

# Youth Policy Institute Charter Schools (YPICS)

## Regular Board Meeting

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### Date and Time

Monday February 1, 2021 at 6:00 PM PST

### Location

Join Zoom Meeting

<https://exed.zoom.us/j/96704568113?pwd=bmlyQmxjNVITaVB4RDNWMUxGbklUQT09>

Meeting ID: 967 0456 8113

Passcode: 794050

One tap mobile

+16699006833,,96704568113# US (San Jose)

+16692192599,,96704568113# US (San Jose)

Dial by your location

+1 669 900 6833 US (San Jose)

+1 669 219 2599 US (San Jose)

Meeting ID: 967 0456 8113

Find your local number: <https://exed.zoom.us/u/abZkMIDBLw>

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You may join the meeting via your computer and/or phone.

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### Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>6:00 PM</b>
Opening Items			
<b>A.</b> Record Attendance and Guests		Yesenia Zubia	1 m
<b>B.</b> Call the Meeting to Order		Mary Keipp	
<b>C.</b> Additions/Corrections to Agenda		Mary Keipp	1 m
<b>D.</b> Approval of December 7, 2020 Minutes	Approve Minutes	Mary Keipp	1 m

	Purpose	Presenter	Time
<b>II. Communications</b>			<b>6:03 PM</b>
<b>A. Presentations from the Public</b>	FYI	Mary Keipp	5 m

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

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

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

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

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

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

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

**Americans with Disabilities**

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

<b>B. Modified Meeting Procedures During COVID-19 Pandemic</b>	FYI	Mary Keipp	5 m
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**Instructions for Presentations to the Board by Parents and Citizens**

The YPI Charter Schools ("Charter Schools") welcome your participation at the Charter Schools' Board meetings. The purpose of a public meeting of the Board of Directors ("Board") is to conduct the affairs of the Charter Schools in public. Your participation assures us of continuing community interest in our Charter Schools.

	Purpose	Presenter	Time
<b>MODIFIED MEETING PROCEDURES DURING COVID-19 (CORONAVIRUS ) PANDEMIC:</b>			

As per Executive Order N-29-20 from Governor Newsom, the meetings of the Board of Directors of the YPI Charter Schools will move to a virtual/teleconference environment using Zoom. The purpose of the Governor’s executive order is to control the spread of Coronavirus and to reduce and minimize the risk of infection by “limiting attendance at public assemblies, conference, or other mass events.” The Governor’s executive order on March 20, 2020, waived the requirement for a majority of board members to physically participate in a public board meeting at the same location. The intent is not to limit public participation, but rather to protect public health by following the Governor’s Say at Home executive order and the Los Angeles County’s “Safer at Home” Order.

Instructions for public comments at board meetings conducted via Zoom:

If you wish to make a public comment, please follow these instructions:

1. A Google Form “sign-up” will be open to members of the public 30 minutes prior to the public meeting. This Google Form will take the place of “speaker cards” available at meetings. <https://bit.ly/2Xtb5xx>
2. Speakers will fill in their names and select if they wish to address the board regarding specific agenda item (5 minutes allotted) or a non-agenda item (3 minutes allotted).
3. Speakers are asked to attend the board meeting virtually through the Zoom invitation link on the top of the agenda.
4. When it is time for the speaker to address the board, his/her name will be called by the Board Chair and the requesting speaker’s microphone will be activated.
5. Speakers should rename their Zoom profile with their real name to expedite this process.

After the comment has been given, the microphone for the speaker’s Zoom profile will be muted.

<b>III. Items Scheduled For Information</b>			<b>6:13 PM</b>
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|---|-----|------------------|-----|
| <b>A. Form 700 Filers</b>                   | FYI | Yvette King-Berg | 5 m |
| <b>B. School Committee/ Council Reports</b> | FYI |                  | 5 m |

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

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|-----------------------------------|-----|--|-----|
| <b>C. Board Committee Reports</b> | FYI |  | 5 m |
|-----------------------------------|-----|--|-----|

	Purpose	Presenter	Time
<b>D. Bert Corona Executive Administrator Report</b>	FYI	Kevin Myers	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	Larry Simonsen	5 m
<b>G. Chief Operations Officer Report</b>	FYI	Ruben Duenas	5 m
<b>H. Executive Director's Report</b>	FYI	Yvette King-Berg	5 m

**IV. Consent Agenda Items**

**6:53 PM**

**A. Background** FYI

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

**B. Consent Items** Vote Mary Keipp 1 m

1. Recommendation to receive and file 2019-2020 School Accountability Report Cards (SARCs) for YPICS (Bert Corona Charter High School, Bert Corona Charter School, and Monsenor Oscar Romero Charter School)
2. Recommendation to receive ASES Grants
3. Recommendation to approve Addendum to FY20 ASES agreement with Think Together
4. Recommendation to approve ASES Close Out Expenditure Reports

**V. Items Scheduled For Action**

**6:54 PM**

**A. Revised Conflict of Interest Policy as Per SB126** Vote Yvette King-Berg 5 m

Recommendation to adopt revised Conflict of Interest Policy as per SB126

**B. MORCS Career Technology Education Grant-in Partnership with LAAAE** Vote Ruben Duenas 5 m

Recommendation to receive the MORCS Career Technology Education Grant in Partnership with LAAAE.

**C. In-Person Instruction Grant and YPICS COVID Safety Plan** Vote Yvette King-Berg 5 m

	Purpose	Presenter	Time
Recommendation to apply for the In-Person Instruction Grant and approve the COVID Safety Plan for YPICS (Bert Corona Charter High School, Bert Corona Charter MS, and Monsenor Oscar Romero Charter School)			

<b>D. YPICS December 2020 Financials</b>	Vote	Irina Castillo	10 m
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**VI. Announcements 7:19 PM**

<b>A. Closing Announcements</b>	FYI	Yvette King-Berg	2 m
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**VII. Closing Items 7:21 PM**

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

## Approval of December 7, 2020 Minutes

**Section:** I. Opening Items  
**Item:** D. Approval of December 7, 2020 Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Regular Board Meeting on December 7, 2020

APPROVED

# Youth Policy Institute Charter Schools (YPICS)

## Minutes

### Regular Board Meeting

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#### Date and Time

Monday December 7, 2020 at 7:30 PM

#### Location

Join Zoom Meeting

<https://exed.zoom.us/j/98688435651?pwd=a0JCYVIUVW5aT3cxNjd6dHY1WGxTZz09>

Meeting ID: 986 8843 5651

Passcode: 742954

One tap mobile

+16699006833,,98688435651# US (San Jose)

+16692192599,,98688435651# US (San Jose)

Dial by your location

+1 669 900 6833 US (San Jose)

+1 669 219 2599 US (San Jose)

Meeting ID: 986 8843 5651

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You may join the meeting via your computer and/or phone.

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#### Trustees Present

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

#### Trustees Absent

S. Mendoza

#### Guests Present

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

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### I. Opening Items

#### A. Record Attendance and Guests

#### B. Call the Meeting to Order

Y. Zubia called a meeting of the board of trustees of Youth Policy Institute Charter Schools (YPICS) to order on Monday Dec 7, 2020 at 7:29 PM.

#### C. Flag Salute

#### D.

### **Additions/Corrections to Agenda**

There were no additions or corrections to the agenda.

### **E. Approval of December 7, 2020 Board Meeting Minutes**

D. Cho made a motion to approve the minutes from Regular Board Meeting on 12-07-20.

C. Lopez seconded the motion.

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

#### **Roll Call**

S. Mendoza Absent

D. Cho Aye

M. Green Aye

M. Keipp Aye

C. Lopez Aye

W. Njboke Aye

## **II. Communications**

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

There were no presentations from the Public.

### **B. Modified Meeting Procedures During COVID-19 Pandemic**

## **III. Closing Items**

### **A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:32 PM.

Respectfully Submitted,

Y. Zubia



# Coversheet

## Form 700 Filers

**Section:** III. Items Scheduled For Information  
**Item:** A. Form 700 Filers  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** Form 700 February 2021.pdf



## **YPI CHARTER SCHOOLS Inter-Office Correspondence**

**TO:** Form 700 Filers **DATE:** February 1, 2021

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

**SUBJECT:** 2019 Form 700 Filing Requirements

### **BACKGROUND**

Every elected official and public employee who makes or influences governmental decisions is required to submit a Statement of Economic Interest, also known as the Form 700. The Form 700 provides transparency and ensures accountability in two ways:

1. It provides necessary information to the public about an official's personal financial interests to ensure that officials are making decisions in the best interest of the public and not enhancing their personal finances.
2. It serves as a reminder to the public official of potential conflicts of interest so the official can abstain from making or participating in governmental decisions that are deemed conflicts of interest.

### **ANALYSIS**

For purposes of fulfilling the LAUSD Form 700 requirements, all members of the YPICS Board of Trustees, Administrators, Directors, and Coordinators are part of the decision-making group identified by YPICS as required filers. Due to the necessity of capturing original blue ink signatures and maintaining these originals at the LSC (the YPICS business office) indefinitely, the following procedure will be used to send and receive the Form 700s this year:

- After receipt of the Form 700 roster from LAUSD (expected after February 1st), Form 700 documents will be prepared for all filers (the Board, all Administrators, Directors, and all Coordinators).
- TWO copies of the Form 700 COVER SHEET, along with instructions and copies of schedules, will be mailed via USPS to all filers.

- Filers will sign both copies in **BLUE INK**. (This will typically be only two copies of the COVER SHEET. For those who have specific interests to report, select the appropriate schedule, complete and return with the COVER SHEETS.)
- Filers will mail both signed copies and applicable schedules back to the LSC (YPICS Business Office) in the stamped, addressed envelope which will be enclosed in the mailing. (The forms are due to LACBOS and LAUSD by March 19th and it would be appreciated if forms are signed and returned no later than March 1st.)
- Documents for the Board and the Executive Director will be uploaded to the LACBOS site.
- Documents for all YPICS filers will be submitted with the third quarterly report to LAUSD through Dropbox.

As noted in item IV.A., SB 126 places the responsibility for oversight of the proper implementation of the FCPS Conflict of Interest Policy in the hands of the Los Angeles County Board of Supervisors (LACBOS) and e-filing of the Form 700 documents is now conducted via the LACBOS system. Only the “top tier” of decision makers is required to file through the LACBOS, and the FCPS Board of Directors and Executive Director are the only filers filing with the County. The extensive list of filers for LAUSD is related to our inclusive governance system that places a level of decision making in the hands of administrators, selected managers, and representatives, and the desire of FCPS to be transparent in all matters related to our authorizer.

## **RECOMMENDATION**

This is an information item only and no action is required.

# Coversheet

## School Committee/ Council Reports

**Section:** III. Items Scheduled For Information  
**Item:** B. School Committee/ Council Reports  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** School Advisory Council MINUTES\_MORCS 12\_2\_2020.pdf  
Copy of SAC August 20, 2020.docx  
January 28, 2021 BCCHS SAC.pdf  
SAC December 10, 2020.docx  
SAC October 22, 2020.docx  
SAC September 25, 2020.docx



School Advisory Council  
December 2, 2020

**MINUTES**

Members Present.

Students	Parents	Teachers / Staff	
Madison Alvarado (6)	Frances Rodriguez	Deandre Davis	Oscar Montes Sarabia
Gael Gudino (7)	Diego Gonzalez	Paul Duran	Marco Castaneda
Emerson Gutierrez (8)	Denice Melara	Sydney Jones	Rene Quon

✓ Quorum is met (Y)

Item 1. **Call to Order**

- 4:04pm

Item 2. **Officers**

- Chairperson (Facilitate + Plan)
  - Sydney Jones
- Vice-Chairperson (Co-facilitate + Plan)
  - Deandre Davis
- Secretary (Notes)
  - Oscar Montes Sarabia
- Parliamentarian (Time-keeper / Norms)
  - Madison Alvarado
- Chair will meet with Officers before next meeting
  - Will meet before next meeting

Item 3. **School Campus Reopening Update**

- Not opening in January
- Possible future opening tbd

Item 4. **LCAP: Review of Financials:**

- [Current 2020-21 Budget](#)
- According to the financial report, YPICS are projected to have a strong operating income to begin the year. Include the funding projections for 2020-21 including Federal, State, and local ADA funding as well as reserves. The schools will be able to operate in the event that funding is deferred.
- Funding based on ADA and attendance (2019-20)
- Previously thought 10% budget reduction was incorrect, state will continue to fully fund (potential deferrals)
- Budget from 2020-2021 should be the same as it was for 2019-2020
- Morcs/Potential savings from numerous unnecessary allocations

Item 5. **Enrollment / outreach**

- Website / social media
- [mail out flyers to local residents](#)
- banners on Vermont
- Incentivize referrals with staff/families
- feeder school presentations
  - follow up on schedules
- radio commercial or billboard
- ad on facebook?
- 6th grade, about 33 students below enrollment goals
- Currently low enrollment numbers for 6th grade, <5
- Potential Morcs Tik Tok account

Item 6. **Next Meeting**

- Followup on outreach initiatives (and enrollment)
- invite Irina from Exed to answer budget questions (either next meeting or the one after)
- Go over iready testing results
- discuss charter renewal
- **Wed, Feb 3rd @4pm?**

Item 7. **Public Comments**

- Touchless sinks are being installed
- Will create Google Classroom for SAC team

Item 8. **Adjournment**

- 4:40pm

*\* Indicates Voting Item*

## **BERT CORONA CHARTER HIGH SCHOOL**

*12513 Gain Street, Pacoima CA 91331*

### ***LCAP Meeting School Advisory Council***

**August 20, 2020**

### **AGENDA**

A meeting of the School Advisory Council was held on August, 2020 at 4:00 p.m. via Google Meet.

**Call to Order:** Larry Simonsen, Executive Administrator

**Roll Call:**

**Members Present:**

- Rocio Valdez, Parent**
- Adriana Sanchez, Parent**
- Melanie Valdez, Student**
- Karla Sanchez, Student**
- Carlos Crispo, Teacher**
- Dr. Catalina Marambio, Teacher**
- Alex Reza, Former Teacher**
- Fernando Avila, LAPD Community Relations Officer**
- Yolanda Fuentes, BCCHS Assistant Executive Admin**
- Larry Simonsen, BCCHS Executive Administrator**

**Members Absent:**

**Additions/Corrections to the Agenda:**

**Approval of Previous Minutes: None**

**Item #1**                    **Approval of Minutes from February 26, 2020 of the School Advisory**  
*(Motion to Approve)*

**Item #2**                    **Any persons desiring to address the School Advisory Council on any**  
**proper matter.**

**Old Business:**            **None**

**New Business:**

- Item #3**                    **School Learning Continuity**  
*(Informational Item)*
  
- Item #4**                    **Attendance Plan**  
*(Action Items)*
  
- Item #5**                    **Staffing**  
*(Informational Item)*
  
- Item #6**                    **2019-2020 School Year Update**  
*(Informational Item)*  
  
*College Acceptance*  
*Graduation*  
*Distant Learning*
  
- Item #7**                    **2020 -2021 SAC Meeting Dates**  
*(Action Item)*

**Announcements:**

**Next Meeting:**            **September 17, 2020 at 4:00 PM via Google Meet**  
**Adjournment:**



## **BERT CORONA CHARTER HIGH SCHOOL**

### *School Advisory Council*

**August 20, 2020**

### **MINUTES**

A meeting of the School Advisory Council was held on August 20, 2020 at 4:00 p.m. in Room 13 at Bert Corona Charter High School, 12513 Gain Street, Pacoima CA 91331.

**Call to Order:** Larry Simonsen, Executive Administrator

**Roll Call:**

**Members Present:**

- Rocio Valdez, Parent**
- Adriana Sanchez, Parent**
- Andrea Valdez, Student**
- Brianna Galvan, Student**
- Karla Sanchez, Student**
- Veronique Lecomte, Teacher**
- Carlos Crispo, Teacher**
- Alex Reza, Former Teacher**
- Fernando Avila, Los Angeles Police Department (officer)**
- Yolanda Fuentes, BCCHS Assistant Executive Admin**
- Larry Simonsen, BCCHS Executive Administrator**

**Members Absent:** Alex Reza

**Additions/Corrections to the Agenda:**

**Approval of Previous Minutes: None**

**Item #1** *Approval of Minutes from February 26th, 2020 of the School Advisory*  
*(Motion to Approve) On MOTION of Carlos Crispo, SECONDED by Officer Madera and CARRIED, the minutes of the School Advisory Committee of February 26th, 2020 were approved as Submitted.*

**Item #2 Any persons desiring to address the School Advisory Council on any proper matter.**

**Old Business: None**

**New Business:**

**Item #3 School Learning Continuity**  
*(Informational Item)*

Update on the State of CA request of the School Learning Continuity Plan to ensure that all students are still getting all the A - G Requirements are being met.

**Item #4 Attendance Plan**  
*(Action Items)*

**Item #5 Staffing**  
*(Informational Item)*

We are happy to report that all our amazing teachers have returned to BCCHS for the 2020-2021 Academic Year.

Karla shared with the committee that she is happy that all returned. She considers herself very shy and finds that much easier to work with teachers that already know her.

Meloney is a new 9th grade student who shared that she is really enjoying her teachers. While it is barely the 1st full week she said “they are really nice”.

**Item #6 2019-2020 School Year Update**  
*(Informational Item)*

Mr. Simonsens shared with members that we are very proud of the Seniors of the Class of 2020. We have approximately 80% of students that have

completed the graduation requirements. Some of our students are attending 4 year colleges and universities. Many of our graduates will be continuing their studies at a local community college.

**Parent Concerns:**

Mrs. Sanchez shared that the only thing she did notice is she received several calls that her daughters were not attending class. She was calling the office to inform the school that they were in class.

She feels that this semester has been better as she believes that we have all adapted to the Distance Learning program and not receiving calls regarding her daughter's attendance.

Mrs. Vldez stated that while she feels it is a new way of learning that teachers and students have adapted to the new norm of Distance Learning.

**Announcements:**

Official Madera, Community Safety Partnership LAPD, informed us that now that schools are doing distant learning that they have been working more to

**Next Meeting:**

**September 17, 2020 at 4:00 PM**

**Adjournment:**

Minutes respectfully submitted by: Ms. Yoland Fuentes

## **BERT CORONA CHARTER HIGH SCHOOL**

*12513 Gain Street, Pacoima CA 91331*

### ***LCAP Meeting School Advisory Council***

**January 28th, 2020**

### **AGENDA**

A meeting of the School Advisory Council was held on January 28, 2020 at 4:00 p.m. via Google Meet.

**Call to Order:** Larry Simonsen, Executive Administrator

**Roll Call:**

**Members Present:**

- Rocio Valdez, Parent**
- Adriana Sanchez, Parent**
- Melanie Valdez, Student**
- Karla Sanchez, Student**
- Carlos Crispo, Teacher**
- Dr. Catalina Marambio, Teacher**
- Alex Reza, Former Teacher**
- Fernando Avila, LAPD Community Relations Officer**
- Yolanda Fuentes, BCCHS Assistant Executive Administrator**
- Larry Simonsen, BCCHS Executive Administrator**

**Members Absent:** Adriana Sanchez, Karla Sanchez, Alex Reza

**Additions/Corrections to the Agenda:**

**Approval of Previous Minutes: None**

**Item #1**                      **Approval of Minutes from December 10<sup>th</sup>, 2020 of the School**  
**Advisory**                      **Council.**  
*(Motion to Approve)*

**Item #2**                    **Any persons desiring to address the School Advisory Council on any proper matter.**

**Old Business:**            **None**

**New Business:**

**Item #3**                    **LCAP: Facilities Update**  
*(Action Item)*

**Item #4**                    **NWEA MAP Data**  
*(Informational Item)*

**Item #5**                    **College Application Process**  
*(Informational Item)*

**Item #6**                    **School Reopening Plan**  
*(Informational Item)*

**Item #7**                    **Spring Semester SAC Meeting Dates**  
*(Action Item)*

**Announcements:**

**Next Meeting:**

**Adjournment:**

## BERT CORONA CHARTER HIGH SCHOOL

### *School Advisory Council*

**January 21, 2021**

### MINUTES

A meeting of the School Advisory Council was held on January 21, 2021 at 4:00 p.m. via Google Meet.

**Call to Order:** Larry Simonsen, Executive Administrator

**Roll Call:**

**Members Present:**

- Rocio Valdez, Parent**
- Adriana Sanchez, Parent**
- Melanie Valdez, Student**
- Karla Sanchez, Student**
- Carlos Crispo, Teacher**
- Dr. Catalina Marambio, Teacher**
- Alex Reza, Former Teacher**
- Fernando Avila, LAPD Community Relations Officer**
- Yolanda Fuentes, BCCHS Assistant Executive Administrator**
- Larry Simonsen, BCCHS Executive Administrator**

**Members Absent:** Alex Reza, Adriana Sanchez and Karla Sanchez

**Additions/Corrections to the Agenda:**

**Approval of Previous Minutes: None**

**Item #1** *Approval of Minutes from December 10th, 2020 of the School Advisory (Motion to Approve)*  
*On MOTION of Carlos Crispo **SECONDED** by Officer Avila and **CARRIED**, the minutes of the School Advisory Committee of December 10th, 2020 were approved as Submitted.*

**Item #2**      **Any persons desiring to address the School Advisory Council on any proper matter.**

**Old Business: None**

**New Business:**

**Item #3**                      **LCAP: Facilities Update**  
*(Informational Item)*

Mr. Simonsen informed committee that our Home School Principal, Mr. Tobar has informed us that we are still not working from campus.

State has new funds that have been extended through December of this year so that we can continue with Distant Learning.

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

Cares Act Funding for students during pandemic has been made available for our school. Funds are estimated to be \$14,000.00 per student. These funds have been used for new technology for staff. Teachers and support staff will be receiving new 16 inch laptop computers, cameras and additional technology devices that will allow them to deliver their instruction in a remote setting.

These funds also have allowed us to pay for online programs for each of our students. Some of these programs are the My Path Application which allows students to practice their reading and math at their current levels.

#### **Our Learning Continuity**

Our Learning Continuity plan needed to be submitted to the district. This plan was to show how funds have been spent. We have purchased all our students new chromebooks. We also have purchased new cameras which will allow our teachers how our students are solving problems or their writing techniques.

Officer Avila ~ asked if any funds would be used to support Student Attendance.

Mr. Simonsen stated that due to covid pandemic, we are not able to partner with other organizations to do home visits. What we are doing is making sure that each student has access to working computers. Currently any student who needs a replacement computer can be done on a daily basis rather than waiting for it to arrive.

**Item #4**

**NWEA MAP Data**

*(Informational Item)*

Edgenuity will be our partners to assist students, especially our seniors who need to make up any classes they need to retake.

We will also be using My Path which is a program that will create learning plans so that students can be assessed at their own levels in reading and math. In order to get these learning plans, data from our previous test will be used to create growth plans so our students can prepare for the state test.

The schools Academic Leadership Committee meeting will be participating in a demonstration from this program this coming week.

**Item #5**

**College Application Process**

*(Informational Item)*

Our first College Acceptance Letters are beginning to arrive. Our seniors are sharing their exciting news with Mr. Garcia our Director of College and Career and GEAR Up Staff.

Private Schools are still accepting applications as they have a different deadline. Many of our seniors have applied to a four year university along with several private schools.

Some of these private schools offer “On Site Admissions” to our students.

These schools consist of:

Grand Canyon University,

Woodbury University

Mount Saint Mary’s University



**Item #6**                      **School Reopening Plan**  
*(Informational Item)*

Ms. Fuentes informed the committee that we have received the LA County Public Health Department approval to reopen when it is safe and approved by the district. She also reminded the committee that we must follow LAUSD protocols.

She also gave an update on our HS Sports Program. CIF has still not cleared out teams for sports as the state and LA County have a large number of COVID cases in the area. Fall sports have been postponed and no date has yet been given to us to start practice.

**Item #7**                      **Spring SAC meeting Dates**  
*(Motion to Approve)*

Regular monthly meetings of the School Advisory Council Committee to be held on the 4th Thursday of the month.

***On MOTION of Officer Fernando Avila **SECONDED** by Dr. Marambio and **CARRIED**, Spring School Advisory Committee Dates were approved as Submitted.***

**Announcements:**

**Next Meeting:**              February 25th, 2021 at 4:00 PM

**Adjournment:**

Minutes respectfully submitted by: Ms. Yolanda Fuentes

## **BERT CORONA CHARTER HIGH SCHOOL**

*12513 Gain Street, Pacoima CA 91331*

### ***LCAP Meeting School Advisory Council***

**December 10, 2020**

### **AGENDA**

A meeting of the School Advisory Council was held on December 10, 2020 at 4:00 p.m. via Google Meet.

**Call to Order:** Larry Simonsen, Executive Administrator

**Roll Call:**

**Members Present:**

- Rocio Valdez, Parent**
- Adriana Sanchez, Parent**
- Melanie Valdez, Student**
- Karla Sanchez, Student**
- Carlos Crispo, Teacher**
- Dr. Catalina Marambio, Teacher**
- Alex Reza, Former Teacher**
- Fernando Avila, LAPD Community Relations Officer**
- Yolanda Fuentes, BCCHS Assistant Executive Administrator**
- Larry Simonsen, BCCHS Executive Administrator**

**Members Absent:**

**Additions/Corrections to the Agenda:**

**Approval of Previous Minutes: None**

**Item #1**                    **Approval of Minutes from October 22, 2020 of the School Advisory Council.**  
*(Motion to Approve)*

**Item #2**                    **Any persons desiring to address the School Advisory Council on any proper matter.**

**Old Business:**            **None**

**New Business:**

**Item #3**                    **LCAP: Facilities Update**  
*(Informational Item)*

**Item #4**                    **NWEA MAP Data**  
*(Informational Item)*

**Item #5**                    **College Application Process**  
*(Informational Item)*

**Item #6**                    **School Reopening Plan**  
*(Informational Item)*

**Item #7**

**Announcements:**

**Next Meeting:**            **January 28, 2021 at 4:00 PM via Google Meet**

**Adjournment:**

## BERT CORONA CHARTER HIGH SCHOOL

### *School Advisory Council*

**December 10th, 2020**

### MINUTES

A meeting of the School Advisory Council was held on December 10th, 2020 at 4:00 p.m. via Google Meet.

**Call to Order:** Larry Simonsen, Executive Administrator

**Roll Call:**

**Members Present:** Rocio Valdez, Parent  
Adriana Sanchez, Parent  
Melanie Valdez, Student  
Karla Sanchez, Student  
Carlos Crispo, Teacher  
Dr. Catalina Marambio, Teacher  
Alex Reza, Former Teacher  
Fernando Avila, LAPD Community Relations Officer  
Yolanda Fuentes, BCCHS Assistant Executive Administrator  
Larry Simonsen, BCCHS Executive Administrator

**Members Absent:** Alex Reza, Officer Fernando Avila

**Additions/Corrections to the Agenda:**

**Approval of Previous Minutes:** None

**Item #1** *Approval of Minutes from October 22nd, 2020 of the School Advisory (Motion to Approve) **On MOTION** of Carlos Crispo **SECONDED** by Dr. Catalina Marambio and **CARRIED**, the minutes of the School Advisory Committee of October 22nd, 2020 were approved as Submitted.*

**Item #2** **Any persons desiring to address the School Advisory Council on any proper matter.**

**Old Business:** None

**New Business:**

**Item #3**                      **LCAP: Facilities Update**  
*(Informational Item)*

Ms. Fuentes informed committee members that yesterday the LA County Department of Health came to our campus to see if we would be granted a permit to allow for a small cohort (25%) of students to return to campus.

Ms. Susie Castellon and our campus aide, Joe Gonzalez have been working on preparing the campus for the visit. Classrooms were rearranged to meet the social distance guideline requirements. Signage has been placed all around our campus including directional signs on our floors to direct the flow of student traffic.

Mrs Sanchez asked how many students would be able to attend classes? Would they be selected based on grades?. Mr, Simonsen informed the committee that there will be about 12 students and 2 adults allowed on campus per cohort. Each classroom will have 6-8 students allowed per cohort.

In regards to which students will be able to attend class on campus, Mr. Simonsen informed the committee that at this time only Special Ed students will be allowed to attend classes on campus.

**Item #4**                      **NWEA MAP Data**  
*(Informational Item)*

Since the State did not administer the test last school year, the only test we can give LAUSD to show our student growth will be the NWEA MAP testing. For the past two weeks we have been administering the test to all our students. We have about 80% of our students that have already completed testing and we hope to conclude our testing by the end of this week.

This data is very important to our school, as it will be the only data that will show the growth our students have made since last semester when we were actually on campus.

**Item #5**                      **College Application Process**  
*(Informational Item)*

Many of our seniors have applied to a four year university. The deadline to apply to UC's and CSU's is this coming Tuesday, December 15, 2020.

Mr. Max Garcia, our Director of Academic Service and College Counselor has been working with our GEAR Up staff and tutors to assist our students to complete the applications, personal statements, and financial aid packets.

Karla Sanchez, one of our graduating students, shared her experience on her application process. She shared that she joined Mr. Garcia and GEAR Up staff on several Meets and proof reading her PIQ and her financial aid applications.

**Item #6**

**School Reopening Plan**

*(Informational Item)*

Our Reopening Plan will be contingent on what the LA County Public Health Department says regarding the Covid -19 pandemic. We also will need to adhere to the LAUSD campus requirements. As you may be aware, as of today our campus is closed for the remainder of the year as Superintendent Beautner has directed all campuses to close and all staff work from home. Because we are located on a co-located campus at LAUSD we had to close.

Due to this COVID -19 Pandemic, the State of California is providing funding to our school, so that our teachers can be better equipped to teach during Distant Learning. Our teachers will be receiving brand new computers and technology equipment to assist them. They new equipment should arrive by the end of January.

**Item #7**

**Parent Support**

*(Informational Item)*

**No update**

**Announcements:**

**Next Meeting:** January 28, 2021 at 4:00 PM

**Adjournment:**

Minutes respectfully submitted by: Ms. Yoland Fuentes

## **BERT CORONA CHARTER HIGH SCHOOL**

*12513 Gain Street, Pacoima CA 91331*

### ***LCAP Meeting School Advisory Council***

**October 22, 2020**

### **AGENDA**

A meeting of the School Advisory Council was held on October 22, 2020 at 4:00 p.m. via Google Meet.

**Call to Order:** Larry Simonsen, Executive Administrator

**Roll Call:**

**Members Present:**

- Rocio Valdez, Parent**
- Adriana Sanchez, Parent**
- Melanie Valdez, Student**
- Karla Sanchez, Student**
- Carlos Crispo, Teacher**
- Dr. Catalina Marambio, Teacher**
- Alex Reza, Former Teacher**
- Salimar Madera, LAPD Community Relations Officer**
- Yolanda Fuentes, BCCHS Assistant Executive Administrator**
- Larry Simonsen, BCCHS Executive Administrator**

**Members Absent:**

**Additions/Corrections to the Agenda:**

**Approval of Previous Minutes: None**

**Item #1**                    **Approval of Minutes from September 25th, 2020 of the School Advisory**  
*(Motion to Approve)*

**Item #2**                    **Any persons desiring to address the School Advisory Council on any proper matter.**

**Old Business:**            **None**

**New Business:**

**Item #3**                    **LCAP: Facilities Update**  
*(Informational Item)*

**Item #4**                    **NWEA MAP Data**  
*(Informational Item)*

**Item #5**                    **College Application Process**  
*(Informational Item)*

**Item #6**                    **Graduation Ceremony**  
*(Informational Item)*

**Item #7**                    **Parent Support**  
*(Informational Item)*

**Announcements:**

**Next Meeting:**            **November 19, 2020 at 4:00 PM via Google Meet**

**Adjournment:**



## **BERT CORONA CHARTER HIGH SCHOOL**

### *School Advisory Council*

**October 22, 2020**

### **MINUTES**

A meeting of the School Advisory Council was held on October 22, 2020 at 4:00 p.m. via Google Meet.

**Call to Order:** Larry Simonsen, Executive Administrator

**Roll Call:**

**Members Present:**

- Rocio Valdez, Parent**
- Adriana Sanchez, Parent**
- Andrea Valdez, Student**
- Brianna Galvan, Student**
- Karla Sanchez, Student**
- Veronique Lecomte, Teacher**
- Carlos Crispo, Teacher**
- Alex Reza, Former Teacher**
- Fernando Avila, Los Angeles Police Department (officer)**
- Yolanda Fuentes, BCCHS Assistant Executive Admin**
- Larry Simonsen, BCCHS Executive Administrator**

**Members Absent:** Fernando Avila (LAPD)

**Additions/Corrections to the Agenda:**

**Approval of Previous Minutes: None**

**Item #1** *Approval of Minutes from September 25th, 2020 of the School Advisory (Motion to Approve) On MOTION of Carlos Crispo **SECONDED** by Rocio Valdez and **CARRIED**, the minutes of the School Advisory Committee of September 25th, 2020 were approved as Submitted.*

**Item #2** **Any persons desiring to address the School Advisory Council on any proper matter.**

**Old Business: None**  
**New Business:**

**Item #3 LCAP: Facilities Update**  
*(Informational Item)*

Ms. Fuentes informed the committee that she is continuing to work with Maclay MS Principal, Carlos Tobar to maintain all COVID -19 requirements needed in preparation of returning to campus.

Mr. Simonsen informed the committee that while we have a reopening plan, LAUSD does not nor does it have an anticipated date to open. Since we are co-located we must adhere to LAUSD requirements.

**Item #4 NWEA MAP Data**  
*(Informational Item)*

Mr. Simonsen shared with the committee that currently we have NWEA MAP data that shows that our BCCHS students are growing each year academically. The data shows that our students are near or above the average score nationwide.

**Item #5 College Application Process**  
*(Informational Item)*

Mr. Simonsen shared that the college application process is underway and Mr. MAX Garcia will be working with our Seniors to make sure they apply to UC, CSU and private colleges.

The Deadline to apply is November 30, 2020.

**Item #6 Graduation Ceremony**  
*(Informational Item)*

Ms. Fuentes shared that our Class of 2020 Graduation was a success! The Drive Thru Graduation Ceremony took place on Sunday, October 11, 2020 at Bert Corona Middle School parking lot.

**Item #7**                      **Parent Support**  
*(Informational Item)*

**Announcements:**

**Next Meeting:**              November 19th, 2020 at 4:00 PM

**Adjournment:**

Minutes respectfully submitted by: Ms. Yoland Fuentes

**BERT CORONA CHARTER HIGH SCHOOL**  
*12513 Gain Street, Pacoima CA 91331*

***LCAP Meeting***  
***School Advisory Council***

**September 25, 2020**

**AGENDA**

A meeting of the School Advisory Council was held on September 25, 2020 at 4:00 p.m. via Google Meet.

**Call to Order:** Larry Simonsen, Executive Administrator

**Roll Call:**

**Members Present:** Rocio Valdez, Parent  
Adriana Sanchez, Parent  
Melanie Valdez, Student  
Karla Sanchez, Student  
Carlos Crispo, Teacher  
Dr. Catalina Marambio, Teacher  
Alex Reza, Former Teacher  
Salimar Madera, LAPD Community Relations Officer  
Yolanda Fuentes, BCCHS Assistant Executive Administrator  
Larry Simonsen, BCCHS Executive Administrator

**Members Absent:**

**Additions/Corrections to the Agenda:**

**Approval of Previous Minutes:** None

**Item #1** Approval of Minutes from August 20, 2020 of the School Advisory  
*(Motion to Approve)*

**Item #2** Any persons desiring to address the School Advisory Council on any  
proper matter.

**Old Business:** None

**New Business:**

**Item #3**                    **LCAP: Enrollment Update**  
*(Informational Item)*

**Item #4**                    **LCAP: Facilities Update**  
*(Action Items)*

**Item #5**                    **LCAP: Review of Financials**  
*(Informational Item)*

**Item #6**                    **Learning Continuity and Attendance Plan**  
*(Informational Item)*

**Item #7**                    **2020 -2021 SAC Meeting Dates**  
*(Action Item)*

**Announcements:**

**Next Meeting:**            **October 15, 2020 at 4:00 PM via Google Meet**

**Adjournment:**

## **BERT CORONA CHARTER HIGH SCHOOL**

### *School Advisory Council*

**September 25, 2020**

### **MINUTES**

A meeting of the School Advisory Council was held on September 25, 2020 at 4:00 p.m. via Google Meet.

