CCU - JC - 0277	COSTCO - DRINKS FOR 8TH GRADE AWARD NIGHT	06/30/19	266.41	000	
4390	4390-Other Supplies	BCCS	STD06/28/19-0277	CCU - JC - 0277	SUBWAY - FOOD FOR 8TH GRADE AWARDS NIGHT	06/30/19	174.54	000	
4390	4390-Other Supplies	BCCS	STD06/28/19-0277	CCU - JC - 0277	DECKER EQUIPMENT - ADA BATHROOM SIGNAGE FOR STUDENT RESTROOMS	06/30/19	45.93	000	
4390	4390-Other Supplies	BCCS	STD11/28/18-0277	CCU - JC - 0277	TAQUERIA LA CHISPITA - FOOD - PD DURING POP DAY	06/30/19	240.00	000	
4390	4390-Other Supplies	BCCS	STD11/28/18-0277	CCU - JC - 0277	FOOD 4 LESS - DRINKS - PD DURING POP DAY	06/30/19	50.74	000	
4390	4390-Other Supplies	BCCS	STD03/28/19-0013	CCU - KB - 0129	TAQUERIA LA CHISPITA - 3/4/19 FOOD FOR YPICS PD	06/30/19	274.26	000	
4390	4390-Other Supplies	BCCS	STD03/28/19-0013	CCU - KB - 0129	COSTCO WAREHOUSE - 3/4/19 FOOD FOR YPICS PD	06/30/19	28.38	000	
4390	4390-Other Supplies	BCCS	STD07/28/18-0013	CCU - KB - 0129	MANDARIN ISLAND CHINESE - FOOD DURING NEW TEACHER TRAINING	06/30/19	123.34	000	
4390	4390-Other Supplies	BCCS	STD07/28/18-0013	CCU - KB - 0129	STAPLES - SUPPLIES FOR PROFESSIONAL DEVELOPMENT	06/30/19	108.05	000	
4390	4390-Other Supplies	BCCS	STD07/28/18-0013	CCU - KB - 0129	RALPHS - BREAKFAST FOR NEW TEACHER TRAINING	06/30/19	29.73	000	
4390	4390-Other Supplies	BCCS	STD07/28/18-0013	CCU - KB - 0129	VONS - BREAKFAST FOR NEW TEACHER TRAINING	06/30/19	15.99	000	
4390	4390-Other Supplies	BCCS	STD07/28/18-0013	CCU - KB - 0129	DOMINOS PIZZA - LUNCH FOR NEW TEACHER TRAINING	06/30/19	10.94	000	
4390	4390-Other Supplies	BCCS	STD07/28/18-0013	CCU - KB - 0129	99-CENTS-ONLY - WATER, PLASTICS CUPS FOR NEW TEACHER TRAINING	06/30/19	7.85	000	
4390	4390-Other Supplies	BCCS	STD07/28/18-0013	CCU - KB - 0129	RALPHS - SALADS AND DRESSING FOR NEW TEACHER TRAINING	06/30/19	3.08	000	
4390	4390-Other Supplies	BCCS	STD07/28/18-0013	CCU - KB - 0129	7 ELEVEN - ICE - NEW TEACHER TRAINING	06/30/19	2.19	000	
4390	4390-Other Supplies	BCCS	STD8/28/18-0013	CCU - KB - 0129	COSTCO - DRINKS AND SALAD FOR YPICS PROFESSIONAL DEVELOPMENT	06/30/19	67.35	000	
4390	4390-Other Supplies	BCCS	STD8/28/18-0013	CCU - KB - 0129	JACK IN THE BOX - BREAKFAST FOR NEW STAFF TRAINING	06/30/19	18.36	000	
4390	4390-Other Supplies	BCCS	STD8/28/18-0013	CCU - KB - 0129	98 PLUS BARGAIN - SALAD DRESSING AND UTENSILS FOR YPICS PROFESSIONAL DEVELOPMENT	06/30/19	5.92	000	
4390	4390-Other Supplies	BCCS	STD09/28/18-0013	CCU - KB - 0129	DOMINO'S PIZZA - PIZZA - YPICS LEADERSHIP MEETING	06/30/19	26.13	000	
4390	4390-Other Supplies	BCCS	STD09/28/18-0013	CCU - KB - 0129	RALPHS - DRINKS - YPICS LEADERSHIP MEETING	06/30/19	10.10	000	
4390	4390-Other Supplies	BCCS	STD10/28/18-0013	CCU - KB - 0129	AY PAPA QUE RICO - LUNCH - YPICS PD	06/30/19	68.62	000	
4390	4390-Other Supplies	BCCS	STD10/28/18-0013	CCU - KB - 0129	COSTCO - LUNCH - YPICS PD	06/30/19	43.70	000	
4390	4390-Other Supplies	BCHS	STD03/28/19-0013	CCU - KB - 0129	TAQUERIA LA CHISPITA - 3/4/19 FOOD FOR YPICS PD	06/30/19	176.75	000	
4390	4390-Other Supplies	BCHS	STD03/28/19-0013	CCU - KB - 0129	COSTCO WAREHOUSE - 3/4/19 FOOD FOR YPICS PD	06/30/19	18.29	000	
4390	4390-Other Supplies	BCHS	STD05/28/19-0013	CCU - KB - 0129	LUCERO BAKERY - TESTING INCENTIVE SNACK - FUENTES DONATION	06/30/19	195.00	000	
4390	4390-Other Supplies	BCHS	STD07/28/18-0013	CCU - KB - 0129	MANDARIN ISLAND CHINESE - FOOD DURING NEW TEACHER TRAINING	06/30/19	123.33	000	
4390	4390-Other Supplies	BCHS	STD07/28/18-0013	CCU - KB - 0129	STAPLES - SUPPLIES FOR PROFESSIONAL DEVELOPMENT	06/30/19	108.04	000	
4390	4390-Other Supplies	BCHS	STD07/28/18-0013	CCU - KB - 0129	RALPHS - BREAKFAST FOR NEW TEACHER TRAINING	06/30/19	29.73	000	
4390	4390-Other Supplies	BCHS	STD07/28/18-0013	CCU - KB - 0129	VONS - BREAKFAST FOR NEW TEACHER TRAINING	06/30/19	15.98	000	
4390	4390-Other Supplies	BCHS	STD07/28/18-0013	CCU - KB - 0129	DOMINOS PIZZA - LUNCH FOR NEW TEACHER TRAINING	06/30/19	10.93	000	
4390	4390-Other Supplies	BCHS	STD07/28/18-0013	CCU - KB - 0129	99-CENTS-ONLY - WATER, PLASTICS CUPS FOR NEW TEACHER TRAINING	06/30/19	7.85	000	
4390	4390-Other Supplies	BCHS	STD07/28/18-0013	CCU - KB - 0129	RALPHS - SALADS AND DRESSING FOR NEW TEACHER TRAINING	06/30/19	3.08	000	
4390	4390-Other Supplies	BCHS	STD07/28/18-0013	CCU - KB - 0129	7 ELEVEN - ICE - NEW TEACHER TRAINING	06/30/19	2.18	000	
4390	4390-Other Supplies	BCHS	STD8/28/18-0013	CCU - KB - 0129	COSTCO - DRINKS AND SALAD FOR YPICS PROFESSIONAL DEVELOPMENT	06/30/19	43.40	000	
4390	4390-Other Supplies	BCHS	STD8/28/18-0013	CCU - KB - 0129	JACK IN THE BOX - BREAKFAST FOR NEW STAFF TRAINING	06/30/19	18.35	000	
4390	4390-Other Supplies	BCHS	STD8/28/18-0013	CCU - KB - 0129	98 PLUS BARGAIN - SALAD DRESSING AND UTENSILS FOR YPICS PROFESSIONAL DEVELOPMENT	06/30/19	3.82	000	
4390	4390-Other Supplies	BCHS	STD09/28/18-0013	CCU - KB - 0129	DOMINO'S PIZZA - PIZZA - YPICS LEADERSHIP MEETING	06/30/19	16.84	000	
4390	4390-Other Supplies	BCHS	STD09/28/18-0013	CCU - KB - 0129	RALPHS - DRINKS - YPICS LEADERSHIP MEETING	06/30/19	6.50	000	
4390	4390-Other Supplies	BCHS	STD10/28/18-0013	CCU - KB - 0129	AY PAPA QUE RICO - LUNCH - YPICS PD	06/30/19	44.22	000	

Object#	Object	Manager	Doc #	Vendor	Description	Date	Actual	Amount	ID
4390	4390-Other Supplies	BCHS	STD10/28/18-0013	CCU - KB - 0129	COSTCO - LUNCH - YPICS PD	06/30/19	28.17	000	
4390	4390-Other Supplies	CA	STD07/28/18-0013	CCU - KB - 0129	SQ COMPASS COFFEE W. DC - BREAKFAST MUFFIN AND COFFEE AT UI	06/30/19	7.79	000	
4390	4390-Other Supplies	CA	STD12/28/18-0013	CCU - KB - 0129	MANDARIN ISLAND CHINESE - FOOD FOR YPICS BOARD MEETING	06/30/19	106.05	000	
4390	4390-Other Supplies	MORCS	STD03/28/19-0013	CCU - KB - 0129	TAQUERIA LA CHISPITA - 3/4/19 FOOD FOR YPICS PD	06/30/19	248.99	000	
4390	4390-Other Supplies	MORCS	STD03/28/19-0013	CCU - KB - 0129	COSTCO WAREHOUSE - 3/4/19 FOOD FOR YPICS PD	06/30/19	25.76	000	
4390	4390-Other Supplies	MORCS	STD07/28/18-0013	CCU - KB - 0129	MANDARIN ISLAND CHINESE - FOOD DURING NEW TEACHER TRAINING	06/30/19	123.34	000	
4390	4390-Other Supplies	MORCS	STD07/28/18-0013	CCU - KB - 0129	STAPLES - SUPPLIES FOR PROFESSIONAL DEVELOPMENT	06/30/19	108.04	000	
4390	4390-Other Supplies	MORCS	STD07/28/18-0013	CCU - KB - 0129	RALPHS - BREAKFAST FOR NEW TEACHER TRAINING	06/30/19	29.73	000	
4390	4390-Other Supplies	MORCS	STD07/28/18-0013	CCU - KB - 0129	VONS - BREAKFAST FOR NEW TEACHER TRAINING	06/30/19	15.98	000	
4390	4390-Other Supplies	MORCS	STD07/28/18-0013	CCU - KB - 0129	DOMINOS PIZZA - LUNCH FOR NEW TEACHER TRAINING	06/30/19	10.93	000	
4390	4390-Other Supplies	MORCS	STD07/28/18-0013	CCU - KB - 0129	99-CENTS-ONLY - WATER, PLASTICS CUPS FOR NEW TEACHER TRAINING	06/30/19	7.85	000	
4390	4390-Other Supplies	MORCS	STD07/28/18-0013	CCU - KB - 0129	RALPHS - SALADS AND DRESSING FOR NEW TEACHER TRAINING	06/30/19	3.08	000	
4390	4390-Other Supplies	MORCS	STD07/28/18-0013	CCU - KB - 0129	7 ELEVEN - ICE - NEW TEACHER TRAINING	06/30/19	2.18	000	
4390	4390-Other Supplies	MORCS	STD8/28/18-0013	CCU - KB - 0129	COSTCO - DRINKS AND SALAD FOR YPICS PROFESSIONAL DEVELOPMENT	06/30/19	61.14	000	
4390	4390-Other Supplies	MORCS	STD8/28/18-0013	CCU - KB - 0129	JACK IN THE BOX - BREAKFAST FOR NEW STAFF TRAINING	06/30/19	18.35	000	
4390	4390-Other Supplies	MORCS	STD8/28/18-0013	CCU - KB - 0129	98 PLUS BARGAIN - SALAD DRESSING AND UTENSILS FOR YPICS PROF	06/30/19	5.38	000	
4390	4390-Other Supplies	MORCS	STD09/28/18-0013	CCU - KB - 0129	DOMINO'S PIZZA - PIZZA - YPICS LEADERSHIP MEETING	06/30/19	23.72	000	
4390	4390-Other Supplies	MORCS	STD09/28/18-0013	CCU - KB - 0129	RALPHS - DRINKS - YPICS LEADERSHIP MEETING	06/30/19	9.16	000	
4390	4390-Other Supplies	MORCS	STD10/28/18-0013	CCU - KB - 0129	AY PAPA QUE RICO - LUNCH - YPICS PD	06/30/19	62.30	000	
4390	4390-Other Supplies	MORCS	STD10/28/18-0013	CCU - KB - 0129	COSTCO - LUNCH - YPICS PD	06/30/19	39.68	000	
4390	4390-Other Supplies	MORCS	STD04/28/19-0178	CCU - LG - 0178	SUBWAY - FOOD FOR SAC MEETING	06/28/19	79.98	000	
4390	4390-Other Supplies	CA	STD06/28/19-0178	CCU - LG - 0178	SUBWAY - FOOD FOR BOARD MEETING ON 5/28/19	06/30/19	45.78	000	
4390	4390-Other Supplies	MORCS	STD05/28/19-0178	CCU - LG - 0178	LITTLE CAESARS - FOOD FOR ATHLETIC END OF YEAR BANQUET	06/30/19	120.45	000	
4390	4390-Other Supplies	MORCS	STD05/28/19-0178	CCU - LG - 0178	SUBWAY - FOOD FOR MONTHLY SAC MEETING	06/30/19	47.98	000	
4390	4390-Other Supplies	MORCS	STD05/28/19-0178	CCU - LG - 0178	SUBWAY - FOOD FOR - SCHOOL TO HOME GRANT MEETING	06/30/19	39.99	000	
4390	4390-Other Supplies	MORCS	STD06/28/19-0178	CCU - LG - 0178	DOMINO'S - PIZZA - 8TH GRADE CULMINATING STUDENTS	06/30/19	206.69	000	
4390	4390-Other Supplies	CA	STD03/28/19-0285	CCU - RB - 0285	TARGET - RAFFLE TICKETS FOR PD	06/28/19	11.16	000	
4390	4390-Other Supplies	MORCS	STD04/28/19-0285	CCU - RB - 0285	BEST BUY - CHROMECAST - MAIN OFFICE PARENT INFORMATIONAL	06/28/19	32.86	000	
4390	4390-Other Supplies	CA	STD04/28/19-0285	CCU - RB - 0285	REC: 03/29 - 04/28/19 - CARD ENDING 0285	06/30/19	32.86	000	
4390	4390-Other Supplies	CA	STD05/28/19-0285	CCU - RB - 0285	REC: 04/29 - 05/28/19 - CARD ENDING 0285	06/30/19	71.16	000	
4390	4390-Other Supplies	MORCS	STD04/28/19-0285	CCU - RB - 0285	REC: 03/29 - 04/28/19 - CARD ENDING 0285	06/30/19	(32.86)	000	
4390	4390-Other Supplies	BCCS	STD10/28/18-0005	CCU - RD - 0005	BEST BUY - MICROWARE FOR STAFF LOUNGE, RECHARGEABLE BATEF	06/28/19	300.58	000	
4390	4390-Other Supplies	BCCS	STD10/28/18-0005	CCU - RD - 0005	GOLFO DE FONSECA - FOOD FOR STAFF DURING PARENT CONFERENCE	06/28/19	136.25	000	
4390	4390-Other Supplies	BCCS	STD10/28/18-0005	CCU - RD - 0005	SMART & FINAL - GATORADE FOR SPORTS TEAMS	06/28/19	85.07	000	
4390	4390-Other Supplies	BCCS	STD10/28/18-0005	CCU - RD - 0005	GRANADA SOCCER STORE - FIELD PAINT FOR SPORTS EVENTS AND P	06/28/19	45.00	000	
4390	4390-Other Supplies	BCCS	STD10/28/18-0005	CCU - RD - 0005	VONS - GATORADE FOR SPORTS TEAMS	06/28/19	28.45	000	
4390	4390-Other Supplies	BCCS	STD11/28/18-0005	CCU - RD - 0005	CHEER SOUNDS EXPRESS - CHEER MUSIC	06/28/19	158.20	000	
4390	4390-Other Supplies	CA	STD11/28/18-0005	CCU - RD - 0005	FRY'S ELECTRONICS - SPEAKERS FOR CLASSROOMS	06/28/19	229.75	000	
4390	4390-Other Supplies	CA	STD11/28/18-0005	CCU - RD - 0005	TARGET - SPEAKERS FOR CLASSROOMS	06/28/19	119.48	000	
4390	4390-Other Supplies	BCCS	STD01/28/19-0005	CCU - RD - 0005	OLIVER WORLDCLASS LABS - (10) SMART CONTROLS, POWER ADAPTE	06/30/19	476.30	000	
4390	4390-Other Supplies	BCCS	STD03/28/19-0005	CCU - RD - 0005	GRANADA SOCCER STORES - SOCCER UNIFORMS	06/30/19	1,253.00	000	
4390	4390-Other Supplies	BCCS	STD03/28/19-0005	CCU - RD - 0005	PERFECT DESIGN - DEPOSIT FOR SOCCER SWEATSHIRTS	06/30/19	800.00	000	
4390	4390-Other Supplies	BCCS	STD03/28/19-0005	CCU - RD - 0005	SOS SURVIVAL PRODUCTS - FIRE EXTINGUISHER HOOKS	06/30/19	46.00	000	
4390	4390-Other Supplies	BCCS	STD03/28/19-0005	CCU - RD - 0005	CRAZY GOODY SAN FERNANDO - FOOD FOR STAFF - PARENT CONFER	06/30/19	24.60	000	
4390	4390-Other Supplies	BCCS	STD04/28/19-0005	CCU - RD - 0005	WAV PERFECT DESIGN - SOCCER TEAM SWEATSHIRTS	06/30/19	1,260.00	000	
4390	4390-Other Supplies	BCCS	STD05/28/19-0005	CCU - RD - 0005	WAV*PERFECT DESIGN - CHEER TEAM SWEATSHIRTS	06/30/19	702.00	000	
4390	4390-Other Supplies	BCCS	STD05/28/19-0005	CCU - RD - 0005	SMAT & FINAL - FOOD - KNIGHTS BY THE SEA EVENT	06/30/19	308.40	000	
4390	4390-Other Supplies	BCCS	STD05/28/19-0005	CCU - RD - 0005	76- DBA H.M. KHOSH - PROPANE - KNIGHTS BY THE SEA EVENT	06/30/19	28.80	000	
4390	4390-Other Supplies	BCCS	STD05/28/19-0005	CCU - RD - 0005	CVS PHARMACY - SPONGES - KNIGHT BY THE SEA EVENT	06/30/19	6.66	000	
4390	4390-Other Supplies	BCCS	STD05/28/19-0005	CCU - RD - 0005	PORTO'S BAKERY - PASTRIES - CASA NIGHT	06/30/19	944.40	NCLR	
4390	4390-Other Supplies	BCCS	STD05/28/19-0005	CCU - RD - 0005	RICHARD PHOTO LAB - STUDENT PHOTO PRINTS - CASA NIGHT	06/30/19	605.66	NCLR	
4390	4390-Other Supplies	BCCS	STD05/28/19-0005	CCU - RD - 0005	TAQUERIA LA CHISPITA - FOOD FOR STAFF - CASA NIGHT	06/30/19	325.00	NCLR	
4390	4390-Other Supplies	BCCS	STD06/28/19-0005	CCU - RD - 0005	COSTCO - DRINKS FOR 8TH GRADE CULMINATION	06/30/19	813.21	000	
4390	4390-Other Supplies	BCCS	STD06/28/19-0005	CCU - RD - 0005	PORTO'S BAKERY - FOOD FOR 8TH GRADE AWARDS NIGHT	06/30/19	664.86	000	
4390	4390-Other Supplies	BCCS	STD06/28/19-0005	CCU - RD - 0005	PORTO'S BAKERY - PASTRIES FOR 5TH GRADE PROMOTION	06/30/19	655.50	000	
4390	4390-Other Supplies	BCCS	STD06/28/19-0005	CCU - RD - 0005	PORTO'S BAKERY - PASTRIES FOR 8TH GRADE CULMINATION	06/30/19	537.60	000	
4390	4390-Other Supplies	BCCS	STD06/28/19-0005	CCU - RD - 0005	JOKER PARTY SUPPLY - DECORATIONS FOR 8TH GRADE AWARDS NIGHT	06/30/19	348.88	000	
4390	4390-Other Supplies	BCCS	STD06/28/19-0005	CCU - RD - 0005	CAMARILLO SF - DECORATIONS FOR 8TH GRADE AWARDS NIGHT	06/30/19	66.15	000	

Object	Object	Manager	Doc #	Vendor	Description	Date	Actual Amount	ID
4390	4390-Other Supplies	BCCS	STD06/28/19-0005	CCU - RD - 0005	99 CENT ONLY STORES - ICE FOR 8TH GRADE CULMINATION	06/30/19	43.80	000
4390	4390-Other Supplies	BCCS	STD06/28/19-0005	CCU - RD - 0005	99 CENTS ONLY STORES - ICE - 8TH GRADE AWARDS NIGHT	06/30/19	27.38	000
4390	4390-Other Supplies	BCCS	STD06/28/19-0005	CCU - RD - 0005	99 CENTS ONLY STORES - ICE FOR 5TH GRADE PROMOTION	06/30/19	14.24	000
4390	4390-Other Supplies	BCCS	STD12/28/18-0005	CCU - RD - 0005	DOMINOS PIZZA - PIZZA FOR STAFF DURING ACADEMIC TRAINING	06/30/19	8.57	000
4390	4390-Other Supplies	BCHS	STD12/28/18-0005	CCU - RD - 0005	DOMINOS PIZZA - PIZZA FOR STAFF DURING ACADEMIC TRAINING	06/30/19	5.52	000
4390	4390-Other Supplies	MORCS	STD01/28/19-0005	CCU - RD - 0005	GOPHER SPORT - BASKETBALL POST PADS FOR SAFETY	06/30/19	1,023.29	PROP-1D
4390	4390-Other Supplies	MORCS	STD01/28/19-0005	CCU - RD - 0005	AMER FLAGS - FLAGS FOR NEW CAMPUS	06/30/19	528.48	PROP-1D
4390	4390-Other Supplies	MORCS	STD12/28/18-0005	CCU - RD - 0005	DOMINOS PIZZA - PIZZA FOR STAFF DURING ACADEMIC TRAINING	06/30/19	7.78	000
4390	4390-Other Supplies	MORCS	STD12/28/18-0005	CCU - RD - 0005	FRY'S ELECTRONICS - PATCH CABLE FOR PROMETHEAN BOARDS	06/30/19	98.35	PROP-1D
4390	4390-Other Supplies	BCHS	STD06/28/19-0251	CCU - RQ - 0251	HOUSE OF TROPHIES - STUDENT APPLE AWARDS	06/30/19	551.88	000
4390	4390-Other Supplies	CA	STD02/28/19-0251	CCU - RQ - 0251	SMART & FINAL - WATER FOR BOARD MEETING	06/30/19	18.57	000
4390	4390-Other Supplies	CA	STD05/28/19-0251	CCU - RQ - 0251	TARGET - SNACKS FOR STUDENTS TESTING	06/30/19	121.66	000
4390	4390-Other Supplies	MORCS	STD02/28/19-0251	CCU - RQ - 0251	SOS SURVIVAL - LOCKDOWN, SANITATION, AND FIRST AID KITS	06/30/19	590.29	000
4390	4390-Other Supplies	MORCS	STD02/28/19-0251	CCU - RQ - 0251	DINOS CHICKEN AND BURGER - FOOD FOR PARENTS - CHARTER RALL	06/30/19	129.92	000
4390	4390-Other Supplies	MORCS	STD02/28/19-0251	CCU - RQ - 0251	COSTCO - COOKIES & COFFEE FOR PARENT MEETINGS	06/30/19	100.48	000
4390	4390-Other Supplies	MORCS	STD02/28/19-0251	CCU - RQ - 0251	EL NUEVO MIRADOR - FOOD FOR BOARD MEETING	06/30/19	89.95	000
4390	4390-Other Supplies	MORCS	STD02/28/19-0251	CCU - RQ - 0251	OFFICE DEPOT - SUPPLIES EMERGENCY FOLDERS	06/30/19	58.89	000
4390	4390-Other Supplies	MORCS	STD02/28/19-0251	CCU - RQ - 0251	ETSY.COM - PRIVACY SCREEN FOR USING RESTROOM DURING LOCKD	06/30/19	41.00	000
4390	4390-Other Supplies	MORCS	STD02/28/19-0251	CCU - RQ - 0251	STARBUCKS - COFFEE FOR CSD OVERSIGHT VISIT	06/30/19	16.95	000
4390	4390-Other Supplies	MORCS	STD03/28/19-0251	CCU - RQ - 0251	PAPA CRISTO'S LOS ANGELES - DINNER - PARENT CONFERENCE	06/30/19	368.19	000
4390	4390-Other Supplies	MORCS	STD03/28/19-0251	CCU - RQ - 0251	CENTURY SOCCER INC - GIRLS SOCCER UNIFORMS	06/30/19	330.00	000
4390	4390-Other Supplies	MORCS	STD03/28/19-0251	CCU - RQ - 0251	HAE HA HENG THAI BISTRO LA - LUNCH - PARENT CONFERENCES	06/30/19	316.45	000
4390	4390-Other Supplies	MORCS	STD03/28/19-0251	CCU - RQ - 0251	LOWES - LOCKS FOR NEW COMPUTER CARTS	06/30/19	83.18	000
4390	4390-Other Supplies	MORCS	STD03/28/19-0251	CCU - RQ - 0251	STARBUCKS STORE - COFFEE - PARENT CONFERENCES	06/30/19	33.90	000
4390	4390-Other Supplies	MORCS	STD03/28/19-0251	CCU - RQ - 0251	PAYPAL JEREMY - MACBOOK KEYBOARD SHIFT KEY REPLACEMENT	06/30/19	17.94	000
4390	4390-Other Supplies	MORCS	STD03/28/19-0251	CCU - RQ - 0251	C & K IMPORTING CO PAPA LA - DINNER - PARENT CONFERENCE	06/30/19	12.97	000
4390	4390-Other Supplies	MORCS	STD03/28/19-0251	CCU - RQ - 0251	VONS - FOOD FOR STAFF RETREAT - ONLY CHARGED SMALL AMOUNT	06/30/19	0.07	000
4390	4390-Other Supplies	MORCS	STD04/28/19-0251	CCU - RQ - 0251	BIG 5 SPORTING GOODS - CONES FOR PLAYING SPORTS IN THE QUAD	06/30/19	21.90	000
4390	4390-Other Supplies	MORCS	STD05/28/19-0251	CCU - RQ - 0251	SMART & FINAL - ICE CREAM FOR CAASPP TESTING INCENTIVE	06/30/19	89.35	000
4390	4390-Other Supplies	MORCS	STD06/28/19-0251	CCU - RQ - 0251	PORTO'S BAKERY - PASTRIES DURING CULMINATION	06/30/19	849.14	000
4390	4390-Other Supplies	MORCS	STD06/28/19-0251	CCU - RQ - 0251	PAYPAL JIMMY ZEPEDA - T-SHIRTS FOR CASA NIGHT	06/30/19	825.50	000
4390	4390-Other Supplies	MORCS	STD06/28/19-0251	CCU - RQ - 0251	SQ* THE HOUSE OF MACHINES - STAFF FOOD FOR PROFESSIONAL DE	06/30/19	675.74	000
4390	4390-Other Supplies	MORCS	STD06/28/19-0251	CCU - RQ - 0251	PAYPAL JIMMY ZEPEDA - HOODIES FOR ACCELERATED MATH STUDEN	06/30/19	504.00	000
4390	4390-Other Supplies	MORCS	STD06/28/19-0251	CCU - RQ - 0251	HOUSE OF TROPHIES - MEDALS AND PLAQUES FOR CULMINATION	06/30/19	471.35	000
4390	4390-Other Supplies	MORCS	STD06/28/19-0251	CCU - RQ - 0251	HOUSE OF TROPHIES - TROPHIES FOR THE ACADEMIC CELEBRATION	06/30/19	195.34	000
4390	4390-Other Supplies	MORCS	STD06/28/19-0251	CCU - RQ - 0251	LITTLE CAESARS - FOOD FOR 8TH GRADE BONFIRE	43646	164.16	000
4390	4390-Other Supplies	MORCS	STD06/28/19-0251	CCU - RQ - 0251	BROOKLYN WATER BAGELS - BAGELS FOR PROFESSIONAL DEVELOPM	43646	67.02	000
4390	4390-Other Supplies	MORCS	STD06/28/19-0251	CCU - RQ - 0251	BROOKLYN WATER BAGELS - BAGELS FOR PROFESSIONAL DEVELOPE	43646	44.31	000
4390	4390-Other Supplies	MORCS	STD06/28/19-0251	CCU - RQ - 0251	STARBUCKS - COFFEE FOR PROFESSIONAL DEVELOPMENT	43646	35.90	000
4390	4390-Other Supplies	MORCS	STD06/28/19-0251	CCU - RQ - 0251	VONS - SUPPLIES FOR 8TH GRADE BONFIRE	43646	22.98	000
4390	4390-Other Supplies	BCCS	STD03/28/19-0269	CCU - SC - 0269	COSTCO WAREHOUSE - FOOD FOR PROFESSIONAL DEVELOPMENT	43646	76.58	000
4390	4390-Other Supplies	BCHS	STD02/28/19-0269	CCU - SC - 0269	IN N OUT BURGER - LUNCH FOR SPEECH AND DEBATE TOURNAMENT	43646	98.39	000
4390	4390-Other Supplies	BCHS	STD02/28/19-0269	CCU - SC - 0269	SUBWAY - LUNCH FOR SPEECH AND DEBATE TOURNAMENT	43646	97.44	000
4390	4390-Other Supplies	BCHS	STD02/28/19-0269	CCU - SC - 0269	PANDA EXPRESS - LUNCH FOR SPEECH AND DEBATE TOURNAMENT	43646	85.91	000
4390	4390-Other Supplies	BCHS	STD02/28/19-0269	CCU - SC - 0269	SMART & FINAL - SNACKS FOR SPEECH AND DEBATE TOURNAMENT	43646	84.90	000
4390	4390-Other Supplies	BCHS	STD02/28/19-0269	CCU - SC - 0269	PARTY CITY - WRISTBANDS FOR STUDENT FREE DRESS DAY	43646	54.75	000
4390	4390-Other Supplies	BCHS	STD03/28/19-0269	CCU - SC - 0269	IN N OUT BURGER - LUNCH FOR STAFF DURING PARENT CONFERENCE	43646	154.23	000
4390	4390-Other Supplies	BCHS	STD03/28/19-0269	CCU - SC - 0269	EL MILAGRO LAKE VIEW - BREAKFAST FOR STAFF DURING PARENT CC	43646	121.77	000
4390	4390-Other Supplies	BCHS	STD03/28/19-0269	CCU - SC - 0269	LITTLE CAESARS - LUNCH FOR STUDENTS WHO TOOK THE SATS	43646	109.50	000
4390	4390-Other Supplies	BCHS	STD03/28/19-0269	CCU - SC - 0269	TAQUERIA EL PATIO - LUNCH FOR SPEECH & DEBATE TOURNAMENT	43646	96.28	000
4390	4390-Other Supplies	BCHS	STD03/28/19-0269	CCU - SC - 0269	GOLFO DE FONSECA RESTAURANT - FOOD FOR PARENTS CONFERENC	43646	90.00	000
4390	4390-Other Supplies	BCHS	STD03/28/19-0269	CCU - SC - 0269	FOOD 4 LESS - DRINKS AND UTENSILS FOR PARENT CONFERENCES	43646	81.42	000
4390	4390-Other Supplies	BCHS	STD03/28/19-0269	CCU - SC - 0269	IN N OUT BURGER - DINNER FOR SPEECH & DEBATE TOURNAMENT	43646	61.87	000
4390	4390-Other Supplies	BCHS	STD03/28/19-0269	CCU - SC - 0269	SMART & FINAL - SNACKS FOR SPEECH AND DEBATE TOURNAMENT	43646	50.69	000
4390	4390-Other Supplies	BCHS	STD03/28/19-0269	CCU - SC - 0269	COSTCO WAREHOUSE - FOOD FOR PROFESSIONAL DEVELOPMENT	43646	49.36	000
4390	4390-Other Supplies	BCHS	STD03/28/19-0269	CCU - SC - 0269	AMAZON MKTP - WRISTBANDS FOR STUDENT FREE DRESS DAY	43646	41.00	STU LEA
4390	4390-Other Supplies	BCHS	STD04/28/19-0269	CCU - SC - 0269	MANDARIN ISLAND - FOOD FOR LAUSD OVERSIGHT VISIT	43646	318.95	000
4390	4390-Other Supplies	BCHS	STD04/28/19-0269	CCU - SC - 0269	FOOD 4 LESS - WATER FOR LAUSD OVERSIGHT VISIT	43646	3.99	000

Object	Object	Manager	Doc #	Vendor	Description	Date	Actual	Amount	ID
4390	4390-Other Supplies	BCHS	STD05/28/19-0269	CCU - SC - 0269	LE FOYER BALLROOM - PROM HALL CATERING	43646	318.60	STU LEA	
4390	4390-Other Supplies	BCHS	STD05/28/19-0269	CCU - SC - 0269	SNAP GEOFILTERS - SNAPCHAT FILTER FOR PROM	43646	11.56	STU LEA	
4390	4390-Other Supplies	BCHS	STD06/28/19-0269	CCU - SC - 0269	SMART AND FINAL - FOOD FOR LUAU EVENT	43646	79.23	STU LEA	
4390	4390-Other Supplies	BCHS	STD06/28/19-0269	CCU - SC - 0269	TARGET - BOB POOL GAME FOR LUAU EVENT	43646	21.90	STU LEA	
4390	4390-Other Supplies	BCHS	STD06/28/19-0269	CCU - SC - 0269	AMAZON MARKETPLACE - LEIS FOR THE LUAU EVENT	43646	17.45	STU LEA	
4390	4390-Other Supplies	CA	STD06/28/19-0269	CCU - SC - 0269	PANDA EXPRESS - FOOD FOR BOARD MEETING	43646	131.40	000	
4390	4390-Other Supplies	CA	STD06/28/19-0269	CCU - SC - 0269	FOOD 4 LESS - DRINKS FOR BOARD MEETING	43646	12.42	000	
4390	4390-Other Supplies	MORCS	STD03/28/19-0269	CCU - SC - 0269	COSTCO WAREHOUSE - FOOD FOR PROFESSIONAL DEVELOPMENT	43646	69.53	000	
4390	4390-Other Supplies	BCHS	STD03/28/19-0194	CCU - YF - 0194	SOS SURVIVAL PRODUCT - EMERGENCY KITS SUPPLIES	43646	473.91	000	
4390	4390-Other Supplies	BCHS	STD03/28/19-0194	CCU - YF - 0194	AY PAPA QUE RICO - FOOD FOR STAFF DURING PARENT CONFERENCE	43646	261.68	000	
4390	4390-Other Supplies	BCHS	STD03/28/19-0194	CCU - YF - 0194	KEY BURGER PACOIMA - FOOD FOR STUDENTS TAKING PRACTICE AP	43646	90.74	000	
4390	4390-Other Supplies	BCHS	STD03/28/19-0194	CCU - YF - 0194	JOLLY DONUTS PACOIMA - DONUTS FOR STAFF DURING PARENT CONF	43646	29.00	000	
4390	4390-Other Supplies	BCHS	STD03/28/19-0194	CCU - YF - 0194	FOOD 4 LESS - SNACKS FOR WASC PARENT MEETING	43646	28.41	000	
4390	4390-Other Supplies	BCHS	STD03/28/19-0194	CCU - YF - 0194	SMART & FINAL - SNACKS FOR STAFF DURING PARENT CONFERENCES	43646	15.88	000	
4390	4390-Other Supplies	BCHS	STD03/28/19-0194	CCU - YF - 0194	EL MILAGRO LAKE VIEW - BREAD FOR WASC PARENT MEETING	43646	12.00	000	
4390	4390-Other Supplies	BCHS	STD04/28/19-0194	CCU - YF - 0194	INSTACART - EMERGENCY KITS FOR CLASSROOMS	43646	266.11	000	
4390	4390-Other Supplies	BCHS	STD05/28/19-0194	CCU - YF - 0194	ANOUSH CATERING - PARTIAL PROM HALL CATERING CHARGE	43646	26.20	000	
4390	4390-Other Supplies	BCHS	STD05/28/19-0194	CCU - YF - 0194	TREERING CORPORATION - YEARBOOKS FOR 18/19 SCHOOL YEAR	43646	2,615.77	STU LEA	
4390	4390-Other Supplies	BCHS	STD05/28/19-0194	CCU - YF - 0194	ANOUSH CATERING - PARTIAL PROM HALL CATERING CHARGE	43646	1,613.18	STU LEA	
4390	4390-Other Supplies	BCHS	STD05/28/19-0194	CCU - YF - 0194	LITTLE CAESARS - PIZZA FOR GAMING CLUB FUNDRAISING	43646	32.85	STU LEA	
4390	4390-Other Supplies	BCHS	STD05/28/19-0194	CCU - YF - 0194	VALLARTA - COFFEE AND SNACKS FOR PARENT MEETING	43646	31.77	STU LEA	
4390	4390-Other Supplies	BCHS	STD06/28/19-0194	CCU - YF - 0194	99 CENTS ONLY STORES - DECORATIONS - END OF YEAR POP DAY	43646	49.28	000	
4400	4400-Non Capitalized Equip	CA	STD05/28/19-0285	CCU - RB - 0285	REC: BEST BUY - TV IN MAIN OFFICE - DIGITAL SIGNAGE	43646	335.49	000	
4400	4400-Non Capitalized Equip	BCCS	STD10/28/18-0005	CCU - RD - 0005	WORLD MARKET COST PLUS - CHAIRS FOR STAFF LOUNGE	43644	873.75	000	
4400	4400-Non Capitalized Equip	CA	STD10/28/18-0005	CCU - RD - 0005	BEST BUY - SPEAKERS AND VIDEO STABILIZER FOR PRESENTATIONS	43644	536.49	000	
4400	4400-Non Capitalized Equip	MORCS	STD11/28/18-0005	CCU - RD - 0005	BEST BUY - (2) MICROWAVES, TOASTER OVEN - STAFF LOUNGE	43644	372.28	PROP-1D	
4400	4400-Non Capitalized Equip	BCCS	STD01/28/19-0005	CCU - RD - 0005	OLIVER WORLDCLASS LABS - (15) PROJECTOR PEN	43646	1,926.82	000	
4400	4400-Non Capitalized Equip	BCHS	STD06/28/19-0194	CCU - YF - 0194	GITAR CENTER - SOUND SYSTEM FOR THE SCHOOL	43646	768.58	000	
4700	4700-Food and Food Suppli	MORCS	STD02/28/19-0251	CCU - RQ - 0251	COSTCO - TOILET PAPER, TRASH BAGS, WINDEX, CLEANERS, BROOM	43646	201.53	000	
4700	4700-Food and Food Suppli	MORCS	STD02/28/19-0251	CCU - RQ - 0251	COSTCO - TOILET PAPER	43646	40.71	000	
5200	5200-Travel and Conference	BCCS	STD02/28/19-0013	CCU - KB - 0129	HOTEL PARKING - ILLUMINATE CONFERENCE - DUENAS	43646	79.99	000	
5200	5200-Travel and Conference	BCCS	STD02/28/19-0013	CCU - KB - 0129	RAMADA INNS & SUITES - HOTEL PARKING - ILLUMINATE CONFERENCE	43646	0.01	000	
5200	5200-Travel and Conference	BCCS	STD06/28/19-0013	CCU - KB - 0129	HILTON PARC 55 SF - LODGING DEPOSIT - GEAR UP CONFERENCE	43646	2,111.27	GEAR-UP	
5200	5200-Travel and Conference	BCCS	STD8/28/18-0013	CCU - KB - 0129	EB CRITICAL CHARTER - YM&C PERSONNEL AND STUDENT SERVICES	43646	992.82	000	
5200	5200-Travel and Conference	BCCS	STD12/28/18-0013	CCU - KB - 0129	RAMADA INN & SUITES - HOTEL - ILLUMINATE CONFERENCE (RIOS, D	43646	448.54	000	
5200	5200-Travel and Conference	BCHS	STD02/28/19-0013	CCU - KB - 0129	RAMADA INNS & SUITES - HOTEL PARKING - ILLUMINATE CONFERENCE	43646	40.00	000	
5200	5200-Travel and Conference	BCHS	STD02/28/19-0013	CCU - KB - 0129	FLIGHT - TEXAS GEAR-UP CONFERENCE - EDWIN CRUZ	43646	536.60	GEAR-UP	
5200	5200-Travel and Conference	BCHS	STD02/28/19-0013	CCU - KB - 0129	SEAT UPGRADE - EDWIN CRUZ FLIGHT TO GU CONFERENCE	43646	101.57	GEAR-UP	
5200	5200-Travel and Conference	BCHS	STD07/28/18-0013	CCU - KB - 0129	KIMPTON CARLYLE HOTEL W. DC - LODGING - GEAR UP CONFERENCE	43646	823.11	000	
5200	5200-Travel and Conference	BCHS	STD8/28/18-0013	CCU - KB - 0129	EB CRITICAL CHARTER - YM&C PERSONNEL AND STUDENT SERVICES	43646	992.82	000	
5200	5200-Travel and Conference	BCHS	STD8/28/18-0013	CCU - KB - 0129	ETS CONFERENCES - 8/16/18 CAASPP CONFERENCE (MR. YABUT)	43646	100.00	000	
5200	5200-Travel and Conference	BCHS	STD12/28/18-0013	CCU - KB - 0129	RAMADA INN & SUITES - HOTEL - ILLUMINATE CONFERENCE (PALAFOX	43646	448.54	000	
5200	5200-Travel and Conference	CA	STD02/28/19-0013	CCU - KB - 0129	SOUTHWEST AIRLINES - FLIGHT - CCSA CONFERENCE - KING-BERG	43646	201.96	000	
5200	5200-Travel and Conference	CA	STD02/28/19-0013	CCU - KB - 0129	NORTH VALLEY OCCUPATIONAL CENTER - ESL CLASS REGISTRATION	43646	80.00	000	
5200	5200-Travel and Conference	CA	STD07/28/18-0013	CCU - KB - 0129	MARRIOTT MARQUIS W. DC - LODGING - 7/7/18-7/10/18 UNIDOS US	43646	927.69	000	
5200	5200-Travel and Conference	CA	STD09/28/18-0013	CCU - KB - 0129	SOUTHWEST AIRLINES - FLIGHT - CCSA COUNCIL MEETING - KING-BE	43646	346.96	000	
5200	5200-Travel and Conference	CA	STD09/28/18-0013	CCU - KB - 0129	QUALITY INN - HOTEL - CCSA COUNCIL MEETING - KING-BERG	43646	131.10	000	
5200	5200-Travel and Conference	CA	STD10/28/18-0013	CCU - KB - 0129	LEARN SQUARED, INC - MOTION DESIGN CLASS FOR RUIZ	43646	249.00	000	
5200	5200-Travel and Conference	CA	STD10/28/18-0013	CCU - KB - 0129	SOUTHWEST AIRLINES - FLIGHT - CCSA EXECUTIVE SUMMIT - KB	43646	179.96	000	
5200	5200-Travel and Conference	CA	STD12/28/18-0013	CCU - KB - 0129	RAMADA INN & SUITES - HOTEL - ILLUMINATE CONFERENCE (BRADFOR	43646	448.54	000	
5200	5200-Travel and Conference	MORCS	STD02/28/19-0013	CCU - KB - 0129	RAMADA INNS & SUITES - HOTEL PARKING - ILLUMINATE CONFERENCE	43646	80.00	000	
5200	5200-Travel and Conference	MORCS	STD8/28/18-0013	CCU - KB - 0129	EB CRITICAL CHARTER - YM&C PERSONNEL AND STUDENT SERVICES	43646	992.82	000	
5200	5200-Travel and Conference	MORCS	STD12/28/18-0013	CCU - KB - 0129	RAMADA INN & SUITES - HOTEL - ILLUMINATE CONFERENCE (ZEPEDA,	43646	448.54	000	
5200	5200-Travel and Conference	BCCS	STD10/28/18-0005	CCU - RD - 0005	SPRING CUE 2019 CONFERENCE REGISTRATION - ARREOLA AND MOR	43644	598.00	000	
5200	5200-Travel and Conference	BCCS	STD11/28/18-0005	CCU - RD - 0005	OMNI RANCHO LAS PALMAS - CTE CONFERENCE	43644	360.78	000	
5200	5200-Travel and Conference	BCCS	STD11/28/18-0005	CCU - RD - 0005	OMNI RANCHO LAS PALMAS - HOTEL - CTE CONFERENCE - CENTOFAN	43644	360.78	000	
5200	5200-Travel and Conference	BCCS	STD11/28/18-0005	CCU - RD - 0005	BRICKWORKS BISTRO - FOOD - CTE CONFERENCE	43644	46.42	000	
5200	5200-Travel and Conference	BCCS	STD11/28/18-0005	CCU - RD - 0005	PALMS CAFE OMNI RANCH - FOOD - CTE CONFERENCE	43644	21.56	000	

Object	Object	Manager	Doc #	Vendor	Description	Date	Actual Amount	ID
5200	5200-Travel and Conference	BCCS	STD11/28/18-0005	CCU - RD - 0005	YARD HOUSE - FOOD - CTE CONFERENCE	43644	9.25	000
5200	5200-Travel and Conference	BCHS	STD11/28/18-0005	CCU - RD - 0005	BRICKWORKS BISTRO - FOOD - CTE CONFERENCE	43644	46.43	000
5200	5200-Travel and Conference	BCCS	STD02/28/19-0005	CCU - RD - 0005	PALM SPRINGS RENTAL AGENCY - LODGING - CUE CONFERENCE	43646	479.21	000
5200	5200-Travel and Conference	BCCS	STD02/28/19-0005	CCU - RD - 0005	SOUTHWEST AIRLINES - AIRFARE FOR CCSA CONFERENCE - DUENAS	43646	159.96	000
5200	5200-Travel and Conference	BCCS	STD02/28/19-0005	CCU - RD - 0005	VRBO FEE - SERVICE FEE - CUE CONFERENCE LODGING	43646	51.32	000
5200	5200-Travel and Conference	BCCS	STD02/28/19-0005	CCU - RD - 0005	SOUTHWEST AIRLINES - AIRFARE FOR CCSA CONFERENCE - NUTT	43646	79.98	STEP
5200	5200-Travel and Conference	BCCS	STD03/28/19-0005	CCU - RD - 0005	SHERATON SACRAMENTO CA - HOTEL - CCSA CONFERENCE - R. DUENAS	43646	742.46	000
5200	5200-Travel and Conference	BCCS	STD03/28/19-0005	CCU - RD - 0005	SHERATON SACRAMENTO CA - HOTEL - CCSA CONFERENCE - D. GAMEZ	43646	712.56	000
5200	5200-Travel and Conference	BCCS	STD03/28/19-0005	CCU - RD - 0005	SHERATON SACRAMENTO CA - HOTEL - CCSA CONFERENCE - V. NUTT	43646	356.28	STEP
5200	5200-Travel and Conference	BCCS	STD04/28/19-0005	CCU - RD - 0005	PALM SPRING RENTAL AGENCY - ROLL AWAY BED - CUE CONFERENCE	43646	75.00	000
5200	5200-Travel and Conference	BCCS	STD12/28/18-0005	CCU - RD - 0005	SUCCESS FOR ALL - SFA CONFERENCE - ESPINZOA	43646	750.00	000
5200	5200-Travel and Conference	BCCS	STD12/28/18-0005	CCU - RD - 0005	CALIFORNIA SCIENCE TEACHER - CSTA CONFERENCE - ARCE	43646	285.00	000
5200	5200-Travel and Conference	BCHS	STD02/28/19-0005	CCU - RD - 0005	PALM SPRINGS RENTAL AGENCY - LODGING - CUE CONFERENCE	43646	308.83	000
5200	5200-Travel and Conference	BCHS	STD02/28/19-0005	CCU - RD - 0005	VRBO FEE - SERVICE FEE - CUE CONFERENCE LODGING	43646	33.08	000
5200	5200-Travel and Conference	CA	STD02/28/19-0005	CCU - RD - 0005	SOUTHWEST AIRLINES - AIRFARE FOR CCSA CONFERENCE - D. GAMEZ	43646	159.96	000
5200	5200-Travel and Conference	CA	STD02/28/19-0005	CCU - RD - 0005	SOUTHWEST AIRLINES - AIRFARE FOR CCSA CONFERENCE - ZUBIA	43646	159.96	000
5200	5200-Travel and Conference	MORCS	STD02/28/19-0005	CCU - RD - 0005	PALM SPRINGS RENTAL AGENCY - LODGING - CUE CONFERENCE	43646	435.06	000
5200	5200-Travel and Conference	MORCS	STD02/28/19-0005	CCU - RD - 0005	SOUTHWEST AIRLINES - AIRFARE FOR CCSA CONFERENCE - QUON	43646	159.96	000
5200	5200-Travel and Conference	MORCS	STD02/28/19-0005	CCU - RD - 0005	VRBO FEE - SERVICE FEE - CUE CONFERENCE LODGING	43646	46.60	000
5200	5200-Travel and Conference	MORCS	STD02/28/19-0005	CCU - RD - 0005	SOUTHWEST AIRLINES - AIRFARE FOR CCSA CONFERENCE - NUTT	43646	79.98	STEP
5200	5200-Travel and Conference	MORCS	STD03/28/19-0005	CCU - RD - 0005	SHERATON SACRAMENTO CA - HOTEL - CCSA CONFERENCE - V. NUTT	43646	356.28	STEP
5200	5200-Travel and Conference	MORCS	STD02/28/19-0251	CCU - RQ - 0251	CUE INC. - CUE CONFERENCE REGISTRATION (R. SMITH, HARRY)	43646	682.10	000
5200	5200-Travel and Conference	MORCS	STD02/28/19-0251	CCU - RQ - 0251	JETBLUE - FLIGHT TO SFA CONFERENCE IN NY - PAUL DURAN	43646	422.58	000
5200	5200-Travel and Conference	MORCS	STD03/28/19-0251	CCU - RQ - 0251	MARRIOTT NY MARQUIS - HOTEL - SFA CONFERENCE IN NEW YORK - P	43646	902.11	000
5200	5200-Travel and Conference	MORCS	STD03/28/19-0251	CCU - RQ - 0251	SHERATON SACRAMENTO - HOTEL - CCSA CONFERENCE IN SACRAMENTO	43646	712.56	000
5300	5300-Dues and Membership	BCCS	STD01/28/19-0013	CCU - KB - 0129	SLACK - 2019 SLACK RENEWAL CHARGE FOR 96 ACTIVE MEMBERS	43646	828.47	000
5300	5300-Dues and Membership	BCCS	STD02/28/19-0013	CCU - KB - 0129	SLACK - 01/19 SLACK CHARGE	43646	172.91	000
5300	5300-Dues and Membership	BCCS	STD03/28/19-0013	CCU - KB - 0129	SLACK - 02/19 SLACK USAGE CHARGE	43646	71.61	000
5300	5300-Dues and Membership	BCHS	STD01/28/19-0013	CCU - KB - 0129	SLACK - 2019 SLACK RENEWAL CHARGE FOR 96 ACTIVE MEMBERS	43646	533.91	000
5300	5300-Dues and Membership	BCHS	STD02/28/19-0013	CCU - KB - 0129	SLACK - 01/19 SLACK CHARGE	43646	111.44	000
5300	5300-Dues and Membership	BCHS	STD03/28/19-0013	CCU - KB - 0129	SLACK - 02/19 SLACK USAGE CHARGE	43646	46.15	000
5300	5300-Dues and Membership	CA	STD01/28/19-0013	CCU - KB - 0129	GOOGLE GSUITE - 12/18 - YPICS.ORG EMAIL DOMAIN CHARGE	43646	60.00	000
5300	5300-Dues and Membership	CA	STD02/28/19-0013	CCU - KB - 0129	GOOGLE G SUITE - 01/19 - YPICS.ORG EMAIL DOMAIN CHARGE	43646	60.00	000
5300	5300-Dues and Membership	CA	STD07/28/18-0013	CCU - KB - 0129	GOOGLE SVCSAPPS - YPICS DOMAIN CHARGE	43646	50.00	000
5300	5300-Dues and Membership	CA	STD8/28/18-0013	CCU - KB - 0129	GOOGLE GSUITE - YPICS DOMAIN CHARGE	43646	52.89	000
5300	5300-Dues and Membership	CA	STD09/28/18-0013	CCU - KB - 0129	DRI WWW.SHAREIT.INFO - XTREME - SOFTWARE PLUGIN FOR ADOBE I	43646	111.20	000
5300	5300-Dues and Membership	CA	STD09/28/18-0013	CCU - KB - 0129	SKILLSHARE - ONLINE TRAINING MEMBERSHIP FOR RUIZ	43646	96.00	000
5300	5300-Dues and Membership	CA	STD09/28/18-0013	CCU - KB - 0129	GOOGLE - 08/18 YPICS.ORG EMAIL DOMAIN CHARGE	43646	55.00	000
5300	5300-Dues and Membership	CA	STD10/28/18-0013	CCU - KB - 0129	GOOGLE - 09/18 YPICS EMAIL DOMAIN CHARGE	43646	55.00	000
5300	5300-Dues and Membership	CA	STD11/28/18-0013	CCU - KB - 0129	GOOGLE - 10/18 YPICS.ORG EMAIL DOMAIN CHARGE	43646	55.00	000
5300	5300-Dues and Membership	CA	STD12/28/18-0013	CCU - KB - 0129	GOOGLE - YPICS DOMAIN CHARGE - 11/18	43646	57.83	000
5300	5300-Dues and Membership	MORCS	STD01/28/19-0013	CCU - KB - 0129	SLACK - 2019 SLACK RENEWAL CHARGE FOR 96 ACTIVE MEMBERS	43646	752.13	000
5300	5300-Dues and Membership	MORCS	STD02/28/19-0013	CCU - KB - 0129	SLACK - 01/19 SLACK CHARGE	43646	156.98	000
5300	5300-Dues and Membership	MORCS	STD03/28/19-0013	CCU - KB - 0129	SLACK - 02/19 SLACK USAGE CHARGE	43646	65.02	000
5300	5300-Dues and Membership	MORCS	STD03/28/19-0251	CCU - RQ - 0251	MHE MCGRAW HILL - ADDITIONAL ALEKS ACCOUNTS - 3 MONTH SUBS	43646	650.00	000
5300	5300-Dues and Membership	BCHS	STD04/28/19-0194	CCU - YF - 0194	INSTACART - ANNUAL MEMBERSHIP FOR DELIVERY SERVICES	43646	99.00	000
5500	5500-Utilities and Housekee	MORCS	STD03/28/19-0251	CCU - RQ - 0251	SOCAL GAS COMPANY - PHONE PAYMENT - 01/15/19 - 02/13/19 (1/2	43646	1,001.50	000
5500	5500-Utilities and Housekee	MORCS	STD03/28/19-0251	CCU - RQ - 0251	SOCAL GAS COMPANY - PHONE PAYMENT - 01/15/19 - 02/13/19 (2/2	43646	247.14	000
5610	5610-Building Rent	BCHS	STD05/28/19-0013	CCU - KB - 0129	LE FOYER BALLROOM - PROM HALL PARTIAL RENTAL CHARGE	43646	1,902.80	STU LEA
5610	5610-Building Rent	CA	STD01/28/19-0013	CCU - KB - 0129	PUBLIC STORAGE - 01/19 STORAGE SPACE RENTAL	43646	501.00	000
5610	5610-Building Rent	CA	STD02/28/19-0013	CCU - KB - 0129	PUBLIC STORAGE - 02/19 - STORAGE SPACE RENTAL	43646	501.00	000
5610	5610-Building Rent	CA	STD03/28/19-0013	CCU - KB - 0129	PUBLIC STORAGE - 03/19 STORAGE SPACE RENTAL	43646	501.00	000
5610	5610-Building Rent	CA	STD04/28/19-0013	CCU - KB - 0129	PUBLIC STORAGE - 04/19 - STORAGE SPACE RENTAL	43646	501.00	000
5610	5610-Building Rent	CA	STD05/28/19-0013	CCU - KB - 0129	PUBLIC STORAGE - 05/19 STORAGE SPACE RENTAL	43646	501.00	000
5610	5610-Building Rent	CA	STD06/28/19-0013	CCU - KB - 0129	PUBLIC STORAGE - 06/19 STORAGE RENT	43646	501.00	000
5610	5610-Building Rent	CA	STD07/28/18-0013	CCU - KB - 0129	PUBLIC STORAGE - STORAGE RENT - JULY 2018	43646	501.00	000
5610	5610-Building Rent	CA	STD8/28/18-0013	CCU - KB - 0129	PUBLIC STORAGE - STORAGE RENTAL	43646	501.00	000
5610	5610-Building Rent	CA	STD09/28/18-0013	CCU - KB - 0129	PUBLIC STORAGE - 09/18 STORAGE SPACE RENTAL	43646	501.00	000

Object	Object	Manager	Doc #	Vendor	Description	Date	Actual	Amount	ID
5610	5610-Building Rent	CA	STD10/28/18-0013	CCU - KB - 0129	PUBLIC STORAGE - STORAGE SPACE	43646	501.00	000	
5610	5610-Building Rent	CA	STD11/28/18-0013	CCU - KB - 0129	PUBLIC STORAGE - STORAGE SPACE RENTAL	43646	501.00	000	
5610	5610-Building Rent	CA	STD12/28/18-0013	CCU - KB - 0129	PUBLIC STORAGE - STORAGE SPACE RENTAL - 12/18	43646	501.00	000	
5610	5610-Building Rent	MORCS	STD02/28/19-0251	CCU - RQ - 0251	DOWNTOWN MINI WAREHOUSE - 02/19 STORAGE SPACE RENTAL	43646	375.00	000	
5610	5610-Building Rent	MORCS	STD03/28/19-0251	CCU - RQ - 0251	DOWNTOWN MINI WAREHOUSE - 03/19 - STORAGE SPACE RENTAL	43646	375.00	000	
5610	5610-Building Rent	MORCS	STD04/28/19-0251	CCU - RQ - 0251	DOWNTOWN MINI WAREHOUSE - 04/19 - STORAGE SPACE RENTAL	43646	375.00	000	
5610	5610-Building Rent	MORCS	STD05/28/19-0251	CCU - RQ - 0251	DOWNTOWN MINI WAREHOUSE - 05/19 STORAGE SPACE RENTAL	43646	375.00	000	
5610	5610-Building Rent	MORCS	STD06/28/19-0251	CCU - RQ - 0251	DOWNTOWN MINI WAREHOUSE - 06/19 STORAGE RENT	43646	375.00	000	
5610	5610-Building Rent	BCHS	STD05/28/19-0269	CCU - SC - 0269	ANOUSH CATERING - PROM HALL CHARGE	43646	234.17	STU LEA	
5610	5610-Building Rent	BCHS	STD03/28/19-0194	CCU - YF - 0194	LE FOYER BALLROOM - PROM HALL DEPOSIT	43646	1,000.00	STU LEA	
5610	5610-Building Rent	BCHS	STD05/28/19-0194	CCU - YF - 0194	LE FOYER BALLROOM - PARTIAL PROM HALL RENTAL CHARGE	43646	35.40	STU LEA	
5620	5620-Equipment Lease	MORCS	STD02/28/19-0005	CCU - RD - 0005	ENTERPRISE RENT-A-CAR - RENTAL TRUCK - MORCS FURNITURE MOV	43646	371.57	PROP-1D	
5630	5630-Vendor Repairs	MORCS	STD03/28/19-0285	CCU - RB - 0285	APPLE STORE - LAPTOP SCREEN REPAIR - SIMONSEN'S COMPUTER	43644	99.00	000	
5630	5630-Vendor Repairs	BCCS	STD03/28/19-0005	CCU - RD - 0005	APPLE STORE - COMPUTER REPAIR	43646	513.27	000	
5630	5630-Vendor Repairs	MORCS	STD05/28/19-0251	CCU - RQ - 0251	APPLE STORE LA - STUDENT COMPUTER REPAIR	43646	497.00	000	
5812	5812-Pupil Transportation /	IBCCS	STD06/28/19-0013	CCU - KB - 0129	AS TICKET OFFICE - TAP CARDS FOR WOODBURY UNIVERSITY SUMME	43646	1,984.00	GEAR-UP	
5812	5812-Pupil Transportation /	IBCCS	STD10/28/18-0005	CCU - RD - 0005	CALIFORNIA SCIENCE CENTER TICKETS - 5TH GRADE TRIP	43644	135.00	000	
5812	5812-Pupil Transportation /	IBCCS	STD11/28/18-0005	CCU - RD - 0005	CALIFORNIA SCIENCE CENTER - 6TH GRADE FIELD TRIP ADMISSION	43644	1,541.95	000	
5812	5812-Pupil Transportation /	IBCCS	STD04/28/19-0005	CCU - RD - 0005	CHEVRON PACOIMA - GAS - NORTHERN CALIFORNIA COLLEGE TRIP	43646	34.01	000	
5812	5812-Pupil Transportation /	IBCCS	STD04/28/19-0005	CCU - RD - 0005	CHEVRON PACOIMA - GAS TRANSPORTATION TO CESAR CHAVEZ EVE	43646	53.67	NCLR	
5812	5812-Pupil Transportation /	IBCCS	STD06/28/19-0005	CCU - RD - 0005	ALL STAR PRODUCTIONS - DISNEY CHEER PERFORMANCE TICKETS	43646	3,248.32	000	
5812	5812-Pupil Transportation /	IBCCS	STD06/28/19-0005	CCU - RD - 0005	CHEVRON - GAS FOR VAN - SUMMER PROGRAM	43646	140.49	000	
5812	5812-Pupil Transportation /	IBCHS	STD05/28/19-0005	CCU - RD - 0005	CHEVRON - GAS - PHOTOGRAPH CLUB & SPEECH AND DEBATE TEAM	43646	95.25	000	
5812	5812-Pupil Transportation /	IBCHS	STD05/28/19-0005	CCU - RD - 0005	CHEVRON - GAS - NORTHERN CALIFORNIA COLLEGE TRIP	43646	70.82	000	
5812	5812-Pupil Transportation /	IBCHS	STD05/28/19-0005	CCU - RD - 0005	OSBORNE CAR WASH - VAN MAINTENANCE - NORCAL COLLEGE TRIP	43646	20.00	000	
5812	5812-Pupil Transportation /	IMORCS	STD04/28/19-0251	CCU - RQ - 0251	LEGOLAND CALIFORNIA - 6TH GRADE FIELD TRIP	43646	1,197.00	000	
5812	5812-Pupil Transportation /	IMORCS	STD05/28/19-0251	CCU - RQ - 0251	A PLEASANT RIDE - 6TH GRADE FIELD TRIP TO LEGOLAND	43646	1,522.50	000	
5812	5812-Pupil Transportation /	IMORCS	STD05/28/19-0251	CCU - RQ - 0251	SHATTO 39 LANES - 7TH GRADE INCENTIVE FIELD TRIP TO BOWLING	43646	970.00	000	
5812	5812-Pupil Transportation /	IMORCS	STD05/28/19-0251	CCU - RQ - 0251	ZONE CLUB - INCENTIVE FIELD TRIP TO PLAY LASER TAG	43646	375.00	000	
5812	5812-Pupil Transportation /	IBCHS	STD04/28/19-0269	CCU - SC - 0269	TST ZACHARYS - DINNER DURING FIELD TRIP TO BAY AREA COLLEGES	43646	179.15	000	
5812	5812-Pupil Transportation /	IBCHS	STD04/28/19-0269	CCU - SC - 0269	CHEVRON - FUEL FOR VAN DURING FIELD TRIP TO BAY AREA COLLEGE	43646	168.74	000	
5812	5812-Pupil Transportation /	IBCHS	STD04/28/19-0269	CCU - SC - 0269	RUDY'S CAN'T FAIL CAFE - BREAKFAST DURING FIELD TRIP TO BAY	43646	88.41	000	
5812	5812-Pupil Transportation /	IBCHS	STD04/28/19-0269	CCU - SC - 0269	MORI KITCHEN - LUNCH DURING FIELD TRIP TO BAY AREA COLLEGES	43646	62.14	000	
5812	5812-Pupil Transportation /	IBCHS	STD04/28/19-0269	CCU - SC - 0269	TARGET - SNACKS FOR FIELD TRIP TO BAY AREA COLLEGES	43646	39.41	000	
5812	5812-Pupil Transportation /	IBCHS	STD04/28/19-0269	CCU - SC - 0269	DOMINOS PIZZA - LUNCH FOR PHOTOGRAPHY CLUB FIELD TRIP	43646	17.50	000	
5812	5812-Pupil Transportation /	IBCHS	STD04/28/19-0269	CCU - SC - 0269	CSU-SF- PARKING - PARKING AT SAN FRANCISCO STATE UNIVERSITY	43646	8.22	000	
5812	5812-Pupil Transportation /	IBCHS	STD04/28/19-0269	CCU - SC - 0269	UCM TRANSPORTATION - PARKING AT UC MERCED	43646	4.00	000	
5812	5812-Pupil Transportation /	IBCHS	STD04/28/19-0194	CCU - YF - 0194	AIR BNB - LODGING - SPEECH AND DEBATE STATE COMPETITION	43646	471.92	000	
5812	5812-Pupil Transportation /	IBCHS	STD04/28/19-0194	CCU - YF - 0194	SQ * CHSSA - SPEECH AND DEBATE STATE COMPEITION ENTRY FEES	43646	403.00	000	
5812	5812-Pupil Transportation /	IBCHS	STD04/28/19-0194	CCU - YF - 0194	AIR BNB - LODGING - BAY AREA COLLEGE TRIP	43646	214.83	000	
5812	5812-Pupil Transportation /	IBCHS	STD04/28/19-0194	CCU - YF - 0194	DISNEYLAND - GRAD NITE TICKETS FOR STUDENTS AND CHAPERONES	43646	3,465.00	STU LEA	
5812	5812-Pupil Transportation /	IBCHS	STD05/28/19-0194	CCU - YF - 0194	CALIFORNIA STATE FAIR - ADMISSION - PHOTOGRAPHY COMPETITION	43646	120.00	STU LEA	
5830	5830-Advertisement / Recru	BCCS	STD04/28/19-0013	CCU - KB - 0129	4IMPRINT - WATER BOTTLES FOR RECRUITMENT	43646	768.34	000	
5830	5830-Advertisement / Recru	BCCS	STD04/28/19-0013	CCU - KB - 0129	DRI NEXT DAY FLYERS	43646	109.09	000	
5830	5830-Advertisement / Recru	BCCS	STD8/28/18-0013	CCU - KB - 0129	DRI NEXTDAYFLYERS - BUSINESS CARDS (J. CASTILLO, D. RIOS SCH	43646	143.87	000	
5830	5830-Advertisement / Recru	BCHS	STD01/28/19-0013	CCU - KB - 0129	DRI NEXTDAY FLYERS - MAIN OFFICE & CAREER CENTER LOCATION SI	43646	325.22	000	
5830	5830-Advertisement / Recru	BCHS	STD04/28/19-0013	CCU - KB - 0129	4IMPRINT - WATER BOTTLES FOR RECRUITMENT	43646	768.34	000	
5830	5830-Advertisement / Recru	BCHS	STD04/28/19-0013	CCU - KB - 0129	DRI NEXT DAY FLYERS	43646	613.87	000	
5830	5830-Advertisement / Recru	BCHS	STD06/28/19-0013	CCU - KB - 0129	NEXT DAY FLYERS - RECRUITMENT BANNERS	43646	338.48	000	
5830	5830-Advertisement / Recru	BCHS	STD8/28/18-0013	CCU - KB - 0129	DRI NEXTDAYFLYERS - BUSINESS CARDS (GENERIC, CRUZ, CARROLL,	43646	416.33	000	
5830	5830-Advertisement / Recru	BCHS	STD8/28/18-0013	CCU - KB - 0129	DRI NEXTDAYFLYERS - BUSSINESS CARDS - REORDER DUE TO MISTAK	43646	174.76	000	
5830	5830-Advertisement / Recru	BCHS	STD12/28/18-0013	CCU - KB - 0129	NEXT DAY FLYERS - OUTREACH POSTCARDS	43646	450.64	000	
5830	5830-Advertisement / Recru	BCHS	STD12/28/18-0013	CCU - KB - 0129	NEXT DAY FLYERS - OUTREACH BANNER - ENROLL NOW	43646	174.09	000	
5830	5830-Advertisement / Recru	CA	STD02/28/19-0013	CCU - KB - 0129	DRI NEXTDAYS FLYERS - FLYERS - EMPLOYEE BENEFITS, BROCHURES	43646	820.00	000	
5830	5830-Advertisement / Recru	CA	STD02/28/19-0013	CCU - KB - 0129	PINNACLE PROMOTIONS - YPICS PENS FOR RECRUITMENT	43646	818.91	000	
5830	5830-Advertisement / Recru	CA	STD03/28/19-0013	CCU - KB - 0129	CSUN - REGISTRATION FOR JOB FAIR AT CSUN	43646	275.00	000	
5830	5830-Advertisement / Recru	CA	STD03/28/19-0013	CCU - KB - 0129	4IMPRINT - YPICS BACKPACKS FOR JOB FAIR RECRUITMENT	43646	258.04	000	
5830	5830-Advertisement / Recru	CA	STD03/28/19-0013	CCU - KB - 0129	4IMPRINT - HAND SANITIZERS FOR JOB FAIR RECRUITMENT	43646	227.86	000	