**Call to Order:** Larry Simonsen, Executive Administrator

**Roll Call:**

**Members Present:**

- Rocio Valdez, Parent**
- Adriana Sanchez, Parent**
- Andrea Valdez, Student**
- Brianna Galvan, Student**
- Karla Sanchez, Student**
- Veronique Lecomte, Teacher**
- Carlos Crispo, Teacher**
- Alex Reza, Former Teacher**
- Fernando Avila, Los Angeles Police Department (officer)**
- Yolanda Fuentes, BCCHS Assistant Executive Admin**
- Larry Simonsen, BCCHS Executive Administrator**

**Members Absent:** Alex Reza

**Additions/Corrections to the Agenda:**

**Approval of Previous Minutes:** None

**Item #1** *Approval of Minutes from August 20th, 2020 of the School Advisory*  
*(Motion to Approve) On MOTION of Carlos Crispo, SECONDED by Officer Madera and CARRIED, the minutes of the School Advisory Committee of August 20th, 2020 were approved as Submitted.*

**Item #2** Any persons desiring to address the School Advisory Council on any proper matter.

**Old Business: None**

**New Business:**

**Item #3** **LCAP: Enrollment Update**  
*(Informational Item)*

191 Budget

**Item #4** **LCAP: Facilities Update**  
*(Action Items)*

**Item #5** **LCAP: Review of Financials**  
*(Informational Item)*

State is doing the best to protect schools this year. They have provided level best funding to help school during the unforeseen expenses during this pandemic.

**Item #6** **Learning Continuity and Attendance Plan**  
*(Informational Item)*

**Item #7** **2020 -2021 SAC Meeting Dates**  
*(Action Item)*

The committee discussed the dates for the upcoming semester for the SAC. It was recommended that we can continue to conduct the remaining 2020 meetings on the third Thursday of the month at 4:00 PM via Google Meet. The dates are as followed:

October 15, 2020, 4 PM Via Google Meet

November 19, 2020 4 PM Via Google Meet

December 17, 2020 4 PM Via Google Meet

*(Motion to Approve) On MOTION of Dr. Marambio, SECONDED by Officer Madera and CARRIED, the dates of the 2020 Fall School*

*Advisory Committee Dates have been approved*

**Announcements:**

**Next Meeting:**

**October 15th, 2020 at 4:00 PM**

**Adjournment:**

Minutes respectfully submitted by: Ms. Yolanda Fuentes



# Coversheet

## Bert Corona Executive Administrator Report

**Section:** III. Items Scheduled For Information  
**Item:** D. Bert Corona Executive Administrator Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** 20-21 BCCS EA Board Report (January).pdf



**BCCS Executive Administrator Report**

**January 2021**

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

**Enrollment and Attendance:**

20-21 Enrollment:

20-21 Enrollment	
Grade	Enrollment
5th	11
6th	105
7th	121
8th	114

*Attendance Rate:* For the most recent reporting period, the attendance rate at BCCS was 88%

2021-2022 Enrollment:

Enrollment for our income 5th and 6th grade classes is low. We currently only have 32 students enrolled for next year. While other charter school leaders are reporting similarly low numbers, I believe it is imperative to take action to recruit students for next year.

**Recruitment for 2021-2022:**

- Social media campaign and light post banners in the community. One of our slogans has always been *California’s Future Leaders*. We will have that slogan on one side of a banner with the school log and enrollment information. On the other side of the banner we will have the photo of a former student. This side of the banner will read “The Future is Now.” It will have “BCCS 2010 Graduate” (or whichever year is appropriate) then the former students current university or their career/job title. We will make these into flyers, light post banners, Facebook, Instagram, and Twitter posts, and we will possibly hang them up at our schools.
- Facebook targeted advertisements (paid service)
- Flyering at local businesses
- Presentations at local elementary schools
- Presentations in classes at Montague
- Flyering at Montague meal distribution (approx 500 meals handed out daily)
- Community trainings open to parents from elementary schools:
  - COVID safety
  - Vaccination information
  - Supporting academic growth at home
- Raffle for current families for bringing in another, new family to enroll.
- Virtual student events; planned by our students and attended by 5th graders from other schools

**Addressing Attendance and Truancy:**

One of the issues we experienced during the first semester were the large class sizes and the frequency of core content instruction. We increased instructional minutes from 100 minutes per week to 180 minutes per week. Teachers now see their students every day instead of every other day. Furthermore, we decreased the number of students in each class from 60-120 down to only 30 students at a time. Additionally, we increased the amount of support for underperforming students, especially during core content class time. Our goal is that this level of student visibility and support will increase adult-student interaction and engagement, and will therefore address attendance issues.

Some of our teachers have provided great feedback about these scheduling changes:

*“I feel more connected with my students and like I am getting much better results. It’s more work for me, but it’s much better for the kids.”*

*“I get more participation each time we meet, and the length [90 minutes] is great because I can get through my class at a steady pace and cover everything I planned. I also have enough time for independent work and I can give each student feedback and help them finish their work.”*

For high level truancy and absenteeism, we are providing several levels of support. First, we informed our staff of the frequent offenders and requested that they communicate with the admin and office staff when students miss class. Moreover, we requested that teachers keep us in the loop about students who are not attending class but are turning in assignments. Depending on the nature of the assignment and the duration of the work required to complete it, we may be permitted to count their assignment completion as asynchronous attendance. In addition to this communication, we have also partnered with Cal State Northridge to engage social work students to work as mentors for our students. Each of our students who have been struggling to attend class are paired with a mentor in addition to the other outreach services we provide to all students. Finally, our student support team is conducting home visits for those families who have the greatest need, for families who have been unresponsive, and for families with students with chronic absenteeism concerns.

**iReady Results:**

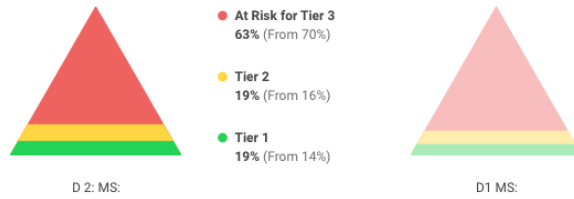
In December, we took our second iReady diagnostic for the year. There was overall growth, and our average towards typical growth progress was 33%. Ideally, we would have been at 50% at that point in the year, but our schedule made it difficult to progress as scheduled. Please see updates above for more information about scheduling changes for the second semester, which will help to address this issue.

**Typical Growth vs. Stretch Growth:**

The iReady diagnostic represents and measures growth using two data points. The first, *typical growth*, is determined based on their initial diagnostic score. iReady gathers normative data from all iReady users from diagnostics taken across the country. Typical growth is based on all students with the same score from across the country. For example, students scoring one grade level below may be expected to grow 20 points over the course of the year. Students two grade levels below may be expected to grow 25. It is all based on the growth of similar students across the country. *Stretch growth* is the growth students need to achieve to be on grade level by the end of the year, or as soon as possible. At BCCS, we are working with our teachers to aim for stretch growth for each student with the hope that we achieve at least our typical growth.

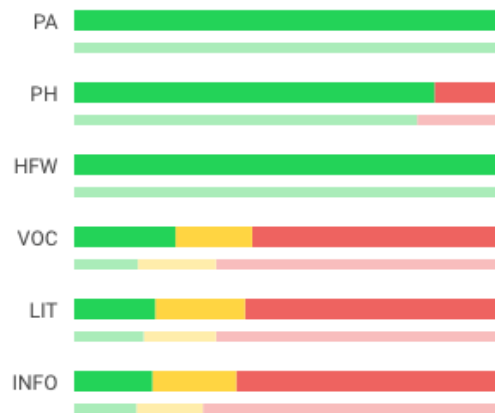
## Reading Results

### Overall Placement ⓘ



Overall, we had some promising results and growth, although we feel our scheduling changes and new focus on intervention will help to spur even more growth during the second semester. As you can see to the left, our tier 3 group dropped by 7% during the first semester, and our highest performance group increased by 5%.

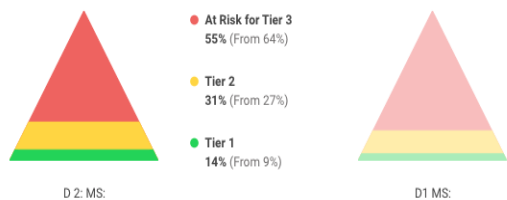
### Placement By Domain



Our students are showing high levels of mastery in standards that are cyclical throughout the K-8 curriculum, including phonological awareness, high frequency words, and phonics. Overall, they still need to work on vocabulary, literary comprehension, and understanding informational text. While we are pushing to have all students reach their growth goals, one tangible effort is to get our students currently performing one grade level below (tier 2) to score on grade level by the end of the year. This would result in 37% of students schoolwide reading on grade level. Last year, 23% were on grade level based on the final diagnostic, so this would show significant growth.

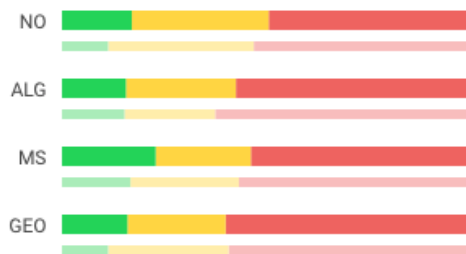
## Math Results

Overall Placement ⓘ



Overall, we had some promising results and growth, although we feel our scheduling changes and new focus on intervention will help to spur even more growth during the second semester. As you can see to the left, our tier 3 group dropped by 9% during the first semester, and our highest performance group increased by 5%.

### Placement By Domain



Our students are showing high levels of mastery in measurement and data. Overall, they still need to work on geometry and algebraic thinking. While we are pushing to have all students reach their growth goals, one tangible effort is to get our students currently performing one grade level below (tier 2) to score on grade level by the end of the year. This would result in 41% of students schoolwide reading on grade level. Last year, 23% were on grade level based on the final diagnostic, so this would show significant growth.

### Intervention and Support:

A wide variety of data from the first semester, including grades, teacher/student feedback, attendance, participation, and our iReady diagnostic pointed us to the conclusion that we need to do more to engage our students and to provide interventions for struggling learners. To address this, we are dedicating time every Monday for collaborative planning. During this time, our general education teachers, special education teachers, and tutors meet together to discuss how student needs will be addressed through regular instruction throughout the week. Additionally, we have identified several times throughout the week where targeted interventions will be implemented:

- Saturday Academy: Targeting students one grade level below and ELs
- Monday Intervention: 1 hour of tutoring supporting students as they work through their iReady pathway
- After School Intervention: targeted support for vocabulary and reading informational text.
- Office hours: teachers hold times in their schedule daily for students to come for individual or small group support.
- In-class support:
  - Assigned case-loads for tutors for small group instruction and check-ins
  - Special Education Support for Breakout Groups
  - Planned interventions and instructional strategies for reaching all learners

**Staff Committees:**

Our teachers and staff have signed up for one of four committees for the second semester. The goal is to work strategically with our staff to set goals for improvement in areas that data demonstrates a need for improvement.

- SFA and EL Committee- SFA program adjustments for virtual learning and EL support for distance learning
- Guiding Coalition- review of school systems and structures to set goals for improvements and change for the future.
- Academic Excellence and Alignment Committee- review of Standards-Based grading practices and planning for improved communication and implementation.
- Recruitment and Enrollment Committee- support with recruitment for 5th and 6th grade, and possible creation of recruitment materials.

**Student Leadership Class:**

After a brief hiatus during distance learning, our leadership class has resumed this semester! Ms. Contreras, our 6th grade math and science teacher has taken on the responsibility of working with our newly appointed leadership students. They will be planning some events that will address student needs and will help build a strong school culture, even though we have to connect online.

# Coversheet

## Monsenor Oscar Romero Executive Administrator Report

**Section:** III. Items Scheduled For Information  
**Item:** E. Monsenor Oscar Romero Executive Administrator Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** MORCS Executive Update 1\_29\_2020 - Google Docs.pdf



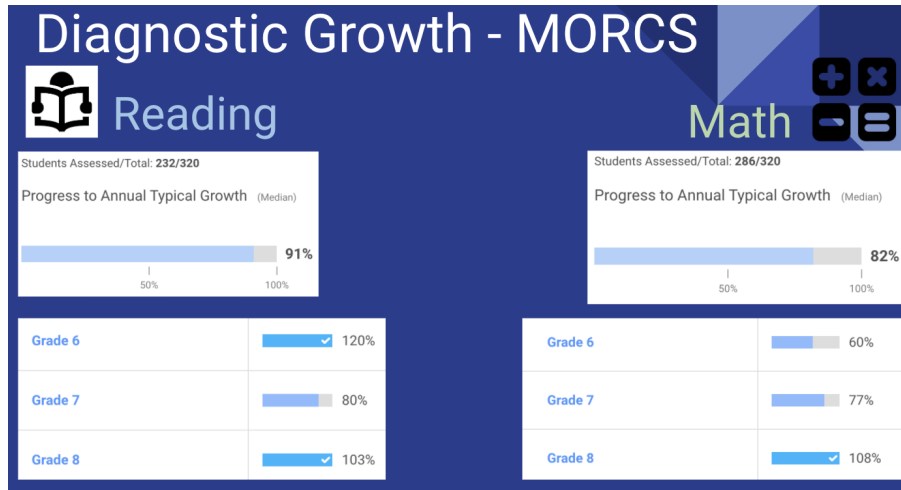
# MORCS Executive Administrator Board Report

1.29.2021

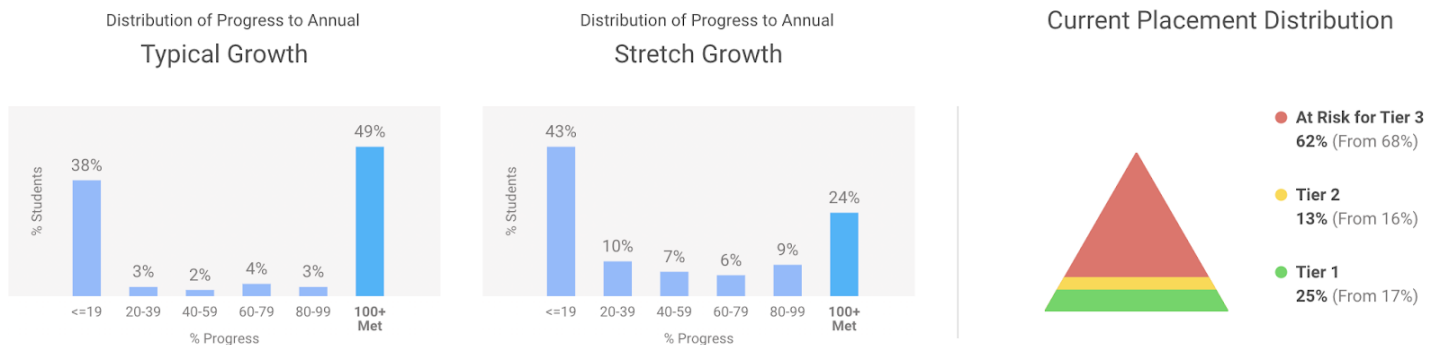


## I. iReady Diagnostic Growth

Comparison Data between our fall and winter administrations of the iReady diagnostic demonstrate strong growth for students in both Reading and Math at MORCS!



Diagnostic Growth measures the students' percentage of growth compared to norm-based annual growth for students at each's specific grade and placement level.



Given the reality that a majority of our students enter MORCS with major gaps in learning and several grade-levels behind in proficiency, we find that tracking growth is the most useful metric in order to determine the success of our instructional program. By doing so, we certainly aim to raise the overall proficiency levels of students at MORCS. We attribute our strong growth scores to the adoption of Ready math curriculum 2 years ago (as well as reading curriculum this year), the scheduling of Math Support classes for students who need math intervention and SFA for students who need ELA intervention, targeted professional development for teachers that focuses on rigor in the classroom and differentiating instruction, and instructional coaching with data reviews with individual teachers every week.

## II. New Film and Coding Classes

This spring MORCS is extremely happy to offer two new opportunities for students to engage in technical education opportunities! These programs supplement the quality core instruction we offer for ELA, Math, Science, Social Science, P.E., Art, and Socio-emotional Learning.

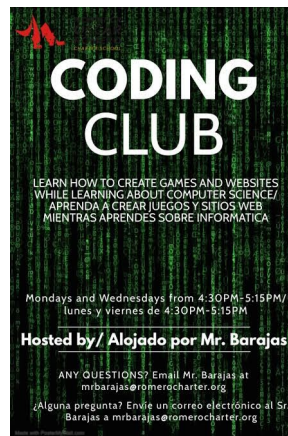
### Film Class

In partnership with the Youth Cinema Project, we are educating students on how to use the elements of screenwriting to write professional scripts, understand the various components that go into filming a project, and ultimately filming and producing short film projects using the most up-to-date technology and equipment. The class meets Tuesday through Friday mornings and is taught by Mr. Dave Rosenberg, who has himself written, produced, and starred in a major motion picture.



### Coding Club

Using curriculum from CodeCombat, we are educating students on how to write computer code, focusing on website development and gaming. Mr. Mario Barajas will also teach students about the technical infrastructure of computers and the internet network, which are vital to understanding how software and hardware interact to run computer programs.

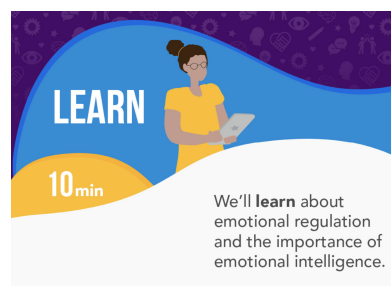


### III. Socioemotional Learning, Support, and Events

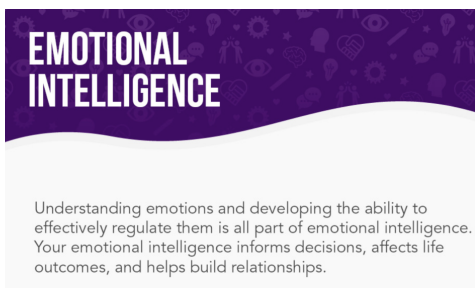
I was informed that the board was interested in learning about socio-emotional learning at MORCS as well as events that we provide for students in addition to our instructional program. Our School Culture and Climate staff develop and teach a socio-emotional education class each morning, (see details and example lessons below). Our student leadership team, led by Mr. Broome takes the lead in planning a variety of activities for students to engage in. These student leaders learn valuable skills in terms of leadership, communication, and problem-solving while also providing great opportunities for the MORCS community to get together and enjoy each other’s creativity and company, which is especially important during the current pandemic.

- **Socioemotional Learning Class**

- Students have a “socioemotional learning” block Tuesdays through Thursdays from 8:30am-9:00am.
- The class structure is as follows:
  - Fun ice breaker
  - Emotional wellbeing check-in
  - School announcements
  - Nearpod lesson example: <https://share.nearpod.com/AEpl4RXZ1bb>



- Class discussion on the week's SEL pillar, example:

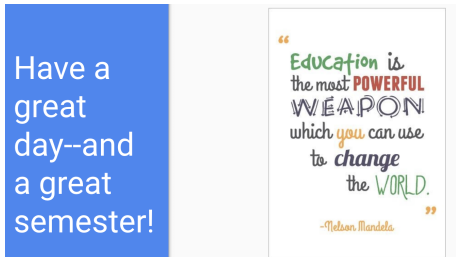
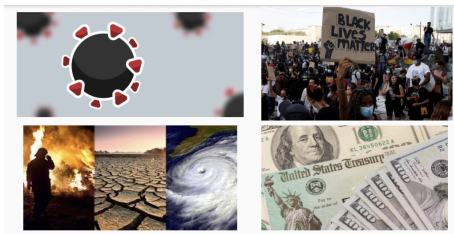


- **Student Events:**

- Fall grade level assemblies ([slide deck here](#)):



- Spring grade level assemblies ([slide deck here](#)):



Schedule Updates (Dr. Ouon)

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:10a (40m)	Update #1: PE/SEL/Art is 10 minutes longer this semester!				
9:15-10:05a (50m)		SFA or Math Support	SFA or Math Support	SFA or Math Support	SFA or Math Support
10:20-11:40a (80m)	Asynchronous Learning	ELA or History	Math or Science	ELA or History	Math or Science
Lunch					
	ELA or History	Math or Science	ELA or History	Math or Science	Math or Science

- Spirit Weeks (Example flyer):



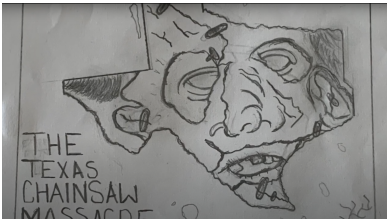
- Trick-or-Treat during meal distribution:



- [MORCS TV](#) (hosted by student leadership)



- Halloween drawing contest



- Turkey Bowl (Virtual)

Website:

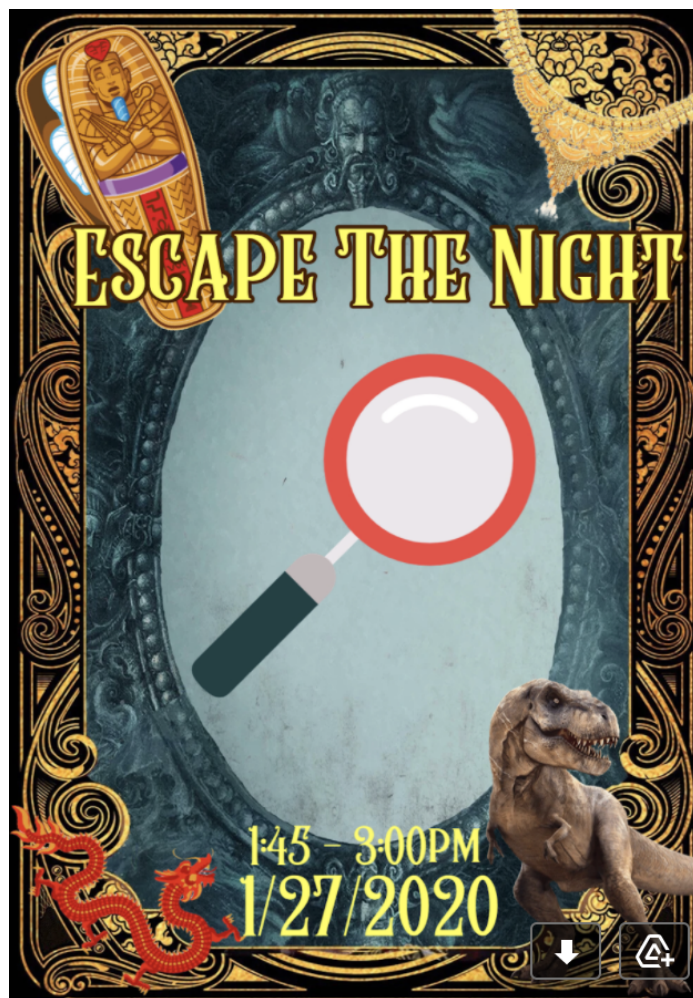
<https://sites.google.com/romerocharter.org/morcs-turkey-bowl-2020/home>

Video:

<https://youtu.be/6uxuHw4Dck0>



- Game nights and movie nights:



# Coversheet

## Bert Corona Charter High School Executive Administrator Report

**Section:** III. Items Scheduled For Information  
**Item:** F. Bert Corona Charter High School Executive Administrator Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** Simonsen\_EA\_Report\_Feb\_1\_\_2021.pdf



EA Report  
Mr. Simonsen  
BCCHS  
January 2021

### **Distance Learning Plan Changes**

BCCHS instituted new expectations for student participation and engagement in our programming during distance learning. Our inability to engage well with students, to know what they are thinking and how they are responding to our teaching, has been very challenging, so we made some adjustments:

1. Cameras are to be turned on during all conversations involving teachers. When students are working independently during class time, it is the teacher's discretion to allow students to have their cameras off.
2. Students are now engaged in asynchronous learning on Mondays. Every student is scheduled to meet with their Advisory Teacher to discuss their Project Based Learning project, as well as to provide feedback and support in academic content classes. This check-in gives our students personalized attention and support in one-on-one conferencing sessions so they feel connected, heard, supported, and guided.

### **MyPath**

Our school has just purchased an intervention and remediation program that is aligned with our longitudinal periodic assessment growth data, which is generated through NWEA MAPS testing.

MyPath takes student MAPS data and analyzes it for deficits in grade-level Reading and Math skills. It then generates a personalized growth plan along with activities to build the missing skills sets, and those activities are available 24/7. The programming extends from grade 3 through grade 12, so there are no skills that cannot be addressed. It is our hope that this initiative will both empower students to perform better in their common core classes, but also serve as an SBAC test preparation program.

### **V.A.L.U.E. Learning Outcomes**

The AACU, a collaborative, interdisciplinary consortium of educators from colleges and universities around the United States, developed a set of rubrics that articulate exactly what undergraduate students should know and be able to once they graduate from their undergraduate programs. They called it the Valid Assessment of Learning in Undergraduate Education (V.A.L.U.E). BCCHS has been using these rubrics to guide and inform our development of Mastery Rubrics since we started the school in 2015. Now, we have translated these rubrics into student-friendly rubrics for use by our teachers to begin instilling these skills in our students as they spiral through high school. The skills will be taught and assessed in all content areas, and will serve as the primary metric of academic progress for the students' PBL work. There are 16 V.A.L.U.E skills that the AACU has identified, and BCCHS is implementing [8 of them](#) this semester: Reading, Written Communication, Oral Communication, Critical Thinking, Creative Thinking, Integrative Learning, Inquiry and Analysis, and Problem Solving.



### **IEP Testing at BCCS**

In an effort to support our students with special needs, BCCHS is welcoming students to the BCCS campus for Educational and Psychological testing in preparation for triennial IEP meetings. While the setup is a bit awkward, the in-person context allows students to feel comfortable, safe, and cared for in a way they have not for almost a year. Mr. Nutt and Ms. Castañeda are facilitating this testing.

### **College Applications**

All eligible seniors at BCCHS have applied to either CSU or UC university systems, and are in the process of participating in applications for private schools. Among the regular yearly private partner colleges and universities who offer admissions to our students each year, Mt. St. Marys, Grand Canyon University, and Woodbury University are scheduled to host virtual “on campus admissions” days to recruit our students and discuss financial aid. All students who are eligible for admissions receive support to complete a FAFSA student aid application so that families have a transparent offer of financial aid at their disposal as they decide where a student will matriculate. Mr. Garcia and the Gear Up team are highly committed and organized in their efforts to help **all** BCCHS graduates apply for a post-secondary program of one form or another. We have already received news that our students have been accepted to several CSU schools for this fall. This is tremendously validating for all of us.

### **LA County Health Visit in December**

Thanks to the hard work of Susan Castrellon, Jose Gonzalez, and support from Diana Gamez, BCCHS passed the COVID-Reopening evaluation visit from the LA County Department of Public Health. This means we are on a list of schools who have been approved, from a health and readiness perspective, for reopening and serving students with strict COVID protocols in place. As we are a prop-39 school, we cannot begin reopening until LAUSD allows it, but we are ready, and I am very proud of our team for taking on this important task with such a high level of attention to detail and professionalism.

### **Recruitment**

We have 18 students enrolled for the fall semester of next school year. We have begun recruitment efforts between the teachers of BCCS and BCCHS. Our teachers are being welcomed into 8th grade classrooms to connect with and get to know the current group of 8th grade students at BCCS. Our hope is that this new open and encouraging approach to recruiting will result in a larger freshmen class than we have seen the past few years. Our highly student-centered approach to working with our students is both contagious and attractive once students get to know us. Our current 9th and 10th grade students are also going to be joining our efforts, and they are by far our best spokespeople. The ownership these students feel for BCCHS is deeply gratifying, and we hope it convinces the middle school families to invest in our school.

# Coversheet

## Chief Operations Officer Report

**Section:** III. Items Scheduled For Information  
**Item:** G. Chief Operations Officer Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** COO Report 2-1-21.pdf



## Chief Operations Officer Report February 1, 2021

*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.*

### Facilities

- **BCCS**
  - Supporting school administration to complete installation of all COVID safety protocols in preparation for LA County visit.
  - Finalizing repairs to Room 6 & 7 foundation, new vinyl floors and tack board walls, installation of floor mounts for electrical and data to support computer use in hybrid and regular program models
  - Exploring other possible COVID related improvements including:
    - Installation of awnings on all classroom buildings (sun protection, Energy efficiency, coverage for rainy days with spacing for hybrid model,
    - Installation of Clock/Bell/PA system to support Safe dismissal of students in hybrid model.
    - Purchase of computers for classroom use in hybrid model.
  - Restarting lease negotiations with the Japanese American Community Center for the BCCS Campus
- **MORCS**
  - Support school administration to work through challenges with installation of FrontRow classroom sound systems, second round of sneeze guards for staff safety, installation of secure outdoor mailbox.
  - Beginning preparations for installation of all COVID safety protocols in preparation for LA County visit.
- **HS**
  - The HS passed it's LA County Health visit. Congratulations to the HS team.

### Technology

- **Computer Purchases**  
Staff fleet of computers has been delivered and are beginning to be deployed. iPads are still in route. Tech Team under Mr. Bradfords direction is working on issuing equipment to staff. The Staff is ove the top excited to get the new equipment to support student learning and engagement.
- **Computer Programs**  
Working with Mr. Bradford and staff to select new student information system. Infinite Campus is currently the preferred system. Aeries has not been responsive. Switching our SIS system will have a significant impact on staff, student, and parents. The change in SIS systems also positively forces YPICS to review the use or continued use of other programs. For example:
  - Remind Program- Infinite Campus has an integrated two way communication system which would make Remind a redundant program.
  - Schoolmint Program- Does Schoolmint integrate with infinite campus
 The current assessment is that shifting to Infinite campus will more costly but more effective and efficient in the long term.
- **E-rate**

Planning with Mr. Bradford and consultants on what changes or additions need to be made to make the best use of state funding, and other federal funds coming to YPICS due to the Pandemic. MORCS equipment is only a few years old. The HS equipment is owned and maintained by the LAUSD as a colocated campus. BCCS' system is over ten years old and is in need of updating.

- **Copy Machines**  
All copy machines have been installed at the school sites and YPICS Learning and Support Center

### Grants

- **Collaboration with Los Angeles Art and Enterprise on grants for YPICS Campuses**
  1. Community Schools Grant- We began to apply for a Community Schools Grant and decided the collaboration was not ready to move forward to apply.
  2. CTE Media Arts (Film) Grant for MORCS- Grant will pay for staff costs, supplies and equipment, and contract for classroom services.
  3. Mental health Services- Exploring collaboration on School Based Healthcare Solutions Network COVID-19 Student Support Recovery Grant which would provide a full-time mental health professional on each campus or shared between two campuses. School would potentially have to provide a dedicated space for service delivery.

### Community Engagement

- **Councilmember Monica Rodriguez**  
Re-establishing relationship with council office staff and exploring how we can work together. Concerns addressed with the office include resources to support families with food insecurity, eviction protection, and homelessness.
- **American Red Cross**  
Meeting with Hector LaFarga, who is the Executive Director of the Northern Valleys of American Red Cross Los Angeles Region. Exploring opportunities for student, parents and staff to be trained on disaster preparedness
- **KinshipGlow, LLC**  
Exploring use of KinshipGlow, LLC as a partner to deliver a series of parent wellness workshops and a workshop for staff
- **Montague Charter Academy**  
Montague Charter Academy (MCA) is the largest school feeder for Bert Corona Charter School. Over 50% of the current BCCS students come from MCA. We meet regularly together to discuss community needs and how to support each other as thought partners. We are beginning to plan a service project and a community event together. The MCA staff, students, and parents participate in our COVID-19 testing clinics each month through MEND

### Compliance

- CALPADS- Fall 1  
Support school site staff to submit data including student eligible for the FRPM, foster youth, homeless youth, student with disabilities, English language learners
- CALPADS- Fall 2  
Support school site staff and human resources team to submit data on staff demographics, job classification data, non-classroom based assignments for staff and ensuring that the State Course Code and associated attributes accurately reflect the course content.

# Coversheet

## Executive Director's Report

**Section:** III. Items Scheduled For Information  
**Item:** H. Executive Director's Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** Executive Director Report February 2021.pdf



## ***EXECUTIVE DIRECTOR'S REPORT***

**February 1, 2021**

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

National:

***From School Services of California –***

### **“Trillion Dollar Relief Package”**

On the evening of Thursday, January 14, 2021, officials from President Joe Biden’s Administration unveiled the details of their touted \$1.9 trillion rescue package that they are asking Congress to enact within the next several weeks.

Billed the “American Rescue Plan,” the relief package would provide an additional \$170 billion for education, which would be allocated in the following way:

- \$130 billion to support K–12 schools in safely reopening. This proposed funding is flexible and could be used for reducing class sizes, modifying classrooms for social distancing, improving ventilation, providing personal protective equipment, implementing mitigation and cleaning measures, hiring of nurses and counselors, expanding community schools, providing summer school, and closing the digital divide. A portion of this funding would be reserved for a COVID19 Educational Equity Challenge Grant, which would support state and local governments in partnerships with teachers, parents, and other stakeholders to respond to educational challenges under COVID-19.
- \$35 billion for the Higher Education Emergency Relief Fund. This funding could be used to implement public health protocols, execute distance learning plans, and provide emergency grants to students in need.
- \$5 billion for the Hardest Hit Education Fund. Governors could use this funding to support educational programs and the learning needs of students significantly impacted by COVID-19. Governors would have discretion to use this funding for early childhood education, K–12 schools, or higher education.

The rescue package calls for a \$20 billion investment to mount a national vaccination program whereby the federal government would partner with state and local governments to launch community vaccination centers and deploy mobile vaccination units to rural communities. Additionally, the plan proposes \$50 billion to expand testing capacity and support schools and local governments in implementing regular testing protocols to ensure a safe reopening of schools and businesses.

The relief package also asks Congress to provide \$350 billion in emergency funding for state and local governments to ensure that they can keep front line public workers employed, assist with vaccine distribution, expand testing capacity, help with reopening schools, and maintain other essential services. Republicans opposed providing aid to state and local governments in the \$900 billion relief package that was approved in December and likely will not support this proposed investment in the plan. Another proposal that Republicans are likely to oppose is President Biden asking Congress to raise the minimum wage to \$15 per hour, which would more than double the current federal rate of \$7.25 per hour.

The “American Rescue Plan” will be the Biden Administration’s first real test of the narrow Democratic control of Congress. While the plan likely won’t face many roadblocks in clearing the House of Representatives, the Senate is a different story as there are more procedural hurdles to overcome in approving legislation. Additionally, Democrats will not be able to afford any defecting votes from their party in the Senate unless they can get a Republican vote in return, and some fiscally conservative Democrats may have reservations about the plan’s price tag and its more progressive proposals such as more than doubling the current federal minimum wage and providing \$1,400 stimulus checks to Americans.

### **“National Alliance Statement on New Education Secretary Nominee Cardona”**

**Washington, D.C.** - Nina Rees, president and CEO of the National Alliance for Public Charter Schools, issued the following statement in response to the nomination of Miguel Cardona as Secretary of Education:

“The National Alliance for Public Charter Schools congratulates Miguel Cardona on his historic nomination for U.S. Secretary of Education, serving under President-elect Joe Biden. As the new Secretary of Education, he will assume office at one of the most turbulent times in recent history.

While our nation continues to battle the COVID-19 pandemic, both K-12 and postsecondary education systems are grappling with issues such as the safe reopening of schools, looming budget shortfalls, learning loss, crippling student debt and boiling racial tensions. At this time especially, we need a Secretary of Education who will unify the country and model collaborative leadership.

In his most recent role as Connecticut’s Commissioner of Education, Cardona showed a commitment to equity, accountability, and high standards. We are hopeful he will continue to embrace these ideals as Secretary. Further, we call upon him to place students and families first and to be agnostic about PreK12 instructional delivery and governance models, so long as they are effective and meet the needs of all students. The Secretary must be committed to supporting the entire public-school ecosystem – both district and charter.

Parents want more and better options, and they need a Secretary of Education who will fight for them. A record number of parents enrolled their students in charter schools this year; it would be devastating to move us backward by harming their educational options. These innovative public schools particularly appeal to parents who are concerned about whether their children’s needs will be met during and after the COVID-19 pandemic.

We look forward to working with Secretary Cardona and his team to ensure the voices of parents are heard, and every student has access to a high-quality public education. Black and Latino parents overwhelmingly support charter schools, and we expect Cardona’s commitment to educational equity will include protecting their ability to access these schools. Charter schools are an important part of the public education ecosystem, serving nearly 3.3 million students. Further, nearly five million more students would attend a charter school if one were available to them. Charter schools offer a combination of flexibility, tailored instruction, social-emotional support, and rigorous coursework that make our overall public education system stronger.”

**State:**

***From School Services of California –***

**“Legislation Introduced to Require School Re-openings”**

On Monday, December 7, 2020, the state Legislature officially convened the 2021–22 Legislative Session. While the Assembly and Senate floor sessions were primarily organizational, lawmakers also used this opportunity to introduce legislation that represents their highest priorities, including several noteworthy education bills.

Perhaps the most notable education measure introduced was Assembly Bill (AB) 10, which specifies that local educational agencies (LEAs) may continue to offer distance learning after March 1, 2021, if a public health order requires their campuses to remain closed. However, the bill would also require LEAs to adopt plans that offer in-person instruction, or a hybrid model of in-person and virtual learning, within two weeks of their county moving off of the most restrictive tier in the state’s reopening framework. This means that, beginning next March, any LEA that is not in the most restrictive purple tier (those that reside in the red, orange, or yellow tiers) would have two weeks to adopt and implement a school reopening plan that offers a form of in-person instruction.

In addition to its focus on school reopening, AB 10 also includes a requirement to address the learning loss of vulnerable students. By March 1, 2021, LEAs would be required to implement a plan for tiered reengagement for all unduplicated pupils that are performing below grade level. The reengagement plan must include offering in-person instruction to the identified students and outreach to the student to identify student needs, such as health and social services.

AB 10 has been introduced as an urgency bill, which means that the measure would go into effect immediately upon signature by Governor Gavin Newsom, should it reach his desk. However, an



urgency bill needs to clear a higher vote threshold (two-thirds) in the Legislature before it can go to the Governor for his consideration.

Having influential coauthors gives the bill a stronger chance of clearing the supermajority threshold, so it is beneficial that the bill was introduced by Assemblymembers Phil Ting (D-San Francisco), chair of the Assembly Budget Committee; Kevin McCarty (D-Sacramento), chair of the Assembly Budget Subcommittee on Education Finance; Patrick O'Donnell (D-Long Beach), chair of the Assembly Education Committee; and Lorena Gonzalez (D-San Diego), chair of the Assembly Appropriations Committee. Proponents of AB 10 will need to address several implications of this measure as introduced. Currently, the bill infringes upon school district autonomy and local control decision-making by mandating a timeline for in-person instruction to resume. It also leaves LEAs vulnerable to COVID19-related litigation, as it does not offer any liability protections for schools should they experience an outbreak after reopening their doors.

While the issue of reopening schools will be a top priority for the Legislature when it returns on January 4, 2021, the bill introduced last week could look significantly different from the version that makes it out of the legislative process, should it survive. The bill still needs to go through policy and fiscal committees in both houses, and also needs to survive a two-thirds floor vote in both the Assembly and Senate before it can go to Governor Newsom. We will be sure to provide consistent updates and analysis on this measure as it is vetted by lawmakers and education stakeholders via the policy making process.

### **“Governor Newsom Selects Alex Padilla for U.S. Senate”**

On Tuesday, December 22, 2020, Governor Gavin Newsom announced that he has selected California Secretary of State Alex Padilla to fill the U.S. Senate seat being vacated by Vice President-elect Kamala Harris. Padilla will become the first Latino to represent California in the nation's upper chamber and the first Southern Californian in nearly three decades.

Padilla's appointment to the U.S. Senate is likely to set off a game of musical chairs for gubernatorial appointments and special elections as the selection comes on the heels of President-elect Joe Biden announcing his intention to nominate California Attorney General Xavier Becerra to be the U.S. Secretary of Health and Human Services. If Becerra's nomination is approved by the U.S. Senate, it gives Governor Newsom two statewide seats to fill: Secretary of State and Attorney General.

There are a number of qualified candidates for Newsom to consider to fill these seats and many of the rumored candidates currently serve in the state Legislature. If the Governor taps a legislator to serve as the next Secretary of State or Attorney General, it will then trigger a special election to fill that vacant seat. Since these are both coveted statewide positions, it would not be surprising to see the Governor choose legislative leadership or a member who chairs a powerful committee, which could have a significant effect on the priorities of the state's lawmaking body.

### **“Estimated ESSER Allocations”**

There’s no catchy title, but the latest round of federal stimulus that was signed into law by the President on December 27, 2020, provides additional funding for schools nationwide. As reported in the December 2020 Fiscal Report article “Congress Reaches Agreement on Stimulus and 2021 Spending Plan,” the federal stimulus includes \$54.3 billion for the Elementary and Secondary School Emergency Relief (ESSER) Fund, which was established with the Coronavirus Aid, Relief and Economic Security (CARES) Act. Funding will once again be allocated to states who are then required to allocate the funds to schools in proportion to their Title I, Part A funding. Similar to the first round, this second round of funding also requires the state to allocate no less than 90% of the overall allocation to local educational agencies (LEAs), though the state does have discretion of the final 10%, which could impact the actual funding received by LEAs.

Although official numbers for the latest round of ESSER funding have not been released, the first round of ESSER funding was \$13.5 billion, with California receiving nearly \$1.65 billion (12.2%). Using the same methodology, California is estimated to receive approximately \$6.64 billion, which equates to four times more funding than the first round.

The allowable uses for the second round of ESSER funding will be the same as the first round with two explicit additions:

- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement

School Services of California Inc. has prepared a look-up tool (see below) so that LEAs may search for their estimated allocation determined using the methodology above. The tool uses 2020–21 Title I, Part A allocations so not all LEAs will see a four-fold increase, as the first round of funding was based on 2019–20 Title I, Part A allocations. Once official numbers are published, the look-up tool will be replaced with a link to the final allocation schedule.

### **“School Energy Efficiency Stimulus Program”**

In September 2020, Governor Gavin Newsom signed Assembly Bill (AB) 841 (Chapter 372/2020), which created the School Energy Efficiency Stimulus Program (SEES Program)—established to fund critical school improvements, support efforts to reopen schools consistent with COVID-19 guidance, and provide jobs. The SEES Program consists of two grant programs that will be funded by electrical companies with 250,000 customer accounts and gas companies with 400,000 or more customer accounts in the state. Funding for the two grants will be split 75/25 as noted below:

1. The School Reopening Ventilation and Energy Efficiency Verification and Repair Program—75% of the funds will be allocated to this grant program—will award grants to school districts and charter schools to “reopen schools with functional ventilation systems that are tested, adjusted, and, if necessary or cost effective, repaired, upgraded, or replaced to increase efficiency and performance.” Priority will be given to schools in underserved communities.
2. The School Noncompliant Plumbing Fixture and Appliance Program—25% of the funds will be allocated to this grant program—will award grants to state agencies, school districts, and charter schools to “replace noncompliant plumbing fixtures and appliances that fail to meet water efficiency standards and waste potable water and the energy used to convey that water, with water conserving plumbing fixtures and appliances.” Appliances include commercial dishwashers, ice makers, and clothes washers. Once again, priority will be given to facilities in underserved communities.

Per AB 841, the California Energy Commission (CEC) will administer the SEES Program, and grant applications will be available by April 1, 2021. The CEC is required to adopt regulations and guidelines no later than May 1, 2021, and grant applications will be approved upon adoption of the regulations. Funding for the programs will be available for three years, 2021–2023, with any unspent funds from each year being carried over to the following year until the SEES Program ends in 2023.

### **“Expanded Learning Time Grant Proposal Details Released”**

On January 19, 2021, the Department of Finance released the draft language for Governor Gavin Newsom’s proposed Expanded Learning Time and Academic Intervention Grants (Expanded Learning Grants). The grants were included in the 2021–22 Governor’s Budget that was released earlier this month.

Governor Newsom proposes using \$4.6 billion one-time Proposition 98 funds to support academic achievement by expanding instructional time and providing targeted academic intervention, with priority for vulnerable students. Local educational agencies (LEAs) would receive \$1,000 for each of their homeless students that are enrolled this school year. After funding state special schools, remaining dollars would be allocated to LEAs in proportion to their Local Control Funding Formula entitlement, using 2020–21 First Principal Apportionment data for this calculation. Included below is a tool that provides each LEA’s estimated grant amount using 2019–20 Second Principal Apportionment data since data for 2020–21 is not yet available. Grants would be distributed in equal portions in March and July 2021, and funds would be available for expenditure through June 30, 2022.

As proposed, the Expanded Learning Grants may be used for various strategies to accelerate learning and address student needs, such as extended learning time, professional development, programs to address social-emotional learning, and access to school meals. While no application would be required to access the grants, LEAs must complete a new addendum to their 2021–22 Local Control and Accountability Plan that describes how the funds are used. A template would be available through the California Department of Education by March 1, 2021, and LEA governing boards must adopt the addendum by June 1, 2021.

The Newsom Administration has indicated that they have asked the Legislature to expedite consideration of the Expanded Learning Grants so that they are finalized in advance of the normal State Budget process. We will share updates on the proposal as it proceeds through the Legislature.

**LAUSD:**

The Charter Schools Division has scheduled the following dates for oversight visits:

School	Dates
Bert Corona Charter School	Thursday, April 29, 2021
Bert Corona Charter High School	Thursday, April 22, 2021
Monseñor Oscar Romero Charter School	Thursday, May 6, 2021

All visits will be conducted via Zoom and or Google Meets and if board members are interested in joining, please let us know and we will arrange for you to participate in the discussion and review.

**YPICS:**

Addition to Executive Administrator Team – Congratulations to Kevin Myers who officially rejoined the Executive Team on January 1st. Bringing recognized experience and skill directly to Bert Corona Charter School and to YPICS Overall. YPICS is now able to have Ruben Duenas focus on one position, Chief Operations Officer. The team is now able to work collectively to support all three schools and individually at their respective sites. We welcome Mr. Myers back to the place he began as a founding teacher at BCCS in September 2004.

# Coversheet

## Consent Items

**Section:** IV. Consent Agenda Items

**Item:** B. Consent Items

**Purpose:** Vote

**Submitted by:**

**Related Material:**

1a. board\_brief 02012021recommend\_to\_receive\_and\_file\_2019-2020\_school\_accountability\_report\_card\_\_sarc\_\_for\_ypics.pdf

3. YPI Charter Schools ASES Addendum #1.docx (3).pdf

2b. 11 Monsenor Oscar Romero Charter School ASES EZ (1).pdf

2020\_School\_Accountability\_Report\_Card\_Input\_Form\_\_CDE\_\_Bert\_Corona\_Charter\_High\_School\_20210131.pdf

1c. MORCS SARC - School Accountability Report Card (CA Dept of Education).pdf

1b. 20-21 BCCS SARC (Jan 28).pdf

4a.YPICS Bert Corona ASES FY20 Q6 YKB Signature (1) (2).pdf

2a. Bert Corona Charter School ASES GAN executed.pdf

4b.YPICS MORCS ASES FY20 Q6 (1) (2).pdf



## YPI CHARTER SCHOOLS

February 1, 2021

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

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

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

### BACKGROUND

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

### ANALYSIS

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

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

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

**RECOMMENDATION**

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

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

**ADDENDUM TO  
GRANT PROGRAM SERVICES AGREEMENT BETWEEN YPI CHARTER SCHOOLS  
AND THINK TOGETHER, INC.**

WHEREAS, YPI Charter Schools ("Grantee") entered into a grant program services agreement with Think Together ("Contractor") on November 7, 2019, to provide After School Education and Safety ("ASES") Program expanded learning services previously provided by Youth Policy Institute through June 30, 2020, and renewed the agreement on August 14, 2020 through June 30, 2022;

WHEREAS, Think Together pro-rated its fees for the number of service days provided during the 2019-2020 school year;

WHEREAS, the California Department of Education extended the term of ASES awards for the 2019/20 Fiscal Year to December 31, 2020, in order to give grantees additional time to fully expend their grants;

WHEREAS, the Grantee identified an unexpended balance of \$22,130.43 at Bert Corona Charter School, and \$8,273.04 at Monsenor Oscar Romero Charter School;

WHEREAS, the Grantee desires use these funds to augment and enhance ASES services to students at these school sites;

NOW THEREFORE, the Grantee agrees to pay Think Together the amount of \$30,403.47, up to 15% of which may be expended on administrative costs, and not less than 85% of which will be expended on direct services to students in consultation with the Grantee.

GRANTEE  
**YPI Charter Schools**

CONTRACTOR  
**Think Together, Inc.**

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Yvette King-Berg  
Executive Director

DocuSigned by:  
*Randy Barth*

102A75AB4C4E45E...  
Randy Barth  
Founder & CEO



## Grant Award Notification

Yvette King-Berg, Authorized Agent Monsenor Oscar Romero Charter School 1157 South Berendo Street Los Angeles, CA 90006			<b>CDE GRANT NUMBER</b>			
			<b>FY</b>	<b>PCA</b>	<b>Vendor Number</b>	<b>Suffix</b>
			19	23939	C0931	EZ
<b>Attention</b> Expanded Learning Program Coordinator			<b>STANDARDIZED ACCOUNT CODE STRUCTURE</b>			<b>COUNTY</b>
<b>Program Office</b> Expanded Learning Office			<b>Resource Code</b>	<b>Revenue Object Code</b>	19	
<b>Telephone</b> 818-726-8883			6010	8590	<b>INDEX</b>	
<b>Name of Grant Program</b> After School Education and Safety Program					0150	
<b>GRANT DETAILS</b>	<b>Original/Prior Amendments</b>	<b>Amendment Amount</b>	<b>Total</b>	<b>Amend. No.</b>	<b>Award Starting Date</b>	<b>Award Ending Date</b>
	\$108,717.20	\$0.00	\$108,717.20	1	07/01/2019	12/31/2020
<b>CFDA Number</b>	<b>Federal Grant Number</b>	<b>Federal Grant Name</b>			<b>Federal Agency</b>	
<p>This is to inform you that the award for the After School Education and Safety Program has been amended to extend the use of Fiscal Year 2019–20 grant funds until December 31, 2020. Please see the attached document for the details of how the funds are to be used.</p> <p>This award is made contingent upon the availability of funds. If the Legislature takes action to reduce or defer the funding upon which this award is based, then this award will be amended accordingly.</p> <p>Please return the original signed Grant Award Notification (AO-400) to:</p> <p style="text-align: center;">Expanded Learning Division                  California Department of Education                  1430 N Street, Suite 3400                  Sacramento, CA 95814-5901</p>						
<b>California Department of Education Contact</b> Fred Sharp				<b>Job Title</b> Associate Governmental Program Analyst		
<b>E-mail Address</b> fsharp@cde.ca.gov				<b>Telephone</b> 916-319-0720		
<b>Signature of the State Superintendent of Public Instruction or Designee</b> 				<b>Date</b> 6/8/2020		
<b>CERTIFICATION OF ACCEPTANCE OF GRANT REQUIREMENTS</b>						
<i>On behalf of the grantee named above, I accept this grant award. I have read the applicable certifications, assurances, terms, and conditions identified on the grant application (for grants with an application process) or in this document or both; and I agree to comply with all requirements as a condition of funding.</i>						
<b>Printed Name of Authorized Agent</b> Yvette King-Berg				<b>Title</b> Executive Director		
<b>E-mail Address</b> ykingberg@ypics.org				<b>Telephone</b> (818) 726-8883		
<b>Signature</b> 				<b>Date</b> 12/18/2020		

In accordance with the guidance provided by the Expanded Learning Division on April 29, 2020, **The Role of Expanded Learning During COVID-19 Crisis**, After School Education and Safety (ASES), 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC), and After School Safety and Enrichment for Teens (ASSETs) programs may extend Fiscal Year 2019–20 funds for a period of six months, beginning July 1, 2020–December 31, 2020.

The purpose of the extension of grant funds for Fiscal Year 2019–20 is to allow expanded learning programs to increase their level of support to students in response to the COVID-19 crisis.

Services may include:

- A provision to add additional services for students enrolled in the ASES, 21<sup>st</sup> CCLC, or ASSETS programs; additional services should support—not supplant—activities or services typically provided through the Fiscal Year 2020–21 grant funds.
- A provision to temporarily increase the number of students enrolled in the ASES, 21<sup>st</sup> CCLC, or ASSETS funds for a period not to exceed the extension of the Fiscal Year 2019–20 grant funds to support the transition of students back into the school environment after the disruption of educational services due to COVID-19.
- Hiring temporary staff that meet the minimum qualifications for instructional aide for a period not to exceed the extension of Fiscal Year 2019–20 grant funds; these staff may serve to lower the student to staff ratios as needed to provide for social distancing, hygiene, and other necessary physical restrictions in the school environment.

For this purpose:

- Related expenditures for the grant extension must be accounted for separately from the Fiscal Year 2020–21 funds; any expenditures utilizing Fiscal Year 2019–20 must be reported in Quarter 5 (July 1, 2020–September 30, 2020) and Quarter 6 (October 1, 2020–December 31, 2020).
- Attendance for the additional students served through the extension of the grant must be tracked separately from the attendance for funds received for Fiscal Year 2020–21.

## 2020 SARC Input Form

**THIS IS NOT THE FULL SARC TEMPLATE. DO NOT POST TO YOUR WEBSITE.**

This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest and SARC data files). Please review and complete each section of this template for completeness and accuracy. DTS will import publicly available data as it becomes available.

This template provides guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). Please feel free to contact the DTS Support Team by [clicking here](#).

### [School Contact Information \(School Year 2020-21\)](#)

Please review and complete the information below as needed. This section should include **current** School Contact Information for your school.

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

### [District Contact Information \(School Year 2020-21\)](#)

Please review and complete the information below as needed. This section should include **current** District Contact Information for your district.

<b>District Name</b>	Bert Corona Charter High School
<b>Street</b>	10660 White Oak Avenue
<b>City, State, Zip</b>	Granada Hills
<b>Phone Number</b>	(818) 305-2791
<b>Superintendent</b>	Yvette King-Berg
<b>Web Site</b>	<a href="http://ypics.org/schools/">http://ypics.org/schools/</a>
<b>E-mail Address</b>	ykingberg@ypics.org>

**School Description and Mission Statement (School Year 2020-21)**

Please review and complete the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

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The vision for Bert Corona Charter High School is to create a place of learning that empowers students to become functional and prepared communicators for the demanding global requirements of the future. The high school will provide a mutually supportive and positive learning environment in which every member will develop communications, technological, and leadership skills to foster self-confidence and personal growth. Emphasis will be placed on challenging students to develop problem-solving and interpersonal skills to succeed in the 21st Century through Service-Learning, Mastery Learning and technology integration across subjects. The Service-Learning and Mastery Learning will be the basis of the Bert Corona Charter High School's educational focus and build on core strengths and the strong technology resources from the Bert Corona Charter School (service learning).

Bert Corona Charter High has benefitted from a CTE Gant that focused on Media Arts and Technology. Every student who attends Bert Corona Charter High School has access to technology by being provided a personal Chrome Book. Bert Corona Charter High School's mission is to prepare students for academic success in high school; as well as, post-secondary education and careers, prepare students to be responsible and active participants in their community, and enable students to become life-long learners. Students at the high school will become active citizens characterized by the ideals of a diverse and democratic society. Our students will provide service to their community, take responsibility for their own learning, and develop the habits of mind that will empower them to be successful in high school and beyond. Students will have access to and the use of technology, and will leave Bert Corona Charter High School college and career ready.

**Opportunities for Parental Involvement (School Year 2020-21)**

Please review and complete the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parental involvement. This section should be kept to 1-2 paragraphs.

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

**School Safety Plan (School Year 2020-21)**

Please review and complete the information below as needed. This section should include information about the school's comprehensive safety plan, including the dates on which the safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative, as well as a brief description of the key elements of the plan (do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

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As a co-located school in LAUSD, Bert Corona Charter High School follows the comprehensive safety plan for its host school, Maclay Middle School.

Bert Corona Charter High School participates simultaneously with Maclay MS in all safety and emergency drills, and has access to all emergency supplies provided to that school. The key elements of the safety plan

(drill procedures, exit routes, access to first aid) are covered with staff and students at the beginning of each school year.

### **School Facility Conditions and Planned Improvements (School Year 2020-21)**

Please review and complete the information below as needed. This section should include information from the most recently collected Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's MS Excel format (only) can be submitted to DTS for import by [clicking here](#). To see an example of the CDE FIT Tool, [click here](#). Requests for multiple schools should be sent in one email. Otherwise, please review and complete the information below as needed.

---

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

This section should be kept to 1-2 paragraphs.

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

**School Facility Good Repair Status (School Year 2020-21)**

Using the most recently collected **Facility Inspection Tool (FIT)** data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b), including:

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

**This data should match the most recent inspection/FIT report for your school.**

System Inspected	Repair Status (the marks should match your most recent inspection)	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	<b>Good</b>	
<b>Interior:</b> Interior Surfaces	<b>Good</b>	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	<b>Good</b>	
<b>Electrical:</b> Electrical	<b>Fair</b>	Power is inconsistent in room 14 and 13. Breakers are regularly tripped. Box needs to be updated.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	<b>Fair</b>	
<b>Safety:</b> Fire Safety, Hazardous Materials	<b>Good</b>	
<b>Structural:</b> Structural Damage, Roofs	<b>Good</b>	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	<b>Good</b>	
<b>Overall Rating:</b>	<b>Good</b>	

### Teacher Credentials

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School 2018-19	School 2019-20	School 2020-21	District 2020-21
<b>With Full Credential</b>	6	4	12	
<b>Without Full Credential</b> Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	11	7	0	
<b>Teaching Outside Subject Area of Competence</b> CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA’s personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0	0	

### Teacher Misassignments and Vacant Teacher Positions

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2018-19	2019-20	2020-21
<b>Misassignments of Teachers of English Learners</b> ‘Misassignments’ refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
<b>Total Teacher Misassignments</b> ‘Misassignments’ refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.  Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.	0	0	0
<b>Vacant Teacher Positions</b> ‘Vacant Teacher Positions’ refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	0

**Textbooks and Instructional Materials (School Year 2020-21)**

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instruction materials for each student 3) and information about the school’s use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials\*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

**This data should match the most recent adoption of textbooks for your LEA.**

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

This section should be kept to 1-2 paragraphs.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Changing Hearts and Minds - UCCI English 12 Designing the American Dream- UCCI English 11 Get Reel: English Through Your Lens - UCCI English 10 Language Takes the Stage- UCCI English 9 The hyperlinks above are the titles to the University of California Curriculum Integration Unit courses that integrate CT E skills with A through G core content course material. Each course has a UC-approved list of course materials that are available to our students in the designated/required quantities. For specific text titles, each course title above is a hyperlink that leads to the detailed course description.	Yes	0%



Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Mathematics</b>	Da Vinci Algebra 1, Geometry + Computer Visualization/Simulation, Algebra 2 for the 21st Century The hyperlinks above are the titles to the University of California Curriculum Integration Unit courses that integrate CT E skills with A through G core content course material. Each course has a UC-approved list of course materials that are available to our students in the designated/required quantities. For specific text titles, each course title above is a hyperlink that leads to the detailed course description.	Yes	0%
<b>Science</b>	Biology and Community Health, Chemistry and Environmental Engineering: Water We Doing? Physics and Engineering: Motion By Design The hyperlinks above are the titles to the University of California Curriculum Integration Unit courses that integrate CT E skills with A through G core content course material. Each course has a UC-approved list of course materials that are available to our students in the designated/required quantities. For specific text titles, each course title above is a hyperlink that leads to the detailed course description.	Yes	0%
<b>History-Social Science</b>	World History By Design US History and Public Health US Government The hyperlinks above are the titles to the University of California Curriculum Integration Unit courses that integrate CT E skills with A through G core content course material. Each course has a UC-approved list of course materials that are available to our students in the designated/required quantities. For specific text titles, each course title above is a hyperlink that leads to the detailed course description.	No	0%
<b>Foreign Language</b>		No	0%
<b>Health</b>		No	0%
<b>Visual and Performing Arts</b>		No	0%
<b>Science Laboratory Equipment (grades 9-12 schools only)</b>	N/A		

♦ means data is not required. The fields are intentionally not provided.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2018-19)**

Please review and complete the information below as needed.

- The fields that are **highlighted yellow** are populated for you with data provided by CDE.
- Percent differences, **highlighted light-blue**, are calculated by this form.
- The remaining data was copied over from last year’s SARC and should be reviewed/updated, with data from FY 18-19.

The most recent data available from CDE is for fiscal year 2018-19. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 18-19, is correct.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14,484.64	\$3,661.27	\$11,187.37	\$57,978.22
District	♦	♦	\$	\$78,962
Percent Difference: School Site and District	♦	♦	28.7	-38.9
State	♦	♦	\$7,750	\$83,052
Percent Difference: School Site and State	♦	♦	32.7	-43.7

♦ means data is not required. The fields are intentionally not provided.

**Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

**Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

**Types of Services Funded (Fiscal Year 2019-20)**

Please review and complete the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 19-20, is correct.

The program description for all BCCHS programs, as provided by all funding sources, is available in our LCAP. The LCAP can be accessed on our website at:

<http://bcchs.ypics.org/compliance/>

**Professional Development (2018-19, 2019-20 and 2020-21)**

Please review and complete the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2018-19, 2019-20 and 2020-21.

Measure	2018-19	2019-20	2020-21
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	8	15	15

Optionally, use this space to share information on the annual number of days provided for professional development and continuous professional growth for the school years 2018-19, 2019-20 and 2020-21.

Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

This section should be kept to 1-2 paragraphs.

The major areas of focus of professional development were: the use of Critical Friends Groups to look at student work and determine areas of instruction and planning that need to be changed and improved, the use of distance learning technologies and programs to allow for differentiated growth and targeted intervention, and the use of mastery rubrics to give students timely and useful feedback that will enable their growth.

Professional development meetings did and does take place in small cooperative groups, all-district conference style meetings, and week-long institutes.

Teachers are supported through collaborative conversations through lead-teacher peer collaboration and teacher-principal meetings, both of which utilize data on attendance, participation, grades, test results, and student work. .

## School Completion and Postsecondary Preparation

**This section applies to schools serving grades 9-12 only.  
If your school does not serve grades 9-12, simply skip and leave this section blank.  
It will not be included in the full SARC.**

### Career Technical Education Programs (School Year 2019-20)

Please review and complete the information below as needed. This section should include information about Career Technical Education (CTE) programs as follows:

- A list of programs offered by the school district in which pupils at the school may participate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226; and
- A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and
- A listing of the primary representative of the district’s CTE advisory committee and the industries represented on the committee.

As this template is thoroughly reviewed each year, please note that the year listed, 19-20, is correct. This section should be kept to 1-2 paragraphs.

The CTE Pathway at Bert Corona Charter High School follows a Visual and Media Arts continuum from the Arts, Media and Entertainment pathway of the CCTE Framework.

The three courses in our pathway are 1. Foundations in Visual and Media Art, 2. Visual Arts II , and 3. Visual and Media Arts III. The learning outcomes for these courses are adopted from the CA Arts Education Framework and the CTE Standards for the Arts, Media and Entertainment Sector. BCCHS CTE pathway courses are taught by a fully credentialed teacher with significant experience in the pathway-specific industry that is at the heart of our program. The courses in the school's program are approved by the UC Regents for UC/CSU admissions preparation.

### Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	6.7	1.9	0.8	0.7	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

### **Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.6	0	2.5
Expulsions	0	0	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.



[SARC Home](#) » Monsenor Oscar Romero Charter Middle

## 2019–2020 School Accountability Report Card

[Translation Disclaimer](#)

# School Accountability Report Card

## Reported Using Data from the 2019–2020 School Year

### California Department of Education

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

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

### DataQuest

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

### California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

### **Rene Quon, Executive Administrator**

- Principal, Monsenor Oscar Romero Charter Middle



### **About Our School**

Greetings from Puma-land! It is a great honor to be able to serve the MORCS students and community as Executive Administrator. I look forward to continue working with our hard-working teachers and staff to prepare our wonderful students for high school, college, leadership, and life.

### **Contact**

Monsenor Oscar Romero Charter Middle  
2670 West 11th St.  
Los Angeles, CA 90006-3301

Phone: 213-413-9600

Email: [mrquon@romerocharter.org](mailto:mrquon@romerocharter.org)

## About This School

### Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)	
<b>District Name</b>	Los Angeles Unified
<b>Phone Number</b>	(213) 241-1000
<b>Superintendent</b>	Austin Beutner
<b>Email Address</b>	<a href="mailto:austin.beutner@lausd.net">austin.beutner@lausd.net</a>
<b>Website</b>	<a href="http://www.lausd.net">www.lausd.net</a>
School Contact Information (School Year 2020–2021)	
<b>School Name</b>	Monsenor Oscar Romero Charter Middle
<b>Street</b>	2670 West 11th St.
<b>City, State, Zip</b>	Los Angeles, Ca, 90006-3301
<b>Phone Number</b>	213-413-9600
<b>Principal</b>	Rene Quon, Executive Administrator
<b>Email Address</b>	<a href="mailto:mrquon@romerocharter.org">mrquon@romerocharter.org</a>



**Website** <http://morcs.ypics.org/>

**County-District-School (CDS) Code** 19647330114959

*Last updated: 2/1/2021*

**School Description and Mission Statement (School Year 2020–2021)**

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

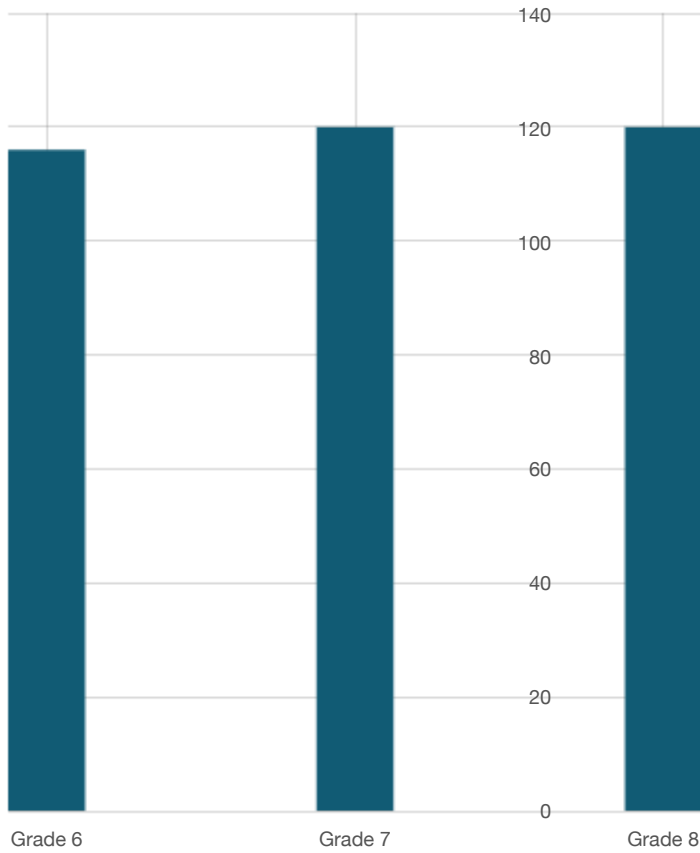
The commitment is to engage students to become change agents in order to build and contribute to their community and to celebrate the richness of their cultures. Monseñor Oscar Romero Charter School uses a learning model that treats all students as gifted and talented, with an emphasis on effective education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

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

*Last updated: 2/1/2021*

**Student Enrollment by Grade Level (School Year 2019–2020)**

<b>Grade Level</b>	Grade 6	Grade 7	Grade 8	Total Enrollment
<b>Number of Students</b>	116	120	120	356



Last updated: 2/1/2021

**Student Enrollment by Student Group (School Year 2019–2020)**

Student Group	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or L
<b>Percent of Total Enrollment</b>	%	%	0.30 %	0.30 %	99.20 %
<b>Student Group (Other)</b>	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth	
<b>Percent of Total Enrollment</b>	95.80 %	29.20 %	10.10 %	0.30 %	

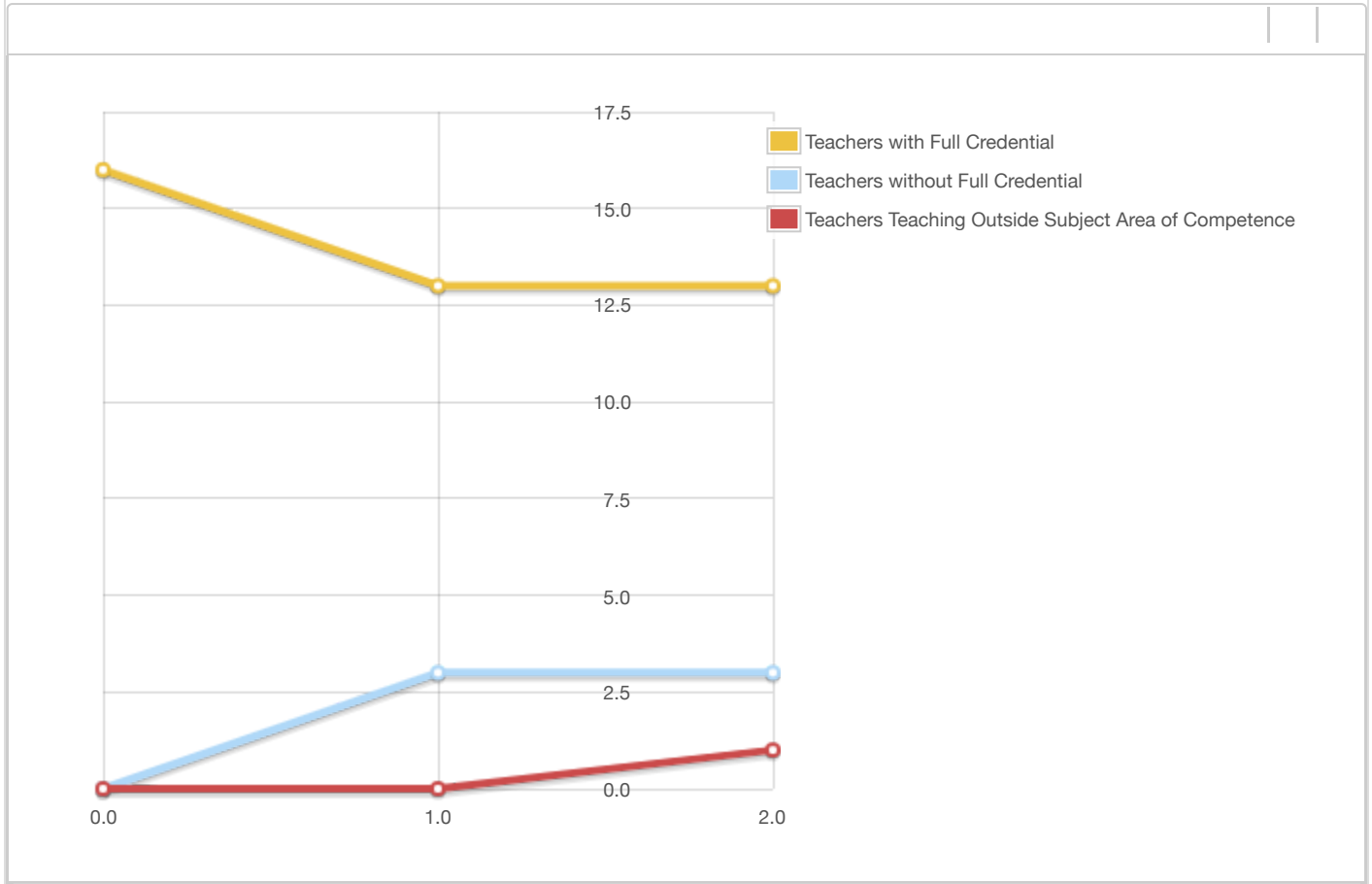
**State Priority: Basic**

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

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

**Teacher Credentials**

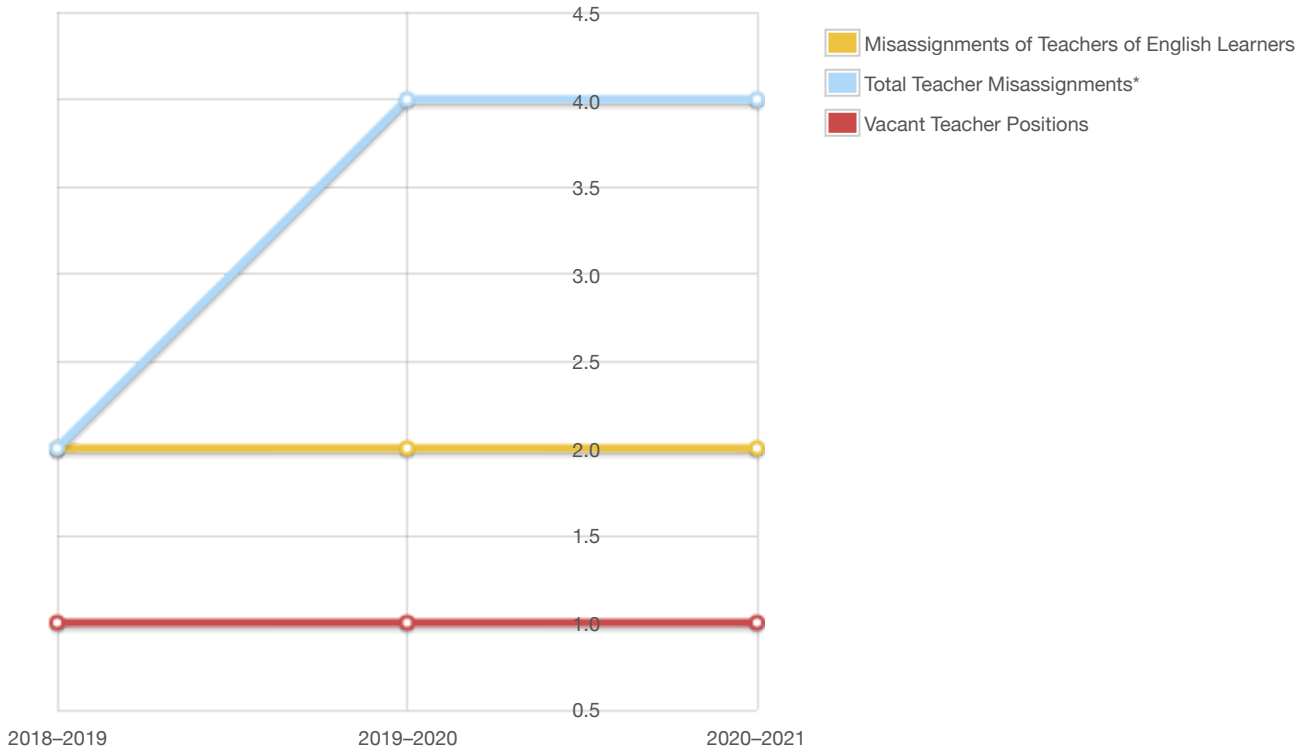
Teachers	School 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
With Full Credential	16	13	13	20610
Without Full Credential	0	3	3	669
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	1	1337