Object	Object	Manager	Doc #	Vendor	Description	Date	Actual	Amount	ID
5830	5830-Advertisement / Recru CA		STD03/28/19-0013	CCU - KB - 0129	CALLUTHERN EDU - REGISTRATION FOR JOB FAIR AT CAL LUTHERAN	43646	225.00	000	
5830	5830-Advertisement / Recru CA		STD03/28/19-0013	CCU - KB - 0129	DRI NEXDAY FLYERS - BUSINESS CARDS FOR MR. BRADFORD	43646	65.88	000	
5830	5830-Advertisement / Recru CA		STD04/28/19-0013	CCU - KB - 0129	EDJOIN - EDJOIN ANNUAL JOB POSTING SERVICE	43646	750.00	000	
5830	5830-Advertisement / Recru CA		STD04/28/19-0013	CCU - KB - 0129	4IMPRINT - BANNER FOR JOB FAIRS	43646	343.06	000	
5830	5830-Advertisement / Recru MORCS		STD02/28/19-0013	CCU - KB - 0129	DRI NEXTDAYS FLYERS - BUSINESS CARDS & ENROLLING NOW BANNE	43646	406.26	000	
5830	5830-Advertisement / Recru MORCS		STD8/28/18-0013	CCU - KB - 0129	DRI NEXTDAYFLYERS - BUSINESS CARDS (OFFICE CARDS )	43646	46.53	000	
5830	5830-Advertisement / Recru MORCS		STD10/28/18-0013	CCU - KB - 0129	NEXTDAY FLYERS - MAKER MADNESS BANNER	43646	268.21	000	
5830	5830-Advertisement / Recru MORCS		STD11/28/18-0013	CCU - KB - 0129	DRI NEXTDAY FLYERS - BUSINESS CARDS FOR RENE QUON	43646	65.66	000	
5830	5830-Advertisement / Recru MORCS		STD12/28/18-0013	CCU - KB - 0129	NEXT DAY FLYERS - MORCS BANNER FOR RIBBON CUTTING CEREMON	43646	358.80	000	
5830	5830-Advertisement / Recru MORCS		STD12/28/18-0013	CCU - KB - 0129	NEXT DAY FLYERS - RIBBON CUTTING CEREMONY BOOKMARKS	43646	229.06	000	
5830	5830-Advertisement / Recru MORCS		STD12/28/18-0013	CCU - KB - 0129	EVITE INC - INVITATIONS FOR MORCS RIBBON CUTTING CEREMONY	43646	49.99	000	
5830	5830-Advertisement / Recru MORCS		STD03/28/19-0251	CCU - RQ - 0251	INDEED - 02/19 - JOB POSTING/ ADVERTISING	43646	175.00	000	
5830	5830-Advertisement / Recru MORCS		STD05/28/19-0251	CCU - RQ - 0251	BANNERBUZZ - POLE BANNERS FOR THE MORCS PLAZA AREA	43646	675.91	000	
5830	5830-Advertisement / Recru MORCS		STD05/28/19-0251	CCU - RQ - 0251	INDEED - 05/19 JOB ADVERTISING	43646	256.49	000	
5830	5830-Advertisement / Recru MORCS		STD06/28/19-0251	CCU - RQ - 0251	INDEED - 05/19 - JOB POSTINGS	43646	495.18	000	
5830	5830-Advertisement / Recru MORCS		STD06/28/19-0251	CCU - RQ - 0251	REFUND - BANNERBUZZ - SMALLER BANNERS	43646	(167.09)	000	
5850	5850-Non Instructional Cons	BCCS	STD12/28/18-0005	CCU - RD - 0005	UCLA ONLINE - HISTORY PD AT UCLA - H. VILLEGAS	43646	150.00	000	
5851	5851-Instructional Consultar	BCCS	STD03/28/19-0005	CCU - RD - 0005	MAD SCIENCE OF LA - SCIENCE WORKSHOP - BERT BY MAD SCIENCE	43646	990.00	000	
5897	5897-Fundraising Cost	BCCS	STD05/28/19-0005	CCU - RD - 0005	TREERING CORPORATION - YEARBOOKS FOR STUDENTS	43646	1,782.50	000	
5897	5897-Fundraising Cost	BCCS	STD05/28/19-0005	CCU - RD - 0005	POPCORNOPOLIS - FUNDRAISER FOR SOCCER AND CHEER TEAMS	43646	594.00	000	
5897	5897-Fundraising Cost	BCHS	STD02/28/19-0269	CCU - SC - 0269	COSTCO - PIZZA FOR GAMING CLUB FUNDRAISER	43646	54.48	000	
5897	5897-Fundraising Cost	BCHS	STD02/28/19-0269	CCU - SC - 0269	SMART & FINAL - SNACKS FOR LEADERSHIP LUNCH FUNDRAISER	43646	106.41	STU LEA	
5897	5897-Fundraising Cost	BCHS	STD02/28/19-0269	CCU - SC - 0269	VALLARTA SUPERMARKET - MEAT FOR SENIOR TACO FUNDRAISER	43646	62.12	STU LEA	
5897	5897-Fundraising Cost	BCHS	STD02/28/19-0269	CCU - SC - 0269	SMART & FINAL - FOOD FOR SENIOR TACO FUNDRAISER	43646	27.93	STU LEA	
5897	5897-Fundraising Cost	BCHS	STD02/28/19-0269	CCU - SC - 0269	FOOD 4 LESS - ICE CREAM FOR LEADERSHIP FUNDRAISER	43646	23.96	STU LEA	
5897	5897-Fundraising Cost	BCHS	STD02/28/19-0269	CCU - SC - 0269	FOOD 4 LESS - SODAS FOR GAMING CLUB FUNDRAISER	43646	19.39	STU LEA	
5897	5897-Fundraising Cost	BCHS	STD03/28/19-0269	CCU - SC - 0269	SMART & FINAL - ICE CREAM FOR ICE CREAM SALE	43646	18.98	STU LEA	
5897	5897-Fundraising Cost	BCHS	STD04/28/19-0269	CCU - SC - 0269	COSTCO - PIZZA FOR GAMING CLUB LUNCH FUNDRAISER	43646	108.95	STU LEA	
5897	5897-Fundraising Cost	BCHS	STD04/28/19-0269	CCU - SC - 0269	FOOD 4 LESS - DRINKS FOR GAMING CLUB LUNCH FUNDRAISER	43646	45.23	STU LEA	
5897	5897-Fundraising Cost	BCHS	STD04/28/19-0269	CCU - SC - 0269	LITTLE CAESARS - PIZZA FOR GAMING CLUB LUNCH FUNDRAISER	43646	27.38	STU LEA	
5897	5897-Fundraising Cost	BCHS	STD05/28/19-0269	CCU - SC - 0269	SMART & FINAL - ICE CREAM FUNDRAISER FOR LEADERSHIP	43646	70.42	STU LEA	
5897	5897-Fundraising Cost	BCHS	STD05/28/19-0269	CCU - SC - 0269	LITTLE CAESARS - PIZZA FOR GAMING CLUB FUNDRAISER	43646	32.85	STU LEA	
5897	5897-Fundraising Cost	BCHS	STD05/28/19-0269	CCU - SC - 0269	FOOD 4 LESS - SODAS FOR GAMING CLUB FUNDRAISER	43646	19.66	STU LEA	
5897	5897-Fundraising Cost	BCHS	STD03/28/19-0194	CCU - YF - 0194	IHOP - SENIOR BREAKFAST AT IHOP	43646	368.74	STU LEA	
5897	5897-Fundraising Cost	BCHS	STD03/28/19-0194	CCU - YF - 0194	SMART & FINAL - CHIPS, ICE CREAM, CINNAMON LOAF FOR LEADERSH	43646	59.53	STU LEA	
5897	5897-Fundraising Cost	BCHS	STD03/28/19-0194	CCU - YF - 0194	SMART & FINAL - FOOD FOR SENIOR CLASS FUNDRAISER	43646	49.07	STU LEA	
5897	5897-Fundraising Cost	BCHS	STD06/28/19-0194	CCU - YF - 0194	IMAGING SPECTRUM - PHOTO BOOTH PRINTER AND CASE FOR EVENT	43646	713.99	STU LEA	
5900	5900-Communications	BCHS	STD04/28/19-0013	CCU - KB - 0129	USPS - POSTAGE FOR HS PROP 39 APPLICATION	43646	7.35	000	
5900	5900-Communications	CA	STD02/28/19-0013	CCU - KB - 0129	USPS PO - PRIORITY MAIL CHARGE FOR LETTERS TO PWB AND YMC	43646	14.70	000	
5900	5900-Communications	CA	STD02/28/19-0013	CCU - KB - 0129	USPS MPOS - PRIORITY MAIL - LEGAL DOCUMENTS FOR YMC	43646	7.35	000	
5900	5900-Communications	CA	STD03/28/19-0013	CCU - KB - 0129	GOOGLE GSUITE_YPICS - 02/19 YPICS EMAIL DOMAIN CHARGE	43646	60.00	000	
5900	5900-Communications	CA	STD04/28/19-0013	CCU - KB - 0129	GOOGLE G SUITE - 03/19 YPICS EMAIL DOMAIN CHARGE	43646	60.00	000	
5900	5900-Communications	CA	STD04/28/19-0013	CCU - KB - 0129	USPS - POSTAGE FOR GRANT APPLICATION	43646	25.50	000	
5900	5900-Communications	CA	STD04/28/19-0013	CCU - KB - 0129	USPS - POSTAGE FOR VERIFICATION FORM TO YMC	43646	7.35	000	
5900	5900-Communications	CA	STD05/28/19-0013	CCU - KB - 0129	GOOGLE GSUITE - 04/19 YPICS EMAIL DOMAIN CHARGE	43646	71.60	000	
5900	5900-Communications	CA	STD05/28/19-0013	CCU - KB - 0129	USPS - POSTAGE - LINE OF CREDIT RENEWAL DOCUMENTS	43646	25.50	000	
5900	5900-Communications	CA	STD05/28/19-0013	CCU - KB - 0129	USPS - POSTAGE - LEGAL DOCUMENTS TO YMC	43646	7.35	000	
5900	5900-Communications	CA	STD06/28/19-0013	CCU - KB - 0129	GOOGLE GSUITE - 05/19 YPICS.ORG DOMAIN CHARGE	43646	75.48	000	
5900	5900-Communications	CA	STD06/28/19-0013	CCU - KB - 0129	USPS - POSTAGE FOR LEGAL RESPONSE SENT TO YMC	43646	13.65	000	
5900	5900-Communications	CA	STD07/28/18-0013	CCU - KB - 0129	USPS PO - NEXT DAY POSTAGE- SIGNED AGREEMENT SENT TO CHART	43646	24.70	000	
5900	5900-Communications	CA	STD07/28/18-0013	CCU - KB - 0129	USPS PO - PRIORITY MAIL- VERIFICATION OF EMPLOYMENT LETTER F	43646	24.70	000	
5900	5900-Communications	MORCS	STD07/28/18-0013	CCU - KB - 0129	FEDEX OFFICE - POSTAGE - PROP 39 AGREEMENT	43646	7.60	000	
5900	5900-Communications	MORCS	STD05/28/19-0005	CCU - RD - 0005	POSTAL PLUS - NOTARY FEE FOR PROP 1D LETTER	43646	15.00	PROP-1D	
5900	5900-Communications	BCHS	STD03/28/19-0269	CCU - SC - 0269	USPS KIOSK - STAMPS FOR SENIOR PACKET MAILOUT	43646	5.50	000	
5900	5900-Communications	BCHS	STD06/28/19-0194	CCU - YF - 0194	FEDEX - POSTAGE - STUDENTS STATE PHOTOGRAPHY ENTRIES	43646	135.22	000	
9311	9311-Due From Others	BCCS	STD06/28/19-0277	CCU - JC - 0277	AUDIBLE - ACCIDENTAL PERSONAL PURCHASE, CHECK #1636, DEPOSIT	43646	14.95	000	
9311	9311-Due From Others	BCCS	STD03/28/19-0013	CCU - KB - 0129	SUNRISE FORD NH - DEPOSIT FOR VAN	43646	2,000.00	000	
9311	9311-Due From Others	MORCS	STD03/28/19-0013	CCU - KB - 0129	SUNRISE FORD NH - DEPOSIT FOR VAN	43646	2,000.00	000	

Object	Object	Manager	Doc #	Vendor	Description	Date	Actual Amount	ID
9311	9311-Due From Others	BCCS	STD03/28/19-0005	CCU - RD - 0005	SUNRISE FORD - DEPOSIT FOR VAN	43646	1,000.00	000
9440	9440-Computer / Equipment	CA	STD10/28/18-0013	CCU - KB - 0129	APPLE INC. - IPHONE FOR ADMIN - RUIZ	43646	1,367.66	000
9440	9440-Computer / Equipment	BCCS	STD10/28/18-0005	CCU - RD - 0005	WAREHOUSE DISCOUNT CENTER - REFRIDGERATOR FOR STAFF LOUN	43644	1,556.55	000
9440	9440-Computer / Equipment	MORCS	STD01/28/19-0005	CCU - RD - 0005	GUIARCENTER.COM - JBL SPEAKER SYSTEM	43646	3,000.00	PROP-1D
9440	9440-Computer / Equipment	MORCS	STD12/28/18-0005	CCU - RD - 0005	BEST BUY - REFRIGERATOR FOR SCIENCE LABORATORY	43646	1,312.58	PROP-1D
9450	9450-Work in Progress	MORCS	STD10/28/18-0005	CCU - RD - 0005	ENTERPRISE - DELIVERY OF MACS AFTER SOFTWARE WAS INSTALLE	43644	190.16	PROP-1D
9450	9450-Work in Progress	MORCS	STD11/28/18-0005	CCU - RD - 0005	BEST BUY - SAMSUNG FRENCH DOOR REFRIGERATOR - STAFF LOUNG	43644	1,237.32	PROP-1D
<b>Total</b>							<b>139,056.00</b>	



**CHARTER SCHOOL UNAUDITED ACTUALS**

**FINANCIAL REPORT -- ALTERNATIVE FORM**

**July 1, 2018 to June 30, 2019**

**Charter School Name:** Bert Corona Charter

**CDS #:** 19647330106872 Revised

**Charter Approving Entity:** Los Angeles Unified

**County:** Los Angeles

**Charter #:** 654

**This charter school uses the following basis of accounting:**

**(Please enter an "X" in the applicable box below; check only one box)**

**Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 7438, 9400-9489, 9660-9669, 9796, and 9797)

**Modified Accrual Basis** (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
<b>A. REVENUES</b>				
<b>1. LCFF Sources</b>				
State Aid - Current Year	8011	2,195,118.00		2,195,118.00
Education Protection Account State Aid - Current Year	8012	589,920.00		589,920.00
State Aid - Prior Years	8019	(4,476.00)		(4,476.00)
Transfers to Charter Schools in Lieu of Property Taxes	8096	934,093.00		934,093.00
Other LCFF Transfers	8091, 8097	-		0.00
Total, LCFF Sources		3,714,655.00	0.00	3,714,655.00
<b>2. Federal Revenues (see NOTE in Section L)</b>				
No Child Left Behind/Every Student Succeeds Act	8290		172,901.00	172,901.00
Special Education - Federal	8181, 8182		-	0.00
Child Nutrition - Federal	8220		260,181.68	260,181.68
Donated Food Commodities	8221		-	0.00
Other Federal Revenues	8110, 8260-8299		2,879,093.42	2,879,093.42
Total, Federal Revenues		0.00	3,312,176.10	3,312,176.10
<b>3. Other State Revenues</b>				
Special Education - State	StateRevSE			0.00
All Other State Revenues	StateRevAO	131,200.86	633,273.08	764,473.94
Total, Other State Revenues		131,200.86	633,273.08	764,473.94
<b>4. Other Local Revenues</b>				
All Other Local Revenues	LocalRevAO	67,620.69	245,492.53	313,113.22
Total, Local Revenues		67,620.69	245,492.53	313,113.22
<b>5. TOTAL REVENUES</b>				
		3,913,476.55	4,190,941.71	8,104,418.26
<b>B. EXPENDITURES (see NOTE in Section L)</b>				
<b>1. Certificated Salaries</b>				
Certificated Teachers' Salaries	1100	716,337.69	310,602.61	1,026,940.30
Certificated Pupil Support Salaries	1200	-	-	0.00
Certificated Supervisors' and Administrators' Salaries	1300	99,506.23	30,048.21	129,554.44
Other Certificated Salaries	1900			0.00
Total, Certificated Salaries		815,843.92	340,650.82	1,156,494.74
<b>2. Noncertificated Salaries</b>				
Noncertificated Instructional Salaries	2100	372,880.35	61,677.76	434,558.11
Noncertificated Support Salaries	2200	40,841.66		40,841.66
Noncertificated Supervisors' and Administrators' Salaries	2300	86,464.21		86,464.21
Clerical, Technical and Office Salaries	2400	172,674.71	30,639.64	203,314.35
Other Noncertificated Salaries	2900	78,603.54		78,603.54
Total, Noncertificated Salaries		751,464.47	92,317.40	843,781.87

**CHARTER SCHOOL UNAUDITED ACTUALS**

**FINANCIAL REPORT -- ALTERNATIVE FORM**

**July 1, 2018 to June 30, 2019**

**Charter School Name: Bert Corona Charter**

**CDS #: 19647330106872 Revised**

Description	Object Code	Unrestricted	Restricted	Total
<b>3. Employee Benefits</b>				
STRS	3101-3102	166,610.80	55,457.95	222,068.75
PERS	3201-3202	-	-	0.00
OASDI / Medicare / Alternative	3301-3302	55,349.35	12,001.72	67,351.07
Health and Welfare Benefits	3401-3402	217,709.00	60,142.01	277,851.01
Unemployment Insurance	3501-3502	776.83	216.48	993.31
Workers' Compensation Insurance	3601-3602	16,083.59	4,443.08	20,526.67
OPEB, Allocated	3701-3702	-	-	0.00
OPEB, Active Employees	3751-3752	-	-	0.00
Other Employee Benefits	3901-3902	3,150.17	-	3,150.17
Total, Employee Benefits		459,679.74	132,261.24	591,940.98
<b>4. Books and Supplies</b>				
Approved Textbooks and Core Curricula Materials	4100	3,793.34	-	3,793.34
Books and Other Reference Materials	4200	10,593.88	2,155.34	12,749.22
Materials and Supplies	4300	51,846.13	205,397.26	257,243.39
Noncapitalized Equipment	4400	8,971.38	46,588.64	55,560.02
Food	4700	-	374,647.35	374,647.35
Total, Books and Supplies		75,204.73	628,788.59	703,993.32
<b>5. Services and Other Operating Expenditures</b>				
Subagreements for Services	5100	-	-	0.00
Travel and Conferences	5200	14,174.49	16,530.34	30,704.83
Dues and Memberships	5300	8,150.79	7,874.95	16,025.74
Insurance	5400	23,420.52	-	23,420.52
Operations and Housekeeping Services	5500	138,594.48	-	138,594.48
Rentals, Leases, Repairs, and Noncap. Improvements	5600	178,973.17	198,122.00	377,095.17
Transfers of Direct Costs	5700-5799	-	-	0.00
Professional/Consulting Services and Operating Expend.	5800	672,235.00	3,039,121.51	3,711,356.51
Communications	5900	63,351.65	1,461.06	64,812.71
Total, Services and Other Operating Expenditures		1,098,900.10	3,263,109.86	4,362,009.96
<b>6. Capital Outlay</b>				
(Objects 6100-6170, 6200-6500 modified accrual basis only)				
Land and Land Improvements	6100-6170			0.00
Buildings and Improvements of Buildings	6200			0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300			0.00
Equipment	6400			0.00
Equipment Replacement	6500			0.00
Depreciation Expense (accrual basis only)	6900	261,064.34		261,064.34
Total, Capital Outlay		261,064.34	0.00	261,064.34
<b>7. Other Outgo</b>				
Tuition to Other Schools	7110-7143			0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213			0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			0.00
All Other Transfers	7281-7299	37,146.55		37,146.55
Transfers of Indirect Costs	7300-7399			0.00
Debt Service:				
Interest	7438			0.00
Principal (for modified accrual basis only)	7439			0.00
Total Debt Service		0.00	0.00	0.00
Total, Other Outgo		37,146.55	0.00	37,146.55
<b>8. TOTAL EXPENDITURES</b>		<b>3,499,303.85</b>	<b>4,457,127.91</b>	<b>7,956,431.76</b>

**CHARTER SCHOOL UNAUDITED ACTUALS**

**FINANCIAL REPORT -- ALTERNATIVE FORM**

**July 1, 2018 to June 30, 2019**

Charter School Name: Bert Corona Charter

CDS #: 19647330106872 Revised

Description	Object Code	Unrestricted	Restricted	Total
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		414,172.70	(266,186.20)	147,986.50
<b>D. OTHER FINANCING SOURCES / USES</b>				
1. Other Sources	8930-8979			0.00
2. Less: Other Uses	7630-7699			0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(266,186.20)	266,186.20	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		(266,186.20)	266,186.20	0.00
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)</b>		147,986.50	0.00	147,986.50
<b>F. FUND BALANCE / NET POSITION</b>				
1. Beginning Fund Balance/Net Position				
a. As of July 1	9791	2,987,106.00		2,987,106.00
b. Adjustments/Restatements	9793, 9795	81.38		81.38
c. Adjusted Beginning Fund Balance /Net Position		2,987,187.38	0.00	2,987,187.38
2. Ending Fund Balance /Net Position, June 30 (E+F1c)		3,135,173.88	0.00	3,135,173.88
<b>Components of Ending Fund Balance (Modified Accrual Basis only)</b>				
a. Nonspendable				
1. Revolving Cash (equals Object 9130)	9711			0.00
2. Stores (equals Object 9320)	9712			0.00
3. Prepaid Expenditures (equals Object 9330)	9713			0.00
4. All Others	9719			0.00
b. Restricted	9740			0.00
c. Committed				
1. Stabilization Arrangements	9750			0.00
2. Other Commitments	9760			0.00
d. Assigned	9780			0.00
e. Unassigned/Unappropriated				
1. Reserve for Economic Uncertainties	9789			0.00
2. Unassigned/Unappropriated Amount	9790M			0.00
<b>3. Components of Ending Net Position (Accrual Basis only)</b>				
a. Net Investment in Capital Assets	9796	798,367.78		798,367.78
b. Restricted Net Position	9797			0.00
c. Unrestricted Net Position	9790A	2,336,806.10	0.00	2,336,806.10

**CHARTER SCHOOL UNAUDITED ACTUALS**

**FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2018 to June 30, 2019

Charter School Name: Bert Corona Charter

CDS #: 19647330106872 Revised

Description	Object Code	Unrestricted	Restricted	Total
<b>G. ASSETS</b>				
1. Cash				
In County Treasury	9110			0.00
Fair Value Adjustment to Cash in County Treasury	9111			0.00
In Banks	9120	1,417,586.57		1,417,586.57
In Revolving Fund	9130			0.00
With Fiscal Agent/Trustee	9135			0.00
Collections Awaiting Deposit	9140			0.00
2. Investments	9150			0.00
3. Accounts Receivable	9200			0.00
4. Due from Grantor Governments	9290	818,812.07		818,812.07
5. Stores	9320			0.00
6. Prepaid Expenditures (Expenses)	9330	403,368.96		403,368.96
7. Other Current Assets	9340	285,782.61		285,782.61
8. Capital Assets (accrual basis only)	9400-9489	798,367.78		798,367.78
<b>9. TOTAL ASSETS</b>		<b>3,723,917.99</b>	<b>0.00</b>	<b>3,723,917.99</b>
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>				
1. Deferred Outflows of Resources	9490			0.00
<b>2. TOTAL DEFERRED OUTFLOWS</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>I. LIABILITIES</b>				
1. Accounts Payable	9500	209,784.23		209,784.23
2. Due to Grantor Governments	9590	9,560.91		9,560.91
3. Current Loans	9640	31,367.14		31,367.14
4. Unearned Revenue	9650	338,031.83		338,031.83
5. Long-Term Liabilities (accrual basis only)	9660-9669			0.00
<b>6. TOTAL LIABILITIES</b>		<b>588,744.11</b>	<b>0.00</b>	<b>588,744.11</b>
<b>J. DEFERRED INFLOWS OF RESOURCES</b>				
1. Deferred Inflows of Resources	9690			0.00
<b>2. TOTAL DEFERRED INFLOWS</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>K. FUND BALANCE /NET POSITION</b>				
Ending Fund Balance /Net Position, June 30 (G9 + H2) - (I6 + J2) (must agree with Line F2)		3,135,173.88	0.00	3,135,173.88

**CHARTER SCHOOL UNAUDITED ACTUALS**

**FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2018 to June 30, 2019

Charter School Name: Bert Corona Charter

CDS #: 19647330106872 Revised

**L. FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT**

**NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED IN ORDER FOR THE CDE TO CALCULATE COMPLIANCE WITH THE FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT:**

**1. Federal Revenue Used for Capital Outlay and Debt Service**

Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

Federal Program Name (If no amounts, indicate "NONE")	Capital Outlay	Debt Service	Total
a. None	\$		0.00
b.			0.00
c.			0.00
d.			0.00
e.			0.00
f.			0.00
g.			0.00
h.			0.00
i.			0.00
j.			0.00
<b>TOTAL FEDERAL REVENUES USED FOR CAPITAL OUTLAY AND DEBT SERVICE</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

**2. Community Services Expenditures**

Provide the amount of State and Local funds reported in Section B that were expended for Community Services Activities:

Objects of Expenditures	Amount (Enter "0.00" if none)
a. Certificated Salaries	1000-1999
b. Noncertificated Salaries	2000-2999
c. Employee Benefits	3000-3999
d. Books and Supplies	4000-4999
e. Services and Other Operating Expenditures	5000-5999
<b>TOTAL COMMUNITY SERVICES EXPENDITURES</b>	<b>0.00</b>

**CHARTER SCHOOL UNAUDITED ACTUALS**  
**FINANCIAL REPORT -- ALTERNATIVE FORM**  
July 1, 2018 to June 30, 2019

**Charter School Name:** Bert Corona Charter  
**CDS #:** 19647330106872 Revised

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**3. State and Local Expenditures to be Used for ESSA Annual Maintenance of Effort Calculation:**

Results of this calculation will be used for comparison with 2017-18 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2020-21.

a. Total Expenditures (B8)	<u>7,956,431.76</u>
b. Less Federal Expenditures (Total A2) [Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	<u>3,312,176.10</u>
c. Subtotal of State & Local Expenditures [a minus b]	<u>4,644,255.66</u>
d. Less Community Services [L2 Total]	<u>0.00</u>
e. Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less L1 Total]	<u>261,064.34</u>
<b>TOTAL STATE &amp; LOCAL EXPENDITURES SUBJECT TO MOE</b> [c minus d minus e]	<b>\$ <u>4,383,191.32</u></b>

**CHARTER SCHOOL UNAUDITED ACTUALS**

**FINANCIAL REPORT -- ALTERNATIVE FORM**

**July 1, 2018 to June 30, 2019**

**Charter School Name:** Bert Corona Charter High

**CDS #:** 19647330132126 Revised

**Charter Approving Entity:** Los Angeles Unified

**County:** Los Angeles

**Charter #:** 1724

**This charter school uses the following basis of accounting:**

**(Please enter an "X" in the applicable box below; check only one box)**

**Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 7438, 9400-9489, 9660-9669, 9796, and 9797)

**Modified Accrual Basis** (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
<b>A. REVENUES</b>				
<b>1. LCFF Sources</b>				
State Aid - Current Year	8011	2,106,322.00		2,106,322.00
Education Protection Account State Aid - Current Year	8012	44,586.00		44,586.00
State Aid - Prior Years	8019	(1,961.00)		(1,961.00)
Transfers to Charter Schools in Lieu of Property Taxes	8096	569,073.00		569,073.00
Other LCFF Transfers	8091, 8097			0.00
Total, LCFF Sources		2,718,020.00	0.00	2,718,020.00
<b>2. Federal Revenues (see NOTE in Section L)</b>				
No Child Left Behind/Every Student Succeeds Act	8290		92,589.00	92,589.00
Special Education - Federal	8181, 8182		-	0.00
Child Nutrition - Federal	8220		96,996.58	96,996.58
Donated Food Commodities	8221		-	0.00
Other Federal Revenues	8110, 8260-8299		47,941.00	47,941.00
Total, Federal Revenues		0.00	237,526.58	237,526.58
<b>3. Other State Revenues</b>				
Special Education - State	StateRevSE			0.00
All Other State Revenues	StateRevAO	80,293.68	220,952.46	301,246.14
Total, Other State Revenues		80,293.68	220,952.46	301,246.14
<b>4. Other Local Revenues</b>				
All Other Local Revenues	LocalRevAO	84,954.04	153,619.72	238,573.76
Total, Local Revenues		84,954.04	153,619.72	238,573.76
<b>5. TOTAL REVENUES</b>				
		2,883,267.72	612,098.76	3,495,366.48
<b>B. EXPENDITURES (see NOTE in Section L)</b>				
<b>1. Certificated Salaries</b>				
Certificated Teachers' Salaries	1100	735,985.96	261,121.04	997,107.00
Certificated Pupil Support Salaries	1200	85,783.23	-	85,783.23
Certificated Supervisors' and Administrators' Salaries	1300	11,511.83	-	11,511.83
Other Certificated Salaries	1900			0.00
Total, Certificated Salaries		833,281.02	261,121.04	1,094,402.06
<b>2. Noncertificated Salaries</b>				
Noncertificated Instructional Salaries	2100	11,853.29	96,412.39	108,265.68
Noncertificated Support Salaries	2200			0.00
Noncertificated Supervisors' and Administrators' Salaries	2300	95,819.92		95,819.92
Clerical, Technical and Office Salaries	2400	169,659.69		169,659.69
Other Noncertificated Salaries	2900	35,218.70		35,218.70
Total, Noncertificated Salaries		312,551.60	96,412.39	408,963.99

**CHARTER SCHOOL UNAUDITED ACTUALS**

**FINANCIAL REPORT -- ALTERNATIVE FORM**

**July 1, 2018 to June 30, 2019**

**Charter School Name: Bert Corona Charter High**

**CDS #: 19647330132126 Revised**

Description	Object Code	Unrestricted	Restricted	Total
<b>3. Employee Benefits</b>				
STRS	3101-3102	141,902.56	42,510.51	184,413.07
PERS	3201-3202	-	-	0.00
OASDI / Medicare / Alternative	3301-3302	31,510.12	11,161.80	42,671.92
Health and Welfare Benefits	3401-3402	184,907.97	57,696.72	242,604.69
Unemployment Insurance	3501-3502	580.84	178.77	759.61
Workers' Compensation Insurance	3601-3602	9,448.52	2,948.21	12,396.73
OPEB, Allocated	3701-3702	-	-	0.00
OPEB, Active Employees	3751-3752	-	-	0.00
Other Employee Benefits	3901-3902	47,239.94	-	47,239.94
Total, Employee Benefits		415,589.95	114,496.01	530,085.96
<b>4. Books and Supplies</b>				
Approved Textbooks and Core Curricula Materials	4100	7,992.24	-	7,992.24
Books and Other Reference Materials	4200	4,195.41	-	4,195.41
Materials and Supplies	4300	70,088.91	66,123.60	136,212.51
Noncapitalized Equipment	4400	1,779.20	32,121.18	33,900.38
Food	4700	-	142,258.73	142,258.73
Total, Books and Supplies		84,055.76	240,503.51	324,559.27
<b>5. Services and Other Operating Expenditures</b>				
Subagreements for Services	5100			0.00
Travel and Conferences	5200	7,533.77	1,436.26	8,970.03
Dues and Memberships	5300	6,405.71	1,834.40	8,240.11
Insurance	5400	13,383.53	-	13,383.53
Operations and Housekeeping Services	5500	2,160.00	-	2,160.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	285,218.81	-	285,218.81
Transfers of Direct Costs	5700-5799	-	-	0.00
Professional/Consulting Services and Operating Expend.	5800	429,577.05	224,355.94	653,932.99
Communications	5900	21,126.96	-	21,126.96
Total, Services and Other Operating Expenditures		765,405.83	227,626.60	993,032.43
<b>6. Capital Outlay</b>				
(Objects 6100-6170, 6200-6500 modified accrual basis only)				
Land and Land Improvements	6100-6170			0.00
Buildings and Improvements of Buildings	6200			0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300			0.00
Equipment	6400			0.00
Equipment Replacement	6500			0.00
Depreciation Expense (accrual basis only)	6900	30,568.29		30,568.29
Total, Capital Outlay		30,568.29	0.00	30,568.29
<b>7. Other Outgo</b>				
Tuition to Other Schools	7110-7143			0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213			0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			0.00
All Other Transfers	7281-7299	27,180.20		27,180.20
Transfers of Indirect Costs	7300-7399			0.00
Debt Service:				
Interest	7438	251.00		251.00
Principal (for modified accrual basis only)	7439			0.00
Total Debt Service		251.00	0.00	251.00
Total, Other Outgo		27,431.20	0.00	27,431.20
<b>8. TOTAL EXPENDITURES</b>		<b>2,468,883.65</b>	<b>940,159.55</b>	<b>3,409,043.20</b>



**CHARTER SCHOOL UNAUDITED ACTUALS**

**FINANCIAL REPORT -- ALTERNATIVE FORM**

**July 1, 2018 to June 30, 2019**

Charter School Name: Bert Corona Charter High

CDS #: 19647330132126 Revised

Description	Object Code	Unrestricted	Restricted	Total
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		414,384.07	(328,060.79)	86,323.28
<b>D. OTHER FINANCING SOURCES / USES</b>				
1. Other Sources	8930-8979			0.00
2. Less: Other Uses	7630-7699			0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(328,060.79)	328,060.79	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		(328,060.79)	328,060.79	0.00
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)</b>		86,323.28	0.00	86,323.28
<b>F. FUND BALANCE / NET POSITION</b>				
1. Beginning Fund Balance/Net Position				
a. As of July 1	9791	346,073.00		346,073.00
b. Adjustments/Restatements	9793, 9795	(2.17)		(2.17)
c. Adjusted Beginning Fund Balance /Net Position		346,070.83	0.00	346,070.83
2. Ending Fund Balance /Net Position, June 30 (E+F1c)		432,394.11	0.00	432,394.11
<b>Components of Ending Fund Balance (Modified Accrual Basis only)</b>				
a. Nonspendable				
1. Revolving Cash (equals Object 9130)	9711			0.00
2. Stores (equals Object 9320)	9712			0.00
3. Prepaid Expenditures (equals Object 9330)	9713			0.00
4. All Others	9719			0.00
b. Restricted	9740			0.00
c. Committed				
1. Stabilization Arrangements	9750			0.00
2. Other Commitments	9760			0.00
d. Assigned	9780			0.00
e. Unassigned/Unappropriated				
1. Reserve for Economic Uncertainties	9789			0.00
2. Unassigned/Unappropriated Amount	9790M			0.00
<b>3. Components of Ending Net Position (Accrual Basis only)</b>				
a. Net Investment in Capital Assets	9796	221,535.40		221,535.40
b. Restricted Net Position	9797			0.00
c. Unrestricted Net Position	9790A	210,858.71	0.00	210,858.71

**CHARTER SCHOOL UNAUDITED ACTUALS**

**FINANCIAL REPORT -- ALTERNATIVE FORM**

**July 1, 2018 to June 30, 2019**

**Charter School Name:** Bert Corona Charter High

**CDS #:** 19647330132126 Revised

Description	Object Code	Unrestricted	Restricted	Total
<b>G. ASSETS</b>				
<b>1. Cash</b>				
In County Treasury	9110			0.00
Fair Value Adjustment to Cash in County Treasury	9111			0.00
In Banks	9120	201,139.62		201,139.62
In Revolving Fund	9130			0.00
With Fiscal Agent/Trustee	9135			0.00
Collections Awaiting Deposit	9140			0.00
<b>2. Investments</b>	9150			0.00
<b>3. Accounts Receivable</b>	9200			0.00
<b>4. Due from Grantor Governments</b>	9290	430,540.82		430,540.82
<b>5. Stores</b>	9320			0.00
<b>6. Prepaid Expenditures (Expenses)</b>	9330	7,876.89		7,876.89
<b>7. Other Current Assets</b>	9340	0.17		0.17
<b>8. Capital Assets (accrual basis only)</b>	9400-9489	221,535.50		221,535.50
<b>9. TOTAL ASSETS</b>		861,093.00	0.00	861,093.00
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>				
<b>1. Deferred Outflows of Resources</b>	9490			0.00
<b>2. TOTAL DEFERRED OUTFLOWS</b>		0.00	0.00	0.00
<b>I. LIABILITIES</b>				
<b>1. Accounts Payable</b>	9500	375,113.19		375,113.19
<b>2. Due to Grantor Governments</b>	9590	3,578.03		3,578.03
<b>3. Current Loans</b>	9640	50,007.67		50,007.67
<b>4. Unearned Revenue</b>	9650			0.00
<b>5. Long-Term Liabilities (accrual basis only)</b>	9660-9669			0.00
<b>6. TOTAL LIABILITIES</b>		428,698.89	0.00	428,698.89
<b>J. DEFERRED INFLOWS OF RESOURCES</b>				
<b>1. Deferred Inflows of Resources</b>	9690			0.00
<b>2. TOTAL DEFERRED INFLOWS</b>		0.00	0.00	0.00
<b>K. FUND BALANCE /NET POSITION</b>				
Ending Fund Balance /Net Position, June 30 (G9 + H2) - (I6 + J2)				
(must agree with Line F2)				
		432,394.11	0.00	432,394.11

**CHARTER SCHOOL UNAUDITED ACTUALS**

**FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2018 to June 30, 2019

Charter School Name: Bert Corona Charter High

CDS #: 19647330132126 Revised

**L. FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT**

**NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED IN ORDER FOR THE CDE TO CALCULATE COMPLIANCE WITH THE FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT:**

**1. Federal Revenue Used for Capital Outlay and Debt Service**

Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

Federal Program Name (If no amounts, indicate "NONE")	Capital Outlay	Debt Service	Total
a. None	\$		0.00
b.			0.00
c.			0.00
d.			0.00
e.			0.00
f.			0.00
g.			0.00
h.			0.00
i.			0.00
j.			0.00
<b>TOTAL FEDERAL REVENUES USED FOR CAPITAL OUTLAY AND DEBT SERVICE</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

**2. Community Services Expenditures**

Provide the amount of State and Local funds reported in Section B that were expended for Community Services Activities:

Objects of Expenditures	Amount (Enter "0.00" if none)
a. Certificated Salaries	1000-1999
b. Noncertificated Salaries	2000-2999
c. Employee Benefits	3000-3999
d. Books and Supplies	4000-4999
e. Services and Other Operating Expenditures	5000-5999
<b>TOTAL COMMUNITY SERVICES EXPENDITURES</b>	<b>0.00</b>

**CHARTER SCHOOL UNAUDITED ACTUALS**  
**FINANCIAL REPORT -- ALTERNATIVE FORM**  
July 1, 2018 to June 30, 2019

**Charter School Name:** Bert Corona Charter High  
**CDS #:** 19647330132126 Revised

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**3. State and Local Expenditures to be Used for ESSA Annual Maintenance of Effort Calculation:**

Results of this calculation will be used for comparison with 2017-18 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2020-21.

a. Total Expenditures (B8)	<u>3,409,043.20</u>
b. Less Federal Expenditures (Total A2) [Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	<u>237,526.58</u>
c. Subtotal of State & Local Expenditures [a minus b]	<u>3,171,516.62</u>
d. Less Community Services [L2 Total]	<u>0.00</u>
e. Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less L1 Total]	<u>30,819.29</u>
<b>TOTAL STATE &amp; LOCAL EXPENDITURES SUBJECT TO MOE</b> [c minus d minus e]	<b>\$ <u>3,140,697.33</u></b>

**CHARTER SCHOOL UNAUDITED ACTUALS**

**FINANCIAL REPORT -- ALTERNATIVE FORM**

**July 1, 2018 to June 30, 2019**

**Charter School Name:** Monsenor Oscar Romero

**CDS #:** 19647330114959 Revised

**Charter Approving Entity:** Los Angeles Unified

**County:** Los Angeles

**Charter #:** 0931

**This charter school uses the following basis of accounting:**

**(Please enter an "X" in the applicable box below; check only one box)**

**Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 7438, 9400-9489, 9660-9669, 9796, and 9797)

**Modified Accrual Basis** (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
<b>A. REVENUES</b>				
<b>1. LCFF Sources</b>				
State Aid - Current Year	8011	2,043,934.00		2,043,934.00
Education Protection Account State Aid - Current Year	8012	531,951.00		531,951.00
State Aid - Prior Years	8019	(4,120.00)		(4,120.00)
Transfers to Charter Schools in Lieu of Property Taxes	8096	841,394.00		841,394.00
Other LCFF Transfers	8091, 8097			0.00
Total, LCFF Sources		3,413,159.00	0.00	3,413,159.00
<b>2. Federal Revenues (see NOTE in Section L)</b>				
No Child Left Behind/Every Student Succeeds Act	8290		190,797.00	190,797.00
Special Education - Federal	8181, 8182		0.00	0.00
Child Nutrition - Federal	8220		293,084.82	293,084.82
Donated Food Commodities	8221		0.00	0.00
Other Federal Revenues	8110, 8260-8299		70,187.72	70,187.72
Total, Federal Revenues		0.00	554,069.54	554,069.54
<b>3. Other State Revenues</b>				
Special Education - State	StateRevSE			0.00
All Other State Revenues	StateRevAO	119,490.78	162,699.93	282,190.71
Total, Other State Revenues		119,490.78	162,699.93	282,190.71
<b>4. Other Local Revenues</b>				
All Other Local Revenues	LocalRevAO	6,752,253.76	221,981.18	6,974,234.94
Total, Local Revenues		6,752,253.76	221,981.18	6,974,234.94
<b>5. TOTAL REVENUES</b>				
		10,284,903.54	938,750.65	11,223,654.19
<b>B. EXPENDITURES (see NOTE in Section L)</b>				
<b>1. Certificated Salaries</b>				
Certificated Teachers' Salaries	1100	859,921.79	222,577.52	1,082,499.31
Certificated Pupil Support Salaries	1200	0.00	0.00	0.00
Certificated Supervisors' and Administrators' Salaries	1300	109,056.44	0.00	109,056.44
Other Certificated Salaries	1900			0.00
Total, Certificated Salaries		968,978.23	222,577.52	1,191,555.75
<b>2. Noncertificated Salaries</b>				
Noncertificated Instructional Salaries	2100	67,576.38	75,724.56	143,300.94
Noncertificated Support Salaries	2200	13,704.79	9,878.65	23,583.44
Noncertificated Supervisors' and Administrators' Salaries	2300	53,449.11		53,449.11
Clerical, Technical and Office Salaries	2400	198,904.09		198,904.09
Other Noncertificated Salaries	2900	20,229.20		20,229.20
Total, Noncertificated Salaries		353,863.57	85,603.21	439,466.78

**CHARTER SCHOOL UNAUDITED ACTUALS**

**FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2018 to June 30, 2019

**Charter School Name:** Monsenor Oscar Romero

**CDS #:** 19647330114959 Revised

Description	Object Code	Unrestricted	Restricted	Total
<b>3. Employee Benefits</b>				
STRS	3101-3102	157,114.37	36,235.62	193,349.99
PERS	3201-3202	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	39,922.42	9,776.02	49,698.44
Health and Welfare Benefits	3401-3402	214,680.42	50,013.82	264,694.24
Unemployment Insurance	3501-3502	658.74	154.09	812.83
Workers' Compensation Insurance	3601-3602	15,227.15	3,547.45	18,774.60
OPEB, Allocated	3701-3702	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00
Other Employee Benefits	3901-3902	7,567.95	0.00	7,567.95
Total, Employee Benefits		435,171.05	99,727.00	534,898.05
<b>4. Books and Supplies</b>				
Approved Textbooks and Core Curricula Materials	4100	3,672.26	0.00	3,672.26
Books and Other Reference Materials	4200	19,107.68	0.00	19,107.68
Materials and Supplies	4300	121,689.35	24,317.50	146,006.85
Noncapitalized Equipment	4400	809,938.99	0.00	809,938.99
Food	4700	0.00	313,570.88	313,570.88
Total, Books and Supplies		954,408.28	337,888.38	1,292,296.66
<b>5. Services and Other Operating Expenditures</b>				
Subagreements for Services	5100	0.00	0.00	0.00
Travel and Conferences	5200	13,423.06	1,636.26	15,059.32
Dues and Memberships	5300	12,393.95	1,834.40	14,228.35
Insurance	5400	20,728.95	0.00	20,728.95
Operations and Housekeeping Services	5500	219,926.49	0.00	219,926.49
Rentals, Leases, Repairs, and Noncap. Improvements	5600	171,998.78	0.00	171,998.78
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00
Professional/Consulting Services and Operating Expend.	5800	636,902.61	248,378.57	885,281.18
Communications	5900	64,877.64	0.00	64,877.64
Total, Services and Other Operating Expenditures		1,140,251.48	251,849.23	1,392,100.71
<b>6. Capital Outlay</b>				
(Objects 6100-6170, 6200-6500 modified accrual basis only)				
Land and Land Improvements	6100-6170			0.00
Buildings and Improvements of Buildings	6200			0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300			0.00
Equipment	6400			0.00
Equipment Replacement	6500			0.00
Depreciation Expense (accrual basis only)	6900	407,189.89		407,189.89
Total, Capital Outlay		407,189.89	0.00	407,189.89
<b>7. Other Outgo</b>				
Tuition to Other Schools	7110-7143			0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213			0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			0.00
All Other Transfers	7281-7299	34,131.59		34,131.59
Transfers of Indirect Costs	7300-7399			0.00
Debt Service:				
Interest	7438			0.00
Principal (for modified accrual basis only)	7439			0.00
Total Debt Service		0.00	0.00	0.00
Total, Other Outgo		34,131.59	0.00	34,131.59
<b>8. TOTAL EXPENDITURES</b>		<b>4,293,994.09</b>	<b>997,645.34</b>	<b>5,291,639.43</b>

**CHARTER SCHOOL UNAUDITED ACTUALS**

**FINANCIAL REPORT -- ALTERNATIVE FORM**

**July 1, 2018 to June 30, 2019**

**Charter School Name: Monsenor Oscar Romero**

**CDS #: 19647330114959 Revised**

Description	Object Code	Unrestricted	Restricted	Total
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		5,990,909.45	(58,894.69)	5,932,014.76
<b>D. OTHER FINANCING SOURCES / USES</b>				
1. Other Sources	8930-8979			0.00
2. Less: Other Uses	7630-7699			0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(58,894.69)	58,894.69	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		(58,894.69)	58,894.69	0.00
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)</b>		5,932,014.76	0.00	5,932,014.76
<b>F. FUND BALANCE / NET POSITION</b>				
1. Beginning Fund Balance/Net Position				
a. As of July 1	9791	17,350,686.00		17,350,686.00
b. Adjustments/Restatements	9793, 9795	3.09		3.09
c. Adjusted Beginning Fund Balance /Net Position		17,350,689.09	0.00	17,350,689.09
2. Ending Fund Balance /Net Position, June 30 (E+F1c)		23,282,703.85	0.00	23,282,703.85
<b>Components of Ending Fund Balance (Modified Accrual Basis only)</b>				
a. Nonspendable				
1. Revolving Cash (equals Object 9130)	9711			0.00
2. Stores (equals Object 9320)	9712			0.00
3. Prepaid Expenditures (equals Object 9330)	9713			0.00
4. All Others	9719			0.00
b. Restricted	9740			0.00
c. Committed				
1. Stabilization Arrangements	9750			0.00
2. Other Commitments	9760			0.00
d. Assigned	9780			0.00
e. Unassigned/Unappropriated				
1. Reserve for Economic Uncertainties	9789			0.00
2. Unassigned/Unappropriated Amount	9790M			0.00
<b>3. Components of Ending Net Position (Accrual Basis only)</b>				
a. Net Investment in Capital Assets	9796	21,069,218.84		21,069,218.84
b. Restricted Net Position	9797			0.00
c. Unrestricted Net Position	9790A	2,213,485.01	0.00	2,213,485.01

**CHARTER SCHOOL UNAUDITED ACTUALS**

**FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2018 to June 30, 2019

**Charter School Name:** Monsenor Oscar Romero

**CDS #:** 19647330114959 Revised

Description	Object Code	Unrestricted	Restricted	Total
<b>G. ASSETS</b>				
1. Cash				
In County Treasury	9110			0.00
Fair Value Adjustment to Cash in County Treasury	9111			0.00
In Banks	9120	2,788,431.83		2,788,431.83
In Revolving Fund	9130			0.00
With Fiscal Agent/Trustee	9135			0.00
Collections Awaiting Deposit	9140			0.00
2. Investments	9150			0.00
3. Accounts Receivable	9200			0.00
4. Due from Grantor Governments	9290	536,017.93		536,017.93
5. Stores	9320			0.00
6. Prepaid Expenditures (Expenses)	9330	23,009.08		23,009.08
7. Other Current Assets	9340	2,697.75		2,697.75
8. Capital Assets (accrual basis only)	9400-9489	28,913,251.44		28,913,251.44
<b>9. TOTAL ASSETS</b>		<b>32,263,408.03</b>	<b>0.00</b>	<b>32,263,408.03</b>
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>				
1. Deferred Outflows of Resources	9490			0.00
<b>2. TOTAL DEFERRED OUTFLOWS</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>I. LIABILITIES</b>				
1. Accounts Payable	9500	644,552.59		644,552.59
2. Due to Grantor Governments	9590	341,905.07		341,905.07
3. Current Loans	9640			0.00
4. Unearned Revenue	9650	150,213.92		150,213.92
5. Long-Term Liabilities (accrual basis only)	9660-9669	7,844,032.60		7,844,032.60
<b>6. TOTAL LIABILITIES</b>		<b>8,980,704.18</b>	<b>0.00</b>	<b>8,980,704.18</b>
<b>J. DEFERRED INFLOWS OF RESOURCES</b>				
1. Deferred Inflows of Resources	9690			0.00
<b>2. TOTAL DEFERRED INFLOWS</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>K. FUND BALANCE /NET POSITION</b>				
Ending Fund Balance /Net Position, June 30 (G9 + H2) - (I6 + J2) (must agree with Line F2)		23,282,703.85	0.00	23,282,703.85



**CHARTER SCHOOL UNAUDITED ACTUALS**

**FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2018 to June 30, 2019

Charter School Name: Monsenor Oscar Romero

CDS #: 19647330114959 Revised

**L. FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT**

**NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED IN ORDER FOR THE CDE TO CALCULATE COMPLIANCE WITH THE FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT:**

**1. Federal Revenue Used for Capital Outlay and Debt Service**

Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

Federal Program Name (If no amounts, indicate "NONE")	Capital Outlay	Debt Service	Total
a. None	\$		0.00
b.			0.00
c.			0.00
d.			0.00
e.			0.00
f.			0.00
g.			0.00
h.			0.00
i.			0.00
j.			0.00
<b>TOTAL FEDERAL REVENUES USED FOR CAPITAL OUTLAY AND DEBT SERVICE</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

**2. Community Services Expenditures**

Provide the amount of State and Local funds reported in Section B that were expended for Community Services Activities:

Objects of Expenditures	Amount (Enter "0.00" if none)
a. Certificated Salaries	1000-1999
b. Noncertificated Salaries	2000-2999
c. Employee Benefits	3000-3999
d. Books and Supplies	4000-4999
e. Services and Other Operating Expenditures	5000-5999
<b>TOTAL COMMUNITY SERVICES EXPENDITURES</b>	<b>0.00</b>

**CHARTER SCHOOL UNAUDITED ACTUALS**  
**FINANCIAL REPORT -- ALTERNATIVE FORM**  
July 1, 2018 to June 30, 2019

**Charter School Name:** Monsenor Oscar Romero  
**CDS #:** 19647330114959 Revised

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**3. State and Local Expenditures to be Used for ESSA Annual Maintenance of Effort Calculation:**

Results of this calculation will be used for comparison with 2017-18 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2020-21.

a. Total Expenditures (B8)	5,291,639.43
b. Less Federal Expenditures (Total A2) [Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	554,069.54
c. Subtotal of State & Local Expenditures [a minus b]	4,737,569.89
d. Less Community Services [L2 Total]	0.00
e. Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less L1 Total]	407,189.89
<b>TOTAL STATE &amp; LOCAL EXPENDITURES SUBJECT TO MOE</b> [c minus d minus e]	<b>\$ 4,330,380.00</b>

# Coversheet

## August 2019 YPICS Financials

**Section:** IV. Items Scheduled For Action  
**Item:** E. August 2019 YPICS Financials  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** YPICS FY19-20 August Financials.pdf

**Bert Corona Charter School  
Income Statement  
From 8/1/2019 to 8/30/2019**

	<u>Current</u>	<u>Budget</u>	<u>% Variance</u>	<u>YTD Actual</u>	<u>YTD Budget</u>	<u>\$ Variance</u>	<u>udget - Original</u>	
<b>Revenue</b>								
8000 - Principal Apportionment								
8011	LCFF	114,960	122,292	5.99%	114,960	122,292	(7,332)	2,467,266
8012	EDUCATION PROTECTION ACCOUNT	0	0	0.00%	0	0	0	548,806
8096	Charter Schools Funding In-Lieu of Property Taxes	111,554	96,745	(15.30)%	167,331	145,117	22,214	813,264
	<b>Total 8000 - Principal Apportionment</b>	<b>226,514</b>	<b>219,037</b>	<b>(3.41)%</b>	<b>282,291</b>	<b>267,409</b>	<b>14,882</b>	<b>3,829,337</b>
8100-8200 - Other Federal								
8181	SPECIAL ED: IDEA	8,994	8,700	(3.37)%	13,439	13,050	389	73,136
8220	Child Nutrition Programs - Federal	0	0	0.00%	0	0	0	273,820
8291	Title I, A Basic Grants Low-Incom	0	0	0.00%	0	0	0	147,811
8292	Title II, A Teacher Quality	0	0	0.00%	0	0	0	17,117
8294	Title III, Limited English Proficiency	0	0	0.00%	0	0	0	8,617
8295	Title IV, STUDENT SUPPORT AND ACADEMIC ENRICHMENT	0	0	0.00%	0	0	0	10,000
8299	All Other Federal Revenue	0	0	0.00%	338,032	0	338,032	2,496,433
	<b>Total 8100-8200 - Other Federal</b>	<b>8,994</b>	<b>8,700</b>	<b>(3.37)%</b>	<b>351,471</b>	<b>13,050</b>	<b>338,421</b>	<b>3,026,934</b>
8300-8500 - Other State								
8520	Child Nutrition - State	0	0	0.00%	0	0	0	21,195
8550	MANDATE BLOCK GRANT	0	0	0.00%	0	0	0	6,162
8561	State Lottery - Non Prop 20	0	0	0.00%	0	0	0	55,663
8562	State Lottery - Prop 20	0	0	0.00%	0	0	0	19,537
8591	SB740	0	0	0.00%	0	0	0	175,832
8593	After School Education & Safety	0	0	0.00%	0	0	0	163,800
8999	Prior Year Adjustment	5	0	0.00%	5	0	5	0
	<b>Total 8300-8500 - Other State</b>	<b>5</b>	<b>0</b>	<b>0.00%</b>	<b>5</b>	<b>0</b>	<b>5</b>	<b>442,189</b>
8600-8900 - Other Local								
8660	Interest	38	0	0.00%	82	0	82	0
8692	Grants	20,500	0	0.00%	20,500	0	20,500	10,000
8697	E-Rate	0	0	0.00%	0	0	0	40,000
8698	SELPA Grant	0	0	0.00%	0	0	0	20,000
8699	All Other Local Revenue	25	0	0.00%	25	0	25	0
8792	Transfers of Apportionments	26,035	25,807	(0.88)%	39,067	38,711	356	216,942
	<b>Total 8600-8900 - Other Local</b>	<b>46,598</b>	<b>25,807</b>	<b>(80.56)%</b>	<b>59,674</b>	<b>38,711</b>	<b>20,963</b>	<b>286,942</b>
	<b>Total Revenue</b>	<b>282,111</b>	<b>253,544</b>	<b>(11.27)%</b>	<b>693,441</b>	<b>319,170</b>	<b>374,271</b>	<b>7,585,402</b>
<b>Expense</b>								
1000 - Certificated Salaries								
1110	Teachers' Salaries	104,596	103,426	(1.13)%	126,718	120,966	(5,752)	1,155,224
1175	Teachers' Salaries - Stipend/Extra Duty	11,835	0	0.00%	14,539	14,873	334	42,973
1213	Certificated Pupil Support - Guidance & Counseling	2,243	0	0.00%	6,089	0	(6,089)	0
1300	Certificated Supervisor and Administrator Salaries	10,220	9,658	(5.82)%	21,345	19,316	(2,029)	115,895
	<b>Total 1000 - Certificated Salaries</b>	<b>128,895</b>	<b>113,084</b>	<b>(13.98)%</b>	<b>168,692</b>	<b>155,155</b>	<b>(13,537)</b>	<b>1,314,092</b>
2000 - Classified Salaries								
2111	Instructional Aides	19,547	16,464	(18.72)%	27,258	16,464	(10,794)	173,784
2131	Classified Teacher Salaries	18,537	13,614	(36.16)%	18,537	13,614	(4,923)	149,750
2200	Classified Support Salaries	2,645	4,344	39.11%	5,004	7,615	2,611	52,134
2300	Classified Supervisor and Administrator Salaries	7,590	7,590	0.00%	16,064	15,180	(884)	91,078
2400	Clerical/Technical/Office Staff Salaries	19,920	21,218	6.11%	38,910	42,436	3,526	254,619
2900	Other Classified Salaries	5,663	5,690	0.47%	9,592	5,690	(3,902)	68,283
	<b>Total 2000 - Classified Salaries</b>	<b>73,902</b>	<b>68,920</b>	<b>(7.23)%</b>	<b>115,365</b>	<b>100,999</b>	<b>(14,366)</b>	<b>789,648</b>
3000 - Employee Benefits								
3111	STRS	23,720	18,885	(25.60)%	30,592	25,911	(4,682)	219,453
3311	OASDI	3,481	4,273	18.54%	6,101	6,262	161	48,958
3331	Medicare	2,965	2,639	(12.36)%	4,169	3,714	(455)	30,504
3401	Health & Welfare	38,745	24,099	(60.77)%	59,496	48,197	(11,299)	289,183
3501	State Unemployment Insurance	102	91	(12.45)%	144	128	(16)	1,052
3601	Worker Compensation	3,731	1,875	(98.95)%	9,269	7,501	(1,768)	22,503
3751	OPEB, Active Employees	0	57	100.00%	0	57	57	683
3901	403B	617	689	10.45%	1,060	1,010	(50)	7,896
	<b>Total 3000 - Employee Benefits</b>	<b>73,361</b>	<b>52,608</b>	<b>(39.45)%</b>	<b>110,831</b>	<b>92,780</b>	<b>(18,051)</b>	<b>620,232</b>
4000 - Books and Supplies								
4111	Core Curricula Materials	0	3,789	100.00%	0	7,578	7,578	11,367
4211	Books & Other Reference Materials	0	5,000	100.00%	0	10,000	10,000	15,000
4311	Student Materials	25,155	12,958	(94.12)%	25,155	25,917	761	155,500
4351	Office Supplies	2,610	1,500	(74.00)%	2,610	3,000	390	18,000
4371	Custodial Supplies	1,536	1,000	(53.58)%	1,749	2,000	251	12,000
4391	Food (Non Nutrition Program)	817	833	1.94%	817	1,667	850	10,000
4392	Uniforms	0	1,667	100.00%	0	3,333	3,333	20,000
4393	PE & Sports Equipment	0	417	100.00%	0	833	833	5,000
4399	All Other Supplies	1,741	18,333	90.50%	1,818	36,667	34,849	55,000
4411	Non Capitalized Equipment	0	23,667	100.00%	0	47,333	47,333	71,000
4711	Nutrition Program Food & Supplies	4,000	0	0.00%	4,000	0	(4,000)	370,279
	<b>Total 4000 - Books and Supplies</b>	<b>35,860</b>	<b>69,164</b>	<b>48.15%</b>	<b>36,149</b>	<b>138,328</b>	<b>102,178</b>	<b>743,145</b>

**Bert Corona Charter School  
Income Statement  
From 8/1/2019 to 8/30/2019**

	<u>Current</u>	<u>Budget</u>	<u>% Variance</u>	<u>YTD Actual</u>	<u>YTD Budget</u>	<u>\$ Variance</u>	<u>udget - Original</u>	
5000 - Services and Operating Expenses								
5211	Travel & Conferences	11,973	5,393	(122.02)%	18,520	10,785	(7,735)	64,710
5311	Dues & Memberships	0	950	100.00%	0	1,900	1,900	11,400
5451	General Insurance	5,226	2,017	(159.10)%	12,983	8,068	(4,916)	24,203
5511	Utilities	10,257	5,000	(105.13)%	10,257	10,000	(257)	60,000
5521	Security Services	285	0	0.00%	570	0	(570)	0
5531	Housekeeping Services	5,724	0	0.00%	5,724	0	(5,724)	0
5599	Other Facility Operations	460	6,693	93.12%	710	13,386	12,676	80,314
5611	School Rent - Private Facility	10,300	9,500	(8.42)%	25,595	19,000	(6,595)	114,000
5621	Equipment Lease	8,387	3,517	(138.45)%	9,369	7,034	(2,335)	42,206
5631	Vendor Repairs	6,440	8,583	24.96%	35,519	17,167	(18,353)	103,000
5812	Pupil Transportation / Field Trip	770	9,550	91.93%	32,991	19,100	(13,891)	114,600
5831	Advertisement & Recruitment	0	137	100.00%	0	274	274	1,645
5841	Contracted Substitute Teachers	0	2,813	100.00%	0	5,625	5,625	33,750
5842	Special Education Services	0	11,667	100.00%	0	23,333	23,333	140,000
5844	After School Services	0	13,650	100.00%	0	27,300	27,300	163,800
5849	Other Student Instructional Services	0	5,750	100.00%	0	11,500	11,500	69,000
5852	Professional Development	0	0	0.00%	1,365	0	(1,365)	0
5859	All Other Consultants & Services	5,153	167,167	96.91%	425,779	334,333	(91,446)	2,006,000
5861	Non Instructional Software	11,205	3,190	(251.26)%	17,421	6,380	(11,041)	38,280
5871	District Oversight Fees	4,458	3,191	(39.68)%	6,686	6,382	(304)	38,293
5872	Special Education Fees (SELPA)	7,006	6,962	(0.62)%	10,501	10,443	(58)	58,016