Last updated: 2/1/2021

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	2	2	2
Total Teacher Misassignments*	2	4	4
Vacant Teacher Positions	1	1	1



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

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

Last updated: 2/1/2021

## State Priority: Pupil Achievement

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

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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School	School	District	District	State	State
	2018-2019	2019-2020	2018-2019	2019-2020	2018-2019	2019-2020

<b>Subject</b>	<b>School 2018– 2019</b>	<b>School 2019– 2020</b>	<b>District 2018– 2019</b>	<b>District 2019– 2020</b>	<b>State 2018– 2019</b>	<b>State 2019– 2020</b>
English Language Arts / Literacy (grades 3-8 and 11)	21.0%	N/A	45.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	11.0%	N/A	34.0%	N/A	39%	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

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

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

*Last updated: 2/1/2021*

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 2/1/2021*

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 2/1/2021*

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

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	8	N/A	23	N/A	30	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

*Last updated: 2/1/2021*

**CAASPP Tests Results in Science by Student Group****Grades Five, Eight and High School (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 2/1/2021*

## State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

## State Priority: Parental Involvement

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

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

## State Priority: Pupil Engagement

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

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

## State Priority: School Climate

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

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

### Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	Suspensions	Expulsions
<b>School 2017-2018</b>	15.00%	0.30%
<b>School 2018-2019</b>	12.00%	0.00%
<b>District 2017-2018</b>	0.80%	0.00%
<b>District 2018-2019</b>	0.70%	0.00%
	3.50%	0.10%
	3.50%	0.10%

**State  
2017-2018**

**Suspensions and Expulsions for School Year 2019-2020 Only**

**State** (data collected between July through February, partial school year due to the COVID-19 pandemic)  
 2019-2020

Rate	Suspensions	Expulsions
<b>School 2019-2020</b>	0.00%	0.00%
<b>District 2019-2020</b>	0.00%	0.00%
	2.50%	0.10%

**State  
2019-2020**

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

**The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.** *Last updated: 2/1/2021*

**Average Class Size and Class Size Distribution (Elementary) School Year (2017-2018)**

Grade Level	K	1	2	3	4	5	6	Other**
<b>Average Class Size</b>							30.00	
<b>Number of Classes * 1-20</b>							2	
<b>Number of Classes * 21-32</b>							21	
							2	

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

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

### Average Class Size and Class Size Distribution (Elementary) School Year (2018–2019)

Grade Level	K	1	2	3	4	5	6	Other**
<b>Average Class Size</b>							32.00	
<b>Number of Classes * 1-20</b>							24	
<b>Number of Classes * 21-32</b>							3	

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

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

### Average Class Size and Class Size Distribution (Elementary) School Year (2019–2020)

Grade Level	K	1	2	3	4	5	6	Other**
<b>Average Class Size</b>							21.00	
<b>Number of Classes * 1-20</b>							21	
<b>Number of Classes * 21-32</b>							21	
							2	

**Number of Classes \*  
33+**

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

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

*Last updated: 2/1/2021*

### Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)

Subject	English	Mathematics	Science	Social Science
<b>Average Class Size</b>	23.00	27.00	28.00	28.00
<b>Number of Classes * 1-22</b>	5	1	8	8
<b>Number of Classes * 23-32</b>	14	8		

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)**

Subject	English	Mathematics	Science	Social Science
<b>Average Class Size</b>	22.00	28.00	28.00	28.00
<b>Number of Classes * 1-22</b>	7			
		8	8	8
<b>Number of Classes * 23-32</b>	13			

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)**

Subject	English	Mathematics	Science	Social Science
<b>Average Class Size</b>	24.00	30.00	30.00	30.00
<b>Number of Classes * 1-22</b>	6			
		8	8	8
<b>Number of Classes * 23-32</b>	14			

**Number of Classes \*  
33+**

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

*Last updated: 2/1/2021*

**Ratio of Pupils to Academic Counselor (School Year 2019–2020)**

Title	Ratio
Pupils to Academic Counselor*	0.0

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

*Last updated: 2/1/2021*

**Student Support Services Staff (School Year 2019–2020)**

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

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

*Last updated: 2/1/2021*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$13869.18	\$2043.68	\$11825.50	\$58543.29
District	N/A	N/A	\$9056.00	\$78962.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7750.12	\$83052.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

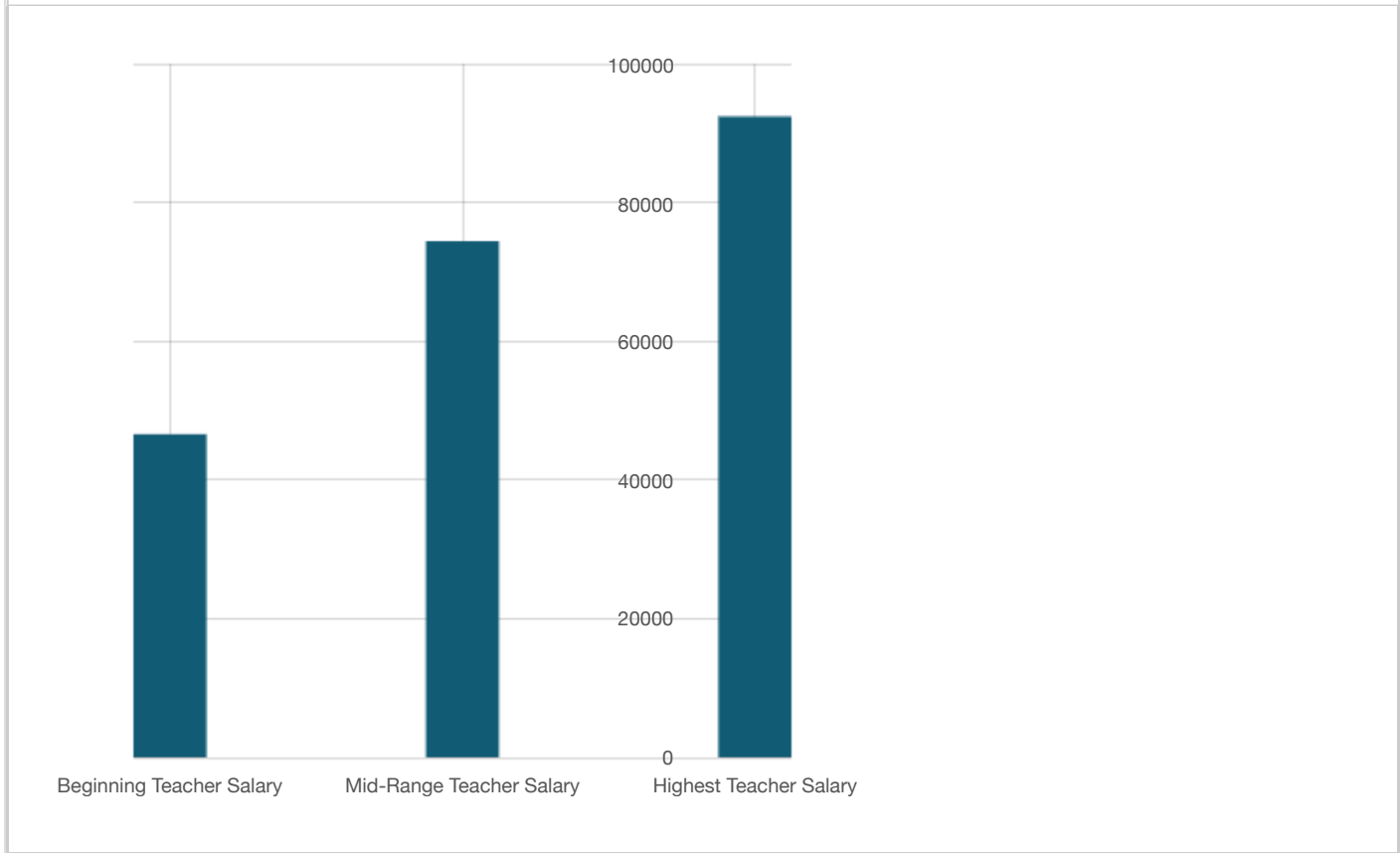
*Last updated: 2/1/2021*

**Teacher and Administrative Salaries (Fiscal Year 2018–2019)**

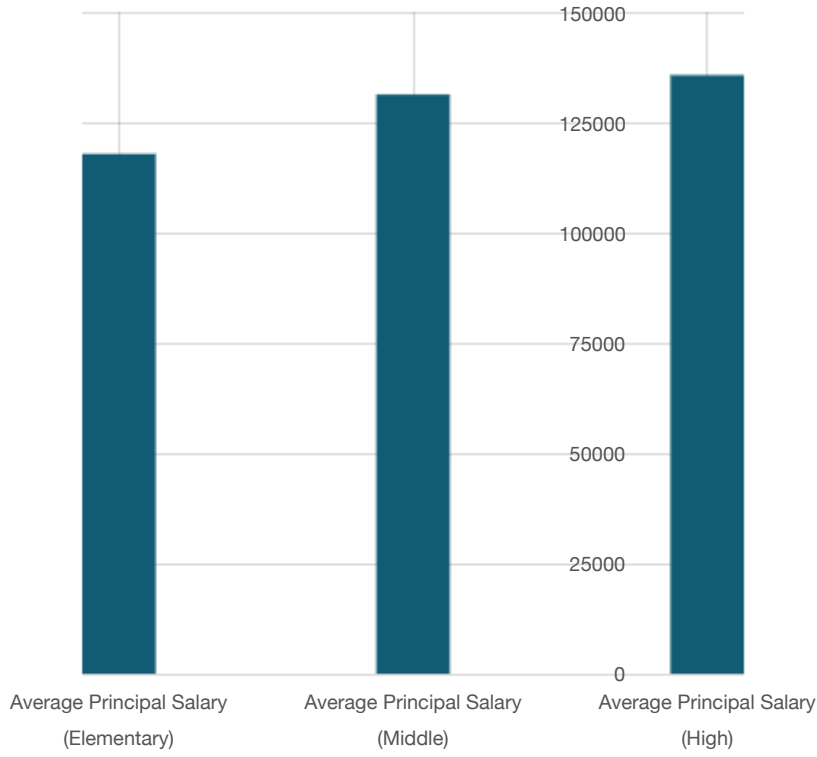
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,587	\$50,029
Mid-Range Teacher Salary	\$74,412	\$77,680
Highest Teacher Salary	\$92,389	\$102,143
Average Principal Salary (Elementary)	\$117,849	\$128,526
Average Principal Salary (Middle)	\$131,307	\$133,574
Average Principal Salary (High)	\$135,702	\$147,006
Superintendent Salary	\$350,000	\$284,736
Percent of Budget for Teacher Salaries	29.00%	33.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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

**Teacher Salary Chart**



### Principal Salary Chart



Last updated: 2/1/2021

Questions: SARC TEAM | [sarc@cde.ca.gov](mailto:sarc@cde.ca.gov) | 916-319-0406

California Department of Education  
1430 N Street  
Sacramento, CA 95814



[SARC Home](#) » Bert Corona Charter

## 2019–2020 School Accountability Report Card

[Translation Disclaimer](#)

# School Accountability Report Card

## Reported Using Data from the 2019–2020 School Year

### California Department of Education

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

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

### DataQuest

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

### California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.



**Kevin Myers, Executive Administrator**

- Principal, Bert Corona Charter



**About Our School**

Bert Corona Charter School is a small school located in the Northeast San Fernando Valley. The educational focus of Bert Corona Charter School is to prepare students for success in high school and the university by providing a rich learning environment inside and outside the classroom. We specialize in service-learning, project-based learning, and technology integration. We seek to instill in every student the desire to be college-ready, an active citizen, and a lifelong learner.

Our staff is committed to your children and family. It is our goal to involve all stakeholders, students, parents, and the community in every aspect of the educational experience. Bert Corona will sponsor parent and community events each month that will support our families to learn and grow. As a public charter school of choice, Bert Corona Charter School truly is our school!

It is our sincere desire that your experience at Bert Corona Charter School will be exceptional. We work every day to ensure that our families continue to grow stronger, and through them, our community. Together, we can help our children achieve their dreams. Welcome to the Bert Corona Charter School Family!

Kevin Myers, Executive Administrator

### Principal's Comment

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

### Contact

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

Phone: 818-834-5805

Email: [mrmymers@coronacharter.org](mailto:mrmymers@coronacharter.org)

### About This School

### Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)	
<b>District Name</b>	Los Angeles Unified
<b>Phone Number</b>	(213) 241-1000
<b>Superintendent</b>	Austin Beutner
<b>Email Address</b>	<a href="mailto:austin.beutner@lausd.net">austin.beutner@lausd.net</a>
<b>Website</b>	<a href="http://www.lausd.net">www.lausd.net</a>

**School Contact Information (School Year 2020–2021)**

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

*Last updated: 1/28/2021*

**School Description and Mission Statement (School Year 2020–2021)**

Our Why:

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

We believe in our communities.

We believe in our team.

We believe in our families.

We believe in our students.

Our How: actions you take to realize the belief

We TEACH

- academic mastery,
- social-emotional skills (development),
- technology literacy
- growth mindset.

We EMPOWER our community:

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

#### We LEAD

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

#### Our What: the results of those actions

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

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

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

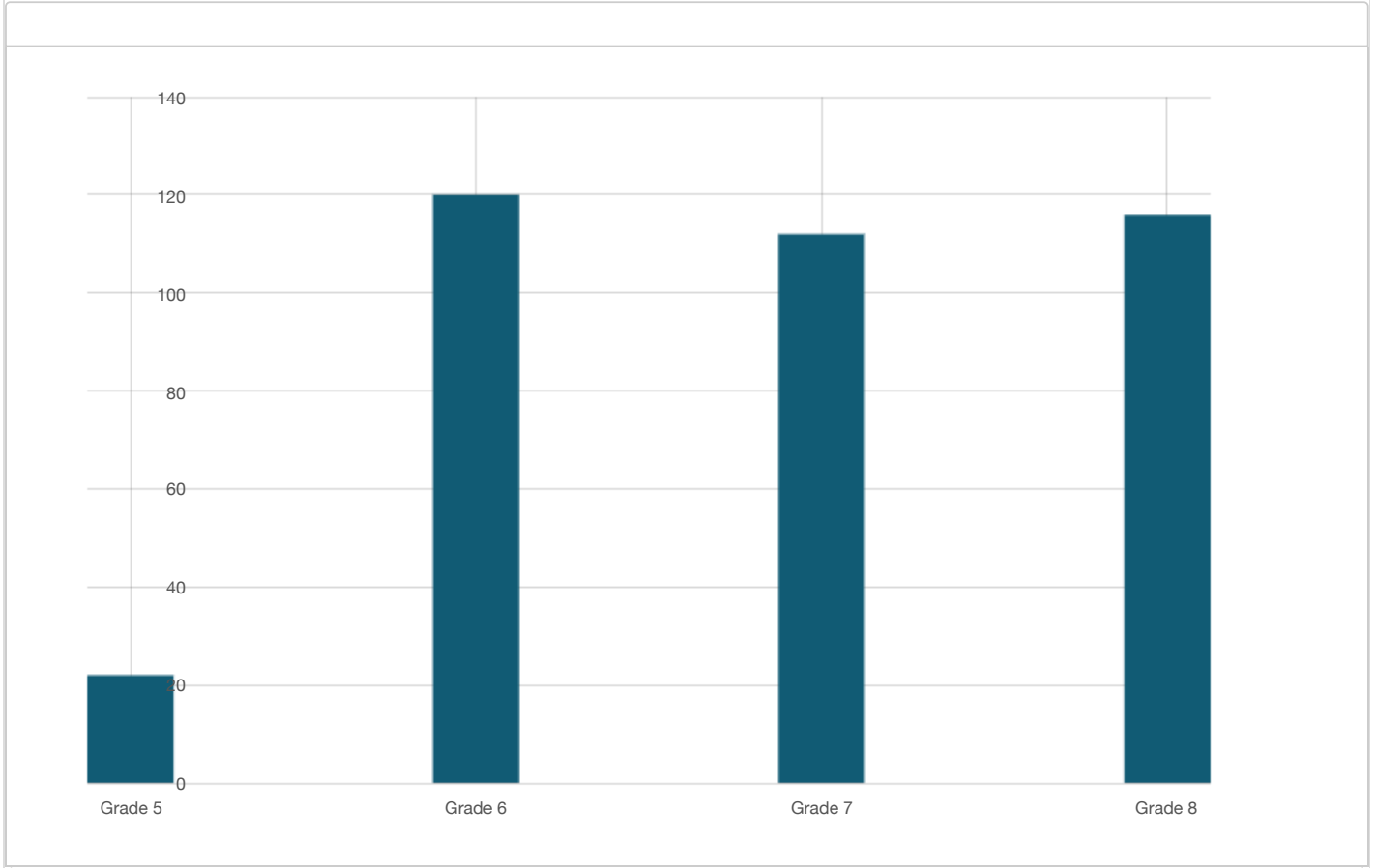
#### Approach:

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

*Last updated: 1/28/2021*

### **Student Enrollment by Grade Level (School Year 2019–2020)**

Grade Level	Grade 5	Grade 6	Grade 7	Grade 8	Total Enrollment
Number of Students	22	120	112	116	370



Last updated: 1/28/2021

**Student Enrollment by Student Group (School Year 2019–2020)**

Student Group	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Native Hawaiian
Percent of Total Enrollment	0.50 %	%	%	%	98.10 %	
Student Group (Other)	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth	Homeless	
Percent of Total Enrollment	84.10 %	24.90 %	18.40 %	0.30 %	%	

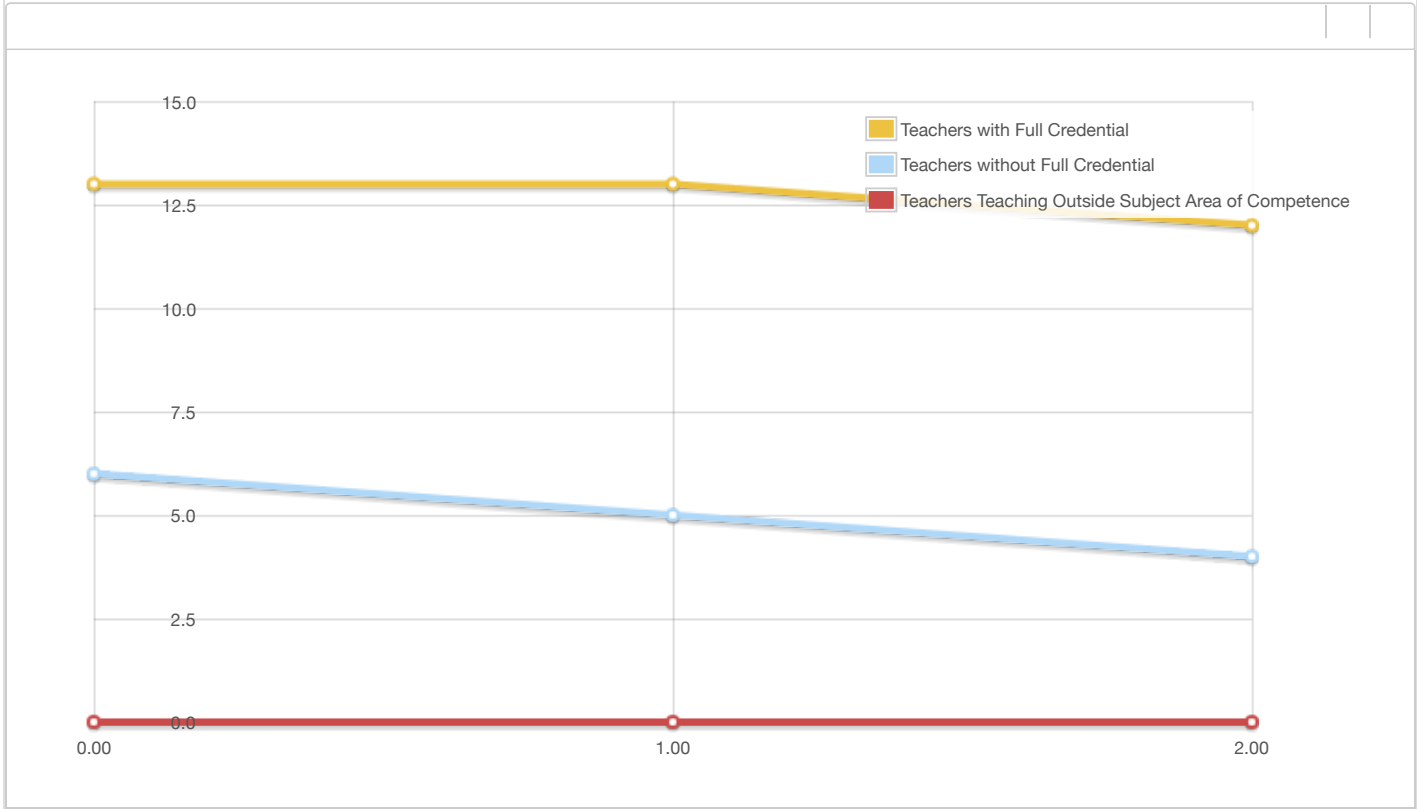
**State Priority: Basic**

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

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

**Teacher Credentials**

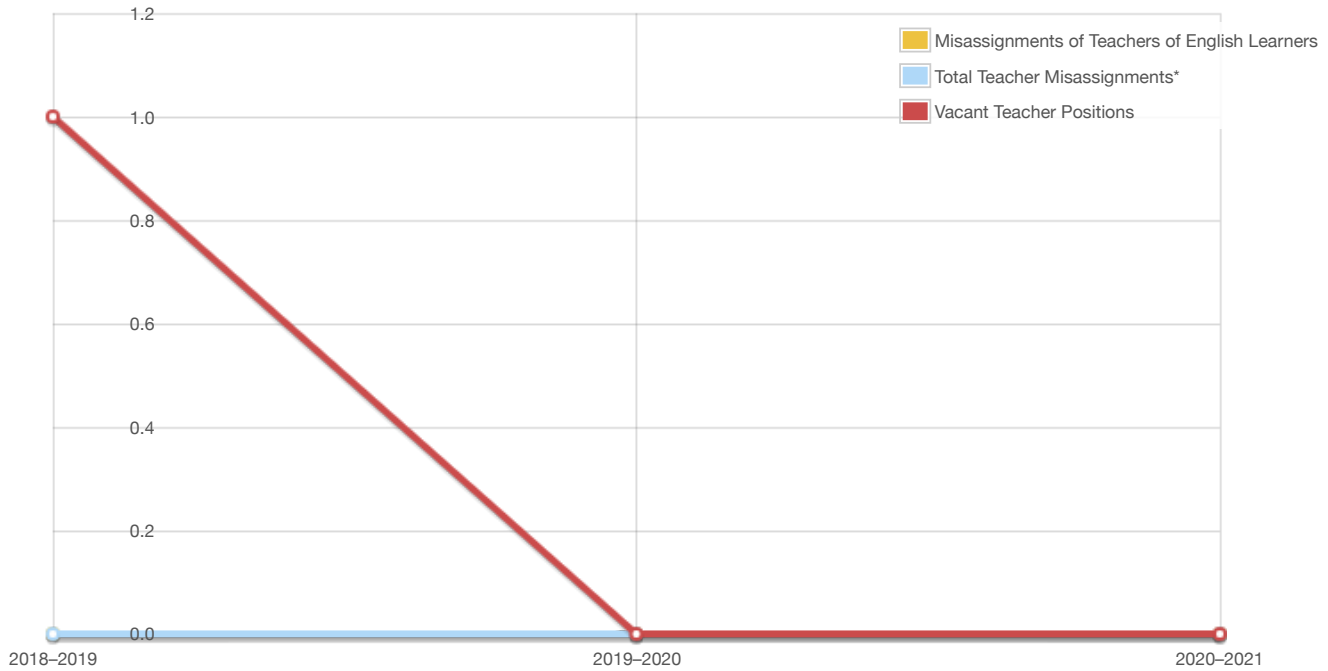
Teachers	School 2018-2019	School 2019-2020	School 2020-2021	District 2020-2021
With Full Credential	13	13	12	
Without Full Credential	6	5	4	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/28/2021

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2018-2019	2019-2020	2020-2021
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	0	0



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

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

Last updated: 1/28/2021

**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)**

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	For reading language arts, we use several different resources. We have grade-level novels (3 per grade level) that teachers use to teach language, reading, and writing skills. Each student has a copy of each book. We also provide access to all students on iReady, an online program focused on differentiated reading skills and analysis. Finally, we use the Success for All Reading Edge program for reading/writing instruction for all students.	Yes	0.00 %
Mathematics	For math, we use the Ready Mathematics program for all grade levels.	Yes	0.00 %
Science	We recently moved to an integrated model for middle school under NGSS. All teachers and students have access to resources from Kessler Science.	Yes	0.00 %
History-Social Science	For history and social studies, we utilize the TCI History Alive resources for all grade levels. Each student has access both at school and at home.	Yes	0.00 %
Foreign Language	N/A		0.00 %



Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Health	N/A		0.00 %
Visual and Performing Arts	Students use Adobe programs including Photoshop, Illustrator, and InDesign. Students use Apple computers, Canon DSLR cameras, XP-pen tablets, and Roland and Epson printing products to create final products.		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/28/2021

### School Facility Conditions and Planned Improvements

The school buildings are bungalows. Repairs are made as necessary each year. All air conditioners were replaced in the 17-18 school year. The carpet in the classrooms is being replaced with vinyl floors as needed. The sports field is reseeded two times a year (summer and winter). Due to the pandemic, the following work is being completed:

- 1) three additional outdoor wash stations are being added (one for each grade level),
- 2) touchless fixtures are being added to all restrooms,
- 3) portable air purification systems are being added to all classrooms and offices,
- 4) floor mounted electrical and data ports are being added to all classrooms to support computer use in the classrooms.

Last updated: 1/28/2021

### School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: December 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	Flooring in rooms 6 and 7 being updated from carpet to vinyl.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Electrical:</b> Electrical	Good	Main office panel upgraded with surge protection. All classrooms are getting additional floor-mounted data and electrical ports.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	Staff and student bathrooms being updated to touchless fixtures.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences		Windows on rooms 6 and 7 are being updated for weatherproofing.

**Overall Facility Rate**

Year and month of the most recent FIT report: December 2020

Overall Rating	Exemplary
----------------	-----------

*Last updated: 1/28/2021*

**State Priority: Pupil Achievement**

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

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

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

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
English Language Arts / Literacy (grades 3-8 and 11)	16.0%	N/A	45.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	11.0%	N/A	34.0%	N/A	39%	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the

total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

*Last updated: 1/28/2021*

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/28/2021*

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/28/2021*

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

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	6	N/A	23	N/A	30	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

*Last updated: 1/28/2021*

**CAASPP Tests Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/28/2021*

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

#### California Physical Fitness Test Results (School Year 2019–2020)

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

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

*Last updated: 1/28/2021*

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2020–2021)

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

The 2020-21 school year has been a bit more challenging because of our stay at home orders and decision to implement distance learning. However, our parents still have the opportunity for online training sessions and support services. Despite the pandemic, parental involvement and support remain hallmarks and areas of focus for our service to the community.

*Last updated: 1/28/2021*

### State Priority: Pupil Engagement

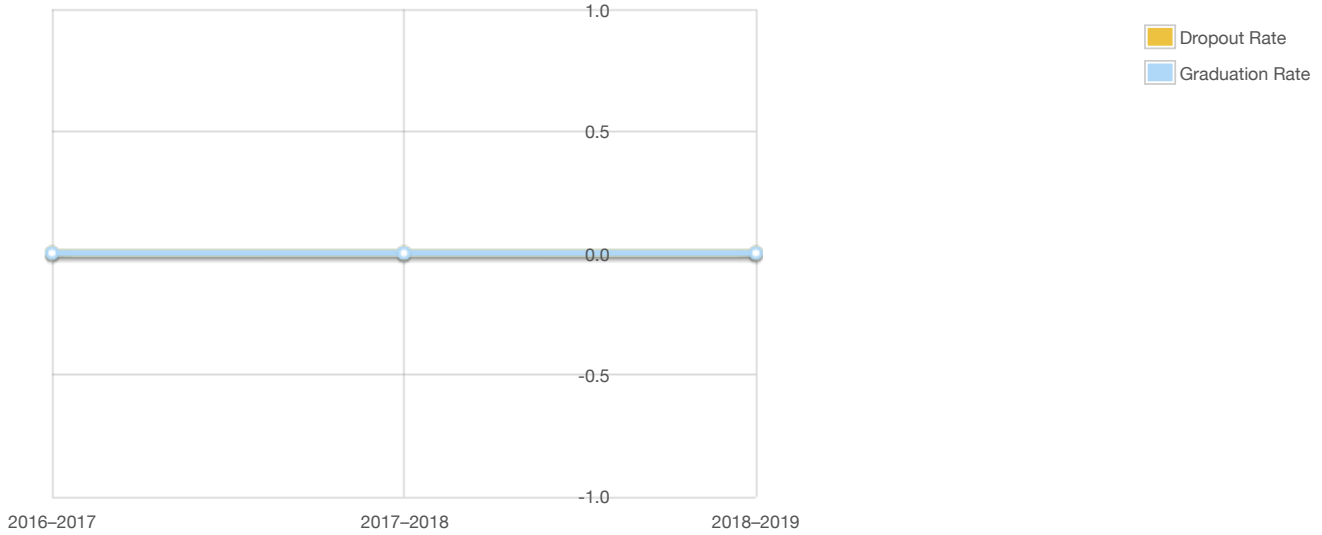
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2016–2017	School 2017–2018	School 2018–2019	District 2016–2017	District 2017–2018	District 2018–2019	State 2016–2017	State 2017–2018	State 2018–2019
Dropout Rate	0.00%	0.00%	0.00%	10.80%	11.30%	10.90%	9.10%	9.60%	9.00%
Graduation Rate	0.00%	0.00%	0.00%	79.70%	80.10%	81.50%	82.70%	83.00%	84.50%

**Dropout/Graduation Rate (Four-Year Cohort Rate) Chart**



*Last updated: 1/28/2021*

**State Priority: School Climate**

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

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

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Suspensions	Expulsions
6.70%	0.00%
6.20%	0.00%
0.80%	0.00%
0.70%	0.00%
3.50%	0.10%
3.50%	0.10%



**Rate**

**School Suspensions and Expulsions for School Year 2019–2020 Only**  
**2017–2018 (data collected between July through February, partial school year due to the COVID-19 pandemic)**

Rate	Suspensions	Expulsions
<b>School 2019–2020</b>	4.70%	0.00%
	--	--
<b>District 2019–2020</b>	2.50%	0.10%

**State 2019–2020**  
**State 2017–2018**

**State 2018–2019**

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

*Last updated: 1/28/2021*

**School Safety Plan (School Year 2020–2021)**

BCCS follows the established standards of health and safety as commonly practiced in California public schools according to the California Education Code and California Health and Safety Code, including Education Codes 44237, 45125.1, and 45122.1. All city building codes are followed. When we are on campus during a traditional school year, we have 4 campus supervision aids who monitor our students and ensure that our school is safe throughout the day. The school also has an intrusion alarm with sensors in all classrooms, offices, and supply areas, as well as a video surveillance system. New security gates have recently been installed. The result is a campus that is secure 24-hours a day, 7-days a week. Students are supervised at all times by certificated teachers and/or by paraprofessionals. We have a specific supervision plan that ensures students are supervised in all parts of the school throughout the day. All of our staff members are first aid and CPR certified. All employees are fingerprinted and cleared through the Department of Justice as required by Education Code 44237, and have a current TB test on file.

*Last updated: 1/28/2021*

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

**Average Class Size and Class Size Distribution (Elementary) School Year (2017–2018)**

K	1	2	3	4	5	6	Other**
					25.00	28.00	
						2	
				3		24	

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

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

**Average Class Size**

**Average Class Size and Class Size Distribution (Elementary) School Year (2018–2019)**

**Number of Classes \***

Grade Level	K	1	2	3	4	5	6	Other**
<b>Average Class Size</b>						25.00	31.00	
<b>Number of Classes * 1-20</b>						3	2	
<b>Number of Classes * 21-32</b>							21	
							4	

**Number of Classes \*  
33+**

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

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

**Average Class Size and Class Size Distribution (Elementary) School Year (2019–2020)**

Grade Level	K	1	2	3	4	5	6	Other**
<b>Average Class Size</b>						22.00	21.00	16.00
<b>Number of Classes * 1-20</b>						3	18	5
<b>Number of Classes * 21-32</b>							16	1
							2	

**Number of Classes \*  
33+**

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

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

*Last updated: 1/28/2021*

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)**

Subject	English	Mathematics	Science	Social Science
<b>Average Class Size</b>	25.00	25.00	25.00	25.00
<b>Number of Classes * 1-22</b>	5	4	4	4
<b>Number of Classes * 23-32</b>	13	5	5	5

**Number of Classes \*  
33+**

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)**

Subject	English	Mathematics	Science	Social Science
<b>Average Class Size</b>	22.00	27.00	27.00	27.00
<b>Number of Classes * 1-22</b>	8	1	1	1
<b>Number of Classes * 23-32</b>	14	8	8	8

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)**

Subject	English	Mathematics	Science	Social Science
<b>Average Class Size</b>	27.00	25.00	25.00	38.00
<b>Number of Classes * 1-22</b>	9	1	1	1
<b>Number of Classes * 23-32</b>	8	8	8	4
	4			4

**Number of Classes \*  
33+**

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

*Last updated: 1/28/2021*

**Ratio of Pupils to Academic Counselor (School Year 2019–2020)**

Title	Ratio
Pupils to Academic Counselor*	0.0

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

*Last updated: 1/28/2021*

**Student Support Services Staff (School Year 2019–2020)**

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	

**Number of FTE\* Assigned to School**

Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.00

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

*Last updated: 1/28/2021*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$20083.18	\$11199.61	\$8883.57	\$58925.34
District	N/A	N/A	--	\$78962.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7750.12	\$83052.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

*Last updated: 1/28/2021*

**Types of Services Funded (Fiscal Year 2019–2020)**

BCCS is a partner in the Climate Transformation Grant, which helps the school implement the Positive Behavior Interventions and Supports framework with accompanying strategies. This framework is focused on providing aligned supports in multiple tiers, all of which address specific student needs. BCCS also partners with Unidos US to implement the CASA grant each year. This program provides a curriculum and framework for students to engage in meaningful service learning, advocacy in their community, and intentional citizenship. Through service-learning, our students are empowered to take control of their own education and they learn how to use their voice effectively to enact change. Additionally, our school participated in a Career Technical Education Incentive Grant that helped the school to build out the 8th grade media arts elective class. The grant provided resources to purchase Apple computers, DSLR cameras, XP-Pen tablets, and Epson and Roland printers. Finally, our school participates in the state meal program, allowing us to provide meals and snacks to all students.