**Monsenor Oscar Romero  
Income Statement  
From 8/1/2019 to 8/30/2019**

	<u>Current</u>	<u>Budget</u>	<u>% Variance</u>	<u>YTD Actual</u>	<u>YTD Budget</u>	<u>\$ Variance</u>	<u>Total Budget - Original</u>	
<b>Revenue</b>								
8000 - Principal Apportionment								
8011	LCFF	106,993	115,537	7.39%	106,993	115,537	(8,544)	2,337,409
8012	EDUCATION PROTECTION ACCOUNT	0	0	0.00%	0	0	0	496,245
8096	Charter Schools Funding In-Lieu of Property Taxes	<u>100,473</u>	<u>87,134</u>	<u>(15.30)%</u>	<u>150,709</u>	<u>130,702</u>	<u>20,007</u>	<u>734,504</u>
	<b>Total 8000 - Principal Apportionment</b>	<b>207,466</b>	<b>202,671</b>	<b>(2.37)%</b>	<b>257,702</b>	<b>246,238</b>	<b>11,464</b>	<b>3,568,158</b>
8100-8200 - Other Federal								
8181	SPECIAL ED: IDEA	8,100	7,836	(3.37)%	12,104	11,754	350	66,053
8220	Child Nutrition Programs - Federal	0	0	0.00%	0	0	0	287,828
8291	Title I, A Basic Grants Low-Incom	0	0	0.00%	0	0	0	146,832
8292	Title II, A Teacher Quality	0	0	0.00%	0	0	0	16,952
8294	Title III, Limited English Proficiency	0	0	0.00%	0	0	0	9,651
8295	Title IV, STUDENT SUPPORT AND ACADEMIC ENRICHMENT	<u>0</u>	<u>0</u>	<u>0.00%</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>10,000</u>
	<b>Total 8100-8200 - Other Federal</b>	<b>8,100</b>	<b>7,836</b>	<b>(3.37)%</b>	<b>12,104</b>	<b>11,754</b>	<b>350</b>	<b>537,316</b>
8300-8500 - Other State								
8520	Child Nutrition - State	0	0	0.00%	0	0	0	23,710
8550	MANDATE BLOCK GRANT	0	0	0.00%	0	0	0	5,550
8561	State Lottery - Non Prop 20	0	0	0.00%	0	0	0	50,272
8562	State Lottery - Prop 20	0	0	0.00%	0	0	0	17,645
8593	After School Education & Safety	0	0	0.00%	0	0	0	100,293
8999	Prior Year Adjustment	<u>35</u>	<u>0</u>	<u>0.00%</u>	<u>35</u>	<u>0</u>	<u>35</u>	<u>0</u>
	<b>Total 8300-8500 - Other State</b>	<b>35</b>	<b>0</b>	<b>0.00%</b>	<b>35</b>	<b>0</b>	<b>35</b>	<b>197,471</b>
8600-8900 - Other Local								
8692	Grants	1,000	0	0.00%	1,000	0	1,000	10,000
8697	E-Rate	0	0	0.00%	0	0	0	15,000
8698	SELPA Grant	0	0	0.00%	0	0	0	15,000
8792	Transfers of Apportionments	<u>23,449</u>	<u>23,244</u>	<u>(0.88)%</u>	<u>35,186</u>	<u>34,865</u>	<u>321</u>	<u>195,933</u>
	<b>Total 8600-8900 - Other Local</b>	<b>24,449</b>	<b>23,244</b>	<b>(5.19)%</b>	<b>36,186</b>	<b>34,865</b>	<b>1,321</b>	<b>235,933</b>
	<b>Total Revenue</b>	<b>240,050</b>	<b>233,750</b>	<b>(2.70)%</b>	<b>306,027</b>	<b>292,857</b>	<b>13,170</b>	<b>4,538,877</b>
<b>Expense</b>								
1000 - Certificated Salaries								
1110	Teachers' Salaries	95,266	95,461	0.20%	111,506	112,601	1,094	1,067,214
1170	Teacher Salaries - Substitute	1,547	0	0.00%	1,547	0	(1,547)	0
1175	Teachers' Salaries - Stipend/Extra Duty	5,687	0	0.00%	8,957	10,401	1,444	10,401
1300	Certificated Supervisor and Administrator Salaries	<u>9,184</u>	<u>9,184</u>	<u>0.00%</u>	<u>19,438</u>	<u>18,368</u>	<u>(1,070)</u>	<u>110,210</u>
	<b>Total 1000 - Certificated Salaries</b>	<b>111,684</b>	<b>104,645</b>	<b>(6.73)%</b>	<b>141,448</b>	<b>141,370</b>	<b>(78)</b>	<b>1,187,825</b>
2000 - Classified Salaries								
2111	Instructional Aides	7,705	6,809	(13.14)%	11,402	6,809	(4,593)	104,759
2131	Classified Teacher Salaries	3,766	3,980	5.37%	3,766	3,980	214	43,782
2200	Classified Support Salaries	3,216	2,837	(13.35)%	6,344	5,505	(839)	40,652
2300	Classified Supervisor and Administrator Salaries	4,239	4,281	0.98%	8,973	8,562	(410)	51,375
2400	Clerical/Technical/Office Staff Salaries	19,747	18,337	(7.69)%	39,111	37,265	(1,846)	218,859
2900	Other Classified Salaries	<u>2,339</u>	<u>765</u>	<u>(205.90)%</u>	<u>2,339</u>	<u>765</u>	<u>(1,575)</u>	<u>27,532</u>
	<b>Total 2000 - Classified Salaries</b>	<b>41,013</b>	<b>37,009</b>	<b>(10.82)%</b>	<b>71,935</b>	<b>62,886</b>	<b>(9,049)</b>	<b>486,959</b>
3000 - Employee Benefits								
3111	STRS	18,167	17,476	(3.95)%	23,468	23,609	140	198,367
3311	OASDI	2,374	2,295	(3.46)%	4,261	3,899	(362)	30,191
3331	Medicare	2,199	2,054	(7.06)%	3,102	2,962	(141)	24,284
3401	Health & Welfare	37,956	23,545	(61.20)%	57,198	47,089	(10,109)	282,537
3501	State Unemployment Insurance	76	71	(7.14)%	107	102	(5)	837
3601	Worker Compensation	3,485	1,718	(102.79)%	8,513	6,873	(1,640)	20,619
3751	OPEB, Active Employees	0	7	100.00%	0	7	7	248
3901	403B	<u>796</u>	<u>333</u>	<u>(138.91)%</u>	<u>1,517</u>	<u>566</u>	<u>(951)</u>	<u>4,383</u>
	<b>Total 3000 - Employee Benefits</b>	<b>65,053</b>	<b>47,498</b>	<b>(36.96)%</b>	<b>98,166</b>	<b>85,107</b>	<b>(13,059)</b>	<b>561,466</b>
4000 - Books and Supplies								
4111	Core Curricula Materials	0	4,397	100.00%	0	8,794	8,794	13,191
4211	Books & Other Reference Materials	0	14,382	100.00%	52	28,764	28,713	43,147
4311	Student Materials	26,633	5,000	(432.66)%	27,816	10,000	(17,816)	60,000
4351	Office Supplies	2,320	667	(248.01)%	2,358	1,333	(1,024)	8,000
4371	Custodial Supplies	458	750	38.91%	478	1,500	1,022	9,000
4391	Food (Non Nutrition Program)	203	0	0.00%	203	0	(203)	0
4392	Uniforms	810	0	0.00%	810	0	(810)	0
4393	PE & Sports Equipment	0	0	0.00%	108	0	(108)	0
4399	All Other Supplies	786	17,513	95.51%	1,401	35,026	33,625	52,539
4411	Non Capitalized Equipment	866	1,667	48.06%	866	3,333	2,468	5,000
4711	Nutrition Program Food & Supplies	<u>87</u>	<u>0</u>	<u>0.00%</u>	<u>87</u>	<u>0</u>	<u>(87)</u>	<u>321,162</u>
	<b>Total 4000 - Books and Supplies</b>	<b>32,162</b>	<b>44,376</b>	<b>27.52%</b>	<b>34,178</b>	<b>88,751</b>	<b>54,573</b>	<b>512,039</b>
5000 - Services and Operating Expenses								
5211	Travel & Conferences	216	1,825	88.17%	431	3,650	3,219	21,900
5311	Dues & Memberships	990	841	(17.72)%	990	1,682	692	10,091
5451	General Insurance	4,881	1,765	(176.47)%	11,923	7,061	(4,862)	21,184
5511	Utilities	6,609	5,000	(32.17)%	6,609	10,000	3,391	60,000

**Monsenor Oscar Romero  
Income Statement  
From 8/1/2019 to 8/30/2019**

	<u>Current</u>	<u>Budget</u>	<u>% Variance</u>	<u>YTD Actual</u>	<u>YTD Budget</u>	<u>\$ Variance</u>	<u>Total Budget - Original</u>
5521 Security Services	120	0	0.00%	240	0	(240)	0
5531 Housekeeping Services	0	2,500	100.00%	0	5,000	5,000	30,000
5599 Other Facility Operations	3	23,333	99.98%	3	46,667	46,664	280,000
5619 Other Facility Rentals	2,600	0	0.00%	2,600	0	(2,600)	0
5621 Equipment Lease	1,907	2,315	17.59%	3,446	4,629	1,184	27,777
5631 Vendor Repairs	0	52	100.00%	0	104	104	624
5812 Pupil Transportation / Field Trip	0	1,917	100.00%	0	3,833	3,833	23,000
5831 Advertisement & Recruitment	1,446	83	(1,635.02)%	1,446	167	(1,279)	1,000
5841 Contracted Substitute Teachers	0	3,282	100.00%	0	6,563	6,563	39,380
5842 Special Education Services	0	5,833	100.00%	0	11,667	11,667	70,000
5844 After School Services	0	8,358	100.00%	0	16,715	16,715	100,293
5859 All Other Consultants & Services	4,154	7,737	46.30%	4,745	15,474	10,729	92,844
5861 Non Instructional Software	9,964	2,344	(325.07)%	15,858	4,688	(11,169)	28,130
5865 Fundraising Cost	0	6	100.00%	0	11	11	66
5871 District Oversight Fees	4,096	2,973	(37.74)%	6,144	5,947	(197)	35,682
5872 Special Education Fees (SELPA)	6,310	6,288	(0.35)%	9,458	9,431	(26)	52,397
5881 Intra-Agency Fees	54,092	41,622	(29.96)%	85,180	83,243	(1,936)	499,459
5899 All Other Expenses	53	59	10.93%	53	118	65	708
5911 Office Phone	687	0	0.00%	687	0	(687)	0
5913 Mobile Phone	158	0	0.00%	301	0	(301)	0
5921 Internet	1,675	0	0.00%	2,883	0	(2,883)	0
5931 Postage & Shipping	200	0	0.00%	200	0	(200)	0
5999 Other Communications	578	4,706	87.72%	578	9,412	8,834	56,470
Total 5000 - Services and Operating Expenses	100,738	122,838	17.99%	153,772	246,063	92,291	1,451,004
6000 - Capital Outlay							
6901 Depreciation Expense	67,178	76,694	12.40%	134,356	153,387	19,032	919,859
Total 6000 - Capital Outlay	67,178	76,694	12.41%	134,356	153,387	19,032	919,859
7000 - Other Outgo							
7438 Debt Service - Interest	4,060	0	0.00%	4,060	0	(4,060)	67,157
Total 7000 - Other Outgo	4,060	0	0.00%	4,060	0	(4,060)	67,157
Total Expense	421,889	433,061	2.58%	637,916	777,565	139,649	5,186,309
Net Income	(181,839)	(199,310)	8.76%	(331,890)	(484,708)	152,818	(647,432)
Change in Net Assets	(181,839)	(199,310)	8.76%	(331,890)	(484,708)	152,818	(647,432)

**Bert Corona High School  
Income Statement  
From 8/1/2019 to 8/30/2019**

	<u>Current</u>	<u>Budget</u>	<u>% Variance</u>	<u>YTD Actual</u>	<u>YTD Budget</u>	<u>\$ Variance</u>	<u>Total Budget - Original</u>	
<b>Revenue</b>								
8000 - Principal Apportionment								
8011	LCFF	109,746	111,783	1.82%	109,746	111,783	(2,037)	2,198,652
8012	EDUCATION PROTECTION ACCOUNT	0	0	0.00%	0	0	0	43,848
8096	Charter Schools Funding In-Lieu of Property Taxes	<u>34,027</u>	<u>59,019</u>	<u>42.34%</u>	<u>34,027</u>	<u>88,528</u>	<u>(54,501)</u>	<u>483,683</u>
	<b>Total 8000 - Principal Apportionment</b>	<b>143,773</b>	<b>170,802</b>	<b>15.82%</b>	<b>143,773</b>	<b>200,311</b>	<b>(56,538)</b>	<b>2,726,183</b>
8100-8200 - Other Federal								
8181	SPECIAL ED: IDEA	2,712	5,308	48.90%	2,712	7,961	(5,249)	43,497
8220	Child Nutrition Programs - Federal	0	0	0.00%	0	0	0	97,819
8291	Title I, A Basic Grants Low-Incom	0	0	0.00%	0	0	0	88,234
8292	Title II, A Teacher Quality	0	0	0.00%	0	0	0	10,997
8294	Title III, Limited English Proficiency	0	0	0.00%	0	0	0	3,557
8295	Title IV, STUDENT SUPPORT AND ACADEMIC E	<u>0</u>	<u>0</u>	<u>0.00%</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>10,000</u>
	<b>Total 8100-8200 - Other Federal</b>	<b>2,712</b>	<b>5,308</b>	<b>48.91%</b>	<b>2,712</b>	<b>7,961</b>	<b>(5,249)</b>	<b>254,104</b>
8300-8500 - Other State								
8520	Child Nutrition - State	0	0	0.00%	0	0	0	7,648
8550	MANDATE BLOCK GRANT	0	0	0.00%	0	0	0	10,412
8561	State Lottery - Non Prop 20	0	0	0.00%	0	0	0	33,105
8562	State Lottery - Prop 20	0	0	0.00%	0	0	0	11,620
8999	Prior Year Adjustment	<u>55</u>	<u>0</u>	<u>0.00%</u>	<u>55</u>	<u>0</u>	<u>55</u>	<u>0</u>
	<b>Total 8300-8500 - Other State</b>	<b>55</b>	<b>0</b>	<b>0.00%</b>	<b>55</b>	<b>0</b>	<b>55</b>	<b>62,785</b>
8600-8900 - Other Local								
8695	Contributions & Events	111	1,442	92.30%	111	1,442	(1,331)	4,000
8696	Other Fundraising	3,110	2,883	(7.86)%	3,110	2,883	227	8,000
8697	E-Rate	0	0	0.00%	0	0	0	20,000
8698	SELPA Grant	0	0	0.00%	0	0	0	15,000
8699	All Other Local Revenue	132	0	0.00%	132	0	132	0
8792	Transfers of Apportionments	<u>7,950</u>	<u>15,744</u>	<u>49.50%</u>	<u>7,950</u>	<u>23,615</u>	<u>(15,665)</u>	<u>129,025</u>
	<b>Total 8600-8900 - Other Local</b>	<b>11,303</b>	<b>20,069</b>	<b>43.68%</b>	<b>11,303</b>	<b>27,940</b>	<b>(16,638)</b>	<b>176,025</b>
	<b>Total Revenue</b>	<b>157,843</b>	<b>196,178</b>	<b>19.54%</b>	<b>157,843</b>	<b>236,213</b>	<b>(78,370)</b>	<b>3,219,097</b>
<b>Expense</b>								
1000 - Certificated Salaries								
1110	Teachers' Salaries	68,060	88,601	23.18%	73,853	88,601	14,747	974,608
1175	Teachers' Salaries - Stipend/Extra Duty	3,007	0	0.00%	6,957	12,059	5,102	34,559
1213	Certificated Pupil Support - Guidance & Counseling	9,154	6,250	(46.45)%	14,108	12,500	(1,608)	75,000
1300	Certificated Supervisor and Administrator Salaries	<u>7,917</u>	<u>7,917</u>	<u>0.00%</u>	<u>16,649</u>	<u>15,833</u>	<u>(816)</u>	<u>95,000</u>
	<b>Total 1000 - Certificated Salaries</b>	<b>88,137</b>	<b>102,767</b>	<b>14.24%</b>	<b>111,568</b>	<b>128,993</b>	<b>17,425</b>	<b>1,179,167</b>
2000 - Classified Salaries								
2111	Instructional Aides	718	903	20.48%	718	903	185	32,501
2131	Classified Teacher Salaries	0	0	0.00%	1,040	0	(1,040)	0
2300	Classified Supervisor and Administrator Salaries	8,154	8,154	0.00%	17,258	16,308	(950)	97,850
2400	Clerical/Technical/Office Staff Salaries	8,875	8,590	(3.32)%	22,985	17,180	(5,806)	103,078
2900	Other Classified Salaries	<u>3,889</u>	<u>3,296</u>	<u>(18.00)%</u>	<u>7,502</u>	<u>6,592</u>	<u>(910)</u>	<u>39,552</u>
	<b>Total 2000 - Classified Salaries</b>	<b>21,637</b>	<b>20,943</b>	<b>(3.31)%</b>	<b>49,504</b>	<b>40,983</b>	<b>(8,521)</b>	<b>272,980</b>
3000 - Employee Benefits								
3111	STRS	13,936	17,162	18.79%	18,247	21,542	3,295	196,921
3311	OASDI	1,342	1,298	(3.37)%	3,070	2,541	(529)	16,925
3331	Medicare	1,580	1,794	11.93%	2,353	2,465	112	21,056
3401	Health & Welfare	35,056	20,131	(74.13)%	50,789	40,263	(10,526)	241,576
3501	State Unemployment Insurance	55	62	11.46%	82	85	3	726
3601	Worker Compensation	2,209	1,107	(99.48)%	5,778	4,428	(1,349)	13,285
3751	OPEB, Active Employees	0	33	100.00%	0	66	66	396
3901	403B	<u>334</u>	<u>209</u>	<u>(59.57)%</u>	<u>541</u>	<u>410</u>	<u>(132)</u>	<u>2,730</u>
	<b>Total 3000 - Employee Benefits</b>	<b>54,512</b>	<b>41,797</b>	<b>(30.42)%</b>	<b>80,859</b>	<b>71,799</b>	<b>(9,060)</b>	<b>493,615</b>
4000 - Books and Supplies								
4111	Core Curricula Materials	0	2,771	100.00%	0	5,542	5,542	8,313
4211	Books & Other Reference Materials	0	1,805	100.00%	0	3,609	3,609	5,414
4311	Student Materials	23,685	4,232	(459.62)%	23,840	8,465	(15,375)	50,788
4351	Office Supplies	318	1,030	69.17%	398	2,061	1,662	12,365
4371	Custodial Supplies	403	337	(19.52)%	403	675	272	4,049
4392	Uniforms	3,496	0	0.00%	3,496	0	(3,496)	0
4399	All Other Supplies	63	10,102	99.37%	69	20,205	20,135	30,307
4411	Non Capitalized Equipment	1,127	6,693	83.16%	1,127	13,386	12,259	20,079
4711	Nutrition Program Food & Supplies	<u>455</u>	<u>0</u>	<u>0.00%</u>	<u>455</u>	<u>0</u>	<u>(455)</u>	<u>150,439</u>
	<b>Total 4000 - Books and Supplies</b>	<b>29,546</b>	<b>26,971</b>	<b>(9.54)%</b>	<b>29,788</b>	<b>53,943</b>	<b>24,155</b>	<b>281,755</b>
5000 - Services and Operating Expenses								
5211	Travel & Conferences	42	293	85.81%	(555)	586	1,141	3,516
5311	Dues & Memberships	2,070	524	(295.13)%	2,070	1,048	(1,022)	6,286



**Bert Corona High School  
Income Statement  
From 8/1/2019 to 8/30/2019**

	<u>Current</u>	<u>Budget</u>	<u>% Variance</u>	<u>YTD Actual</u>	<u>YTD Budget</u>	<u>\$ Variance</u>	<u>Total Budget - Original</u>
5451 General Insurance	3,093	1,294	(139.02)%	8,093	5,177	(2,916)	15,530
5599 Other Facility Operations	0	192	100.00%	0	385	385	2,307
5613 School Rent - Prop 39	0	19,167	100.00%	0	38,333	38,333	230,000
5621 Equipment Lease	1,097	1,787	38.59%	3,329	3,574	245	21,441
5631 Vendor Repairs	0	48	100.00%	0	97	97	582
5812 Pupil Transportation / Field Trip	0	1,111	100.00%	182	2,222	2,041	13,335
5831 Advertisement & Recruitment	4,047	9	(47,070.62)%	4,047	17	(4,030)	103
5842 Special Education Services	0	10,000	100.00%	0	20,000	20,000	120,000
5849 Other Student Instructional Services	0	2,446	100.00%	0	4,892	4,892	29,350
5859 All Other Consultants & Services	2,886	3,012	4.20%	3,169	6,025	2,856	36,149
5861 Non Instructional Software	5,029	1,175	(327.81)%	10,378	2,351	(8,027)	14,105
5865 Fundraising Cost	0	19	100.00%	0	38	38	228
5871 District Oversight Fees	1,631	2,272	28.21%	1,631	4,544	2,913	27,262
5872 Special Education Fees (SELPA)	2,132	4,141	48.50%	2,132	6,211	4,078	34,504
5881 Intra-Agency Fees	29,701	28,070	(5.80)%	46,770	56,141	9,371	336,844
5899 All Other Expenses	1	56	98.22%	1	113	112	678
5911 Office Phone	122	0	0.00%	122	0	(122)	0
5913 Mobile Phone	153	0	0.00%	280	0	(280)	0
5921 Internet	3,914	0	0.00%	4,265	0	(4,265)	0
5931 Postage & Shipping	600	0	0.00%	600	0	(600)	0
5999 Other Communications	0	2,536	100.00%	0	5,071	5,071	30,428
Total 5000 - Services and Operating Expenses	56,517	78,153	27.68%	86,512	156,823	70,312	922,650
6000 - Capital Outlay							
6901 Depreciation Expense	5,175	4,933	(4.89)%	10,350	9,867	(483)	59,201
Total 6000 - Capital Outlay	5,175	4,933	(4.90)%	10,350	9,867	(483)	59,201
Total Expense	255,522	275,565	7.27%	368,580	462,408	93,828	3,209,367
Net Income	(97,680)	(79,387)	(23.04)%	(210,737)	(226,195)	15,458	9,730
Change in Net Assets	(97,680)	(79,387)	(23.04)%	(210,737)	(226,195)	15,458	9,730

**YPI Charter Schools  
Balance Sheet  
As of 8/30/2019**

	BCCS	CA	MORCS	BCHS	Total
<b>Assets</b>					
<b>Current Assets</b>					
Cash In Bank(s)					
Cash in County - General	0.00	0.00	0.00	0.00	0.00
Cash in Bank - WFB BC 3232	33,782.77	(89.99)	(10.23)	(6.08)	33,676.47
Cash in Bank - Money Market - BC	0.00	0.00	0.00	0.00	0.00
Cash in Bank - WFB OR 7702	0.00	0.00	0.00	0.00	0.00
Cash in Bank - Universal Bank - OR	0.00	0.00	0.00	0.00	0.00
Cash in Bank - Money Market - OR	0.00	0.00	0.00	0.00	0.00
Cash in Bank - Parent Account BC - US Bank - 0299	37,179.92	0.00	0.00	0.00	37,179.92
Cash In Bank - Student Body BC - US Bank - 0552	3,729.99	0.00	0.00	0.00	3,729.99
Cash in Bank - PWB BC 6905	1,173,507.80	48,923.64	2,415,539.15	(116,832.07)	3,521,138.52
Cash in Bank - PWB OR 7309	254,630.32	0.00	(43,149.45)	84,513.36	295,994.23
Cash in Bank - Parent Account OR - Chase 0661	0.00	0.00	78,026.25	0.00	78,026.25
Petty Cash	0.00	0.00	0.00	0.00	0.00
Cash in Bank - Student Body OR - Chase 7817	0.00	0.00	2,708.84	0.00	2,708.84
Cash in Bank - PWB HS 7468	0.00	195.00	0.00	29,405.18	29,600.18
Cash in Bank - PWB OR 3491	(285.00)	0.00	146,477.14	0.00	146,192.14
Cash in Bank - CCU YPI 5561	81,198.23	(51,229.21)	59,735.91	53,381.90	143,086.83
Deposits in Transit	0.00	0.00	0.00	0.00	0.00
<b>Total Cash In Bank(s)</b>	<b>1,583,744.03</b>	<b>(2,200.56)</b>	<b>2,659,327.61</b>	<b>50,462.29</b>	<b>4,291,333.37</b>
Accounts Receivable					
Accounts Receivable	272,529.04	0.00	37,152.79	46,899.66	356,581.49
Accounts Receivable - from Employees	0.00	0.00	0.00	0.00	0.00
<b>Total Accounts Receivable</b>	<b>272,529.04</b>	<b>0.00</b>	<b>37,152.79</b>	<b>46,899.66</b>	<b>356,581.49</b>
Due from Others					
Due From Others	2,985.05	0.00	2,545.80	0.17	5,531.02
Due From Bert Corona	0.00	0.00	0.00	0.00	0.00
Due from Oscar Romero	0.00	0.00	0.00	0.00	0.00
Due From Central Admin	0.00	0.00	0.00	0.00	0.00
Due from YPI	0.00	0.00	0.25	0.00	0.25
BC/OR Interfund Transfers	0.00	0.00	0.00	0.00	0.00
BC/CA Interfund Transfers	0.00	0.00	0.00	0.00	0.00
CA/OR Interfund Transfers	0.00	0.00	0.00	0.00	0.00
BC/HS Interfund Transfers	0.00	0.00	0.00	0.00	0.00
CA/HS Interfund Transfers	0.00	0.00	0.00	0.00	0.00
OR/HS Interfund Transfers	0.00	0.00	0.00	0.00	0.00
<b>Total Due from Others</b>	<b>2,985.05</b>	<b>0.00</b>	<b>2,546.05</b>	<b>0.17</b>	<b>5,531.27</b>
Other Current Assets					
Prepaid Expenditures (Expenses)	65,607.61	27,886.83	24,899.54	18,518.31	136,912.29
DEPOSITS	800.00	9,766.00	0.00	0.00	10,566.00
Earned Salary Advance	0.00	0.00	(0.02)	0.00	(0.02)
<b>Total Other Current Assets</b>	<b>66,407.61</b>	<b>37,652.83</b>	<b>24,899.52</b>	<b>18,518.31</b>	<b>147,478.27</b>
<b>Total Current Assets</b>	<b>1,925,665.73</b>	<b>35,452.27</b>	<b>2,723,925.97</b>	<b>115,880.43</b>	<b>4,800,924.40</b>
Fixed Assets					
Improvement of Sites	248,241.01	0.00	0.00	0.00	248,241.01
Accumulated Depreciation - Sites	(154,947.28)	0.00	0.00	0.00	(154,947.28)
Buildings	1,449,616.75	6,686.00	28,944,476.01	0.00	30,400,778.76
Leasehold improvements	0.00	0.00	0.00	0.00	0.00
Accumulated Depreciation-Buildings	(1,263,972.57)	(4,278.88)	(473,075.79)	0.00	(1,741,327.24)
Accumulated amortization - Leasehold improvements	0.00	0.00	0.00	0.00	0.00
Computer / Equipment	1,162,447.23	39,589.85	523,096.28	309,098.70	2,034,232.06
Accumulated Depreciation-Computer /Equipment	(697,281.67)	(24,791.43)	(236,156.70)	(99,587.28)	(1,057,817.08)
Furniture	38,561.43	0.00	21,317.09	1,953.16	61,831.68
Accumulated Depreciation-Furniture	(20,315.82)	0.00	(761.31)	(279.00)	(21,356.13)
Work in Progress	0.00	0.00	0.00	0.00	0.00
<b>Total Fixed Assets</b>	<b>762,349.08</b>	<b>17,205.54</b>	<b>28,778,895.58</b>	<b>211,185.58</b>	<b>29,769,635.78</b>
<b>Total Assets</b>	<b>2,688,014.81</b>	<b>52,657.81</b>	<b>31,502,821.55</b>	<b>327,066.01</b>	<b>34,570,560.18</b>
<b>Liabilities</b>					
<b>Current Liabilities</b>					
Accounts Payable					
Accounts Payable - Bert Corona	0.00	0.00	0.00	0.00	0.00
Accrued Payables	45,225.88	7,484.08	217,860.54	5,159.63	275,730.13
Accounts Payable - Oscar Romero	0.00	0.00	0.00	0.00	0.00
Accounts Payable - Operating	(58,120.82)	14,547.72	(10,212.28)	(3,803.59)	(57,588.97)

**YPI Charter Schools  
Balance Sheet  
As of 8/30/2019**

	BCCS	CA	MORCS	BCHS	Total
Accounts Payable	0.00	0.00	0.00	0.00	0.00
Accounts Payable - Manual Accruals	0.00	0.00	0.00	0.00	0.00
Accounts Payable - OR - Construction	0.00	0.00	0.00	0.00	0.00
Total Accounts Payable	(12,894.94)	22,031.80	207,648.26	1,356.04	218,141.16
Payroll Liability					
ACCRUED TIME OFF	19,832.65	28,542.51	18,597.13	55,351.05	122,323.34
SDI	0.00	0.00	0.00	0.00	0.00
Medicare	0.00	0.00	0.00	0.00	0.00
Garnishment	0.00	0.00	0.00	0.00	0.00
Federal Taxes Withholding	0.00	0.00	0.00	0.00	0.00
State Tax Withholding	0.00	0.00	0.00	0.00	0.00
OASDI Liability	0.00	0.00	0.00	0.00	0.00
STRS Liability	0.00	0.00	0.00	0.00	0.00
Tax Shelter Annuity	0.00	0.00	0.00	0.00	0.00
Salaries Payable	3.14	0.00	(52.60)	0.05	(49.41)
STRS	0.00	0.00	(86.69)	(27.52)	(114.21)
PERS	0.00	0.00	0.00	0.00	0.00
OASDI	0.00	0.00	0.00	0.00	0.00
MEDICARE	0.00	0.00	0.00	0.00	0.00
H&W	3,853.00	1,064.88	(678.57)	(837.98)	3,401.33
SUI	145.16	63.55	107.05	81.64	397.40
408 P %	0.00	0.00	0.00	0.00	0.00
403B Payable	1,399.94	587.40	1,297.99	640.22	3,925.55
TSA Deduction	0.00	0.00	0.00	0.00	0.00
Total Payroll Liability	25,233.89	30,258.34	19,184.31	55,207.46	129,884.00
Current Loans					
Current Loans	0.00	0.00	0.00	50,008.00	50,008.00
Total Current Loans	0.00	0.00	0.00	50,008.00	50,008.00
Total Current Liabilities	12,338.95	52,290.14	226,832.57	106,571.50	398,033.16
Other Current Liabilities					
Others					
Other Current Liabilities	3,005.00	0.00	0.00	0.00	3,005.00
Due to Grantor	(0.02)	0.00	272,510.98	(1,162.20)	271,348.76
Due to Student Groups/Other Agencies	3,729.99	0.00	2,740.60	0.00	6,470.59
Due To Bert Corona	0.00	0.00	0.00	0.00	0.00
Due To Oscar Romero	0.00	0.00	0.00	0.00	0.00
Due to Central Admin	0.00	0.00	0.00	0.00	0.00
Due to YPI	0.00	0.00	0.00	0.00	0.00
Due To Parent Group	37,179.92	0.00	78,081.69	0.00	115,261.61
Deferred Revenue	0.00	0.00	150,213.92	0.00	150,213.92
Total Others	43,914.89	0.00	503,547.19	(1,162.20)	546,299.88
Total Other Current Liabilities	43,914.89	0.00	503,547.19	(1,162.20)	546,299.88
Long Term Liabilities					
Capital Leases Payable	0.00	0.00	0.00	0.00	0.00
Other General Long-Term Debt	0.00	0.00	7,821,627.50	0.00	7,821,627.50
Total Long Term Liabilities	0.00	0.00	7,821,627.50	0.00	7,821,627.50
Total Liabilities	56,253.84	52,290.14	8,552,007.26	105,409.30	8,765,960.54
Equity					
Fund Balance Reserved					
Restricted	0.00	0.00	0.00	0.00	0.00
Total Fund Balance Reserved	0.00	0.00	0.00	0.00	0.00
Fund Balance Unreserved					
Total Fund Balance Unreserved	3,135,174.42	367.67	23,282,703.86	432,394.11	26,850,640.06
Other Debits					
Total Other Debits	0.00	0.00	0.00	0.00	0.00
Change in Net Assets					
Total Change in Net Assets	(503,413.45)	0.00	(331,889.57)	(210,737.40)	(1,046,040.42)
Total Equity	2,631,760.97	367.67	22,950,814.29	221,656.71	25,804,599.64
Total Liabilities & Equity	2,688,014.81	52,657.81	31,502,821.55	327,066.01	34,570,560.18
Total	0.00	0.00	0.00	0.00	0.00

**YPI Charter Schools  
Check Register  
From 07/01/19 to 08/31/19**

Vendor Name	Check Number	Effective Date	Transaction Description	Check Amount
BERT CORONA CHARTER SCHOOL	1003858	8/26/2019	TRANSFER FUNDS FROM WF TO PWB	1,000,000.00
GREEN WORKS DEVELOPMENT	307290	7/23/2019	FLOOR JOIST, BLOCK REPAIR AND INSULATION ROOMS 8 AND 9	0.00
GREEN WORKS DEVELOPMENT	307290	7/23/2019	REMOVAL AND REPLACEMENT OF EXTERIOR DOORS ROOMS 2,3,6 AND 1	0.00
7 LAYER IT SOLUTIONS, INC.	307291	7/25/2019	07/19 - MANAGED SERVICES GOLD PACKAGE	1,120.00
7 LAYER IT SOLUTIONS, INC.	307291	7/25/2019	08/09/19 - 08/08/20 - SMARTNET RENEWAL: CISCO 4331 ROUTER	1,029.00
7 LAYER IT SOLUTIONS, INC.	307342	8/10/2019	08/19 - MANAGEMENT SERVICES GOLD PACKAGE	1,120.00
7 LAYER IT SOLUTIONS, INC.	307413	8/21/2019	09/19 - MANAGEMENT SERVICE GOLD PACKAGE	1,120.00
ACCREDITING COMMISSION FOR SCHOOLS	307343	8/10/2019	ANNUAL ACCREDITING MEMBERSHIP 2019-2020	1,070.00
ACHIEVE 3000, INC	307344	8/10/2019	STUDENT SOFTWARE: DIFFERENTIATED LITERACY SOLUTION	14,025.00
ADELANTE EDUCATIONAL SERVICES, INC	307247	7/18/2019	LEA ADDENDUM COMPLETION CONSULTATION AND SUPPORT	3,300.00
AFLAC WORLDWIDE HEAD QUARTERS	307241	7/3/2019	06/19 - HEALTH PREMIUM ACCT# JBP28	779.18
AFLAC WORLDWIDE HEAD QUARTERS	307292	7/25/2019	06/19 - HEALTH PREMIUM ACCT# JBP37	914.22
AFLAC WORLDWIDE HEAD QUARTERS	307292	7/25/2019	06/19 - HEALTH PREMIUM ACCT# JBP42	230.78
AFLAC WORLDWIDE HEAD QUARTERS	307292	7/25/2019	06/19 - HEALTH PREMIUM ACCT# JBP46	400.61
AFLAC WORLDWIDE HEAD QUARTERS	307345	8/10/2019	07/19 - HEALTH PREMIUM ACC# JBP28	2,312.50
AFLAC WORLDWIDE HEAD QUARTERS	307427	8/29/2019	08/19 - HEALTH PREMIUM ACCT# JBP28	2,521.96
ALBERT J. FUENTEX	307248	7/18/2019	SCHCLMT - SELF CARE PD STIPENDS - ALBERT FUENTES	105.00
ASUCLA	307287	7/22/2019	GU - WELCOME TO UCLA - MEAL VOUCHERS FOR 300 STUDENTS	3,000.00
AT&T	307346	8/10/2019	06/16 - 07/15/19 - FAX SERVICES ACCT# 213 351-1305	382.98
AT&T	307428	8/29/2019	07/16 - 08/15/19 - FAX SERVICES ACCT# 213-351-1305	386.06
AT&T MOBILITY	307293	7/25/2019	06/20 - 07/19/19 - CELL PHONE SERVICES ACCT# 4371	959.89
AT&T MOBILITY	307347	8/10/2019	07/20 - 08/19/19 - CELL PHONE SERVICES ACCT# 4371	961.91
BANKFINANCIAL, NATIONAL ASSOCIATION	307429	8/29/2019	08/01/19 - 07/31/2020 - (105) MACBOOK AIR 13 INCH LEASE	37,051.59
BANKFINANCIAL, NATIONAL ASSOCIATION	307429	8/29/2019	08/01/19 - 07/31/2020 - (75) MACBOOK AIR 13 INCH LEASE	26,465.42
BENECO	307242	7/3/2019	05/19 & 06/19 - HEALTH PREMIUM ADJUSTMENT	722.64
BENECO	307242	7/3/2019	07/19 - HEALTH PREMIUMS	62,589.44
BENECO	307348	8/10/2019	08/19 - HEALTH PREMIUM	62,589.44
BENECO	307430	8/29/2019	09/19 - HEALTH PREMIUM	72,223.76
BETTER 4 YOU MEALS, INC.	307249	7/18/2019	06/19 - STUDENT MEALS	9,898.65
BETTER 4 YOU MEALS, INC.	307294	7/25/2019	06/19 - STUDENTS MEALS	10,837.69
BETTER 4 YOU MEALS, INC.	307385	8/20/2019	07/19 - STUDENT MEALS	4,454.50
BRENDA CATARINO	307230	7/2/2019	06/19 - 06/30/19 - PAYROLL - BRENDA CATARINO	436.72
BRITTANIE MONGE	307250	7/18/2019	SCHCLMT - SELF CARE PD STIPENDS - BRITTANIE MONGE	105.00
BROOKS TRANSPORTATION INC	307349	8/10/2019	GU - 07/12/19 - BUS - YPI-YSC AND MONROE HS TO UCLA	385.00
BROOKS TRANSPORTATION INC	307350	8/10/2019	GU - 07/12/19 - BUS - UCLA TO MONROE HS AND YPI	385.00
CHARTERSAFE	307295	7/25/2019	FY19/20 - WORKERS' COMPENSATION & INSURANCE - 25% DEPOSIT	33,935.00
CHARTERSAFE	307351	8/10/2019	08/19 - WORKERS' COMPENSATION & INSURANCE PREMIUM	11,312.00
CHARTERSAFE	307431	8/29/2019	09/19 - WORKERS' COMPENSATION & INSURANCE PREMIUM	11,312.00
CIF LOS ANGELES CITY SECTION	307386	8/20/2019	FY19/20 - SPORTS CIF ENROLLMENT FEE	1,000.00
CIF STATE OFFICE	307352	8/10/2019	(210) STUDENTS REGISTRATION	174.30
COBRO CONSULTING	307296	7/25/2019	COMPILE APR DATA FILES	2,100.00
COLLEGE ENTRANCE EXAMINATION BOARD	307387	8/20/2019	GU - PSAT 10 TESTING	1,060.00
COLLEGE ENTRANCE EXAMINATION BOARD	307387	8/20/2019	GU - PSAT TESTING 8/9	573.00
COMPREHENSIVE THERAPY ASSOCIATES, INC.	307297	7/25/2019	06/19 - COUNSELING SERVICES	256.25
CURRICULUM ASSOCIATES LLC	307353	8/10/2019	(220) MATH & READING DIAGNOSTIC LICENSE GRADE 9-12	7,444.80
CURRICULUM ASSOCIATES LLC	307353	8/10/2019	(360) MATH CORE PACKAGE & (390) READING DIAGNOSTIC	20,750.44
CURRICULUM ASSOCIATES LLC	307432	8/29/2019	(360) MATH CORE PACKAGE INSTRUCTIONS GRADE 6 - 8	22,508.58
DAVID BROOME	307231	7/2/2019	06/16 - 06/30/19 - PAYROLL - DAVID BROOME	407.66
DENISE NOAH	307251	7/18/2019	SCHCLMT - SELF CARE PD STIPENDS - DENISE NOAH	105.00
DIVENTURE MARKETING GROUP	307288	7/22/2019	SCHCLMT - (100) INSULATED TUMBLER & (500) POLYESTER LANYARD	1,404.55
DIVENTURE MARKETING GROUP	307288	7/22/2019	SCHCLMT - (101) COTTON T-SHIRTS & (100) POLYESTER CAP	1,198.20
DIVENTURE MARKETING GROUP	307288	7/22/2019	SCHCLMT - TABLE COVER & (25) CUSTOM MATRIX DISPLAY	769.71
EDGAR OVANDO	307252	7/18/2019	SCHCLMT - SELF CARE PD STIPENDS - EDGAR OVANDO	105.00
EDITH GONZALEZ OSORIO	307232	7/2/2019	2019 GEAR UP CONFERENCE PER DIEM FOR 2 - HELEN VANEGAS	328.50
EL ABUELO RESTAURANT	307388	8/20/2019	GU - LUNCH FOR PD AT BCCHS ON 8/9	297.00
EMPLOYMENT DEVELOPMENT DEPARTMENT	07/30/19 - SUI	7/30/2019	Q2 - 2019 - SUI PAYMENT	756.84
EMPLOYMENT DEVELOPMENT DEPARTMENT	307354	8/10/2019	04/01 - 06/30/19 - SEF LOCAL EXPERIENCE CHARGE	503.40
ENOME, INC DBA GOALBOOK	307253	7/18/2019	TOOLKIT SPECIAL EDUCATION MEMBERSHIP - FY19/20	5,827.50
ERICK ORANTES	307254	7/18/2019	SCHCLMT - SELF CARE PD STIPENDS - ERICK ORANTES	105.00
EXED	307333	8/6/2019	07/19 - MANAGEMENT CONTRACT FEE	20,791.46
EXED	307433	8/29/2019	08/19 - MANAGEMENT CONTRACT FEE	20,754.15
FABIOLA BERNARDINO	307414	8/21/2019	07/25 - 08/08/19 - PAYROLL - FABIOLA BERNARDINO	206.53
FIYA	307355	8/10/2019	LEAGUE FEE - BOYS/GIRLS SOCCER - SPRING	990.00
FRANCISCO TOPETE	307298	7/25/2019	06/16 - 06/30/19 - MAINTENANCE SERVICES	1,020.00
FRANCISCO TOPETE	307356	8/10/2019	07/01 - 07/15/19 - MAINTENANCE SERVICES	1,134.00
FRANCISCO TOPETE	307356	8/10/2019	07/16 - 07/31/19 - MAINTENANCE SERVICES	1,980.00
FRANCISCO TOPETE	307415	8/21/2019	08/01 - 08/15/19 - MAINTENANCE SERVICES	1,487.00
FRONTIER	307255	7/18/2019	06/13 - 07/12/19 - FAX# 818-834-8075	222.89
FRONTIER	307357	8/10/2019	07/13 - 08/12/19 - FAX# 818-834-8075	236.36
FRONTIER	307434	8/29/2019	08/13 - 09/12/19 - FAX# 818-834-8075	236.29
FULCRUM LEARNING SYSTEMS, INC.	307358	8/10/2019	07/02/19 - POTABLE CLIMBING WALL REPAIR	4,495.48
GREEN WORKS DEVELOPMENT	307243	7/3/2019	NEW VCT FLOORING INSTALLATION - ROOM 8	11,400.00
GREEN WORKS DEVELOPMENT	307243	7/3/2019	NEW VCT FLOORING INSTALLATION - ROOM 9	11,400.00
GREEN WORKS DEVELOPMENT	307243	7/3/2019	NEW WALL SHEATHING, TACKABLE WALL INSTALLATION - ROOM 9	13,700.00
GREEN WORKS DEVELOPMENT	307246	7/15/2019	NEW WALL SHEATHING, TACKABLE WALL INSTALLATION - ROOM 8	13,700.00
GREEN WORKS DEVELOPMENT	307290	7/23/2019	FLOOR JOIST, BLOCK REPAIR, REPLACEMENT OF DOOR	17,679.00
GREEN WORKS DEVELOPMENT	307334	8/6/2019	BATHROOM REPAIR, PLYWOOD SHEATHING, VINYL PLANKING FLOORING	9,700.00
GREEN WORKS DEVELOPMENT	307334	8/6/2019	ELECTRICAL OUTLETS AND LOW VOLTAGE ROOMS 8 AND 9	1,700.00
GREEN WORKS DEVELOPMENT	307416	8/21/2019	CONCRETE LUNCH CURB, AND CONCRETE LUNCH SLAB	4,100.00
GREEN WORKS DEVELOPMENT	307416	8/21/2019	CONCRETE ON WALKWAY, DRAINAGE	3,700.00

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GREEN WORKS DEVELOPMENT	307416	8/21/2019	CONCRETE STORAGE SLABS	2,900.00
HESS AND ASSOCIATES, INC.	307359	8/10/2019	Q4 FY18/19 - RETIREMENT REPORT	340.00
HESS AND ASSOCIATES, INC.	307389	8/20/2019	Q4 FY18/19 - RETIREMENT REPORT	192.50
HITECH WIRELESS	307435	8/29/2019	(7) UHF STUBBY ANTENNA	91.15
HOME DEPOT CREDIT SERVICES	307360	8/10/2019	CUSTODIAL SUPPLIES & REFRIGERATOR	1,974.75
HORTENCIA VARGAS	307382	8/14/2019	CAP AND GOWN RETURN - OSVALDO VARGAS	40.00
ILLUMINATE EDUCATION, INC.	307390	8/20/2019	FY19/20 - (937) ILLUMINATE DATA AND ASSESSMENT LICENSE	13,759.75
INLAND MECHANICAL SERVICES	307256	7/18/2019	06/19 - AC MAINTENANCE SERVICES	460.00
INLAND MECHANICAL SERVICES	307391	8/20/2019	08/14/19 - AC REPAIR ADMINISTRATION OFFICE	1,945.00
INLAND MECHANICAL SERVICES	307391	8/20/2019	08/19 - AC MAINTENANCE SERVICES	460.00
INTERNATIONAL ACADEMY OF SCIENCE	307299	7/25/2019	GU - ACELLUS STUDENT MASTER LICENSE & TEACHER QUICK-START	5,200.00
IRIS HERNANDEZ	307233	7/2/2019	2019 GEAR UP CONFERENCE PER DIEM - HEIDY DELCID	164.25
IRONBOX EDUCATION	307257	7/18/2019	ONE YEAR EXECUTIVE COACHING - FY19/20	6,000.00
ISSAC MAYORGA	307258	7/18/2019	SCHCLMT - SELF CARE PD STIPENDS - ISSAC MAYORGA	105.00
ITSAVVY LLC	307361	8/10/2019	ADOBE - LICENSE RENEWAL	4,472.70
ITZEL SALMERON	307234	7/2/2019	2019 GEAR UP CONFERENCE PER DIEM FOR 2 - JONATHAN FULFARRO	328.50
JAMES MONROE HIGH SCHOOL	307300	7/25/2019	GU - PSAT EXAM FEE FOR 2018-2019	1,088.00
JOSTENS, INC	307436	8/29/2019	HARDCOVER YEARBOOK	643.77
JUAN CARLOS PEREZ	307301	7/25/2019	ARTIST CRAFT - ART SUPPLIES FOR STUDENTS ART CLASS	137.92
JUAN CARLOS PEREZ	307301	7/25/2019	ARTIST-CRAFT - ART SUPPLIES FOR ART CLASSROOM	136.45
KARINA GAMEZ	307362	8/10/2019	WALMART - OFFICE SUPPLIES	108.82
KELLY PAPER	307302	7/25/2019	COLOR COPY PAPER	81.44
KELLY PAPER	307335	8/6/2019	COLOR PAPER, CARD STOCKS, COPY PAPER, ENVELOPES	2,125.74
KELLY PAPER	307392	8/20/2019	COPY COLOR PAPER MULTIPURPOSE	298.08
KELLY PAPER	307437	8/29/2019	COPY PAPER WHITE AND COLOR MULTIPURPOSE	781.47
KRISTY LEE	307259	7/18/2019	SCHCLMT - SELF CARE PD STIPENDS - KRISTY LEE	105.00
LA DEPT. OF WATER AND POWER	307260	7/18/2019	01/01 - 06/27/19 - ELECTRIC CHARGES ACCT# 1002	22,879.03
LA DEPT. OF WATER AND POWER	307261	7/18/2019	04/30 - 06/28/19 - FIRE SERVICES CHARGES ACCT# 7817	228.90
LA DEPT. OF WATER AND POWER	307262	7/18/2019	04/29 - 06/27/19 - UTILITY CHARGES ACCT# 7740	360.82
LA DEPT. OF WATER AND POWER	307303	7/25/2019	05/14 - 06/14/19 - UTILITY CHARGES ACCT# 9381	4,324.89
LA DEPT. OF WATER AND POWER	307363	8/10/2019	06/14 - 07/15/19 - UTILITY CHARGES	6,131.43
LA DEPT. OF WATER AND POWER	307364	8/10/2019	06/27 - 07/30/19 - ELECTRIC CHARGES	5,249.75
LA DEPT. OF WATER AND POWER	307438	8/29/2019	07/15 - 08/13/19 - UTILITY CHARGES ACCT# 9381	6,743.36
LAKESHORE LEARNING MATERIALS	307440	8/29/2019	CLASSROOM SUPPLIES - PURCHASED BY JASON PICKARD	112.75
LAKESHORE LEARNING MATERIALS	307440	8/29/2019	CLASSROOM SUPPLIES - PURCHASED BY ALEXANDER MARIA	147.57
LAKESHORE LEARNING MATERIALS	307440	8/29/2019	CLASSROOM SUPPLIES - PURCHASED BY ALI DEMORGOLI	75.01
LAKESHORE LEARNING MATERIALS	307440	8/29/2019	CLASSROOM SUPPLIES - PURCHASED BY ANGIE ANGUIANO	100.00
LAKESHORE LEARNING MATERIALS	307440	8/29/2019	CLASSROOM SUPPLIES - PURCHASED BY BRENDA CATARINO	75.00
LAKESHORE LEARNING MATERIALS	307440	8/29/2019	CLASSROOM SUPPLIES - PURCHASED BY CARLOS CRISPO	29.06
LAKESHORE LEARNING MATERIALS	307440	8/29/2019	CLASSROOM SUPPLIES - PURCHASED BY CHRISTINA SORIA	73.41
LAKESHORE LEARNING MATERIALS	307440	8/29/2019	CLASSROOM SUPPLIES - PURCHASED BY DAVE ROSENBERG	74.61
LAKESHORE LEARNING MATERIALS	307440	8/29/2019	CLASSROOM SUPPLIES - PURCHASED BY DAVID BROOME	75.00
LAKESHORE LEARNING MATERIALS	307440	8/29/2019	CLASSROOM SUPPLIES - PURCHASED BY EILEEN CASTILLO	41.50
LAKESHORE LEARNING MATERIALS	307440	8/29/2019	CLASSROOM SUPPLIES - PURCHASED BY FABIOLA DIAZ	121.34
LAKESHORE LEARNING MATERIALS	307440	8/29/2019	CLASSROOM SUPPLIES - PURCHASED BY JAMIE JOSSELYN	140.76
LAKESHORE LEARNING MATERIALS	307440	8/29/2019	CLASSROOM SUPPLIES - PURCHASED BY JOANNA JIMENEZ	74.23
LAKESHORE LEARNING MATERIALS	307440	8/29/2019	CLASSROOM SUPPLIES - PURCHASED BY JORGE GAMBOA	73.96
LAKESHORE LEARNING MATERIALS	307440	8/29/2019	CLASSROOM SUPPLIES - PURCHASED BY MARIA CASTANEDA	73.87
LAKESHORE LEARNING MATERIALS	307440	8/29/2019	CLASSROOM SUPPLIES - PURCHASED BY NANCY SORIANO	116.14
LAKESHORE LEARNING MATERIALS	307440	8/29/2019	CLASSROOM SUPPLIES - PURCHASED BY NESTER GARCIA	74.84
LAKESHORE LEARNING MATERIALS	307440	8/29/2019	CLASSROOM SUPPLIES - PURCHASED BY PAUL DURAN	73.59
LAKESHORE LEARNING MATERIALS	307440	8/29/2019	CLASSROOM SUPPLIES - PURCHASED BY ROCHELLE SMITH	75.01
LAKESHORE LEARNING MATERIALS	307440	8/29/2019	CLASSROOM SUPPLIES - PURCHASED BY SYDNEY JONES	122.71
LAKESHORE LEARNING MATERIALS	307440	8/29/2019	CLASSROOM SUPPLIES - PURCHASED BY TANYA HARRY	75.00
LAKESHORE LEARNING MATERIALS	307440	8/29/2019	CLASSROOM SUPPLIES - PURCHASED BY VERONIQUE LECOMTE	71.01
LAKESHORE LEARNING MATERIALS	307440	8/29/2019	CLASSROOMS SUPPLIE - PURCHASED BY CARLOS CRISPO	95.94
LATICIA ROBLEDO	307263	7/18/2019	SCHCLMT - SELF CARE PD STIPENDS - LETICIA ROBLEDO	105.00
LAW OFFICES OF YOUNG, MINNEY & CORR, LLP	307264	7/18/2019	05/19 - LEGAL SERVICES	18,688.11
LAW OFFICES OF YOUNG, MINNEY & CORR, LLP	307365	8/10/2019	06/19 - LEGAL SERVICES	13,326.85
LAW OFFICES OF YOUNG, MINNEY & CORR, LLP	307393	8/20/2019	07/19 - LEGAL SERVICES	456.00
LORENZO ENRIQUE TOVAR	307394	8/20/2019	FY 16/17 - STRS REFUND	1.46
LOS ANGELES COUNTY OFFICE OF EDUCATION	07/31/19 - STRS	7/31/2019	07/19 - FY19/20 - STRS PAYMENT	33,423.12
LOS ANGELES COUNTY OFFICE OF EDUCATION	08/29/19 - STRS	8/29/2019	08/19 - FY19/20 - STRS PAYMENT	96,313.34
LOS ANGELES COUNTY OFFICE OF EDUCATION	08/29/19 - STRS	8/29/2019	08/19 - FY19/20 - STRS PAYMENT - PENALTY	1.00
LOS ANGELES MISSION COLLEGE FISCAL OPERATI	307366	8/10/2019	06/06/19 - FACILITY RENTAL FOR GRADUATION CEREMONY	600.00
LUIS GIRON	307265	7/18/2019	06/19 - LANDSCAPING SERVICES	1,000.00
LUIS GIRON	307367	8/10/2019	06/19 - LANDSCAPING SERVICES (EXTRA WORK)	1,050.00
LUIS GIRON	307367	8/10/2019	07/19 - LANDSCAPING SERVICES	800.00
LUIS GIRON	307367	8/10/2019	07/19 - LANDSCAPING SERVICES (EXTRA WORK)	1,166.32
LYDIA MONTES	307266	7/18/2019	SCHCLMT - SELF CARE PD STIPENDS - LYDIA MONTES	105.00
MAJOR METROPOLITAN SECURITY	307304	7/25/2019	08/19 - MONITORING BURGLAR ALARM	55.00
MAJOR METROPOLITAN SECURITY	307304	7/25/2019	08/19 - MONITORING FIRE ALARM	65.00
MAJOR METROPOLITAN SECURITY	307304	7/25/2019	08/19 - MONITORING SERVICES	285.00
MAJOR METROPOLITAN SECURITY	307395	8/20/2019	09/19 - MONITORING BURGLAR ALARM	55.00
MAJOR METROPOLITAN SECURITY	307395	8/20/2019	09/19 - MONITORING FIRE ALARM	65.00
MAJOR METROPOLITAN SECURITY	307395	8/20/2019	09/19 - MONITORING SERVICES	285.00
MARIA LOPEZ DE ALMARAZ	307235	7/2/2019	2019 GEAR UP CONFERENCE PER DIEM FOR 2 - STEPHANIE ALMARAZ	328.50
MARIA SALMERON	307236	7/2/2019	2019 GEAR UP CONFERENCE PER DIEM FOR 2 - DOUGLAS PINEDA	328.50
MARIBEL PALAFOX	307330	7/30/2019	07/25 - 08/08/19 - PAYROLL - MARIBEL PALAFOX	1,614.10
MARIBEL PALAFOX	307331	7/30/2019	07/25 - 08/08/19 - PAYROLL - MARIBEL PALAFOX	1,752.73
MARICELA NAVA	307383	8/14/2019	CAP AND GOWN RETURN - ARTURO VALADEZ	40.00

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MASERGY CLOUD COMMUNICATIONS, INC	307305	7/25/2019 06/19	- COMMUNICATIONS SERVICES	1,532.00
MASERGY CLOUD COMMUNICATIONS, INC	307305	7/25/2019 06/19	- COMMUNICATIONS SERVICES NON E-RATE	210.92
MASERGY CLOUD COMMUNICATIONS, INC	307368	8/10/2019 07/19	- COMMUNICATION SERVICES	67.96
MASERGY CLOUD COMMUNICATIONS, INC	307368	8/10/2019 07/19	- COMMUNICATIONS SERVICES	1,491.08
MASERGY CLOUD COMMUNICATIONS, INC	307368	8/10/2019 07/19	- COMMUNICATIONS SERVICES NON E-RATE	212.11
MCCALLA COMPANY	307306	7/25/2019	CUSTODIAL SUPPLIES	273.20
MCCALLA COMPANY	307369	8/10/2019	CUSTODIAL SUPPLIES	417.51
MONSERRAT MEZA	307237	7/2/2019	2019 GEAR UP CONFERENCE PER DIEM FOR 2 - ALEXIS CAMPA	328.50
MOTIVATING SYSTEMS, LLC	307370	8/10/2019	PBIS REWARDS - MULTI-YEAR DISCOUNT	1,901.25
NALLELY BRAVO	307307	7/25/2019	NOT SO WIMPY TEACHER - FIFTH GRADE VIP WRITING UNIT ONLINE	147.00
NCCEP	307396	8/20/2019	GU - STUDENTS & CHAPERONES REGISTRATION FOR GU CONFERENCE	12,550.00
NEOFUNDS BY NEOPOST	307308	7/25/2019 05/19	- POSTAGE ACCT# 9317	245.27
NEOFUNDS BY NEOPOST	307309	7/25/2019 06/19	- POSTAGE ACCT# 9317	509.53
NEOFUNDS BY NEOPOST	307310	7/25/2019 06/19	- POSTAGE ACCT# 3235	200.00
NEOFUNDS BY NEOPOST	307397	8/20/2019 07/19	- POSTAGE ACCT# 9317	252.56
NEOFUNDS BY NEOPOST	307417	8/21/2019 06/19	- POSTAGE ACCT# 8323	280.85
NEOFUNDS BY NEOPOST	307418	8/21/2019 07/19	- POSTAGE ACCT# 3235	600.00
NICOLE RUELAS	307267	7/18/2019	SCHCLMT - SELF CARE PD STIPENDS - NICOLE RUELAS	105.00
OFFICE 360	307268	7/18/2019	GU - (10) WOODCASE PENCIL, 144/PACK	949.62
OFFICE 360	307268	7/18/2019	GU - (8) WOODCASE PENCIL, HB #2	592.02
OFFICE 360	307268	7/18/2019	GU - OFFICE SUPPLIES	437.72
OFFICE 360	307268	7/18/2019	GU - STUDENT SNACKS	1,305.81
OFFICE 360	307281	7/19/2019	GU - NOTEBOOK	9.98
OFFICE 360	307281	7/19/2019	GU - STUDENT SNACKS	1,376.94
OFFICE 360	307281	7/19/2019	GU - WIRELESS MOUSE	3,423.80
OFFICE 360	307311	7/25/2019	GU - OFFICE SUPPLIES	914.67
OFFICE 360	307311	7/25/2019	GU - OFFICE SUPPLIES & STUDENT SNACKS	1,131.39
OFFICE 360	307336	8/6/2019	GU - (99) NOTEBOOK	260.27
OFFICE 360	307336	8/6/2019	GU - STUDENT SUPPLIES	1,841.27
OFFICE 360	307371	8/10/2019	GU - (2) BADGE HOLDERS, 50/PACK	26.69
OFFICE 360	307398	8/20/2019 (2)	ANTIBACTERIAL WIPES	19.86
OFFICE 360	307398	8/20/2019 (30)	CLIPBOARD	42.71
OFFICE 360	307398	8/20/2019	OFFICE SUPPLIES	1,050.96
OFFICE 360	307398	8/20/2019	PAPER TOWEL ROLLS	33.50
OFFICE 360	307419	8/21/2019	REFUND - CLIPBOARD - INV#1391903 - UNV-05610	(31.86)
OFFICE 360	307419	8/21/2019	STUDENT & OFFICE SUPPLIES	267.72
OFFICE 360	307441	8/29/2019	GU - NAPKINS	0.00
OFFICE 360	307441	8/29/2019	GU - OTHER SUPPLIES	0.00
OFFICE 360	307441	8/29/2019	GU - STUDENT SUPPLIES & SNACKS	0.00
PAYCOM PAYROLL, LLC	07/15/19-PR	7/15/2019	PAYCOM FEES - 07/15/19 PAYROLL	426.73
PAYCOM PAYROLL, LLC	07/31/19-PR	7/31/2019	PAYCOM FEES - 07/31/19 PAYROLL	339.71
PAYCOM PAYROLL, LLC	08/15/19-PR	8/15/2019	PAYCOM FEES - 08/15/19 PAYROLL	680.42
PAYCOM PAYROLL, LLC	08/30/19-PR	8/30/2019	PAYCOM FEES - 08/30/19 PAYROLL	574.44
PETER HUANG AND LORETTA HUANG	307312	7/25/2019 07/01 - 07/09/19	- ELECTRIC CHARGES	642.84
PETER HUANG AND LORETTA HUANG	307312	7/25/2019 08/19	- RENT	4,994.72
PETER HUANG AND LORETTA HUANG	307399	8/20/2019 07/09 - 08/08/19	- ELECTRIC CHARGES	825.17
PETER HUANG AND LORETTA HUANG	307423	8/27/2019 09/19	- RENT	4,994.72
PLANCONNECT	307313	7/25/2019 04/01 - 06/30/19	- 403B QUARTERLY DUES	100.00
PRN NURSING CONSULTANTS	307372	8/10/2019 03/19/19	- SPECIAL ED SERVICES	225.00
PURE WATER OF LA	307314	7/25/2019 07/19	- WATER COOLER	76.65
PURE WATER OF LA	307332	8/2/2019 01/19	- WATER COOLER SERVICE	76.65
REGENTS UNIVERSITY OF CALIFORNIA LOS ANGELES	307244	7/3/2019	GEAR UP PEER COLLEGE LEADERS PROGRAM	13,618.50
REGENTS UNIVERSITY OF CALIFORNIA LOS ANGELES	307245	7/3/2019	GU - PEERS LEADERS CAMP ROOM ACCOMMODATIONS - DEPOSIT	3,500.00
REGENTS UNIVERSITY OF CALIFORNIA LOS ANGELES	307282	7/19/2019	GU - PEER COLLEGE LEADERS AT UCLA - BOARDING & MEALS	15,102.00
RENE QUON	307315	7/25/2019	JONS FRESH MARKET - MARSHMALLOWS, CRACKERS FOR BONFIRE	69.53
REPUBLIC SERVICES #902	307424	8/27/2019 07/19	- WASTE DISPOSAL SERVICES ACCT# 9496	(719.91)
REPUBLIC SERVICES #902	307424	8/27/2019 08/19	- WASTE DISPOSAL SERVICES ACCT# 9496	1,167.69
RICHARD SERNA	307238	7/2/2019 06/16 - 06/30/19	- PAYROLL - RICHARD SERNA	407.66
ROCHELLE SMITH	307239	7/2/2019 06/16 - 06/30/19	- PAYROLL - ROCHELLE SMITH	873.45
ROCIO VALDEZ	307240	7/2/2019	2019 GEAR UP CONFERENCE PER DIEM FOR 2 - ANDREA VALDEZ	328.50
SAHEED OKUNNU	307269	7/18/2019	SCHCLMT - SELF CARE PD STIPENDS - SAHEED OKUNNU	105.00
SCHOOLMINT, INC	307400	8/20/2019	FY19/20 - ANNUAL CHARTER CHOICE: APP & LOTTERY	9,500.00
SFVJACC	307316	7/25/2019 08/19	- RENT	9,500.00
SFVJACC	307425	8/27/2019 09/19	- RENT	9,500.00
SFVJLI	307317	7/25/2019 08/19	- RENT, ROOMS 4 & 5	800.00
SFVJLI	307426	8/27/2019 09/19	- RENT, ROOMS 4 & 5	800.00
SHERECE USHER	307270	7/18/2019	SCHCLMT - SELF CARE PD STIPENDS - SHERECE USHER	105.00
SHERRI PRESTON	307289	7/22/2019	FY18/19 MTSS EXTRA DUTY - PAYROLL - SHERRI PRESTON	847.84
SKY SPORTSWEAR	307271	7/18/2019	BASEBALL T-SHIRTS	4,795.00
SKY SPORTSWEAR	307337	8/6/2019	STUDENT UNIFORMS	12,503.00
SKY SPORTSWEAR	307373	8/10/2019 (24)	BLACK T-SHIRTS	400.00
SKY SPORTSWEAR	307373	8/10/2019	MEN & WOMEN POLO	2,351.50
SKY SPORTSWEAR	307373	8/10/2019	PE TEE & SHORTS	810.00
SKY SPORTSWEAR	307442	8/29/2019 (126)	POLO UNIFORMS	1,144.00
SOCAL OFFICE TECHNOLOGIES, INC	307272	7/18/2019 03/28 - 06/28/19	- OVERAGE CHARGE #CNA7357-01	68.79
SOCAL OFFICE TECHNOLOGIES, INC	307272	7/18/2019 06/16 - 07/15/19	- BASE RATE CHARGE #CNA1945-02	626.20
SOCAL OFFICE TECHNOLOGIES, INC	307374	8/10/2019 06/13 - 07/12/19	- OVERAGE CHARGE #CNA7384-01	382.06
SOCAL OFFICE TECHNOLOGIES, INC	307374	8/10/2019 07/28 - 08/27/19	- BASE RATE CHARGE #CNA6494-01	141.57
SOCAL OFFICE TECHNOLOGIES, INC	307401	8/20/2019 05/07 - 08/06/19	- OVERAGE CHARGE #CNA6458-01	2,083.37
SOCAL OFFICE TECHNOLOGIES, INC	307401	8/20/2019 07/13 - 08/12/19	- OVERAGE CHARGE #CNA7384-01	591.95
SOCAL OFFICE TECHNOLOGIES, INC	307420	8/21/2019 05/12 - 08/11/19	- OVERAGE CHARGE #CNA6461-01	7,467.66

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SOCAL OFFICE TECHNOLOGIES, INC	307420	8/21/2019 07/16 - 08/15/19 -	BASE RATE CHARGE #CNA1945	626.20
SOCAL OFFICE TECHNOLOGIES, INC	307420	8/21/2019 08/16 - 09/15/19 -	BASE RATE CHARGE #CNA1945-002	626.20
Sparkletts	307283	7/19/2019 06/19 -	BOTTLED WATER ACCT# 0211	21.96
Sparkletts	307283	7/19/2019 06/19 -	BOTTLED WATER ACCT# 0236	51.51
Sparkletts	307283	7/19/2019 06/19 -	BOTTLED WATER ACCT# 8625	153.11
Sparkletts	307283	7/19/2019 06/19 -	COOLER RENTAL ACC# 9319	2.99
Sparkletts	307375	8/10/2019 07/19 -	BOTTLED WATER ACCT# 0211	45.87
Sparkletts	307421	8/21/2019 07/19 -	COOLER RENTAL ACCT# 9319	2.99
STAPLES ADVANTAGE	307286	7/19/2019 (20)	INSERTABLE DIVIDERS, MULTICOLOR, 5-TAB	8.54
STAPLES ADVANTAGE	307286	7/19/2019 (7)	3-RING VIEW BINDER	24.53
STAPLES ADVANTAGE	307286	7/19/2019	INSERTABLE DIVIDERS, MULTICOLOR, 5-TAB	0.43
STAPLES ADVANTAGE	307286	7/19/2019	OFFICE SUPPLIES	245.61
STAPLES ADVANTAGE	307286	7/19/2019	SCHCLMT - OFFICE SUUPLIES	37.34
STAPLES ADVANTAGE	307286	7/19/2019	SCHCLMT - STUDENT SNACKS	220.14
STAPLES ADVANTAGE	307286	7/19/2019	SCHCLMT - STUDENT SNACKS & SUPPLIES	937.34
STAPLES ADVANTAGE	307286	7/19/2019	SCHCLMT - STUDENT SUPPLIES	200.57
STAPLES ADVANTAGE	307286	7/19/2019	SCHCLMT - SUPPLIES	851.74
STAPLES ADVANTAGE	307318	7/25/2019	NABISCO COOKIE - NOT RECEIVED	(32.37)
STAPLES ADVANTAGE	307318	7/25/2019	STUDENT & OFFICE SUPPLIES	259.89
STAPLES ADVANTAGE	307443	8/29/2019	STUDENT SUPPLIES	135.78
STRATEGIC TERMITE AND PEST CONTROL	307402	8/20/2019 05/30/19 -	BEE HIVE REMOVAL	250.00
SUCCESS FOR ALL FOUNDATION, INC.	307319	7/25/2019 06/13/19 -	ON-SITE TRAINING CONTRACT # 103027	2,550.00
SUSAN C. CASTRELLON	307320	7/25/2019	FIELD TRIP REIMBURSEMENT	181.78
SYNCB/AMAZON	307273	7/18/2019 GU - (6)	HP ELITEBOOK 840 G1	1,253.70
SYNCB/AMAZON	307323	7/25/2019 (2)	2 PACK CORRECTION TAPE	66.76
SYNCB/AMAZON	307323	7/25/2019 (2)	DUMBBELLS - 60 LB (PAIR)	142.32
SYNCB/AMAZON	307323	7/25/2019 (2)	OIL PASTELS WOOD BOX SET OF 72	100.78
SYNCB/AMAZON	307323	7/25/2019 (2)	TAP 'N GLUE CAP - SET OF 5	29.96
SYNCB/AMAZON	307323	7/25/2019 (5)	BINDER WITH 5 INCH RINGS	119.20
SYNCB/AMAZON	307323	7/25/2019 05/19 -	AMAZON WEB SERVICES	322.05
SYNCB/AMAZON	307323	7/25/2019	2 PCS/SET ACTION FIGURE MODEL FOR SKETCHING	17.90
SYNCB/AMAZON	307323	7/25/2019	3 INCH BINDER, SET OF 4	33.82
SYNCB/AMAZON	307323	7/25/2019	4-YEAR CAMERAS & CAMCORDERS ACCIDENTAL PROTECTION PLAN (\$17	180.55
SYNCB/AMAZON	307323	7/25/2019	BUSINESS SOURCE 2 INCH T PINS (2 PACK)	5.58
SYNCB/AMAZON	307323	7/25/2019	CABLE ADAPTERS	37.56
SYNCB/AMAZON	307323	7/25/2019	CABLE ADAPTERS, FAN SPEED CONTROLLER	293.44
SYNCB/AMAZON	307323	7/25/2019	CRAYOLA MARKERS, BROAD POINT , 256/BOX	81.83
SYNCB/AMAZON	307323	7/25/2019	ELECTRIC PENCIL SHARPENER	33.81
SYNCB/AMAZON	307323	7/25/2019	ELECTRONIC CUTTING MACHINE	349.99
SYNCB/AMAZON	307323	7/25/2019	FILE FOLDER, 200 PER BOX	18.13
SYNCB/AMAZON	307323	7/25/2019	IRON KETTLEBELL, SET OF 4	107.76
SYNCB/AMAZON	307323	7/25/2019	JARS WITH LIDS AND BANDS, SET OF 12	22.82
SYNCB/AMAZON	307323	7/25/2019	OFFICE SUPPLIES	138.48
SYNCB/AMAZON	307323	7/25/2019	RAFFLE TICKETS - 8,000 TICKETS	32.48
SYNCB/AMAZON	307323	7/25/2019	REFUND - INV# 679435993578 - MARTIN YALE FOLDING MACHINE	(155.20)
SYNCB/AMAZON	307323	7/25/2019	SILVER NITRATE - 25GM	28.25
SYNCB/AMAZON	307323	7/25/2019	SQUARETRADE B2B 4-YEAR OFFICE PROTECTION PLAN (\$1000 - \$1249	168.99
SYNCB/AMAZON	307323	7/25/2019	STUDENT SUPPLIES	1,193.91
SYNCB/AMAZON	307323	7/25/2019	XLR MALE TO 3.5MM MALE STEREO PLENUM BALANCED CABLE	56.58
SYNCB/AMAZON	307340	8/6/2019 (10)	4YR SCIENCE & INDUSTRIAL PROTECTION PLAN	259.80
SYNCB/AMAZON	307340	8/6/2019 (15)	LOCKING STATION FOR IMAC	1,128.75
SYNCB/AMAZON	307340	8/6/2019 (3)	HEAT LAMP 125-WATT	20.88
SYNCB/AMAZON	307340	8/6/2019 (8)	BINOCULAR MICROSCOPE	1,648.64
SYNCB/AMAZON	307340	8/6/2019	BOOK - NEW CREATIVE COLLAGE TECHNIQUES	26.54
SYNCB/AMAZON	307340	8/6/2019	CLEAR TAPE, 72/PK	65.98
SYNCB/AMAZON	307340	8/6/2019	GRID PANELS, PORTABLE FIXTURES FOR AR, PACK OF 3	121.90
SYNCB/AMAZON	307340	8/6/2019	GU - (90) BOOK - FRANKENSTEIN	591.30
SYNCB/AMAZON	307340	8/6/2019	HOLE PUNCHER	19.04
SYNCB/AMAZON	307340	8/6/2019	OFFICE SUPPLIES	4,175.44
SYNCB/AMAZON	307340	8/6/2019	ROKINON CINE DS T1.5 CINEMA LENS KIT	1,768.97
SYNCB/AMAZON	307340	8/6/2019	SPANISH BOOKS	196.99
SYNCB/AMAZON	307340	8/6/2019	STUDENT & OFFICE SUPPLIES	393.62
SYNCB/AMAZON	307340	8/6/2019	STUDENT SUPPLIES	12,223.98
SYNCB/AMAZON	307340	8/6/2019	STUDENT SUPPLIES & SPANISH BOOKS	709.53
SYNCB/AMAZON	307340	8/6/2019	TAX WAS NOT PAID ON ORIGINAL INVOICE PO# 991697	24.81
SYNCB/AMAZON	307340	8/6/2019	WATERCOLOR BRUSH	13.38
SYNCB/AMAZON	307340	8/6/2019	WATERCOLOR BRUSH - SHORT HANDLE ROUND #0	16.95
SYNCB/AMAZON	307340	8/6/2019	WIRELESS MICROPHONE SYSTEM	175.13
SYNCB/AMAZON	307376	8/10/2019 06/19 -	AMAZON WEB SERVICES	7.20
SYNCB/AMAZON	307403	8/20/2019 (2)	DRAINING RACK	154.89
SYNCB/AMAZON	307403	8/20/2019 (3)	BOOK - FREE TO FOCUS: A TOTAL PRODUCTIVITY SYSTEM TO ACH	51.81
SYNCB/AMAZON	307403	8/20/2019 (3)	WIRED KEYBOARD MOUSE, 10-PACK	401.76
SYNCB/AMAZON	307403	8/20/2019 (4)	DESKTOP ORGANIZERS	117.96
SYNCB/AMAZON	307403	8/20/2019 (5)	USB C TO USB 3.0 OTG ADAPTER	34.95
SYNCB/AMAZON	307403	8/20/2019 (90)	PACON PRIVACY BOARDS, 4 BOARDS	1,182.60
SYNCB/AMAZON	307403	8/20/2019 06/19 -	AMAZON WEB SERVICES	307.23
SYNCB/AMAZON	307403	8/20/2019	NCLR - OTHER SUPPLIES	723.50
T-MOBILE	307274	7/18/2019 04/28 - 06/27/19 -	GEAR UP CELL PHONE ACCT# 3095	262.56
T-MOBILE	307377	8/10/2019 06/28 - 07/27/19 -	GEAR-UP CELL PHONE ACCT# 3095	250.94
THE CENTER FOR EFFECTIVE PHILANTHROPY	307275	7/18/2019	YOUTH TRUTH SERVEY - FY19/20	6,750.00
THE MILLER INSTITUTE FOR LEARNING WITH TEC	307378	8/10/2019 07/01/19 - 06/30/20 -	E-RATE MANAGEMENT SERVICES	9,350.00

**YPI Charter Schools  
Check Register  
From 07/01/19 to 08/31/19**

Vendor Name	Check Number	Effective Date	Transaction Description	Check Amount
TIFFANIE LOZANO	307276	7/18/2019	SCHCLMT - SELF CARE PD STIPENDS - TIFFANIE LOZANO	105.00
TIME WARNER CABLE	307277	7/18/2019	06/16 - 07/15/19 - INTERNET SERVICES ACCT# 9720	1,389.20
TIME WARNER CABLE	307324	7/25/2019	07/01 - 07/30/19 - INTERNET SERVICES ACCT# 2611	1,207.59
TIME WARNER CABLE	307379	8/10/2019	07/16 - 08/15/19 - INTERNET SERVICES ACCT# 9720	1,389.20
TIME WARNER CABLE	307384	8/19/2019	01/29 - 02/28/19 - Internet Services Acct# 0984	(1,084.41)
TIME WARNER CABLE	307384	8/19/2019	07/14/16 - 07/13/17 E-RATE DISCOUNT #0984	(893.35)
TIME WARNER CABLE	307384	8/19/2019	12/14/18 -01/13/19 - INTERNET ACCT# 0984	1,977.76
TIME WARNER CABLE	307404	8/20/2019	07/31 - 08/30/19 - INTERNET SERVICES ACCT# 2611	1,207.59
UNUM	307325	7/25/2019	06/19 - PREMIUM ACCT# 0933184 001 5	0.00
UNUM	307325	7/25/2019	07/19 - PREMIUM ACCT# 0933184 001 5	0.00
UNUM	307325	7/25/2019	08/19 - PREMIUM ACCT# 0933184 001 5	0.00
UNUM	307328	7/25/2019	06/19 - PREMIUM ACCT# 0933184 001 5	928.94
UNUM	307328	7/25/2019	07/19 - PREMIUM ACCT# 0933184 001 5	928.94
UNUM	307328	7/25/2019	08/19 - PREMIUM ACCT# 0933184 001 5	928.94
UNUM	307380	8/10/2019	08/19 - PREMIUM ACCT# 0836771-001 1	960.45
UNUM	307405	8/20/2019	09/19 - PREMIUM ACCT# 0836771-001 1	906.48
UNUM	307422	8/21/2019	09/19 - PREMIUM ACCT# 0933184 001 5	906.06
VINH HOANG	307341	8/8/2019	PAYROLL 08/01/19 - 08/15/19	52.59
WAXIE SANITARY SUPPLY	307326	7/25/2019	(2) TOILET PAPER, 80 ROLLS	103.28
WAXIE SANITARY SUPPLY	307406	8/20/2019	CUSTODIAL SUPPLIES	863.76
WAXIE SANITARY SUPPLY	307406	8/20/2019	SANITIZING WIPES	262.54
WHETSTONE EDUCATION	307278	7/18/2019	WHETSTONE USER LICENSE - FY19/20	4,880.00
XEROX FINANCIAL SERVICES	307279	7/18/2019	06/06 - 07/06/19 - COPIER LEASE# 010-0042736-001	347.30
XEROX FINANCIAL SERVICES	307279	7/18/2019	06/13 - 07/12/19 - COPIER LEASE#010-0058450-003	328.92
XEROX FINANCIAL SERVICES	307327	7/25/2019	06/12 - 07/11/19 - COPIER LEASE# 010-0042733-001	1,735.45
XEROX FINANCIAL SERVICES	307327	7/25/2019	06/21 - 07/20/19 - COPIER LEASE# 010-0042733-002	368.28
XEROX FINANCIAL SERVICES	307327	7/25/2019	06/29 - 07/28/19 - COPIER LEASE# 010-0058450-001	1,017.35
XEROX FINANCIAL SERVICES	307327	7/25/2019	06/29 - 07/28/19 - COPIER LEASE# 010-0058450-002	409.43
XEROX FINANCIAL SERVICES	307381	8/10/2019	07/07 - 08/06/19 - COPIER LEASE# 010-0042736-001	684.77
XEROX FINANCIAL SERVICES	307381	8/10/2019	07/13 - 08/12/19 - COPIER LEASE# 010-0058450-003	358.96
XEROX FINANCIAL SERVICES	307381	8/10/2019	07/29 - 08/28/19 - COPIER LEASE# 010-0058450-002	409.43
XEROX FINANCIAL SERVICES	307381	8/10/2019	07/29 - 08/28/19 - COPIER LEASE# 010-58450-001	1,017.35
XEROX FINANCIAL SERVICES	307445	8/29/2019	07/21 - 08/20/19 - COPIER LEASE# 010-0042733-002	368.28
YPI	307280	7/18/2019	(13) PARTICIPANTS PER DIEM - OAKLAND GEAR UP CONFERENCE	3,446.30
YPI	307329	7/29/2019	06/19 - SCHOOL CLIMATE SERVICES	62,363.82
YPI	307329	7/29/2019	07/19 - 08/19 - SCHOOL CLIMATE SERVICES ADVANCE	79,556.00
ALLIANCE PROJECT	1167	8/2/2019	FINAL INVOICE FOR COMMISSIONING SERVICES	3,048.64
ATKINSON, ANDELSON, LOYA, RUUD & ROMO	1168	8/2/2019	CLOSE OUT COST	154.88
HERTZ FURNITURE SYSTEMS INC	1169	8/2/2019	LEGAL FILE CABINET - 3 DRAWER	765.39
KEMP BROS CONSTRUCTION, INC.	1170	8/2/2019	CONSTRUCTION SERVICES - PAYAPP#26	332,384.26
PACIFIC CHARTER SCHOOL DEVELOPMENT, INC	1171	8/2/2019	REIMBURSEMENT EXPENSE	148.20
STV CONSTRUCTION INC.	1172	8/2/2019	01/19 - CONSTRUCTION MGMT SERVICES	15,825.00
<b>Total</b>				<b>2,577,337.06</b>



**YPI Charter Schools  
Credit Card Register  
From 07/01/19 to 08/31/19**

Object	Object	Managen	Doc #	Vendor	Description	Date	Actual Amount	ID
5831	5831-Advertisement & Recru	BCHS	STD07/28/19-0194	CCU - YF - 0194	AAA FLAG AND BANNER - (26) STREET POLE BANNERS FOR RECRUITME	08/01/19	3,896.24	000
5619	5619-Other Facility Rentals	MORCS	STD07/28/19-0251	CCU - RQ - 0251	AIRBNB - LODGING FOR TWO NIGHT - ALL STAFF PD	08/01/19	2,224.56	000
5861	5861-Non Instructional Softw.	MORCS	STD07/28/19-0251	CCU - RQ - 0251	MOTIVATING SYSTEMS - FY19/20 PBIS CLOUD BASED REWARD SYSTEM	08/01/19	1,037.34	000
4411	4411-Non Capitalized Equipn	BCHS	STD07/28/19-0194	CCU - YF - 0194	THE HOME DEPOT - (5) PICNIC TABLE - STUDENT OUTSIDE SEATING	08/01/19	709.50	000
4311	4311-Student Materials	BCCS	STD07/28/19-0277	CCU - JC - 0277	TARGET - NOTEBOOKS, COMPOSITION BOOKS, MARKERS	08/01/19	706.21	000
5211	5211-Travel & Conferences	BCCS	STD02/28/19-0013	CCU - KB - 0129	REC: FLIGHT - TEXAS GEAR-UP CONFERENCE - EDWIN CRUZ	07/01/19	536.60	GEAR-UP
5831	5831-Advertisement & Recru	MORCS	STD07/28/19-0251	CCU - RQ - 0251	INDEED - 07/19 - ADDITIONAL JOB POSTINGS	08/01/19	503.85	000
5831	5831-Advertisement & Recru	MORCS	STD07/28/19-0251	CCU - RQ - 0251	INDEED - 07/19 - JOB POSTINGS	08/01/19	502.41	000
4311	4311-Student Materials	MORCS	STD07/28/19-0178	CCU - LG - 0178	WALMART - BINDERS, GLUE, FOLDERS, NOTEBOOKS, STICKY NOTES	08/01/19	495.00	000
4399	4399-All Other Supplies	BCCS	STD07/28/19-0277	CCU - JC - 0277	PLAZA LOCK & KEY OF ARLETA - LOCKS FOR COMPUTER CARTS	08/01/19	442.65	000
5831	5831-Advertisement & Recru	MORCS	STD07/28/19-0251	CCU - RQ - 0251	INDEED - 06/19 - JOB POSTINGS	08/01/19	439.54	000
5619	5619-Other Facility Rentals	MORCS	STD07/28/19-0251	CCU - RQ - 0251	DOWNTOWN MINI WAREHOUSE - 07/19 - STORAGE RENT	08/01/19	375.00	000
4311	4311-Student Materials	MORCS	STD07/28/19-0178	CCU - LG - 0178	COSTCO - BINDERS, SCISSORS, HIGHLIGHTERS, SHARPIES	08/01/19	340.28	000
4399	4399-All Other Supplies	BCCS	STD07/28/19-0277	CCU - JC - 0277	SOS SURVIVAL PRODUCT - FIRST AID KIT SUPPLIES FOR CLASSROOMS	08/01/19	293.22	000
4411	4411-Non Capitalized Equipn	BCHS	STD07/28/19-0269	CCU - SC - 0269	OFFICE DEPOT - (2) BULLETIN BOARD	08/01/19	255.77	000
4311	4311-Student Materials	BCHS	STD07/28/19-0194	CCU - YF - 0194	THE HOME DEPOT - (4) FOLDING TABLE - STUDENT OUTSIDE SEATING	08/01/19	211.11	000
4351	4351-Office Supplies	BCHS	STD07/28/19-0269	CCU - SC - 0269	OFFICE DEPOT - MOUNTABLE WALL FILES AND ENVELOPS	08/01/19	167.37	000
4391	4391-Food (Non Nutrition Prc	MORCS	STD07/28/19-0178	CCU - LG - 0178	WI KOREAN BBQ - FOOD FOR PARENT MEETING	08/01/19	165.63	000
4411	4411-Non Capitalized Equipn	BCHS	STD07/28/19-0269	CCU - SC - 0269	OFFICE DEPOT - UTILITY CART	08/01/19	161.35	000
5831	5831-Advertisement & Recru	BCHS	STD07/28/19-0194	CCU - YF - 0194	AAA FLAG AND BANNER - PERMIT - POST BANNERS ON STREET POLES	08/01/19	151.00	000
4351	4351-Office Supplies	MORCS	STD07/28/19-0251	CCU - RQ - 0251	STAPLES - LABELS, STAMPS, PENS, COMPOSITION BOOKS	08/01/19	141.86	000
4311	4311-Student Materials	BCCS	STD07/28/19-0277	CCU - JC - 0277	TARGET - NOTEBOOKS AND COMPOSITION BOOKS	08/01/19	105.67	000
4351	4351-Office Supplies	BCHS	STD07/28/19-0269	CCU - SC - 0269	OFFICE DEPOT - DIVIDERS, AND TAPE	08/01/19	101.59	000
5211	5211-Travel & Conferences	BCCS	STD02/28/19-0013	CCU - KB - 0129	REC: SEAT UPGRADE - EDWIN CRUZ FLIGHT TO GU CONFERENCE	07/01/19	101.57	GEAR-UP
4711	4711-Nutrition Program Food	MORCS	STD07/28/19-0251	CCU - RQ - 0251	TARGET - SHARE BOXES FOR CLASSROOM BREAKFAST	08/01/19	86.60	000
4399	4399-All Other Supplies	BCCS	STD07/28/19-0277	CCU - JC - 0277	CHEVRON PACOIMA - GAS FOR VAN #86	08/01/19	84.43	000
4351	4351-Office Supplies	MORCS	STD07/28/19-0251	CCU - RQ - 0251	STAPLES - NOTEBOOKS, COMPOSITION BOOKS	08/01/19	82.05	000
4399	4399-All Other Supplies	BCHS	STD07/28/19-0269	CCU - SC - 0269	CVS - SENIOR PICTURES TO DISPLAY ON COLLEGE BOARD	08/01/19	53.12	000
4399	4399-All Other Supplies	MORCS	STD07/28/19-0251	CCU - RQ - 0251	TARGET - STORAGE BINS FOR UNIFORMS	08/01/19	52.56	000
4311	4311-Student Materials	MORCS	STD07/28/19-0251	CCU - RQ - 0251	COSTCO - BINS FOR CLASSROOM SUPPLIES	08/01/19	49.24	000
4351	4351-Office Supplies	BCHS	STD07/28/19-0269	CCU - SC - 0269	WALMART - WHITE BOARD	08/01/19	28.97	000
4311	4311-Student Materials	MORCS	STD07/28/19-0251	CCU - RQ - 0251	STAPLES - PENS, COMPOSITION BOOKS	08/01/19	26.67	000
4351	4351-Office Supplies	BCHS	STD07/28/19-0285	CCU - RB - 0285	STAPLES - CLEANING WIPES FOR LAPTOPS	08/01/19	19.69	000
4399	4399-All Other Supplies	CA	STD07/28/19-0285	CCU - RB - 0285	STAPLES - CDS AND CASES FOR HS PETITION SUBMISSION	08/01/19	16.35	000
4351	4351-Office Supplies	CA	STD07/28/19-0285	CCU - RB - 0285	STAPLES - CLEANING WIPES FOR LAPTOPS	08/01/19	16.05	000
4351	4351-Office Supplies	BCCS	STD07/28/19-0285	CCU - RB - 0285	STAPLES - CLEANING WIPES FOR LAPTOPS	08/01/19	16.04	000
4351	4351-Office Supplies	MORCS	STD07/28/19-0285	CCU - RB - 0285	STAPLES - CLEANING WIPES FOR LAPTOPS	08/01/19	16.04	000
4399	4399-All Other Supplies	BCHS	STD07/28/19-0269	CCU - SC - 0269	BIG LOTS - ZIP BLOCK BAGS, DISH SOAP	08/01/19	9.82	000
5211	5211-Travel & Conferences	BCHS	STD02/28/19-0013	CCU - KB - 0129	REC: SEAT UPGRADE - EDWIN CRUZ FLIGHT TO GU CONFERENCE	07/01/19	(101.57)	GEAR-UP
5211	5211-Travel & Conferences	BCHS	STD02/28/19-0013	CCU - KB - 0129	REC: FLIGHT - TEXAS GEAR-UP CONFERENCE - EDWIN CRUZ	07/01/19	(536.60)	GEAR-UP
<b>Total</b>							<b>13,984.78</b>	

# Coversheet

## Updating YPICS Fiscal Policies and Procedures

**Section:** IV. Items Scheduled For Action  
**Item:** F. Updating YPICS Fiscal Policies and Procedures  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** YPICS Fiscal Policies and Procedures (proposed 9-30-19).pdf

# YPI Charter Schools Inc. (YPICS) Fiscal Policies & Procedures

[Proposed 9-30-2019](#)

- Deleted: Approved
- Deleted: 6
- Deleted: 17

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## Introduction

The Governing Board of YPI Charter Schools Inc. (YPICS) has reviewed and adopted the following policies and procedures to ensure the most effective use of the funds of YPI Charter Schools Inc. to support its mission and to ensure that the funds are budgeted, accounted for, expended and maintained appropriately.

## Accounting Procedures

This section covers basic accounting procedures for the organization. The accounting procedures used by the organization shall conform to Generally Accepted Accounting Principles (GAAP) to ensure accuracy of information and compliance with external standards.

### Basis of Accounting

**Policy:** The organization uses the accrual-basis of accounting at year-end, meaning that revenues are recorded when earned, and expenses are recorded when a liability is incurred regardless of when the receipt or payment of cash takes place.

**Procedures:**

- Throughout the fiscal year, revenue is recorded in the month in which it is received and expenses are recorded in the month in which they occur.
- At the close of the fiscal year, all revenue earned in the fiscal year, but not received is accrued. All expenses that have been incurred but not paid are also accrued. This ensures that that the year-end financial statements reflect all revenue earned and all expenses incurred during the fiscal year.
- Year-end books, inclusive of adjusting journal entries, are closed by December 15, the date by which the audit report must be submitted to the state controller and respective reporting agencies.

### Bank Reconciliations

**Policy:** Bank reconciliation and approval will occur on a monthly basis.

**Procedures:**

- The ExED Accounting Associate or Senior Accounting Associate (AA/SAA) assigned to the organization will print the bank statements directly from the online banking system. If online banking is unavailable, the organization will make copies of the original statement available to ExED.
- The ExED AA/SAA will prepare the bank reconciliation.
- The Accounting Manager or Vice President, School Finance assigned to the organization will review and approve the bank reconciliation by initialing and dating the report.

## Record Keeping

**Policy:** Financial records will be retained for a minimum of seven years or as outlined in the 990 policy.

**Procedures:**

- ExED will retain financial records, including transaction ledgers, canceled/duplicate checks, attendance and entitlement records, payroll record, and any other necessary fiscal documentation at its site until the prior year audit has been completed.
- ExED will deliver financial records to the organization for storage for the remaining years of the seven year retention period.
- At the discretion of the Governing Board or Executive Director, certain documentation may be maintained for a longer period of time.
- Financial records will be shredded at the end of their retention period.
- Backup copies of electronic and/or paper documentation should be stored in a secure location.

## Internal Controls

The organization employs several safeguards to ensure that financial transactions are properly authorized, appropriated, executed and recorded.

All documentation related to financial matters will be completed by computer, typewriter, or ink. Completion by pencil is not permitted.

## Lines of Authority

**Governing Board**

- Approves the fiscal policies and procedures and delegates administration of the policies and procedures to the Executive Director.
- Ensures that the fiscal policies and procedures are current, meaning that they have been reviewed and updated annually.
- Approves the opening and closing of bank accounts and the list of authorized signers and the organization address on record.
- Approves all third-party loans.
- Approves the opening of business credit cards.
- Reviews and approves the annual budget.
- Reviews annual and monthly financial statements, including the monthly check register and the ExED-prepared financial dashboard and budget-to-actual variance analysis.
- Reviews the Executive Director's performance annually and establishes the salary.
- Reviews and approves all contracts over \$50,000.
- Reviews and approves all non-budgeted expenditures over \$50,000 and any irregular expenditures.
- Commissions the annual financial audit by an independent third party auditor approved by the State of California.
- Approves the annual financial audit by December 15.

- Appoints someone else to perform the duties of the Executive Director in the case of absence.

#### **Executive Director**

- Is responsible for all operations and activities related to financial management.
- Develops the annual budget with ExED.
- Reviews and approves all contracts under \$50,000.
- Reviews and approves all expenditures under \$50,000.
- Oversees the adherence to all internal controls.
- Appoints someone else to perform his/her duties in case of absence.

#### **Chief Operations Officer**

- Serves as the designee for the Executive Director.
- Assist with the development of the annual budget with Executive Director and ExED
- Approves payroll
- Oversees budgets

#### **Executive Administrator/Assistant Executive Administrator**

- Is responsible for the daily operations and activities related to financial management
- Manage site budgets
- Approve site payroll

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### **Segregation of Duties**

**Policy:** The organization's financial duties shall be distributed among multiple people to help ensure protection from fraud and error. The distribution of duties aims for maximum protection of the organization's assets while also considering efficiency of operations.

#### **Procedures:**

- Procedures for each section of this document will identify the position responsible for carrying out each function so that no single person or entity has sole control over cash receipts, disbursements, payrolls, and reconciliation of bank accounts.

## **Financial Planning & Reporting**

### **Budgeting Process**

**Policy:** In consultation with the Executive Director and Finance Committee, ExED will prepare the annual budget for approval by the Governing Board. The budget is to be approved by the Governing Board prior to the start of each fiscal year.

#### **Procedures:**

- The Executive Director will work together with the Chief Operations Officer and Executive Administrators/Assistant Executive Administrator to ensure that the annual budget is an accurate reflection of programmatic and infrastructure goals for the coming year.
- ExED will ensure that the budget is developed using the organization's standard revenue recognition and cost allocation procedures.

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- ExED, in consultation with the Governing Board, will set a target net income goal to meet strategic goals and/or comply with existing loan covenants.
- ExED will present a draft budget to the Finance Committee prior to the end of the fiscal year.
- The Finance Committee shall review and approve a recommended fiscal year budget and submit it for approval to the Governing Board.
- The Governing Board will review and approve the budget no later than its last meeting prior to the start of the fiscal year.
- ExED will prepare financial statements displaying budget vs. actual results for presentation to the Governing Board at each board meeting.

### Internal Financial Reports

**Policy:** The organization reviews regular financial reports at scheduled board meetings.

**Procedures:**

- ExED is responsible for producing the following year-to-date reports within 45 days of the end of each month (in August through June): Income Statement including budget to actual variances, Balance Sheet, Financial Analysis, and Cash Flow Projection.
- ExED will also present a check register at each board meeting.
- ExED and/or the Board Treasurer will present the financial reports to the Governing Board at each meeting.

### Audit

**Policy:** The Governing Board will contract annually with a qualified independent certified public accounting firm to conduct an audit of the organization's financial statements in accordance with auditing standards generally accepted in the United States of America, *Government Auditing Standards* issued by the Comptroller General of the United States, and, if applicable, the *U.S Office of Management and Budget's Circular A-133*. The selected audit firm must be familiar with these standards, related State of California and Charter School regulations, and the *Standards and Procedures for Audits of California K-12 Local Education Agencies Audit Guide* (which can be found at <http://eaap.ca.gov/audit-guide/current-audit-guide-booklet/>), in order to properly conduct the audit engagement.

After six consecutive fiscal years, the organization will contract with a new audit firm or require a change/rotation in audit partners in the seventh year, unless a waiver is obtained from the Educational Audit Appeals Panel. (Education Code 41020).

**Procedures:**

- The Governing Board will appoint an Audit Committee of one or more persons by January 1 of each year.
- The Audit Committee may include persons who are not members of the board, but may not include any members of the staff of the corporation, including the president or CEO or the treasurer or CFO. In addition, any person with expenditure authorization or recording responsibilities within the organization may not serve on the committee.
- The Audit Committee will be responsible for contracting with an audit firm by March 1 of each year, unless the existing contract is a multi-year contract.



- The Audit Committee will be responsible for reviewing the results of the annual audit and developing a corrective action plan to address all relevant weaknesses noted by the auditor.
- The Governing Board will review and approve the audit no later than December 15.
- The audit firm will be responsible for submitting the audit to all reporting agencies no later than December 15.

## Tax Compliance

### Exempt Organization Returns

**Policy:** The audit firm contracted by the Governing Board to conduct the annual financial audit will prepare the annual Federal Form 990 and the California Form 199. The tax forms are to be filed no later than May 15 of each year.

#### Procedures:

- ExED will work with the tax preparer to complete the organization's tax returns.
- The Executive Director will review the tax returns before submitting to the Governing Board for final approval prior to May 15.
- The Form 990 will be available to the public via GuideStar, an information service specializing in reporting on U.S. nonprofit companies.

### Quarterly/Annual Payroll Reports

**Policy:** ExED will prepare the state and federal quarterly and annual payroll tax forms and will submit the forms to the respective agencies within established deadlines.

#### Procedures:

- ExED will prepare employee W2s by January 31 each year.
- ExED will file quarterly payroll tax reports (941 and DE9) by the filing deadline.

## Revenue & Accounts Receivable

### Cash Receipts

**Policy:** Cash receipts (including check or cash payments received via mail or in person and deposits received via Electronic Fund Transfer) shall be recorded completely and accurately to prevent the misappropriation of assets.

#### Procedures:

- For each fundraising or other event in which cash or checks will be collected, the Chief Operations Officer or Executive Administrator/Assistant Executive Administrator will designate a site administrator to be responsible for managing the process to collect and hold all cash and checks related to the event.
- A staff designee will record each transaction in a receipt book or document each item sold at the time the transaction is made in a log or similar.

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- A staff designee shall give the cash, checks, deposit summary, and any related supporting documentation to the designated site administrator immediately.
- The designated site administrator and the staff designee will recount and reconcile the amount received with the supplied supporting documentation and each will sign for approval. The designated site administrator will immediately put the funds in a secure, locked location.
- Cash/checks dropped off in the classroom will be held by the teacher. Each morning, the teacher will collect all forms, payments, etc. that have been brought in by students that day and place them in a large envelope. Before the end of the work day, the teacher will bring the envelope from his/her classroom to the office where the cash/checks will be counted by the teacher and the designated site administrator.
- Mail (including anything official such as governmental notices, invoices and checks) received at the school must be opened by office staff members and stamped with a “received” stamp. If possible, the person opening the mail should not also be responsible for making bank deposits.
- Once a week, the Accounts Payable Department will log cash or checks received. Copies of Cash Receipt records should be sent to ExED for posting into the general ledger.
- When utilizing merchant or online web contribution services, appropriate segregation of duties shall be in place to ensure that no single person is able to perform incompatible functions (custody, recording, approving).

## Deposits

**Policy:** The Chief Operations Officer, Executive Administrator/[Assistant Executive Administrator](#) or designee is responsible for making bank deposits. Deposits will be made within ten business days.

### Procedures:

- The Accounts Payable Department will restrictively endorse each check received (e.g. For Deposit Only YPI Charter Schools, Bert Corona Charter School, Monseñor Oscar Romero Charter School, or Bert Corona Charter High School).
- The Accounts Payable Department or designated site administrator will prepare a deposit packet itemizing the amount, source, and purpose of each check or cash payment received. The deposit packet will include a copy of each check and a bank deposit slip.
- The Chief Operations Officer or Executive Administrator/[Assistant Executive Administrator](#) will review and approve the deposit packet.
- The Accounts Payable Department or designated site administrator will make the deposit and attach the deposit receipt to the deposit packet.
- The Accounts Payable Department will forward the deposit packet to ExED.
- ExED will reconcile the cash receipts to the deposit slip and the bank statement as part of the monthly close process.

## Expense & Accounts Payable

### Payroll

**Policy:** Employees are paid on a semi-monthly basis (15<sup>th</sup> and end of month). Under the

supervision of the Executive Director, ExED will be responsible for processing payroll through a third-party provider.

#### **Time Sheet Preparation & Approval**

**Policy:** All employees are required to record time worked, holidays, and leave taken for payroll, benefits tracking, and cost allocation purposes.

**Procedures:**

- Employees will be responsible for completing a timesheet, recording hours worked and vacation, sick or holiday time if applicable.
- Each employee will approve (verify) his/her timesheet via his/her signature or submission through the payroll system.
- Each supervisor will review and provide final approval of his/her employees' timesheets by signing each timesheet or approving each timesheet in the payroll system.
- Supervisors will return, either physically or via the payroll system, incomplete timesheets to the employee for revision.
- If an employee is unexpectedly absent and therefore prevented from working on the last day of the pay period or turning in his/her timesheet, the employee is responsible for notifying the signatory supervisor or for making other arrangements to submit the timesheet.
- Employees are responsible for requesting leave, and supervisors are responsible for tracking leave taken by salaried employees.

#### **Payroll Additions, Deletions, and Changes**

**Policy:** The Executive Director, Chief Operations Officer, or Executive Administrator/**Assistant Executive Administrator** is authorized to approve all payroll changes within the scope of his/her budget authority.

**Procedures:**

- Chief Operations Officer or Coordinator of Accounts Payable will submit, either physically or electronically via payroll system, new hire or employee change paperwork to ExED prior to the payroll deadline.

#### **Payroll Preparation & Approval**

**Policy:** ExED will prepare payroll in accordance with the organization's payroll calendar.

**Procedures:**

- Five days prior to each check date, the Executive Director or Chief Operations Office will:
  - Review electronic time cards within the payroll system to ensure that they are complete and approved for that pay period.
  - The ExED Accounting Analyst, Associate, or Senior Associate assigned to the organization will prepare payroll upon notification from the Executive Director or Chief Operations Officer that payroll for that pay period is approved.
  - Once processed, the payroll processor ExED Accounting Manager (AM) or Vice President (VP), School Finance will review the Payroll Review Report for accuracy and

completeness and will review the Employee Change Report to verify the appropriateness of all changes.

- The ExED Accounting Manager or Vice President, School Finance will submit payroll to the 3<sup>rd</sup> party payroll provider for check (if applicable) and direct deposit processing.
- The 3<sup>rd</sup> party payroll provider will deliver the payroll package to the organization address on file one day prior to the check date (if applicable).
- The Executive Director or Chief Operations Officer will be responsible for opening the payroll package, reviewing reports for accuracy, and notifying ExED of any missing check (if applicable).
- The Executive Director or Chief Operations Officer will distribute pay stubs to employees on the check date (if applicable).

### Pay Upon Termination

**Policy:** Employees who are discharged shall be paid all wages due at the time of termination. (Labor Code § 201) Employees who quit without giving prior notice shall be paid wages within 72 hours (inclusive of weekends and holidays). If the employee gives at least 72 hours' notice, the wages must be paid on the last day worked. (Labor Code § 202)

#### Procedures:

- The Executive Director or Chief Operations Officer will inform ExED of any involuntary termination immediately and will provide an accounting of the hours/days worked since the last payroll and any accrued Paid Time Off (PTO) to be paid.
- The Executive Director, Chief Operations Officer, or Coordinator of Human Resources will inform ExED of any voluntary termination immediately and will provide an accounting of the hours/days worked since the last payroll and any accrued Paid Time Off (PTO) to be paid.
- ExED will calculate the final check based on the hours/days worked and the employee's pay rate.
- ExED will prepare the final check and provide to the school in accordance with the timelines required by law. The organization is responsible for creating and obtaining the employee's signature on the final check acknowledgement.
- An employee who quits without 72 hours' notice may request that his or her final wage payment be mailed to a designated address. The date of mailing will be considered the date of payment. (Labor Code § 202)
- The final check may not be provided via direct deposit.
- The organization must provide ExED with a list of non-returning staff two weeks prior to the last day of instruction to ensure that final checks are distributed in accordance with labor law.

### Purchases & Procurement

**Policy:** All purchases must be authorized by the Executive Director, Chief Operations Officer, or Executive Administrator/Assistant Executive Administrator. Any expenditure in excess of \$10,000 for the purchase of a single item should have bids from three (3) suppliers if possible. Any food contract that exceeds \$150,000 (the small purchase threshold set by the US Department of Agriculture) shall follow a competitive bid process.

Goods or services purchased with federal funds must follow federal procurement guidelines as outlined in Education Department General Administration Regulations (EDGAR), Part 80—Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, Sub-part C (Post Award Requirements), Section 80.36 (Procurement) located at: <http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>.

The Governing Board must approve any contract over \$50,000.

**Procedures:**

- All purchases over \$500 require a purchase requisition.
- The Executive Director, Chief Operations Officer, or Executive Administrator/Assistant Executive Administrator will approve the purchase requisition after determining:
  - If the expenditure is budgeted.
  - If funds are available for the expenditure.
  - If the expenditure is allowable under the appropriate revenue source.
  - If the expenditure is appropriate and consistent with the vision, approved charter, school policies and procedures and any related laws or applicable regulations.
  - If the price is competitive and prudent and proper bidding procedures have been followed.
- The Governing Board will review expenditures during each board meeting through the review of a check register that will list all checks written since the Governing Board’s last meeting and will include the check #, check date, payee, and check amount.

**Contracts**

- The Executive Director or Chief Operations Officer , or Executive Administrator/Assistant Executive Administrator will consider in-house capabilities to accomplish services before contracting for them.
- The Chief Operations Officer or Executive Administrator/Assistant Executive Administrator will keep and maintain a contract file evidencing the competitive bids obtained (if any were required) and the justification of need for any contract over \$10,000.
- The Chief Operations Officer or Executive Administrator/Assistant Executive Administrator will confirm that the contractor is not listed in the US government’s Suspended or Disbarred list via a search of the System for Award Management ([www.sam.gov](http://www.sam.gov)). The Chief Operations Officer or Executive Administrator/Assistant Executive Administrator will keep a record of all searches.
- The Chief Operations Officer or Executive Administrator/Assistant Executive Administrator will ensure that a written contract clearly defining work to be performed is on file for all contract service providers (i.e. consultants, independent contractors, subcontractors).
- Contract service providers must show proof of being licensed and bonded, if applicable, and of having adequate liability insurance and workers’ compensation insurance currently in effect. The Executive Director may also require that contract service providers list the school as an additional insured.
- The Executive Director, Chief Operations Officer, or Executive Administrator/Assistant Executive Administrator will approve proposed contracts and modifications in writing.
- Contract service providers will be paid in accordance with approved contracts as work is performed.
- The Executive Director, Chief Operations Officer, or Executive Administrator/Assistant Executive Administrator will be responsible for ensuring the terms of the contracts are fulfilled.

- Potential conflicts of interest will be disclosed upfront, and the Executive Director and/or Member(s) of the Governing Board with the conflict will excuse themselves from discussions and from voting on the contract.

### Credit Cards

**Policy:** Organization credit cards shall only be issued with the formal approval of the Governing Board and may only be used for organization-related expenditures.

**Procedures:**

- Purchase requisition and other documentation requirements apply to credit card purchases.
- The bank and/or consumer credit card (Amazon, Home Depot, Staples, etc.) will be kept under the supervision of the card holder.
- An itemized receipt should be turned in for all purchases.
- If receipts contain an inappropriate expense, the individual making the charge will be held responsible for payment.
- In the case of a missing receipt, a missing receipt form shall be submitted and approved by the Executive Director, Chief Operations Officer, or Executive Administrator/Assistant Executive Administrator.
- Should the Executive Director be required to complete a “missing receipt” form, authorization must be granted by a member of the Governing Board. Should the Chief Operations Officer be required to complete a “missing receipt” form, authorization must be granted by the Executive Director. Should an Executive Administrator/Assistant Executive Administrator be required to complete a “missing receipt” form, authorization must be granted by the Executive Director or Chief Operations Officer.
- Credit cards will bear the names of both the organization and the cardholder as authorized by the Governing Board.
- No personal charges are permitted.
- All reward points or discounts are property of the school. Use of such points or discounts is at the discretion of the Executive Director and should be used for the benefit of the organization.
- Upon termination, the employee shall immediately return the credit card and all receipts to the Executive Director or Chief Operations Officer.

### Debit Cards

**Policy:** Organization debit cards are not permitted.

**Procedures:**

If a debit card is automatically issued by the bank, the Executive Director or Chief Operations Officer will:

- Contact the bank to deactivate debit card service from the account.
- Destroy the physical debit card.

### Independent Contractors

**Policy:** The organization will comply with all applicable federal and state laws relative to the use of independent contractors.

**Procedures:**

- The Executive Director and the Chief Operations Officer have the authority to establish a contract with an independent contractor and are responsible for verifying that the person is appropriately classified as an independent contractor and not as an employee and for obtaining a Form W-9.
- School employees may not serve as independent contractors.
- Contract service providers must show proof of being licensed and bonded, if applicable, and of having adequate liability insurance and workers' compensation insurance currently in effect. The Executive Director may also require that contract service providers list the school as an additional insured.
- All services performed by independent contractors will be processed as accounts payable.
- At the close of the calendar year, ExED will issue a Form 1099 to all independent contractors in accordance with IRS regulations.

### Invoice Approval & Processing

**Policy:** The Executive Director, Chief Operations Officer, or Executive Administrator/**Assistant Executive Administrator** may approve all invoices within the scope of their respective budget authorities. The following procedures will be performed either manually or electronically.

**Procedures:**

- The Accounts Payable Department will open and review invoices and bills and will notify the Executive Director, Chief Operations Officer of any unexpected or unauthorized expense.
- When receiving tangible goods from a vendor, the designated office staff at the school will trace the merchandise to the packing list and note any items that were not in the shipment.
- The Accounts Payable Department will code invoices to the correct budget line.
- Invoices are then routed to the Executive Director or Chief Operations Officer for payment approval.
- If the vendor is a sole proprietor or a partnership (including LP, and LLP) providing a service, the Accounts Payable Department will obtain a W-9 from the vendor prior to submitting any requests for payments to ExED.
- ExED will review the invoice for sufficient supporting documentation, verify the coding, and process payment.

### Cash Disbursements

**Policy:** Bank checks will be issued upon receipt of appropriate documentation (e.g. vendor invoice, purchase order, packing slip, etc.).

**Procedures:**

- Once an invoice is approved by the Executive Director or Chief Operations Officer for payment, the ExED Accounting Analyst will prepare an in-sequence check and will submit the check to the ExED AM or VP.
- The ExED AM or VP will review the supporting documentation for completeness and the check for accuracy and will sign the check with the Executive Director's facsimile signature stamp, which is maintained in a secured location when not in use.

- ExED will distribute the check as follows:
  - Original – mailed or delivered to payee
  - Duplicate or voucher – attached to the invoice and filed by vendor name by an ExED accountant.
- Should a check need to be voided, “VOID” will be written in ink on the signature line of the check.

### Petty Cash

**Policy:** The Executive Administrator/Assistant Executive Administrator will keep a petty cash box not to exceed \$500. Petty cash will be kept in a lockbox that is stored in a secure location. Access to the cash box should be limited to authorized personnel. Petty cash shall only be used for reasonable and allowable school purposes (No personal use).

**Procedures:**

- The Executive Administrator/Assistant Executive Administrator will manage the petty cash fund.
- The Executive Administrator/Assistant Executive Administrator will maintain a log of all disbursements made from the petty cash fund and will use a petty cash slip for all disbursements. The petty cash slip must be signed by the Executive Administrator/Assistant Executive Administrator and the petty cash recipient.
- Within 48 hours of the petty cash withdrawal, the petty cash recipient will submit an original receipt to the Executive Administrator/Assistant Executive Administrator who will attach the receipt to the petty cash slip and store in the petty cash box.
- At all times the petty cash box must contain receipts, petty cash slips, and cash totaling \$500.
- When the petty cash balance is low the Executive Administrator/Assistant Executive Administrator will prepare a petty cash reimbursement form, totaling all the petty cash disbursements and attaching the original petty cash slips and receipts to the form. The Executive Director or Chief Financial Officer will review and approve the petty cash reimbursement form and supporting documentation.
- The Accounts Payable Department will forward the petty cash reimbursement form and original supporting documentation to ExED.
- The ExED Accounting Analyst will record the petty cash disbursements in the general ledger and issue a check made payable to the Program Coordinator in the amount of the total petty cash disbursement.
- It is the Executive Administrator’s/Assistant Executive Administrator’s responsibility to cash the check and to keep track of funds in the box. Reconciliation must occur when funds are replenished, and/or at a minimum, annually.
- ExED will conduct surprise counts of the petty cash fund.
- Loans will not be made from the petty cash fund.

### Employee and Volunteer Expense Reimbursements

**Policy:** The organization will reimburse pre-authorized school-related expenses that are accompanied by an original receipt or other appropriate documentation. Only the Executive Director, or Chief Financial Officer, or Executive Administrator/Assistant Executive Administrator may incur school-related expenses without pre-approval.



**Procedures:**

- An employee or school volunteer seeking to make a school-related purchase must obtain pre-approval from the Executive Director, Chief Operations Officer, or Executive Administrator/Assistant Executive Administrator.
- Employees will submit signed expense reports monthly, as necessary, to the Chief Operations Officer or Executive Administrator/Assistant Executive Administrator for approval. Original receipts or other appropriate documentation (e.g. email receipt) must be attached to the expense report.
- All expense reports must be submitted within the fiscal year which the expense is incurred.
- Executive Administrator/Assistant Executive Administrator expense reports must be approved by the Executive Director or Chief Operations Officer.
- Chief Operations Officer expense reports must be approved by the Executive Director.
- Executive Director expense reports must be approved by a member of the board.
- The Accounts Payable Department will submit the approved expense report and supporting documentation to ExED.
- ExED will issue a reimbursement check within 15 business days of receipt of appropriate and complete documentation.
- The organization reserves the right to refuse reimbursement for any inappropriate expenses made.

**Travel Expenses**

**Policy:** The Executive Director must pre-approve all school related travel. Mileage will be reimbursed at the organization-approved mileage rate, not to exceed the current IRS reimbursement rate.

**Procedures:**

- For the purposes of mileage reimbursement, where a trip is commenced or terminated at the employee’s home, the distance traveled shall be reduced by the employee’s home-to-office commute distance.
- Employees will be reimbursed for overnight stays at hotels/motels when pre-approved by an administrator and the event is more than 50 miles from either the employee’s residence or the school site. Hotel rates will be negotiated at the lowest level possible, including the corporate, nonprofit or government rate if offered, and the lowest rate available.
- Transportation expenses such as airfare will be purchased at the lowest rate available.
- A per diem will be provided at the per diem rate found at (<http://www.gsa.gov/portal/category/100120-US Government Rates>) for any breakfast, lunch, dinner, or incidental expense for items not included in the fee for the event. Employees will be responsible for any excess expenses beyond the established per diem rate. Employees should utilize bus/shuttle service whenever possible. When traveling in groups, taxis may be more economical. Employees should choose between long-term parking or a taxi based on whichever is the more economical for the organization. Reimbursements will be provided for ground transportation travel expenses directly related to the event, not including transportation from home to airport.
- After the trip, the employee must enter all of the appropriate information on an expense report, attach original receipts, and submit it to the Chief Operations Officer or Executive

Administrator/**Assistant Executive Administrator** for approval and then on to ExED for processing.

#### Governing Board Expenses

- The individual incurring authorized expenses while carrying out the duties of the school will complete and sign an expense report and attach original receipts.
- The Executive Director and/or another board member will approve and sign the expense report, and submit it to ExED for payment.

## Asset Management

### Cash Management and Investments

**Policy:** All funds will be maintained in high quality financial institution or invested with the following objectives in order of priority; preservation and safety of principal, liquidity, and yield.

**Procedures:**

- The Executive Director will obtain Governing Board approval before opening or closing a bank account.
- Governing Board will adopt an investment policy before funds are to be invested.

### Capital Equipment

**Policy:** The organization capitalizes any item, purchased or donated, with a value of \$1,000 or more and with a useful life of more than one year.

**Procedures:**

- ExED will maintain a ledger of all capitalized items. The ledger will include the original purchase price and date and a brief description of the asset.
- The organization will take a physical inventory of all assets within 90 days of the end of each fiscal year, indicating the condition and location of the asset.
- The Executive Director and Chief Operations Officer will be notified of all cases of theft, loss, damage or destruction of assets.
- The Chief Operations Officer or Director of Technology will submit to ExED written notification of plans for disposing of assets with a clear and complete description of the asset and the date of the disposal.

### Loans

**Policy:** The Governing Board will approve all loans from third parties. In the case of a long-term loan, approval may also be required from the chartering authority in accordance with the terms of the charter and/or other lenders in accordance with the loan documents. Employee loans, including salary advances, are not allowed.

**Procedures:**

- The Executive Director and/or Governing Board designee shall review and sign the promissory note before funds are borrowed.

- Loan agreements should specify all applicable terms, including the purpose of the loan, the interest rate, and the repayment schedule.
- Loan covenants and reporting requirements are to be acknowledged by the board at the time of adoption.

### Insurance

**Policy:** The organization will maintain insurance with a high quality insurance agency at all times for:

- General Liability
- Property
- Workers' Compensation
- Professional Liability
- Directors' and Officers' Coverage

Umbrella and student accident policies are considered prudent add-ons.

#### Procedures:

- The Executive Director will carefully review insurance policies with the Broker on an annual basis prior to renewal to determine compliance with Charter authorizer and any applicable loan covenant requirements.
- The Chief Operations Officer will forward to ExED all insurance policies and related documents (e.g. certificates of insurance, claim forms, etc.).

### Parking Lot Liability

**Policy:** Parking lot related incidences are not covered under any school insurance policy. The organization assumes no liability for damage to cars unless a student is observed by an adult accidentally causing damage to a vehicle while engaged in a school activity.

#### Procedures:

- If a student willfully causes damage the student's parent or guardian is responsible.
- If a parent or other visitor causes damage, that individual is responsible.
- If an employee causes damage, the employee is responsible.
- If an unknown person causes damage and there is no witness, the affected individual would determine if he/she has applicable coverage through his/her individual insurance policies.

### Operating Reserves

**Policy:** The organization will ensure adequate cash balances to meet annual cash flow needs. The target minimum operating reserve fund is recommended to be equal to:

- the greater of 5% or \$55,000 for a school with 0-300 ADA
- the greater of 4% or \$55,000 for a school with 301-1,000 ADA

The amount of Operating Reserves will be calculated each year after approval of the annual budget and included in monthly financial reports.

**Procedures:**

- ExED will monitor the organization's reserve level and will report the reserve level to the Executive Director and the Governing Board on a monthly basis.
- It is the responsibility of the Executive Director and the Governing Board to understand the organization's cash situation and it is the responsibility of the Executive Director to prioritize payments as necessary to manage cash flow.
- The Governing Board may restrict a portion of the operating reserve fund for strategic goals.
- The Governing Board may develop an additional Operating Reserve Policy to specify use of the Operating Reserves.

# Coversheet

## YPICS 2019-2020 EL Plans

**Section:** IV. Items Scheduled For Action  
**Item:** I. YPICS 2019-2020 EL Plans  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Final BCCH ENGLISH LEARNER PLAN YKB 2019-20(1).pdf



**BERTCORONA**  
CHARTER HIGH SCHOOL

## **ENGLISH LEARNER PLAN (EL)**

### **VISION**

The vision for Bert Corona Charter High (BCCH) 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 Media Arts Career Technical Education (CTE) Pathway and technology integration across subjects. Early College Access, Service-Learning, and Linked Learning (Media Arts CTE Pathway) is the basis of the Bert Corona High School's educational focus and builds on core strengths from the Bert Corona Charter Middle School Service-Learning, Project-Based Learning, and the strong technology integration (all students receive chrome books for class and homework assignments).

### **MISSION**

Bert Corona 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.

## **School Year 2019-2020 (*Working Document*)**

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## Introduction

Included in this revised English Language Learners Performance and Improvement Plan is the use of the following supporting two main legislations addressing the needs of English Learners? In July 2017, the California State of Education adopted a historic new English learner education policy, the English Learner Roadmap. This policy recognizing English learners as a system-wide responsibility, recognizing a need to provide EL students with rich and challenging curriculum from early childhood to grade 12, and respects the value of English learner's primary language and culture. On July 1, 2018 the California Department of Education regulations for implementing Prop. 58 to establish programs for English Learners that promote proficiency in multiple languages and leverage students' home language as an asset, the following principles as outline at [cde.ca.gov](http://cde.ca.gov):

### *Principle One: Assets-Oriented and Needs-Responsive Schools*

*Pre-schools and schools are responsive to different English learner (EL) strengths, needs, and identities and support the socio-emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.*

### *Principle Two: Intellectual Quality of Instruction and Meaningful Access*

*English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.*

### *Principle Three: System Conditions that Support Effectiveness*

*Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of English learners.*

### *Principle Four: Alignment and Articulation Within and Across Systems*

*English learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, and continuing through to reclassification, graduation, higher education, and career opportunities. These pathways foster the skills, language(s), literacy, and knowledge students need for college- and career-readiness and participation in a global, diverse, multilingual, twenty-first century world.*

This document builds on our core beliefs. First, students' learning and achievement are at the center of all our policy decisions and are the focus of the English Learner Master Plan. Families are critical partners in the privilege and responsibility of ensuring that all multilingual students become proficient in English and master the academic content required of every student in California. English learners face the dual tasks of learning rigorous academic subject matter while simultaneously mastering a new language.

We acknowledge that English learners face enormous challenges, yet they also bring vital linguistic and cultural assets to our community. At Bert Corona Charter High we value and promote 21<sup>st</sup> Century college and career ready knowledge and skills, as well as multilingual and multicultural proficiencies that provide real advantages to our students in today's complex, interconnected world. We strive to achieve these academic and linguistic goals by implementing the highest quality, evidence-based programs and services for these students. While the plan describes procedures and systems that are required by state and federal law, this plan describes what is to occur in the classroom. We promote culturally responsive teaching that acknowledges the strong cultural heritages of all ethnic and linguistic members that live in Los Angeles.

Our goal is to build on that rich heritage and expand upon it to ensure that our students have the tools they need to achieve their dreams. A teacher handbook is included with this document that describes some of the research-based practices that Bert Corona Charter High endorses and expects to see these strategies used in classrooms. Professional development efforts will be focused around the use and implementation of California Common Core State Standards for English Language Development strategies.

The mastery of standard, academic English is an issue of access, equity, and social justice. The Bert Corona Charter High believes that a student's education should not be determined by his or her race, ethnicity, linguistic background, or socioeconomic status. We acknowledge the role that each of our individual characteristics plays in making our students who they are, and in our language learners; whether we are learning a new language, new vocabulary related to a program of study or a job, or different registers of speech in varied social settings. We are all continually learning to use language. Therefore, all teachers are teachers of language. With California's adoption of the new Common Core State Standards, and their emphasis on academic language and literacy across the disciplines using the English Language Development component will further support our students in the acquisition of English.

Bert Corona Charter High further supports and provides language enrichment through the use of Success for All program as we build students' mastery of standard, academic English and academic content proficiency. In this plan, we endorse teaching practices and strategies that respect, affirm, and build upon the language and culture of each child.

The ***English Learners Plan*** was developed to successfully provide educational services to our English Learners by addressing the following eight components:

1. Goals for English Learners
2. Initial Student Identification
3. Instructional Programs
4. Placement of Students and Reclassification Process
5. Evaluation, Monitoring and Accountability
6. Staffing and Professional Development
7. Parent Advisory Committees
8. Funding

This comprehensive *English Learners (EL) Plan* is premised on the ideal of equal educational opportunities for ALL students; it provides a comprehensive delivery system that will meet the needs of our English Learner students by:

- a) Providing a framework of the English Learners Program.
- b) Providing identification and assessment of appropriate instructional placement.
- c) Providing staff training programs; which will enhance bilingual competencies of personnel.
- d) Providing a balanced curriculum to ensure preparation and ongoing guidance to our students.
- e) Providing a method and criteria for selections, development, evaluation, and adoption of curriculum materials.
- f) Providing in-service training to develop and improve instructional strategies.
- g) Insuring the participation of staff, parents, students, and community members in the planning and implementation of the programs for our English Learners students.
- h) Determining and providing administrative leadership and fiscal needs to actualize the *English Learners Plan*.
- i) Providing periodic and ongoing evaluations of the instructional programs.
- j) Ensuring that the evaluation of resources is supplemental and distributed equally through all schools.

This *EL Plan* is the structure and foundation for an effective and successful instructional program for our EL students. The plan will be monitored and evaluated for necessary modifications to best meet the needs of our students on an ongoing process.

All Bert Corona Charter High personnel, teachers, staff, and administrators-are expected to follow the procedures specified in this *EL Master Plan*. Staff members who find ways to improve on these practices are encouraged to bring any proposed modifications to the attention of the Executive Administrator, for written approval to ensure that any such modifications meet the standards set by our governing board and are consistent with state and federal law. **All** responsible personnel of Bert Corona Charter High are to fully

implement this EL Master Plan; failure to do so will be reflected in the employees' evaluation.

The major goals for English learners are to develop proficiency in English and in the school's core curriculum as rapidly and as effectively as possible in an established English-language classroom. English learners are reclassified as fluent English proficient after meeting established criteria to ensure these students have overcome language barriers, have recouped any academic deficits incurred in other areas of the curriculum, and can demonstrate English-language proficiency comparable to that of the school's average native English-language speakers.

### **English Learners Vision Statement**

*We believe in the potential of our students.*

*We believe **ALL** students must have equal access to a high quality education.*

*We believe and acknowledge that English Learner (EL) students have a rich language and cultural background that provides a strong foundation for learning.*

*We hold that knowledge is not language-based.*

*We acknowledge that academic proficiency in the English Language is necessary for educational and professional success.*

Based on these beliefs, Bert Corona Charter High addresses the needs of its EL students, grades 9<sup>th</sup> through 12<sup>th</sup> through a comprehensive educational plan, which incorporates the acquisition of the English language while providing the option of increasing academic proficiency in the students' primary language and preserving their cultural heritage.

### **Components of the Vision**

1. English is a vehicle for access to education. Not being able to speak the language used in schools for instruction is, therefore, a barrier to an education and limits the potential of students in Bert Corona High School.
2. A child's primary language is part of his or her identity. Learning to speak and write in one's home language, having that language incorporated into one's education, and making the choice about how and when one uses it are basic human rights. To ask children not to use their home language or adopt a new language is the same as asking them to deny their identity or to take on a new one.
3. Language resources. A child's home language is a resource to be conserved, protected, and developed. **ALL** EL students should have the option to become fully bilingual and bi-literate.

As we create an excellent English Learner Program for our students, it is important that our school community embraces the following:

- Builds an understanding about the needs of English Learners and about the impact of language and culture on education.
- Provides the leadership, builds the will, and create the attitudes to better enable educators to welcome and embrace English Learners.

- Creates the structures that support academic success for English Learners.
- Builds the capacity to deliver programs that address the specific needs of our English Learners.
- Implements an accountability model that ensures the success of English Learners in our schools.

### **Goals For English Learners Program**

Bert Corona Charter High will incorporate an ELD program that is aligned with the California Common Core State Standards-English Language Development that will target students who are developing their English language skills that will include:

- Ongoing measurement of each EL student's progress toward English language proficiency, through the use of ELD portfolios.
- Use of Explicit Direct Instruction, small group instruction, and small group tutoring throughout the day to assist EL students.
- Ongoing professional development in the area of sheltered instruction and specially designed academic instruction in English (SDAIE) for all subject area teachers, primarily using the Sheltered Instructional Observation Protocol (SIOP) model.
- Opportunities for ELD level 1 and 2 students to receive additional instructional support during the Success For All Reading Block with the Rosetta Stone Program.

### **Instructional Vision**

Bert Corona Charter High will empower Citizen Scholars, California's future leaders, to succeed in the global community by setting high expectations for academic achievement, technological collaboration, research skills, problem solving, and social competence.

### **Instructional Mission**

The mission of Bert Corona Charter High is to deliver rigorous, data-driven instruction in a service-oriented, project-based, culturally relevant, and technologically enhanced environment. BCCH Citizen Scholars will be college-ready, active citizens, and lifelong learners.

The BCCH educational approach includes the following:

- Access to instructional curriculum that meets the challenges of College and Career Readiness, and integrates Common Core Standards.
- Credentialed teachers supporting all students.
- A technology-rich learning environment, including access to technology both at school and at home to support academic achievement and access to research, Google Suite for Education, and other adaptive programs that provide timely and actionable feedback.
- College readiness assessments, including universal PSAT and SAT.
- College-ready skill benchmark assessments throughout all curricular domains, including reading for research, writing for argumentation, and presentation for defense.

- CTE vocational skill instruction and independent skill development taught by a credentialed and industry-experienced professional, using industry-standard digital and media arts tools and technology.

Students will explore how subjects relate to each other, through interdisciplinary project-based learning, while achieving proficiency in the core academic and technical subjects and becoming critical thinkers. Teachers will engage students by organizing curricula around essential questions, building on students' prior knowledge, and connecting learning to students' lives.

Bert Corona Charter High recognizes and supports the importance of utilizing research-based instructional practices to promote student achievement. In order to address how learning best occurs, faculty will be provided professional development and coaching in the following areas:

- Designing standards-based instruction using the principles of backwards designs and aligns learning objectives to interim assessments.
- Implementing instructional activities that are aligned to CA Common Core standards and reflect research-based best practices.
- Incorporating instructional strategies detailed in Get Better Faster (GBF)<sup>1</sup>, including the use of Bambrick-Santoyo's observation and self- assessments instruments.
- 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<sup>2</sup> 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

<sup>1</sup> Bambrick-Santoyo, P, (2016) Jossey-Bass, San Francisco, CA.

<sup>2</sup><https://relay.edu/school-leaders>

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<sup>3</sup>- 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

Backwards-planning guides teachers through the unit and lesson design process:

- Deconstruction and analysis of the Common Core State Standards
- Differentiated assessment design aligned to prioritized standards and identified learning targets
- Innovative, research-based instructional strategies clearly articulating student learning objectives
- Aligning standards and assessments to real-world learning applications that take the shape of meaningful, rigorous, and accessible projects.

At Bert Corona Charter High School, it will be the expectation that students are engaged in the curriculum and learning objectives at all times. Teachers are expected to continuously communicate learning objectives to all students while using formative and summative assessments to check for student mastery of all concepts and state content standards. Research clearly suggests that learning best occurs when students are actively engaged in their own learning. This requires that students are actively involved in conversations about learning objects, instruction, and assessment. Furthermore, this student-centered approach supports a more culturally relevant curriculum that connects with student's interests and prior experiences. Frequent and meaningful connections with parents that engage them in conversations about their child's education will also ensure that the academic program reflects the diversity of the BCCH community being served.

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. Strategies addressed in *Classroom Instruction that Works* (Marzano, Pickering, and Pollock) are used 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,

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<sup>3</sup> Bambrick-Santoyo, P. (2016, p.XXXi) Jossey-Bass, San Francisco, CA.

Pollock, 2001). Teachers will be challenged to examine the three elements of effective pedagogy: Instructional Strategies, Management Techniques, and Curriculum Design.