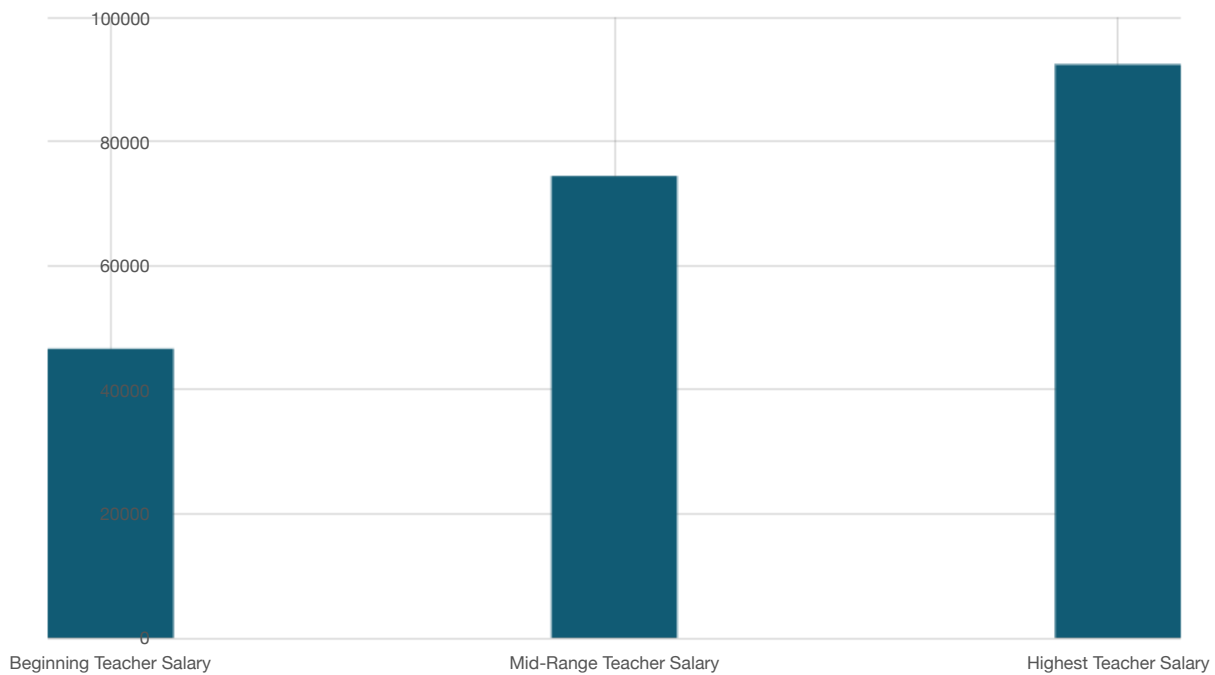
*Last updated: 1/28/2021*

**Teacher and Administrative Salaries (Fiscal Year 2018–2019)**

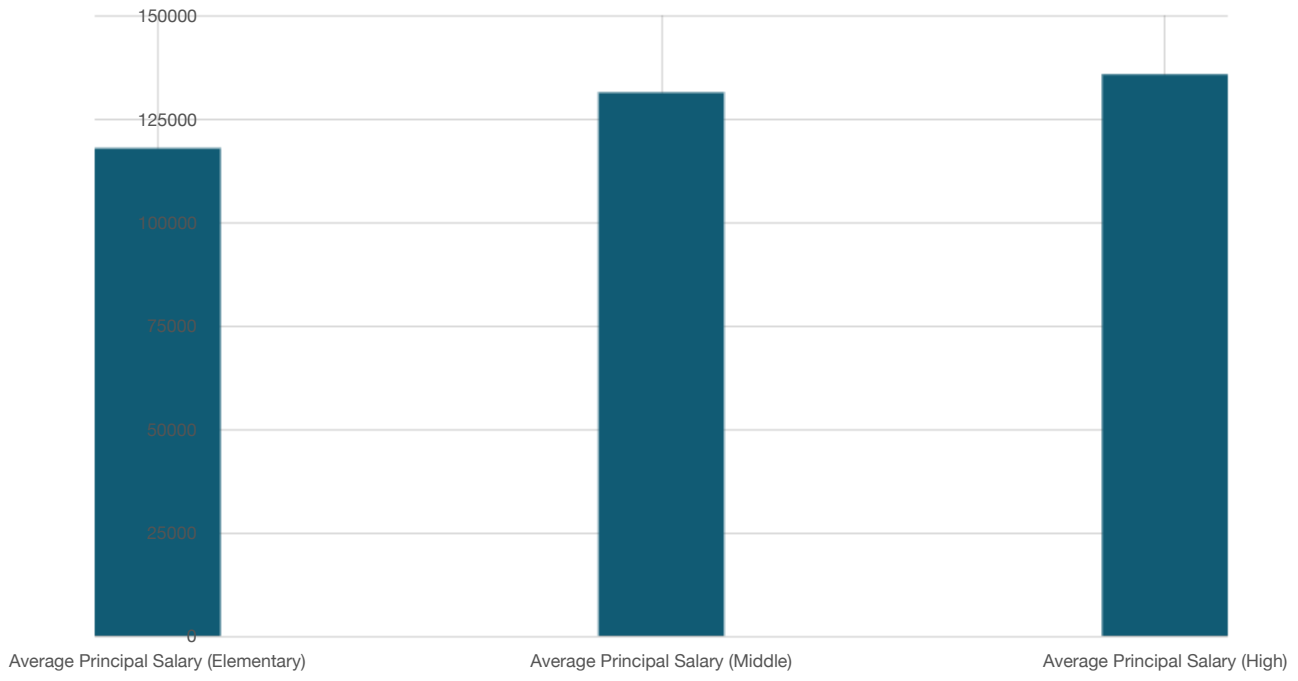
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,587	\$50,029
Mid-Range Teacher Salary	\$74,412	\$77,680
Highest Teacher Salary	\$92,389	\$102,143
Average Principal Salary (Elementary)	\$117,849	\$128,526
Average Principal Salary (Middle)	\$131,307	\$133,574
Average Principal Salary (High)	\$135,702	\$147,006
Superintendent Salary	\$350,000	\$284,736
Percent of Budget for Teacher Salaries	29.00%	33.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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

**Teacher Salary Chart**



**Principal Salary Chart**



Last updated: 1/28/2021

**Advanced Placement (AP) Courses (School Year 2019–2020)**

Percent of Students in AP Courses 0.00%

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

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

*Last updated: 1/28/2021*

**Professional Development**

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	18	18	18

Questions: SARC TEAM | [sarc@cde.ca.gov](mailto:sarc@cde.ca.gov) | 916-319-0406

California Department of Education  
 1430 N Street  
 Sacramento, CA 95814

**After School Education and Safety Program  
Budget Extension Expenditure Report  
Fiscal Year 2019-20**

Close-out  Revision

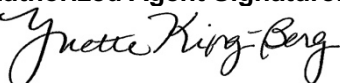
County #: 19      Grant ID #: 19-23939-C654-EZ  
 Applicant Agency: YPI Charter Schools  
 Annual Grant Award Amount: \$ 177,559.20

Quarter: 1  2  3  4  5  6

Series/Object Codes	Approved Annual Budget	Quarter 1 7/1 – 9/30 Due Date 10/31	Quarter 2 10/1 – 12/31 Due Date 1/31	Quarter 3 1/1 – 3/31 Due Date 4/30	Quarter 4 4/1 – 6/30 Due Date 7/31	Quarter 5 7/1 – 9/30 Due Date 10/31	Quarter 6 10/1 – 12/31 Due Date 1/31	Total Cumulative Expenditures
1000: Certified Personnel								
2000: Classified Personnel								
3000: Employee Benefits								
4000: Books and Supplies								
5000: Services and Operating								
5100: Contracted Services	\$177,559.20	\$31,729.19	\$20,775.74	\$24,807.32	\$78,116.52		\$22,130.43	\$177,559.20
6000: Equipment/Replacement								
7000: Indirect costs (5% or less)								
<b>Totals</b>	\$177,559.20							

Total grant award amount:	\$ 177,559.20
Total expenditures to date:	\$ 177,559.20

Grant funds must be encumbered by the end of the grant award period, but goods and services and invoices can be received after the new grant award end date. Carryover will not be allowed.

<b>Certification</b>			
<b>Certification: I hereby certify that the expenditures/obligations reported were made and the program/project has been conducted in accordance with state laws, regulations, and the CDE-approved grant application and amendments; the one-third local match (cash or in-kind) requirement has been met; that no state categorical funds for remedial education, facilities, or space were used to fulfill match requirements; no more than 15 percent of these expenditures/obligations were used for administrative costs; and full records of receipts and expenditures have been maintained and are available for audit.</b>			
Preparer Name: Steve Amick	Preparer Title: ED of Policy and Partnerships	Preparer Phone: 619-672-4673	Preparer E-mail: samick@thinktogether.org
Authorized Agent Name: Yvette King-Berg	Authorized Agent Title: Executive Director	Authorized Agent Phone: 818-305-2791	Authorized Agent E-mail: ykingberg@ypics.org
<b>Authorized Agent Signature:</b> 			<b>Date:</b> 12/18/2020

**E-MAIL OR MAIL THE COMPLETED FORM TO YOUR REGIONAL FISCAL ANALYST:**

Expanded Learning Division  
 California Department of Education  
 1430 N Street, Suite 3400  
 Sacramento, CA 95814  
 Phone: 916-319-0923



## Grant Award Notification

Yvette King-Berg, Authorized Agent Bert Corona Charter School 9400 Remick Avenue Pacoima, CA 91331	<b>CDE GRANT NUMBER</b>			
	<b>FY</b>	<b>PCA</b>	<b>Vendor Number</b>	<b>Suffix</b>
	19	23939	C0654	EZ
<b>Attention</b> Expanded Learning Program Coordinator	<b>STANDARDIZED ACCOUNT CODE STRUCTURE</b>			<b>COUNTY</b>
<b>Program Office</b> Expanded Learning Office	<b>Resource Code</b>	<b>Revenue Object Code</b>		19
<b>Telephone</b> 818834-5805	6010	8590		<b>INDEX</b>
<b>Name of Grant Program</b> After School Education and Safety Program				0150


GRANT DETAILS	Original/Prior Amendments	Amendment Amount	Total	Amend. No.	Award Starting Date	Award Ending Date
	\$177,559.20	\$0.00	\$177,559.20	1	07/01/2019	12/31/2020
CFDA Number	Federal Grant Number	Federal Grant Name			Federal Agency	

This is to inform you that the award for the After School Education and Safety Program has been amended to extend the use of Fiscal Year 2019–20 grant funds until December 31, 2020. Please see the attached document for the details of how the funds are to be used.

This award is made contingent upon the availability of funds. If the Legislature takes action to reduce or defer the funding upon which this award is based, then this award will be amended accordingly.


Please return the original signed Grant Award Notification (AO-400) to:

Expanded Learning Division  
 California Department of Education  
 1430 N Street, Suite 3400  
 Sacramento, CA 95814-5901

<b>California Department of Education Contact</b> Martina Dickerson	<b>Job Title</b> Staff Services Analyst
<b>E-mail Address</b> mdickerson@cde.ca.gov	<b>Telephone</b> 916-324-6173
<b>Signature of the State Superintendent of Public Instruction or Designee</b> 	<b>Date</b> 6/8/2020

### CERTIFICATION OF ACCEPTANCE OF GRANT REQUIREMENTS

*On behalf of the grantee named above, I accept this grant award. I have read the applicable certifications, assurances, terms, and conditions identified on the grant application (for grants with an application process) or in this document or both; and I agree to comply with all requirements as a condition of funding.*

<b>Printed Name of Authorized Agent</b> Yvette King-Berg	<b>Title</b> Executive Director
<b>E-mail Address</b> ykingberg@ypics.org	<b>Telephone</b> (818) 726-8883
<b>Signature</b> 	<b>Date</b> 10/22/2020

In accordance with the guidance provided by the Expanded Learning Division on April 29, 2020, **The Role of Expanded Learning During COVID-19 Crisis**, After School Education and Safety (ASES), 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC), and After School Safety and Enrichment for Teens (ASSETs) programs may extend Fiscal Year 2019–20 funds for a period of six months, beginning July 1, 2020–December 31, 2020.

The purpose of the extension of grant funds for Fiscal Year 2019–20 is to allow expanded learning programs to increase their level of support to students in response to the COVID-19 crisis.

Services may include:

- A provision to add additional services for students enrolled in the ASES, 21<sup>st</sup> CCLC, or ASSETS programs; additional services should support—not supplant—activities or services typically provided through the Fiscal Year 2020–21 grant funds.
- A provision to temporarily increase the number of students enrolled in the ASES, 21<sup>st</sup> CCLC, or ASSETS funds for a period not to exceed the extension of the Fiscal Year 2019–20 grant funds to support the transition of students back into the school environment after the disruption of educational services due to COVID-19.
- Hiring temporary staff that meet the minimum qualifications for instructional aide for a period not to exceed the extension of Fiscal Year 2019–20 grant funds; these staff may serve to lower the student to staff ratios as needed to provide for social distancing, hygiene, and other necessary physical restrictions in the school environment.

For this purpose:

- Related expenditures for the grant extension must be accounted for separately from the Fiscal Year 2020–21 funds; any expenditures utilizing Fiscal Year 2019–20 must be reported in Quarter 5 (July 1, 2020–September 30, 2020) and Quarter 6 (October 1, 2020–December 31, 2020).
- Attendance for the additional students served through the extension of the grant must be tracked separately from the attendance for funds received for Fiscal Year 2020–21.

**After School Education and Safety Program  
Budget Extension Expenditure Report  
Fiscal Year 2019-20**

Close-out  Revision

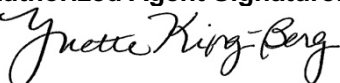
County #: 19 Grant ID #: 19-23939-C931-EZ  
 Applicant Agency: YPI Charter Schools (Monsenor Oscar Romero Charter)  
 Annual Grant Award Amount: \$ 108,717.20

Quarter: 1  2  3  4  5  6

Series/Object Codes	Approved Annual Budget	Quarter 1 7/1 – 9/30 Due Date 10/31	Quarter 2 10/1 – 12/31 Due Date 1/31	Quarter 3 1/1 – 3/31 Due Date 4/30	Quarter 4 4/1 – 6/30 Due Date 7/31	Quarter 5 7/1 – 9/30 Due Date 10/31	Quarter 6 10/1 – 12/31 Due Date 1/31	Total Cumulative Expenditures
1000: Certified Personnel								
2000: Classified Personnel								
3000: Employee Benefits								
4000: Books and Supplies								
5000: Services and Operating								
5100: Contracted Services	\$108,717.20	\$20,704.51	\$20,828.75	\$26,508.55	\$32,402.35		\$8,273.04	\$108,717.20
6000: Equipment/Replacement								
7000: Indirect costs (5% or less)								
<b>Totals</b>	\$108,717.20							

Total grant award amount:	\$ 108,717.20
Total expenditures to date:	\$ 108,717.20

Grant funds must be encumbered by the end of the grant award period, but goods and services and invoices can be received after the new grant award end date. Carryover will not be allowed.

<b>Certification</b>			
<b>Certification: I hereby certify that the expenditures/obligations reported were made and the program/project has been conducted in accordance with state laws, regulations, and the CDE-approved grant application and amendments; the one-third local match (cash or in-kind) requirement has been met; that no state categorical funds for remedial education, facilities, or space were used to fulfill match requirements; no more than 15 percent of these expenditures/obligations were used for administrative costs; and full records of receipts and expenditures have been maintained and are available for audit.</b>			
Preparer Name: Steve Amick	Preparer Title: ED of Policy and Partnerships	Preparer Phone: 619-672-4673	Preparer E-mail: samick@thinktogether.org
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<b>Authorized Agent Signature:</b> 			<b>Date:</b> 12/18/2020

**E-MAIL OR MAIL THE COMPLETED FORM TO YOUR REGIONAL FISCAL ANALYST:**

Expanded Learning Division  
 California Department of Education  
 1430 N Street, Suite 3400  
 Sacramento, CA 95814  
 Phone: 916-319-0923

# Coversheet

## Revised Conflict of Interest Policy as Per SB126

**Section:** V. Items Scheduled For Action

**Item:** A. Revised Conflict of Interest Policy as Per SB126

**Purpose:** Vote

**Submitted by:**

**Related Material:**

YPICS - Panel Memo (10).pdf

1. Board Brief Recommendation to Adopt Revised Conflict of Interest Policy 02 01 2021 Final (1).pdf

YPICS Conflict of Interest Code Final 02 01 2021 (1).pdf

**EXECUTIVE OFFICE**



BOARD OF SUPERVISORS

**CELIA ZAVALA**  
**EXECUTIVE OFFICER**

COUNTY OF LOS ANGELES  
**EXECUTIVE OFFICE**  
BOARD OF SUPERVISORS

KENNETH HAHN HALL OF ADMINISTRATION  
500 WEST TEMPLE STREET, ROOM 383  
LOS ANGELES, CALIFORNIA 90012  
(213) 974-1411 • [www.bos.lacounty.gov](http://www.bos.lacounty.gov)

**MEMBERS OF THE BOARD**

HILDA L. SOLIS

MARK RIDLEY-THOMAS

SHEILA KUEHL

JANICE HAHN

KATHRYN BARGER

November 18, 2020

TO: Liliana Campos  
Irene Aguilar  
Don Garcia

FROM: Panik Nazarian

**CONFLICT OF INTEREST CODE FOR YOUTH POLICY INSTITUTE CHARTER SCHOOLS**

Attached for your review is the proposed Conflict of Interest Code for Youth Policy Institute Charter Schools (YPICS).

Background:

YPICS is a Southern California based charter management organization formed by educational leaders whose passions are to teach and empower. It oversees three charter schools: Bert Corona Charter School, Bert Corona Charter High School, and Monsenor Oscar Romero Charter School which are all authorized by LAUSD.

YPICS will be incorporating, by reference, Regulation 18730 that contains the terms of their Conflict of Interest Code. They will also be adopting disclosure categories geared for small charter schools. (See proposed code).

It is recommended that YPICS' code contain nine designated positions:

- *Member, Board of Trustees*

The Members of the Board of Trustees formulate general policy and programs of YPICS and hire the Executive Director. The Board is responsible for assuring that all aspects of the Charter School are consistent with their bylaws. They are also responsible for the final approval of all major contracts on behalf of YPICS. It is recommended that this position file under disclosure categories 1, 2 and 4.

- *Executive Director*

This position directly reports to the governing board, and have general supervision, direction and control of the business and affairs of YPICS. The Executive Director can

## Conflict of Interest Code

YPICS

November 18, 2020

Page 2

make recommendations without significant amendment or modification by the governing board. It is recommended that this position file under disclosure categories 1, 2 and 4.

- *Chief Operations Officer*

This position serves as the designee for the Executive Director when absent and may participate in any personnel-related legal or litigation issues. It is recommended that this position file under disclosure categories 1, 2, and 4.

- *Executive Administrator/Assistant Executive Administrator*

These positions have the same level of responsibility as a Principal/Assistant Principal in a regular school setting, and have decision-making authority over all daily operations and activities related to the financial management of the specific campus. It is recommended that these positions file under category 3.

- *Director of Technology*

This position can make recommendations on all IT-related contracts and vendors for YPICS, and is responsible for overseeing those contracts. It is recommended that this position file under disclosure category 3.

- *Senior Program Director*

This position oversees the School Food authority for YPICS and has the authority to recommend meal vendor selection to the Board for approval. It is recommended that this position file under disclosure category 3.

- *Instructional Art Director*

This position has the authority to select vendors to print branded materials for the charter school it is recommended that this position file under disclosure category 3.

- *Director of Special Education*

This position has the authority to recommend to the Executive Administrators programs, conferences, and other Special-Education related materials for adoption for schools to the Board. It is recommended that this position file under disclosure category 3.

- *Consultants/New Positions*

These positions will be held by individuals who perform duties that require disclosure as determined by the Executive Director or his or her designee. These individuals are those have been determined to participate in the making of decisions that may affect financial interests by providing information, advice, recommendation or counsel to YPICS (See proposed footnote in Exhibit "B").

We recommend the described proposed code listed above be approved.

The Panel has reviewed the attached proposed code and has indicated their recommendation as follows: <input type="checkbox"/> Approve <input type="checkbox"/> Reject
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### Conflict of Interest Code

YPICS

November 18, 2020

Page 3

\_\_\_\_\_  
Signature                      Date

\_\_\_\_\_  
Signature                      Date

\_\_\_\_\_  
Signature                      Date

\_\_\_\_\_  
Signature                      Date

**Comments:**


DG:pn



## YPI CHARTER SCHOOLS

February 1, 2021

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

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

**SUBJECT: Recommendation to adopt revised Conflict of Interest Policy**

### BACKGROUND

SB 126 was signed into law by Governor Gavin Newsom on March 5, 2019. The bill was authored by State Senator Connie Leyva and supported in the Assembly by State Assemblymember Patrick O'Donnell. The law requires charter school governing boards to comply with the same laws that traditional schools follow. The law took effect on January 1, 2020.

### ANALYSIS

Education Code section 47604.1 provides that charter schools and entities managing charter schools are subject to the Ralph M. Brown Act. It also prescribes specific rules regarding meeting locations and meeting content. Education Code section 47604.1 clarifies that the California Public Records Act applies to both charter schools and entities managing charter schools. It also clarifies that the California Public Records Act applies to both charter schools and entities managing charter schools. Finally, the new law subjects charter schools and entities managing charter schools to both Government Code section 1090 and the Political Reform Act of 1974. This means that charter school officials may not be financially interested in any contract made by them in their official capacity. They must comply with all conflict prohibitions and reporting requirements of the Political Reform Act and must adopt a conflict of interest code. Wayne Strumpfer, an attorney at Young, Minney and Corr, working in conjunction with Don Garcia, and now Ani Abrahamjan, from the Los Angeles County Board of Supervisors (LACBOS), revised our Conflict of Interest Policy to better align the policy with current requirements, which includes approval by the County Board of Supervisors. The "panel memo" was approved on consent at the December 8, 2020 meeting of the LACBOS. (The revised Conflict of Interest Policy and memo regarding the action of the LACBOS are included here.) YPICS has also annually submitted Form 700 filings for all board members and any employees with decision-making authority, and we will continue to follow this practice. This year, the Form 700 documents for the Board and the Executive Director will be sent to the LACBOS as well as to LAUSD. YPICS Agenda – 2/01/21 All administrators, selected managers with purchasing authority, administrators and coordinators will file with LAUSD only, as in past years.



## **RECOMMENDATION**

It is recommended that the Board of YPI Charter Schools adopt the revised Conflict of Interest Policy for YPICS (Bert Corona Charter High School, Bert Corona Charter Middle School, and Monseñor Oscar Romero Charter School).



Conflict of Interest Code  
of the

**Youth Policy Institute Charter Schools**

Incorporation of FPPC Regulation 18730 (2 California Code of Regulations, Section 18730) by Reference

The Political Reform Act (Government Code Section 81000, *et seq.*) requires state and local government agencies to adopt and promulgate conflict of interest codes. The Fair Political Practices Commission has adopted a regulation (2 Cal. Code of Regs. 18730), which contains the terms of a standard conflict of interest code. After public notice and hearing, it may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations Section 18730, and any amendments to it duly adopted by the Fair Political Practices Commission, are hereby incorporated into the conflict of interest code of the agency by reference. This regulation and the attached Appendices (or Exhibits) designating officials and employees and establishing economic disclosure categories shall constitute the conflict of interest code of this agency.

**I. ADOPTION**

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, *et seq.*, YPI Charter Schools hereby adopts this Conflict of Interest Code (“Code”), which shall apply to all members of the Board of Directors (“Board”) and all other designated employees of YPI Charter Schools (“Charter School”), as specifically required by California Government Code Section 87300. The Charter School will comply with Government Code Section 1090, *et seq.*, and the Political Reform Act, as set forth in Education Code Section 47604.1.

**II. DEFINITION OF TERMS**

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

**III. DESIGNATED EMPLOYEES**

Employees of this Charter School, including members of the Board, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be “designated employees.” The designated positions are listed in “Exhibit A” attached to this policy and incorporated by reference herein.



#### **IV. STATEMENT OF ECONOMIC INTERESTS: FILING**

Each designated employee, including members of the Board, shall file a Statement of Economic Interest (“Statement”) at the time and manner prescribed by California Code of Regulations, title 2, section 18730.

An investment, interest in real property, or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of their position. The specific disclosure responsibilities assigned to each position are set forth in “Exhibit A.” Statements Filed with the Charter School. All Statements shall be supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School’s filing official shall

Employees must disclose reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee’s position is assigned in “Exhibit B.”

#### Place of Filing of Statements of Economic Interests

All officials and employees required to submit a statement of economic interests shall file their statements with the agency head; or his or her designee. The agency shall make and retain a copy of all statements filed by its Members of the Board of Trustees and the Executive Director and forward the originals of such statements to the Executive Office of the Board of Supervisors of Los Angeles County.

Youth Policy Institute Charter Schools (YPICS) shall retain the originals of statements for all other Designated Positions named in the agency’s conflict of interest code. All retained statements, original or copied, shall be available for public inspection and reproduction (Gov. Code Section 81008).

#### **V. DISQUALIFICATION**

No designated employee shall make, participate in making, or try to use their official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of the official’s immediate family.

#### **VI. MANNER OF DISQUALIFICATION**

##### **A. Non-Board Member Designated Employees**



When a non-Board member designated employee determines that they should not make a decision because of a disqualifying interest, the designated employee shall submit a written disclosure of the disqualifying interest to the employee's immediate supervisor.

The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Executive Director, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to their appointing authority.

### B. Board Member Designated Employees

Financial interest in a contract: The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

Where a member of the Board has a personal, material financial interest in a contract, the financial interest will be reviewed by legal counsel under Government Code Section 1090, to determine whether the remote or non-interest exceptions apply. Should the Board and counsel determine that no applicable remote or noninterest exceptions apply, the Board must either: (1) not enter into the contract, as Government Code Section 1090 prevents the entire Board from voting on the contract; or (2) prior to the Board's discussion of and/or taking any action on the contract at issue, the interested Board member must resign from the Board. The resignation shall be made part of the Board's official record.

All other financial interests: Board members shall disclose a disqualifying interest in writing to the Board of Directors and verbally at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record and be included in the meeting minutes. The interested Board member shall refrain from participating in the decision in any way (i.e., the Board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken) and comply with any applicable provisions of the Charter School Bylaws and Conflict of Interest Policy.



## Youth Policy Institute Charter Schools

### EXHIBIT "A"

#### Disclosure Categories

##### **CATEGORY 1**

Persons in this category shall disclose all interest in real property which is located in whole or in part within two (2) miles of any facility utilized by YPICS, including any leasehold, beneficial or ownership interest or option to acquire such interest in real property.

Persons are not required to disclose a residence, such as a home or vacation cabin, used exclusively as a personal residence; however, a residence in which a person rents out a room or for which a person claims a business deduction may be reportable.

##### **CATEGORY 2**

Persons in this category shall disclose all investments and business positions in, and sources of income (including gifts, loans and travel payments) that are from, business entities engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type utilized by YPICS.

##### **CATEGORY 3**

Persons in this category shall disclose all investments and business positions in, and sources of income (including gifts, loans and travel payments) that are from, business entities engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type utilized by the designated position's department.

##### **CATEGORY 4**

Persons in this category shall disclose all income (including gifts, loans and travel payments) from any YPICS employee or any known representative or association of such employee, or any business known by the reporting official to be owned or controlled by such employee.



## Youth Policy Institute Charter Schools

### EXHIBIT "B"

#### Designated Positions

<u>Designated Positions</u>	<u>Disclosure Categories</u>
Member, Board of Trustees	1, 2, 4
Executive Director	1, 2, 4
Chief Operations Officer	1, 2, 4
Executive Administrator/Assistant Executive Administrator	3
Director of Technology	3
Senior Program Director	3
Instructional Art Director	3
Director of Special Education	3
Consultants/New Positions*	

\* Consultants/New Positions are included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitations:

The Executive Director or his or her designee may determine in writing that a particular consultant or new position, although a “designated position,” is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with disclosure requirements in this section. Such written determination shall include a description of the consultant’s or new position’s duties and, based upon that description, a statement of the extent of disclosure requirements. The Executive Director his or her designee’s determination is a public record and shall be retained for public inspection in the same manner and location as this conflict-of-interest code. (Gov. Code Section 81008.)

Individuals who perform under contract the identical duties of any designated position shall be required to file Statements of Economic Interests disclosing reportable interests in the categories assigned to that designated position.

**EFFECTIVE: 02/01/2021**

## Coversheet

### MORCS Career Technology Education Grant-in Partnership with LAAAE

**Section:** V. Items Scheduled For Action  
**Item:** B. MORCS Career Technology Education Grant-in Partnership with  
LAAAE  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
CTE MORCS Latino Film Institute Budget - MORCS.pdf  
CTE Summary. MORCS Latino Film Institute Youth Cinema Project Agreement Summary.pdf

CTE MORCS Budget	2021	2021-22	2022-2023	
Line Item	Jan-Jun 6 months	July-June- 12 month	July-June- 12 month	Comments
1000 – Certificated Salaries	\$16,250	\$32,500	\$32,500	
2000 – Classified Salaries				
3000 – Employee Benefits	\$4,075	\$8,100	\$8,100	
4000 – Books and Supplies	\$29,000			
5000 – Services and Other Operating Expenditures	\$37,000	\$37,000	\$55,000	
6000 – Capital Outlay				
7000 – Indirect Costs				
<b>Annual Totals</b>	\$86,325	\$77,600	\$95,600	
<b>MORCS Total</b>			<b>\$259,525</b>	

Latino Film Institute Costs	2021 Expense	21-22 Expense	22-23 Expense	Comments
<b>TOTAL cost of Latino Film Institute</b>	\$40,000	\$74,990	\$74,990	
LFI Subsidy	50%	50%	25%	
	\$20,000.00	\$37,494.75	\$18,747.38	LFI Contribution if match is required.
<b>Cost After Discount/Subsidy</b>	\$20,000.00	\$37,494.75	\$56,242.13	
<b>Over/Under Budget</b>	\$17,000.00	-\$494.75	-\$1,242.13	\$15,263.13 over allocated---Add to Books/Supplies and possible match

Additional Staffing Budget	Hours	Rate	Total	Comments
Teacher Training	54	\$25	\$1,350	Training Rate- Orientation/Summer/Winter if hours are outside of school work.
	<b>Fall</b>	<b>Spring</b>	<b>Total</b>	
Teacher Stipend	\$1,000	\$1,000	\$2,000	Additional Duties Stipend- Meetings/ Planning/ Trips/ Presentations/ end-of-year Community Screenings
<b>Total Cost</b>			<b>\$3,350</b>	School Contribution if match is required.



## Latino Film Institute Youth Cinema Project Agreement Summary

This agreement shall be effective as of January 1st, 2021 and shall remain in effect through June 30, 2023.

LFI will:

1. provide instructional services in cinematic film making including
  - screenwriting,
  - storyboarding,
  - casting,
  - directing,
  - production,
  - editing,
  - sound recording/ engineering,
  - and other postproduction skills.
2. one (1) class each year for three (3) consecutive years.
3. the curriculum and lessons plans for each class and course.
4. provide an orientation, training during the summer and the winter
  - fifty-four (54) hours for orientation, training, and staff development for one (1) class
5. invite guest lecturers to present on specialized topics (once throughout the school year)
6. coordinate industry field trips
  - All field trips will need to be approved ahead of time by the School,
  - will not exceed two (2) per semester.
7. market the program to parents, the community, and others.
8. will subsidize the program costs for the following three years as follows: 50% year one, 50% year two, 25% year three

MORCS will:

1. be responsible for providing the equipment (e.g. cameras, lights, and computers) required for each class.
2. help coordinate end-of-year Community Screenings
3. Pay the following fees:
  - **Total for Year 1 (one semester) \$20,000.00** (after 50% subsidy)
  - **Total for Year 2 (2021-2022) \$37,494.75** (after 50% subsidy)
  - **Total for Year 3 (2022-2023) \$56,242.13** (after 25% subsidy)
4. Based on the following calculations- (\$74989.50)
  - **Training- \$6,264**
    - Orientation, Training, and Staff Development Costs: 54 x \$116 = **\$6,264**
  - **Classroom instruction- \$55,466**
    - 2 Class instructors 2 x \$27,608 = **\$55,216**
      - 7 hours per week x 34 weeks = 238 hours x \$116 = \$27,608
    - LFI will invite guest lecturers to present on specialized topics (once throughout the school year). LFI is assuming a cost of **\$250** per expert.
  - **Program Management, Coordination, and Support- \$9,259.50**
  - **Expenses- \$4000**
    - The School will also reimburse the Youth Cinema Project for all its out of pocket expenses incurred on the School's behalf including but not limited to any mileage (which will be paid at the IRS rate), permits, fees, transportation or insurance. The Youth Cinema Project will, of course,

itemize all costs incurred and provide back-up documentation upon request.

[Budget \(link to spreadsheet\)](#)

<b>CTE MORCS Latino Filim Institute Budget</b>			
	<b>2021</b>	<b>2021-22</b>	<b>2022-2023</b>
<b>Line Item</b>	<b>Jan-Jun 6 months</b>	<b>July-June- 12 month</b>	<b>July-June- 12 month</b>
<b>1000 – Certificated Salaries</b>	\$16,250	\$32,500	\$32,500
<b>2000 – Classified Salaries</b>			
<b>3000 – Employee Benefits</b>	\$4,075	\$8,100	\$8,100
<b>4000 – Books and Supplies</b>	\$29,000		
<b>5000 – Services and Other Operating Expenditures</b>	\$37,000	\$37,000	\$55,000
<b>6000 – Capital Outlay</b>			
<b>7000 – Indirect Costs</b>			
Annual Totals	\$86,325	\$77,600	\$95,600
<b>MORCS Total</b>			<b>\$259,525</b>

**Teacher Training and Stipend Costs**

<b>Additional Staffing Budget</b>	<b>Hours</b>	<b>Rate</b>	<b>Total</b>	<b>Comments</b>
<b>Teacher Training</b>	54	\$25	\$1,350	Training Rate- Orientation/Summer/Winter if hours are outside of school work.
	<b>Fall</b>	<b>Spring</b>	<b>Total</b>	
<b>Teacher Stipend</b>	\$1,000	\$1,000	\$2,000	Additional Duties Stipend- Meetings/ Planning/ Trips/ Presentations/ end-of-year Community Screenings
<b>Total Cost</b>			<b>\$3,350</b>	School Contribution if match is required.

**Program Work Plan**

- Teach 7th and 8th graders film and other project-based learning concepts that will introduce students to CTE pathways at LAAAE
- Youth Cinema Project will be implemented at MORCS with the digital media teacher twice a week.
- 200 students will be served at MORCS via the digital media class and Youth Cinema Project. ( and 200 students will be served by the Youth Cinema Project.) and (150 students to be instructed by Digital Media Teacher at MORCS.) and 400 unduplicated students will be served through the life cycle of the grant)
- Six films created by digital media students at MORCS. (Two film festivals to be held (one at the end of each complete school year).
- CCC will recruit 40 rising 9th graders from LAAAE and MORCS to participate in CTE

Summer Bridge Camp. Recruitment will be done via: social media, flyers, presentations, blackboard and texting/home calls.

### QUESTIONS to Ask

1. "1 class each year for 3 consecutive years" (page 1). Is there still an expectation to serve 200 students during the lifetime of the grant?
  - a. ???Assuming 200 is for the entire grant??
  - b. Q for Will
2. "School teachers and administrators assigned to the program will receive an orientation and training during the summer to prepare them for the first semester of the program. Similarly, they will receive an additional training during the winter to prepare them for the second and final semester of the program." (page 2). We are planning on starting the program without summer training correct? When will Winter training occur? Are 54 hours expected for teacher and administrator?
  - a. Response (Sergio, Jan 7):
  - b. We normally have 2 teacher trainings a year: beginning of the year, and winter. Due to the pandemic, we had to adjust and do everything virtually. Our conversation on the phone yesterday was Dave's orientation (1 on 1) or beginning of the year training. The winter training is a more technical training focused on how to handle filming during the second semester. Since we are only doing one semester, Dave is all set. We do have a recording of our teacher training from the beginning of the year but I covered everything on our one on one.
3. "The Youth Cinema Project will also support the School's efforts to market the program to parents, the community, and others" (page 2). We would appreciate support in this regard, currently we have 12 interested students who signed up.
  - a. We will have to fill a class with students (12 is not enough)
  - b. This is marketing for the community to increase interest in the CTE pathway.
  - c. Response (Sergio, Jan 7):
  - d. PRE-COVID: At the end of the year our sister organization Los Angeles Latino International Film Festival (LALIFF) hosts LALIFF Legacy where we showcase all of our students films. Once we are able to shoot movies again we always suggest that the school have their own community screening for parents. DURING COVID: YCP Live Reads is another form of promotion.
4. "For its part the School shall be responsible for providing the equipment (e.g. cameras, lights, and computers) required for each class." (page 2). I was of the understanding that YCP would purchase the equipment
  - a. YCP is providing a list of equipment. When will we get the list.
  - b. Response (Sergio, Jan 7):
  - c. It is stated in the agreement that the School is to purchase the equipment. We spoke about this during our 1st meeting with everyone. Wilfredo has the equipment list from B&H to purchase. (FYI: This includes 3 x iMacs which are needed for editing. I mention this because some schools have to buy Mac Products directly from apple. Side note: Macbook Air's will not work.)
5. "each session will require one (1) hour of prep time and one (1) hour of travel time per instructor." (page 5). Clarifying that travel time will not be considered during distance learning.
  - a. Ask Will
6. Page 6, what is the \$4000 billed for?

- a. ~~“The School will also reimburse the Youth Cinema Project for all its out of pocket expenses incurred on the School’s behalf including but not limited to any mileage (which will be paid at the IRS rate), permits, fees, transportation or insurance. The Youth Cinema Project will, of course, itemize all costs incurred and provide back up documentation upon request.”~~

**Actions after questions**

1. Request address change to 2670 W. 11th Street before signing
2. “Saint Matthias Dual Language Catholic School” (page 4) in signature section--should be updated for YPI Charter Schools or MORCS
3. Request approval to use 2021 additional funds to be used to be expended on e
  - a. They stated, year 1 is \$9k less than what was budgeted for, but my understanding is that it is actually \$17k less that what was budgeted for. What happens to this \$\$?
  - b. Recommend using the additional \$17,000 in year 2021 to double equipment list.

# Coversheet

## In-Person Instruction Grant and YPICS COVID Safety Plan

**Section:** V. Items Scheduled For Action

**Item:** C. In-Person Instruction Grant and YPICS COVID Safety Plan

**Purpose:** Vote

**Submitted by:**

**Related Material:**

YPICS COVID- Prevention Program (1).pdf

Recommendation to apply for In-Person Instruction Grant and Approve COVID Safety Plan for YPI CS.pdf

YPICS COVID19\_School\_Guidance\_Checklist.pdf

BCCS reopening\_K12schools.pdf

MORCS Reopening\_K12schools.pdf



# COVID-19 PREVENTION PROGRAM

**Effective November 30, 2020**

Pursuant to the California Occupational Safety and Health Standards Board (Cal/OSHA) emergency temporary standard, YPI Charter Schools' ("YPICS") COVID-19 Protection Program has been updated, effective immediately.

This program applies to all employees (herein collectively referred to as "employees") working at any of the YPICS school sites or business office. **This program does not apply to employees working from home.**

## Definitions

**"COVID-19"** means coronavirus disease, an infectious disease caused by the severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2).

**"COVID-19 case"** means a person who:

- (1) Has a positive "COVID-19 test" as defined in this section;
- (2) Is subject to COVID-19-related order to isolate issued by a local or state health official;  
or
- (3) Has died due to COVID-19, in the determination of a local health department or per inclusion in the COVID-19 statistics of a county.

A person is no longer a "COVID-19 case" in this section when a licensed health care professional determines that the person does not have COVID-19, in accordance with recommendations made by the California Department of Public Health (CDPH) or the local health department pursuant to authority granted under the Health and Safety Code or title 17, California Code of Regulations to CDPH or the local health department.

**“COVID-19 exposure”** means being within six feet of a COVID-19 case for a cumulative total of 15 minutes or greater in any 24-hour period within or overlapping with the “high-risk exposure period” defined by this section. This definition applies regardless of the use of face coverings.

**“COVID-19 hazard”** means exposure to potentially infectious material that may contain SARS-CoV-2, the virus that causes COVID-19. Potentially infectious materials include airborne droplets, small particle aerosols, and airborne droplet nuclei, which most commonly result from a person or persons exhaling, talking or vocalizing, coughing, sneezing, or procedures performed on persons which may aerosolize saliva or respiratory tract fluids, among other things. This also includes objects or surfaces that may be contaminated with SARS-CoV-2.

**“COVID-19 symptoms”** means fever of 100.4 degrees Fahrenheit or higher, chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, or diarrhea, unless a licensed health care professional determines the person’s symptoms were caused by a known condition other than COVID-19.

**“COVID-19 test”** means a viral test for SARS-CoV-2 that is:

- (1) Approved by the United States Food and Drug Administration (FDA) or has an Emergency Use Authorization from the FDA to diagnose current infection with the SARS-CoV-2 virus; and
- (2) Administered in accordance with the FDA approval or the FDA Emergency Use Authorization as applicable.

**“Face covering”** means a tightly woven fabric or non-woven material with no visible holes or openings, which covers the nose and mouth.

**“High-risk exposure period”** means the following time period:

- (1) For persons who develop COVID-19 symptoms: from two days before they first develop symptoms until 10 days after symptoms first appeared, and 24 hours have passed with no fever, without the use of fever-reducing medications, and symptoms have improved; or
- (2) For persons who test positive who never develop COVID-19 symptoms: from two days before until ten days after the specimen for their first positive test for COVID-19 was collected.

## **Communication**

Our goal is to be clear and transparent. We strive to ensure that our employees remain safe and healthy. In return, it is your obligation to communicate with YPICS honestly and without fear of reprisal. As such, all employees must report possible COVID-19 symptoms, possible COVID-19 exposures, and possible COVID-19 hazards in the workplace. Reports of such symptoms,

exposures or hazards must be made at the earliest opportunity. All reports made under this section will be confidentially received, and investigated as outlined in the “Investigating and Responding to COVID-19 Cases” section below. For those assigned to a school site, communicate with the Executive Director or administrative designee. For those assigned to the Learning and Support Center (LSC) the schools business office, communicate with the Payroll/Human Resource Coordinator, Yesenia Zubia.

Employees who have any medical or other conditions that may put them at increased risk of severe COVID-19 illness are encouraged to report such conditions, without fear of reprisal. If not already doing so, such employees may request to work from home or other accommodations to lessen the risk of exposure to COVID-19 hazards. Upon notice, the Payroll/Human Resources Coordinator, Yesenia Zubia, shall communicate any accommodations available to such employees.

In order to keep our employees apprised of any updates pertaining to COVID-19, YPICS will disseminate information as follows:

- Updates on our website page.
- Messages sent out to the YPICS General Slack Channel, Remind system, SMORE Newsletter, or by email. Such communications may come from the Executive Director, Chief Operations Officer, Executive Administrators, Payroll/Human Resource Coordinator, or the Director of Technology,
- Key policies and procedures will be posted as they are developed.
- Various other communication channels such as social media, newsletters etc.

Employees are encouraged to approach their immediate supervisor or School Executive Administrator with any questions they may have. YPICS will also continue to inform employees and the public of key details through various external communications channels.

## **Identification, Evaluation and Screening**

All employees who report to work must first be screened before entering any YPICS site. Screenings will be conducted by undergoing a non-contact temperature check at the workplace and by employees conducting a self-screening for COVID-19 symptoms.

Employees who have a fever (temperature of over 100.4 degrees Fahrenheit) or who have any symptoms of COVID-19 after screening are advised to return home and work remotely. To acquaint all employees with the proper precautions when sick, employees are encouraged to visit the CDC’s website at:

<https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html>



## Investigating and Responding to COVID-19 Cases

All employees are encouraged to consult with a licensed health care provider and take recommended COVID-19 tests if they suspect they have been exposed to COVID-19. Employees who receive a positive COVID-19 test shall as soon as practicable notify YPICS if they have been at the workplace during the high-risk exposure period. Those assigned to a school site should contact the School Executive Administrator. Those assigned to the YPICS LSC (Business Office) should contact the Payroll/Human Resources Coordinator.

Reports of COVID-19 cases or exposure to COVID-19 in any of our offices will be investigated in a timely manner. YPICS will take the following steps when there has been any such report in any of our offices:

- (1) Determine the day and time the COVID-19 case was last present and, to the extent possible, the date of the positive COVID-19 test(s) and/or diagnosis, and the date the COVID-19 case first had one or more COVID-19 symptoms, if any were experienced.
- (2) Determine who may have had a COVID-19 exposure. This requires an evaluation of the activities of the COVID-19 case and all locations at the workplace which may have been visited by the COVID-19 case during the high-risk exposure period.
- (3) Give notice of the potential COVID-19 exposure, within one business day, in a way that does not reveal any personal identifying information of the COVID-19 case, to the following:
  - a. All employees who may have had COVID-19 exposure and their authorized representatives.
  - b. Independent contractors and others present at or who travelled through the workplace during the high-risk exposure period.
- (4) Offer COVID-19 testing at no cost during their working hours to all employees who had potential COVID-19 exposure in the workplace and provide them with the information on benefits, including COVID-19 specific benefits, as required by law.
- (5) Investigate whether any workplace conditions could have contributed to the risk of COVID-19 exposure and what could be done to reduce exposure to COVID-19 hazards.

In the investigation of possible COVID-19 cases or exposure at the workplace, we will treat all relevant employees, regardless of symptoms or negative COVID-19 test results, as potentially infectious.

Personal identifying information of COVID-19 cases or persons with COVID-19 symptoms shall be kept confidential. All COVID-19 testing or related medical services provided by YPICS under this section shall be provided in a manner that ensures the confidentiality of employees' personal

information. However, as required by law, YPICS shall provide unredacted information on COVID-19 cases, or other related information requested, to the local health department, CDPH, Cal/OSHA, the National Institute for Occupational Safety and Health (NIOSH), or other local, state, or federal authorities.

In the event that an investigation results in the identification of a COVID-19 hazard, YPICS will correct the hazard in a timely manner. All employees, including their authorized representatives, are encouraged to work with YPICS in any investigations so that FCPS can adequately and promptly identify, evaluate, and respond to any COVID-19 hazards.

## **Training and Instruction**

YPICS will offer training and instruction to all employees by email, webinar and Google meetings as new information becomes available. Trainings will focus on:

- (1) YPICS' COVID-19 policies and procedures to protect employees from COVID-19 hazards.
- (2) Information regarding COVID-19-related benefits to which the employee may be entitled under applicable federal, state, or local laws. This includes any benefits available under workers' compensation law, the federal Families First Coronavirus Response Act, Labor Code sections 248.1 and 248.5, Labor Code sections 3212.86 through 3212.88, local governmental requirements, YPICS' own leave policies, and leave guaranteed by contract.
- (3) The facts about COVID-19, including that COVID-19 is an infectious disease that can be spread through the air when an infectious person talks or vocalizes, sneezes, coughs, or exhales; that COVID-19 may be transmitted when a person touches a contaminated object and then touches their eyes, nose, or mouth, although that is less common; and that an infectious person may have no symptoms.
- (4) Methods of physical distancing of at least six feet and the importance of combining physical distancing with the wearing of face coverings.
- (5) The fact that particles containing the virus can travel more than six feet, especially indoors, so physical distancing must be combined with other controls, including face coverings and hand hygiene, to be effective.
- (6) The importance of frequent hand washing with soap and water for at least 20 seconds and using hand sanitizer when employees do not have immediate access to a sink or hand washing facility, and that hand sanitizer does not work if the hands are soiled.
- (7) Proper use of face coverings and the fact that face coverings are not respiratory protective equipment.
- (8) COVID-19 symptoms, and the importance of not coming to work and obtaining a COVID-19 test if the employee has COVID-19 symptoms.

## **Social Distancing, Administrative Controls, Face Coverings, and Personal Protective Equipment (“PPE”)**

We are taking several steps to ensure the health and safety of our employees through adjustments to our facilities. While some office locations are not requiring facemasks, it is our position that all employees wear facemasks when in the building, in common areas in the workplace, or when within six feet of another individual.

PPE and Social Distancing:

All employees are required to wear face coverings that cover the nose and mouth when in the building, in common areas in the workplace, or when within six feet of another individual. YPICS will provide face masks for any employees who do not have face coverings.

Individuals in private offices are not required to wear face coverings while alone in their offices. Although face shields may be worn together with face coverings for additional protection, face shields are not a replacement for face coverings and their use shall not be an excuse for not wearing face coverings.

Face coverings may be removed when eating or drinking, provided employees are at least six feet apart. YPICS will, where practical, work with the responsible individuals and entities to ensure that outside air supply into the building, has been maximized.

Exception: Employees who cannot wear face coverings due to a medical or mental health condition or disability, or who are hearing-impaired or communicating with a hearing-impaired person need not do so. However, such employees shall wear an effective non-restrictive alternative, such as a face shield with a drape on the bottom, if their condition or disability permits it. YPICS will provide face shields with a drape on the bottom for any such employees.

Any employees who cannot wear facemasks or the required face shields shall report such conditions to the School Executive Administrator or Payroll/Human Resources Coordinator so that YPICS can accommodate their condition or disability.

Notwithstanding any other policy, employees may wear face coverings even when not required to unless it would create a safety hazard to them or other employees or individuals.

Sharing of personal protective equipment is prohibited.

To the extent feasible, items that employees come in regular physical contact with such as phones, headsets, desks, keyboards, writing materials, instruments, and tools. When it is not feasible to prevent sharing, sharing shall be minimized and such items and equipment shall be disinfected between uses by different people.

All employees shall be separated from other persons by at least six feet, except where such separation is not possible, and except for momentary exposure while persons are in movement. Methods of implementing social distancing include: telework or other remote work arrangements; reducing the number of persons in an area at one time, including visitors; visual cues such as signs and floor markings to indicate where employees and others should be located or their direction and path of travel; staggered arrival, departure, work, and break times; and adjusted work processes or procedures, such as reducing production speed, to allow greater distance between employees. When it is not possible to maintain a distance of at least six feet, individuals shall be as far apart as possible.

At fixed work locations where it is not possible to maintain the physical distancing requirement at all times, solid, cleanable partitions that effectively reduce aerosol transmission between the employee and other persons have been installed.

#### Cleaning and Disinfecting Procedures:

Sanitation: Enhanced practices of disinfection and cleaning of our offices have been implemented. Wipes and sanitizer shall be available for individuals to wipe down surfaces and objects in their individual areas such as phones, door handles etc. In addition, thorough cleaning and disinfection will occur in and around the areas, material, and equipment used by a COVID-19 case during the high-risk exposure period. To protect employees from COVID-19 hazards, we have evaluated our handwashing facilities and supplemented the handwashing facilities with effective hand sanitizer distribution stations. We encourage employees to wash their hands for at least 20 seconds each time, and to frequently use the hand sanitizer distribution stations.

Lunch rooms: Congregating in lunch rooms and break areas is not permitted. Employees should eat their meals at their desks or in their offices. Gloves and wipes will be available in lunch rooms and break areas. Employees who use the lunch room and break areas are required to wipe down any surface they touch during their meal or rest period.

Drinking cups: Employees must use the disposable drinking cups for water and coffee machines. Reusable cups, canteens, and mugs are not permitted for refill in the common break rooms and lunch rooms.

Common surfaces: Frequently touched surfaces and objects, such as doorknobs, elevator buttons, equipment, tools, handrails, handles, and microwaves are cleaned and disinfected with increased frequency.

Ice Machines: For sanitary reasons, the ice machines will be unavailable for use until further notice.

Offices/Cubicles: Individuals with single offices or glass cubicles will need to keep social distancing in mind when others enter their workspace. Employees who sit in open workstations must wear a face covering at all times. Employees who have private offices or enclosed cubicles may remove their mask only when alone in their office/glass cubicle.

Locked doorways: Tables with disinfectant wipes will be located near locked doors for use before entry.

## **Reporting, Recordkeeping, and Access**

We shall report information about COVID-19 cases at the workplace to the local health department whenever required by law, and shall provide any related information requested by the local health department. In addition, we shall report immediately to Cal/OSHA any COVID-19-related serious illnesses or death, as defined under section 330(h), of an employee occurring in a place of employment or in connection with any employment. We maintain records of the steps taken to implement the written COVID-19 Prevention Program in accordance with section 3203(b).

The written COVID-19 Prevention Program is available at the workplace to employees, authorized employee representatives, and to representatives of Cal/OSHA immediately upon request.

We keep a record of and track all COVID-19 cases with the employee's name, contact information, occupation, location where the employee worked, the date of the last day at the workplace, and the date of a positive COVID-19 test. Medical information shall be kept confidential as required by law. The information shall where permissible, be made available to employees, their authorized employee representatives, or as required by law, with personal identifying information removed.

Note: The above provisions do not alter the right of employees or their representatives to request and obtain YPICS' Log of Work-Related Injuries and Illnesses, without redaction, or to request and obtain other information as otherwise allowed by law.

### **Exclusion of COVID-19 cases. *The purpose of this section is to limit transmission of COVID-19 in the workplace***

Employees who are diagnosed as COVID-19 cases shall be excluded from the workplace, and shall NOT be permitted in any YPICS offices until Return to Work requirements are met (see page 9). In addition, employees with COVID-19 exposure from the workplace will also be excluded from the workplace for 14 days after the last known COVID-19 exposure to a COVID-19 case. At the time of exclusion, YPICS will provide the employee the information on benefits.

Exception: Employees who have not been excluded or isolated by the local health department may not be excluded, if they are temporarily reassigned to work where they are do not have contact with other persons.

For employees excluded from the workplace and otherwise able and available to work, their earnings, seniority, and all other employee rights and benefits, including the employee's right to their former job status, will be maintained as if the employee had not been removed from their job. However, if remote work is not possible during the exclusion period, YPICS may

require that the excluded employee use YPICS-provided employee sick leave benefits and consider benefit payments from public sources in determining how to maintain earnings, rights and benefits, where permitted by law and when not covered by workers' compensation.

Exception: The plan to maintain earnings, seniority, and other employee rights and benefits of excluded employees does not apply: (1) to any period of time during which the employee is unable to work for reasons other than protecting persons at the workplace from possible COVID-19 transmission; and (2) where the COVID-19 exposure is not work related.

This plan does not limit any other applicable law or YPICS policy that provides for greater protections.

## **Return to Work Criteria**

In order to ensure that transmission of known or suspected COVID-19 cases are reduced, YPICS has instituted the following policies:

**Symptomatic COVID-19 Cases:** Any known COVID-19 cases with COVID-19 symptoms shall not return to work until:

- (1) At least 24 hours have passed since a fever of 100.4 or higher has resolved without the use of fever-reducing medications;
- (2) COVID-19 symptoms have improved; and
- (3) At least 10 days have passed since COVID-19 symptoms first appeared.

**Asymptomatic COVID-19 Cases:** COVID-19 cases who tested positive but never developed COVID-19 symptoms shall not return to work until a minimum of 10 days have passed since the date of specimen collection of their first positive COVID-19 test.

**Individuals Subject to Isolation or Quarantine Orders:** If an order to isolate or quarantine an employee is issued by a local or state health official, the employee shall not return to work until the period of isolation or quarantine is completed or the order is lifted. If no period was specified, then the period shall be 10 days from the time the order to isolate was effective, or 14 days from the time the order to quarantine was effective.

A negative COVID-19 test shall not be required for any employee to return to work.

## **Conclusion**

This is an unprecedented time for YPICS and for all of us as individuals. We are inspired by the spirit and determination demonstrated by everyone as we continue to serve our students and

their families, and focus on the future. Together we will continue to advance YPICS' mission while keeping each other safe and healthy.



**YPI CHARTER SCHOOLS  
Inter-Office Correspondence**

**TO:** Board of Directors **DATE:** February 1, 2021

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

**SUBJECT:** Recommendation to apply for in-Person Instruction Grant (BCCS and MORCS) and Approve COVID Safety Plan for YPICS (BCCS, MORCS, and BCCHS)

**BACKGROUND**

Governor Newsom released the 2021-2022 state budget proposal on January 8, 2021. In addition to the “Expanded Learning Time and Academic Intervention” funding, the budget proposes \$2 billion to establish the “In-Person Instruction Grant” program for LEAs during the 2020-2021 fiscal year.

Grant Requirements

LEAs, except for non-classroom-based charter schools, shall be eligible for grants if they meet all the following requirements:

- Submit a completed COVID-19 Safety Plan (CSP), which consists of two elements:
  - 1) COVID-19 Prevention Program (CPP), pursuant to CalOSHA requirements;
  - 2) CDPH COVID-19 Guidance Checklist and accompanying documents;
- LEAs seeking to open while in the Purple Tier, must submit plans to the local health officer (LHO) and the State School Safety Team. The CSP must be posted on the LEA website.
- LEAs must certify to their COEs that they have verified that each of their pupils participating in distance learning has access to a computing device, software and high-speed internet access necessary to participate in online instruction by February 1, 2021.
- LEAs must conduct ongoing asymptomatic testing for staff and pupils consistent with the state supported cadences set in the COVID-19 industry sector guidance for schools issued by CDPH.
- LEAs applying for a grant on February 1, 2021, can begin to provide in-person instruction by February 16, 2021. LEAs applying for a grant on March 1, 2021, can begin to provide in-person instruction by March 15, 2021.
- LEAs in counties in the Widespread (Purple) Tier must submit their CSPs to their local health jurisdictions, which must notify LEAs and their COEs within five business days if an LEA’s plan is not approved. If a plan is not disapproved



within five business days, in-person instruction may commence on the sixth business day. These requirements do not apply to LEAs already opened for in-person instruction as permitted by state and local health directives prior to February 1, 2021. Disapproval of a CSP will render an LEA no longer eligible to receive grant funding, but they can reapply by March 1, 2021.

#### Student Prioritization for In-Person Instruction.

The optional in-person instruction, using the CDPH Guidance Related to Cohorts (updated September 4, 2020), can be provided to at least all pupils in the following pupil groups:

- Individuals with exceptional needs as defined in Education Code Section 56026.
- Foster youth as defined in subdivision (b) of Education Code Section 42238.01.
- Homeless children and youths as defined in Section 725 of the federal McKinney-Vento Act.
- Students without access to a computing device, software or high-speed internet access as determined by the LEA.
- All K-2 students for the February 16, 2021, timeframe and all elementary school students up to grade 6 for the March 15, 2021, timeframe.

#### Funding Allocation.

The COE shall submit an LEA's information to CDE by February 5, 2021, for applications received by February 1, 2021, and by March 5, 2021, for applications received by March 1, 2021. CDE will develop a form that COEs will use to submit an LEA's information. CDE will notify each LEA of the grant amount no later than 15 days after the submission deadlines for each application round, and the State Superintendent of Public Instruction shall allocate funds to eligible LEAs based on the following formula:

- February 1, 2021, Application Cycle: \$450 base grant per 2020-21 ADA, augmented for grade span adjustment and 2020-21 LCFF supplemental and concentration grant percentages.
- March 1, 2021, Application Cycle: \$337.50 base grant per 2020-21ADA, augmented for grade span adjustment and 2020-21 LCFF supplemental and concentration grant percentages.

#### Fund Uses and Audit Requirement.

The funds shall be available to use until December 31, 2021, and for any purpose consistent with providing in-person instruction for any pupil participating in in-person instruction, including but not limited to:

- COVID-19 testing
- Personal protective equipment
- Ventilation and other site upgrades
- Salaries for certificated and classified employees providing in-person instruction or services
- Social and mental health support services provided in conjunction with in-person instruction

LEAs shall report final expenditures of these funds to CDE by January 31, 2022, and the State Superintendent shall initiate collection proceedings for unexpended funds.

For the 2021-22 fiscal year audits, the State Controller shall include instructions in their audit guide that include procedures for complying with the grant requirements. For an LEA that is found to be noncompliant, the State Superintendent shall withhold from the LEA's principal apportionment a percentage of funds based on a formula.

## **ANALYSIS**

Public pressure from parents, community members, and civil rights activist continue to mount to safely reopen schools. LA County has remained in the Purple Tier throughout the closure of schools across the state of California. Schools in the Purple Tier are currently unable to reopen unless they have already been open. It is unknown when LA County will be out of the Purple Tier. Two of our schools (Bert Corona Charter High School and Monseñor Romero Charter School) are on LAUSD sites. Currently, LAUSD is reluctant to allow staff on district property amidst the surge in COVID-19 cases.

In-Person Grant funds are available to use until December 31, 2021. Given the distribution of the vaccine and early signs that COVID-19 numbers are beginning to decline, it is likely that students will receive in-person instruction prior to December 31, 2021. LEAs that apply for In-Person Instruction Grant by February 1, 2021 will receive a higher allotment at \$450 base grant per 2020-21 ADA compared to LEAs that apply by March 1, 2021 with an allotment of \$337.50 base grant per 2020- 21ADA.

## **RECOMMENDATION**

It is recommended that the Board of Directors approve the COVID Safety Plan for Bert Corona Charter School, Monseñor Oscar Romero Charter School, and Bert Corona Charter High School.

### **Separate Attachments:**

- 1. YPICS COVID-19 Prevention Program (CPP);**
- 2. 2021 COVID-19 School Guidance Checklist;**
- 3. Reopening Protocols for K-12 Schools**

# COVID-19 School Guidance Checklist

January 14, 2021

CALIFORNIA  
**ALL**

Your Actions  
Save Lives



Date: \_\_\_\_\_

# 2021 COVID-19 School Guidance Checklist

Name of Local Educational Agency or Equivalent: \_\_\_\_\_

Number of schools: \_\_\_\_\_

Enrollment: \_\_\_\_\_

Superintendent (or equivalent) Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_

\_\_\_\_\_

Email: \_\_\_\_\_

Date of proposed reopening: \_\_\_\_\_

County: \_\_\_\_\_

Grade Level (check all that apply)

Current Tier: \_\_\_\_\_  
(please indicate Purple, Red, Orange or Yellow)

TK  2<sup>nd</sup>  5<sup>th</sup>  8<sup>th</sup>  11<sup>th</sup>

K  3<sup>rd</sup>  6<sup>th</sup>  9<sup>th</sup>  12<sup>th</sup>

1<sup>st</sup>  4<sup>th</sup>  7<sup>th</sup>  10<sup>th</sup>

Type of LEA: \_\_\_\_\_

**This form and any applicable attachments should be posted publicly on the website of the local educational agency (or equivalent) prior to reopening or if an LEA or equivalent has already opened for in-person instruction. For those in the Purple Tier, materials must additionally be submitted to your local health officer (LHO), local County Office of Education, and the State School Safety Team prior to reopening.**

The email address for submission to the State School Safety for All Team for LEAs in Purple Tier is:

[K12csp@cdph.ca.gov](mailto:K12csp@cdph.ca.gov)

**LEAs or equivalent in Counties with a case rate  $\geq 25/100,000$  individuals can submit materials but cannot re-open a school until the county is below 25 cases per 100,000 (adjusted rate) for 5 consecutive days.**

## For Local Educational Agencies (LEAs or equivalent) in ALL TIERS:

I, \_\_\_\_\_, post to the website of the local educational agency (or equivalent) the COVID Safety Plan, which consists of two elements: the **COVID-19 Prevention Program (CPP)**, pursuant to CalOSHA requirements, and this **CDPH COVID-19 Guidance Checklist** and accompanying documents,

which satisfies requirements for the safe reopening of schools per CDPH [Guidance on Schools](#). For those seeking to open while in the Purple Tier, these plans have also been submitted to the local health officer (LHO) and the State School Safety Team.

I confirm that reopening plan(s) address the following, consistent with guidance from the California Department of Public Health and the local health department:

**Stable group structures (where applicable):** How students and staff will be kept in stable groups with fixed membership that stay together for all activities (e.g., instruction, lunch, recess) and minimize/avoid contact with other groups or individuals who are not part of the stable group.

Please provide specific information regarding:

How many students and staff will be in each planned stable, group structure? (If planning more than one type of group, what is the minimum and maximum number of students and staff in the groups?)

---

If you have departmentalized classes, how will you organize staff and students in stable groups?

---

If you have electives, how will you prevent or minimize in-person contact for members of different stable groups?

---

**Entrance, Egress, and Movement Within the School:** How movement of students, staff, and parents will be managed to avoid close contact and/or mixing of cohorts.

**Face Coverings and Other Essential Protective Gear:** How CDPH's face covering requirements will be satisfied and enforced for staff and students.

**Health Screenings for Students and Staff:** How students and staff will be screened for symptoms of COVID-19 and how ill students or staff will be separated from others and sent home immediately.

**Healthy Hygiene Practices:** The availability of handwashing stations and hand sanitizer, and how their safe and appropriate use will be promoted and incorporated into routines for staff and students.

**Identification and Tracing of Contacts:** Actions that staff will take when there is a confirmed case. Confirm that the school(s) have designated staff persons to support contact tracing, such as creation and submission of lists of exposed students and staff to the local health department and notification of exposed persons. Each school must designate a person for the local health department to contact about COVID-19.

**Physical Distancing:** How space and routines will be arranged to allow for physical distancing of students and staff.

Please provide the planned maximum and minimum distance between students in classrooms.

Maximum: \_\_\_\_\_ feet

Minimum: \_\_\_\_\_ feet. If this is less than 6 feet, please explain why it is not possible to maintain a minimum of at least 6 feet.

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**Staff Training and Family Education:** How staff will be trained and families will be educated on the application and enforcement of the plan.

**Testing of Staff:** How school officials will ensure that students and staff who have symptoms of COVID-19 or have been exposed to someone with COVID-19 will be rapidly tested and what instructions they will be given while waiting for test results. Below, please describe any planned periodic asymptomatic staff testing cadence.

Staff asymptomatic testing cadence. Please note if testing cadence will differ by tier:

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**Testing of Students:** How school officials will ensure that students who have symptoms of COVID-19 or have been exposed to someone with COVID-19 will be rapidly tested and what instructions they will be given while waiting for test results. Below, please describe any planned periodic asymptomatic student testing cadence.

Planned student testing cadence. Please note if testing cadence will differ by tier:

**Identification and Reporting of Cases:** At all times, reporting of confirmed positive and suspected cases in students, staff and employees will be consistent with [Reporting Requirements](#).

**Communication Plans:** How the superintendent will communicate with students, staff, and parents about cases and exposures at the school, consistent with privacy requirements such as FERPA and HIPAA.

**Consultation: (For schools not previously open)** Please confirm consultation with the following groups

Labor Organization

Name of Organization(s) and Date(s) Consulted:

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

Date: \_\_\_\_\_

Parent and Community Organizations

Name of Organization(s) and Date(s) Consulted:

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

Date: \_\_\_\_\_

*If no labor organization represents staff at the school, please describe the process for consultation with school staff:*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**For Local Educational Agencies (LEAs or equivalent) in PURPLE:**

**Local Health Officer Approval:** The Local Health Officer, for (state County) \_\_\_\_\_. County has certified and approved the CSP on this date: \_\_\_\_\_. If more than 7 business days have passed since the submission without input from the LHO, the CSP shall be deemed approved.

**Additional Resources:**

[Guidance on Schools](#)

[Safe Schools for All Hub](#)

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## Reopening Protocols for K-12 Schools: Appendix T1

### Recent Updates – (Changes highlighted in yellow)

#### 12/28/20:

- The required quarantine period for individuals who have been in close contact with a person diagnosed with COVID-19 has been shortened. Close contacts who remain asymptomatic may be released from quarantine after Day 10 but must continue to monitor their health and strictly adhere to COVID-19 prevention precautions through Day 14.
- Schools are required to notify DPH of all cases of COVID-19 disease among employees and children who had been at school at any point within 14 days prior to becoming ill. Cases who were last on campus over 14 days prior to becoming ill do not need to be reported to DPH by the K-12 school entity.
- Section C has been updated to align with the DPH Symptom and Exposure Screening Pathways for Persons at Educational Institutions.
- Clarified that if a school has an outbreak, other children programs that are operating on the school campus before, during and after school hours must also close, pursuant to the Temporary Targeted Safer at Home Health Officer Order for Control of COVID-19, effective 12:01 am December 1, 2020 until further notice.
- Staff must wear a face covering when they are in a cubicle.
- Break rooms have posted occupancy limits and seating is spaced to ensure that staff can maintain a 6-foot physical distance between each other.

**11/28/20:** Schools that are determined by the Department of Public Health to have an outbreak (3 or more cases within a span of 14 days) must close for 14 days pursuant to the Temporary Targeted Safer at Home Health Officer Order for Control of COVID-19, effective 12:01 am December 1, 2020 until further notice. Added a link to the TK-12 COVID-19 Toolkit.

The County of Los Angeles Department of Public Health is adopting a staged approach, supported by science and public health expertise, to enable schools serving students from kindergarten through grade 12 to reopen safely. In addition to the conditions imposed on schools by the State Public Health Officer and the California Department of Education, schools must also be in compliance with these employee and student safety and infection control protocols.

Note that pursuant to the Temporary Targeted Safer at Home Health Officer Order that schools that are determined by the Department of Public Health to have an outbreak (3 or more cases within a span of 14 days) must close for 14 days. This closure requirement applies to children programs that are operating on the school campus before, during, or after normal school hours. This includes, but is not limited to, Day Care for School-Aged Children, Camps, and Youth Sports Programs.

Please note: This document may be updated as new information and resources become available. Go to <http://www.ph.lacounty.gov/media/Coronavirus/> for updates to this document.

This document starts with a discussion of current provisions for on-campus education in Los Angeles County, followed by information about safety strategies specific to the school environment.

The TK-12 reopening checklist starts on page 4, and provides safety measures in five areas:

- (1) Workplace policies and practices to protect employee and student health



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- (2) Measures to ensure physical distancing
- (3) Measures to ensure infection control
- (4) Communication with employees, students and families of students and the public
- (5) Measures to ensure equitable access to critical services.

These five key areas must be addressed as your facility develops any reopening protocols. Schools must implement all applicable measures listed below and be prepared to explain why any measure that is not implemented is not applicable to the setting.

### Special guidance for the TK-12 setting

All K-12 schools in California counties that are in Tier 1 of the State's Blueprint for a Safer Economy, including Los Angeles County, are prohibited from reopening for in-person instruction. During this period, when schools are generally restricted to remote learning, four types of on-site programming are permitted. In compliance with this order and aside from these exceptions, K-12 schools in Los Angeles County may open only for remote learning. During this period, employees and staff, as defined below, may report to school campus for work in order to support essential operations, implement of remote learning or conduct on of the four permitted types of on-campus learning. These are:

- **Day care for school-aged children and/or child care programs located in schools.**
  - LEAs and schools that offer day care services for children at schools must be in compliance with the DPH protocol for [Programs Providing Day Care for School-Aged Children](#) or the [Guidance for ECE Providers](#). Programs that wish to provide day care for school aged children at schools should communicate with their Community Care Licensing [Regional Office](#) to inquire regarding the availability of waivers for licensed child care facilities and license-exempt providers due to COVID-19. For additional information see [PIN 20-22-CCP](#).
  - Schools that provide child care programs for school-aged children on their campus must file the notification for [Child Care Services for School-aged Children on K-12 School sites](#) with LAC DPH.
- **Specialized services for defined subgroups of children who need in person services and supports.**
  - LEAs and schools are not required to provide specialized, in-person services, but those that do so may serve students with IEPs, students who are English Language learners, and students with needs that cannot be met through a virtual instruction platform. These students may be served as needed, provided that the overall number of students present on-site does not exceed 25% of total student body at any one time. An exception to this 25% rule is schools that have received a waiver to return students in grades TK – 2 for in person instruction. Schools that have received a waiver are permitted to bring all students in grades TK – 2 back to campus including high need students in those grades. In that situation, the school may also bring up to 25% of total student enrollment in grades 3 and above at any one time for specialized support and services for high need students in those grades, as long as the school can adhere to distancing, infection control, and cohorting requirements.
  - Specialized services may include but are not limited to occupational therapy services, speech and language services, other medical services, behavioral services, educational support services as part of a targeted intervention strategy, or assessments, such as those related to English Learner status, Individualized Education Plans and other required assessments.
  - No child may be part of more than one cohort. Students who are part of a cohort may leave the cohort for receipt of additional services. Any additional services, however, must be provided one-on-one by the appropriate specialist in a secure space that is apart from all other people.
  - Schools must agree to cooperate with DPH with regard to screening, monitoring and

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- documentation that will be required to permit careful scrutiny of health outcomes associated with this initial period of expansion.
- To the extent consistent with specialized needs of students in a given cohort, use of outdoor space for at least 50% of the school day is strongly encouraged
  - LEAs and schools that choose to implement these on-site services for students with specialized needs, must inform the Los Angeles County Department of Public Health of their plans prior to start of services. If a school has already been approved for a waiver to reopen for students in grades TK – 2, the school still is required to file a notification to provide services to students with special needs if the school intends to bring students back to campus in addition to those in grades TK – 2. A reporting form can be found at [Small Group Instruction Notification Form](#).
  - Further information from the State concerning specialized services may be found at [Specialized Support and Services](#).
- **On-site instruction of children in grades TK-2 by schools that have received a Department of Public Health waiver for in-person education.**
    - No school may bring students in grades TK-2 onto campus for general in classroom instruction prior to a waiver being approved.
    - Full instructions and the waiver application form are available [here](#).
  - **Students may come on campus for supervised administration of college admission tests, including PSAT, ACT, and SAT exams.**
    - College admission tests, including PSAT, ACT, and SAT exams, may be conducted at schools as long as students are appropriately cohorted for the entire duration of the assessment (no more than 12 students in each classroom with a distance of at least 6 feet between students and between students and teachers.
    - All students and staff are wearing face coverings for the entire time on campus, infection control directives are in place,
    - There is no gathering at arrival and dismissal times or during test breaks.