This approach further encourages teachers to develop standards-aligned assessments and project-based instructional activities at each grade level, and across the content areas. The professional development preparation during the initial year will focus on this integration, as a transition period toward a more complete use of the technique in subsequent years. The foundational coursework, as outlined above, will use a repertoire of instructional strategies, curriculum, and materials. Instructional strategies will include:

- Direct instruction
- Group Practice
- Independent Practice
- Guided Discourse
- Socratic Discourse
- Modeling (I do / we do / you do)
- Project-based learning
- Cooperative group work
- Interdisciplinary driving questions
- The presentation of clearly defined "Learning Targets" for all students by all
  - Teachers
  - Rubric self-assessment
  - Clearly defined reteaching structures
- The involvement of community members and educational partners in instructional
  - Presentation
  - Mentoring program
  - Defined reteaching structures
- Teachers may also implement other strategies to meet the needs of students with reading difficulties, students with disabilities, advanced learners, and English learners, students with culturally diverse backgrounds, and students with combinations of special instructional needs. Strategies useful in planning for universal access may include:
  - Utilizing frequent progress-monitoring assessments and checks for understanding
  - Engaging in careful planning and organization
  - Differentiating to meet students' instructional needs
  - Reteaching and conferencing to allow for authentic questions
  - Allowing students to work past deadlines
  - Cooperative group learning with a "more knowledgeable other"



## **English Language Development**

Bert Corona Charter High is committed to the California State Board of Education (SBE) adopted California Common Core State Standards for English Language Arts, Literacy in History/Social Studies, Science, and Technical Subjects (Common Core State Standards), all of which describe the knowledge, skills, and abilities in reading, writing, speaking and listening, conventions, knowledge of language, and vocabulary that all students need for college and career readiness across key academic content areas. These NEXT Generation Standards, along with the Common Core State Standards for Mathematics and the NEXT Generation Science Standards, ensure K–12 students gain the necessary literacy and mathematical understanding and practices required in 21st-century higher education and workplace communities.

The Bert Corona Charter High’s Board strongly believes that all students should be held to the same high expectations outlined in the Common Core State Standards. This includes students who are English language learners. However, these students will require additional time, appropriate instructional support, and aligned assessments as they acquire both English language proficiency and content area knowledge.

The Bert Corona Charter High’s ELs will need instructional support in developing proficiency in English language and literacy as they engage in learning academic content based on these new, rigorous standards. ELs may face an additional challenge in developing literacy in English since they must develop oral proficiency in English— including depth and breadth of vocabulary—at the same time that they are learning to read and write. Bert Corona Charter High will follow the new CA Common Core English Language Development Standards to clarify what knowledge, skills, and abilities are needed to help ELs engage with and master next generation standards, including college- and career-readiness standards.

### **Bert Corona High School’s English Learner Students**

ELs will come to Bert Corona Charter High with a range of cultural and linguistic backgrounds, although Spanish is the largest first language, experiences with formal schooling, proficiency with native language and English literacy, migrant statuses, and socioeconomic statuses, as well as other experiences in the home, school, and community. All of these factors inform how educators support ELs to achieve school success through implementation of the new CA Common Core ELD Standards and the academic content standards. Some of these key factors follow:

- **Stages of Cognitive Development.** It is important to note how ELs learn the English language at different stages of their cognitive development. Most notably, it is important to distinguish between students in the primary grades, for whom the focus is “learning to read” while also engaging in challenging content learning, and students in the intermediate and secondary grades, for whom the focus is “reading to learn” in various content areas. EL students who enter Bert Corona Charter High in secondary grades, depending upon the level and extent of previous schooling they have received, may need additional support mastering certain linguistic and cognitive skills in order to fully engage in intellectually challenging academic tasks.

- **Native Language Literacy.** Adolescent ELs who enter Bert Corona Charter High in the secondary grades may have varying levels of native language foundations in literacy. All students will be able to draw upon knowledge of oral vocabulary and structures (e.g., recognition of cognates) to inform their English language learning to some extent, depending on their native language oral proficiency and how closely their native language is related to English. Students with established native language literacy and content knowledge would be able to transfer these skills and knowledge to English with appropriate instructional support.

Programs and Services for English Learners. At Bert Corona Charter High EL could be in a newcomer program, a structured English immersion program, and a mainstream program where ELs may receive specialized ELD instruction, or a separate ELD class. The new CA Common Core ELD Standards will apply to all of these settings and designed to be used by all teachers of academic content and of ELD in these settings. Bert Corona Charter High will use the new CA Common Core ELD Standards in ways that are appropriate to the school setting and identified student needs. For example, they are the focal standards in settings specifically designed for English language development— such as an ELD class where ELs are grouped by English language proficiency level. Bert Corona Charter High will use supplemental EL materials found on the CDE approved list of materials for ELs. Bert Corona Charter High teachers will use the new CA Common Core ELD Standards in tandem with other academic content standards to support ELs in mainstream academic content classrooms.

### **Organization of the Proficiency Level Descriptors**

The organization of the PLDs represents English language development as a continuum of increasing proficiency in language learning and use, starting with native language competencies students possess when they enter school, and concluding (though not ending) with lifelong language learning that all language users engage. The three levels are labeled to represent three stages of English language development, describing expectations for how well students can understand and use the English language at each level as they continue to build on existing language skills and knowledge.

- 1 **Emerging:** Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.
- 2 **Expanding:** Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level.
- 3 **Bridging:** Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

The PLDs also emphasize that ELs at all proficiency levels are capable of higher-level thinking and can engage in complex, cognitively demanding social and academic activities requiring language as long as they are provided appropriate linguistic support. The extent of support needed varies depending on the familiarity and complexity of the task and topic, as well as on the student's English language proficiency level. Within the PLDs, three general levels of support are identified: Substantial, Moderate, and Light. The descriptors for these general levels of support are intended to signal the extent of linguistic scaffolding most likely needed for implementing the CA ELD Standards appropriately at each proficiency level. They are not intended to explain how to provide support or differentiate instruction for ELs at each level.

Title III funding from the federal government to help English learners to speak, read, and write in English and to achieve in reading and mathematics. Bert Corona Charter High will receive Title III funds that are reviewed each year, as required under every Student Succeeds Act, to see if they meet the three Annual Measurable Achievement Objectives (AMAOs) for our English learners:

Table 1: AMAO's and Measurable Goals

Table 1: AMOS for English Learners

Annual Measurable Achievement Outcomes	Measurable Goals
<ul style="list-style-type: none"> <li>• Progress in learning English</li> <li>• Increase one proficiency level</li> <li>• Initial Fluent (IFEP) Well developed, Intermediate English Learner-somewhat to moderately developed, Novice English Learner - minimally developed must reach English Proficient level bringing all skills to Intermediate Level.</li> <li>• English Proficient levels are expected to maintain that level.</li> <li>• <u>Emerging</u>: Students at this level typically progress very quickly, learn to use English for immediate needs, and begin to understand and use academic language for the grade level, with substantial language support provided.</li> <li>• <u>Expanding</u>: Students at this level use their growing language skills in more advanced ways that are appropriate to their age and grade level, with moderate language support provided.</li> <li>• <u>Bridging</u>: Students at this level can independently use a variety of high-level English language skills and fully participate in grade-level academic activities in all content areas, with light language support provided.</li> </ul>	<p>Administer the ELPAC to ascertain the level of proficiency.</p> <ul style="list-style-type: none"> <li>• Conduct analysis of ELs</li> <li>• Identify factors that contribute to meeting or not meeting AMAOs.</li> <li>• Use the Bert Corona Charter High English Learner Plan of Action-will be visited yearly and/or on an ongoing basis.</li> <li>• Work with teachers, parents and staff to provide services.</li> <li>• Use of MTSS process for all students</li> </ul>
<p>Progress in the percentage of students who become proficient in English</p>	<p>Increase English Learner reclassification ratio yearly. Continue to Monitor students who have been reclassified and work with students at each level.</p>
<p>Academic targets in English-language Arts Participation Rate Percentage Proficient or Above</p>	<p>Monitor and assist EL students to meet academic targets in English Language Arts of 5% (Increasing yearly)</p>

Holding quarterly meetings with parents to discuss each student's progress toward English language proficiency.

English Learners will achieve and sustain high levels of academic, linguistic and cultural competency. The goals are:

- The BCCH English Learner Master Plan program will be developed and fully implemented.
- **ALL** English Learners will master the English language as efficiently and effectively as possible.
- **ALL** English Learners will achieve academic success.
- ELs and RFEPs will have representation in success with college entrance exams and enrollments in colleges and universities consistent with their size of the entire student enrollment.
- ELs and RFEPs will continue traditions of responsibility and positive relationships within their families and home community and will be prepared develop the ability to live and work productively in various cultural settings throughout the wider society.
- ELs and English Only students enrolled in programs where they will master listening, speaking, reading, and writing in Spanish as well as English.
- Parents of ELs and RFEPs will be engaged and represented in their children's education consistent with the proportion of the students enrolled.

English Learners will develop the skills necessary to be successful citizens. These skills include:

- Academic preparation
- Information literacy
- Fluency in technology
- Cross-Cultural sensitivity
- Interpersonal communication
- Community and civic participation
- Social and environmental responsibility.

### **Essential Elements for English Learner Programs**

The enrollment process begins when a parent or guardian takes their child to BCCH and completes the enrollment packet. A key component of the enrollment process is the Home Language Survey (HLS). The HLS is a questionnaire used to determine the student's primary language and whether the student will be required to take an assessment for English language proficiency. The results of the English language proficiency assessment will determine the appropriate instructional services a student will need to meet their full academic potential.

- California *Education Code* (EC), Section 52164.1 (a) contains legal requirements which direct schools to determine the language(s) spoken in the home of each student. Please see the [California Department of Education website](#) for more information.

The HLS consists of the following four questions:

- What language did the student learn when he or she first began to talk?
- What language does this student most frequently use at home?
- What language do you use most frequently to speak to this student?
- Which language do the adults at home most often use?

A home language determination is required only once. The information provided by the parent/guardian on the initial HLS takes precedence over any information provided on subsequent surveys. Parents/guardians are to receive an explanation regarding the purpose of the HLS, as well as the possibility that their child may be given an assessment to determine their level of English language proficiency. The explanation should be given:

- Orally during enrollment
- During an initial consultation on programs for ELs
- Through the initial parent/guardian notification letter Schools should reassure parents/guardians that the HLS is used solely to offer appropriate educational services, not for determining legal status or for immigration purposes.

**Amending the Home Language Survey:** The parent/guardian has the right to amend the HLS at any time. However, any changes to the HLS will need to be made by the parent/guardian prior to the ELPAC Summative Assessment window. If the parent/guardian amends the HLS prior to ELPAC Summative administration, the school must honor the changes made while continuing to take reasonable doubt into consideration. If there is no reasonable doubt as to the student's English language proficiency, the school must initiate the Language Classification Correction process.

**Parent/Guardian Notification Requirements:** Research shows that strong family-school relationships are an indicator of student success. Schools have an obligation to ensure meaningful communication with parents/guardians in a language they can understand and to adequately notify parents/guardians of information about language instructional programs and services. When 15 percent or more of the student population speaks a single primary language other than English, as determined from the preceding year's Census data submitted to the Department of Education, the school is required to send all correspondence to parents/guardians in English and the primary language (California EC 48985).

Title I [*Elementary and Secondary Elementary Act*, Section 1112 (g)(1)(A)] requires schools to inform parents/guardians of initially identified ELs within 30 days after the beginning of the school year/track (or, if during the school year, within two weeks of the child being placed in a program).

After the student completes the initial English language proficiency assessment,

parents/guardians must receive in timely manner information about the student's

English Language Proficiency (ELP), instructional program options, and of their right to opt out of an EL instructional program. Translating this information into the family's home language is critical, and if a written translation is not provided, an oral interpretation should be made available whenever needed.

In order to create the necessary conditions for English Learners to achieve at higher levels Bert Corona Charter High will implement the following essential elements.

### **Learning Environment**

English Learners at Bert Corona Charter High will be provided a safe, non-threatening and affirming learning environment in which it is the norm for them to:

- Interact, collaborate, communicate, and negotiate with their peers.
- Experience an education that is rich and challenging, which will prepare the student to be college and career ready.
- Use and fully develop their language and culture.
- Have their voices heard and reflected throughout the school community.
- Share equitably in the allocation of access and resources.

### **Curriculum**

English Learners will have access to a challenging, well-articulated curriculum, which builds bilingualism and bi-literacy. This curriculum will be:

- Based on and aligned to the California Common Core State Standards, English Language Development, California Department of Education State and Bert Corona Charter High standards.
- Rigorous, meaningful, purposeful, interesting, and rich.
- Student-centered and student-friendly.
- Multicultural
- Designed to provide authentic and ongoing reflection

### **Pedagogy**

English Learners will have access to culturally and linguistically responsive teaching strategies that are focused on their experiences, interests, and needs. This includes:

- Complex, hands-on learning experiences.
- Opportunities for active processing, deep and critical thinking, and reflection.
- Connections between new and prior knowledge.
- Examining issues of social justice, which have daily impact on students' families and their communities.

## Instructional Resource

### I. English Language Arts

The CA Common Core State Standards was updated as stated in the Department of Education Publications Senate Bill 1200, Statutes of 2012 and provided an update for: English Language Arts and Literacy in History/ Social Studies, Science and Technical Subjects (CA CCSS for ELA/Literacy). The CA CCSS for ELA/Literacy were modified on March 13, 2013, following the recommendation of State Superintendent of Public Instruction Tom Torlakson, to include the addition of the College and Career Readiness Anchor Standards and technical changes.

The English Language Arts courses will prepare students for thoughtful study by conveying the importance of being active thinkers during reading and writing exercises. In the area of curriculum development and language arts instruction for grades 9<sup>th</sup>-12<sup>th</sup>, Bert Corona Charter High will:

- Develop and or adopt an English Language Arts curriculum that incorporates the grade-level curriculum content specified in the Common Core State Standard. (
- Integrate reading, writing, speaking, and listening to form a greater understanding of history-social science, mathematics, and science.
- Develop important “habits of mind” in the form of evidence, connections and patterns, supposition, and meaning that will produce active and thoughtful writers, poets, researchers, and speakers.
- Teach students to read with ease, fluency, and enjoyment.
- Expose students to multicultural fiction, non-fiction, poetry, essays, and scripts.
- Teach students to write with clarity, expression, and purpose.
- Coach students to deliver and critique oral presentations effectively.
- Engage students to reflect upon ways literature and writing impact their lives through authentic writing and multicultural literature selections.
- Integrate appropriate technology and technological analysis into the study of English-Language Arts.
- Adopt and implement Common Core State Standards.

As stated the CA ELD Standards, which emphasize that ELs at all, English language proficiency levels are engaged in the type of rich instruction called for in the CA CCSS for ELA/Literacy, with appropriate scaffolding that attends to their particular language learning needs. The goal of the CA ELD Standards is that at each grade level or span, is to ensure that ELs are fully supported as they read, analyze, interpret, create a variety of literary and informational text types;

- Develop an understanding of how language is a complex, dynamic, and social resource for making meaning;
- Develop an understanding of how content is organized in different text types across disciplines using text organization and structure, language features, and vocabulary depending on purpose and audience;
- Become aware that different languages and varieties of English exist;



- Recognize their home languages and cultures as resources to value in their own right and to draw upon in order to build proficiency in English;
- Contribute actively to class and group discussions by asking questions, responding appropriately, and providing useful feedback;
- Demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia; and Develop proficiency in shifting registers based on task, purpose, audience, and text type.
- This framework for implementation of the CA CCSS for ELA/Literacy and CA ELD Standards is a critical and essential contribution toward achieving this goal.

## Guiding Principles

The following guiding principles and beliefs informed the development of the framework:

- Schooling should help all students achieve their highest potential.
- The responsibility for learners' literacy and language development is shared. An ELA/ELD curriculum is designed, comprehensive, and integrated. Effective teaching is essential to student success.
- Motivation and engagement play crucial roles in learning.

## BACKGROUND

### Family and Community Engagement

Bert Corona Charter High promotes strong family and community engagement programs. These programs include: Quarterly Parent Conferences, Parent Advisory Committee equivalent to the English Learners Advisory Committee (ELAC), Bi-Annual Mini-Conferences, and monthly Parent Meetings at school site; which will include ongoing communications through letters, telephone, which support meaningful involvement and actively promote the development of parent and community leaders who effectively advocate on behalf of English Learners.

These programs help English Learner families establish home environments that support their children's learning. First, they develop communication strategies that engage everyone to design effective forms of school-to-home and home-to-school communication. Further, they recruit and organize family/community to support parents in their Bert Corona Charter High policy as well as the decision-making process.

Ensuring the educational success of every child requires a concerted, collaborative effort on the part of parents, teachers, administrators, and the community at large.

### Staffing and Professional Development

Based on a clear and common vision of what constitutes effective teaching for English Learners, along with well-defined standards of practice and performance which explicitly state what teachers should know and do to meet the diverse needs of English Learners, Bert Corona Charter High has developed a coherent and comprehensive professional development program. This program will assist teachers who work with English Learners to close the achievement gap and accelerate student achievement and language

proficiency through grade twelve. The program will also be designed to increase the rate of English Learners who successfully attend college and advanced learning institutions.

### **Record Keeping**

To ensure that accurate records are kept, every student identified as EL attending Bert Corona Charter High has an English Learner Folder (ELF). The ELF is maintained with the Coordinator of Instruction and shared with student's ELD teacher in grades 9<sup>th</sup> -through 12<sup>th</sup>. The ELF contains the following:

1. ELPAC Reports
2. Primary Language Assessments (IPT-Spanish)
3. Reclassification Documents
4. Home Language Survey
5. Parent Notifications
6. Waiver Documents
7. Other Norm-Referenced Standardized Test Results
8. Alternative Reclassification
9. Follow Up Reclassification
10. All assessments and scores

## INITIAL IDENTIFICATION (CCR-EL4)

### Initial Identification

**EL4** Bert Corona Charter High will properly identified, assessed, and supports all students who have a primary language other than English.

### Home Language Survey

**EL4a** A Home Language Survey (HLS) is used to determine the primary language and is on file for each student at Bert Corona Charter.

Schools in California are required, at the time of the student's enrollment into Bert Corona Charter High to determine the language(s) spoken in the student's home in order to provide meaningful and appropriate instruction. This information is provided on the Home Language Survey (HLS). When enrolling a student at Bert Corona Charter High, a parent or guardian is required to complete a Home Language Survey as part of the process.

### Assessment of English Language Proficiency

**EL4b** Each student whose home language is other than English as determined on the HLS has been assessed within 30 school days of initial enrollment in English comprehension, speaking, reading, and writing using the state-designated instrument.

Note: Administration of the HLS must include all four questions. The decision to test students who indicate a language other than English only on the fourth question should be made on an individual basis. Alternative assessments may be used for special education students with low-incidence and severe disabilities.

All students who's Home Language Survey indicates a language other than English on the survey's first three questions must be assessed in English language skills within thirty calendar days of initial enrollment in Bert Corona Charter High. The questions are: (1) first language learned by the child, (2) the language most frequently spoken by the child at home, and (3) which language is most frequently used by the parents or guardians when speaking with the child.

The California English Language Proficiency Assessment (ELPAC), the state approved instrument for testing English language proficiency, is used for this purpose. The ELPAC assesses the student's proficiency in English reading, writing, speaking, and listening skills. Students identified as having a home language other than English by the Home Language Survey, but score at the Early Advanced or Advanced levels on the ELPAC are designated initially as fluent English Proficient and placed in the appropriate language program.

- Initial Fluent (IFEP) Well developed, Intermediate English Learner-somewhat to moderately developed, Novice English Learner - minimally developed must reach English Proficient level bringing all skills to Intermediate Level.
- English Proficient levels are expected to maintain that level.
- Emerging: Students at this level typically progress very quickly, learn to use English for immediate needs, and begin to understand and use academic language for the grade level, with substantial language support provided.
- Expanding: Students at this level use their growing language skills in more advanced ways that are appropriate to their age and grade level, with moderate language support provided.
- Bridging: Students at this level can independently use a variety of high-level English language skills and fully participate in grade-level academic activities in all content areas, with light language support provided.

Students who indicate a language other than English only on the fourth question of the HLS, the language spoken most frequently by adults in the home need not be assessed with the ELPAC, and will be initially designated as English Only (EO) and placed in the appropriate program.

## Primary Language Proficiency Assessment

**EL4c** Bert Corona Charter High has further assessed each English learner for primary-language proficiency, including comprehension, speaking, reading, and writing within 90 calendar days of initial enrollment. Parallel forms of the tests to determine English-language proficiency are used if available.

All identified English Learner students are assessed for primary language proficiency in reading, writing, speaking, and listening within ninety (90) calendar days of initial enrollment. An administrator trained and a fluent speaker of the student's primary language conducts the assessment. When no staff person is available for speakers of other languages, an informal assessment will be administered.

### Parental Notification

**EL4d** All parents of EL and FEP students have been notified in writing of their child's English-language and primary-language proficiency results.

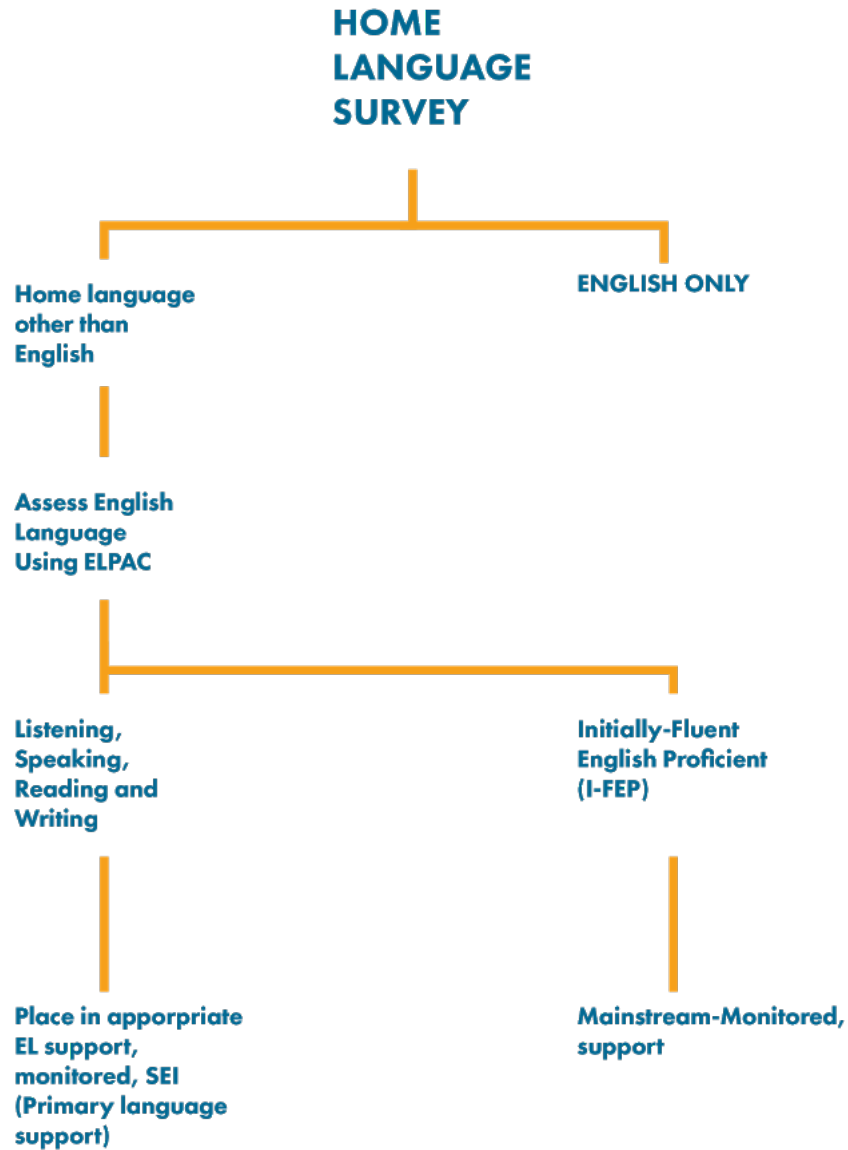
Every effort should be made to inform parents immediately of results of assessments; no later than ten (10) days following the completion of all initial assessments, the Initial Language Identification Form and the Initial Primary Language Identification Form will be sent to parents by the site resource teacher.

### Maintenance of Records

Upon completion of the assessment process in grades 9<sup>th</sup> through 12<sup>th</sup>, the school will record the results into Bert Corona Charter High database. Results of initial assessments are entered for each student and communicated to the student's teacher(s). A copy of the Home Language Survey, original forms with assessment results in English and Primary Language, and Parent Notification forms are placed in the student's English Learner Folder (ELF).

# FLOW CHART – Figure 1

## Assessment for Initial identification and Program Placement



  
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# EL IDENTIFICATION PROCESS

The instruction for Bert Corona Charter High English Learners consist of two primary programs which comply with all current state and federal laws,

1. Structured English Immersion
2. English Learners Mainstream Programs

These programs consist of a Common Core State Standards-English Language Development component and access to the core curriculum including the following:

1. Self-image/Cross-Cultural Awareness
2. Differentiated Instruction
3. Differential Materials
4. Student Assessments (multiple measures)
5. Qualified Staff
6. Catch-Up Plan (Computer Assisted Learning)

### **Parental Involvement**

Parental involvement in decisions regarding the education of their children is required and critical to the student's academic success. At initial enrollment and every year thereafter, parents are notified of the educational options for their children including waivers for alternative programs.

All descriptions of the program are disseminated in the language comprehensible by the parent.

## Instructional Programs [CCR-EL3]

### Instructional Programs

**EL3** Bert Corona Charter High provides services to English learners to ensure that they are acquiring English-language proficiency and recovering any academic deficits that may have been incurred, in other areas of the core curriculum. Bert Corona Charter High provides additional and appropriate educational services to English learners in grades 9<sup>th</sup> through 12<sup>th</sup> in all classroom situations. These services are for the purposes of enabling English learners to overcome language barriers and must be provided until they have demonstrated English-language proficiency comparable to that of the Bert Corona Charter High average native English-language speakers and recouped any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers.

**EL3a** Each English learner receives a program of instruction in English-language development in order to develop proficiency in English as rapidly and as effectively as possible.

**EL3b** English learners are meeting Bert Corona Charter High content and performance standards for their respective grade levels in core curricular areas. Bert Corona Charter High may choose to ensure that English learners acquire English and learn grade-level academic content simultaneously by implementing a program designed to keep English learners at grade level in all areas of the curriculum. Bert Corona Charter High may choose to concentrate first on teaching English so long as Bert Corona Charter High subsequently brings students to grade level in all other areas of the curriculum within a reasonable amount of time. Bert Corona Charter High has a plan that describes any academic deficits will be monitored and provided intervention.

These models comply with all current state and federal laws. Parental involvement in decisions regarding the education of their children is required and critical to the student's academic success. At initial enrollment and every year thereafter, parents are notified of the educational options for their children.

In July 2017, the California State of Education adopted a historic new English learner education policy, the English Learner Roadmap. This policy recognizing English learners as a system-wide responsibility, recognizing a need to provide EL students with rich and challenging curriculum from early childhood to grade 12, and respects the value of English learner's primary language and culture. On July 1, 2018 the California Department of Education regulations for implementing Prop. 58 to establish programs for English Learners that promote proficiency in multiple languages and leverage students' home language as an asset, the following principles as outline at [cde.ca.gov](http://cde.ca.gov):



All programs for English Learners provide Common Core State Standards English Language Development (ELD) and access to the core curriculum. All descriptions of programs are disseminated in the language comprehensible to the parent.

Placement in Structured English Immersion (SEI) or the English Language Mainstream setting is based on assessment, of the student's English proficiency. ELs that lack Reasonable Fluency in English are initially placed in SEI with support in primary language when needed. Those scoring above this level are placed in the English Language Mainstream.

### **Elements of Program Options**

The goal and expectations for two English Learners programs are as follows: In the SEI, students scoring at ELPAC Levels 1 and 2, are expected to reach reasonable fluency 1-3 years with a time period of 5 to 7 years to be reclassified as FEP.

In our Mainstream program, students are expected to be reclassified in 3-5 years and 5 to 7 years to be reclassified as FEP.

### **English Learners Program Settings\* -**

\*All of the instructional programs designed for English Learners must contain the following components:

1. Explicit, well-articulated, standards-based, differentiated English Language Development (ELD) instruction, specifically designed for English Learners;
2. Well –articulated standards-based core curriculum instruction provided with primary language support and/or through specially designed academic instruction in English (SDAIE); and
3. Structured activities designed to develop multicultural competency and positive self-esteem, integrated through the core curriculum.

Task-based instruction allows students to work with concepts and language in a variety of ways (e.g. via reframing, where students can act, draw, or map out the concepts, or use poetry, song, chant, letters, or keep diaries);

1. Grade-level content instruction in English designed for English Learner;
2. Facilitating English Learners in accessing the same core curriculum as that of English-only students;
3. Language-sensitive and culture-sensitive content teaching;
4. Developed through comprehensible language;
5. Making accommodations in the learning environment so more students are able to access the content;
6. An ideal place to use language for communication;
7. A natural vehicle through which to teach English;
8. Good language teaching when the input is made comprehensible;
9. Instruction encouraging the active use of language and the emphasis on big ideas;

10. Instruction that allows the teacher to check for understanding frequently using interactive strategies;
11. Integrating assessment in an on-going and formative manner through observations portfolios, journals, and product-development; and
12. Built on language modifications such as pause time, questioning, pacing, and highlighting.

### **Key Features of SDAIE**

In effective SDAIE classrooms, leaders, and teachers work together to ensure the use of sound practices that make content comprehensible for English Learners. These practices include:

- |   |                               |
|---|-------------------------------|
| 1) modeling                                 | 7) bridging                   |
| 2) contextualizing                          | 8) building schema            |
| 3) reframing                                | 9) developing metacognition   |
| 4) checking for comprehension               | 10) monitoring/assessing      |
| 5) questioning                              | 11) adjusting speech register |
| 6) orchestrating all modalities of learning | 12) interacting               |

For English Learners at Beginning, Early Intermediate, and sometimes at the Intermediate level, access to the core can be facilitated by primary language support. The assignment of a BCLAD teacher is always the best method for providing language support.

However, when there are 10 or more students of the same language who need a particular course and a BCLAD teacher is not available, then the students will be grouped together with a CLAD-certificated teacher and provided a bilingual instructional assistant, who will use the primary language to motivate, clarify, direct, support, and explain.

### **Structured English Immersion (SEI)**

The Structured English Immersion Program is an English language acquisition process for young children in whom nearly all classroom instruction is in English but with the curriculum and presentation designed for children who are learning the language. Students are taught subjects “nearly all,” but not exclusively in English. Teachers may use the student’s primary language to motivate, clarify, direct, support, and explain. The goal of this program is for English Learners to demonstrate a reasonable fluency in English.

Bert Corona Charter High makes every effort to use a simultaneous approach designed to allow English Learners to learn English and to keep up academically on grade level in the content areas. In instances when a student does fall behind in his/her academic progress, an individualized catch-up/recovery plan will be developed to address specific needs. Student identified for this type of support will be placed in a setting that offers additional English Learner Support.

English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) are both used to meet the requirements of Structured English Immersion. ELD specifically teaches students English: listening, speaking, reading and writing. SDAIE

provides grade level academic instruction that gives students access to the core curriculum and teaches English vocabulary and reinforces English structures. Primary language support is provided as needed for the student to access the core.

#### Program Requirements

- All teachers must be appropriately certified, i.e., CLAD, BCLAD or in training, providing core instruction for ELs.
- Parents must be informed of the placement of their children in a Structured English Immersion Program and must be notified of the opportunity to apply for a parental exception waiver. In order to request a waiver, parents must visit the school unless a specific hardship exists.
- Core instruction in Language Arts, Math, Science, and Social Science is taught “overwhelmingly” in English using primary language support and SDAIE strategies.
- ELD instruction is provided daily using the Bert Corona Charter High adopted programs delivered by an appropriately certified teacher, i.e., CLAD, BCLAD or in training. In grades 9<sup>th</sup> through 12<sup>th</sup> students are grouped according to their level of English proficiency, for 45 minutes, this is provided during the Success For All Reading period, as determined by the ELPAC and other local ELD assessments students are provided ELD instruction per day at ELPAC levels 1 and 2, and at ELPAC Levels 3-5 placement is determined per each individual student diagnosis. At all levels, ELD instruction is coordinated with English Proficiency levels as determined by the ELPAC. Instruction must include listening, speaking, reading, and writing.
- Primary language materials may be used in all subjects.
- All students participate in activities that promote a positive self-image and cross-cultural understanding.
- After participating in this program for one year, students will be placed in the English Language Mainstream Program unless the student has not reached the level of reasonable fluency.

**\*Note:** Best practice and evidence from schools throughout the state support a design that provides substantial ELD (Two to three separate periods daily) for ELs at ELPAC levels 1 and 2. It is also good practice to have separate, 2-hour blocks of ELD for ELPAC level 3. A reading laboratory, as well as access to articles through Achieve 3000 and materials on the Internet will be provided in Bert Corona Charter High Advisory, PASS (Passport to Student Success)/ Rti to support student advisement, and supplemental support.

However, for some ELPAC 3s, and for ELPAC 4s, ELD instruction may be provided within sheltered or even “mainstream” English Language Arts/Literature (ELA) classes. Here are reasonable criteria for judging whether such ELD instruction meets the needs of students and the requirements of law:

- a. The ELA teacher knows the ELPAC levels of students (oral, reading, and writing).
- b. The teacher holds a CLAD, BCLAD, or equivalent EL authorization.
- c. The teacher also uses interim ELD assessments beyond ELPAC

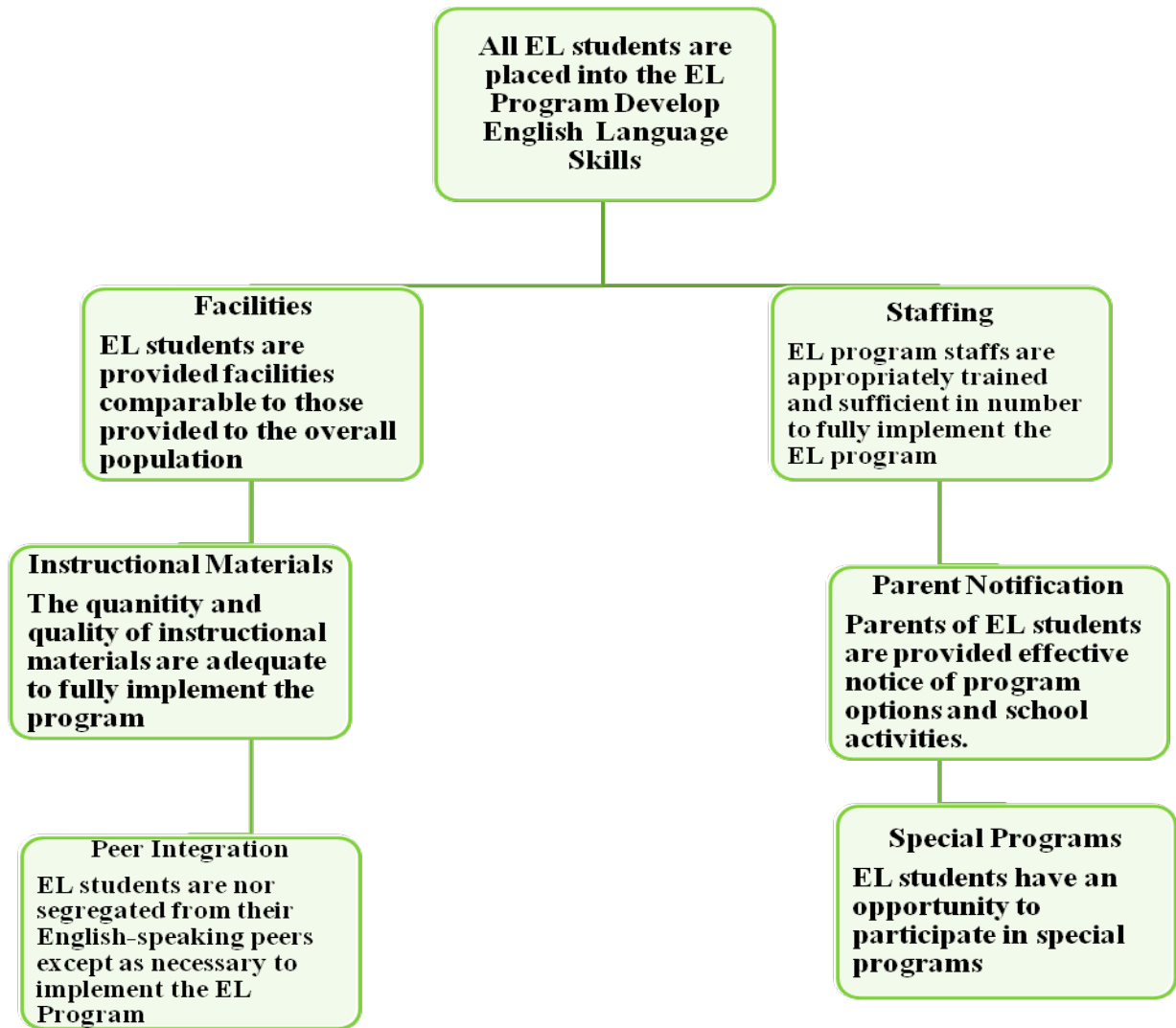
- d. ELs are grouped (for at least some time) for ELD instruction by ELD level, and that instruction matches their ELD diagnosed need. It is different from the grade-level, ELA content. ELD need not be taught daily. Time and frequency should be justified.
- e. The teacher and students can identify which ELD Standards are being taught.
- f. The right materials for ELD are available and used.
- g. The teacher has evidence (see “c”, above) that ELs are making reasonable progress (i.e., there is progress toward reaching ELD benchmarks).

### **English Language Mainstream Program**

In the English Language Mainstream Program, the student is placed into an all-English class with minimal primary language support. The student will receive ELD from the classroom teacher and be assigned to a section of ELD until they acquire reasonable fluency in English. English Language Mainstream Program teachers will be responsible for providing ELD instruction that continues the students’ English language development, preparing them for reclassification, and make up any academic deficits which may have been incurred in the core curriculum as a result of language barriers. In addition, students will be provided with one or more core subjects taught using SDAIE. SDAIE is an instructional methodology designed to make lessons as comprehensible as possible to non-native speakers of English so that these students will be able to progress in their studies of Language Arts, Math, Science, and Social Science and meet grade-level standards.

### **Program Requirements**

- All teachers must be appropriately certified, i.e., CLAD, BCLAD, Hughes or in training for these authorizations.
- ELD instruction is provided using Bert Corona High School-adopted program from an appropriately certified teacher, i.e., CLAD, or BCLAD. In grades 9<sup>th</sup> through 12<sup>th</sup>, students are provided 1 period of ELD instruction per day at ELPAC Levels 1 and 2, and at ELPAC Levels 3-5. At all levels, ELD instruction is coordinated with English proficiency levels as determined by the ELPAC. Instruction must include listening, speaking, reading, and writing.



**Expanded Program (Grades 9<sup>th</sup> through 12<sup>th</sup>)**

The Instructional program for students enrolling with ELPAC scores at levels 1 or 2, will consist of a 4-year program and/or a modified program.

**Example of Teacher Monitoring Template (To be completed by English Language Arts Teacher and conference all teachers)**

**Sample**

<b>Year</b>	<b>Criteria</b>	<b>ELPAC Score</b>	<b>Smarter Balance English Language Arts</b>	<b>Grade English Language Arts</b>	<b>SBAC Interim Assessment Results</b>	<b>Teacher Recommendation</b>

## **ENGLISH LEARNERS (EL's)**

Bert Corona Charter High will administer the ELPAC initial identification assessment to students within 30 calendar days of enrollment for those students who indicate on the Home Language Survey that their primary language as other than English and for those students who have no record of English language development assessment results. Bert Corona Charter High will also administer the ELPAC annually to identify English Learners until they are re-designated from English Learner to Fluent English Proficient. According to the California State Board of Education Common Core ELD Standards:

- Initial Fluent (IFEP) Well developed, Intermediate English Learner-somewhat to moderately developed, Novice English Learner - minimally developed must reach English Proficient level bringing all skills to Intermediate Level.
- English Proficient levels are expected to maintain that level.
- Emerging: Students at this level typically progress very quickly, learn to use English for immediate needs, and begin to understand and use academic language for the grade level, with substantial language support provided.
- Expanding: Students at this level use their growing language skills in more advanced ways that are appropriate to their age and grade level, with moderate language support provided.
- Bridging: Students at this level can independently use a variety of high-level English language skills and fully participate in grade-level academic activities in all content areas, with light language support provided.

## **Reclassification**

### **The California State Board of Education' s Reclassification Guidelines for English Learners**

1. Comparison of performance in basic skills – earning C grades on core subject of English at grade level.
2. Assessment of English Proficiency- English Language Proficiency Assessment (ELPAC 4) and NWEA MAP
3. Teacher evaluation of student academic performance
4. Parent opinion and consultation

**Table 2: EL Assessments**

Grade Level	Performance in Basic Skills	Formative Assessment	Classroom Performance	Teacher Evaluation
9 <sup>th</sup> -12 <sup>th</sup>	<ul style="list-style-type: none"> <li>• ELPAC Results (4 Score)</li> <li>• Smarter Balanced (Standard Met or Standard Exceeded)</li> </ul>	<ul style="list-style-type: none"> <li>• SBAC Interim Assessments</li> <li>• I-Ready Results</li> <li>• NWEA</li> <li>• Achieve3000</li> <li>• Other to be adopted</li> </ul>	<ul style="list-style-type: none"> <li>• Grade in English Language Arts Course (C or better)</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation Rubrics</li> <li>• Teacher Judgment that is students is sufficiently prepared to perform in core curriculum at a level equal to Native English speakers</li> </ul>

As stated Bert Corona Charter High continues to work closely, one-on-one with teachers reviewing student portfolios in determine if students are eligible for the reclassification redesignation process; which indicates that students, while achieving an early advanced and advanced on the ELPAC were not able to be re-designated as the student did not meet the criteria listed above, specifically the comparison of performance in basic skills.

The *Language Census Report* concludes that ELs are placed in other (undefined) instructional setting and not in a structured ELD program. Every Student Succeeds Act requires a development of a *Local Education Plan*. Bert Corona Charter High is following and adhering to the California Common Core State Standards/English Language Arts/English Language Development and as outlined in our EL Master Plan for English Learners. Further an assessment of the student’s primary language literacy level skill will be used to determine the student’s English level, and used as a base for English Language Development.

Goals for ELs are:

1. English learners (ELs) acquire full proficiency in English as rapidly and effectively as possible. (20 USC 1703[f], 6892; EC 300[f], 5 CCR 11302[a])
2. ELs meet state standards for academic achievement. (20 USC 1703[f], 6812, 6892; 5 CCR 11302[b]; *Castañeda v. Pickard* [5<sup>th</sup> Cir. 1981] 648 F.2d 989.)

The instructional improvement plan is based on the student academic achievement, student goals, organizational components of Bert Corona Charter High and various organizational perspectives or frameworks.



### **Stage 1: Implementing an English Mainstream Service Option**

**Time Frame:** September 2016 through June 30, 2022

**Implementation Target Date:** September 1, 2018

- Integration of the Common Core State Standards English Language Development (ELD) standards into the school-wide curriculum with performance indicators
- Staff development on reviewing ELD Curriculum and ELD/language arts program, and programs to increase vocabulary and English acquisition.
- Staff development on utilizing curriculum standards instruction and assessments to determine academic levels upon enrollment
- Implement assessments to determine academic levels upon enrolling
- Staff development for teachers to learn how to incorporate an English Mainstream (EMI) Service Option and learn and use ELD Teaching strategies.
- Coordinator of Instruction and ELD Teacher observations of other charter school's EMI model
- Implementation of an English Language Development Course, at least two courses ELD 1 for beginning and Early Intermediate. ELD 2 for Intermediate and Early Advance. Since most courses have multiple levels professional development will be provided to staff to differentiate ELD for the multiple proficiency levels.
- Implement state-approved ELD language arts program into ELD courses.
- Action Research: Stages of Concern.

### **Stage 2: Follow-up and Monitor Progress**

**Time Frame:** September 2016 through June 30, 2022

**Implementation target date:** September 1, 2020

- Action Research: Survey Levels of Use (LOU)
- Coordinator of Instruction, Director of Academic Achievement, and Student Achievement/Executive Administrator s will be available to encourage teachers to focus on lesson design and delivery on the diagnosed linguistic needs of EL's.
- Staff development follow-up to review ELD strategies and ELD program
- Monitor and follow-up on post-assessment results on a monthly basis
- Monitor teachers that are working toward CLAD/BCLAD emphasis.
- Implement ELD component to student portfolio (writing sample graded on set rubric and rubrics for professional levels). A pre and post-writing sample is to be implemented rubric for proficiency levels.
- Provide staff development on the student language proficiency reclassification process
- Implement student language proficiency reclassification process.

**Table 3: Professional Development**

<p><b>Training Component</b></p> <p><b>Professional Development as per California Department of Education</b></p>	<p>Staff development on reviewing and implementing ELD Curriculum and ELD/Language arts program, and other vocabulary and language acquisition programs. Three Series (Introduction, Implementation, Follow-up) 2 workshops each</p>	<p>Staff development on use assessments aligned to ELD standards to determine academic levels upon enrollment.</p>	<p>Staff development for teachers to learn how to incorporate an English Mainstream (EMI) Service Option and learn and use ELD teaching strategies.</p>
<p><b>Theory Presentation</b></p>	<p>Power Point Presentation on English Learner Program</p>	<p>Professional trainer will conduct workshop on using the assessment</p>	<p>Current English Mainstream Instruction (EMI) teachers will conduct an ELD lesson, focusing on ELD strategies.</p>
<p><b>Modeling</b></p>	<p>The various features of the materials will be modeled</p>	<p>The trainer will model how to set up the assessments on the computer.</p>	<p>Current EMI teachers will come and conduct an ELD lesson, focusing on ELD strategies.</p>
<p><b>Practice</b></p>	<p>Participants will practice using the instructional materials</p>	<p>Participants will practice using the computerized assessment</p>	<p>Participants will form groups and practice ELD strategies on each other</p>
<p><b>Feedback</b></p>	<p>Facilitator and other participants will provide feedback.</p>	<p>Facilitator will provide feedback</p>	<p>Current EMI teachers will provide feedback to groups.</p>
<p><b>Coaching</b></p>	<p>Facilitator will provide coaching to participants' groups</p>	<p>Facilitator will provide coaching to participants' groups</p>	<p>Current coach will provide support to individual teachers</p>

## **Success Indicators**

The implementation of the ELD program will be reviewed by using assessment data results from indicators as it relates to student academic achievement. Growth on ELPAC assessment will be used to determine if students are meeting set growth target as indicated in their individual learning plan. Goals for ELs are:

1. English learners (ELs) acquire full proficiency in English as rapidly and effectively as possible. (20 USC 1703[f], 6892; EC 300[f], 5 CCR 11302[a])
2. ELs meet state standards for academic achievement. (20 USC 1703[f], 6812, 6892; 5 CCR 11302[b]; *Castañeda v. Pickard* [5<sup>th</sup> Cir. 1981] 648 F.2d 989.)

The following assessment instruments will be used to monitor progress and to determine student placement.

- Set growth achievement detailed in individual student learning plan.
- I-Ready
- Annual Smarter Balanced Assessment
- Performance Assessments, including an oral presentation and inquiry format
- Student Portfolio: Writing Sample
- ELPAC

In addition, Bert Corona Charter High will work during the 2019-2020 school year toward achieving the following success indicators:

1. English Learners will increase by +3% on the basic re-designation in the Smarter Balanced scores for English/Language Arts section
2. English Learners will increase by +3% on the basic re-designation in Smarter Balanced scores for the mathematics section.

The English Learner Master Plan will be used as a resource guide for curriculum planning. Teachers will attend appropriate English Learner training or receive such staff development. This will allow our teachers to become qualified to train other teachers during in-service professional development.

Bert Corona Charter High teachers also participate in BTSA professional development, or provided via staff development or university training.

## **Professional Development**

The development of the faculty and staff is of primary importance to the Bert Corona Charter High community. As the school progresses, student learning needs will be primarily addressed through the formal faculty meetings, leadership meetings, and assessment of student achievement data. For example, recognized that due to the low proficiency rates for incoming students in English Language Arts, the school staff needed

assistance with strategies specific for English Learners. Steps will be taken every year to increase professional development for leadership and staff. Bert Corona Charter High recognizes the importance of being strategic and allocates sufficient funding to ensure ongoing professional development.

### Continuous Professional Development

A key component of the Bert Corona Charter High instructional goals is the use of backward design in teacher developing their unit plans and instructional effectively. For support Bert Corona Charter High has received instructional coaching and professional development from the Success For All Foundation, GEMAS Consulting, and Loyola Marymount University, this includes ELD, SDAIE, strategic design unit planning and instructional support.

During ongoing professional development teachers use benchmark results, mid-year and end of the year assessments, as well as other student data. Reflective data taken from leadership, faculty, staff, and parents helps develop the planning for professional development. As stated above, the school has focused much of the professional development toward strengthening of instructional strategies.

The school has adopted an instructional model that focuses on the following strategies:

- Collaborative and project-based learning
- Writing to learn in all subjects
- Literacy groups during SFA and throughout the day
- Questioning strategies, which include reading strategies such as clarify, predicting and summarizing; learned in SFA and expected in all instruction.
- Scaffolding texts; which is modeled and used throughout the SFA program.
- Academic classroom talk, we believe the power is in the discussion.
- Interactive computer assisted instruction

A main component of the induction process is the Bert Corona Charter High teacher's summer preparation session. This is a two-week teacher led orientation prior to the start of the academic school year. New teachers attend various meetings and workshops that acquaint them with procedures and processes relative to the operation of the school and culture of the campus. Teachers are introduced to the Bert Corona Charter High instructional model and veteran teachers present workshops. In addition, new teachers will be enrolled in the sponsored Beginning Teacher Support and Assessment Process.

All Bert Corona High School teachers take part in a weekly teacher meeting that focuses on instruction. These meetings are held every Monday from 2:30 p.m. to 4:00 p.m. The initiation of ongoing professional development follows from mid-year and end of the year assessments. Reflective data taken from leadership, faculty, staff, and parents helps develop the planning for professional development. As stated above, the school has focused much of the professional development towards the strengthening of instructional strategies.

Bert Corona Charter High will provide trainings and access to workshops in support of on-going standards based alignment for instructional delivery to provide for successful student academic achievements. Teachers, administrators and staff will participate in the training process to identify activities that will provide:

Teachers with the subject matter knowledge and teaching skills to provide all students the opportunity to meet challenging state academic achievement standards, and instructional leadership with educational skills to help teachers provide all students the opportunity to meet the state's academic achievement standards.

Professional Staff Development plan is aligned with Every *Student Succeeds Act* (ESSA) legislation will be incorporated in this plan. (Change as per new adoption).

Staff professional development is aimed at closing the achievement gap. Orientation begins two weeks before the school year begins. This time is used not only to express in detail the values and expectations of the school, but also allows the teachers the time necessary to collaborate and learn about each other. All teachers attend professional development in-services offered by the administration throughout the school year. Operation check-in meetings are held on Tuesday mornings from 3:45 pm until 4:15 pm. Teachers are offered the opportunity to observe their colleagues teach, be observed by staff or education consultants; as well as other stakeholders Teachers have been provided with weekly, individual planning time to be used to plan, reflect, and improve their quality of teaching. All teachers have specific planning time. Bert Corona Charter High Block Schedule allows for teacher to prepare, observe other classroom, research, and work on individual student plans.

Teachers will have the opportunity to review benchmarks, assessments, and progress of each of their students in their classroom and progress in other classes. They also can gain knowledge from observed trends in data collected, data analysis, strategies that work, challenges and strategize to meet student needs. Staff is encouraged to attend workshops and professional development seminars throughout the year.

In-service themes include: Special Education-Teaching strategies, Student Study Team (SST), effective school-wide study practices, and an opportunity for teachers to collectively reflect and assess individual student academic achievement. Experienced staff members, educational consultants or professional experts facilitate these faculty meetings and in-services. Staff development supports the quality of teaching that occurs at Bert Corona Charter High and assist teachers with planning and implementing a rigorous, college preparatory curriculum that is research-based and aligned to the California Common Core ELD State Standards. Professional development also provides teachers with resources and strategies to collaborate and share their expertise.

### Collaboration and Integration

Bert Corona Charter High also uses professional development time to assist teachers accentuate key concepts school-wide, make cross-curricular connections, coordinate units, and integrate content areas. Bert Corona Charter High ensures that teachers of related subjects (i.e. science and math) meet for common planning time during the week. This time has been built into teachers' schedules as part of the school day. This time is used to plan strategically and build units around "big ideas" or knowledge networks. This time has also been used to refine schoolwide writing rubrics and other instructional tools. During their weekly collaborative, cross-curricular planning times, teachers build on the school-wide projects and concepts that have been introduced.

Bert Corona Charter High understands the importance of utilizing research-based instructional practices to promote student achievement. In order to address how learning best occurs, faculty will be provided professional development and support in the following areas:

- Design standards-based instruction (using the principles of backwards design)
- Align appropriate assessments to the standards
- Implement instructional activities that are aligned to standards and reflect research-based best practices

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-assessments instruments:

The traditional backwards design process guides teachers through a three step process:

- Internalization and prioritization of the California Common Core Standards
- Differentiated assessment methods aligned to prioritized standards and identified learning targets
- Innovative, research-based instructional strategies clearly articulating student learning objectives

This process of aligning standards and assessments to real-world learning applications those take the shape of meaningful, rigorous, and assessable projects. At Bert Corona Charter School, it will be the expectation that students are engaged in the curriculum and learning objectives at all times. Teachers are expected to continuously communicate learning objectives to all students while formatively and summative assessing for student mastery of all concepts and Common Core State Standards. Research clearly suggests that learning best occurs when students are actively engaged in their own learning. This requires that students are involved in conversations about learning objects, instruction, and assessment. Furthermore, this student-centered approach supports a more culturally relevant curriculum that connects with student's interests and prior experiences. Frequent and meaningful connections with parents, and engaging them in conversations about their child's education will also ensure that the academic program reflects the diversity of the community being served. 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. Strategies brought to light 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.

The professional development in preparation will continue to focus on this integration, as a transition period towards a more complete use of the technique in subsequent years. The foundational coursework, as outlined above, will use a repertoire of instructional strategies, curriculum, and materials. Instructional strategies will include:

- Direct instruction
- Research based projects
- Cooperative group work and projects
- Inter-disciplinary approaches to curriculum
- The presentation of clearly defined "Learning Targets" for all students by all teachers
- Rubric self-assessment
- The involvement of community members and educational partners in instructional presentation
- Mentoring program
- Implementation of a Professional Learning Community for peer interactions based on the work of nationally recognized work of Richard DuFour and Robert Eaker.
- Scope and Sequence
- Curriculum will address all state required standards and will utilize:

Bert Corona Charter High has incorporated the following recommendations:

- Have uniform standards: Bert Corona Charter High will have clear and high expectations of all students that fully align with the California Common Core State Standards.
- Make the curriculum challenging: Rigorous curriculum will be organized around major concepts that students are to know deeply.
- Help students catch up: A personalized environment and regular assessments will ensure that no students fall behind. Extra support before and after school will be given to those students in need.
- Provide good teachers: All Bert Corona Charter High core subject teachers will have an appropriate credential in their subject matter based on ESSA requirements for highly qualified teachers. In addition, regular planning and professional development time will allow teachers to improve their practice.

Young people want to make a difference in their families and communities and they value experiences that empower them to do so. Learning must both reflect students' lives and expand their understanding to encompass a global perspective. Schools must provide opportunities for students to develop personal responsibility, self-management of their own learning, and practice democratic principles. They must celebrate authentic

accomplishments; as well as, cultural and individual diversity in an environment of tolerance and respect. These concepts are the foundation of the Bert Corona Charter High School.

## **Program Goals**

Bert Corona Charter High will create an educational environment that will foster success in the classroom; as well as, the community. To this end, the school works relentlessly toward the following program goals:

- Prepare students for academic success in high school as well as post-secondary education.
- Prepare students to be responsible and active participants in their community.
- Enable students to become life-long learners.

These foundational values inform the school's philosophy and the Schoolwide Learner Outcomes (SLOs). The faculty through discussion and collaboration developed the SLOs. The school leader annually sets academic goals and the SLOs to evaluate both students and faculty. In this respect, the school's vision, philosophy, goals, core values and SLOs have a common thread of setting high expectations for students in academic and personal success.

## How Students Become Self-Motivated, Competent, Lifelong Learners

Bert Corona Charter High is committed to enabling students to become self-motivated, competent, lifelong learners by providing a multicultural, student-centered environment in which all students are held to high academic and behavioral standards. Bert Corona Charter High continually strives to develop a culture that fosters in student's self-motivation, competence and the foundation of lifelong learning.

### Purpose

Administrators, faculty, parents and staff working with students demonstrate a shared purpose to develop each student's knowledge and skill to its highest potential. There is evident belief that this purpose is primary for the school and possible to achieve for virtually every student. The school's goals, policies, practices, attitudes and allocation of resources reflect the primacy of this purpose.

### Leadership

Leadership is shared among administrators, faculty, classified staff, students and parents. Decisions are reached through consensus and minority opinions are considered and valued. Departments and individual teachers enjoy a large degree of professional autonomy. They are encouraged to use their best professional judgment in accordance with California State Department of Education, and/or Common Core State Standards, and NGSS in achieving high levels of student learning.

### Environment



The environment of the school is safe, orderly and supportive. Students find the school a good place to study and a pleasant place to be. Schoolwide standards for students' behavior are perceived by students and staff members to be fair and equitably enforced. Instances of vandalism and violence on campus are dealt with in a timely manner; student absenteeism and dropout rates are maintained at a minimum level.

Diagnostic assessments that will be used to enable Bert Corona Charter High to monitor the effects of proposed changes on student performance

#### Bert Corona Charter High Assessments

ELPAC-- the California English Language Proficiency Assessment is a standardized test generated by the state to look at the progress of students who are developing proficiency in English. All EL students take this in the fall of the following is a sample of the kinds of standardized reports available to the school community for analysis:

### **Measurable Goals of the Educational Program**

Please refer to the LCFF State Priorities table in Element 1 for a description of the measurable goals and objectives of Bert Corona Charter High School educational program. Bert Corona Charter High School educational goals or objectives, include a description of the knowledge, skills, and aptitudes to be measured. Each state priority has multiple parts, in order to align with the goals and annual actions to these multiple parts of each State priority.

Specific performance targets (pupil outcomes), for all pupils (i.e. school-wide) and for each subgroup of pupils identified pursuant to Education Code § 52052, that align with the eight (8) state priorities identified in Education Code § 52060(d).

#### Table 4 Assessment Calendar for Bert Corona Charter School

<b>BCCH Assessment Calendar</b>		
<b>Time Frame</b>	<b>Units/Assessment</b>	<b>Notes</b>
PSAT October 19	PSAT: 9, 10, 11 grades	
<b>Assessment #1</b> October 26-28 (9 weeks of instruction)	1st Semester Mid-Term (Interim Asst #1)	
1 week 10/31-11/4	Scoring Analysis and Planning	
1 week 11/7-11/11	Re-Teach Objectives from Mid-Term	Re-Teach based on test results analysis
<b>Assessment #2</b> January 18-20 (10 weeks of instruction)	1st Semester Final Interim Asst #2	
1 week 1/23-1/27	Scoring, Analysis, and Planning	
1 week 1/30-2/3	Re-Teach Objectives from final	Re-Teach based on test results analysis
<b>Assessment #3</b> April 5-7 (10 weeks of instruction)	2nd Semester Mid-Term Interim Asst #3	
1 week 4/10-4/14	Scoring, Analysis, and Planning	
1 week 4/17-4/21	Re-Teach Objectives from Mid-Term	Re-Teach based on test results analysis
<u>SAT &amp; AP Exams</u> May 1-12	May SAT Date for 11th graders AP Exams for Various Subjects	
<b>Assessment #4</b> June 13-15 (9 weeks of instruction)	Year-end Final Exam (Interim Asst #4)	

*Developed by YPICS Leadership Team 2019-2020*

## **Measurable Pupil Outcomes: Summative Assessment Performance Targets**

### **Student-Level Outcomes**

It is important to note that while our primary focus in all aspects of our curriculum, direct subject-matter instruction, project-based learning time and instruction in the arts is in ensuring each student's mastery of grade level standards in the core content areas, as a mission-based school, we also value highly qualities and skills above and beyond the core state standards. As detailed throughout this petition, our "backwards design" approach to lesson planning and our focus on data-informed instruction both work to clearly define and then assess which state standards and other objectives are desired and then achieved.

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.

The skills, knowledge, and attitudes in the chart below are measurable school-wide learning objectives derived from state and national standards, as well as school-wide learning outcomes. The use of in-house assessments and the frequency of assessment are also addressed. Bert Corona Charter High School uses the following online assessments.

### **Prevention/Intervention/Acceleration Reading Program:**

All 9th grade students are leveled and placed into a reading elective block based on their instructional level. Therefore, if an 9th-grade student with special learning needs or an English Language Learner is reading at the 4<sup>th</sup> reading level based on the Gates-MacGinitie normed reference test he or she is assigned to a certificated teacher that is responsible for teaching reading at the 4th-gradereading level. The reverse is also true, if there is a 10th-grade gifted student that is reading at the 12th-grade reading level based on the Gates-MacGinitie, then he or she will have the opportunity to participate in an elective 12<sup>th</sup> grade Reading Edge Course.

The Reading Edge is a research-based, and research-proven program designed to meet the unique needs of young adolescent readers. Since the range of reading achievement is extremely broad in this age group, the Reading Edge provides instruction for students at beginning through 8th-grade+ reading levels. Students are assessed and placed at their appropriate reading levels. Students reading at a third-grade level or higher will focus on developing comprehension strategies using both narrative and expository texts. Students reading at earlier levels use high-interest fiction, nonfiction, and reader's theatre to develop basic decoding skills, reading fluency, vocabulary building, and comprehension. All levels focus on building background knowledge and developing study skills to foster future success in school and beyond. Additionally, the Reading Edge uses cooperative-learning techniques to engage students with their learning and to create and foster a positive classroom environment.

High school students who are reading at a second and third-grade level have mastered basic phonics skills, but they haven't achieved enough reading fluency and vocabulary to make contact with the world of adult reading, contact that first occurs at the fourth-grade reading level. The goal of these units is to give students at this level the help they need to achieve a fourth-grade reading level as quickly as possible. This general goal can be broken down into the following areas:

- The students will acquire word recognition skills. In levels 2 - 3, students are provided direct instruction in techniques and strategies they can use to successfully decode unfamiliar words, such as using phonetic clues within the word, using other words in the text as clues, breaking down multisyllabic words, and identifying prefixes, suffixes, and base words.
- The students will achieve greater reading fluency. Fluency is the ability to read smoothly at an acceptable speed with few errors and with good expression. While students can sometimes read fluently without understanding what they read, achieving fluency frees up the intellectual resources that students need to accomplish comprehension tasks.
- The students will continue to develop their vocabulary. These students need help with both learning completely new words (a task that is particularly critical for students who are learning English as a second language) and with learning to read words that are already in their spoken vocabulary. Levels 2 - 3 offer activities that assist with both aspects of vocabulary development.
- The students will learn basic comprehension strategies. While levels 2 - 3 appropriately emphasize fluency over comprehension, the students will learn that fluency is only important to the extent that it results in better and more efficient understanding. Fluency is thus always taught in tandem with guidance and validates s for comprehension. The comprehension strategies that are offered range from basic clarifying techniques (such as sounding words out, looking at other words and pictures for clues, and asking for help) to important strategies that contribute to active reading, such as predicting, asking questions, making mind movies, and summarizing.
- The students will learn to write in response to what they read. Levels 2 - 3 focuses on helping students write correct and complete sentences, applying appropriate punctuation, capitalization, grammar, and spelling, as well as vocabulary building.
- Reading Level 1 (first-grade reading level) focuses on giving beginning readers the tools they need for literal comprehension. It uses a sequence of illustrated stories, presented with phonetically regular text that becomes more difficult as students master new skills.
- Reading Levels 2 - 3 (grades 2 and 3 reading levels) use simple fiction, nonfiction, and reader's theater to focus on basic decoding skills and improving reading fluency.

Once students are reading at levels 4 – 8+ (grades 4 through 8+ reading levels), content educators will continue to use short stories, novels, poetry, and nonfiction to help students learn effective comprehension strategies.

Frequent feedback motivates students in all instructional levels:

- Students get weekly feedback on their progress.  
They set individual and team goals and track their progress. Being aware of their own gains and experiencing success a step at a time motivates students to take on new challenges with confidence.
- As soon as they are ready, students are moved to the next level.  
Every eight weeks students are given a test to identify their reading level. Assessing reading skills regularly assures that students are continually challenged and do not lose momentum.
- The Reading Edge is flexible.  
Teachers can use formal and informal assessment data from The Reading Edge to tailor instruction so that it meets the needs of their students and the school and state goals.

All instructional levels of the Reading Edge allow students to progress at their own pace, gaining pride and confidence in their abilities as readers. Instruction is consistently matched to students' gains in ability. Within each class, motivated students are given the option to forge ahead with new material, even as they help their partners and teammates. All students, regardless of achievement levels, receive instruction that is keyed to their particular needs and to level-appropriate goals.

#### **Core Subject Classes:**

When entering a classroom, visitors will see standards-based instruction. Visitors will also see a unit section, which will identify the state standards being addressed, the assessments being utilized, and specific learning objectives and outcomes for the day. Often in the first ten minutes of the classroom teachers will utilize a warm-up to help students activate background knowledge. Or, teachers may use the time to provide direct instruction to help students acquire new knowledge.

All instruction will follow the Strategic Design Model, which trains teachers to use backwards-planning process to make deliberate decisions to provide effective instruction. The Designing for Student Achievement method by Insight Education Group, teaches teachers to identify desired outcomes (Standards and Bloom's taxonomy) align those outcomes to multiple assessments (formative, and summative assessment options are used) and to develop and differentiate instruction toward student needs (Bloom's Taxonomy, research-based strategies, and differentiated instruction.)

Students work in both leveled and collaborative groups to actively engage in culturally relevant project-based learning. While in their groups, students will utilize Thinking Maps to help them to think critically across all subject areas and to complete all of their standards-based tasks and assessments. The following CRRE (Culturally Relevant and Responsive Education) instructional strategies will also be utilized throughout the day:

**Contrastive Analysis:** Oral and written language skills: integrating linguistic knowledge of SAAE (Standard American Academic English) into home language of Standard English Learners.

- Personal Thesaurus: To build on prior knowledge.
- Culturally Relevant Literature: Draws upon personal knowledge to make meaning of the text: Learning environments that facilitate literacy acquisition and establish linkages between the home and school cultures.
- Building on the Learning Styles and Strengths of SELs (Standard English Learner) learning styles: Individual preferred orientations, social interactions during study time, and types of reward structures that motivate the individual to persist and reach their individual goals.