All measures to ensure the safety of employees and students in this protocol for Reopening of TK-12 Schools and in the associated protocol for K-12 Exposure Management must be implemented and are applicable to all on-site personnel, including those providing specialized services. The following paragraphs highlight safety strategies specific to the school environment. [Additional resources for K-12 Schools can be located in the TK-12 School COVID-19 Toolkit](#).

### COHORTING

For all four types of on-site programming students must be organized and proceed through the day within cohorts, defined as a stable group of no more than 12 children or youth and no more than two supervising adults in a supervised environment in which supervising adults and children stay together for all activities (e.g., meals, recreation, etc.), and avoid contact with people outside of their group in the setting.

- Note that if a cohort has fewer than 12 children or if a child stops attending a previously full cohort other children who are not already assigned to a cohort can be added to the group to reach the maximum of 12, provided all the children, once assigned remain with the same cohort at all times.
- If some children are assigned to a stable cohort but only attend part-time, they must be counted as full members against the maximum of 12. Part-time members cannot “share” their slot with other part-time students. Other children cannot be added in order to reach the maximum of 12 participants at all times.
- Aides assigned to individual children do not have to be counted as supervising adults. They must, however, be counted against the maximum of 14 individuals who can be included in a cohort.

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Important additional details for implementation of cohorts are available from the CA Department of Public Health at Guidance for Small Cohorts.

**LIMITED ON-CAMPUS DENSITY**

While Local Education Agencies (LEAs) or schools may configure as many cohorts as are appropriate to meet student needs for specialized services, the total on-campus population may not exceed 25% of the total student body at any one time for this particular purpose. The 25% limit does not apply to school age children on campus receiving day care while engaged in distance learning activities, nor does it apply to students in grades TK - 2 returning after granting of a school waiver. Schools that have been granted a waiver to return students in grades TK - 2 may bring additional students onto campus for specialized services in grades above grade 2 but not up to 25% of total student enrollment. If the school has been granted a waiver for grades TK – 2, schools may bring additional students onto campus for specialized services and assessments up to a maximum of 25% of student enrollment in grades 3 and above, as long as the school can adhere to distancing, infection control, and cohorting requirements.

**SUPERVISING ADULTS**

A supervising adult is an adult assigned to one cohort of children or youth, who does not physically interact with any other cohorts. Supervising adults may be child care staff, certificated or classified school staff, volunteers, participating parents or caregivers, or other designated supervising adult(s). An aide who is present to provide support to an individual child should be counted as a member of the cohort but not as a supervising adult. A supervising adult may be assigned to 2 different stable cohorts if they offer specialized services/support that cannot be provided by any other supervising adult.

**SUPERVISED ENVIRONMENTS**

A supervised care environment is an environment where multiple children or youth, from multiple families or households, are supervised simultaneously by an adult. This includes, but is not limited to, licensed child care facilities, licensed exempt child care programs, supervised programs on a school site while a school is not in session or is providing curriculum in a distance-learning format, or where some educational services are being offered to a subgroup of students defined by a local educational agency on a school.

**TK to Grade 12 Reopening Checklist**

**Institution name:** Bert Corona Charter School

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**Address:** 9400 Remick Avenue  
Pacoima, CA 91344

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**Maximum Occupancy, per Fire Code:** 350

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**Approximate total square footage of space open to faculty and/or students:** 10,800 sq. ft.

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**Estimated total number of administrators, teachers, and other employees that will be returning to support resumption of all permitted in person services for students:**

**Estimated total number of students that will return per grade (if none, enter 0):**

TK:	<u>0</u>	K:	<u>0</u>	1:	<u>0</u>	2:	<u>0</u>	3:	<u>0</u>	4:	<u>0</u>	5:	<u>11</u>
6:	<u>105</u>	7:	<u>119</u>	8:	<u>114</u>	9:	<u>0</u>	10:	<u>0</u>	11:	<u>0</u>	12:	<u>0</u>

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**NOTE:** The terms “employees” and “staff” are used in these protocols to refer to individuals who work in a school facility in any capacity associated with teaching, coaching, student support, provision of therapies or personal assistance to individual students, facility cleaning or maintenance, administration, or any other activity required for the school to function. “Employees” or “staff” may include individuals who are: paid directly by the relevant school system, paid by entities acting as contractors to the school, paid by outside entities acting in collaboration with the school to serve students, paid by third parties to provide individual student services, or unpaid volunteers acting under school direction to carry out essential functions. The term “parents” is used in these protocols to refer to any persons serving as caregivers or guardians to students.

### A. WORKPLACE POLICIES AND PRACTICES TO PROTECT STAFF (“EMPLOYEES”) AND STUDENTS (CHECK ALL THAT APPLY)

The school has a COVID-19 Containment, Response and Control Plan that describes the school’s comprehensive approach to preventing and containing the spread of COVID-19 on campus. The Plan includes, but is not limited to the following elements:

- A designated COVID-19 Compliance Team that is responsible for establishing and enforcing all COVID-19 safety protocols and ensuring that staff and students receive education about COVID-19. One member of this team is designated as a liaison to DPH in the event of an outbreak on campus.
- A plan or protocol, for steps that will be taken immediately upon notification of school officials that any member of the school community (faculty, staff, student or visitor) tests positive for COVID-19. The plan addresses:
  - Immediate separation of the case from the school community to self-isolation at home if notification occurs while the case is on-site. The plan must allow for temporary, on-site isolation of the case if arrangements are needed for the person’s return to their home.
  - Factsheets or other informational materials that are to be given to the case (or appropriate family member/s if the case is a child) covering regulations governing self-isolation and links to sites with further information.
- A plan or protocol to initiate a [School Exposure Management Plan](#) consistent with DPH guidance that outlines procedures for:
  - Isolation of case(s);
  - Identification of persons exposed to cases at school;
  - Immediate quarantine of exposed employees and/or students; and
  - Assurance of access to testing for all exposed individuals within the school as the basis for further control measures.
- Notifying DPH of all confirmed cases of COVID-19 disease among employees and children who had been at school at any point within 14 days prior to becoming ill. The illness start date is the COVID-19 test date or Symptom Onset Date of the infected person, whichever is earlier. Reporting of cases should be done by email by completing the [COVID-19 Case and Contact Line List for the Educational Sector](#) and sending it to [ACDC-Education@ph.lacounty.gov](mailto:ACDC-Education@ph.lacounty.gov) within 1 business day of being notified of the case. A plan to immediately report a cluster of cases (3 or more cases within 14 days) to the Department of Public Health via email at [ACDC-Education@ph.lacounty.gov](mailto:ACDC-Education@ph.lacounty.gov) or by calling (888) 397-3993 or (213) 240-7821. The Department of Public Health will work with the school to determine whether the cluster is an outbreak that will require a public health outbreak response.
- Schools that are determined by the Department of Public Health to have an outbreak (3 or more cases within a span of 14 days) must close for 14 days. This closure requirement applies to programs for children that are operating on the school campus before, during, or after normal school hours. This

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includes, but is not limited to, Day Care for School-Aged Children, Camps, and Youth Sports

- Contingency plans for full or partial closure of in-person school operations if that should become necessary based on an outbreak in the school or community.
- A plan or protocol for incorporating surveillance testing into regular school operations of all school personnel.
  - The plan must describe the strategy for ensuring access to periodic testing for all school personnel to be implemented when instructed by the Department of Public Health based on local disease trends and/or after resolution of an outbreak at the school.
  - The plan must provide that all surveillance testing results will be reported to the Department of Public Health
- Vulnerable employees (those above age 65, and those with chronic health conditions that would place them at high risk if infected) are assigned work that can be done from home whenever possible. Employees in this category should discuss any concerns with their healthcare provider or occupational health services to make appropriate decisions on returning to the workplace.
- Work processes are reconfigured to the extent consistent with academic requirements and student needs to increase opportunities for employees to work from home.
- In compliance with wage and hour regulations and school mandates, alternate, staggered or shift schedules have been instituted to maximize physical distancing where possible.
- All employees have been told not to come to work if sick or if they have been exposed to a person who has COVID-19. School officials have provided information to employees regarding [employer or government sponsored leave benefits](#), including their right to paid sick leave as guaranteed by the [Families First Coronavirus Response Act](#).
- Use of school facilities for non-school purposes (community meeting or events, on-site clinic visits by people who are neither students nor staff, etc.) is not permitted.
- [Employee screenings](#) are conducted before employees may enter the workspace. Checks must include a check-in concerning cough, shortness of breath, difficulty breathing and fever or chills and if the employee has had contact with a person known to be infected COVID-19 in the last 14 days.
- These checks can be done remotely or in person upon the employees' arrival. A temperature check should also be done at the worksite if feasible.
- Anyone entering school property (school buses as well as school buildings and grounds) who has contact with others (students, parents or other employees) is required to wear a cloth face covering.
  - Employees who have contact with others are offered, at no cost, an appropriate face covering that covers the nose and mouth. The covering is to be worn by the employee at all times during the workday when in contact or likely to come into contact with others. Employees who have been instructed by their medical provider that they should not wear a face covering should wear a face shield with a drape on the bottom edge, to be in compliance with State directives, as long as their condition permits it. A drape that is form fitting under the chin is preferred. Masks with one-way valves should not be used.
  - Employees need not wear a face covering when the employee is alone in a private office or a cubicle with a solid partition that exceeds the height of the employee when standing.
  - In compliance with HEALTH OFFICER ORDER FOR CONTROL OF COVID-19: TIER 1 SUBSTANTIAL SURGE RESPONSE issued November 28, 2020, all staff must wear face coverings at all times except when working alone in private offices with closed doors or when eating or drinking. The exception made previously for staff working in cubicles with solid partitions exceeding the height of the employee while standing is overridden.
  - A medical grade mask is provided to any employee who cares for sick children or who has

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close contact with any child with a medical condition that precludes the child’s use of a cloth face covering.

- Alternative protective strategies may be adopted to accommodate students who are on Individualized Education or 504 Plans and who cannot use or tolerate cloth face coverings.
- ☒ Employees are instructed to wash or replace their face coverings daily. Parents are instructed to ensure that children have clean face coverings.
- ☒ All individual employee workstations or areas used by employees working as part of a team allow for separation of at least 6 feet. Classroom furniture is arranged to permit a distance of at least 6 feet between the teacher’s desk and the nearest student(s).
- ☒ To ensure that masks are worn consistently and correctly, staff are discouraged from eating or drinking except during their breaks when they are able to safely remove their masks and physically distance from others. At all times when eating or drinking, staff must maintain at least a six-foot distance from others. When eating or drinking, it is preferred to do so outdoors and away from others, including visitors. Eating or drinking at a cubicle or workstation is preferred to eating in a breakroom if eating in a cubicle or workstation provides greater distance from and barriers between staff.
- ☒ Occupancy is reduced and space between employees is maximized in any room or area used by staff for meals and/or breaks. This has been achieved by:
  - Posting a maximum occupancy that is consistent with enabling a distance of at least six feet between individuals in rooms or areas used for breaks;
  - Staggering break or mealtimes to reduce occupancy in rooms or areas used for meals and breaks; and
  - Placing tables six feet apart and assuring six feet between seats, removing or taping seats to reduce occupancy, placing markings on floors to assure distancing, and arranging seating in a way that minimizes face-to-face contact. Use of partitions is encouraged to further prevent spread but should not be considered a substitute for reducing occupancy and maintaining physical distancing.
- ☒ All employees, on-site contractors, vendors and delivery personnel have been provided instructions regarding maintaining physical distancing and the required use face coverings when around others.
- ☒ Break rooms, restrooms, classrooms, and other common areas used or visited by staff are disinfected frequently, on the following schedule:
 

○ Break rooms	<u>Daily M-F and after staff break times</u>
○ Restrooms	<u>Daily M-F and after staff break times</u>
○ Classrooms	<u>Daily M-F</u>
○ Laboratories	<u></u>
○ Nurse’s office	<u>Daily M-F and after student use</u>
○ Counseling and other student support areas	<u>Daily M-F and after student use</u>
○ Front office	<u>Daily M-F</u>
○ Other offices	<u>Daily M-F</u>
○ Other (auditorium, gymnasium, library if in use)	<u>None available</u>
○ <u></u>	<u></u>
- ☒ High touch areas in staff breakrooms are frequently disinfected, and commonly shared items, such as coffee pots, pots, and dishes, are replaced with single use items or thoroughly cleaned after each use by a different person.
- ☒ Disinfectant and related supplies are available to employees at the following location(s):

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- Hand sanitizer effective against COVID-19 is available to all employees in or near the following locations (check all that apply)
  - Building entrance/s,exit/s
  - Central office
  - Stairway entrances
  - Elevator entry (if applicable)
  - Classrooms
  - Faculty breakroom
  - Faculty offices: Hand sanitizer stations are located in all classrooms, common areas, and offices

- Soap and water are available to all employees at the following location(s):  
Restrooms and breakrooms

- Employees are offered frequent opportunities to wash their hands.
- Each employee is assigned their own tools, supplies, equipment and defined workspace to the extent feasible. Sharing of workspaces and held items is minimized or eliminated.
- Copies of this Protocol have been distributed to all employees.
- Optional—Describe other measures:

**B. MEASURES TO ENSURE PHYSICAL DISTANCING BY STAFF, STUDENTS AND VISITORS  
(CHECK ALL THAT APPLY)**

- Maximum number of employees permitted in facility to maximize physical distancing of at least 6 feet or with appropriate physical barriers where 6 feet of distancing is not possible, is: 40.
- Maximum number of students permitted in facility to ensure that no more than 10% of the total student body at any one time and to maximize physical distancing of at least 6 feet or with appropriate physical barriers where 6 feet of distancing is not possible, is: 50% or 175 Students.
- Measures are in place to ensure physical distancing of students on school busses. These measures must include (check all that apply):
  - A maximum of one child per bus seat.
  - Face coverings required at all times.
  - Use of alternating rows (strongly recommended but not required).
  - Open windows (if air quality and rider safety concerns allow, especially if alternating rows is not implemented).
- Additional measures in use to ensure physical distancing (Check all that apply):
  - Staggered school start times to permit more than one trip per bus at school start and close.
  - Implementation of measures that make it easier for parents to drive students to school, such as availability of early opening with staff presence, expanded short-term parking at schools, and presence of staff at drop-off areas to assure safe movement of students from drop-off to school entry.
  - Implementation of measures that facilitate safe and age-appropriate student travel to school including Safe Routes to School walking groups, use of school crossing guards, bicycle safety and bike route programming.

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- Parents have been engaged in working with school personnel to assure that alternative transportation options are appropriately supervised and have incorporated strategies for physical distancing and use of cloth face coverings.
  - ☒ Building infrastructure is adapted to maximize support for bicycle commuting and capacity for bike storage is increased if possible.
  - Other: \_\_\_\_\_
- ☒ Measures are in place to ensure physical distancing as students, parents or visitors enter and move through the school building. These must include (check all that apply):
  - ☒ Schedules are adjusted to ensure that only one cohort is moving through common spaces (such as hallways and bathrooms) at a given time.
  - ☒ School employees are deployed in hallways to assure physical distancing as students enter, go through symptom checks and proceed to classrooms.
  - Elevator capacity, if applicable, is limited to the number of people that can be accommodated while maintaining a 6 foot distance between riders; during peak building entry and exit times, this number can be adjusted to a maximum number of 4 riders at a time for any elevator that does not allow for 6- foot physical distance between riders. All riders are required to wear cloth face coverings.
  - ☒ The following Measures are in place to avoid crowding on stairways:
    - Designation of up and down stairways         x
    - Staggering of breaks between classes         x
    - Monitoring of stairways by school staff         x
    - Other: \_\_\_\_\_
- ☒ Measures are in place to ensure physical distancing within classrooms. These include the following requirements (check all that apply):
- ☒ A cohorting approach has been adopted school-wide, maintaining a stable group of no more than 12 children or youth and no more than two supervising adults in a supervised environment in which supervising adults and children stay together for all activities (e.g., meals, recreation, etc.), and avoid contact with people outside of their group in the setting, throughout the school day. (A supervising adult may be assigned to 2 different stable cohorts if they offer specialized services/support that cannot be provided by any other supervising adult.)
  - ☒ In-person class size has been limited to   15   students in elementary grades.
  - ☒ In-person class size has been limited to   15   students in middle and high school grades.
  - ☒ The school day has been divided into shifts to permit fewer students per class.
  - ☒ Attendance is staggered to reduce the overall number of students in classrooms on a given day.
  - ☒ Some classes have been moved entirely online.
  - ☒ Online class attendance and participation is offered as an option for all students for all classes.
  - ☒ Alternative spaces are used to reduce the number of students within classrooms. These may include:
    - School library         \_\_\_\_\_
    - Auditorium         \_\_\_\_\_
    - Cafeteria         \_\_\_\_\_
    - Gymnasium         \_\_\_\_\_



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▪ Other: Atheletic Field and Basketball Court

- α Classroom furniture is set up to ensure 6 feet between students at their desks/tables and between students and teachers (placement of desks/tables, use of floor markings to indicate required distance, etc.) to the extent feasible. Where 6 feet of distance is not possible, physical barriers are used to minimize close contacts.
- α Furniture designed for in-class group activities that bring students closer than 6 feet has been reconfigured or removed from the classroom.
- Nap or rest areas in classrooms have students placed 6 feet apart and alternating feet to head.
- α Teaching methods have been modified to avoid close contact between students for any classes that may usually involve group activities.
- Other:

- Any gym class activities are offered outdoors and are selected to permit physical distancing; contact sports are not permitted.
- School policies enforce physical distancing (students maintain distance of 6 feet) in locker rooms. Policies must include:
  - Offering access to locker rooms only when staff supervision is possible Staggering locker room access
  - Creating alternative options for storage of student clothing, books and other items.
- Measures are in place to maintain physical distancing during school meals. These must include (check all that apply):
  - α Meals are eaten in classrooms or outdoors, without any mingling of cohorts from different classrooms.
  - α If students line up to pick up food, tape or other markings are used to assure a 6-foot distance between any two students.
  - α Staff are deployed during meals to maintain physical distancing and prevent any mixing of students from different cohorts.
  - α If meals take place in a cafeteria, mealtimes are staggered to only allow one cohort at a time in the cafeteria.
  - α If meals take place in a cafeteria, space between all tables/chairs has been increased to support 6 feet of physical distancing. Barriers between tables and/or chairs may be used as an alternative when 6 feet of distancing is not possible.
- Food preparation and service operations have been redesigned, where possible, to achieve physical distancing between employees. For example, kitchen and other back of house floors are marked to reinforce physical distancing requirements.
- Measures are in place to permit physical distancing in school areas used for student support services.
  - α Student support staff, including school employees (nurses, guidance counselors, therapists, etc.) and employees of adjunct support programs (clinicians, health educators, etc.) have been instructed to maintain a physical distance of at least 6 feet to the extent feasible while engaging in student support activities.
  - α Furniture and equipment in school areas used for student support services are arranged to promote a 6-foot distance between any two students and/or between students and staff.
  - α Where feasible and appropriate, therapeutic and support activities are conducted virtually.

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- α Sharing of equipment and supplies is avoided where possible. Should equipment need to be shared, it must be sanitized before and after each use by a different student and/or employee
- α Staff offering student support services are provided with appropriate Personal Protective Equipment (PPE) per Cal OSHA requirements.
- Measures are in place to permit physical distancing in administrative areas of the school.
  - α Signage alerts visitors to the need to maintain a 6-foot distance from school office personnel.
  - α Tape or other markings are used to define a 6-foot radius around reception desks or counters.
  - α Workstations of administrative personnel have been arranged to permit 6 feet between individuals sharing a space or between office personnel and students or other staff required to visit the space.

#### C. MEASURES THAT ENSURE INFECTION CONTROL (CHECK ALL THAT APPLY TO THE FACILITY)

- Screening is conducted before students, visitors and staff may enter the school. Screening must include a check-in concerning symptoms consistent with possible COVID-19 and any other symptoms the individual may be experiencing. These checks can be done remotely (using a digital app or other verifiable approach) or in person upon arrival. A temperature check with a no-touch thermometer is included in the symptom check at entry if feasible.
  - Students, staff, and visitors who screen positive at entry or who report symptoms at any point during the school day will be reported to the COVID-19 Compliance Team (see Section A). The COVID-19 Compliance Team will determine whether the individual should be excused from the facility according to DPH guidance on [Symptom and Exposure Screening Pathways](#) at Educational Institutions. Students who screen positive are given a surgical mask and accompanied to a pre-selected isolation space where they can remain while a determination is made on exclusion and arrangements are made for their return home, where indicated.
  - Per the DPH Symptom and Exposure Screening Pathways, students, staff, and visitors who have had close contact with an individual who has screened positive for symptoms consistent with possible COVID-19 are notified of the potential exposure. These individuals are not required to quarantine unless the exposure has been confirmed through a positive COVID-19 diagnostic viral test or a clinical diagnosis from a medical provider. Students who have a confirmed exposure are accompanied to preselected quarantine space where they can remain until arrangements are made for their return home. This space is apart from the one set aside for symptomatic students. It may be a separate room or an area within the same room that is set apart by a barrier. Once they return home, they are instructed to self-quarantine as required by Health Officer [Quarantine](#) Order
- Screening of adults and of middle and high school age students includes a question about close contact with anyone at home, school or elsewhere that the individual has been told has tested positive for COVID- 19.
  - Any adult who is screened for exposure and reports close contact with an infected person is instructed to leave the school, return home to initiate self-quarantine, and get testing for COVID- 19.
  - Any middle or high school student who is screened for exposure and reports close contact with an infected person is provided with a surgical mask and accompanied to a predetermined space in the school while arrangements are made for them to be picked up by parents in order to initiate quarantine at home. Parents are advised to seek testing for the child.
- Measures are in place to limit risk of infection due to visits by individuals other than staff and students. These must include (check all that apply):

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- Visits to the school by individuals other than staff and students are avoided whenever feasible. Parents of enrolled students are encouraged to conduct business with school personnel remotely when possible.
  - Visitors to the school other than parents of enrolled students are limited to those who are essential for the school’s operation. Visitors are by appointment only and are pre- registered in a visitor log that includes a visitor’s name, phone number and email address. Visitors are instructed to come to their appointments alone. If a visitor must be accompanied by another person (e.g., for translation assistance, or because the visitor is a minor, or has minor students) their information is captured in the visitor log.
  - Visitors arriving at the school with non-enrolled children (e.g. younger siblings of students) must ensure that these children stay next to an adult, avoid touching any other person or any item that does not belong to them, and are masked if 2 or older and not at risk due to a respiratory condition.
  - Movement of visitors within the school is limited to designated areas such as the reception or lobby area, offices, conference or meeting rooms, and public rest rooms to the extent feasible. Visitors are not permitted to interact with any cohorts.
  - Visitors arriving at the school are reminded to wear a face covering at all times while in the school. This applies to all adults and to children 2 years of age and older. Only individuals who have been instructed not to wear a face covering by their medical provider are exempt from wearing one. To support the safety of your employees and other visitors, a face covering should be made available to visitors who arrive without them.
- Measures are in place to promote optimal ventilation in the school. These may include (check all that apply):
- At least 50% of classroom learning, meals, and activities have been moved to outdoor space whenever feasible and weather permitting.
  - The school HVAC system is in good, working order.
  - HVAC systems are set to maximize indoor/outdoor air exchange unless outdoor conditions (recent fire, very high outside temperature, high pollen count, etc.) make this inappropriate.
  - Portable, high-efficiency air cleaners have been installed if feasible.
  - Doors and windows are kept open during the school day if feasible and if outdoor conditions make this appropriate.
  - Air filters have been upgraded to the highest efficiency possible.
  - Other:
- 
- Measures are in place to ensure appropriate cleaning and disinfecting of space, surfaces and objects throughout the school. These may include (check all that apply).
- A cleaning and disinfecting schedule have been established in order to avoid both under- and over- use of cleaning products.
  - Buses are thoroughly cleaned and disinfected daily and after transporting any individual who is exhibiting symptoms of COVID-19. Drivers are equipped with disinfectant wipes and disposable gloves to support disinfection of surfaces as needed during a run. Frequently touched surfaces are disinfected after every completed bus route.
  - Common areas and frequently touched objects in those areas (tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, elevator switches and buttons, touch screens, printers/copiers, grab bars, and handrails) are disinfected at least daily and

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more frequently as resources allow using appropriate products (see below).

- ☒ Use of shared objects is eliminated wherever possible, for example, water fountains are shut down and individual water bottles are provided as an alternative, high touch playground equipment may be taken out of use and replaced with no-touch playground games, etc.
- ☒ Where individualized alternatives are not feasible, for example, in laboratories and art rooms where some equipment may have to be used by multiple students, objects and surfaces are cleaned and disinfected between users.
- ☒ Cleaning products that are effective against COVID-19 (these are listed on the Environmental Protection Agency (EPA)-approved list “N”) are used according to product instructions. When EPA-approved disinfectants are not available, alternative disinfectants can be used (for example, 1/3 cup of bleach added to 1 gallon of water, or 70% alcohol solutions). Do not mix bleach or other cleaning and disinfection products together – this causes toxic fumes that may be very dangerous to breathe.
- ☒ Custodial and other staff responsible for cleaning and disinfecting school surfaces and objects are trained on manufacturer’s directions, Cal OSHA requirements for safe use and as required by the Healthy Schools Act, as applicable.
- ☒ Custodial staff and other staff responsible for cleaning and disinfecting are equipped with appropriate personal protective equipment, including gloves, eye protection, respiratory protection and other appropriate protective equipment as required by the product
- ☒ All cleaning products are kept out of children’s reach and stored in a space with restricted access.
- ☒ Ventilation is maximized during cleaning and disinfecting to the extent feasible. If using air conditioning, use the setting that brings in fresh air. Replace and check air filters and filtration systems to ensure optimal air quality.
- ☒ Enhanced cleaning of school premises is done when students are not at school with adequate time to let spaces air out before the start of the school day.
- ☒ Steps are taken to ensure that all water systems and sinks are safe to use after a prolonged facility shutdown to minimize the risk of Legionnaires’ disease and other diseases associated with water.
- ☒ Restrooms, lobbies, break rooms, and lounges and other common areas are being disinfected frequently, on the following schedule:
  - Restrooms:                     Daily M-F and after student break times
  - Lobbies/entry areas:                     Daily M-F
  - Teacher/staff break rooms:                     Daily M-F and after break times
  - Class rooms                     Daily M-F
  - Cafeteria dining area:                     Daily M-F and after break times
  - Cafeteria food preparation area:                     Daily M-F and after break times
  - Front office:                     Daily M-F
  - Other offices:                     Daily M-F
  - Other areas:                     Daily M-F

☒ Measures are in place to ensure use of appropriate face coverings by all staff, students and visitors at all times. These must include (check all that apply):

- ☒ Staff, parents and students are informed of the requirement for cloth face coverings prior to

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the start of school and on a regular basis throughout the school year.

- ☒ All students over age 2 are required to wear cloth face coverings at all times while on school property except while eating, drinking or carrying out other activities that make that preclude use of face coverings.
- ☒ Alternative protective strategies may be adopted to accommodate students who are on Individualized Education or 504 Plans and who cannot use or tolerate cloth face coverings.
- ☒ Information is provided to staff, parents and students concerning proper use of cloth face covering including the need to wash cloth face coverings after each day's use.
- ☒ Signage at the entry to the school, at the entry to the school office and throughout the school building reinforces this requirement and the depicts proper use of cloth face coverings.
- ☒ As feasible, two cloth face coverings are provided to each student at the start of the school year. If that is not feasible, parents and students are given information concerning methods for making their own cloth face coverings.
- ☒ Parents of younger children are encouraged to provide a second face-covering for school each day in case the one a child is wearing gets soiled; this would allow for a change of the face covering during the day.
- ☒ Staff who are deployed at school entry or in hallways or other common areas to reinforce physical distancing also remind students of rules concerning use of cloth face coverings.
- ☒ Employees engaged in activities (such as provision of physical therapy or personal assistance to individual students) which may not permit physical distancing are equipped with appropriate personal protective equipment (gloves, masks, gowns, etc.), as appropriate.
- ☒ Staff taking care of a sick student are provided with a medical grade mask to wear themselves, and a medical grade mask for the student to wear (if it can be tolerated) until the student leaves the building.

**NOTE:** Staff and students who are alone in closed offices, walled cubicles or other private, enclosed spaces are not required to wear cloth face coverings. Students may also remove cloth face coverings when eating or napping or when wearing a cloth face covering is otherwise impracticable (e.g., while showering, etc.). The school may consider whether it is appropriate for a teacher in the early grades to use a plastic face shield with a tucked-in drape below the chin as a substitute for a cloth face covering to enable the youngest students to see their teacher's face and avoid potential barriers to phonological instruction.

- ☒ Measures are in place to ensure frequent hand washing by staff, students and visitors. These must include (check all that apply):
  - ☒ Students and staff are given frequent opportunities to wash their hands for 20 seconds with soap, rubbing thoroughly after application, and use paper towels (or single-use cloth towels) to dry hands thoroughly. Each cohort is required to use a designated bathroom; should more than one cohort be assigned to use the same bathroom; a color-coded system is used to minimize students from different cohorts using the bathroom at the same time.
  - ☒ Younger students are regularly scheduled for frequent mandatory handwashing breaks, including before and after eating, after toileting, after outdoor play, and before and after any group activity.
  - ☒ Staff are instructed to model frequent handwashing, especially in lower grades where bathroom time is an opportunity to reinforce healthy habits and monitor proper handwashing.
  - ☒ Portable handwashing stations have been placed near classrooms to minimize movement and congregations in bathrooms to the extent practicable.

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- ☒ Ethyl alcohol-based (contains at least 60% ethanol) hand sanitizer is made available to students and staff at strategic locations throughout the school where there is no sink or portable handwashing station (in or near classrooms, rooms in which support services are provided, music and art rooms). Ethyl alcohol-based hand sanitizer is preferred and should be used in school environments. Hand sanitizers with isopropyl alcohol as the main active ingredient are not used in the school, as it is more irritating and can be absorbed through the skin.
- ☒ Swallowing alcohol-based hand sanitizers can cause alcohol poisoning. Hand sanitizer is not out in the open and should be used with adult supervision for children under age 9. Faculty and staff have been made aware of the risk of ingestion and that they should call Poison Control at 1-800-222-1222 if there is reason to believe that a student has consumed hand sanitizer.
- ☒ Hand sanitizer, soap and water, tissues and trash cans are available at or near the entrance of the facility, at reception, and anywhere else inside the workplace or immediately outside where people have direct interactions.
- ☒ Measures are in place to ensure infection control in the school cafeteria or other site at which food is served or picked up.
  - ☒ Buffet and family style meals have been eliminated.
  - ☒ Food options include prepackaged meals, hot meals served by cafeteria staff and/or food brought by students from home.
  - ☒ Physical barriers are in place where needed to limit contact between cafeteria staff and students.
  - Optional-Describe other measures:
 

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**D. MEASURES THAT COMMUNICATE TO THE CAMPUS COMMUNITY AND THE PUBLIC**

- ☐ Information was sent to parents and students prior to the start of school concerning school policies related to (check all that apply):
  - ☒ Isolation and quarantine policies as they apply to students who have symptoms or may have been exposed to COVID-19 \_\_\_\_\_
  - ☒ Options for COVID-19 testing if the student or a family member has symptoms or has been exposed to COVID-19 \_\_\_\_\_
  - ☒ Who to contact at the school if student has symptoms or may have been exposed \_\_\_\_\_
  - ☒ How to conduct a symptom check before student leaves home \_\_\_\_\_
  - ☒ Required use of face coverings \_\_\_\_\_
  - ☒ Importance of student compliance with physical distancing and infection control policies \_\_\_\_\_
  - ☒ Changes in academic and extracurricular programming in order to avert risk \_\_\_\_\_
  - ☒ Changes in school meals in order to avert risk \_\_\_\_\_
  - ☒ School policies concerning parent visits to school and advisability of contact the school remotely \_\_\_\_\_
  - ☒ Importance or providing the school with up-to-date emergency contact information including multiple parent contact options \_\_\_\_\_

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○ Other: \_\_\_\_\_

- A copy of this protocol is posted at all public entrances to the school.
- Signage has been posted throughout the school reminding staff and students of policies concerning physical distancing, use of face coverings, and importance of hand washing.
- Signage is posted at each public entrance of the school informing visitors that they should not enter the facility if they have symptoms of COVID-19.
- The school has developed and circulated a communication plan in case full or partial closure is required due to a possible cluster of COVID-19 cases.
- Online outlets of the school (website, social media, etc.) provide clear, up-to-date information about building hours, visitation policies, changes in academic and extracurricular programming, and requirements concerning use of face coverings, physical distancing and hand washing.
- Online outlets instruct students, parents and teachers on how to contact the school in case of infection or exposure.

## **E. MEASURES THAT ENSURE EQUITABLE ACCESS TO CRITICAL SERVICES**

- A plan for updating Individualized Education Plans (IEPs) and 504 Plans of students with special needs has been developed to ensure that education can continue without undue risk to the student.
  - α This plan includes a method for proactive school contact with parents at the beginning of the school year to assure that issues related to the child’s education and safety are being addressed.
  - β Modifications to individual IEPs and 504 plans may involve remote learning, modifications to the classroom to accommodate student needs, school attendance in a separate area with few students, or a hybrid approach combining in-class and remote learning.
  - α Steps taken to modify IEPs and 504 plans to assure student safety comply with relevant provisions of state and federal law.
- Administrative services or operations that can be offered remotely (e.g., class registration, form submission, etc.) have been moved on-line.

**Any additional measures not included above should be listed on separate pages, which the business should attach to this document.**

**You may contact the following person with any questions or comments about this protocol:**

<b>Business Contact Name:</b>	Ruben Duenas , Chief Operations Officer
<b>Phone number:</b>	818-834-5805
<b>Date Last Revised:</b>	January 29, 2021

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## Reopening Protocols for K-12 Schools: Appendix T1

### Recent Updates – (Changes highlighted in yellow)

#### 12/28/20:

- The required quarantine period for individuals who have been in close contact with a person diagnosed with COVID-19 has been shortened. Close contacts who remain asymptomatic may be released from quarantine after Day 10 but must continue to monitor their health and strictly adhere to COVID-19 prevention precautions through Day 14.
- Schools are required to notify DPH of all cases of COVID-19 disease among employees and children who had been at school at any point within 14 days prior to becoming ill. Cases who were last on campus over 14 days prior to becoming ill do not need to be reported to DPH by the K-12 school entity.
- Section C has been updated to align with the DPH Symptom and Exposure Screening Pathways for Persons at Educational Institutions.
- Clarified that if a school has an outbreak, other children programs that are operating on the school campus before, during and after school hours must also close, pursuant to the Temporary Targeted Safer at Home Health Officer Order for Control of COVID-19, effective 12:01 am December 1, 2020 until further notice.
- Staff must wear a face covering when they are in a cubicle.
- Break rooms have posted occupancy limits and seating is spaced to ensure that staff can maintain a 6-foot physical distance between each other.

**11/28/20:** Schools that are determined by the Department of Public Health to have an outbreak (3 or more cases within a span of 14 days) must close for 14 days pursuant to the Temporary Targeted Safer at Home Health Officer Order for Control of COVID-19, effective 12:01 am December 1, 2020 until further notice. Added a link to the TK-12 COVID-19 Toolkit.

The County of Los Angeles Department of Public Health is adopting a staged approach, supported by science and public health expertise, to enable schools serving students from kindergarten through grade 12 to reopen safely. In addition to the conditions imposed on schools by the State Public Health Officer and the California Department of Education, schools must also be in compliance with these employee and student safety and infection control protocols.

Note that pursuant to the Temporary Targeted Safer at Home Health Officer Order that schools that are determined by the Department of Public Health to have an outbreak (3 or more cases within a span of 14 days) must close for 14 days. This closure requirement applies to children programs that are operating on the school campus before, during, or after normal school hours. This includes, but is not limited to, Day Care for School-Aged Children, Camps, and Youth Sports Programs.

Please note: This document may be updated as new information and resources become available. Go to <http://www.ph.lacounty.gov/media/Coronavirus/> for updates to this document.

This document starts with a discussion of current provisions for on-campus education in Los Angeles County, followed by information about safety strategies specific to the school environment.

The TK-12 reopening checklist starts on page 4, and provides safety measures in five areas:

- (1) Workplace policies and practices to protect employee and student health



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- (2) Measures to ensure physical distancing
- (3) Measures to ensure infection control
- (4) Communication with employees, students and families of students and the public
- (5) Measures to ensure equitable access to critical services.

These five key areas must be addressed as your facility develops any reopening protocols. Schools must implement all applicable measures listed below and be prepared to explain why any measure that is not implemented is not applicable to the setting.