The NWEA MAP Test (Measures of Academic Progress) creates a personalized assessment experience by adapting to each student's learning level—precisely measuring progress and growth for each student. If your child correctly answers a question, the computer assessment provides a harder question next. If they miss that same question, then an easier question is asked. This provides essential information about what your child knows and is ready to learn.

The NWEA MAP is published by the Northwest Evaluation Association (NWEA) and is given via computer to children in grades K-12. Its structure is cross-grade, which provides the measurement of students who perform on, above, and below grade level. It is multiple choice and contains questions that are the depth of knowledge so that you can see if your child performs at level 1, 2 or 3 of difficulties. The test is untimed, but students generally spend about 60 minutes per subject area. Feedback results are available in 24 hours. The MAP is not a high-stakes test but is given to students at the beginning, middle, and end of the school year to measure a student's academic achievement and calculate academic growth. The MAP offers teachers a way to focus and plan for how they use the time for either intervening with students or providing enrichment (if your child qualifies) to challenge higher-level students.

The MAP Test assessments reveal precisely which academic skills and concepts your child has acquired and what he/she is ready to learn. MAP assessments are grade independent and adapt to each student's instructional level so that you can track your child's achievement and notice trends to help with setting objectives. Every item on a MAP assessment is anchored to a vertically aligned equal interval scale, called the RIT scale for Rasch Unit—a stable measurement, like inches on a ruler that covers all grades. Because the measurement is reliable and accurate, RIT scores serve as an essential data point in a student's learning plan; educators can see their precise learning level and respond accordingly.

Teachers have developed standards-based curriculum and are in the process of developing or testing common assessments that enable the instructional staff to assess, on an on-going basis, student competency in key content-area standards. Teachers share their analyses of student performance and suitability of the benchmarks for assessing student

Student Grades: Reports are mailed home frequently (every 5 weeks) during the year to indicate student progress. Parents may contact teachers or meet with Advisor on a regular basis.

Alert Solution: Phone communication tool used to provide parents with up-to-date information about their students' attendance, class performance and test scores, as well as school events and upcoming activities.

### State Assessments

As is required by the California Department of Education, students will also participate in the Smarter Balanced and all other mandated accountability programs (ELPAC, etc.). Bert Corona Charter High will meet all statewide standards and conduct the pupil assessments required pursuant to Section 60602.5 and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools. We firmly believe that the academic program will fully prepare students for success in these statewide assessment programs. Additional support structures (i.e., after-school tutoring, summer enrichment programs, mentoring programs, peer study groups, etc.) will be in place to ensure that students surpass the performance of their peers in comparable high school settings.

## **Bert Corona Charter High Outcome Goals-Skills, Knowledge, and Attitudes**

Bert Corona Charter High will satisfy state requirements for student assessments as required by law. Bert Corona Charter High School is committed to closing achievement gaps and increasing the academic performance of all its students, including low achievers, high achievers, and English Language Learners and students with special needs. The goals and performance outcomes for all students and the school are as follows

### **College-Readiness**

All students matriculating through Bert Corona Charter High will complete a board-approved A through G, CSU and UC mandated scope and sequence of courses, at a graded level of performance of C or better. These courses are based on CACC state standards, approved by the UC Regents, and required by every student seeking a diploma. There are no non-diploma course sequences available to students at Bert Corona High School. All graduates of Bert Corona Charter High will be immediately eligible for admission to a CSU or UC institution of higher education, the determination of which being dependent on GPA and SAT performance. All seniors will be required to take the PSAT NMSQT and the SAT prior to graduation.

### **Life-Long Learning**

Students at Bert Corona Charter High will be monitored for reading level growth (grade-level lexile), writing accuracy and effectiveness, and problem solving ability. Formal interim assessments as well as state and national criterion-referenced measurement tools will give multiple points of feedback to students as they seek to become skilled in

capacities they will need to continue their educational journeys in post-secondary training and beyond. These capacities will include a toolkit of immediately employable job skills in the area of digital media production and publishing, which the school will instill in each of its graduates through a three year CTE continuum of courses taught by a highly skilled and credentialed multi-media artist with industry experience.

### **Active Citizens**

Students at Bert Corona Charter High will be required to invest a minimum of 100 hours of volunteer service over the course of their high school enrollment. Students will be trained in the protocols of community partnership and taught the history of activism and service modeled by the schools' founding namesake, Mr. Bert Corona. Both staff and parent stakeholders will continue to build relationships with local service organizations, resulting in sustained, annual service opportunities for all students. The school will be known within its local community as the high school that lives out the legacy of Bert Corona in its service to Pacoima and the San Fernando Valley.



### Reclassification Form for English Learners

Student Name: \_\_\_\_\_ Birthday: \_\_\_\_\_

Date of ELAC Meeting: \_\_\_\_\_ Grade: \_\_\_\_\_

#### Student Performance:

Assessment	Date	Score	Required Score
1. Smarter Balanced Achievement Level – ELA/NWEA MAP ELA RIT			(NWEA MAP) 212 or higher RIT (SBAC) Upper Level 2 or higher Upper Nearly Met Standards or higher
2.ELPAC– Overall Proficiency			4 or 5
3.ELPAC– Listening			3, 4, or 5
4. ELPAC – Speaking			3, 4, or 5
5. ELPAC- Reading			3, 4, or 5
6. ELPAC– Writing			3, 4, or 5
7. Academic Performance			Grade of C or higher in English – Language Arts

**Reclassification Committee Recommendation:**  Yes  No

Student has acquired sufficient English language fluency and academic skills to succeed in an English-only program.

#### Action Taken:

\_\_\_\_\_ Student meets the district’s reclassification criteria.

\_\_\_\_\_ Student does not meet the district’s reclassification criteria.

Comments:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Executive Administrator Signature: \_\_\_\_\_

Committee’s Signature: \_\_\_\_\_

Teacher’s Signature: \_\_\_\_\_

Parent’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**LCAP Summary 2019**

LCAP Goals	Analysis Results	Measurement/Achievement
<b>State Priority 1: Basic Services provided to all students. (Conditions of Learning)</b>		
<p>1A: Maintain the appropriate assignment of fully credentialed teachers in the appropriate subject areas.</p>	<ul style="list-style-type: none"> <li>Teachers at BCCH are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching: Charter determined annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers.</li> </ul>	<p>Priority Met</p> <ul style="list-style-type: none"> <li>Annual review of faculty, staff, and vendor Department of Justice and TB clearance</li> <li>CCSS training is embedded into professional development.</li> <li>CCSS ELD Strategies for EL students to access core curriculum/attainment academic English</li> <li>CCSS curriculum implementation of ELA, ELD, Mathematics, NEXT Generation Science Standards, and Social Science</li> <li>Effective use of multimedia and technology in the classroom</li> <li>Instructional Shifts for ELA/Math, Speaking/Listening Standards, CC Lesson, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text Dependent Questions</li> <li>Using CC SBAC interim assessments, NWEA Assessment Program</li> <li>Strategies for SWD to access core curriculum in general classroom</li> <li>Positive Behavior and Intensive Support (PBIS) and alternatives to suspension</li> <li>Maintenance of database system to track teacher credentialing, medical clearances and background clearances-Human Resources.</li> </ul>

<p>1B: Students will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.</p>	<ul style="list-style-type: none"> <li>• Students do have access to standards-aligned materials and curriculum in all classes for all subjects both physically in the classroom and through online E-textbooks.</li> <li>• All textbooks and materials align to UCCI courses that have been approved by UC Doorways.</li> </ul>	<p>Priority Met 100% of students have access to standards-aligned materials and additional instructional materials as stated in our petition.</p> <ul style="list-style-type: none"> <li>• Reviewed standards-aligned publishers' materials adopted by SBE as updated per Common Core implementation.</li> <li>• Teachers are provided Professional Development</li> <li>• Purchased new texts and adopt appropriate Common Core-aligned instructional materials (including online curriculum) for all grade levels after careful review by all staff and input from parents.</li> <li>• Use of NWEA, Illuminate, ALEKS, Achieve3000, and other resources.</li> </ul>
<p>1C: Maintain a clean and safe school facility.</p>	<ul style="list-style-type: none"> <li>• BCCH works together to maintain a clean campus by partnering with the MaClay Middle school Plant Manager to ensure that all trash is removed and the grounds are swept and kept clean along with the bathrooms twice a day.</li> <li>• BCCH encourages students to take ownership of their campus by participating in a once a month campus beautification projects and to ensure that their learning and playing spaces are kept as clean as possible.</li> </ul>	<p>Priority Met:</p> <ul style="list-style-type: none"> <li>• BCCH works together to maintain a clean campus by partnering with the MaClay Middle school Plant Manager to ensure that all trash is removed and the grounds are swept and kept clean along with the bathrooms twice a day.</li> <li>• BCCH encourages students to take ownership of their campus by participating in a once a month campus beautification projects and to ensure that their learning and playing spaces are kept as clean as possible.</li> <li>• School Facilities are maintained in good repair.</li> </ul>

	<ul style="list-style-type: none"> <li>School Facilities are maintained in good repair.</li> </ul>	
<p><b>State Priority 2: Proficiency for all Students in Student Academic Achievement specifically in English Language Arts, Mathematics, NGSS</b></p>		
<p>Priority 2: Basic Services to provide for student academic achievement.</p>	<ul style="list-style-type: none"> <li>Supplemental curriculum and materials supporting CCSS</li> <li>Textbooks and instructional materials aligned to CCSS curriculum of ELA program, Math program, (Multiple emphasis on biological and physical sciences, etc.) supporting NEXT Generation Science Standards program, and their accompanying digital curricula, platforms, and e-texts.</li> <li>Supported by Success for All program, and protocols.</li> <li><i>Blended Learning approaches and) implementation to fully utilize technology and supplemental programs to increase access to curriculum, differentiated instruction through small group instruction, gather real-time data and provide leveled instructional resources for students.</i></li> </ul>	<p>Priority met</p> <ul style="list-style-type: none"> <li>To be measured by student academic results and ongoing benchmarks</li> <li>In addition to general implementation to all students, added focus on EL students gaining content knowledge.</li> <li>Success with subgroups is measured by teacher lesson plans; daily class schedule; class roster and continued use of Student Outcomes Strategies (SOS), in conducting quarterly reviews of data.</li> <li>Use of RTI model and afterschool intervention.</li> <li>Added Academic Counselor to support student educational program and college and career assisting students to pursue their college preparation and goals.</li> <li>Support of instructional program includes: Academic Counselor, Parent Coordinator (Director of Operations), and Coordinator of Instruction and the Executive Administrator.</li> </ul>
<p><b>State Priority Goal 3: Knowing that parents serve a critical role in a students' success, BCCH strives to increase parental involvement by providing parents with opportunities to be active and influential in their child's school life. (Parent Engagement)</b></p>		

<p>3: Maintain parent representation on the School Advisory Council.</p>	<ul style="list-style-type: none"> <li>• Parent engagement is a key component of BCCH. Parent representatives who have been elected by the parents to the School Advisory Council (SAC) have the opportunity to meet every other month and provide input towards key school initiatives and systems.</li> <li>• The SAC committee, parents communicate directly with the administrative team during monthly “Pan con Café”.</li> <li>• Parent workshops are offered on a weekly basis including, FAFSA, Junior Parent Meetings (College Applications and SAT Requirements, EL Parent Meeting, Parent Conferences and LCAP Meetings were apart of the SAC meetings this year.</li> </ul>	<p>Priority Met:</p> <ul style="list-style-type: none"> <li>• Continued support for parent involvement.</li> </ul>
<p><b>State Priority 4: Percentage of students at every applicable grade level, including all student subgroups, score at a higher proficiency rate than local schools on the Smarter Balanced/CAASPP (Pupil Outcomes)</b></p>		

<p>Goal 4: The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements (WASC) The percentage of English Learner pupils who make progress toward English proficiency as measured by the ELPAC English learner reclassification rate. Percentage of pupils who have passed an advanced placement examination with a score of 3 or higher The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.</p>	<p>Benchmarks for growth were established by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.</p>	<p>Priority Met (Growth as indicated in data below)</p> <ul style="list-style-type: none"> <li>Continued effort to provide students with academic achievement.</li> <li>Overall actions support an environment where students are motivated and encouraged to learn. The school provided technology 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.</li> </ul>
<p><b>State Priority Goal 5: Pupil Engagement as measured by:</b>  <b>School attendance rates;</b>  <b>Chronic absenteeism rates;</b>  <b>School dropout rates;</b>  <b>High School graduation rates</b>  <b>(Student Engagement/Family Engagement)</b></p>		
<p>5A: School will maintain a high Average Daily Attendance Rate (ADA)</p>	<ul style="list-style-type: none"> <li>ADA counts have been strong all school year.</li> <li>ADA has offset the fact that our enrollment is a bit lower than expected. The school's most recent ADA report is 96.7%.</li> </ul>	<p>Priority Met Above &gt;95% rate</p>

<p><b>State Priority 6: School Climate will be maintained applicable to the following: Pupil suspension rates; Pupil expulsion rate; and Other measures including surveys (Engagement)</b></p>		
<p>Annually, 100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in all core and non-core subjects content areas available</p>	<ul style="list-style-type: none"> <li>• Transparency of expectations, high expectations for all learners.</li> <li>• Equity of access to A through G course content for all learners.</li> <li>• Valid assessment of learning for evidence-based academic independence at a pre-college level.</li> <li>• Grading for mastery.</li> <li>• Reflection that leads to academic self-awareness and increased success.</li> <li>• Accountability</li> </ul>	<p>Priority Met Decreased Suspension Rates</p>
<p><b>State Priority 7: Students, including all student subgroups, unduplicated students, and students will have access to academic and educational program as stated in the schools' charter. (Conditions of Learning)</b></p>		

<p><b>Annually, 100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, had access to and enroll in all core and non-core subjects content areas available</b></p>	<p>While professional development at BCCH has been impacted by the need for special trainings that help us support students with special physical needs as well as students with special needs via the DVR process, the focus areas for professional growth have been derived from our hallmarks and the evidence of their implementation:</p> <ul style="list-style-type: none"> <li>• Transparency of expectations, high expectations for all learners.</li> <li>• Equity of access to A through G course content for all learners.</li> <li>• Valid assessment of learning for evidence-based academic independence at a pre-college level.</li> <li>• Standards Based Grading/ mastery learning.</li> <li>• Reflection that leads to academic self-awareness and increased success.</li> <li>• Accountability.</li> </ul>	<p>Priority Met Measured through SFA, Achieve3000, Illuminate</p> <ul style="list-style-type: none"> <li>• Multi-tiered System of Support (MTSS)</li> <li>• Positive Behavior Intervention and Supports (PBISS)</li> <li>• Effective cycle of Instruction including Direct instruction</li> <li>• Standards Based Grading/Mastery Learning</li> <li>• Research based projects</li> <li>• Cooperative group work and projects</li> <li>• Interdisciplinary approaches to curriculum</li> <li>• The presentation of clearly defined "Learning Targets" for all students by all teachers</li> <li>• Rubric self-assessment</li> <li>• The involvement of community members and educational partners in instruction</li> <li>• Mentoring program</li> <li>• Implementation of a Professional Learning Community for peer interactions based on the work of nationally recognized.</li> <li>• Computer Assisted learning as described in Blended Learning</li> <li>• Provided a fitness program</li> </ul>
<p><b>State Priority 8: Teachers receive dashboard with student performance and expectation for achievement.</b></p>		



	<ul style="list-style-type: none"> <li>• Provide highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students.</li> <li>• Increased use of internal benchmark assessments, data-driven instructional planning, differentiation of instruction and technology-based intervention, along with intervention and paraprofessional support for teachers will help drive individual student achievement.</li> <li>• Use of Student Outcomes Strategies (SOS) in conducting quarterly reviews of data.</li> </ul>	<p>Priority Met</p> <ul style="list-style-type: none"> <li>• Multi-tiered System of Support (MTSS)</li> <li>• High School graduation</li> <li>• College and career indications</li> <li>• Career Pathways</li> </ul>
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*BCCH LCAP Summary 2019*

# Coversheet

## Youth Policy Institute Leadership Transition

**Section:** VII. Items Scheduled For Information  
**Item:** B. Youth Policy Institute Leadership Transition  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:**  
ypics\_letter\_to\_laUSD\_regarding\_leadership\_transition\_of\_dixon\_slingerland.pdf



September 26, 2019

Via Email

Jose Cole-Gutierrez, Executive Director  
Charter Schools Division  
Los Angeles Unified School District  
333 S. Beaudry Ave., 20<sup>th</sup> Floor  
Los Angeles, CA 90017

**RE: Change in status of the Executive Director Position at the Youth Policy Institute (Sole-Statutory Member of YPI Charter Schools)**

Dear Mr. Cole-Gutierrez:

I am writing on behalf of Youth Policy Institute Charter Schools, Inc. (“YPICS” or the “YPI Charter Schools”). We were informed late last night that Dixon Slingerland has resigned as CEO of the Youth Policy Institute. The Executive Chair of the YPI Board of Directors, Dan Grunfeld will become the Interim CEO and lead the transition.

Dan Grunfeld previously served as President and CEO of Public Counsel, the nation’s largest *pro bono* law firm, from 1997 to 2007. Subsequently, he was part of Los Angeles Mayor Antonio Villaraigosa’s four-person Executive Team, Co-Managing Partner of the California offices of the law firm Kaye Scholer, and Leader of the West Coast Litigation Department of the law firm Morgan Lewis & Bockius. In 2017, he was named Executive Vice Dean of the Pardee RAND Graduate School.

Iris Zuniga continues to serve in her position as the Executive Vice President of the Youth Policy Institute. She has been serving YPI since 2006. Her experience with YPI will help smooth the transition as well.

Ultimately, Dixon Slingerland has served YPI for 28 years. His presence and support will be missed. The transition will not impact YPI Charter Schools.

Sincerely,

Yvette King-Berg  
Executive Director

Cc: Mary Keipp, YPICS Board President

# Coversheet

## LAUSD Charter Schools Division Oversight Process

**Section:** VII. Items Scheduled For Information  
**Item:** C. LAUSD Charter Schools Division Oversight Process  
**Purpose:** FYI

**Submitted by:**

**Related Material:**

Attachment C - Criminal Background Clearance Certification 2019-2020.docx

Attachment D - Vendor Certification 2019-2020.docx

Attachment B - Certification of Clearances Guide and Form 2019-2020 (1).docx

Attachment E - Charter School Compliance Monitoring 2019-2020.docx

Attachment J - EL Plan Certification 2019-2020.docx

Attachment A - Annual Performance-Based Binder Prep Guide 2019-2020.pdf

Attachment G - SB 1375 Guidance.pdf

Attachment F - Annual Performance-Based Oversight Report 2019-2020.pdf

Attachment I - Facilities Information.pdf

Attachment H - Charter Transparency - Ratliff Zimmer Resolution - 01-12-16 - Excerpt of RegBdOB STAMPED.pdf

Attachment K - Calendar of Significant Deadlines 2019-20.pdf

## CRIMINAL BACKGROUND CLEARANCE CERTIFICATION

Full Name of Employee: \_\_\_\_\_ DOB: \_\_\_\_\_

As the duly authorized Custodian of Records for:

\_\_\_\_\_  
("Charter School"), I received the California Department of Justice Criminal Offender Record Information summary report ("DOJ Report") regarding the employee named above and hereby certify, under penalty of perjury, that the DOJ Report regarding the employee named above shows that he/she has not been convicted of a violent felony as listed in California Penal Code section 667.5 or a serious felony as listed in California Penal Code section 1192.7. Further, I certify that the school has requested subsequent arrest notification service regarding this employee pursuant to section 11105.2 of the California Penal Code.

Date of Clearance<sup>1</sup>: \_\_\_\_\_

Start Date<sup>2</sup>: \_\_\_\_\_

By signing below, I certify, under penalty of perjury, that the information contained in this Certification form is complete and accurate. As an authorized representative of Charter School, I also acknowledge that it is Charter School's responsibility to maintain current Criminal Background Clearance Certification regarding the above named employee, and, upon request, to provide such certification to the Los Angeles Unified School, Charter Schools Division.

Name of Custodian of Records:

\_\_\_\_\_

Title/Position: \_\_\_\_\_  
(in addition to Custodian of Records)

Signature: \_\_\_\_\_ Date Signed: \_\_\_\_\_

\_\_\_\_\_  
<sup>1</sup> "Date of Clearance" = the date that the school's Custodian of Records reviewed the DOJ Report and determined that the applicant was cleared for employment

<sup>2</sup> "Start Date" = the first day that the employee performed any work for the school/organization

## Vendor Certification of Criminal Background Clearance, Tuberculosis (TB) Clearance, and Credential Verification

**In accordance with California fingerprint and criminal background clearance, TB risk assessment/clearance requirements, and credentialing requirements per Education Code sections 45125.1 et seq., 49406, and 47605(l)**

With respect to the Agreement/Contract (Number \_\_\_\_\_) between \_\_\_\_\_ ("CHARTER SCHOOL") and the individual, company or contractor \_\_\_\_\_ ("VENDOR") for provision of services.

**PLEASE CHECK ALL APPROPRIATE BOXES AND SIGN BELOW.**

**CLEARANCE AND CREDENTIAL REQUIREMENTS SATISFIED:**

- A. The VENDOR hereby certifies to the CHARTER SCHOOL's Governing Board that it has completed the criminal background check requirements of California Education Code (Ed. Code) section 45125.1, that it has determined that none of its employees that may come into contact with CHARTER SCHOOL students has been convicted of a violent felony listed in Penal Code Section 667.5(c) or a serious felony listed in Penal Code Section 1192.7(c), and that the VENDOR requests and receives subsequent arrest notifications for all such employees from the California Department of Justice to ensure ongoing safety of students.
- B. The VENDOR hereby certifies to the CHARTER SCHOOL Governing Board that it has required and verified that all employees who may have frequent or prolonged contact with students have undergone a risk assessment and/or been examined and determined to be free of active tuberculosis as required in Ed. Code section 49406. VENDOR requires all new employees to provide VENDOR with certificate of tuberculosis clearance dated within the 60 days prior to initial employment. VENDOR maintains current TB clearances for all such employees.
- C. The VENDOR hereby certifies to the CHARTER SCHOOL Governing Board that it has required and verified that all VENDOR employees whose assignment at the CHARTER SCHOOL requires a teaching or substitute credential or license holds a current, valid credential or license appropriate for the assignment as required by Ed. Code section 47605(l).

List below, or attach, the name and other information for each vendor employee for whom VENDOR has successfully completed the requisite fingerprinting and criminal background check, TB risk assessment/clearance, and credential verification (if applicable), in accordance with the provisions above.

Name of Employee	Date of Criminal Background Clearance Determination	TB Expiration Date	Credential(s) Type and Expiration Date(s)
<i>John Example</i>	<i>07/23/2014</i>	<i>07/23/2018</i>	<i>MSTC 07/01/2018</i>

**WAIVER JUSTIFICATION:**

- D. The VENDOR and all of its employees qualify for a waiver of the Department of Justice (DOJ) fingerprint and criminal background clearance requirements for the following reason(s) permitted by Ed. Code section 45125.1 et seq.
  - The VENDOR and its employees will have NO CONTACT with pupils. (No school-site services will be provided.)
  - The VENDOR and its employees will have LIMITED CONTACT with pupils. (Attach information about length of time on school grounds; proximity of work area to pupil areas; whether VENDOR employees will be working by themselves or with others, and, if so, with whom; and any other factors that substantiate limited contact.) [Ed. Code § 45125.1 (c)]
  - The VENDOR, which will be providing for construction, reconstruction, rehabilitation, or repair of a school facility where the employees of the VENDOR may have contact, other than limited contact, with pupils, shall ensure the safety of the pupils by one or more of the following methods: [EC 45125.2 (a)]

**Check all methods to be used:**

- 1) Installation of a physical barrier at the worksite to limit contact with students
- 2) Continual supervision and monitoring of all employees of the VENDOR by an employee of the VENDOR who has not been convicted of a serious or violent felony as ascertained by the DOJ
- 3) Surveillance of employees of the VENDOR by school personnel
- The services provided by the VENDOR are for an "EMERGENCY OR EXCEPTIONAL SITUATION" ONLY, such as when pupil health or safety is immediately endangered or when emergency repairs are needed to make the school facilities safe and habitable. [EC 45125.1(b)]

**By signing below, under penalty of perjury, I certify that the information contained on this certification form and the employee list(s) is accurate. I understand that it is the VENDOR'S sole responsibility to maintain, update, and provide the CHARTER SCHOOL with current and complete information along with the employee list, throughout the duration of services provided by VENDOR.**

Authorized Vendor Signature

Printed Name

Title

Date



## LOS ANGELES UNIFIED SCHOOL DISTRICT CHARTER SCHOOLS DIVISION

333 South Beaudry 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

ALISON YOSHIMOTO-  
TOWERY  
Interim Chief Academic Officer

JOSÉ COLE-GUTIÉRREZ  
Director, Charter Schools

### **GUIDE TO THE COMPLETION OF CERTIFICATION OF CLEARANCES, CREDENTIALING, AND MANDATED REPORTER TRAINING 2019-2020 FORM**

***Please submit this completed form to the Charter Schools Division (CSD) through Dropbox within the Quarter 1 submission window. On the date of the school's oversight visit, provide a hard copy of this form which includes any changes and/or updates since the Quarter 1 submission.***

*The purpose of this guide is to provide supplemental information that may support you in completing your school's Certification of Clearances, Credentialing, and Mandated Reporter Training 2019-2020 form (The credentialing portion reflects Every Student Succeeds Act (ESSA) requirements).*

#### **REQUIREMENTS PER APPLICABLE LAW AND CHARTER**

##### **Criminal Background Clearance Requirements**

*Each charter school shall require the following persons to submit to criminal background checks and fingerprinting: (1) all employees of the charter school, (2) all employees of contracting entities/independent contractors ("vendors") providing school site services who may have contact with students, and (3) all volunteers who will be performing services that are not under the direct supervision of a charter school employee. The charter school is responsible for ensuring that vendors provide the Vendor Certification of Criminal Background Clearance, Tuberculosis Clearance, and Credential Verification signed form to the charter school prior to the provision of services to the school. (See, e.g., Education Code §§ 44237, 45122.1, and 45125.1.) Note: AB 949 (2017), which amends Education Code section 45125.1 to address criminal background clearance procedures for sole proprietors, became effective law on January 1, 2018.*

*Each charter school must maintain on file and available for inspection evidence that the charter school has (1) designated and maintains at least one Custodian of Records, duly confirmed by the California Department of Justice, who is responsible for the security, storage, dissemination, and destruction of criminal record information (see California Penal Code § 11102.2.); (2) performed criminal background checks and cleared all employees prior to employment in any capacity and (3) obtained certification that vendors have conducted all requisite criminal background clearances for their employees prior to any contact with students. Each charter school shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students. (See District*

*Required Language for Independent Charter School Petitions [New and Renewal] and Material Revisions.)*

### **Tuberculosis Risk Assessment/Clearance Requirements**

*Each charter school shall require all employees, and any volunteer or vendor employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB), **within the period of 60 days prior to employment/service**, per the requirements of Education Code section 49406. (See AB 1667 (2014)). Each charter school shall maintain and monitor TB clearance records on file to ensure ongoing compliance. (See District Required Language for Independent Charter School Petitions [New and Renewal] and Material Revisions.)*

### **Credentialing and ESSA Compliance**

*Each charter school shall adhere to the requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. ESSA requires meeting state licensure requirements. Charter schools shall ensure that all teachers and paraprofessionals meet the requirements for employment set forth in Education Code section 47605(l), which provides that teachers must hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment, including English Learner authorization. Charter schools have been given flexibility with regard to non-core, non-college preparatory courses. Each charter school shall maintain current copies of all teacher credentials and make them readily available for inspection. (See District Required Language for Independent Charter School Petitions [New and Renewal] and Material Revisions.)*

### **Child Abuse Mandated Reporter Training:**

*Each charter school must provide every employee, and every other person working on behalf of the school who is a mandated reporter, with annual training on child abuse detection and reporting. (See AB 1432 (2014).) This mandatory annual training **must be completed within the first six weeks of each school year or within the first six weeks of a person's employment**. Each school must maintain documentation of compliance with these requirements.*

### **Bloodborne Pathogen Training**

*Each charter school must provide employee training in accordance with the requirements of the Bloodborne Pathogens Standard set forth in California Code of Regulations, title 8, section 5193.*



## **Pupil Suicide Prevention Training**

*In accordance with AB 2246, every charter schools serving students in grades 7-12 inclusive must implement a board-approved Suicide Prevention Policy that, at a minimum, addresses procedures relating to suicide prevention, intervention, and postvention; and shall specifically address high-risk student groups. **Charter schools which are co-located on district sites must adhere to the District's Health, Safety and Emergency Plan which incorporates the District's Suicide Prevention Policy.** As part of the District's Suicide Prevention Policy, charter school staff must complete the online Suicide Prevention and Awareness Training on MyPLN. Charter staff not located on district property may receive training through other means.*

## **GENERAL INSTRUCTIONS FOR COMPLETION OF THE FORM**

Each charter school must include on this form ALL employees (including but not limited to teachers, paraprofessionals, other instructional staff, central office staff, operations staff, substitute employees, part-time staff, and temporary employees) and ALL contracting entities/independent contractors (vendors). The Vendor Certification of Criminal Background Clearance, Tuberculosis Clearance, and Credential Verification form must be executed annually by the vendor and provided to the charter school prior to the provision of services for the 2019-2020 school year. **Within each table on the form, please be sure to enter each name in alphabetical order by last name/contracting entity name.**

## **GLOSSARY**

Prior to completing the form, please carefully review the following information regarding the terms used:

- (a) Full Name - For certificated employees, the name must match the name listed on the employee's credential/Commission on Teaching Credentialing (CTC) documents. List employees in alphabetical order by last name. **If the individual now uses a different legal name, also include that information.** See example on the form.
- (b) Date of Criminal Background Clearance Determination - This entry is the date that the school's Custodian of Records reviewed the appropriate DOJ criminal background check document(s) (i.e. CORI report(s)) and determined that the applicant was cleared for employment.  
**NOTE:** Please do not provide the date on the face of the DOJ report(s) or the date that the record was received. This entry is the date of the school's review and determination by its Custodian of Records.
- (c) Start Date - This entry is the first day that the employee/vendor performed any work for this school/organization. **For a new employee who has transferred or transfers employment from another school or school district to the charter school, include the original hire date and the transfer date.**
- (d) Credential Type and Employment Restriction - This entry must include all valid credentials. For employees who are university interns, the employment restriction must be specified.
- (e) Credential Expiration Date (specify if it has a 1-year renewal) - Enter the expiration date for each credential. Also, provide the one-year renewal expiration date for any employee who has specific renewal requirements, such as the CBEST, that must be met within one year of credential issuance.
- (f) Job Title/Assignments - Enter the person's title and current assignment(s).

(g) Teaching in a Core Setting (i.e., two areas of core content to the same group of students for two periods) [Grades 5-8 only] - Indicate if the teacher is assigned to a “core setting”. Enter “C” if the teacher is teaching in a core setting, or “N/A” if not.

**NOTE:** This column does not relate to the separate question of whether a given course or subject is considered “core” or “college preparatory” within the meaning of Education Code § 47605(l).

(h) EL Authorization Type - Enter the type of English Learner Authorization held by the employee, such as BCC/BCLAD; CLAD; embedded EL authorization; or Emergency CLAD/Bilingual Authorization Permit. Enter the corresponding credential authorization code from the credential document (e.g. “ELA1”). For any teacher without an EL Authorization, enter “None”.

(i) New Employee TB Clearance Date - This entry is the date on which the results of the TB risk assessment, test, or chest exam, were read/reviewed by a qualified medical professional. Per Education Code § 49406, new employees must show a certificate of tuberculosis (TB) risk assessment/clearance dated within the 60 days prior to the initial employment date (Start Date). For new employees, enter the date of the initial TB clearance. **For a person who has transferred or transfers employment from another school or school district to the charter school, place an (\*) asterisk next to the TB clearance date verifying that the person has an appropriate certificate on file showing that the person is free from infectious TB.** For all returning employees, please confirm compliance by entering “compliant” or “not compliant,” as applicable, instead of entering the date.

(j) TB Expiration Date – This entry is the date on which the employee must comply with the requirement for obtaining documentation of TB risk assessment/examination and clearance results before continuing with employment by a qualified medical professional.

(k) Child Abuse Mandated Reporter Training – Enter the date on which the employee received compliant training pursuant to AB 1432 (2014).

(l) Blood Borne Pathogens Training – Enter the date on which the employee received Blood Borne Pathogens training.

(m) AB 2246 – Pupil Suicide Prevention and Awareness Training – Enter the date on which the employee received Suicide Prevention training.

(n) Type of Work/Services Provided - This entry must be a concise description of services rendered.

Please use additional rows and/or pages as needed.

### CERTIFICATION OF CLEARANCES, CREDENTIALING, AND MANDATED REPORTER TRAINING 2019-2020

**CHARTER SCHOOL NAME:** [Click here to enter text.](#)

**NAME OF PERSON COMPLETING FORM:** [Click here to enter text.](#)

**LOCATION CODE:** [Click here to enter text.](#)

**TELEPHONE OR EMAIL FOR PERSON COMPLETING THE FORM:** [Click here to enter text.](#)

**FIRST DAY OF INSTRUCTION:** [Click here to enter text.](#)

In order to complete this form, please refer to the accompanying guide, which provides background information, general instructions, and a glossary of terms used in this form.

**I. CERTIFICATED EMPLOYEES (including SUBSTITUTE TEACHERS, PART-TIME EMPLOYEES, and TEMPORARY EMPLOYEES):** Include only those individual substitute teachers who are employed directly by the organization/school. Vendors providing substitute teachers must be included in Table III.

	FULL NAME (LAST NAME(S), FIRST AND MIDDLE NAMES) (a)	DATE OF CRIMINAL BACKGROUND CLEARANCE DETERMINATION (b)	START DATE (c)	CREDENTIAL DOCUMENT NUMBER	CREDENTIAL TYPE AND EMPLOYMENT RESTRICTION (if applicable) (d)	CREDENTIAL EXPIRATION DATE (specify if 1-year renewal) (e)	JOB TITLE/ASSIGNMENT(S) (f)	TEACHING IN A CORE SETTING (Grades 5-8 only) (g)	EL AUTHORIZATION TYPE (h)	NEW EMPLOYEE TB CLEARANCE DATE (i)	TB EXPIRATION DATE (j)	CHILD ABUSE MANDATED REPORTER TRAINING DATE (k)	BLOOD BORNE PATHOGEN TRAINING DATE (l)	AB 2246 – PUPIL SUICIDE PREVENTION AND AWARENESS TRAINING (m)
	<b>NEW CERTIFICATED EMPLOYEES (All certificated staff hired/contracted since the school’s last CSD annual oversight visit or not otherwise included on prior certification):</b>													
<b>EXAMPLE</b>	Smith, Jocelyn Ann <i>(now Smith-Baker, Jocelyn Ann)</i>	07/10/18	07/20/18	222222222	Clear Multiple Subject Teaching Credential  Prelim. Single Subject Teaching Credential - Mathematics	07/01/19	Mathematics (7 <sup>th</sup> and 8 <sup>th</sup> Grades) Teacher; Leadership Teacher (8 <sup>th</sup> )	N/A	ELA1	06/15/18	06/15/22	08/28/18	08/28/18	8/28/18
1.														
2.														
3.														
4.														
5.														

	FULL NAME (LAST NAME(S), FIRST AND MIDDLE NAMES) (a)	DATE OF CRIMINAL BACKGROUND CLEARANCE DETERMINATION (b)	START DATE (c)	CREDENTIAL DOCUMENT NUMBER	CREDENTIAL TYPE AND EMPLOYMENT RESTRICTION (if applicable) (d)	CREDENTIAL EXPIRATION DATE (specify if 1-year renewal) (e)	JOB TITLE/ASSIGNMENT(S) (f)	TEACHING IN A CORE SETTING (Grades 5-8 only) (g)	EL AUTHORIZATION TYPE (h)	NEW EMPLOYEE TB CLEARANCE DATE (i)	TB EXPIRATION DATE (j)	CHILD ABUSE MANDATED REPORTER TRAINING DATE (k)	BLOOD BORNE PATHOGEN TRAINING DATE (l)	AB 2246 – PUPIL SUICIDE PREVENTION AND AWARENESS TRAINING (m)
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20.														

FULL NAME (LAST NAME(S), FIRST AND MIDDLE NAMES) (a)	DATE OF CRIMINAL BACKGROUND CLEARANCE DETERMINATION (b)	START DATE (c)	CREDENTIAL DOCUMENT NUMBER	CREDENTIAL TYPE AND EMPLOYMENT RESTRICTION (if applicable) (d)	CREDENTIAL EXPIRATION DATE (specify if 1-year renewal) (e)	JOB TITLE/ASSIGNMENT(S) (f)	TEACHING IN A CORE SETTING (Grades 5-8 only) (g)	EL AUTHORIZATION TYPE (h)	NEW EMPLOYEE TB CLEARANCE DATE (i)	TB EXPIRATION DATE (j)	CHILD ABUSE MANDATED REPORTER TRAINING DATE (k)	BLOOD BORNE PATHOGEN TRAINING DATE (l)	AB 2246 – PUPIL SUICIDE PREVENTION AND AWARENESS TRAINING (m)
<b>CONTINUING CERTIFICATED EMPLOYEES:</b>													
1.													
2.													
3.													
4.													
5.													
6.													
7.													
8.													
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13.													
14.													

**II. NON-CERTIFICATED EMPLOYEES: All other individuals employed by the organization should be listed here. This group includes all central office staff that may have contact with students at any time, office staff, building and grounds staff, etc.**

FULL NAME FULL LAST NAME(S), FIRST AND MIDDLE NAMES	DATE OF CRIMINAL BACKGROUND CLEARANCE (DOJ) (b)	START DATE (c)	JOB TITLE (f)	NEW EMPLOYEE TB CLEARANCE DATE (i)	TB EXPIRATION DATE (j)	CHILD ABUSE MANDATED REPORT TRAINING DATE (k)	BLOOD BORNE PATHOGEN TRAINING DATE (l)	AB 2246 – PUPIL SUICIDE PREVENTION AND AWARENESS TRAINING (m)
<b>NEW NON-CERTIFICATED EMPLOYEES (All non-certificated staff hired since the school’s last CSD annual oversight visit or not otherwise included on prior certification):</b>								
<i>EXAMPLE</i> Garcia, José Eduardo	08/05/18	08/12/18	Paraprofessional and After-School Program Coordinator	08/11/18	08/11/22	08/15/18	08/15/18	8/15/18
1.								
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12.								

<p style="text-align: center;"><b>FULL NAME</b>  <b>FULL LAST NAME(S), FIRST AND MIDDLE NAMES</b></p>	<p style="text-align: center;"><b>DATE OF CRIMINAL                      BACKGROUND                      CLEARANCE (DOJ)</b>                      (b)</p>	<p style="text-align: center;"><b>START DATE</b>                      (c)</p>	<p style="text-align: center;"><b>JOB TITLE</b>                      (f)</p>	<p style="text-align: center;"><b>NEW EMPLOYEE                      TB CLEARANCE                      DATE</b>                      (i)</p>	<p style="text-align: center;"><b>TB                      EXPIRATION DATE</b>                      (j)</p>	<p style="text-align: center;"><b>CHILD ABUSE MANDATED                      REPORT TRAINING DATE</b>                      (k)</p>	<p style="text-align: center;"><b>BLOOD BORNE                      PATHOGEN TRAINING                      DATE</b>                      (l)</p>	<p style="text-align: center;"><b>AB 2246 – PUPIL SUICIDE                      PREVENTION AND                      AWARENESS TRAINING</b>                      (m)</p>
<b>RETURNING NON-CERTIFICATED EMPLOYEE:</b>								
1.								
2.								
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**III. CONTRACTING ENTITIES/INDEPENDENT CONTRACTORS (“VENDORS”) – This table must include all contracting entities/independent contractors (“vendors”) providing school site services whose employees may have contact with students. This group includes, but is not limited to, vendors of after-school programs, tutoring, physical/health screening, subcontracted teacher substitutes, and technology consultation and/or services. As part of its certification, each vendor must provide (on the certification form or on an attachment to the certification form) a complete and detailed list of all vendor employees covered by the certification. Schools should ensure that they are conducting background checks on sole proprietors that meet the criteria set forth in section 45125.1**

	NAME OF CONTRACTING ENTITY/INDEPENDENT CONTRACTOR	DATE OF VENDOR CERTIFICATION	VENDOR START DATE	NAME AND TITLE OF PERSON CERTIFYING ON BEHALF OF CONTRACTING ENTITY/INDEPENDENT CONTRACTOR	TYPE OF WORK/SERVICES PROVIDED (n)
EX.	<i>L.A. Catering</i>	<i>08/01/2018</i>	<i>08/02/2018</i>	<i>Patricia Avakian, Manager</i>	<i>Food delivery and set-up</i>
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

**IV. SOLE PROPRIETOR VENDORS**

NAME OF CONTRACTING ENTITY/INDEPENDENT CONTRACTOR	DATE OF DOJ CLEARANCE COMPLETED BY CHARTER SCHOOL	TB EXPIRATION DATE	TYPE OF WORK/SERVICES PROVIDED
<i>L.A. Catering</i>	<i>08/02/2018</i>	<i>08/02/2022</i>	<i>Food delivery and set-up</i>

All independent charter schools, as applicant agencies, are required to designate and maintain at all times at least one Custodian of Records duly authorized and confirmed by the California Department of Justice (DOJ). **The following person(s) has/have been confirmed by the DOJ as a Custodian of Records for the school.**

Name	Date of DOJ Confirmation as Custodian of Records

I, the undersigned Custodian of Records for \_\_\_\_\_, hereby certify that the information provided on this form has been verified and is true and accurate. I further certify that the school maintains Subsequent Arrest Notification Service with the California Department of Justice for all employees as permitted by law, and the school has not received any arrest notifications for any current employee. I know and understand that failure to conduct a criminal background clearance for any new employee, as defined above, or to obtain certification of clearance from any current contracting entity/independent contractor, prior to employment or providing service, will result in a rating of 1 in the area of Organizational Management, Programs, and Operations, on the school's Annual Performance-Based Oversight Visit Report and a *Notice to Cure* to be sent to the charter school's governing board.

\_\_\_\_\_

Print Name

\_\_\_\_\_

Title/Position

\_\_\_\_\_

Signature

\_\_\_\_\_

Date



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## CHARTER SCHOOLS DIVISION

333 South Beaudry 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

**ALISON YOSHIMOTO-TOWERY**  
Interim Chief Academic Officer

**JOSÉ COLE-GUTIÉRREZ**  
Director, Charter Schools

## CHARTER SCHOOL COMPLIANCE MONITORING 2019-2020

*Dear Charter School Governing Board President and Charter School Leaders:*

*As part of its oversight responsibility set forth in California Education Code § 47604.3, the LAUSD, through the Charter Schools Division (CSD), monitors each charter public school's compliance with applicable legal, charter, and policy requirements. The CSD's compliance oversight process encompasses three important actions by each charter school:*

- (1) *School Administrator's Certification: As the CSD continues its focus on ensuring that the well-being of students remains first and foremost, **by October 7, 2019**, (designed to be aligned with the six week deadline for Child Abuse Mandated Reporter training) as part of the school's Q1 electronic submission of documents, we request that the school site administrator submit the attached certification confirming the school's implementation of safety measures at the beginning of the school year. This beginning of the year certification by the school administrator informs the governing board and supports the school in ensuring that critical organizational and management systems are in place as the school year begins, as these requirements greatly impact students, staff and the public. **Please return the entire document with only the school administrator's columns completed, along with the administrator's signature no later than October 7, 2019.***
- (2) *Certification of Board Compliance Review: As in previous years, and as part of the Governing Board's fulfillment of its fiduciary governance responsibility to ensure that the charter school complies with all applicable laws and other requirements, it is critical that the school's Governing Board periodically review, discuss, monitor, and modify, if necessary, the school's policies and systems for compliance with such requirements. **Please complete and sign the final certification at the end of the attached document, Compliance Monitoring and Certification of Board Compliance Review 2019-2020, and return the entire document, (including the administrator's certification from the first submission). Please include the relevant Board agenda(s) and minutes as evidence of the Governing Board's review of these items and submit to the Charter Schools Division via Dropbox no later than January 13, 2020.***

*The CSD is very much aware and acknowledges that governing boards provide fiduciary oversight and hire a leader (or leaders) to execute day-to-day operations and appropriately delegated functions. Moreover, the charter school's governing board is the first line of charter school oversight. As part of the District's oversight process, this certification is intended to serve as a formal acknowledgement from charter school governing boards of their review and appropriate due diligence in these key areas as part of their own organizational oversight function. This annual certification also provides charter governing boards an opportunity to*

*confirm with their school leadership that systems are/remain in place to fulfill these critical requirements that impact students, staff, and the public.*

- (3) Documentation of Compliance: *As we have historically done, the CSD will review documentation of compliance with several key legal requirements as part of this year's annual performance-based oversight visit to each charter school. To facilitate effective and efficient compliance review on the day of the visit, please adhere to the guidance provided in the Annual Performance-Based Oversight Visit Preparation Guide 2019-2020 for the preparation of the school's compliance documentation. Please ensure that this documentation is current, complete, and accurate. The "Supporting Documentation" column of the table in the attached Compliance Monitoring and Certification of Board Compliance Review 2019-2020 may provide useful support and assistance in this endeavor.*

*We appreciate your continued collaboration and cooperation as we work together so that all youth achieve in healthy and safe environments. Should you have questions, please contact your assigned CSD administrator.*

*Best wishes,*

*José Cole-Gutiérrez  
Director,*

*Charter*

*Schools*

*Division*

## COMPLIANCE MONITORING AND CERTIFICATION OF BOARD COMPLIANCE REVIEW 2019-2020\*

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

Board President Name: \_\_\_\_\_

Charter Management Organization: \_\_\_\_\_

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

**INSTRUCTIONS:** This Compliance Monitoring and Certification Checklist needs to be submitted twice but both certifications must be completed on the same form.

**First submission** should be completed by checking each appropriate box (Compliant **OR** In Process) for items 1-23; school administrator needs sign and date the certification page and submitted all pages no later than October 7, 2019 via Dropbox.

**Second submission** needs to be completed by checking each appropriate items 1-23 under the board certification column, Board Chair needs to sign the certification page and submit with supporting documentation such as the Board Agenda where item was discuss, Board Minutes and Board Agenda approving the minutes no later than January 13, 2020 via Dropbox

**Note:** Checklist boxes cannot be left uncheck for any of the items unless you indicated Not Applicable (N/A). Compliance Certification with wet signatures must remain at the school site and be available for review upon request by the oversight team at any time.

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 2020
		COMPLIANT	REQUIREMENT IN PROCESS	
1. The charter school maintains timely and current verification of <b>criminal background and TB clearances</b> for all employees (including substitutes, part-time staff, and temporary employees) and contracting entities (service providers, vendors, and independent contractors). See, e.g., CA Ed. Code § 47605(b)(5)(F); CA Ed. Code §§ 45122.1 and 45125.1; CA Ed. Code § 49406.	Documentation that the school has at least one DOJ-confirmed Custodian of Records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Completed and signed "Certification of Clearances, Credentialing and Mandated Reporter Training 2019-2020" form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 2020
	Completed and signed “Criminal Background Clearance Certification” for each faculty and staff member to certify criminal background clearance prior to employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Certification of timely DOJ and TB clearances by all contracting entities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Documentation of compliance with applicable volunteer clearance requirements, including tuberculosis (TB) risk assessment/clearance requirements under AB 1667	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Teachers of core/college preparatory subjects (including but not limited to English language arts, social studies, science, and mathematics) hold an EL Certification and a valid Commission on <b>Teacher Credentialing</b> Certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold per federal and state law, ESSA. See Ed. Code § 47605(1);	For each certificated staff member: Credential(s) appropriate for the position(s) to which the person has been assigned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Master schedule that shows all assignment(s) of each certificated staff member	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2a. The administration and board have a system in place for reporting applicable employee misconduct to the Commission on Teacher Credentialing.	Internal human resources procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The Charter Schools Division has been provided with, and parents have access to, the school’s most current <b>contact information</b> for each Governing Board member and the <b>2019-2020 Board meetings calendar</b> . See current <i>District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions (DRL)</i> .	Accurate and updated school contact information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Accurate and updated list/roster of Governing Board members and contact information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 2020
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Calendar of Governing Board meeting dates and location(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Charter school complies with the <b>pre- and post-lottery and enrollment forms</b> guidelines. See <i>Admissions Requirements and Materials</i> (August 2011).	Lottery form and enrollment packet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Charter school shall ensure that staff receives annual <b>training on the charter school's health, safety, and emergency procedures</b> , and shall maintain a calendar for, and conduct, emergency response drills for students and staff including, but not limited to: a. Health, Safety and Emergency Preparedness Plan (School Safety Plan) (see, e.g., CA Ed Code 32280-32289) b. Child Abuse Mandated Reporter training (see AB 1432 (2014); Ed. Code § 44691; Penal Code § 11165.7) c. Blood borne Pathogens training (see 8 CCR § 5193) d. Pupil Suicide Prevention Policy, AB 2246 (2016)	Comprehensive Health, Safety, and Emergency Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Documentation of emergency drills and preparedness training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Documentation of timely and compliant Child Abuse Mandated Reporter training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Documentation of annual Blood borne Pathogens training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Documentation of Pupil Suicide Prevention Policy training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. <b>Co-location Charters only-</b> The school administrator and governing board acknowledges and understands that the independent charter school follows applicable District policy, including the District School Safety Plan, as a co-location school.	Participation in District and site level co-location meetings  Review of Policy Bulletin-5532  Meeting with local district site principal for additional information and questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The charter school has either implemented the LAUSD <b>English Learner Master Plan</b> or updated and implemented its own master plan in accordance with English Language Master Plan requirements. See current DRL and 2019-2020 Welcome Letter.	EL Certification Form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	EL Master Plan has been updated (if the school has not adopted the LAUSD EL Master Plan)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 2020
8. The charter school’s school climate and student discipline systems and procedures align with LAUSD’s <b>Discipline Foundation Policy</b> and <b>School Climate Bill of Rights</b> . See current DRL.	Description of the school-wide student behavior and discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence of the tiered behavior intervention, alternatives to suspension, and school positive behavior support that the school provides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Charter School shall maintain all data involving placement, tracking, and monitoring of student <b>suspensions, expulsions, and reinstatements</b> , and make such outcome data readily available to the LAUSD upon request. The charter school submits student suspension and expulsion data to the Office of Data and Accountability on a monthly basis. See current DRL.	Monthly suspension and expulsion reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Charter School ensures that any and all school <b>communications, including the Parent Student Handbook</b> , are consistent with the provisions of school’s approved charter as well as applicable law (e.g., translation required in the target language if Charter School has 15% of more of Stakeholders who speak that language.)	Parent Student Handbook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The charter school’s occupancy and use of <b>facilities shall be in compliance</b> with applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards, and the Americans with Disability Act. See Ed. Code § 47610; current DRL.	Current and appropriate Certificate of Occupancy or equivalent; documentation of compliance with fire-life-safety requirements; other required documentation (for any school site not located on District property)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The charter school complies with all <b>federal and state laws related to public entities</b> , including, but not limited to: <ul style="list-style-type: none"> <li>• Ralph M. Brown Act, Gov. Code §§ 54950-54963</li> <li>• Political Reform Act, Gov. Code §§ 81000-91015</li> </ul>	Board meeting agendas and minutes for the past 12 months	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Verification of compliant public posting of Board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 2020
<ul style="list-style-type: none"> <li>Public Records Act, Gov. Code §§ 6250-6276.48</li> </ul> <p>See current DRL.</p>	agendas, including on the school website			
	Evidence of Brown Act training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Forms 700	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	School policy for responding to Public Records Act requests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>13. The charter school ensures that its <b>Articles of Incorporation</b> are current and appropriate for the operation of the charter school.</p>	Corporate papers, including any and all Articles of Incorporation (initial documents and any subsequent amendments), for entities affiliated with the charter school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>14. <b>By-laws</b> are current and consistent with approved charter, Governing Board-approved, and signed by the Governing Board secretary.</p>	Current and signed Board-approved bylaws	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>15. The charter school meets the provisions of eligibility and/or is a participant of state and <b>federal programs and/or grants</b>, which may include but not limited to, the following: Title I, II, III, and other programs, child nutrition programs, Prop 20 – State Lottery, Education Protection Act, Special Education §56000, SB 740, and all other federal and state programs in which the charter school participates.</p>	[See “Fiscal Review” in the <i>Annual Performance-Based Oversight Visit Preparation Guide</i> for list of documentation to be provided to the CSD Fiscal Team]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>16. The charter school implements Uniform Complaint Procedure policies and procedures with appropriate corresponding forms and documents, readily available to stakeholders at the school site and on the school’s website, that are compliant with federal and state requirements., See, e.g., guidance provided at <a href="http://www.cde.ca.gov/re/cp/uc/">http://www.cde.ca.gov/re/cp/uc/</a></p>	The governing board has reviewed the school’s: <ul style="list-style-type: none"> <li>UCP policies</li> <li>UCP procedures</li> <li>UCP forms</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 2020
<p>17. The charter school, as a recipient of federal reimbursement for the National School Lunch/Breakfast program and/or as a school on District property, has adopted a <b>Local School Wellness Policy</b>. See Healthy, Hunger Free Kids Act of 2010 (<i>Public Law 111-296</i>); Child Nutrition and WIC Reauthorization Act of 2004.</p> <p>Note: Even if the charter school is not participating in the National School Lunch or Breakfast program, and is not located on District property, development and adoption of an equivalent Wellness Policy likely would benefit the school and its students.</p>	<p>Local School Wellness Policy, including evidence of stakeholder input in the development of the policy and annual progress report</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>18. The governing board oversees the development of and approves/adopts the <b>stakeholder engagement</b> process, goals, actions, measurable outcomes, and expenditures in the school’s Local Control Accountability Plan (LCAP) and annual updates in consultation with teachers, staff, administrators, parents, and students. See Ed. Code § 47606.5.</p>	<p>Documentation of stakeholder engagement, including Board Meeting Agendas, Board Minutes, and LCAP</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>19. The charter school ensures compliance with the LAUSD’s <b>Keeping Parents Informed: Charter Public School Transparency Resolution</b> of January 12, 2016, which includes documents available both manually and electronically, and if the charter school occupies a building on the AB300 list (seismic safety survey), it has posted a notice of such status in its main office.</p>	<p>Documentation of discussion by the Governing Board including Board Meeting Agendas and Board Minutes and review that documentation is available both manually and electronically</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>20. The charter school ensures that it is in compliance with all applicable state law regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time.</p>	<p>Documentation of compliance with the requirements, which may include but is not limited to, the name of the charter school’s designee and the partial credit policy, if applicable</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 2020
21. <b>Schools Serving Grade 9 only:</b> The charter school complies with all applicable requirements of the California Mathematics Placement Act of 2015)	Documentation of the adoption of the charter school’s established policy in compliance with the California Mathematics Placement Act of 2015, including the Board Meeting Agendas and Board Minutes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. The charter school complies with all applicable requirements of AB 2246: Pupil Suicide Prevention Policies. (Schools serving Grades 7-12). If the charter school is co-located on District property (Prop 39), the school administrator must access training via the District’s website through MyPLN.	Documentation of the adoption of the charter school’s policy established in compliance with the AB 2246, including the Board Meeting Agendas and Board Minutes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. <b>For High Schools Only:</b> The charter school has obtained WASC accreditation and UCOP Doorways Course Approval	Charter school approvals are listed on the WASC website and UCOP Doorways website	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## CERTIFICATION OF SCHOOL ADMINISTRATOR’S COMPLIANCE REVIEW

**(by Monday, October 7, 2019)**

The undersigned hereby certifies that, on \_\_\_\_\_ the School Administrator of \_\_\_\_\_

Date(s)

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Name of Charter School

reviewed the school’s compliance related policies, systems, and procedures.

Printed Name of School Administrator	Signature of School Administrator	Date Signed

# CERTIFICATION OF BOARD COMPLIANCE REVIEW

**before January 13, 2020**

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

Name of Charter School

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

This certification includes the following relevant documentation:

- Board Agenda where item was discussed
- Board Minutes
- Board Agenda Approving the Minutes

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



**LOS ANGELES UNIFIED SCHOOL DISTRICT  
CHARTER SCHOOLS DIVISION**

333 South Beaudry 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*

**ALISON YOSHIMOTO-TOWERY**  
*Interim Chief Academic Officer*

**JOSÉ COLE-GUTIÉRREZ**  
*Director, Charter Schools*

August 12, 2019

**SUBJECT: MASTER PLAN FOR ENGLISH LEARNERS: APPROPRIATE INSTRUCTION AND SERVICES FOR ENGLISH LEARNERS (EL) – DESIGNATED AND INTEGRATED ENGLISH LANGUAGE DEVELOPMENT (ELD):**

Dear Charter School Leaders,

The expectation of all charter schools is that they fulfill the dual obligation of providing a program for each EL that is designed and implemented to overcome language barriers and provide access to the core curriculum. (See *Castañeda v. Pickard* 648 F.2d 989, [5<sup>th</sup> Cir. 1981]). As part of a comprehensive and compliant ELD instructional program, charter schools are expected to implement an integrated and designated ELD instructional program for all ELs. The California Department of Education (CDE) has provided numerous communications and resources to support all public schools in this endeavor, including but not limited to: 1) [Dear Colleague Letter](#); 2) [ELA/ELD Framework](#); 3) [Designated and Integrated ELD](#); and, 4) [Reminder of Legal Obligations to ELs](#).

As shared by CDE in the [Reminder of Legal Obligations to English Learners](#) from Dr. Veronica Aguila, Assistant Superintendent/Division Director on August 30, 2016, “The CDE is informing administrators that charter schools are required to provide English Learner instructional services that meet this dual obligation, and other services determined necessary by the charter school, immediately.” We ask that each charter school reflect on the academic achievement, and record of performance of their EL subgroup as well as their Long-Term English Learners (LTELs).

The following questions, though not exhaustive, should be used to evaluate whether the school’s integrated and designated ELD instructional programs are appropriately addressing the needs of ELs, LTELs, and Reclassified Fluent English Proficient (RFEP) students:

1. How does your school provide both a comprehensive designated and integrated ELD instructional program for every EL student to meet the linguistic and academic goals at their grade level and language learning needs?
2. How often does integrated ELD and designated ELD take place, and for what lengths of time?
3. What are the program(s)/resources used in both the core curriculum and ELD? Please be specific to grade-levels and subject areas. Why were these program(s)/resources selected and how do they meet the needs of ELs?
4. Who delivers designated and integrated ELD to ELs, and where does it take place?

**Certification page and Plan is to be upload to Drop Box provided  
by the Charter Schools Division**

5. As you've evaluated the effectiveness of your EL program, what does the performance data of current ELs, LTELs, RFEPs, and never EL students demonstrate about the outcomes of your designated and integrated ELD instructional program?
6. How do you monitor EL students that are incurring academic deficits while learning English? How do you ensure that they receive the appropriate in class and out of class instructional supports?

Please review the school's current English Learner Master Plan and revise it as necessary to address these important components. Ensure that the school's Master Plan updates any obsolete information; for example, some plans still refer to the CAHSEE or CST as one of the measures for reclassification criteria. For schools that were using the LAUSD's Master Plan, please submit a written response to questions 1-6 above.

School's updated plan with the attached certification or school's response to questions 1-6 above (Only for schools who were utilizing the District's Master Plan) with attached certification must be submitted no later than Friday, October 4, 2019 to the Charter Schools Division as part of the Quarter 1 (Q1) electronic document submission.

Sincerely,

José Cole-Gutiérrez  
Director, Charter Schools Division

**Certification page and Plan is to be upload to Drop Box provided  
by the Charter Schools Division**

## ENGLISH LEARNER MASTER PLAN CERTIFICATION FORM 2019-2020

**DUE: FRIDAY, OCTOBER 4, 2019**

LAUSD LOC. CODE

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CHARTER SCHOOL NAME:

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The charter school listed above has integrated and designated ELD instructional programs that are appropriately addressing the needs of ELs, LTELs, and Reclassified Fluent English Proficient (RFEP) students in the attached revised plan and has also address the questions below. In addition, the charter school will continue to provide outreach services and inform parents of students with limited English proficiency with important information regarding school matters to the same extent as other parents.

See attached the current English Learner Master Plan

OR

Our school was using the LAUSD Master Plan, in the meantime, please see attached responses addressing questions 1-6.

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**Charter School Principal's Name :**

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**Principal's Signature**

---

**Date**

**Certification page and Plan is to be upload to Drop Box provided  
by the Charter Schools Division**

## ENGLISH LEARNER MASTER PLAN RESPONSES TO QUESTIONS 1 - 6

**LAUSD LOC. CODE**

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**CHARTER SCHOOL NAME:**

---

1. How does your school provide both a comprehensive designated and integrated ELD instructional program for every EL student to meet the linguistic and academic goals at their grade level and language learning needs?
2. How often does integrated ELD and designated ELD take place, and for what lengths of time?
3. What are the program(s)/resources used in both the core curriculum and ELD? Please be specific to grade-levels and subject areas. Why were these program(s)/resources selected and how do they meet the needs of ELs?
4. Who delivers designated and integrated ELD to ELs, and where does it take place?
5. As you've evaluated the effectiveness of your EL program, what does the performance data of current ELs, LTELs, RFEPs, and never EL students demonstrate about the outcomes of your designated and integrated ELD instructional program?
6. How do you monitor EL students that are incurring academic deficits while learning English? How do you ensure that they receive the appropriate in class and out of class instructional supports?

**Certification page and Plan is to be upload to Drop Box provided  
by the Charter Schools Division**





## LOS ANGELES UNIFIED SCHOOL DISTRICT CHARTER SCHOOLS DIVISION

333 South Beaudry 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*

**ALISON YOSHIMOTO-TOWERY**  
*Interim Chief Academic Officer*

**JOSÉ COLE-GUTIÉRREZ**  
*Director, Charter Schools Division*

### ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT PREPARATION GUIDE 2019-2020

#### OVERVIEW

As part of our continuing efforts to provide performance-based oversight and to support the success of all students enrolled in LAUSD-authorized charter schools, the Charter Schools Division (CSD) observes and monitors each school's performance in view of state and federal law, District policy, and the school's charter. You can access District Policies Applicable to ALL LAUSD-Authorized Independent Charter Schools at <https://achieve.lausd.net/Page/1823>. In addition, you can access supplemental information on the CSD website at <https://achieve.lausd.net/Page/1816>. CSD staff members often make a number of informal visits to their assigned schools and may attend governing board meetings and admission lotteries throughout the academic year as part of year-round oversight. In accordance with California Education Code § 47604.32, the CSD annually conducts at least one formal school site visit - the "annual performance-based oversight visit" - that focuses on charter school performance in the following four categories:

- |                      |  |
|----------------------|--|
| <b>Category I:</b>   | <b>Governance</b>  |
| <b>Category II:</b>  | <b>Student Achievement and Educational Performance</b>     |
| <b>Category III:</b> | <b>Organizational Management, Programs, and Operations</b> |
| <b>Category IV:</b>  | <b>Fiscal Operations</b>                                   |

The CSD provides the following guidance to assist charter schools in preparing for this year's CSD annual performance-based oversight visit. We hope this information will clearly communicate our expectations and thus enable each school to make sufficient advanced preparation to ensure a smooth, productive, and efficient visit experience for all. Prior to the annual oversight visit, your CSD assigned administrator, in consultation with the charter school's leadership, and the CSD Fiscal Team member assigned to the school, will determine and communicate the specific activities and schedule for the visit.

## Annual Performance-Based Oversight Visit 2019-2020 Preparation Guide

### LOGISTICS

In order to facilitate a productive and efficient review process, the CSD requests each charter school to provide appropriate space(s) for the following visit activities:

- Small confidential work area containing a table and chairs with at least one nearby electrical outlet and **internet access**, for the use of the CSD visiting team to conduct document review and other team activities
- Room or other space in which the CSD team and the school leadership team can gather together for the Morning Meeting and visit debriefing
- The school is notified in advance if the visit will include stakeholder focus group interviews, a room or other space appropriate for conducting these confidential interviews.

Note: A single room or space may be appropriate, of course, to serve multiple purposes.

Please provide the following items in a separate folder for the CSD visiting team:

- Visit Schedule
- Master Schedule
- Staff Roster
- Site Map
- Bell Schedule
- School Contact Information

The CSD annual performance-based oversight visit typically encompasses the following activities, which provide opportunities to gather evidence (information and data) related to the performance indicators as well as to share “educator-to-educator” information and insights (required activities are in ***bold/italics***):

1. Interview/Discussion
  - a. ***“Morning Meeting”*** with school leadership, which includes reflection and discussion of school academic achievement data and other key aspects of school performance
  - b. ***Interview/discussions with organization and school-site leadership*** on specific topics (e.g. special education) and as needed to clarify and/or augment information already gathered
  - c. ***Interviews of stakeholder groups*** (students, parents, staff) as determined by CSD staff
  - d. ***Debriefing of visit with school leadership***
2. Observation
  - a. ***Classroom observation***
  - b. ***Site observation***
3. Document Review
  - a. ***Review of documentation provided by school*** (see guidance below)
  - b. ***Request and review of additional documentation***
4. Fiscal Review<sup>1</sup>  
See section below on preparation for fiscal review

### PREPARATION FOR INTERVIEW/DISCUSSION

<sup>1</sup> Note: The fiscal review component of the annual oversight visit may take place on a different day and/or at a different location (e.g. charter operator offices). The school/charter operator is notified directly by the Fiscal Team, usually four weeks in advance of the scheduled annual performance-based oversight visit.

## *Annual Performance-Based Oversight Visit 2019-2020 Preparation Guide*

In the weeks prior to the scheduled visit, your CSD administrator will provide school-specific guiding questions that focus on performance in one or more of the four assessment categories. The guiding questions and school's responses lead the discussion between the school's leadership team and CSD staff during the Morning Meeting need to

### **PREPARATION FOR DOCUMENT REVIEW**

As an integral part of every annual oversight visit, the CSD reviews documentation in order to gather information and evidence regarding the school's performance in the four categories set forth above. The charter school has the option of using the existing Dropbox account for the oversight binders. If the charter school needs to update staff access, the charter school should email [charterschools@lausd.net](mailto:charterschools@lausd.net) with the names and email addresses of staff that need to be added or removed from the Dropbox access. Charter school staff will then receive an email to accept the access. You will create folders labeled Binder 1, Binder 2, Binder 3 and Binder 3A to organize and submit the required documents. Please limit file names to less than 40 characters in length.

### **PREPARATION FOR BINDER (hard-copy or electronic)**

In order to facilitate the document review process, it is important to assemble and organize the school's documentation for the first three performance categories into the following binders:

- Binder 1: Governance Documentation
- Binder 2: Student Achievement and Educational Performance Documentation
- Binder 3: Organizational Management, Programs, and Operations Documentation
- Binder 3A: Documentation of Compliance with Clearance, Credentialing, ESSA Qualifications, Mandated Reporter Training requirements and Bloodborne Pathogen Training which must be generated in **hard copy**.

Please note: Some of the documentation is provided as part of the Quarterly submissions. Only include in the oversight binders if there are changes and/or updates to the documents.

### **PREPARATION FOR FISCAL OPERATIONS DOCUMENTATION**

As outlined more fully below, all documentation for the fourth performance category, Fiscal Operations, should be submitted **electronically** to the Fiscal Team member assigned to your school **two weeks prior to the fiscal site visit**, which is usually a component of the annual oversight visit but may be scheduled for a different day.

The following sections of this guide provide brief descriptions of the specific documentation needed for each performance category. Include all documentation applicable to the grade levels served by the school.

### **BINDER 1: GOVERNANCE DOCUMENTATION**

Please organize the documentation provided in this binder in the order listed below. Include tabbed dividers or file names numbered in accordance with the numbering below.

- 1.1 **Organizational Chart**
  - Current and complete organizational chart (including Governing Board)

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Preparation Guide*

- Organizational chart from current petition
- 1.2 **Bylaws** (Provide if changed after Q1 submission)
  - Current Governing Board bylaws
- 1.3 **Board Members** (Provide if changed after Q1 submission)
  - Current roster of Governing Board members with contact information along with evidence that Board contact information is accessible to school stakeholders
- 1.4 **Board Meeting Agendas and Minutes**
  - Board meeting agendas and minutes for all meetings held in the last 12 months
- 1.5 **Board Meeting Calendar** (Provide if changed after Q1 submission)
  - Calendar(s) of regular meetings of Governing Board
- 1.6 **Committee(s)/Council(s) Meeting Calendars and Agendas**
  - Calendar(s) and Agenda(s) of Committee(s)/Council(s) with sign-in sheets (titled and dated). Include agendas for School Site Council and for applicable schools, ELAC meetings, which should include all legally required topics
- 1.7 **Evaluation of School Leadership**
  - Evidence of a system of evaluation for chief executive officers and school administrator(s)
- 1.8 **Brown Act Training**
  - Documentation of Brown Act training for Governing Board members, including recent training for all new members
- 1.9 **Agenda Posting Procedures**
  - Documentation of the Board meeting agenda posting procedures, including evidence of implementation (Include evidence that agendas are on the school's website.)
- 1.10 **Parent-Student Handbook(s)**
  - Current and complete Parent-Student Handbook(s) (Provide if changed after Q1 submission)
- 1.11 **Uniform Complaint Procedures** (Provide if changed after Q1 submission)
  - Complete documentation of school/organization's Uniform Complaint Procedures (UCP) policy and forms that meet State and Federal requirements. Information regarding UCP policies and procedures is found at <https://www.cde.ca.gov/re/cp/uc/>.  
**NOTE:** Each charter school must have its own UCP as well as the District's UCP brochure (for special education purposes). The UCP is specific to complaints that could be possible violations of federal or state laws. Independent charter schools should maintain evidence of UCP logs and compliant implementation of regulatory timelines in the event the school is audited. An independent charter school must review and be familiar with UCP requirements and guidance on the California Department of Education (CDE) website (<http://www.cde.ca.gov/re/cp/uc/>), and additionally compare its UCP documents to the LAUSD UCP documents provided on the LAUSD website at lausd.net, in the *Offices* tab, at the *Educational Equity Compliance Office*.
- 1.12 **Stakeholder Complaint Procedure(s)**
  - Evidence of other stakeholder complaint resolution process for complaints outside regulatory scope of UCP, including the school's complaint form(s)
- 1.13 **Human Resources Policies and Procedures**
  - Evidence of policies and procedures specifically related to:
    - o Staff Due Process

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- ESSA Qualification, Credentialing, and Clearance Requirements
- 1.14 **Data-Based Decision-Making**
  - Evidence of a system for Governing Board review and analysis of school data to inform and support sound decision-making
- 1.15 **Fiscal Management and Accountability**
  - Evidence of a system for Governing Board establishment, review and monitoring of fiscal policies, procedures, budget, and finances to ensure sound fiscal management

### **BINDER 2: STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE**

Please organize the documentation provided in this binder, as applicable to the grade levels served by the school, in the order listed below. Include tabbed dividers or file names numbered in accordance with the numbering below. Prior to the oversight visit, analyze and be prepared to discuss the school's results and any other relevant sources of quantitative performance data that demonstrate the extent to which the school's significant subgroups as well as its schoolwide student population as a whole have experienced increases in academic achievement.

- 2.1 **LAUSD Office of Data and Accountability Data Set** (provided to the school prior to the visit) and evidence of implementation of data analysis system
- 2.2 **For schools that are state-identified under the Every Student Succeeds Act (ESSA) as either Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI), please provide any and all plans and information provided to the state**
- 2.3 **ELPAC Criterion Report**
- 2.4 **Provide Reclassification Criteria (Provide if changed from Q1 submission of English Learner Master Plan) for all applicable grade levels**
- 2.5 **Provide Graduation Requirements**
- 2.6 **School Internal Assessment Data** (with analysis of results)
  - Additional quantitative performance data and information gathered and/or produced by the school related to academic performance and progress assessment, monitoring, and **analysis**, such as:
    - Internal Assessments: Internal periodic assessments in ELA and Math. Internal assessment data for grades K, 1, 2, 9 and 10, to include:
      - Internal assessment data process
      - Tool(s) employed to collect data
      - Frequency of collection and growth (from beginning, middle, and end of year)

**NOTE:** Data must include an analysis of schoolwide and disaggregated subgroups for ELA and Math.

**NOTE:** The Internal Assessment data is only to be included as evidence for a new charter school or for charter schools which serve grade levels K, 1, 2, 9 and 10 which are not administered the CAASPP (SBAC).

**NOTE:** For purposes of evaluation of school performance for this indicator, the CSD considers only such data that is derived from standards-based high quality standardized or widely accepted assessments (e.g. SBAC Block Assessments, NWEA, DIBELS) and/or other assessment instruments for which the school can demonstrate validity/reliability

## Annual Performance-Based Oversight Visit 2019-2020 Preparation Guide

**NOTE:** For your awareness, the oversight report will include the school's ratings on the California School Dashboard. The school's dashboard ratings **will not impact** the overall Student Achievement and Educational Performance Rating for 2019-2020 oversight, but will provide informational areas of focus. California School Dashboard Indicators may, however, figure into next year's 2020-2021 oversight ratings.

### **BINDER 3: ORGANIZATIONAL MANAGEMENT, PROGRAMS, & OPERATIONS DOCUMENTATION**

Please organize the documentation provided in this binder in the order listed below. Include tabbed dividers or file names numbered in accordance with the numbering below. **Note: for co-locations, the charter school adheres and complies with the District school's Health, Safety and Emergency Plan.**

- 3.1 **School Safety and Operations** (School Safety Plan & Procedures)
  - a. **Visitor's Policy:** Copy of policy in Parent-Student Handbook and evidence that policy is posted for the public
  - b. **School Safety Plan:** Comprehensive Health, Safety, and Emergency Preparedness Plan, staff roles and assignments, including evacuation route maps and includes Threat Assessment protocol. It should also include evidence of provisions and locations of onsite emergency supplies
  - c. **Emergency Drills and Training:** Documentation of evidence of conducting safety drills and emergency preparedness staff training
  - d. **Child Abuse Mandated Reporter Training:** Documentation of Child Abuse Mandated Reporter training for all staff and other persons working on behalf of the school who are mandated reporters (Include employee training documentation in Binder 3A)
  - e. **Bloodborne Pathogens Training:** Documentation of Bloodborne Pathogens training for all staff (Include employee training documentation in Binder 3A)
  - f. **Suicide Prevention Policy** for schools serving students in grades 7-12: Inclusive, including evidence of board adoption of the policy; how stakeholders and mental health experts were consulted when developing the policy; professional development on suicide awareness and prevention; and any other activities that support AB 2246.
- 3.2 **Health and Safety**
  - a. **Current and appropriate Certificate(s) of Occupancy (COO)** or equivalent for all non-District sites on which the school operates (Provide if changed after Fall 2018 submission date)
  - b. **Student Immunization and Health Screening:** Evidence that the school provides for the immunization and health screening of its students, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school  
**NOTE:** Do not provide individual student information
  - c. **Epi-Pen:** Documentation that the school maintains unexpired epinephrine auto-injectors ("epi-pens") onsite and has provided training to volunteer staff in the storage and use of the epi-pen
  - d. **Evidence of providing needy students with one adequate free or reduced priced meal each day per Assembly Bill (AB) 1871**

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- e. **Automated External Defibrillator (AED) evidence (only for schools who offer an interscholastic athletic program) per AB 2009**
- ☐ 3.3 **School Instructional Programs**
- a. **Standards-Based Instructional Program:** Evidence of grade-level-appropriate California academic standards-based instructional program, which is aligned in accordance with the California Common Core State Standards and the English Language Development standards and the California Next Generation Science Standards. Evidence of staff professional development about Standards-Based Instructional Program (may provide in section 3.4b)
  - b. **Local Control and Accountability Plan (LCAP) and English Learner Master Plan or statement you are using the District English Learner Master Plan (Provide if changed after Q1 submission)**
  - c. **CAASPP (SBAC) Technology Readiness:** Evidence of technology readiness to administer CAASPP (SBAC) assessments (If existing schools are experiencing difficulty in this area, please notify your CSD administrator)
  - d. **WASC Accreditation Notification letter** (as applicable)
  - e. **UC Doorways:** Evidence that all A-G high school courses have been approved through UC Doorways (UCOP printout) (as applicable)
  - f. **Advanced Placement** examination participating and passage
  - g. **A-G:** Completion of and progress toward A-G requirements
  - h. **College:** College Acceptance
  - i. **Transitional Kindergarten:** Evidence that the school has implemented TK (as applicable)
  - j. **Meeting the Needs of All Students:** Evidence of implementation of interventions and supports to meet the learning needs of all students, including implementation of the school's Master Plan for English Learners as well as programs and activities to serve foster youth, socio-economically disadvantaged/students eligible for free and reduced price meals, students performing above and below grade level, students with disabilities, and GATE students/high achievers
  - k. **Key Features of Educational Program:** Evidence of implementation of the key features of the educational program set forth in the charter. Evidence of staff professional development about Key Features of Educational Program (may provide in section 3.4b)
  - l. **(Schools Serving 9<sup>th</sup> graders):** Evidence of compliance with the Mathematics Placement Act
- ☐ 3.4 **School Management and Operations**
- a. **Special Education:** Evidence of provision of special education programs, services, and procedures in compliance with MCD, including:
    - District Validation Review (DVR) - Documentation of the results of school's most recent (DVR)
    - Self-Review Checklist - Copy of the school's current/up-to-date Special Education Self-Review Checklist
    - Welligent Reports - Copy of the school's most current/up-to-date "IEP200-Annual and Triannual IEP Report" and the "SER300 (printed the week of the oversight visit)
    - Professional Development- Evidence of staff professional development about Special Education (may provide in section 3.4b)

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- b. **Professional Development:** Evidence of the school's professional development programs (e.g., school PD, CMO PD, and educator conferences) to support teachers and other school instructional staff (Can be provided here or in each section, as specified)
- c. **School Climate and Student Discipline:** Evidence of implementation of school climate and student discipline system that aligns with the principles of the District's Discipline Foundation Policy <https://achieve.lausd.net/page/11924#spn-content>, including:
- Tiered Behavior Intervention - Evidence of the school's tiered system of behavioral supports and interventions, such as SSPT
  - Alternatives to Suspension - Evidence of the alternatives to suspension implemented by the school
  - Schoolwide Positive Behavior Support System - Evidence of the school's recognition/incentive program(s) and/or other practices that provide positive behavior reinforcement and support
  - Data Monitoring - Evidence that school collects, analyzes, and responds to data related to school climate and student discipline
  - Professional Development - Evidence of staff professional development about School Climate and Student Discipline (may provide in section 3.4b)
  - Procedures for preventing bullying, including cyberbullying (on or before December 31, 2019)
- d. **Stakeholder Communication and Parent Engagement:** Evidence of a stakeholder communication system for gathering input, encouraging and facilitating parent involvement, sharing information, and resolving concerns, including:
- Stakeholder Consultation - Evidence of stakeholder consultation regarding the school's educational programs and its LCAP and related meeting agendas
  - Parent Engagement – Evidence of parent engagement, including parent involvement policy and compact per Title I (ESSA) requirements
  - Information Sharing – Evidence that the school shares accessible and relevant data and information regarding individual student and school-level performance and progress with all stakeholders (parents/guardians, students, teachers, and community members) as appropriate
  - Transferability of Course Credit/Courses – Evidence that parents are informed about transferability of courses/course credit to other public high schools and the eligibility of courses to meet college entrance requirements
  - Access to Approved Charter – Evidence that the school provides ready access to the school's approved charter to all stakeholders
  - Documentation of complaint resolution process
  - Evidence of informing parents/guardians of human trafficking prevention resources (January 1, 2020) for grades 6-12 per AB 1104
- e. **Stakeholder Communication and Transparency:** Evidence that the school demonstrates informational transparency to stakeholders via documents



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available both manually and electronically (website preferred) in the following areas:

- UCP and General Complaint procedures
  - Title IX information in accordance with SB1375 (required on website)
  - AB 2246 Suicide Prevention applicable posting (Gr 7-12)
  - Applicable categories described in LAUSD Charter School Transparency Resolution (schools may provide evidence of other electronic means for this item, if means other than website are utilized)
  - Evidence of notification requirements to pupils and parents on how to initiate access to pupil mental health services per AB 2022
- f. **Staff Evaluation:** Evidence of a system of evaluation for faculty and other staff  
**NOTE:** Please provide this documentation here only if it is not included in Binder 1; see note in Binder 1 section above.

**BINDER 3A: DOCUMENTATION OF COMPLIANCE WITH CLEARANCE, CREDENTIALING, ESSA QUALIFICATIONS AND MANDATED REPORTER TRAINING REQUIREMENTS**

Please organize the documentation provided in this binder in the order listed below. Include tabbed dividers or file names numbered in accordance with the numbering below.

☐ 3A.1 **Certifications and Related School Information**

- a. **Certification (ESSA Grid):** The original signed document and one full-sized copy of the school’s completed and signed “Certification of Clearances, Credentialing, ESSA Qualifications, and Mandated Reporter Training 2019-2020” form (often informally referred to as the “ESSA Grid”), on which the school, through its Custodian of Records, certifies compliance with criminal background clearance, tuberculosis (TB) risk assessment/clearance, ESSA teacher and paraprofessional qualifications, credentialing, child abuse mandated reporter training requirements, and blood borne pathogen training for all staff.  
**NOTE:** All school employees as well as all contracting entities/independent contractors (“vendors”) providing school-site or student services must be included on the completed form.  
**NOTE:** The completed certification document should be ready and available for CSD review no later than the **7<sup>th</sup> week after the first day of school**. In the event that the school makes any subsequent personnel/ vendor changes, the form needs to be updated to reflect current staff and vendors
- b. **Staff Roster:** Current and complete school staff roster that shows all current assignment(s) for each staff member
- c. **Master Schedule:** Master schedule that also indicates which teachers instruct ELs, and which subjects/courses are identified as “core” and “college preparatory” in the school’s approved charter
- d. **Custodian of Records:** Documentation that the school has at least one Custodian of Records who has been confirmed by the California Department of Justice (e.g., DOJ confirmation letter; DOJ Custodian of Records notification)

Please organize and tab the remaining three sections of binder 3A by last name of individual staff members or by contracting entity name. Provide this documentation (items 3A.2 and 3A.3 below) in the **same order as requested on the ESSA Grid**. i.e. *New Certificated Employees* collated by employee, followed by *Continuing Certificated Employees* collated by employee, followed by *New Non-Certificated*

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Employees collated by employee, and finally *Returning Non-Certificated Employees* collated by employee.

- 3A.2 **Certificated Employee Documentation**
  - a. **Criminal Background Clearance Certification:** Completed and signed “Criminal Background Clearance Certification” certifying criminal background clearance prior to employment or in any capacity.  
**NOTE:** Ensure all Social Security numbers recorded on these original forms are redacted
  - b. **Credential(s):** Copy of current credential(s) (copy of original certificate(s) or print-out from CTC website), showing issuance and expiration dates, type of credential, subject matter authorization, and type of EL authorization, for each position/assignment performed by the staff member as required by the CDE Administrators Assignment Manual  
**NOTE:** Ensure credential printouts are legible and clearly show all authorizations
  - c. **Additional Authorization Documentation:** Any additional documentation necessary to authorize certificated service (e.g., CBEST, Temporary County Certificate (TCC), Teaching Permit for Statutory Leave (TPSL) documentation for any employee with a one-year credential)
- 3A.3 **Non-Certificated Employee Documentation**
  - a. **Criminal Background Clearance Certification:** Completed and signed “Criminal Background Clearance Certification” certifying criminal background clearance prior to employment or in any capacity.  
**NOTE:** Ensure all Social Security numbers recorded on these original forms are redacted
- 3A.4 **Employee Child Abuse Training Documentation and Bloodborne Pathogen Training:** For all staff members include the supporting documentation of completion of the Child Abuse training within timelines specified in AB 1432 and the Bloodborne Pathogen Training.
- 3A.5 **Contracting Entities Documentation** (For each contracting entity/independent contractor (“vendor”))
  - a. **Clearances and Credentialing Certification:** Current documentation from vendor certifying timely compliance with applicable criminal background and TB risk assessment/clearance requirements for vendor employees, and credentialing requirements for certificated vendor employees, with an appended list of the specific vendor employees covered by the certification.
  - b. **Sole Proprietor Vendors:** Current documentation from charter certifying timely compliance with applicable criminal background and TB risk assessment/clearance requirements for sole proprietors, and credentialing requirements for certificated vendor employees (AB 949 which amends Education Code section 45125.1 to address criminal background clearance procedures for sole proprietors, becomes effective law on January 1, 2018)  
**NOTE:** The charter school is responsible for ensuring that vendors provide the *Vendor Certification of Criminal Background Clearance, Tuberculosis Clearance, and Credential Verification* signed form to the charter school prior to the provision of services to the school.
- 3A.6 **Volunteer Clearances Certification** (if applicable)
  - a. **Clearances Certification:** Documentation certifying that the school has conducted volunteer clearances in accordance with applicable law and policy,

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including criminal background clearances for all volunteers who perform school-site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students per the requirements of AB 1667, with an appended list of the names of the specific volunteers covered by the certification

**NOTE:** To ensure adherence to HIPAA requirements and purposes, CSD staff will not review individual school staff member tuberculosis clearances or medical records. The CSD reserves the right to review such records as needed on a case-by-case basis and as permitted by law.

## Annual Performance-Based Oversight Visit 2019-2020 Preparation Guide

### FISCAL OPERATIONS DOCUMENTATION

**PLEASE NOTE:** To assist our schools and our team with preparing for efficient and effective oversight visits, we have provided the list below to identify material and reports that the school needs to submit electronically to the Fiscal Team member assigned to the school three weeks prior to the fiscal site visit for appropriate staff review. All fiscal reports should be in Microsoft Excel unprotected format. All of the materials requested are intended to be documents routinely prepared by the charter school as a part of the regular operation of the school. Please number and name the electronic documents to be provided to the Fiscal Team member in correspondence with the items enumerated below. If an item listed below does not apply, please indicate “Not Applicable” or “N/A” when responding to the CSD’s Fiscal Team member assigned to your school. Also, if an item listed below requires you to prepare something that exceeds what is normally prepared in the regular operation of the school, please inform the CSD Fiscal Team member assigned to your school.

- 1 **Most current** fiscal reports presented to the charter school’s governing board (provide reports presented at one of the meetings held in 2019-2020, and in Microsoft Excel unprotected format, with formulas)
  - a. Balance Sheet: At a minimum, include the categories of assets, liabilities, and net assets used in the audited financials
  - b. Income Statement (Statement of Activities): At a minimum, include the categories of revenue and expenses used in the audited financials
  - c. Cash Flow Statement (including actual receipts and payments) to the end of the current fiscal year and through the next two fiscal years showing detailed sources of revenue and detailed expenditures. The cash flow projection for the current year should include actuals for the months where available and projections for the remaining months of the year. The cash flow should detail the revenue and expense categories for each month. These categories should, at a minimum, be the same categories referenced in the income statement listed above. Accruals for revenues and expenses should also be shown.
- 2 Minutes of the meeting when the above fiscal reports were presented to and approved by the charter school’s governing board
- 3 Minutes of the meeting when the 2019-2020 budget was adopted
- 4 If the school is offering STRS, PERS, and/or Social Security benefits to its employees, evidence that this is done in a manner that is consistent with the charter terms and the Charter Schools Act (Education Code 47611)
- 5 Minutes of the meeting reflecting the selection of the independent auditor
- 6 Minutes of the meeting reflecting the discussion of the most current independent audit report
- 7 Minutes of the meeting reflecting the receipt, review, and approval of fiscal reports submitted to LAUSD

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- 8 Minutes of the meeting reflecting the discussion and resolution of complaints received from staff or vendors, if any
- 9 Minutes of the meeting reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report (this does not apply to charter schools that were not in operation for the 2018-2019 school year)
- 10 A copy of the most current fiscal policies and procedures
  - a. If the most current fiscal policies and procedures do not include procurement guidelines, please provide a copy of the most current procurement policies and procedures that include, but are not limited to, competitive bidding thresholds for the procurement of goods and services, retention of contract records, and adequate segregation of duties
- 11 Minutes of the meeting reflecting approval of the current fiscal policies and procedures and if applicable, minutes of the meeting reflecting the approval of the current procurement policies and procedures
- 12 A copy of the charter school's organizational chart that depicts the current reporting structure of the charter school, including but not limited to, any board member or school employee, who has responsibilities outlined within the charter school's fiscal policies and procedures
- 13 Please provide an itemized accounting regarding total compensation paid to all executives, school leaders, administrators, directors, and non-certificated staff either employed directly by the school or the entity managing the charter school, including the organization's home office, charter management organization, or related entities which may have decision-making authority over the school
- 14 A description of the relationship between the charter school and any related party<sup>2</sup>, and the business purpose of the related party
- 15 Copies of all signed and executed contracts (including attachments and exhibits) with related parties, including contracts with the charter school's operator and/or the charter school's home office (e.g., management contracts, service agreements, license agreements, affiliation agreements, etc.).
  - a. If the charter school incurs management fees, licensing fees, or any other related party fees, please provide the following information in Microsoft Excel format:
    - i. The percentage and/or rate of the fees;
    - ii. The basis used to calculate the total fees;

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<sup>2</sup> **Related parties** may include a) affiliates of the entity, b) principal owners of the entity and members of their immediate families, c) management of the entity and members of their immediate families, 4) other parties which the entity may deal if one party controls or can significantly influence the management or operating policies of the other to an extent that one of the transacting parties might be prevented from fully pursuing its own separate interests, and 5) other parties that can significantly influence the management or operating policies of the transacting parties or that have an ownership interest in one of the transacting parties and can significantly influence the other to an extent that one or more of the transacting parties might be prevented from fully pursuing its own separate interests.

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- iii. The terms of the services provided; and
  - iv. A rationale for the percentage and/or rate of the fees and the basis used to calculate the total fees
- 16 If applicable, minutes of the meeting reflecting approval of the management fees, licensing fees, or any other related party fees
- 17 If the charter school has a sole statutory member, please provide the following:
  - a. A copy of the sole statutory member’s by-laws
  - b. A copy of the sole statutory member’s articles of incorporation
- 18 Check registers documenting all checks and electronic debit transactions for the prior 12 months, in Microsoft Excel format (consolidated into one worksheet, including descriptions of each transaction).
- 19 All credit card statements for the prior six months, and the following:
  - a. A list of all credit cards in Microsoft Excel format that includes the last four digits of each credit card number, the legal name of each credit card holder, and the job title of each credit card holder
- 20 Monthly bank statements and reconciliations for the prior six months, and the following:
  - a. A list of all school bank accounts in Microsoft Excel format that includes the type of account (e.g., checking, savings, money market, etc.), the last four digits of the account, a description of the purpose of the account (e.g., operating, nutrition, ASB, etc.) and the most current ending bank balance for that account
  - b. The bank statements are from the financial institution(s) referenced above and must show all deposits, withdrawals, transfers, electronic expenditures/transfers, use of debit cards, and canceled checks
  - c. The bank reconciliations must reflect the reviews, approvals, and the approval dates, consistent with the charter school’s fiscal policies and procedures
  - d. If applicable, a list of all debit cards in Microsoft Excel format that includes the last four digits of each debit card number, the legal name of each debit card holder, and the job title of each debit card holder
- 21 Student body financial records (including Associated Student Body policies and procedures, budgets, cash flow statements and projections, bank statements with reconciliations, audit reports, and other fiscal reports, if applicable)
- 22 Equipment inventory listing (including asset tag numbers, purchase dates, purchase prices, book values, asset life, location of assets, etc.)
- 23 A link to the charter school’s website where the Education Protection Account (EPA) allocation and expenditures are posted
- 24 As required by LAUSD’s Charter School Transparency Resolution, links to the charter school’s website where the current (1) Audited Financial Statements, and (2) Local Control and Accountability Plan (LCAP) are posted

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- ☐ 25 If applicable, pertinent information and documentation, including but not limited to, all signed and executed agreements, and the minutes of the meetings reflecting the reviews and approvals of said agreements, related to the following:

  - a. Factoring of receivables;
  - b. Loan(s) or line(s) of credit with any third party lender(s);  
Intercompany transfer(s) and/or intercompany loan(s) (e.g., any intraorganization receivables and payables that are not settled to a zero balance as of the end of the fiscal year); and
  - c. The charter school’s plan(s) for the purchases of new school sites, facilities-related expansions, and/or major improvements to the existing and/or new school site
  
- ☐ 26 Compliance with AB 1871

  - a. The charter school is to provide a written statement signed by the board president or the chief administrator affirming that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day (except as provided for a charter school that offers nonclassroom-based instruction)
  
- ☐ 27 Disclosure of Legal Issues

**NOTE:** Any reference to “Charter School” shall be considered to include Charter Management Organizations, nonprofits, foundations, or other organizations that participate in the management or operation of the “charter school.” Paid contractors are excluded unless the suit is brought by or against the Charter Management Organization, nonprofit, foundation, or other organization that participates in the management or operation of the “charter school.”

**NOTE:** Disclosures should include civil or criminal cases filed in State or Federal courts; civil or criminal investigations by local, State, or Federal law enforcement authorities; and, enforcement proceedings or investigations by local, State, or Federal regulatory agencies. The information provided must include relevant dates, the nature of the allegation(s), and the outcome.

  - Disclose material information relating to any legal or regulatory proceedings or investigations in which the Charter School is or has been a party and which might have a material impact on the fiscal viability of the Charter School. Such disclosures should include any parent, subsidiary, Limited Liability Company, Limited Liability Partnership related to the management or operation of the charter school, or affiliate of the Charter School.
  - Disclose any civil, criminal, or regulatory actions in which the Charter School, or any current board members, senior officers, senior management personnel, or employee, has been named a defendant in such action in the past five years. Also, include any actions older than five years that remain unresolved.
  - If the charter school has nothing to disclose, per the above, the charter school is to provide a written statement, signed by the board president or the chief administrator that indicates the charter school has nothing to disclose.

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- 28 Any other Fiscal reports [e.g., reports pertaining to grants or bonds, independent audit reports, audit reports by any public agency, and either the most current actuarial report or Accounting Standards Codification 715 report pertaining to Other Post-Employment Benefits (OPEB), etc.], and the school's governing board minutes of all meetings reflecting the discussions of any of the fiscal reports referenced above

**NOTE:** If you have any questions regarding your preparation of documents for our review, please contact your CSD assigned Fiscal Team member, as appropriate, well before your scheduled visit date.



## Attachment G

March 30, 2017

Dear County and District Superintendents; Superintendents of State Special Schools; and Public, Charter, and Private School Administrators:

### **IMPLEMENTATION OF SENATE BILL 1375 REQUIREMENTS RELATED TO SEX EQUITY IN EDUCATION**

Title IX remains a critical federal civil rights law that prohibits discrimination on the basis of sex (including sexual harassment) in our schools. It protects male and female students and employees in any educational entity that receives federal funds. In addition, Title IX protects transgender students and students who do not conform to sex stereotypes. State law also prohibits discrimination based on gender (sex), gender expression, gender identity, and sexual orientation.

Senate Bill 1375 strengthens and expands the Title IX and state sex equity in education requirements. Specifically, on or before July 1, 2017, public schools, private schools, school districts, county offices of education, and charter schools are required to post information on their Internet Web site relative to the designated Title IX Coordinator, the rights of students and the responsibilities of schools, and a description of how to file a complaint.

These requirements are essential in efforts to ensure equity in education and your efforts are greatly appreciated. If you have any questions, please contact me by phone at 916-445-9174 or by e-mail at [oeoinfo@cde.ca.gov](mailto:oeoinfo@cde.ca.gov).

Sincerely,

[Original signed copy on file at CDE]

Sharon Felix-Campos, Director  
Office of Equal Opportunity  
Civil Rights, Title IX, ADA/504, MOA Coordinator

SFC:cg  
Enclosure

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#### **Nondiscrimination Statement**

The State of California, Department of Education (CDE), is committed to ensuring equal, fair, and meaningful access to employment and education services. The CDE does not discriminate in any employment practice, education program, or educational activity on the basis and/or association with a person or group with one or more of these actual or perceived characteristics of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, marital status, medical condition, national origin, political affiliation, pregnancy and related conditions, race, religion, retaliation, sex (including sexual harassment), sexual orientation, Vietnam Era Veterans' status, or any other basis prohibited by California state and federal nondiscrimination laws respectively. Not all bases of discrimination will apply to both education services and employment. The Office of Equal Opportunity is charged with overseeing, leading, and directing the CDE's efforts to meet the legal obligations set forth in state and federal civil rights laws, and regulations in CDE employment and

delivery of education services. Inquiries regarding nondiscrimination and civil rights should be directed to the Office of Equal Opportunity.

## Enclosure

### Implementation of SB 1375

The following information from state and federal statute was gathered to assist in understanding how the amendments in SB 1375 expand upon the requirements of Title IX. This is not an exhaustive examination and, therefore, should not be used as a substitute for careful reading of the regulations themselves.

### SB 1375 Requirements

California Education Code, 221.61

- a. On or before July 1, 2017, public schools, private schools that receive federal funds and are subject to the requirements of Title IX, school districts, county offices of education, and charter schools shall post in a prominent and conspicuous location on their Internet Web sites all of the following:
  1. The name and contact information of the Title IX coordinator for that public school, private school, school district, county office of education, or charter school, which shall include the Title IX coordinator's phone number and email address.
  2. The rights of a pupil and the public and the responsibilities of the public school, private school, school district, county office of education, or charter school under Title IX, which shall include, but shall not be limited to, Internet Web links to information about those rights and responsibilities located on the Internet Web sites of the department's Office for Equal Opportunity and the United States Department of Education Office of Civil Rights, and the list of rights specified in Section 221.8.
  3. A description of how to file a complaint under Title IX, which shall include all of the following:
    - A. An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred, and how a complaint may be filed beyond the statute of limitations.
    - B. An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including, but not limited to, Internet Web links to this information on the United States Department of Education Office for Civil Rights' Internet Web site.
    - C. An Internet Web link to the United States Department of Education Office for Civil Rights complaints form, and the contact information for the office, which shall include the phone number and email address for the office.
- b. On or before April 1, 2017, and annually thereafter, the Superintendent shall send a letter through electronic means to all public schools, private schools that receive federal funds and are subject to the requirements of Title IX, school districts, county offices of

education, and charter schools informing them of the requirement specified in subdivision (a) and of their responsibilities under Title IX.

- c. A public school that does not maintain an Internet Web site may comply with subdivision (a) by posting the information specified in paragraphs (1) to (3), inclusive, of subdivision (a) on the Internet Web site of its school district or county office of education.
- d. Nothing in this section shall be construed to require a school or local educational agency to establish an Internet Web site if the school or local educational agency does not already maintain one.

## **Title IX Requirements**

### **34 CFR [Code of Federal Regulations] 106.8**

- a. *Designation of responsible employee.* Each recipient shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under this part, including any investigation of any complaint communicated to such recipient alleging its noncompliance with this part or alleging any actions which would be prohibited by this part. The recipient shall notify all its students and employees of the name, office address and telephone number of the employee or employees appointed pursuant to this paragraph.
- b. *Complaint procedure of recipient.* A recipient shall adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action which would be prohibited by this part.

(Authority: 34 C.F.R. Sec 106.8)

### **106.9 Dissemination of Policy**

- a. *Notification of policy.*
  - 1. Each recipient shall implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex in the educational program or activity which it operates, and that it is required by Title IX and this part not to discriminate in such a manner. Such notification shall contain such information and be made in such manner as the Assistant Secretary finds necessary to apprise such persons of the protections against discrimination assured them by Title IX and this part, but shall state at least that the requirement not to discriminate in the education program or activity extends to employment therein, and to admission thereto unless Subpart C does not apply to the recipient, and that inquiries concerning the application of Title IX and this part to such recipient may be referred to the employee designated pursuant to Sec. 106.8, or to the Assistant Secretary.
  - 2. Each recipient shall make the initial notification required by paragraph (a)(1) of this section within 90 days of the effective date of this part or of the date this part first applies to such recipient, whichever comes later, which notification shall include publication in:

- i. Local newspapers;
  - ii. Newspapers and magazines operated by such recipient or by student, alumnae, or alumni groups for or in connection with such recipient; and
  - iii. Memoranda or other written communications distributed to every student and employee of such recipient.
- b. *Publications.*
  1. Each recipient shall prominently include a statement of the policy described in paragraph (a) of this section in each announcement, bulletin, catalog, or application form which it makes available to any person of a type, described in paragraph (a) of this section, or which is otherwise used in connection with the recruitment of students or employees.
  2. A recipient shall not use or distribute a publication of the type described in this paragraph which suggests, by text or illustration, that such recipient treats applicants, students, or employees differently on the basis of sex except as such treatment is permitted by this part.
- c. *Distribution.* Each recipient shall distribute without discrimination on the basis of sex each publication described in paragraph (b) of this section, and shall apprise each of its admission and employment recruitment representatives of the policy of nondiscrimination described in paragraph (a) of this section, and require such representatives to adhere to such policy.

(Authority: 34 C.F.R. Sec 106.8)



# **LOS ANGELES UNIFIED SCHOOL DISTRICT**

## **CHARTER SCHOOLS DIVISION**

### **ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT\***

### **2019-2020 SCHOOL YEAR**

### **FOR**

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Name and Location Code of Charter School

#### **LAUSD Vision**

Every student will receive a quality education in a safe, caring environment, and will be college-prepared and career-ready.

#### **CSD Mission**

The LAUSD Charter Schools Division (CSD) fosters high quality educational opportunities and outcomes for students in the greater Los Angeles community through exemplary charter public school authorizing, oversight, and sharing of promising practices so that all students maximize their potential.

#### **CSD Core Values**

We believe that our success depends on:

- Making decisions that put the interests of students first.
- Serving with high expectations, integrity, professionalism, and commitment.
- Employing authentic, responsive, and effective leadership and teamwork.
- Continuously learning as a dynamic organization.
- Building and sustaining a healthy workplace culture where high performance, diversity, and creativity thrive.
- Developing productive relationships with our charter schools and all stakeholders.

\* Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to matters related to the school's governance, programs, facilities, operations, and/or fiscal management.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: [Click here to enter text.](#)

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: [Click here to enter a date.](#)

<b>Charter School Name:</b>				<b>Location Code:</b>	
<b>Current Address:</b>			<b>City:</b>	<b>ZIP Code:</b>	<b>Phone:</b>
					<b>Fax:</b>
<b>Current Term of Charter:</b>			<b>LAUSD Board District:</b>	<b>LAUSD District:</b>	
July 1, 20xx to June 30, 20xx					
<b>Number of Students Currently Enrolled:</b>		<b>Enrollment Capacity Per Charter:</b>	<b>Grades Currently Served:</b>	<b>Grades To Be Served Per Charter:</b>	
<b>Total Number of Staff Members:</b>		<b>Certificated:</b>	<b>Classified:</b>		
<b>Charter School's Leadership Team Members:</b>					
<b>Charter School's Contact for Special Education:</b>					
<b>CSD Assigned Administrator:</b>		<b>CSD Fiscal Services Manager:</b>			
<b>Other School/CSD Team Members:</b>					
<b>Oversight Visit Date(s):</b>		<b>Fiscal Review Date (if different):</b>			
<b>Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):</b>		<b>LAUSD Co-Location Campus(es) (if applicable):</b>			
		<b>DATE OF CO-LOCATION MEETING WITH OPERATIONS TEAM:</b>			

SUMMARY OF RATINGS			
<i>(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory</i>			
<b>Governance</b>	<b>Student Achievement and Educational Performance</b>	<b>Organizational Management, Programs, and Operations</b>	<b>Fiscal Operations</b>
<b>Choose a rating</b>	<b>Choose a rating</b>	<b>Choose a rating</b>	<b>Choose a rating</b>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: [Click here to enter text.](#)

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: [Click here to enter a date.](#)

### CHARTER RENEWAL CRITERIA

In accordance with Education Code §§ 47605 and 47607, in order to renew a charter, the District must determine whether the charter school has met the statutory requirements. Pursuant to the requirements of SB 1290, the District “shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal.” Ed. Code § 47607(a)(3)(A).

### REPORT GUIDE

In conducting oversight as a charter school authorizer, the District places an emphasis on performance and compliance with applicable law, policy, and the approved charter, as well as on the lead fiduciary role of a charter school’s governing board in the overall success of the school for students. Information gathered through oversight serves as part of the school’s ongoing record of performance and provides important data for the CSD, LAUSD Superintendent, and ultimately the LAUSD Board of Education in making informed decisions about charter school authorization. In designing this document, the District has considered California charter school law, as well as the California State Board of Education’s criteria for evaluating charter schools and the National Association of Charter School Authorizers’ *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

**Governance** – demonstrating fulfillment of the governing board’s fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school’s full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education

**Student Achievement and Educational Performance** – demonstrating academic achievement and growth for all students

**Organizational Management, Programs, and Operations** – demonstrating effective leadership and implementation of the governing board’s policies and procedures, as well as the school’s educational program and systems and procedures for the day-to-day operations of the school

**Fiscal Operations** – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2019-2020*. The “Sources of Evidence” sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school’s performance in each category: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress (Note: potential “promising practices” are identified within this section with an asterisk [\*]); (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under “Corrective Action Required,” the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school’s approved charter. **If the report includes any findings under “Corrective Action Required,” the charter school must take immediate and appropriate steps to remedy the identified concern.** In accordance with its “tiered intervention” approach to charter school non-compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the







LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: [Click here to enter text.](#)

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: [Click here to enter a date.](#)

**G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S) - GOVERNANCE QUALITY INDICATOR #1**

*The Governing Board has implemented the organizational structure, roles and responsibilities set forth in the approved charter, including:*

- Governing Board (composition, structure, roles and responsibilities) committees/councils (for example, SSC and ELAC [including legally required topics] as applicable), including but not limited to those mandated by laws or regulations
- Evaluation of school’s executive level leadership

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a highly developed system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and an adequately developed system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a partially developed system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in approved charter or any mandated committees/councils, and no system for the evaluation of the school leader(s)	<input type="checkbox"/> Organizational chart <b>(B1.1)</b> <input type="checkbox"/> Bylaws <b>(B1.2)</b> <input type="checkbox"/> Board member roster <b>(B1.3)</b> <input type="checkbox"/> Board meeting agendas, and minutes <b>(B1.4)</b> <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Committee/council calendars, agendas, minutes and sign-ins <b>(B1.6)</b> <input type="checkbox"/> Documentation related to system for evaluation of executive level administrator(s) who reports to the Board. <b>(B1.7)</b> <input type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)

**G2: BROWN ACT - GOVERNANCE QUALITY INDICATOR #2**

*The Governing Board has a system in place to ensure it is adhering to applicable open meeting requirements, which protect the public interest in transparency and help to ensure that decisions are made without apparent or actual conflicts of interest:*

- Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act
- Governing Board holds its meetings at a location(s) and in a manner that complies with teleconferencing, closed session, and access and Reasonable Accommodation requirements and the public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as noted in the charter petition
- Governing Board meeting agendas and minutes are posted and maintained, as appropriate, including on the school’s website and in accordance with the Brown Act and with sufficient specificity

Rubric	Sources of Evidence
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LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: [Click here to enter text.](#)

**Annual Performance-Based Oversight Visit Report**

DATE OF VISIT: [Click here to enter a date.](#)

<b>Performance</b>	<input type="checkbox"/> The Governing Board complies with all material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with most material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with some material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with few material provisions of the Brown Act	<input type="checkbox"/> Board meeting agendas <b>(B1.4)</b> <input type="checkbox"/> Board meeting calendar <b>(B1.5)</b> <input type="checkbox"/> Brown Act training documentation <b>(B1.8)</b> <input type="checkbox"/> Documentation of the school’s agenda posting procedures <b>(B1.9)</b> <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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**G3: DUE PROCESS - GOVERNANCE QUALITY INDICATOR #3**

*The Governing Board has systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the school’s charter, and LAUSD charter policy, to honor and protect the rights of students, employees, parents, and the public in the following areas:*

- Student discipline
- Employee grievances and discipline
- Parent/stakeholder complaint resolution process
- Uniform Complaint Procedures

	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has partially developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has minimal or no systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, in for students, employees, parents, and the public	<input type="checkbox"/> Board meeting agendas and minutes <b>(B1.4)</b> <input type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10)</b> <input type="checkbox"/> Uniform Complaint Procedure documentation <b>(B1.11)</b> <input type="checkbox"/> Stakeholder complaint procedure(s) <b>(B1.12)</b> <input type="checkbox"/> H.R. policies and procedures regarding staff due process <b>(B1.13)</b> <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Click here to enter text.

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: Click here to enter a date.

**G4: STAFFING - GOVERNANCE QUALITY INDICATOR #4**

*The Governing Board has a system in place to ensure that appropriate employment and other staffing decisions are made in accordance with applicable law and the terms of its approved charter governing qualifications, clearances and credentialing:*

- The Governing Board has established policies and procedures to ensure that faculty, staff, substitute teachers, and other persons providing service in a certificated position, are appropriately credentialed, authorized and/or otherwise qualified for the positions for which they have been employed/contracted and assigned, in accordance with applicable provisions of law and the school’s charter.
- The Governing Board has established policies and procedures to ensure that the school obtains all necessary employee clearances, including criminal background and tuberculosis (TB) clearances, prior to employment, and keeps all clearances current.
- The Governing Board has established policies and procedures to ensure that the school obtains, monitors, and maintains all necessary and appropriate vendor certifications/waivers regarding vendor employee clearances, including criminal background and tuberculosis (TB) clearances.
- The Governing Board has established policies and procedures regarding requirements for school volunteers, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students per AB 1667.
- The Governing Board has established and monitors policies governing whether and under what circumstances the school may consider, for paid and volunteer service, candidates who have criminal records.

	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established and monitors policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established some policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established few or no policies and procedures to ensure staffing in compliance with applicable law staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements	<input type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10)</b> <input type="checkbox"/> H.R. policies and procedures regarding ESSA qualifications, credentialing, and clearance requirements <b>(B1.13)</b> <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> ESSA Grid <input type="checkbox"/> Other: (Specify)



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**G5: DATA-BASED DECISION-MAKING - GOVERNANCE QUALITY INDICATOR #5**

*The Governing Board has a system in place to ensure ongoing:*

- Review and use of academic and other internal school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence
- Monitoring of the school’s implementation of its LCAP action plans and progress toward LCAP goals

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The Governing Board regularly monitors school performance and other internal data to inform decision-making <input type="checkbox"/> The Governing Board monitors school performance and other internal data to inform decision-making <input type="checkbox"/> The Governing Board inconsistently monitors school performance and other internal data to inform decision-making <input type="checkbox"/> The Governing Board seldom monitors school performance and other internal data to inform decision-making	<input type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and other internal data <b>(B1.4)</b> <input type="checkbox"/> Other evidence of a system for Board review and analysis of internal school data to inform decision-making <b>(B1.14)</b> <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)

**G6: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #6**

*The Governing Board has a system in place to ensure fiscal viability:*

- The school is fiscally strong and net assets are positive in the prior two independent audit reports.

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The school is fiscally strong with positive net assets in the prior two independent audit reports <input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current independent audit report <input type="checkbox"/> The school is fiscally weak (e.g., inadequate cash flow, etc.) and/or net assets are negative in the most current independent audit report, <b>or</b> the school does not have an independent audit report on file with the Charter Schools Division <input type="checkbox"/> The school is consistently fiscally weak (e.g., inadequate cash flow, etc.) and/or net assets are negative in the prior two independent audit reports, <b>or</b> the school does not have an independent audit report on file with the Charter Schools Division	<input type="checkbox"/> Board meeting agendas and minutes <b>(B1.4)</b> <input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances <b>(B1.15)</b> <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with leadership <input type="checkbox"/> Independent audit report(s) <input type="checkbox"/> Other: (see Fiscal Operations section below)



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**G7: FISCAL MANAGEMENT AND ACCOUNTABILITY - GOVERNANCE QUALITY INDICATOR #7**

*The Governing Board has a system in place to ensure sound fiscal management and accountability:*

- The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement.

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement <input type="checkbox"/> The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement <input type="checkbox"/> The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, <b>or</b> has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.) <input type="checkbox"/> The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, and has recurring areas noted for improvement, <b>or</b> has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.)	<input type="checkbox"/> Board meeting agendas and minutes <b>(B1.4)</b> <input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances <b>(B1.15)</b> <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with leadership <input type="checkbox"/> Independent audit report(s) <input type="checkbox"/> Other: (see Fiscal Operations section below)

**Progress on LAUSD Board of Education and/or MOU Benchmarks related to GOVERNANCE (if applicable):**





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**A1: SBAC SUBGROUP ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #1**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>• Performance of all numerically significant subgroups (30 or more students and 15 or more Foster Youth or Homeless students) on the CAASPP (SBAC) ELA (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)</li> <li>• In accordance with SB1290, increases in pupil academic achievement for all groups of pupils served by the charter school.</li> </ul>	
Rubric	Sources of Evidence
<p><b>Performance</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> All subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019</li> <li><input type="checkbox"/> The majority of subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019</li> <li><input type="checkbox"/> Some subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019</li> <li><input type="checkbox"/> None of the school's subgroups demonstrated growth in CAASPP ELA performance from 2017-2018 to 2018-2019</li> <li><input type="checkbox"/> No assessment of performance for this indicator</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> SBAC report (CDE)</li> <li><input type="checkbox"/> Review of LAUSD Office of Data &amp; Accountability's Data Set <b>(B2.1)</b></li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>

**A2: SBAC SUBGROUP MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #2**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>• Performance of all numerically significant subgroups (30 or more students and 15 or more Foster Youth or Homeless students) on the CAASPP (SBAC) Math (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)</li> <li>• In accordance with SB1290, increases in pupil academic achievement for all groups of pupils served by the charter school,</li> </ul>	
Rubric	Sources of Evidence
<p><b>Performance</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> All subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019</li> <li><input type="checkbox"/> The majority of subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019</li> <li><input type="checkbox"/> Some subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019</li> <li><input type="checkbox"/> None of the school's subgroups demonstrated growth in CAASPP Math performance from 2017-2018 to 2018-2019</li> <li><input type="checkbox"/> No assessment of performance for this indicator</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> SBAC report (CDE)</li> <li><input type="checkbox"/> Review of LAUSD Office of Data &amp; Accountability's Data Set <b>(B2.1)</b></li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



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**A3: SBAC SCHOOLWIDE ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #3**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>Schoolwide ELA data (CDE)</li> </ul>	
Performance	Sources of Evidence
<p><b>Rubric</b></p> <p><input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade on the SBAC in ELA is at a rate higher than the Resident Schools Median</p> <p><input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade on the SBAC in ELA is at a rate similar to the Resident Schools Median</p> <p><input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade on the SBAC in ELA is at a rate lower than the Resident Schools Median</p> <p><input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade on the SBAC in ELA is substantially lower than the Resident Schools Median</p> <p><input type="checkbox"/> No assessment of performance for this indicator</p>	<p><input type="checkbox"/> SBAC report (CDE)</p> <p><input type="checkbox"/> Review of LAUSD Office of Data &amp; Accountability’s Data Set <b>(B2.1)</b></p> <p><input type="checkbox"/> Other: (Specify)</p>

**A4: SBAC SCHOOLWIDE MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #4**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>Schoolwide Math data (CDE)</li> </ul>	
Performance	Sources of Evidence
<p><b>Rubric</b></p> <p><input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade on the SBAC in Math is at a rate higher than the Resident Schools Median</p> <p><input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade on the SBAC in Math is at a rate similar to the Resident Schools Median</p> <p><input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade on the SBAC in Math is at a rate lower than the Resident Schools Median</p> <p><input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3<sup>rd</sup> – 8<sup>th</sup>, 11<sup>th</sup> Grade on the SBAC in Math is substantially lower than the Resident Schools Median.</p> <p><input type="checkbox"/> No assessment of performance for this indicator</p>	<p><input type="checkbox"/> SBAC report (CDE)</p> <p><input type="checkbox"/> Review of LAUSD Office of Data &amp; Accountability’s Data Set <b>(B2.1)</b></p> <p><input type="checkbox"/> Other: (Specify)</p>

**A5: ENGLISH LEARNER RECLASSIFICATION - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #5**

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> <li>English Learner reclassification rate for 2018-2019 (CDE)</li> </ul>
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Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The school reclassifies English Learners at a rate higher than the Resident Schools Median <input type="checkbox"/> The school reclassifies English Learners at a rate similar to the Resident Schools Median <input type="checkbox"/> The school reclassifies English Learners at a rate lower than the Resident Schools Median <input type="checkbox"/> The school did not reclassify English Learners <input type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> Reclassification report (CDE) <input type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set <b>(B2.1)</b> <input type="checkbox"/> ELPAC Criterion reports (CDE) <b>(B2.3)</b> <input type="checkbox"/> Reclassification Criteria for all applicable grade levels <b>(within “Notes” section above) (B2.4)</b> <input type="checkbox"/> Other: (Specify)

**A6: “AT RISK” ENGLISH LEARNERS – (ELEMENTARY AND SECONDARY SCHOOLS) STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #6**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- Providing supports for At-Risk English Learners 2018-2019 (CDE)

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The school’s percentage of “At Risk” English Learners is at rate lower than the Resident Schools Median <input type="checkbox"/> The school’s percentage of “At Risk” English Learners is at a rate similar to the Resident Schools Median <input type="checkbox"/> The school’s percentage of “At Risk” English Learners is at a rate higher than the Resident Schools Median <input type="checkbox"/> The school’s percentage of “At Risk” English Learners is at a rate that is substantially higher than the Resident Schools Median <input type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> “At-Risk” by Grade report (CDE): 2018-2019 <input type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set <b>(B2.1)</b>

**A7: LONG TERM ENGLISH LEARNERS (LTELs) - (SECONDARY SCHOOLS) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #7**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- Providing supports for Long Term English Learners 2018-2019 (CDE)

Rubric	Sources of Evidence



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<b>Performance</b>	<input type="checkbox"/> The school's percentage of LTELs is at rate lower than the Resident Schools Median	<input type="checkbox"/> Long-Term English Learners (LTEL) by Grade report (CDE): 2018-2019 <input type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b>
	<input type="checkbox"/> The school's percentage of LTELs is at a rate similar to the Resident Schools Median	
	<input type="checkbox"/> The school's percentage of LTELs is at a rate higher than the Resident Schools Median	
	<input type="checkbox"/> The school's percentage of LTELs is at a rate that is substantially higher than the Resident Schools Median	
	<input type="checkbox"/> No assessment of performance for this indicator	

**A8: FOUR-YEAR ADJUSTED COHORT GRADUATION RATE - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #8**

<i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i>		
<ul style="list-style-type: none"> <li>Four-Year Adjusted Cohort Graduation Rate (CDE) <b>(high schools only)</b></li> </ul>		
	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> The school's Four-Year Adjusted Cohort Graduation Rate is at a rate higher than Resident Schools Median	<input type="checkbox"/> Four-Year Adjusted Cohort Graduation Rate (CDE) <input type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Graduation Requirements <b>(within "Notes" section above) (B2.5)</b> <input type="checkbox"/> Other: (Specify) <hr/> A-G passing grade requirement (e.g. C or D) <b>(CSD internal use only)</b>
	<input type="checkbox"/> The school's Four-Year Adjusted Cohort Graduation Rate is at a rate similar to the Resident Schools Median	
	<input type="checkbox"/> The school's Four-Year Adjusted Cohort Graduation Rate is at a rate lower than the Resident Schools Median	
	<input type="checkbox"/> The school's Four-Year Adjusted Cohort Graduation Rate is at a rate substantially lower than the Resident Schools Median	
	<input type="checkbox"/> No assessment of performance for this indicator	

**\*INDICATOR A9 IS ONLY APPLICABLE TO NEW CHARTER SCHOOLS WHICH DO NOT HAVE CAASPP (SBAC) SCORES AND CHARTER SCHOOLS WHICH SERVE GRADE LEVELS K, 1, 2, 9, AND 10 (THE GRADE LEVELS WHICH ARE NOT ADMINISTERED THE CAASPP).**

**A9: INTERNAL ASSESSMENT (Grades K, 1, 2, 9, 10 and New Charter Schools) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #9**

<i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, for grades K, 1, 2, 9 and 10 or as a new school with no CAASPP (SBAC) data as measured by:</i>	
<ul style="list-style-type: none"> <li>The school's internal assessments (with analysis of results) by subgroups and grade-levels in ELA and Math</li> <li>Other academic achievement data gathered or produced by the school, such as Advanced Placement examination participation and passage rates, A-G requirements progress and completion rates, high school graduation rates, and college acceptance rates</li> </ul>	



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*NOTE: For purposes of evaluation of school performance for this indicator, the CSD will consider data derived from assessments for which the school can provide evidence of validity/reliability. For commonly used and recognized assessments this would not be necessary (for example, NWEA, DIBELS, Illuminate, or SBA Interim assessments).*

	<b>Sources of Evidence</b>
<div style="display: flex; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); background-color: #ffffcc; padding: 5px; font-weight: bold; margin-right: 10px;">Performance</div> <div> <input type="checkbox"/> The school has demonstrated accomplished levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect significant growth in student achievement in ELA and Math for all subgroups in all grade-levels  <input type="checkbox"/> The school has demonstrated proficient levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect moderate growth in student achievement in ELA and Math for the majority of subgroups and grade-levels.  <input type="checkbox"/> The school has demonstrated developing levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect limited growth in student achievement in ELA and Math for some subgroups and grade-levels  <input type="checkbox"/> The school has demonstrated unsatisfactory levels of student achievement and progress as measured by school's internal assessments and other school data and that reflect no growth or a decline in student achievement in ELA and Math for the majority of subgroups and grade-levels, or the school has not collected and/or analyzed and monitored internal assessment or other academic achievement data.  <input type="checkbox"/> No assessment of performance for this indicator.                 </div> </div>	<input type="checkbox"/> Internal academic performance and progress data and information <b>(B2.2)</b> <input type="checkbox"/> School Internal Assessment Data Report or equivalent <b>(B2.6)</b> <input type="checkbox"/> Other: (Specify)



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**CALIFORNIA SCHOOL DASHBOARD STATE INDICATORS**

**Summary of School Performance**

Indicators A10 – A16 reflect the school’s ratings on the Dashboard. Indicators A10 – A16 will not impact the overall Student Achievement and Educational Performance Rating for 2019-2020 oversight but will provide informational areas of focus.

**I. Academic Performance**

**A10: CAASPP ENGLISH LANGUAGE ARTS** -  Grades 3-5  Grades 6-8  Grade 11

**Performance Level Color:** Choose an item.

**Change Level:** Choose an item.

**A11: CAASPP MATHEMATICS** -  Grades 3-5  Grades 6-8  Grade 11

**Performance Level Color:** Choose an item.

**Change Level:** Choose an item.

**A12: ENGLISH LEARNER PROGRESS**

**Performance Level Color:** Choose an item.

**Change Level:** Choose an item.

**A13: COLLEGE/CAREER (high schools only)**

**Performance Level Color:** Choose an item.

**Change Level:** Choose an item.

**II. Academic Engagement**

**A14: CHRONIC ABSENTEEISM**

**Performance Level Color:** Choose an item.

**Change Level:** Choose an item.

**A15: GRADUATION RATE**

**Performance Level Color:** Choose an item.

**Change Level:** Choose an item.

**III. Conditions and Climate**

**A16: SUSPENSION RATE**

**Performance Level Color:** Choose an item.

**Change Level:** Choose an item.



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**NOTES:**

**Progress on LAUSD Board of Education and/or MOU Benchmarks related to STUDENT ACHIEVEMENT (if applicable):**





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**01: SCHOOL SAFETY AND OPERATIONS: SCHOOL SAFETY PLAN AND PROCEDURES - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #1**

*The school has a system in place to ensure that:*

- The school has a current site-specific comprehensive Health, Safety, and Emergency Plan  
(Note: for co-locations, the charter school adheres and complies with the District school’s Health, Safety and Emergency Plan)
- The school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency (includes threat assessment protocol)
- School staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting in accordance with the requirements of AB 1432
- School staff receives annual training on the handling of bloodborne pathogens
- The school has a Visitor’s policy and it’s visible in the main office
- A Pupil Suicide Prevention Policy (grades 7-12) is in place, in compliance with AB 2246

	<b>Rubric</b>	<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety	<input type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10)</b> <input type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan <b>(B3.1b)</b> <input type="checkbox"/> Evacuation route maps <b>(B3.1b)</b> <input type="checkbox"/> Documentation of emergency drills and training <b>(B3.1c)</b> <input type="checkbox"/> Evidence of provision and location of onsite emergency supplies <b>(B3.1b)</b> <input type="checkbox"/> Evidence of AB 2246 implementation (grades 7-12) <b>(B3.1f)</b> <input type="checkbox"/> Child abuse mandated reporter training documentation <b>(B3.1d and B3A.4)</b> <input type="checkbox"/> Bloodborne pathogens training documentation <b>(B3.1e and B3A.4)</b> <input type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2019-2020</i> (“ESSA Grid”) <b>(B3A.1)</b> <input type="checkbox"/> Site/classroom observation <input type="checkbox"/> Visitor’s Policy <b>(B3.1a)</b> <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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**O2: HEALTH AND SAFETY - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #2**

*The school has a system in place to ensure that:*

- For each school site, the school has a current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site
- School provides documentation of student immunization and
- School provides documentation of health screening per applicable law and terms of the charter (vision screenings upon school entry and every third year thereafter through grade 8 and hearing screenings are mandated in kindergarten/first grade and in second, fifth, eighth, tenth/eleventh grade and upon first school entry)
- School maintains an emergency epinephrine auto-injectors (“epi-pen”) onsite and has provided training to volunteer staff member(s) in the storage and emergency use of the epi-pen
- Per AB 1871, charter schools are required to provide needy students with one nutritionally adequate free or reduced priced meal each day
- Per AB 2009, any charter school that offers an interscholastic athletic program is required to have at least one automated external defibrillator (AED)

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens	<input type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10)</b> <input type="checkbox"/> Certificate of Occupancy or equivalent <b>(B3.2a)</b> <input type="checkbox"/> Evidence of student immunization <b>(B3.2b)</b> <input type="checkbox"/> Evidence of health screening <b>(B3.2b)</b> <input type="checkbox"/> Evidence of Epi-pen <b>(B3.2c)</b> <input type="checkbox"/> AED (schools with an interscholastic athletic program) <b>(B3.2e)</b> <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

**O3: STANDARDS-BASED INSTRUCTION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #3**

*The school has:*

- Implemented standards-based instruction schoolwide in accordance with the California academic content standards, including the California Common Core State Standards (CA CCSS), and the California Next Generation Science Standards (CA NGSS) that are applicable to the grade levels served
- Obtained WASC accreditation (**high schools only**)





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- Implemented a system to monitor student progress toward and completion of graduation and A-G requirements (**high schools only**)
- Received UC/CSU approval of courses (UC Doorways) (**high schools only**)

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The school has fully-implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS <input type="checkbox"/> The school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS <input type="checkbox"/> The school has partially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS <input type="checkbox"/> The school has minimally implemented, or not at all, grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS	<input type="checkbox"/> Evidence of standards-based instructional program ( <b>B3.3a</b> ) <input type="checkbox"/> Evidence of implementation of CA NGSS ( <b>B3.3a</b> ) <input type="checkbox"/> LCAP ( <b>B3.3b</b> ) <input type="checkbox"/> Evidence of technology readiness to administer CAASPP assessments ( <b>B3.3c</b> ) <i>*new schools only</i> <input type="checkbox"/> WASC documentation ( <b>B3.3d</b> ) <input type="checkbox"/> UC Doorways course approval documentation ( <b>B3.3e</b> ) <input type="checkbox"/> Evidence of implementation of Transitional Kindergarten ( <b>B3.3i</b> ) <input type="checkbox"/> Professional development documentation ( <b>B3.4b</b> ) <input type="checkbox"/> Classroom observation <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

**O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #4**

- The school:*
- Implements the differentiation, intervention, and other instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all subgroups identified in the school’s LCAP and by CDE
  - Disaggregates and analyzes data on a regular basis to address individual student needs
  - Implements, monitors, and modifies, as appropriate, its Master Plan for English Learners (EL identification, designated and integrated ELD standards-based instruction, progress monitoring, assessment, and reclassification)
  - Has appointed a designee to assist and support foster youth

Rubric	Sources of Evidence
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LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Click here to enter text.

**Annual Performance-Based Oversight Visit Report**

DATE OF VISIT: Click here to enter a date.

<b>Performance</b>	<input type="checkbox"/> The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis <input type="checkbox"/> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis <input type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis <input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis	<input type="checkbox"/> Evidence of standards-based instructional program <b>(B3.3a)</b> <input type="checkbox"/> LCAP <b>(B3.3b)</b> <input type="checkbox"/> Professional development documentation <b>(B3.4b)</b> <input type="checkbox"/> Evidence of intervention and support for all students, including but not limited to foster youth, at-risk students, and high performing students <b>(B3.3j)</b> <input type="checkbox"/> Implementation of the school's English Learner Master Plan <b>(B3.3j)</b> <input type="checkbox"/> Evidence of implementation of a data analysis system <b>(B2.1 and B2.6)</b> <input type="checkbox"/> School Internal Assessment Data Report, or equivalent <b>(B2.6)</b> <input type="checkbox"/> Classroom observation <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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**O5: IMPLEMENTATION OF KEY FEATURES OF EDUCATIONAL PROGRAM - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #5**

<i>The school has implemented the key features components of the educational program described in the school's charter</i>		
<b>Rubric</b>		<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> The school has fully implemented the key features of the educational program described in the charter <input type="checkbox"/> The school has substantially implemented the key features of the educational program described in the charter <input type="checkbox"/> The school has partially implemented the key features of the educational program described in the charter <input type="checkbox"/> The school has minimally implemented, or not at all, the key features of the educational program described in the charter	<input type="checkbox"/> Professional development documentation <b>(B3.4b)</b> <input type="checkbox"/> Evidence of implementation of key features of educational program <b>(B3.3k)</b> <input type="checkbox"/> Classroom observation <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: [Click here to enter text.](#)

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: [Click here to enter a date.](#)

**O6: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #6**

*The school has a system in place to ensure that the school:*

- Provides special education programs and services in accordance with students' IEPs and the terms of the Modified Consent Decree
- Provides special education training for staff in accordance with requirements of the Modified Consent Decree
- Conducts a special education self-review annually, using the Special Education Self-Review Checklist
- Maintains timely IEP timeline records and accurate service provision records in Welligent

	Rubric	Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The school has a highly developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree <input type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree <input type="checkbox"/> The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree <input type="checkbox"/> The school has a minimal or no system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree	<input type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10)</b> <input type="checkbox"/> Professional development documentation <b>(B3.4b)</b> <input type="checkbox"/> Evidence of intervention and support for students with disabilities <b>(B3.3j)</b> <input type="checkbox"/> Self-Review Checklist <b>(B3.4a)</b> <input type="checkbox"/> Other special education documentation <b>(B3.4a)</b> <input type="checkbox"/> Consultation with Charter Operated Programs office <input type="checkbox"/> Welligent reports and/or other MCD documentation, including from the Division of Special Education <b>(B3.4a)</b> <input type="checkbox"/> Classroom observation <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

**O7: SCHOOL CLIMATE AND STUDENT DISCIPLINE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #7**

*The school has a school climate and schoolwide student discipline system in place to ensure that the school's practices:*

- Align with the principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, and schoolwide positive behavior support, data monitoring and, includes a discipline system complaint process
- Provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive
- Minimize discretionary suspensions and expulsions
- Reduce or eliminate suspension disproportionality for student subgroups
- Per AB 2291, adopt on or before December 31, 2019, procedures for preventing acts of bullying, including cyberbullying

Rubric	Sources of Evidence



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: [Click here to enter text.](#)

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: [Click here to enter a date.](#)

<b>Performance</b>	<input type="checkbox"/> The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights	<input type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10)</b> <input type="checkbox"/> LCAP <b>(B3.3b)</b> <input type="checkbox"/> Professional development documentation <b>(B3.4b)</b> <input type="checkbox"/> Evidence of implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles <b>(B3.4c)</b> <input type="checkbox"/> Evidence of implementation of tiered behavior intervention, such as SST/COST <b>(B3.4c)</b> <input type="checkbox"/> Evidence of implementation of alternatives to suspension <b>(B3.4c)</b> <input type="checkbox"/> Evidence of implementation of schoolwide positive behavior support system <b>(B3.4c)</b> <input type="checkbox"/> Evidence of data monitoring <b>(B3.4c)</b> <input type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set for suspension, expulsion, and disproportionality <b>(B2.1)</b> <input type="checkbox"/> Suspension rates, and disproportionality rates <input type="checkbox"/> Evidence of implementation of AB 2291 <b>(B3.4c)</b> <input type="checkbox"/> Interview of stakeholders <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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**O8: PROFESSIONAL DEVELOPMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #8**

<p><i>The school:</i></p> <ul style="list-style-type: none"> <li>• Has a schoolwide professional development plan for teachers and other staff that supports the educational program set forth in the charter and targets identified needs</li> <li>• Provides faculty and other instructional staff with professional development opportunities to improve instructional practice</li> <li>• Provides opportunities for teachers to collaborate regularly for the purpose of planning and improving curriculum and instruction</li> </ul>	
<b>Rubric</b>	<b>Sources of Evidence</b>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Click here to enter text.

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DATE OF VISIT: Click here to enter a date.

<b>Performance</b>	<input type="checkbox"/> The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter	<input type="checkbox"/> LCAP <b>(B3.3b)</b> <input type="checkbox"/> Professional development documentation (e.g. professional development calendar, agendas and sign-ins) <b>(B3.4b)</b> <input type="checkbox"/> Interview of teachers and/or other staff <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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**O9: STAKEHOLDER COMMUNICATION AND INVOLVEMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #9**

<p><i>The school has a stakeholder communication system for gathering input, facilitating and encouraging involvement, sharing information, and resolving concerns, which:</i></p> <ul style="list-style-type: none"> <li>Engages in communication that notifies parents, teachers, pupils and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns</li> <li>Provides all stakeholders with appropriate, accessible and relevant information about individual student and schoolwide academic progress and performance</li> <li>Informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements <b>(high schools only)</b></li> <li>Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school’s charter, and the school LCAP</li> <li>Per AB 1104, schools that maintain any of grades 6-12, inclusive, to identify the most appropriate methods of informing parents and guardians of pupils in those grades of human trafficking prevention resources and to implement the identified methods by January 1, 2020</li> </ul>	
<b>Rubric</b>	<b>Sources of Evidence</b>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Click here to enter text.

**Annual Performance-Based Oversight Visit Report**

DATE OF VISIT: Click here to enter a date.

<b>Performance</b>	<input type="checkbox"/> The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a partially developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a minimal or no stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns	<input type="checkbox"/> Parent-Student Handbook <b>(B1.10)</b> <input type="checkbox"/> LCAP <b>(B3.3b)</b> <input type="checkbox"/> Evidence of stakeholder consultation <b>(B3.4d)</b> <input type="checkbox"/> Evidence of parent/stakeholder involvement and engagement <b>(B3.4d)</b> <input type="checkbox"/> Evidence of sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate <b>(B3.4d)</b> <input type="checkbox"/> Evidence that parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements <b>(B3.4d)</b> <input type="checkbox"/> Evidence of provision of stakeholder access to school's approved charter <b>(B3.4d)</b> <input type="checkbox"/> Evidence of communication to parents and other stakeholders of complaint resolution process(es) <b>(B3.4d)</b> <input type="checkbox"/> Evidence of informing parents/guardians of human trafficking prevention resources (January 1, 2020) grades 6-12 <b>(B3.4d)</b> <input type="checkbox"/> Interview of stakeholders <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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**O10: STAKEHOLDER COMMUNICATION AND TRANSPARENCY- ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #10**

*The school's documents that are available both manually and electronically (website preferred) serve as a vehicle for transparency through its displays and provision of information.*

- Information is easily accessible to the public and school stakeholders
- UCP and all complaint procedures
- Title IX information in accordance with SB 1375\*\*
- AB 2246 Suicide Prevention applicable posting (Gr 7-12)
- Applicable categories described in Charter School Transparency Resolution



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• Per AB 2022, notification requirements to pupils and parents or guardians of pupils on how to initiate access to available pupil mental health services on campus, in the community, or both no less than twice during the school year  
 \*\*required on website

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> The school has a highly developed communication system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website <input type="checkbox"/> The school has a well-developed communication system to share information with stakeholders via its documents available both manually, electronically and on its website <input type="checkbox"/> The school has a partially developed communication system to share information with stakeholders via its documents available manually/electronically or on its website <input type="checkbox"/> The school has a minimally developed communication system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website	<input type="checkbox"/> Review of the availability of information to the public/stakeholders (B3.4e) for: <ul style="list-style-type: none"> <li>• UCP Procedure and Forms</li> <li>• Complaint Forms</li> <li>• SB 1375 Information</li> <li>• AB 2246 (grades 7-12)</li> <li>• LCAP</li> <li>• Financial Audit</li> <li>• Student Demographics</li> <li>• Student Achievement Information</li> </ul> <input type="checkbox"/> Evidence of implementation of AB 2022 (B3.4e) <input type="checkbox"/> Other: (Specify)

**O11: EVALUATION OF SCHOOL STAFF - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #11**

*The school has a system in place for the evaluation of school staff designed to ensure that:*

- the school’s educational program yields high student achievement
- the school complies with all applicable legal requirements

Rubric	Sources of Evidence
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LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: [Click here to enter text.](#)

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<b>Performance</b>	<input type="checkbox"/> The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	<input type="checkbox"/> Documentation related to a system for evaluation of staff and administrator(s) <b>(B3.4f)</b> <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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**O12: CLEARANCES AND CREDENTIALING COMPLIANCE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #12**

<p><i>The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:</i></p> <ul style="list-style-type: none"> <li>• All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times</li> <li>• The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current</li> <li>• The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current</li> <li>• The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform schoolsite services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students</li> </ul>	
<b>Rubric</b>	<b>Sources of Evidence</b>





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<b>Performance</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times</li> <li><input type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</li> <li><input type="checkbox"/> The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</li> <li><input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2019-2020 form (“ESSA Grid”) (B3A.1a)</i></li> <li><input type="checkbox"/> Staff rosters and school master schedule (B3A.1b and B3A.1c)</li> <li><input type="checkbox"/> Custodian(s) of Records documentation (B3A.1d)</li> <li><input type="checkbox"/> Criminal Background Clearance Certifications (B3A.2a and B3A.3a)</li> <li><input type="checkbox"/> Teaching credential/authorization documentation (B3A.2b)</li> <li><input type="checkbox"/> Vendor certifications (B3A.5)</li> <li><input type="checkbox"/> Volunteer (TB) risk assessment/clearance certification (B3A.6)</li> <li><input type="checkbox"/> Discussion with school leadership</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>
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**Progress on LAUSD Board of Education and/or MOU Benchmarks related to ORGANIZATIONAL MANAGEMENT (if applicable):**



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: [Click here to enter text.](#)

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**[INSERT FISCAL TABLE]**



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: [Click here to enter text.](#)

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FISCAL OPERATIONS	RATING
<p>You have been assessed by the Fiscal Oversight team and you are receiving the rating of <i>insert rating score, insert rating name.</i></p> <p><b>Other circumstances and information could influence the rating and are noted in this evaluation.</b></p>	<p>Choose a rating</p>
<p><b>Areas of Demonstrated Strength and/or Progress:</b></p>	
<p><b>Areas Noted for Further Growth and/or Improvement:</b></p>	
<p><b>Other Observations (Items described in this section, while not addressed in the charter school’s Fiscal Policies and Procedures, are recommended for improvement to align with optimal business practices).</b></p>	
<p><b>Corrective Action Required:</b></p>	



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**Notes:**

**Progress on LAUSD Board of Education and/or MOU Benchmarks related to FISCAL OPERATIONS (if applicable):**



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: [Click here to enter text.](#)

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**Fiscal Operations Rubrics**

*Existing School* – a charter school that has at least one annual independent audit on file with the Charter Schools Division [Possible Rating 1-4]

*New School* – a charter school that does not have an independent audit on file with the Charter Schools Division [Possible Rating 1-2]

<p><b><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></b></p>	<p><b><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></b></p>
<p><b><u>Existing Schools (based on the most current annual audit):</u></b> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive in the prior two audits;</li> <li>2. The cash balance at the beginning of the school year is positive;</li> <li>3. The two most current audits show no material weaknesses, deficiencies and/or findings;</li> <li>4. All vendors and staff are paid in a timely manner;</li> <li>5. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term;</li> <li>6. Charter school adheres to the governing board approved Fiscal Policies and Procedures;</li> <li>7. Governing board adopts the annual budget;</li> <li>8. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;</li> <li>9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>10. There is no apparent conflict of interest;</li> <li>11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871);</li> <li>12. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school’s website;</li> <li>13. The LCAP is submitted to the appropriate agencies;</li> </ol>	<p><b><u>Existing Schools (based on the most current annual audit):</u></b> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive in the most current audit;</li> <li>2. The cash balance at the beginning of the school year is positive;</li> <li>3. The most current audit shows no material weaknesses, deficiencies and/or findings;</li> <li>4. Vendors and staff are paid in a timely manner;</li> <li>5. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term;</li> <li>6. Charter school generally adheres to the governing board-approved Fiscal Policies and Procedures;</li> <li>7. Governing board adopts the annual budget;</li> <li>8. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;</li> <li>9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;</li> <li>10. There is no apparent conflict of interest;</li> <li>11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871);</li> <li>12. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school’s website;</li> <li>13. The LCAP is submitted to the appropriate agencies;</li> </ol>



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<p><b><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></b></p>	<p><b><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></b></p>
<ul style="list-style-type: none"> <li>14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals;</li> <li>15. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner;</li> <li>16. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement;</li> <li>17. Audited and unaudited actuals nearly mirror each other;</li> <li>18. Proper segregations of duties are in place; and</li> <li>19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are met based on the required deadline(s).</li> </ul>	<ul style="list-style-type: none"> <li>14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals;</li> <li>15. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner;</li> <li>16. There are no significant recurring issues; and</li> <li>17. Audited and unaudited actuals nearly mirror each other.</li> </ul>
<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>
<p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ul style="list-style-type: none"> <li>1. Positive Net Assets exceed 4% of prior year expenditures;</li> <li>2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;</li> <li>3. A comprehensive website that provides at a minimum six of the following fiscal items:                         <ul style="list-style-type: none"> <li>○ Most current financial reports presented to the governing board</li> <li>○ Employee handbook</li> <li>○ Student handbook</li> <li>○ Salary schedules/benefits/information</li> <li>○ Budget development process</li> <li>○ Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location</li> <li>○ The most current approved petition</li> <li>○ Administration/school contact</li> <li>○ School calendar</li> <li>○ Enrollment policies and procedures</li> <li>○ Fiscal policies and procedures manual</li> </ul> </li> </ul>	<p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ul style="list-style-type: none"> <li>1. Positive Net Assets exceed 3% of prior year expenditures;</li> <li>2. The cash balance at the beginning of the school year is at least 4% of the prior year expenses;</li> <li>3. A comprehensive website that provides at a minimum six of the following fiscal items:                         <ul style="list-style-type: none"> <li>○ Most current financial reports presented to the governing board</li> <li>○ Employee handbook</li> <li>○ Student handbook</li> <li>○ Salaries schedule/benefits/information</li> <li>○ Budget development process</li> <li>○ Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location</li> <li>○ The most current approved petition</li> <li>○ Administration/school contact</li> <li>○ School calendar</li> <li>○ Enrollment policies and procedures</li> <li>○ Fiscal policies and procedures manual</li> </ul> </li> </ul>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: [Click here to enter text.](#)

**Annual Performance-Based Oversight Visit Report**

DATE OF VISIT: [Click here to enter a date.](#)

<p><b><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></b></p>	<p><b><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></b></p>
<p>4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; and</p> <p>5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p>4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; and</p> <p>5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>

<p><b><i>An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i></b></p>	<p><b><i>An existing school would be assessed as Unsatisfactory based on the statements below:</i></b></p>
<p><b><u>Existing Schools (based on the most current audit):</u></b> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Net Assets are positive, or net assets are negative with strong trend toward positive (be positive at the end of the third year, per applicable audit, and beyond);</li> <li>2. The cash balance at the beginning of the school year is positive;</li> <li>3. Vendors and staff are paid in a timely manner;</li> <li>4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term;</li> <li>5. Governing board adopts the annual budget;</li> <li>6. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction is provided (pursuant to AB 1871);</li> <li>7. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school’s website;</li> </ol>	<p><b><u>Existing Schools (based on the most current audit):</u></b> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school’s governing board members lack fiscal capacity.</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: [Click here to enter text.](#)

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: [Click here to enter a date.](#)

<p><b><i>An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i></b></p>	<p><b><i>An existing school would be assessed as Unsatisfactory based on the statements below:</i></b></p>
<p>8. The LCAP is submitted to the appropriate agencies;                  9. Have an audit conducted annually by an independent auditing firm;                  and                  10. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p> <p style="text-align: center;"><b><u>SUPPLEMENTAL CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. Enrollment is stable or changing at a manageable rate (Enrollment changes are reflected in annual budget and facilities);</li> <li>2. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract;</li> <li>3. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting;</li> <li>4. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;</li> <li>5. Current audit shows no material weaknesses, deficiencies and/or findings;</li> <li>6. Charter school adheres to the governing board approved Fiscal Policies and Procedures;</li> <li>7. There is no apparent conflict of interest; and</li> <li>8. Governing board approves any amendment(s) to the charter school's budget.</li> </ol> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Click here to enter text.

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: Click here to enter a date.

<p><i>A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>A new school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p><b><u>New Schools:</u></b></p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"> <li>1. A new school is one that does not have an independent audit on file with the Charter Schools Division;</li> <li>2. The cash balance at the beginning of the school year is positive;</li> <li>3. If enrollment is below the funding survey, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow statement;</li> <li>4. Projected debt is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school;</li> <li>5. Interim reports and unaudited actuals project:             <ol style="list-style-type: none"> <li>a. Positive net assets</li> <li>b. Expenses less than revenues</li> <li>c. Projected expenses and revenues have no significant variance from budget</li> </ol> </li> <li>6. As a practice, the governing board receives and reviews the charter school's financial reports as evidenced by the governing board meeting minutes;</li> <li>7. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871);</li> <li>8. The most current governing board-approved LCAP are posted on the charter school's website; and</li> <li>9. The LCAP is submitted to the appropriate agencies.</li> </ol> <p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p>	<p><b><u>New Schools:</u></b></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. A charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school's governing board members lack fiscal capacity.</p> <p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: [Click here to enter text.](#)

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: [Click here to enter a date.](#)

<p><b><i>A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.</i></b></p>	<p><b><i>A new school would be assessed as Unsatisfactory based on the statements below:</i></b></p>
<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>

## Attachment I Facilities Information

### **Required Safety Compliance Documentation**

Before a charter school may occupy any site, it must ensure the subject site is clean, safe, and complies with all mandatory requirements set forth in the school's approved charter petition (including, but not limited to, conditions pertaining to occupancy and use of the site, site compliance, pest management, and asbestos management) and applicable laws. Additionally, a charter school may not exceed the operating capacity of a site, and shall operate within any limitations or requirements provided by the formal documentation from the appropriate jurisdictional authority.

### **The District requires charter schools to annually submit the following documentation:**

#### **1) Certificate of Occupancy or Temporary Certificate of Occupancy**

A **Certificate of Occupancy** is issued pursuant to a building permit for new construction, additions, and changes of **occupancy** after all the necessary construction has been approved by the inspector. It is evidence that the Department of Building and Safety has determined that the construction was done according to the requirements of the code for the given **occupancy** to be housed in the building.

#### **2) Fire Permit**

A Fire Permit certifies that a thorough and comprehensive fire life safety inspection has been conducted annually to protect lives and property of those who access the facility (CFC Division II Section 103,104).

#### **3) Safe School Plan**

All California public schools kindergarten and grades one through twelve must develop a comprehensive school safety plan, per California *Education Code* sections 32280-32289. This tool provides a list of required contents to assist schools in creating a compliant plan. Charter schools must develop comprehensive school safety plans using existing resources, including the materials and services of the partnership, pursuant to this chapter. It is also the intent of the Legislature that schools use the handbook developed and distributed by the School/Law Enforcement Partnership Program entitled "Safe Schools: A Planning Guide for Action" in conjunction with developing their plan for school safety. **Co-located charter schools implement the District's Safe School Plan.**

#### **4) Certified Accessibility Plan**

While charter schools are exempt from many California laws governing school districts, charter schools are not exempt from federal requirements such as Title II of the Americans with Disabilities Act (ADA). Title II prohibits discrimination on the basis of disability in all services, programs, and activities provided to the public by State and local governments, except public transportation services.

Accordingly, charter schools operating on private sites shall develop Transition and Self Evaluation plans noting barriers to accessibility and the plan to remove and/or eliminate said barriers within a reasonable timeframe in the Transition Plan and noting intentional or unintentional policies and practices which discriminate against people with disabilities, their acquaintances, and others assumed to have a disability. Charter schools may also consider designating an ADA Coordinator or equivalent, establishing a grievance procedure and posting notices at all facilities and mediums. Please additionally review the legal requirements for public entities which employ 50 or more persons. A transition plan must include:

1. A list of obstacles to accessibility of the facility or program. An accessibility evaluation survey is conducted to determine the accessibility obstacles and issues.
2. A detailed description of the methods that will be used to provide accessibility.
3. A schedule for implementing the changes. If completion will take longer than a year, the steps that will be taken each year must be identified.
4. Signoff by the official in your organization with authority to authorize the expenditure of funds to make the changes.

Charter schools may wish to utilize Certified Access Specialists (“CASp”), experienced, trained, and tested individuals who can inspect buildings and sites for compliance with applicable state and federal construction-related accessibility standards. Per the Division of the State Architect (DSA), a CASp inspection may include, for example, a review by a professional who knows which accessibility standards apply to a facility, and an action plan for changes needed for the facility to become compliant. For more information on the CASp program (codified by Senate Bill 262 in 2003), go to: <http://www.dgs.ca.gov/dsa/Programs/programCert/casp.aspx>.

23. Ms. Ratliff, Mr. Zimmer – Keeping Parents Informed: Charter Transparency (Res-017-15/16)  
(Noticed November 10, 2015 and Postponed from a Previous Meeting)

**ADOPTED AS AMENDED BY CONSENT VOTE**

Whereas, Charter schools were established in 1992 by the California Education Code as a way to encourage innovation, increase opportunities for teaching and learning and expand school choice for parents and students;

Whereas, A Board of Education or other authorizing entity grants a charter with the expectation that a school will adhere to the procedures outlined in its petition and uphold the public’s trust in carrying out the agreement;

Whereas, The Los Angeles Unified School District aims to authorize, and provide sound oversight to, a portfolio of high quality innovative charter schools;

Whereas, California Education Code 47607 allows an authorizing entity to grant a charter for a period not to exceed five years and to grant one or more renewals of five years each;

Whereas, California Education Code ~~47606(c)(2)~~ 47605(c)(2) states, “Charter schools shall, on a regular basis, consult with their parents, legal guardians and teachers regarding the school's educational programs”;

Whereas, California Education Code 47604.32 requires the authorizing entity, including the Governing Board of the Los Angeles Unified School District, to provide oversight of a charter school’s operations, including its fiscal conditions and financial operations;

Whereas, California Ed Code 47604.3 requires charter schools to promptly respond to all

reasonable inquiries from its chartering authority, including those regarding its financial records;

Whereas, The District requires every charter school to cooperate with investigations of waste, fraud, abuse and other material violations of law related to its operation;

Whereas, California Education Code 47607(c) states that the authorizing entity may revoke a charter through the showing of substantial evidence that the school did any of the following: Committed a material violation of any of the conditions, standards or procedures set forth in the charter; failed to meet or pursue any of the pupil outcomes identified in the charter; failed to meet generally accepted accounting principles or engaged in fiscal mismanagement; violated any provision of the law;

Whereas, California Education Code 47607(c)-(e) and corresponding state regulations require the chartering authority to adhere to the following procedures when revoking a charter: Issuance of a Notice of Violations; issuance of a Notice to Revoke and Notice of Facts in Support of Revocation; a public hearing; and a final vote;

Whereas, The District currently requires charter schools to notify parents and guardians within 72 hours of a closure action and to simultaneously provide proof of the notification to the Charter Schools Division, but does not mandate any such notice when the revocation process is initiated or underway; and

Whereas, When a school has a renewal hearing before the Board, there is currently no requirement that a school must inform parents, legal guardians, and teachers of the outcome; ~~now, therefore, be it~~

Whereas, Traditional public schools are bound by applicable laws to adhere to prescribed standards, and/or to publicly disclose information relating to, their safety and facilities, curriculum and instructional focus, staff qualifications and compensation, governance and finances, food services, academic performance and student demographics;

Whereas, Charter schools are legally afforded greater flexibility with respect to the same standards; and, therefore, there is greater uncertainty about many of the above matters, which could be addressed through enhanced disclosure; and

Whereas, Although the District has an active program of voluntary seismic improvements to District-owned school sites, there may be a lack of clarity among both traditional and charter school parents regarding the seismic vulnerability of their students' school buildings, and the Field Act and (for non-District-owned sites) multiple applicable building codes are complex and have changed over years making it difficult to infer seismic safety from compliance alone; now, therefore, be it

Resolved, That the Los Angeles Unified School District expects ~~a charter management organization or every District-authorized~~ charter school to be transparent with its stakeholders (as traditional District public schools are required to be) regarding all aspects of its operation, including the possible revocation of its charter;

Resolved further, That a charter school be required to notify all parents, guardians and teachers in writing within 72 hours when the District issues a Notice of Violations, a Notice of Intent to Revoke and/or ~~the Recommendation for~~ Notice of Non-renewal; and that the notification include the District’s rationale for the action, if provided by the District. The school shall also be required to simultaneously provide proof of the notification to the Charter Schools Division;

Resolved further, That in order to achieve these goals of transparency, accountability and keeping parents informed (with information similar to that available to traditional public school parents), a charter management organization or charter school ~~District-authorized charter schools~~ are ~~be~~ required to have available, as allowed by law, to parents, guardians, and staff, information regarding:

Safety and Facilities

- Health and safety plans and procedures
- ~~Field Act compliancy~~
- School facility assessment
- ~~Available play space/density~~

Curriculum and Instructional Focus

- Local Education Agency Plan
- Instructional materials
- Curriculum content

Staff

- Teacher credential status
- Qualifications of employees (including school leaders); Staff (including, but not limited to teachers, administrators, clerical staff, custodial staff, aides, etc.) compensation scheme (including, without limitation, pay scale, bonuses or merit pay and the standards and procedures by which they are earned, benefits and retirement system) should be made available to parents upon request.
- ~~Chanda Smith Consent Decree compliance (including, but not limited to proper documentation displayed and made available to parents)~~
- ~~Staff pay scale (including, but not limited to teachers, administrators, clerical staff, custodial staff, aides, etc.)~~
- ~~Instructional materials~~

Governance Structure and Financial Management

- Brown Act compliancy
- Governance structure and policies
- Any material relationships among the school, its charter management organization (CMO) and any person or entity controlling, controlled by, or under common control with the school or its CMO; As used herein, “control” has the meaning ascribed to it in Rule 405 promulgated under the Securities Act of 1933, as amended – that is, the possession, direct or indirect, of the power to direct or cause the direction of the management and policies of a person, whether through the ownership of voting securities, by contract, or otherwise.
- Audited Financial Statements
- Local Control Accountability Plan (LCAP)

### Food Services

- ~~Food service/caloric content~~
- Meals offered to students
- Whether free and reduced-price meals are provided to students who would be eligible for them at a traditional public school

### Admissions

- Lottery processes (including any preferences) and enrollment deadlines
- Academic Performance (in each case, disaggregated for all numerically significant sub-groups)
- Statewide testing results
- Four year cohort graduation rates
- Drop-out rates

### Student Demographic Rates

- ~~Special Education services (including, but not limited to SELPA affiliation)~~
- ~~Curriculum content~~
- ~~Special Education by type (high incident, low incident)~~
- Ethnicity
- Income-eligibility for free and reduced-price meals
- English Language Learner status
- Special Education, by type (detailed to the extent permitted by applicable state and federal law and as available by traditional District public schools)

Resolved further, That this information be available to parents both manually and electronically through a written disclosure form in the preferred language of the family in English and any single primary language meeting the requirements of Sections 45400 through 45403 of the California Education Code;

Resolved further, That for the 2015-16 academic year, this information (other than the Audited Financial Statements and LCAP) shall be available to parents, guardians, and staff no later than March 1, 2016, and the Audited Financial Statements and LCAP shall be made similarly available by December 15, 2016 and June 30, 2016, respectively;

Resolved further, That for the 2016-17 and subsequent academic years, this information (other than the Audited Financial Statements and LCAP) shall be available to parents, guardians, and staff no later than August 31st of the applicable academic year, and the Audited Financial Statements and LCAP shall be made similarly available by December 15 of the following academic year and June 30 of the applicable academic year, respectively. If at any time, a change occurs with regards to the available information, the charter management organization or charter school will have 72 hours to have available the updated information within a reasonable time; and, be it finally

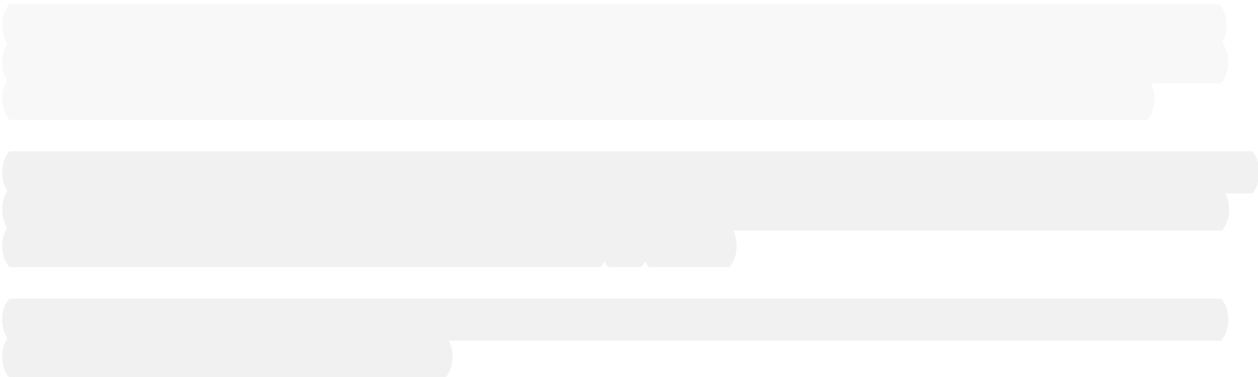
Resolved, further, That each District traditional public school and District-authorized charter school that occupies buildings on the AB300 list shall promptly post a notice to such effect in their main office;



Resolved further, That the Superintendent shall direct appropriate staff to conduct a study to determine appropriate measures and metrics of seismic resistance and seismic hazards of school buildings (the study may consider relevant factors, such as year and type of construction, depth of foundation and soil type, building materials, types of joints, number of floors, and the presence or absence of lateral bracing, proximity to known faults and the activeness of such faults, among other things) and to determine appropriate methods and timeframes for communicating such information and periodic updates to the public;

Resolved, further, That such study shall be conducted with input from the District's stakeholders, including, but not limited to, representatives of parents, community members, and independent charter schools, and that the Superintendent shall report the results of such study to the Board by April 11, 2016; and, be it finally

Resolved, That the Governing Board of the Los Angeles Unified School District encourages each charter school to inform parents, legal guardians, and other stakeholders of the outcome of its renewal hearings.





LOS ANGELES UNIFIED SCHOOL DISTRICT  
CHARTER SCHOOLS

**2019-2020 CALENDAR OF SIGNIFICANT DEADLINES**

[Subject to change as needs arise]

FRIDAY, JULY 5, 2019	
Item	Submit Via:
<ul style="list-style-type: none"> <li>Charter School Contact Information</li> </ul>	Dropbox
<ul style="list-style-type: none"> <li>Instructional Calendar for the 2019-20 year</li> </ul>	Attendance & Enrollment Section E-mail to: <a href="mailto:betty.chong@lausd.net">betty.chong@lausd.net</a> or <a href="mailto:james.phan@lausd.net">james.phan@lausd.net</a>
<ul style="list-style-type: none"> <li>Local Control and Accountability Plan (LCAP) 2019-20 (Must include agenda, board minutes and agenda approving the minutes)</li> </ul>	Dropbox

FRIDAY, JULY 19, 2019	
Item	Submit Via:
<ul style="list-style-type: none"> <li>PENSEC Newly operational Independent charter schools that begin instruction from July 1, 2018 through September 30, 2018, and continuing charter schools that added one or more grade levels in 2019-20</li> </ul>	Charter Schools Division 333 South Beaudry Ave., 20 <sup>th</sup> Floor Los Angeles, CA 90017 Attention: Portia Ilagan

MONDAY, AUGUST 19, 2019	
Item	Submit Via:
<ul style="list-style-type: none"> <li>2018-19 Unaudited Actuals</li> </ul>	Revenue Accounting 333 S. Beaudry Ave., 26 <sup>th</sup> Floor Email and deliver to: <a href="mailto:florencia.delacruz@lausd.net">florencia.delacruz@lausd.net</a>

## FRIDAY, SEPTEMBER 27, 2019

Item	Submit Via:
<ul style="list-style-type: none"> <li>General Application for Charter Schools</li> </ul>	Complete form online at LACOE website. Return completed form via e-mail to: <a href="mailto:sfs_bcsu@lacoedu">sfs_bcsu@lacoedu</a> <b>LACOE</b> Division of School Financial Serv. Attn: Business Charter Schools Unit 9300 Imperial Highway, Cubicle 2137 Downey, California 90242 <a href="#">Click Here</a> to obtain form
<ul style="list-style-type: none"> <li>E-Car</li> </ul>	<a href="#">Click Here for information</a>
<ul style="list-style-type: none"> <li><b>NORM:</b> Enrollment counts as of September 20 (form and instructions to be provided by Attendance &amp; Enrollment Section)</li> </ul>	Attendance & Enrollment Section E-mail to: <a href="mailto:betty.chong@lausd.net">betty.chong@lausd.net</a> or <a href="mailto:james.phan@lausd.net">james.phan@lausd.net</a>

## FRIDAY, OCTOBER 4, 2019

Item	Submit Via:
<ul style="list-style-type: none"> <li>AB 699 Policy (Immigration)</li> </ul>	Dropbox
<ul style="list-style-type: none"> <li>Certificate of Occupancy (Charters with Private Sites Only)</li> </ul>	Dropbox
<ul style="list-style-type: none"> <li>Compliance Monitoring Administrator Certification</li> </ul>	Dropbox
<ul style="list-style-type: none"> <li>EL Master Plan Certification with EL Master Plan</li> </ul>	Dropbox
<ul style="list-style-type: none"> <li>ESSA Grid</li> </ul>	Dropbox
<ul style="list-style-type: none"> <li>Governing Board Bylaws</li> </ul>	Dropbox
<ul style="list-style-type: none"> <li>Governing Board Meeting Calendar 2019-20</li> </ul>	Dropbox
<ul style="list-style-type: none"> <li>Governing Board Member Contact Information</li> </ul>	Dropbox
<ul style="list-style-type: none"> <li>Parent/Student Handbook</li> </ul>	Dropbox
<ul style="list-style-type: none"> <li>School Safety Plan</li> </ul>	Dropbox

## FRIDAY, OCTOBER 4, 2019

Item	Submit Via:
<ul style="list-style-type: none"> <li>Suicide Prevention (AB 2246)</li> </ul>	Dropbox
<ul style="list-style-type: none"> <li>Uniform Complaint Procedures (UCP)</li> </ul>	Dropbox

## TUESDAY, OCTOBER 8, 2019 (Tentative)

Item	Submit Via:
<ul style="list-style-type: none"> <li>20-Day Attendance Report Newly operational Independent charter schools that begin instruction from July 1, 2019 through September 30, 2019, and continuing charter schools that added one or more grade levels in 2019-20</li> </ul>	Charter Schools Division 333 South Beaudry Ave., 20 <sup>th</sup> Floor Los Angeles, CA 90017 Attention: Portia Ilagan

## FRIDAY, OCTOBER 25, 2019

Item	Submit Via:
<ul style="list-style-type: none"> <li>TDap 3 days and 30 Days Certification from school's starting date</li> </ul>	Dropbox and also submit electronic certification by November 1 to: <u><a href="#">California Department of Public Health, Immunization Branch</a></u> (Click to Open Link)

## FRIDAY, NOVEMBER 1, 2019

Item	Submit Via:
<ul style="list-style-type: none"> <li>2020-21 Proposition 39 Facilities Request</li> </ul>	<u><a href="#">Click Here to apply</a></u>

## MONDAY, NOVEMBER 25, 2019

Item	Submit Via:
<ul style="list-style-type: none"> <li>2019-20 First Period Interim Financial Report (Actuals as of 10/31/19 &amp; Estimated Actuals as of 06/30/20)</li> </ul>	Revenue Accounting 333 S. Beaudry Ave., 26 <sup>th</sup> Floor Email and deliver to: <u><a href="mailto:florencia.delacruz@lausd.net">florencia.delacruz@lausd.net</a></u>
<ul style="list-style-type: none"> <li>P1 Attendance report (refer to the school's Calendar of Reports issued by Attendance &amp; Enrollment Section)</li> </ul>	Attendance & Enrollment Section E-mail to: <u><a href="mailto:betty.chong@lausd.net">betty.chong@lausd.net</a></u> or <u><a href="mailto:james.phan@lausd.net">james.phan@lausd.net</a></u>

## FRIDAY, DECEMBER 13, 2019

Item	Submit Via:
<ul style="list-style-type: none"> <li>FY 2018-19 Audited Financial Statements Must include all the reports components listed in the K-12 Audit Guide (Article 2 Audit Reports: Section 19815 Report Components)</li> </ul> <p>*Schedule to reconcile the unaudited actuals with audited Financial Statements</p>	Revenue Accounting Branch Revenue Accounting Email: <a href="mailto:florencia.delacruz@lausd.net">florencia.delacruz@lausd.net</a> Charter Schools Unit Beaudry, 26 <sup>th</sup> Floor Send copy Charter Schools Division <a href="mailto:portia.ilagan@lausd.net">portia.ilagan@lausd.net</a> or <a href="mailto:irene.fernandez@lausd.net">irene.fernandez@lausd.net</a>

## FRIDAY, JANUARY 10, 2020

Item	Submit Via:
<ul style="list-style-type: none"> <li>2020-2021 Lottery Form</li> </ul>	Dropbox
<ul style="list-style-type: none"> <li>Compliance Monitoring Board Certification (Must include agenda, board minutes and agenda approving the minutes)</li> </ul>	Dropbox
<ul style="list-style-type: none"> <li>Ethics Charter Liaison Contact Information</li> </ul>	Dropbox
<ul style="list-style-type: none"> <li>Assurance Certification from July 2019 to December 2019 (Only for charters employees who receive compensation from federal or state categorical programs)</li> </ul>	Dropbox

## MONDAY, MARCH 2, 2020

Item	Submit Via:
<ul style="list-style-type: none"> <li>2019-20 Second Period Interim Financial Report (Actuals as of 01/31/20 &amp; Estimated Actuals as of 06/30/20)</li> </ul>	Revenue Accounting 333 S. Beaudry Ave., 26 <sup>th</sup> Floor Email and deliver to: <a href="mailto:florencia.delacruz@lausd.net">florencia.delacruz@lausd.net</a>

## WEDNESDAY, APRIL 1, 2020

Item	Submit Via:
<ul style="list-style-type: none"> <li>700 Forms Original Forms with wet signature must be delivered or mail.</li> </ul>	Charter Schools Division 333 S. Beaudry Ave., 20 <sup>th</sup> Floor Los Angeles, CA 90017 Attn: Mayra D. Hernandez

## MONDAY, JUNE 17, 2020

Item	Submit Via:
<ul style="list-style-type: none"> <li>• 2019-20 Preliminary Budget</li> </ul>	Charter Schools Division 333 S. Beaudry Ave., 20th Floor Los Angeles, CA 90017 Attn: Portia Ilagan
<ul style="list-style-type: none"> <li>• Annual Attendance report                      (refer to the school's Calendar of Reports issued by Attendance &amp; Enrollment Section)</li> </ul>	Attendance & Enrollment Section E-mail to: <a href="mailto:betty.chong@lausd.net">betty.chong@lausd.net</a> or <a href="mailto:james.phan@lausd.net">james.phan@lausd.net</a>

**The following reports are due in a monthly basis:**

Item	Submit Via:
<ul style="list-style-type: none"> <li>• Monthly classification report                      (refer to the school's Calendar of Reports issued by Attendance &amp; Enrollment Section)</li> </ul>	Attendance & Enrollment Section E-mail to: <a href="mailto:betty.chong@lausd.net">betty.chong@lausd.net</a> or <a href="mailto:james.phan@lausd.net">james.phan@lausd.net</a>
<ul style="list-style-type: none"> <li>• Monthly statistical report                      (refer to the school's Calendar of Reports issued by Attendance &amp; Enrollment Section)</li> </ul>	Attendance & Enrollment Section Email to: <a href="mailto:betty.chong@lausd.net">betty.chong@lausd.net</a>
<ul style="list-style-type: none"> <li>• New Welligent Student Transfers</li> </ul>	In order to see new incoming students' IEPs, inactive IEPs and Section 504 Plans, you must submit a request to have your new students transferred in Welligent.
<ul style="list-style-type: none"> <li>• Notification of Student withdraws                      (if applicable)</li> </ul>	Google Doc <a href="#">Click Here</a>
<ul style="list-style-type: none"> <li>• Request to Change School Contact Information                      (as necessary)</li> </ul>	Charter Schools Division Send via e-mail to: <a href="mailto:charterschools@lausd.net">charterschools@lausd.net</a>
<ul style="list-style-type: none"> <li>• Suspensions and Expulsions Monthly Report</li> </ul>	Report to the State Reporting Services Branch, via electronic link <a href="http://ezaccess.lausd.net">http://ezaccess.lausd.net</a> <i>If you don't have an account, please go to <a href="http://ezaccess.lausd.net">http://ezaccess.lausd.net</a> to apply.</i> If you need additional information, please contact Tony at 213-241-2416.

# Coversheet

## Bert Corona Executive Administrator Report

**Section:** VII. Items Scheduled For Information  
**Item:** D. Bert Corona Executive Administrator Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** BCCS EA Report 9-16-19.pdf



## Executive Administrator’s Report September 16, 2019

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

### Academics

#### i-Ready

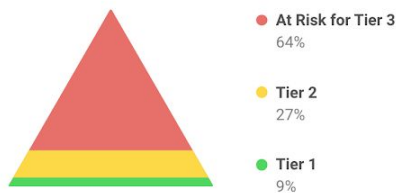
YPICS is using i-Ready this year for benchmark assessments instead of NWEA Maps. The transition has been generally smooth. Teachers are well practiced at using computer based benchmark assessments. Staff has generally agreed that i-Ready provides data that is easier for teachers to use to adjust instruction in the classroom. i-Ready provides 5 levels of groupings and identifies areas of strength and growth for each Scholar which staff can use in the classroom and for intervention

#### Math i-Ready Scores (Benchmark 0)

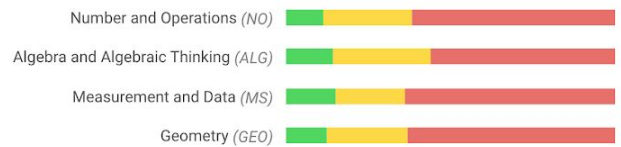
Math continues to be our most challenging area. Students are most proficient in the domain of Measurement and Data (15%) and least in the domain of Numer and Operations (11%). In Math, 9% of the students are on grade level, 27% are 1 grade level below, and 64% are 2 or more grade levels below.

Students Assessed/Total: 371/391

Overall Placement



Placement By Domain



The graph below breaks down the data by grade level. Green is on grade level. Yellow is 1 grade level below. Red is 2 or more grade levels below

Showing 4 of 4

Grade	Overall Grade-Level Placement	Students Assessed/Total			
Grade 5	<table border="1"> <tr> <td>15%</td> <td>40%</td> <td>45%</td> </tr> </table>	15%	40%	45%	20/24
15%	40%	45%			
Grade 6	<table border="1"> <tr> <td>7%</td> <td>34%</td> <td>59%</td> </tr> </table>	7%	34%	59%	120/128
7%	34%	59%			
Grade 7	<table border="1"> <tr> <td>12%</td> <td>24%</td> <td>63%</td> </tr> </table>	12%	24%	63%	115/119
12%	24%	63%			
Grade 8	<table border="1"> <tr> <td>9%</td> <td>19%</td> <td>72%</td> </tr> </table>	9%	19%	72%	116/120
9%	19%	72%			

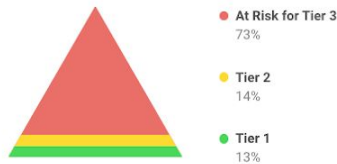


### Reading iReady Scores (Benchmark 0)

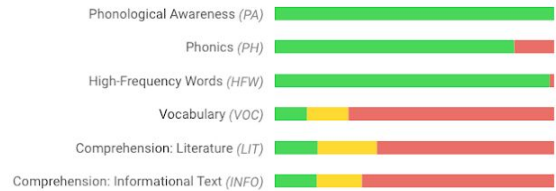
Scholars are performing better in Reading. Students are most proficient in the domain of Phonological Awareness (100%), High Frequency Words (98%), and Phonics (86%) and least in the domain of Vocabulary (12%). In Reading, 13% of the students are on grade level, 14% are 1grade levels below, and 73% are 2 or more grade levels below.

Students Assessed/Total: 372/391

Overall Placement



Placement By Domain



The graph below breaks down the data by grade level. Green is on grade level. Yellow is 1 grade level below. Red is 2 or more grade levels below.

Grade	Overall Grade-Level Placement	Students Assessed/Total
Grade 5	10% On Grade Level, 30% 1 Grade Level Below, 60% 2 or More Grade Levels Below	20/24
Grade 6	10% On Grade Level, 14% 1 Grade Level Below, 76% 2 or More Grade Levels Below	119/128
Grade 7	12% On Grade Level, 12% 1 Grade Level Below, 76% 2 or More Grade Levels Below	116/119
Grade 8	18% On Grade Level, 14% 1 Grade Level Below, 68% 2 or More Grade Levels Below	117/120

### Relay Implementation

#### Observations and Feedback

BCCS Administrator have completed 39 touchpoints to date, including 32 quick feedbacks, 6 action steps, and 1 formal observation. Staff has been very receptive to feedback. The administration is adhering to the Relay implementation plan found in the GET BETTER FASTER SCOPE & SEQUENCE. Feedback has been provided on Phase I strategies.

PHASE	MANAGEMENT TRAJECTORY:	RIGOR TRAJECTORY:
PHASE I: PRE-TEACHING (SUMMER PD)	<b>DEVELOP ESSENTIAL ROUTINES &amp; PROCEDURES</b> <b>1. Routines &amp; Procedures 101:</b> Design and Roll out { Plan & practice critical routines and procedures moment-by-moment: o Explain what each routine means and what it will look like o Write out what teacher and students do at each step, and what will happen with students who don't follow the routine { Plan & practice the roll out: how to introduce routine for the first time: o Plan the "I Do": how you will model the routine o Plan what you will do when students don't get it right	<b>WRITE LESSON PLANS</b> <b>1. Develop Effective Lesson Plans 101:</b> Build the foundation of an effective lesson rooted in what students need to learn { Write precise learning objectives that are o Data-driven (rooted in what students need to learn based on analysis of assessment results) o Curriculum plan-driven o Able to be accomplished in one lesson { Script a basic "I Do" as a core part of the lesson { Design an exit ticket (brief final mini-assessment) aligned to the objective
	<b>2. Strong Voice:</b> Stand and speak with purpose { Square Up, Stand Still: when giving instructions, stop moving and strike a formal pose { Formal Register: when giving instructions, use formal register, including tone and word choice  *Note: Many other topics can be introduced during August training. What are listed above are the topics that should be addressed to reach proficiency. Other topics to introduce—even if the teachers will not yet master them—could be: { Least Invasive Intervention { Narrate the Positive { Create a Challenge/Build Momentum { Teacher Radar: know when students are off-task { Do It Again: practice routines to perfection—have students do it again if it is not done correctly (and know when to stop Do It Again)	<b>2. Internalize Existing Lesson Plans:</b> Make existing plans your own { Internalize & rehearse key parts of the lesson, including the "I Do" and all key instructions { Build time stamps into the lesson plan and follow them

Staff will trained on Phase II strategies on September 23, 2019.

PHASE	MANAGEMENT TRAJECTORY:	RIGOR TRAJECTORY:
PHASE 2 (DAYS 1-30)	<b>ROLL OUT &amp; MONITOR ROUTINES</b>	<b>INDEPENDENT PRACTICE</b>
	<p><b>3. What to Do:</b></p> <ul style="list-style-type: none"> <li>⌊ Economy of Language: give crisp instructions with as few words as possible (e.g. 3-word directions). Check for understanding on complex instructions.</li> </ul> <p><b>4. Routines &amp; Procedures 201:</b> Revise and perfect them</p> <ul style="list-style-type: none"> <li>⌊ Revise any routine that needs more attention to detail or is inefficient, with particular emphasis on what students and teachers are doing at each moment</li> <li>⌊ Do It Again: have students do the routine again if not done correctly the first time</li> <li>⌊ Cut it Short: know when to stop the Do It Again</li> </ul> <p><b>5. Teacher Radar:</b> Know when students are off task</p> <ul style="list-style-type: none"> <li>⌊ Deliberately scan the room for on-task behavior:                             <ul style="list-style-type: none"> <li>○ Choose 3-4 "hot spots" (places where you have students who often get off task) to scan constantly</li> <li>○ "Be Seen Looking": crane your neck to appear to be seeing all corners of the room</li> </ul> </li> <li>⌊ Circulate the room with purpose (break the plane):                             <ul style="list-style-type: none"> <li>○ Move among the desks and around the perimeter</li> <li>○ Stand at the corners: identify 3 spots on the perimeter of the room to which you can circulate to stand and monitor student work</li> <li>○ Move away from the student who's speaking to monitor the whole room</li> </ul> </li> </ul> <p><b>6. Whole-Class Reset</b></p> <ul style="list-style-type: none"> <li>⌊ Implement a planned whole class reset to re-establish student behavioral expectations when a class routine has slowly weakened over previous classes</li> <li>⌊ Implement an "in-the-moment reset" when a class veers off task during the class period                             <ul style="list-style-type: none"> <li>○ Example: Stop teaching. Square up. Give a clear What to Do: "Pencils down. Eyes on me. Hands folded in 3-2-1. Thank you: that's what Harvard looks like." Pick up tone &amp; energy again.</li> </ul> </li> </ul>	<p><b>3. Write the Exemplar: Set the bar for excellence</b></p> <ul style="list-style-type: none"> <li>⌊ Script out the ideal written responses you want students to produce during independent practice</li> <li>⌊ Align independent practice to the rigor of the upcoming interim assessment</li> </ul> <p><b>4. Independent Practice:</b> Set up daily routines that build opportunities for students to practice independently</p> <ul style="list-style-type: none"> <li>⌊ Write first, talk second: give students writing tasks to complete prior to class discussion, so that every student answers independently before hearing his or her peers' contributions</li> <li>⌊ Implement a daily entry prompt (Do Now) to either introduce the day's objective or review material from the previous day</li> <li>⌊ Implement and review a longer independent practice and/or a daily Exit Ticket (brief final mini-assessment aligned to your objective) to see how many students mastered the concept</li> </ul> <p><b>5. Monitor Aggressively:</b> Check students' independent work to determine whether they're learning what you're teaching</p> <ul style="list-style-type: none"> <li>⌊ Create &amp; implement a monitoring pathway:                             <ul style="list-style-type: none"> <li>○ Create a seating chart to monitor students most effectively</li> <li>○ Monitor the fastest writers first, then the students who need more support</li> </ul> </li> <li>⌊ Monitor the quality of student work:                             <ul style="list-style-type: none"> <li>○ Check answers against your exemplar</li> <li>○ Track correct and incorrect answers to class questions</li> </ul> </li> <li>⌊ Pen in hand: Mark up student work as you circulate                             <ul style="list-style-type: none"> <li>○ Use a coding system to affirm correct answers</li> <li>○ Cue students to revise answers using minimal verbal intervention (Name the error, ask them to fix it, tell them you'll follow up)</li> </ul> </li> </ul>

## Culture and Climate

### Suspensions

Bert Corona Charter School was able to reduce the number of suspensions by 4. In the 17-18 school year, 45 suspensions were issued compared to 40 suspensions in the 18-19 school year. In the 19-20 school year, 3 suspensions have already been issued.

School Month/ Year	1 Aug	2 Sept	3 Oct	4 Nov	5 Dec	6 Jan	7 Feb	8 Mar	9 Apr	10 May	11 Jun	Total
17-18 Month Suspensions	0	0	3	4	0	1	7	13	0	13	4	45
17-18 Current Suspensions Total	0	0	3	7	7	8	15	28	28	41	45	
18-19 Month Suspensions	0	0	0	3	0	4	12	11	2	9	0	40
18-19 Current Suspensions Total	0	0	0	3	3	7	18	29	31	40	40	
19-20 Month Suspensions	3	0	0	0	0	0	0	0	0	0	0	3
19-20 Current Suspensions Total	3	0	0	0	0	0	0	0	0	0	0	

**Suspensions**

Bert Corona Charter School had 0 expulsion for the last two school years.

**Operations**

**Enrollment**

BCCS has decreased enrollment from the 18-19 school year by 8 students. Enrollment dropped from 377 students to 369 students. We are hoping to increase the current enrollment by adding the last 3 students on the 8th grade waitlist. Typically, BCCS does not accept new 8th grade students. This year, we have already accepted 7 new 8th grade students.

2019-20 Enrollment Tracking										
	2018-19		2019-20							
	Current Enrollment	Student taken from Waitlist	Wait list	New Student	Returning Student	Retained	Total	Class Size	Retention #	Retention Rate
5th grade	25			20			20	20		
6th grade	118		8	99	21		120	30	-4	84.00%
7th grade	118		0	6	107		113	28.25	-11	90.68%
8th grade	116		3	7	109		116	23.2	-9	92.37%
<b>Total</b>	<b>377</b>	<b>0</b>		<b>132</b>	<b>237</b>	<b>0</b>	<b>369</b>		<b>-24</b>	
Date Updated	5/2/2019					Growth	-8			
					Date Updated	9/10/2019				

# Coversheet

## Monsenor Oscar Romero Executive Administrator Report

**Section:** VII. Items Scheduled For Information  
**Item:** E. Monsenor Oscar Romero Executive Administrator Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** MORCS Executive Update 9\_30\_19 - Google Docs.pdf

# MORCS Executive Administrator Board Report

## 9.30.19



*Summary: MORCS is excited to begin our first full school year on our new facility!! Alongside the physical upgrades, we are also proud to implement catalytic programmatic changes that will create strong foundations for enduring academic success at MORCS. We are also proud to have the highest enrollment since MORCS was founded!*

[MORCS Back to School Night Video \(link\)](#)

### I. Academics

- Baseline Data

	Past Data			Goals
	2016-17	2017-18	2018-19	2019-20 current year
CAASPP ELA	25%	21%	21%	25%
CAASPP Math	17%	13%	10%	16%
Reclassification	18.4%	11.3%	TBD	15%

- Action Plan

- Comprehensive math curriculum (iReady)

- This year we implemented a new math curriculum that will support teachers with pacing, planning, and differentiation. Ready curriculum has the highest possible math curriculum rating on Edreports.org, and was selected through a multi-stage research and vetting process with the YPICS Academic team.

- Targeted benchmark testing (iReady)

- This year we also implemented a new benchmark testing module, which is criterion-referenced, and has a high correlation rate with success on the SBAC / CAASPP state tests. Our baseline data for August 2019 shows:

iReady Reading (ELA) Proficiency (Aug 2019)	iReady Math Proficiency (Aug 2019)
12% at or above grade level	8% at or above grade level

- Academic intervention resources (iReady)

- iReady includes a suite of intervention resources, both online and classroom instruction-based for ELA and Math. We are implementing a Math Support course in addition to grade-level math in order to ensure that high-need students are given additional time to learn and practice math concepts\

- Intensive teacher coaching (Relay Graduate School of Education)

- This year, we are providing intensive coaching for all teachers using the Relay coaching model. This involves weekly observations and feedback meetings using a

research-based scope and sequence to guide development. In October we will begin having weekly data meetings with all teachers as well.

- o Tutoring for all grade-levels (Gear Up)
  - Through our partnership with Youth Policy Institute, (specifically the Gear Up and Promise Neighborhood grants), this year we have Math and ELA tutors for Math and ELA in all grade levels! This is currently during the school day, but will shortly expand to after-school as well to support EXL’s after-school tutoring program.

## II. Culture and Climate

- Baseline Data

<b>Suspensions</b>	<b>Past Data</b>			<b>Goals</b>
	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20 current year</b>
<b>In-School</b>	79	76	45	< 10
<b>Out-of-School</b>	9	16	22	< 5
<b>Total</b>	88	92	67	< 15

- Action Plan

- o Schoolwide policies: Essential 5
  - We have successfully focused on our 5 high-leverage expectations schoolwide (including electronics policy, tardies, uniform policy, etc), by being extremely clear about expectations and diligent in our followthrough
- o Grade level routines and procedures
  - Grade level leaders have taken a larger role in implementing and monitoring grade-level procedures such as entry procedure and quiet signal so that students experience consistent routines and expectations in each classroom
- o Restorative Justice Coordinator
  - We are implementing a restorative approach to conflict by conducting community, harm/conflict, an reintegration circles in order to teach students how to heal the harm that their actions may cause to the community
- o Saturday School
  - We have established Saturday School this year as a behavioral intervention which includes Restorative Justice workshops for students with Tier 3 needs

## III. Operations

- Enrollment at an all time high! (current 358)
- Facility Management (with LAUSD)
  - o Admin are quickly learning how to manage the facility
- Gear Up
  - o The Gear Up grant will significantly support our efforts to ensure that parents are college/career ready by providing a range of parent workshops this year
- Attendance Committee
  - o This new committee will ensure the successful intervention with families of students whose attendance is poor or inconsistent

# Coversheet

## Bert Corona Charter High School Executive Administrator Report

**Section:** VII. Items Scheduled For Information  
**Item:** F. Bert Corona Charter High School Executive Administrator Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** BCCHS EA Report 9-30-19.pdf



**Executive Administrator's Report  
September 16, 2019**

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

**Academics**

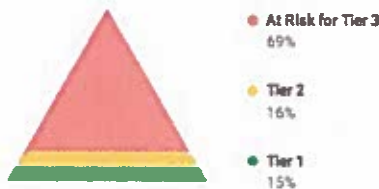
**i-Ready**

YPICS is using i-Ready this year for benchmark assessments instead of NWEA Maps. The transition has been generally smooth. Teachers are well practiced at using computer based benchmark assessments. Staff has generally agreed that i-Ready provides data that is easier for teachers to use to adjust instruction in the classroom. i-Ready provides 5 levels of groupings and identifies areas of strength and growth for each Scholar which staff can use in the classroom and for intervention

**Math i-Ready Scores (Benchmark 0)**

Students Assessed/Total: 172/202

**Overall Placement**



**Placement By Domain**



Switch Table View      Show Results By: **Grade**

**Placement Summary**

Showing 4 of 4

Grade	Overall Grade-Level Placement	Students Assessed/Total			
Grade 9	<table border="1"> <tr> <td>At Risk for Tier 3: 29%</td> <td>Tier 2: 18%</td> <td>Tier 1: 53%</td> </tr> </table>	At Risk for Tier 3: 29%	Tier 2: 18%	Tier 1: 53%	49/51
At Risk for Tier 3: 29%	Tier 2: 18%	Tier 1: 53%			
Grade 10	<table border="1"> <tr> <td>At Risk for Tier 3: 10%</td> <td>Tier 2: 23%</td> <td>Tier 1: 67%</td> </tr> </table>	At Risk for Tier 3: 10%	Tier 2: 23%	Tier 1: 67%	30/35
At Risk for Tier 3: 10%	Tier 2: 23%	Tier 1: 67%			
Grade 11	<table border="1"> <tr> <td>At Risk for Tier 3: 4%</td> <td>Tier 2: 22%</td> <td>Tier 1: 75%</td> </tr> </table>	At Risk for Tier 3: 4%	Tier 2: 22%	Tier 1: 75%	51/60
At Risk for Tier 3: 4%	Tier 2: 22%	Tier 1: 75%			
Grade 12	<table border="1"> <tr> <td>At Risk for Tier 3: 14%</td> <td>Tier 2: 2%</td> <td>Tier 1: 83%</td> </tr> </table>	At Risk for Tier 3: 14%	Tier 2: 2%	Tier 1: 83%	42/56
At Risk for Tier 3: 14%	Tier 2: 2%	Tier 1: 83%			



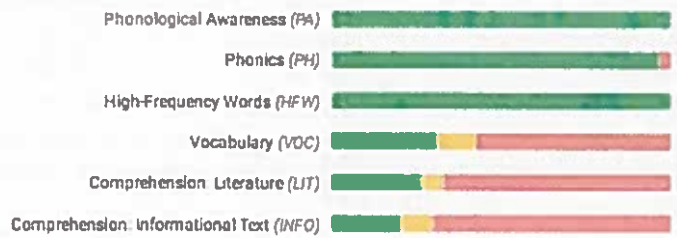
### Reading iReady Scores (Benchmark 0)

Students Assessed/Total: 175/202

#### Overall Placement



#### Placement By Domain



Switch Table View

Show Results By

#### Placement Summary

Grade

Showing 4 of 4

Grade	Overall Grade-Level Placement	Students Assessed/Total			
Grade 9	<table border="1"> <tr> <td>31%</td> <td>16%</td> <td>53%</td> </tr> </table>	31%	16%	53%	49/51
31%	16%	53%			
Grade 10	<table border="1"> <tr> <td>10%</td> <td>26%</td> <td>65%</td> </tr> </table>	10%	26%	65%	31/35
10%	26%	65%			
Grade 11	<table border="1"> <tr> <td>22%</td> <td>6%</td> <td>72%</td> </tr> </table>	22%	6%	72%	50/60
22%	6%	72%			
Grade 12	<table border="1"> <tr> <td>24%</td> <td>7%</td> <td>69%</td> </tr> </table>	24%	7%	69%	45/56
24%	7%	69%			

### Relay Implementation

#### Observations and Feedback

BCCH Administrator has been conferencing with all our teachers to ensure that they fully understand and are implementing Relay. Staff has been very receptive to feedback and have already begun to implement making the changes that are needed. The administration is adhering to the Relay implementation plan found in the GET BETTER FASTER SCOPE & SEQUENCE. Feedback has been provided on Phase I strategies.

PHASE	MANAGEMENT TRAJECTORY:	RIGOR TRAJECTORY:
PHASE I: PRE-TEACHING (SUMMER PD)	<p><b>DEVELOP ESSENTIAL ROUTINES &amp; PROCEDURES</b></p> <p><b>1. Routines &amp; Procedures 181: Design and Roll out</b></p> <ul style="list-style-type: none"> <li>( Plan &amp; practice critical routines and procedures moment by moment:                             <ul style="list-style-type: none"> <li>o Explain what each routine means and what it will look like</li> <li>o Write out what teacher and students do at each step, and what will happen with students who don't follow the routine</li> </ul> </li> <li>( Plan &amp; practice the roll out: how to introduce routine for the first time:                             <ul style="list-style-type: none"> <li>o Plan the "I Do" how you will model the routine</li> <li>o Plan what you will do when students don't get it right</li> </ul> </li> </ul> <p><b>2. Strong Voice: Stand and speak with purpose</b></p> <ul style="list-style-type: none"> <li>( Square Up, Stand Still: when giving instructions, stop moving and strike a formal pose</li> <li>( Formal Register: when giving instructions, use formal register, including tone and word choice</li> </ul> <p><i>*Note: Many other topics can be introduced during August training. What are listed above are the topics that should be addressed to reach proficiency. Other topics to introduce—even if the teachers will not yet master them—could be:</i></p> <ul style="list-style-type: none"> <li>( Least Invasive Intervention</li> <li>( Narrate the Positive</li> <li>( Create a Challenge/Build Momentum</li> <li>( Teacher Radar: know when students are off task</li> <li>( Do It Again: practice routines to perfection—have students do it again if it is not done correctly (and know when to stop Do It Again)</li> </ul>	<p><b>WRITE LESSON PLANS</b></p> <p><b>1. Develop Effective Lesson Plans 181: Build the foundation of an effective lesson rooted in what students need to learn</b></p> <ul style="list-style-type: none"> <li>( Write precise learning objectives that are                             <ul style="list-style-type: none"> <li>o Data-driven (rooted in what students need to learn based on analysis of assessment results)</li> <li>o Curriculum plan-driven</li> <li>o Able to be accomplished in one lesson</li> </ul> </li> <li>( Script a basic "I Do" as a core part of the lesson</li> <li>( Design an exit ticket (brief final mini-assessment) aligned to the objective</li> </ul> <p><b>2. Internalize Existing Lesson Plans: Make existing plans your own</b></p> <ul style="list-style-type: none"> <li>( Internalize &amp; rehearse key parts of the lesson, including the "I Do" and all key instructions</li> <li>( Build these stamps into the lesson plan and follow them</li> </ul>

Staff will be trained on Phase II strategies on September 23, 2019.

PHASE	MANAGEMENT TRAJECTORY:	RIGOR TRAJECTORY:
PHASE 2 (DAYS 1-30)	<p><b>ROLL OUT &amp; MONITOR ROUTINES</b></p> <p><b>3. What to Do:</b></p> <ul style="list-style-type: none"> <li>( Economy of Language: give crisp instructions with as few words as possible (e.g. 3-word directional). Check for understanding on complex instructions.</li> </ul> <p><b>4. Routines &amp; Procedures 201: Revise and perfect them</b></p> <ul style="list-style-type: none"> <li>( Revise any routine that needs more attention to detail or is inefficient, with particular emphasis on what students and teachers are doing at each moment</li> <li>( Do It Again: have students do the routine again if not done correctly the first time</li> <li>( Cut It Short: know when to stop the Do It Again</li> </ul> <p><b>5. Teacher Radar: Know when students are off task</b></p> <ul style="list-style-type: none"> <li>( Deliberately scan the room for on-task behavior:                             <ul style="list-style-type: none"> <li>o Choose 3-4 "hot spots" (places where you have students who often get off task) to scan constantly</li> <li>o "Be Seen Looking": crane your neck to appear to be seeing all corners of the room</li> </ul> </li> <li>( Circulate the room with purpose (break the plane):                             <ul style="list-style-type: none"> <li>o Move among the desks and around the perimeter</li> <li>o Stand at the corners: identify 3 spots on the perimeter of the room to which you can circulate to stand and monitor student work</li> <li>o Move away from the student who's speaking to monitor the whole room</li> </ul> </li> </ul> <p><b>6. Whole-Class Reset</b></p> <ul style="list-style-type: none"> <li>( Implement a planned whole class reset to re-establish student behavioral expectations when a class routine has slowly weakened over previous classes</li> <li>( Implement an "in-the-moment reset" when a class veers off task during the class period                             <ul style="list-style-type: none"> <li>o Example: Stop teaching. Square up. Give a clear What to Do: "Pencils down. Eyes on me. Hands folded in 3-2-1. Thank you, that's what Harvard looks like." Pick up tone &amp; energy again.</li> </ul> </li> </ul>	<p><b>INDEPENDENT PRACTICE</b></p> <p><b>3. Write the Exemplar: Set the bar for excellence</b></p> <ul style="list-style-type: none"> <li>( Script out the ideal written responses you want students to produce during independent practice</li> <li>( Align independent practice to the rigor of the upcoming interim assessment</li> </ul> <p><b>4. Independent Practice: Set up daily routines that build opportunities for students to practice independently</b></p> <ul style="list-style-type: none"> <li>( Write first, talk second: give students writing tasks to complete prior to class discussion, so that every student answers independently before hearing his or her peers' contributions</li> <li>( Implement a daily entry prompt (Do Now) to either introduce the day's objective or review material from the previous day</li> <li>( Implement and review a larger independent practice and/or a daily Exit Ticket (brief final mini-assessment aligned to your objective) to see how many students mastered the concept</li> </ul> <p><b>5. Monitor Aggressively: Check students' independent work to determine whether they're learning what you're teaching</b></p> <ul style="list-style-type: none"> <li>( Create &amp; implement a monitoring pathway:                             <ul style="list-style-type: none"> <li>o Create a seating chart to monitor students most effectively</li> <li>o Monitor the fastest writers first, then the students who need more support</li> </ul> </li> <li>( Monitor the quality of student work:                             <ul style="list-style-type: none"> <li>o Check answers against your exemplar</li> <li>o Track correct and incorrect answers to class questions</li> </ul> </li> <li>( Pen in hand: Mark up student work as you circulate                             <ul style="list-style-type: none"> <li>o Use a coding system to affirm correct answers</li> <li>o Cue students to revise answers using minimal verbal intervention (Name the error, ask them to fix it, tell them you'll follow up)</li> </ul> </li> </ul>

**Culture and Climate**

**Suspensions**

Bert Corona Charter High reduced our school suspensions due to the addition of our Coordinator of School Culture in the 18-19 school year. For the 18-19 school year we had a total of 3 out-of-school and 2 in-school suspension. We have 1 suspension for the 19-20 school year.

School Month/ Year	1 Aug	2 Sept	3 Oct	4 Nov	5 Dec	6 Jan	7 Feb	8 Mar	9 Apr	10 May	11 Jun	Total
17-18 Month Suspensions	0	0	0	0	0	0	0	3	4	1	0	8
17-18 Current Suspensions Total	0	0	0	0	0	0	0	3	7	8		

<b>18-19 Month Suspensions</b>	0	2	1	1	0	0	1	0	0	0	0	5
<b>18-19 Current Suspensions Total</b>	0	2	3	4	4	4	5	5	5	5	5	
<b>19-20 Month Suspensions</b>	1	0	0	0	0	0	0	0	0	0	0	1
<b>19-20 Current Suspensions Total</b>	1	0	0	0	0	0	0	0	0	0	0	

**Suspensions**

Bert Corona Charter High has had no expulsions for the last two school years.

**Operations**

**Enrollment**

BCCH has decreased enrollment from the 18-19 school year by 21 students. Enrollment dropped from 217 students to 196 students. Students that are leaving are students who no longer live in the area or in the City of Los Angeles. We are currently working on our outreach plan to increase enrollment.

	2018-19 Previous year Enrollment	2019-20 Enrollment							
		Chisme Loss	New Student	Returning Student	Retained	Total	Class Size	Retention #	Retention Rate
8th grade (from BCCS)	116								
9th grade	46		22	31		53			26.72%
10th grade	63		3	28		31		-18	60.87%
11th grade	68		6	52		58		-11	82.54%
12th grade	42		2	52		54		-14	78.79%
<b>Total</b>	<b>217</b>		<b>33</b>	<b>163</b>	<b>0</b>	<b>196</b>		<b>-43</b>	
Date Updated	8/24/2019				Growth	-21			
					Date Updated	9/10/2019			