### Special guidance for the TK-12 setting

All K-12 schools in California counties that are in Tier 1 of the State's Blueprint for a Safer Economy, including Los Angeles County, are prohibited from reopening for in-person instruction. During this period, when schools are generally restricted to remote learning, four types of on-site programming are permitted. In compliance with this order and aside from these exceptions, K-12 schools in Los Angeles County may open only for remote learning. During this period, employees and staff, as defined below, may report to school campus for work in order to support essential operations, implement of remote learning or conduct on of the four permitted types of on-campus learning. These are:

- **Day care for school-aged children and/or child care programs located in schools.**
  - LEAs and schools that offer day care services for children at schools must be in compliance with the DPH protocol for [Programs Providing Day Care for School-Aged Children](#) or the [Guidance for ECE Providers](#). Programs that wish to provide day care for school aged children at schools should communicate with their Community Care Licensing [Regional Office](#) to inquire regarding the availability of waivers for licensed child care facilities and license-exempt providers due to COVID-19. For additional information see [PIN 20-22-CCP](#).
  - Schools that provide child care programs for school-aged children on their campus must file the notification for [Child Care Services for School-aged Children on K-12 School sites](#) with LAC DPH.
- **Specialized services for defined subgroups of children who need in person services and supports.**
  - LEAs and schools are not required to provide specialized, in-person services, but those that do so may serve students with IEPs, students who are English Language learners, and students with needs that cannot be met through a virtual instruction platform. These students may be served as needed, provided that the overall number of students present on-site does not exceed 25% of total student body at any one time. An exception to this 25% rule is schools that have received a waiver to return students in grades TK – 2 for in person instruction. Schools that have received a waiver are permitted to bring all students in grades TK – 2 back to campus including high need students in those grades. In that situation, the school may also bring up to 25% of total student enrollment in grades 3 and above at any one time for specialized support and services for high need students in those grades, as long as the school can adhere to distancing, infection control, and cohorting requirements.
  - Specialized services may include but are not limited to occupational therapy services, speech and language services, other medical services, behavioral services, educational support services as part of a targeted intervention strategy, or assessments, such as those related to English Learner status, Individualized Education Plans and other required assessments.
  - No child may be part of more than one cohort. Students who are part of a cohort may leave the cohort for receipt of additional services. Any additional services, however, must be provided one-on-one by the appropriate specialist in a secure space that is apart from all other people.
  - Schools must agree to cooperate with DPH with regard to screening, monitoring and

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- documentation that will be required to permit careful scrutiny of health outcomes associated with this initial period of expansion.
- To the extent consistent with specialized needs of students in a given cohort, use of outdoor space for at least 50% of the school day is strongly encouraged
  - LEAs and schools that choose to implement these on-site services for students with specialized needs, must inform the Los Angeles County Department of Public Health of their plans prior to start of services. If a school has already been approved for a waiver to reopen for students in grades TK – 2, the school still is required to file a notification to provide services to students with special needs if the school intends to bring students back to campus in addition to those in grades TK – 2. A reporting form can be found at [Small Group Instruction Notification Form](#).
  - Further information from the State concerning specialized services may be found at [Specialized Support and Services](#).
- **On-site instruction of children in grades TK-2 by schools that have received a Department of Public Health waiver for in-person education.**
    - No school may bring students in grades TK-2 onto campus for general in classroom instruction prior to a waiver being approved.
    - Full instructions and the waiver application form are available [here](#).
  - **Students may come on campus for supervised administration of college admission tests, including PSAT, ACT, and SAT exams.**
    - College admission tests, including PSAT, ACT, and SAT exams, may be conducted at schools as long as students are appropriately cohorted for the entire duration of the assessment (no more than 12 students in each classroom with a distance of at least 6 feet between students and between students and teachers.
    - All students and staff are wearing face coverings for the entire time on campus, infection control directives are in place,
    - There is no gathering at arrival and dismissal times or during test breaks.

All measures to ensure the safety of employees and students in this protocol for Reopening of TK-12 Schools and in the associated protocol for K-12 Exposure Management must be implemented and are applicable to all on-site personnel, including those providing specialized services. The following paragraphs highlight safety strategies specific to the school environment. [Additional resources for K-12 Schools can be located in the TK-12 School COVID-19 Toolkit](#).

### COHORTING

For all four types of on-site programming students must be organized and proceed through the day within cohorts, defined as a stable group of no more than 12 children or youth and no more than two supervising adults in a supervised environment in which supervising adults and children stay together for all activities (e.g., meals, recreation, etc.), and avoid contact with people outside of their group in the setting.

- Note that if a cohort has fewer than 12 children or if a child stops attending a previously full cohort other children who are not already assigned to a cohort can be added to the group to reach the maximum of 12, provided all the children, once assigned remain with the same cohort at all times.
- If some children are assigned to a stable cohort but only attend part-time, they must be counted as full members against the maximum of 12. Part-time members cannot “share” their slot with other part-time students. Other children cannot be added in order to reach the maximum of 12 participants at all times.
- Aides assigned to individual children do not have to be counted as supervising adults. They must, however, be counted against the maximum of 14 individuals who can be included in a cohort.

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Important additional details for implementation of cohorts are available from the CA Department of Public Health at Guidance for Small Cohorts.

**LIMITED ON-CAMPUS DENSITY**

While Local Education Agencies (LEAs) or schools may configure as many cohorts as are appropriate to meet student needs for specialized services, the total on-campus population may not exceed 25% of the total student body at any one time for this particular purpose. The 25% limit does not apply to school age children on campus receiving day care while engaged in distance learning activities, nor does it apply to students in grades TK - 2 returning after granting of a school waiver. Schools that have been granted a waiver to return students in grades TK - 2 may bring additional students onto campus for specialized services in grades above grade 2 but not up to 25% of total student enrollment. If the school has been granted a waiver for grades TK – 2, schools may bring additional students onto campus for specialized services and assessments up to a maximum of 25% of student enrollment in grades 3 and above, as long as the school can adhere to distancing, infection control, and cohorting requirements.

**SUPERVISING ADULTS**

A supervising adult is an adult assigned to one cohort of children or youth, who does not physically interact with any other cohorts. Supervising adults may be child care staff, certificated or classified school staff, volunteers, participating parents or caregivers, or other designated supervising adult(s). An aide who is present to provide support to an individual child should be counted as a member of the cohort but not as a supervising adult. A supervising adult may be assigned to 2 different stable cohorts if they offer specialized services/support that cannot be provided by any other supervising adult.

**SUPERVISED ENVIRONMENTS**

A supervised care environment is an environment where multiple children or youth, from multiple families or households, are supervised simultaneously by an adult. This includes, but is not limited to, licensed child care facilities, licensed exempt child care programs, supervised programs on a school site while a school is not in session or is providing curriculum in a distance-learning format, or where some educational services are being offered to a subgroup of students defined by a local educational agency on a school.

**TK to Grade 12 Reopening Checklist**

**Institution name:** Monseñor Oscar Romero Charter School

**Address:** 2670 West 11th Street Los Angeles, CA 90006

**Maximum Occupancy, per Fire Code:** 405

**Approximate total square footage of space open to faculty and/or students:** 37,000 sq. ft.

**Estimated total number of administrators, teachers, and other employees that will be returning to support resumption of all permitted in person services for students:**

**Estimated total number of students that will return per grade (if none, enter 0):**

TK: 0 K: 0 1: 0 2: 0 3: 0 4: 0 5: 0  
 6: 90 7: 0 8: 0 9: 0 10: 0 11: 0 12: 0

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**NOTE:** The terms “employees” and “staff” are used in these protocols to refer to individuals who work in a school facility in any capacity associated with teaching, coaching, student support, provision of therapies or personal assistance to individual students, facility cleaning or maintenance, administration, or any other activity required for the school to function. “Employees” or “staff” may include individuals who are: paid directly by the relevant school system, paid by entities acting as contractors to the school, paid by outside entities acting in collaboration with the school to serve students, paid by third parties to provide individual student services, or unpaid volunteers acting under school direction to carry out essential functions. The term “parents” is used in these protocols to refer to any persons serving as caregivers or guardians to students.

### A. WORKPLACE POLICIES AND PRACTICES TO PROTECT STAFF (“EMPLOYEES”) AND STUDENTS (CHECK ALL THAT APPLY)

The school has a COVID-19 Containment, Response and Control Plan that describes the school’s comprehensive approach to preventing and containing the spread of COVID-19 on campus. The Plan includes, but is not limited to the following elements:

- A designated COVID-19 Compliance Team that is responsible for establishing and enforcing all COVID-19 safety protocols and ensuring that staff and students receive education about COVID-19. One member of this team is designated as a liaison to DPH in the event of an outbreak on campus.
- A plan or protocol, for steps that will be taken immediately upon notification of school officials that any member of the school community (faculty, staff, student or visitor) tests positive for COVID-19. The plan addresses:
  - Immediate separation of the case from the school community to self-isolation at home if notification occurs while the case is on-site. The plan must allow for temporary, on-site isolation of the case if arrangements are needed for the person’s return to their home.
  - Factsheets or other informational materials that are to be given to the case (or appropriate family member/s if the case is a child) covering regulations governing self-isolation and links to sites with further information.
- A plan or protocol to initiate a [School Exposure Management Plan](#) consistent with DPH guidance that outlines procedures for:
  - Isolation of case(s);
  - Identification of persons exposed to cases at school;
  - Immediate quarantine of exposed employees and/or students; and
  - Assurance of access to testing for all exposed individuals within the school as the basis for further control measures.
- Notifying DPH of all confirmed cases of COVID-19 disease among employees and children who had been at school at any point within 14 days prior to becoming ill. The illness start date is the COVID-19 test date or Symptom Onset Date of the infected person, whichever is earlier. Reporting of cases should be done by email by completing the [COVID-19 Case and Contact Line List for the Educational Sector](#) and sending it to [ACDC-Education@ph.lacounty.gov](mailto:ACDC-Education@ph.lacounty.gov) within 1 business day of being notified of the case. A plan to immediately report a cluster of cases (3 or more cases within 14 days) to the Department of Public Health via email at [ACDC-Education@ph.lacounty.gov](mailto:ACDC-Education@ph.lacounty.gov) or by calling (888) 397-3993 or (213) 240-7821. The Department of Public Health will work with the school to determine whether the cluster is an outbreak that will require a public health outbreak response.
- Schools that are determined by the Department of Public Health to have an outbreak (3 or more cases within a span of 14 days) must close for 14 days. This closure requirement applies to programs for children that are operating on the school campus before, during, or after normal school hours. This

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includes, but is not limited to, Day Care for School-Aged Children, Camps, and Youth Sports

- ☑ Contingency plans for full or partial closure of in-person school operations if that should become necessary based on an outbreak in the school or community.
- ☑ A plan or protocol for incorporating surveillance testing into regular school operations of all school personnel.
  - ⊗ The plan must describe the strategy for ensuring access to periodic testing for all school personnel to be implemented when instructed by the Department of Public Health based on local disease trends and/or after resolution of an outbreak at the school.
  - ⊗ The plan must provide that all surveillance testing results will be reported to the Department of Public Health
- ☑ Vulnerable employees (those above age 65, and those with chronic health conditions that would place them at high risk if infected) are assigned work that can be done from home whenever possible. Employees in this category should discuss any concerns with their healthcare provider or occupational health services to make appropriate decisions on returning to the workplace.
- ☑ Work processes are reconfigured to the extent consistent with academic requirements and student needs to increase opportunities for employees to work from home.
- ☑ In compliance with wage and hour regulations and school mandates, alternate, staggered or shift schedules have been instituted to maximize physical distancing where possible.
- ☑ All employees have been told not to come to work if sick or if they have been exposed to a person who has COVID-19. School officials have provided information to employees regarding [employer or government sponsored leave benefits](#), including their right to paid sick leave as guaranteed by the [Families First Coronavirus Response Act](#).
- ☑ Use of school facilities for non-school purposes (community meeting or events, on-site clinic visits by people who are neither students nor staff, etc.) is not permitted.
- ☑ [Employee screenings](#) are conducted before employees may enter the workspace. Checks must include a check-in concerning cough, shortness of breath, difficulty breathing and fever or chills and if the employee has had contact with a person known to be infected COVID-19 in the last 14 days.
- ☑ These checks can be done remotely or in person upon the employees' arrival. A temperature check should also be done at the worksite if feasible.
- ☑ Anyone entering school property (school buses as well as school buildings and grounds) who has contact with others (students, parents or other employees) is required to wear a cloth face covering.
  - ⊗ Employees who have contact with others are offered, at no cost, an appropriate face covering that covers the nose and mouth. The covering is to be worn by the employee at all times during the workday when in contact or likely to come into contact with others. Employees who have been instructed by their medical provider that they should not wear a face covering should wear a face shield with a drape on the bottom edge, to be in compliance with State directives, as long as their condition permits it. A drape that is form fitting under the chin is preferred. Masks with one-way valves should not be used.
  - ⊗ Employees need not wear a face covering when the employee is alone in a private office or a cubicle with a solid partition that exceeds the height of the employee when standing.
  - ⊗ In compliance with HEALTH OFFICER ORDER FOR CONTROL OF COVID-19: TIER 1 SUBSTANTIAL SURGE RESPONSE issued November 28, 2020, all staff must wear face coverings at all times except when working alone in private offices with closed doors or when eating or drinking. The exception made previously for staff working in cubicles with solid partitions exceeding the height of the employee while standing is overridden.
  - ⊗ A medical grade mask is provided to any employee who cares for sick children or who has

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close contact with any child with a medical condition that precludes the child’s use of a cloth face covering.

- ⊗ Alternative protective strategies may be adopted to accommodate students who are on Individualized Education or 504 Plans and who cannot use or tolerate cloth face coverings.
- ☑ Employees are instructed to wash or replace their face coverings daily. Parents are instructed to ensure that children have clean face coverings.
- ☑ All individual employee workstations or areas used by employees working as part of a team allow for separation of at least 6 feet. Classroom furniture is arranged to permit a distance of at least 6 feet between the teacher’s desk and the nearest student(s).
- ☑ To ensure that masks are worn consistently and correctly, staff are discouraged from eating or drinking except during their breaks when they are able to safely remove their masks and physically distance from others. At all times when eating or drinking, staff must maintain at least a six-foot distance from others. When eating or drinking, it is preferred to do so outdoors and away from others, including visitors. Eating or drinking at a cubicle or workstation is preferred to eating in a breakroom if eating in a cubicle or workstation provides greater distance from and barriers between staff.
- ☑ Occupancy is reduced and space between employees is maximized in any room or area used by staff for meals and/or breaks. This has been achieved by:
  - ⊗ Posting a maximum occupancy that is consistent with enabling a distance of at least six feet between individuals in rooms or areas used for breaks;
  - ⊗ Staggering break or mealtimes to reduce occupancy in rooms or areas used for meals and breaks; and
  - ⊗ Placing tables six feet apart and assuring six feet between seats, removing or taping seats to reduce occupancy, placing markings on floors to assure distancing, and arranging seating in a way that minimizes face-to-face contact. Use of partitions is encouraged to further prevent spread but should not be considered a substitute for reducing occupancy and maintaining physical distancing.
- ☑ All employees, on-site contractors, vendors and delivery personnel have been provided instructions regarding maintaining physical distancing and the required use face coverings when around others.
- ☑ Break rooms, restrooms, classrooms, and other common areas used or visited by staff are disinfected frequently, on the following schedule:
 

○ Break rooms	<u>        Daily M-F        </u>
○ Restrooms	<u>        Daily M-F        </u>
○ Classrooms	<u>        Daily M-F        </u>
○ Laboratories	<u>        Daily M-F        </u>
○ Nurse’s office	<u>        Daily M-F        </u>
○ Counseling and other student support areas	<u>        Daily M-F        </u>
○ Front office	<u>        Daily M-F        </u>
○ Other offices	<u>        Daily M-F        </u>
○ Other (auditorium, gymnasium, library if in use)	<u>        Daily M-F        </u>
○ _____	<u>                                </u>
- ☑ High touch areas in staff breakrooms are frequently disinfected, and commonly shared items, such as coffee pots, pots, and dishes, are replaced with single use items or thoroughly cleaned after each use by a different person.
- ☑ Disinfectant and related supplies are available to employees at the following location(s):

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- Hand sanitizer effective against COVID-19 is available to all employees in or near the following locations (check all that apply)
  - Building entrance/s,exit/s
  - Central office
  - Stairway entrances
  - Elevator entry (if applicable)
  - Classrooms
  - Faculty breakroom
  - Faculty offices: Hand sanitizer stations are located in all classrooms, common areas, and offices
- Soap and water are available to all employees at the following location(s):  
Restrooms, Breakrooms, and PODS with sinks
- Employees are offered frequent opportunities to wash their hands.
- Each employee is assigned their own tools, supplies, equipment and defined workspace to the extent feasible. Sharing of workspaces and held items is minimized or eliminated.
- Copies of this Protocol have been distributed to all employees.
- Optional—Describe other measures:  
Protocols are posted throughout the school and distributed to employees via slack.

**B. MEASURES TO ENSURE PHYSICAL DISTANCING BY STAFF, STUDENTS AND VISITORS  
(CHECK ALL THAT APPLY)**

- Maximum number of employees permitted in facility to maximize physical distancing of at least 6 feet or with appropriate physical barriers where 6 feet of distancing is not possible, is: 40.
- Maximum number of students permitted in facility to ensure that no more than 10% of the total student body at any one time and to maximize physical distancing of at least 6 feet or with appropriate physical barriers where 6 feet of distancing is not possible, is: 50% or 175 Students.
- Measures are in place to ensure physical distancing of students on school busses. These measures must include (check all that apply):
  - A maximum of one child per bus seat.
  - Face coverings required at all times.
  - Use of alternating rows (strongly recommended but not required).
  - Open windows (if air quality and rider safety concerns allow, especially if alternating rows is not implemented).
- Additional measures in use to ensure physical distancing (Check all that apply):
  - Staggered school start times to permit more than one trip per bus at school start and close.
  - Implementation of measures that make it easier for parents to drive students to school, such as availability of early opening with staff presence, expanded short-term parking at schools, and presence of staff at drop-off areas to assure safe movement of students from drop-off to school entry.
  - Implementation of measures that facilitate safe and age-appropriate student travel to school including Safe Routes to School walking groups, use of school crossing guards, bicycle safety and bike route programming.

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- Parents have been engaged in working with school personnel to assure that alternative transportation options are appropriately supervised and have incorporated strategies for physical distancing and use of cloth face coverings.
  - ☒ Building infrastructure is adapted to maximize support for bicycle commuting and capacity for bike storage is increased if possible.
  - Other: \_\_\_\_\_
- ☑ Measures are in place to ensure physical distancing as students, parents or visitors enter and move through the school building. These must include (check all that apply):
  - Schedules are adjusted to ensure that only one cohort is moving through common spaces (such as hallways and bathrooms) at a given time.
  - School employees are deployed in hallways to assure physical distancing as students enter, go through symptom checks and proceed to classrooms.
  - Elevator capacity, if applicable, is limited to the number of people that can be accommodated while maintaining a 6 foot distance between riders; during peak building entry and exit times, this number can be adjusted to a maximum number of 4 riders at a time for any elevator that does not allow for 6- foot physical distance between riders. All riders are required to wear cloth face coverings.
  - The following Measures are in place to avoid crowding on stairways:
    - Designation of up and down stairways Yes  
\_\_\_\_\_
    - Staggering of breaks between classes Yes  
\_\_\_\_\_
    - Monitoring of stairways by school staff Yes  
\_\_\_\_\_
    - Other: \_\_\_\_\_
- ☑ Measures are in place to ensure physical distancing within classrooms. These include the following requirements (check all that apply):
- ☑ A cohorting approach has been adopted school-wide, maintaining a stable group of no more than 12 children or youth and no more than two supervising adults in a supervised environment in which supervising adults and children stay together for all activities (e.g., meals, recreation, etc.), and avoid contact with people outside of their group in the setting, throughout the school day. (A supervising adult may be assigned to 2 different stable cohorts if they offer specialized services/support that cannot be provided by any other supervising adult.)
  - In-person class size has been limited to \_\_\_\_\_ students in elementary grades.
  - ☒ In-person class size has been limited to <sup>14</sup>\_\_\_\_\_ students in middle and high school grades.
  - ☒ The school day has been divided into shifts to permit fewer students per class.
  - ☒ Attendance is staggered to reduce the overall number of students in classrooms on a given day.
  - ☒ Some classes have been moved entirely online.
  - ☒ Online class attendance and participation is offered as an option for all students for all classes.
  - ☒ Alternative spaces are used to reduce the number of students within classrooms. These may include:
    - School library \_\_\_\_\_
    - Auditorium Yes  
\_\_\_\_\_
    - Cafeteria Yes  
\_\_\_\_\_
    - Gymnasium \_\_\_\_\_



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- Other: Multipurpose Room

- α Classroom furniture is set up to ensure 6 feet between students at their desks/tables and between students and teachers (placement of desks/tables, use of floor markings to indicate required distance, etc.) to the extent feasible. Where 6 feet of distance is not possible, physical barriers are used to minimize close contacts.
- α Furniture designed for in-class group activities that bring students closer than 6 feet has been reconfigured or removed from the classroom.
- α Nap or rest areas in classrooms have students placed 6 feet apart and alternating feet to head.
- α Teaching methods have been modified to avoid close contact between students for any classes that may usually involve group activities.
- α Other:

- Any gym class activities are offered outdoors and are selected to permit physical distancing; contact sports are not permitted.
- School policies enforce physical distancing (students maintain distance of 6 feet) in locker rooms. Policies must include:
  - α Offering access to locker rooms only when staff supervision is possible Staggering locker room access
  - α Creating alternative options for storage of student clothing, books and other items.
- Measures are in place to maintain physical distancing during school meals. These must include (check all that apply):
  - α Meals are eaten in classrooms or outdoors, without any mingling of cohorts from different classrooms.
  - α If students line up to pick up food, tape or other markings are used to assure a 6-foot distance between any two students.
  - α Staff are deployed during meals to maintain physical distancing and prevent any mixing of students from different cohorts.
  - α If meals take place in a cafeteria, mealtimes are staggered to only allow one cohort at a time in the cafeteria.
  - α If meals take place in a cafeteria, space between all tables/chairs has been increased to support 6 feet of physical distancing. Barriers between tables and/or chairs may be used as an alternative when 6 feet of distancing is not possible.
- Food preparation and service operations have been redesigned, where possible, to achieve physical distancing between employees. For example, kitchen and other back of house floors are marked to reinforce physical distancing requirements.
- Measures are in place to permit physical distancing in school areas used for student support services.
  - α Student support staff, including school employees (nurses, guidance counselors, therapists, etc.) and employees of adjunct support programs (clinicians, health educators, etc.) have been instructed to maintain a physical distance of at least 6 feet to the extent feasible while engaging in student support activities.
  - α Furniture and equipment in school areas used for student support services are arranged to promote a 6-foot distance between any two students and/or between students and staff.
  - α Where feasible and appropriate, therapeutic and support activities are conducted virtually.

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- Sharing of equipment and supplies is avoided where possible. Should equipment need to be shared, it must be sanitized before and after each use by a different student and/or employee
- Staff offering student support services are provided with appropriate Personal Protective Equipment (PPE) per Cal OSHA requirements.
- Measures are in place to permit physical distancing in administrative areas of the school.
  - Signage alerts visitors to the need to maintain a 6-foot distance from school office personnel.
  - Tape or other markings are used to define a 6-foot radius around reception desks or counters.
  - Workstations of administrative personnel have been arranged to permit 6 feet between individuals sharing a space or between office personnel and students or other staff required to visit the space.

#### C. MEASURES THAT ENSURE INFECTION CONTROL (CHECK ALL THAT APPLY TO THE FACILITY)

- Screening is conducted before students, visitors and staff may enter the school. Screening must include a check-in concerning symptoms consistent with possible COVID-19 and any other symptoms the individual may be experiencing. These checks can be done remotely (using a digital app or other verifiable approach) or in person upon arrival. A temperature check with a no-touch thermometer is included in the symptom check at entry if feasible.
  - Students, staff, and visitors who screen positive at entry or who report symptoms at any point during the school day will be reported to the COVID-19 Compliance Team (see Section A). The COVID-19 Compliance Team will determine whether the individual should be excused from the facility according to DPH guidance on [Symptom and Exposure Screening Pathways](#) at Educational Institutions. Students who screen positive are given a surgical mask and accompanied to a pre-selected isolation space where they can remain while a determination is made on exclusion and arrangements are made for their return home, where indicated.
  - Per the DPH Symptom and Exposure Screening Pathways, students, staff, and visitors who have had close contact with an individual who has screened positive for symptoms consistent with possible COVID-19 are notified of the potential exposure. These individuals are not required to quarantine unless the exposure has been confirmed through a positive COVID-19 diagnostic viral test or a clinical diagnosis from a medical provider. Students who have a confirmed exposure are accompanied to preselected quarantine space where they can remain until arrangements are made for their return home. This space is apart from the one set aside for symptomatic students. It may be a separate room or an area within the same room that is set apart by a barrier. Once they return home, they are instructed to self-quarantine as required by Health Officer [Quarantine](#) Order
- Screening of adults and of middle and high school age students includes a question about close contact with anyone at home, school or elsewhere that the individual has been told has tested positive for COVID- 19.
  - Any adult who is screened for exposure and reports close contact with an infected person is instructed to leave the school, return home to initiate self-quarantine, and get testing for COVID- 19.
  - Any middle or high school student who is screened for exposure and reports close contact with an infected person is provided with a surgical mask and accompanied to a predetermined space in the school while arrangements are made for them to be picked up by parents in order to initiate quarantine at home. Parents are advised to seek testing for the child.
- Measures are in place to limit risk of infection due to visits by individuals other than staff and students. These must include (check all that apply):

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- α Visits to the school by individuals other than staff and students are avoided whenever feasible. Parents of enrolled students are encouraged to conduct business with school personnel remotely when possible.
  - α Visitors to the school other than parents of enrolled students are limited to those who are essential for the school’s operation. Visitors are by appointment only and are pre- registered in a visitor log that includes a visitor’s name, phone number and email address. Visitors are instructed to come to their appointments alone. If a visitor must be accompanied by another person (e.g., for translation assistance, or because the visitor is a minor, or has minor students) their information is captured in the visitor log.
  - α Visitors arriving at the school with non-enrolled children (e.g. younger siblings of students) must ensure that these children stay next to an adult, avoid touching any other person or any item that does not belong to them, and are masked if 2 or older and not at risk due to a respiratory condition.
  - ⊗ Movement of visitors within the school is limited to designated areas such as the reception or lobby area, offices, conference or meeting rooms, and public rest rooms to the extent feasible. Visitors are not permitted to interact with any cohorts.
  - ⊗ Visitors arriving at the school are reminded to wear a face covering at all times while in the school. This applies to all adults and to children 2 years of age and older. Only individuals who have been instructed not to wear a face covering by their medical provider are exempt from wearing one. To support the safety of your employees and other visitors, a face covering should be made available to visitors who arrive without them.
- Measures are in place to promote optimal ventilation in the school. These may include (check all that apply):
- ⊗ At least 50% of classroom learning, meals, and activities have been moved to outdoor space whenever feasible and weather permitting.
  - α The school HVAC system is in good, working order.
  - ⊗ HVAC systems are set to maximize indoor/outdoor air exchange unless outdoor conditions (recent fire, very high outside temperature, high pollen count, etc.) make this inappropriate.
  - α Portable, high-efficiency air cleaners have been installed if feasible.
  - ⊗ Doors and windows are kept open during the school day if feasible and if outdoor conditions make this appropriate.
  - α Air filters have been upgraded to the highest efficiency possible.
  - α Other:
- 
- Measures are in place to ensure appropriate cleaning and disinfecting of space, surfaces and objects throughout the school. These may include (check all that apply).
- α A cleaning and disinfecting schedule have been established in order to avoid both under- and over- use of cleaning products.
  - Buses are thoroughly cleaned and disinfected daily and after transporting any individual who is exhibiting symptoms of COVID-19. Drivers are equipped with disinfectant wipes and disposable gloves to support disinfection of surfaces as needed during a run. Frequently touched surfaces are disinfected after every completed bus route.
  - α Common areas and frequently touched objects in those areas (tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, elevator switches and buttons, touch screens, printers/copiers, grab bars, and handrails) are disinfected at least daily and

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more frequently as resources allow using appropriate products (see below).

- ⊗ Use of shared objects is eliminated wherever possible, for example, water fountains are shut down and individual water bottles are provided as an alternative, high touch playground equipment may be taken out of use and replaced with no-touch playground games, etc.
- ⊗ Where individualized alternatives are not feasible, for example, in laboratories and art rooms where some equipment may have to be used by multiple students, objects and surfaces are cleaned and disinfected between users.
- ⊗ Cleaning products that are effective against COVID-19 (these are listed on the Environmental Protection Agency (EPA)-approved list “N”) are used according to product instructions. When EPA-approved disinfectants are not available, alternative disinfectants can be used (for example, 1/3 cup of bleach added to 1 gallon of water, or 70% alcohol solutions). Do not mix bleach or other cleaning and disinfection products together – this causes toxic fumes that may be very dangerous to breathe.
- ⊗ Custodial and other staff responsible for cleaning and disinfecting school surfaces and objects are trained on manufacturer’s directions, Cal OSHA requirements for safe use and as required by the Healthy Schools Act, as applicable.
- ⊗ Custodial staff and other staff responsible for cleaning and disinfecting are equipped with appropriate personal protective equipment, including gloves, eye protection, respiratory protection and other appropriate protective equipment as required by the product
- ⊗ All cleaning products are kept out of children’s reach and stored in a space with restricted access.
- ⊗ Ventilation is maximized during cleaning and disinfecting to the extent feasible. If using air conditioning, use the setting that brings in fresh air. Replace and check air filters and filtration systems to ensure optimal air quality.
- ⊗ Enhanced cleaning of school premises is done when students are not at school with adequate time to let spaces air out before the start of the school day.
- ⊗ Steps are taken to ensure that all water systems and sinks are safe to use after a prolonged facility shutdown to minimize the risk of Legionnaires’ disease and other diseases associated with water.
- ⊗ Restrooms, lobbies, break rooms, and lounges and other common areas are being disinfected frequently, on the following schedule:
  - Restrooms:         Daily M-F
  - Lobbies/entry areas:         Daily M-F
  - Teacher/staff break rooms:         Daily. M-F
  - Class rooms         Daily M-F
  - Cafeteria dining area:         Daily M-F
  - Cafeteria food preparation area:         Daily M-F
  - Front office:         Daily M-F
  - Other offices:         Daily M-F
  - Other areas:         Daily M-F

- Measures are in place to ensure use of appropriate face coverings by all staff, students and visitors at all times. These must include (check all that apply):
  - Staff, parents and students are informed of the requirement for cloth face coverings prior to

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the start of school and on a regular basis throughout the school year.

- ⓧ All students over age 2 are required to wear cloth face coverings at all times while on school property except while eating, drinking or carrying out other activities that make that preclude use of face coverings.
- ⓧ Alternative protective strategies may be adopted to accommodate students who are on Individualized Education or 504 Plans and who cannot use or tolerate cloth face coverings.
- ⓧ Information is provided to staff, parents and students concerning proper use of cloth face covering including the need to wash cloth face coverings after each day's use.
- ⓧ Signage at the entry to the school, at the entry to the school office and throughout the school building reinforces this requirement and the depicts proper use of cloth face coverings.
- ⓧ As feasible, two cloth face coverings are provided to each student at the start of the school year. If that is not feasible, parents and students are given information concerning methods for making their own cloth face coverings.
- ⓧ Parents of younger children are encouraged to provide a second face-covering for school each day in case the one a child is wearing gets soiled; this would allow for a change of the face covering during the day.
- ⓧ Staff who are deployed at school entry or in hallways or other common areas to reinforce physical distancing also remind students of rules concerning use of cloth face coverings.
- ⓧ Employees engaged in activities (such as provision of physical therapy or personal assistance to individual students) which may not permit physical distancing are equipped with appropriate personal protective equipment (gloves, masks, gowns, etc.), as appropriate.
- ⓧ Staff taking care of a sick student are provided with a medical grade mask to wear themselves, and a medical grade mask for the student to wear (if it can be tolerated) until the student leaves the building.

**NOTE:** Staff and students who are alone in closed offices, walled cubicles or other private, enclosed spaces are not required to wear cloth face coverings. Students may also remove cloth face coverings when eating or napping or when wearing a cloth face covering is otherwise impracticable (e.g., while showering, etc.). The school may consider whether it is appropriate for a teacher in the early grades to use a plastic face shield with a tucked-in drape below the chin as a substitute for a cloth face covering to enable the youngest students to see their teacher's face and avoid potential barriers to phonological instruction.

- Measures are in place to ensure frequent hand washing by staff, students and visitors. These must include (check all that apply):
  - ⓧ Students and staff are given frequent opportunities to wash their hands for 20 seconds with soap, rubbing thoroughly after application, and use paper towels (or single-use cloth towels) to dry hands thoroughly. Each cohort is required to use a designated bathroom; should more than one cohort be assigned to use the same bathroom; a color-coded system is used to minimize students from different cohorts using the bathroom at the same time.
  - ⓧ Younger students are regularly scheduled for frequent mandatory handwashing breaks, including before and after eating, after toileting, after outdoor play, and before and after any group activity.
  - ⓧ Staff are instructed to model frequent handwashing, especially in lower grades where bathroom time is an opportunity to reinforce healthy habits and monitor proper handwashing.
  - ⓧ Portable handwashing stations have been placed near classrooms to minimize movement and congregations in bathrooms to the extent practicable.

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ORDER OF THE HEALTH OFFICER**



- ⊗ Ethyl alcohol-based (contains at least 60% ethanol) hand sanitizer is made available to students and staff at strategic locations throughout the school where there is no sink or portable handwashing station (in or near classrooms, rooms in which support services are provided, music and art rooms). Ethyl alcohol-based hand sanitizer is preferred and should be used in school environments. Hand sanitizers with isopropyl alcohol as the main active ingredient are not used in the school, as it is more irritating and can be absorbed through the skin.
- ⊗ Swallowing alcohol-based hand sanitizers can cause alcohol poisoning. Hand sanitizer is not out in the open and should be used with adult supervision for children under age 9. Faculty and staff have been made aware of the risk of ingestion and that they should call Poison Control at 1-800-222-1222 if there is reason to believe that a student has consumed hand sanitizer.
- ⊗ Hand sanitizer, soap and water, tissues and trash cans are available at or near the entrance of the facility, at reception, and anywhere else inside the workplace or immediately outside where people have direct interactions.
- Measures are in place to ensure infection control in the school cafeteria or other site at which food is served or picked up.
  - ⊗ Buffet and family style meals have been eliminated.
  - ⊗ Food options include prepackaged meals, hot meals served by cafeteria staff and/or food brought by students from home.
  - ⊗ Physical barriers are in place where needed to limit contact between cafeteria staff and students.
  - Optional-Describe other measures:  
\_\_\_\_\_

**D. MEASURES THAT COMMUNICATE TO THE CAMPUS COMMUNITY AND THE PUBLIC**

- Information was sent to parents and students prior to the start of school concerning school policies related to (check all that apply):
  - ⊗ Isolation and quarantine policies as they apply to students who have symptoms or may have been exposed to COVID-19 \_\_\_\_\_
  - ⊗ Options for COVID-19 testing if the student or a family member has symptoms or has been exposed to COVID-19 \_\_\_\_\_
  - ⊗ Who to contact at the school if student has symptoms or may have been exposed  
\_\_\_\_\_
  - ⊗ How to conduct a symptom check before student leaves home \_\_\_\_\_
  - ⊗ Required use of face coverings \_\_\_\_\_
  - ⊗ Importance of student compliance with physical distancing and infection control policies \_\_\_\_\_
  - ⊗ Changes in academic and extracurricular programming in order to avert risk \_\_\_\_\_
  - ⊗ Changes in school meals in order to avert risk \_\_\_\_\_
  - ⊗ School policies concerning parent visits to school and advisability of contact the school remotely \_\_\_\_\_
  - ⊗ Importance or providing the school with up-to-date emergency contact information including multiple parent contact options \_\_\_\_\_

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o Other: \_\_\_\_\_

- A copy of this protocol is posted at all public entrances to the school.
- Signage has been posted throughout the school reminding staff and students of policies concerning physical distancing, use of face coverings, and importance of hand washing.
- Signage is posted at each public entrance of the school informing visitors that they should not enter the facility if they have symptoms of COVID-19.
- The school has developed and circulated a communication plan in case full or partial closure is required due to a possible cluster of COVID-19 cases.
- Online outlets of the school (website, social media, etc.) provide clear, up-to-date information about building hours, visitation policies, changes in academic and extracurricular programming, and requirements concerning use of face coverings, physical distancing and hand washing.
- Online outlets instruct students, parents and teachers on how to contact the school in case of infection or exposure.

**E. MEASURES THAT ENSURE EQUITABLE ACCESS TO CRITICAL SERVICES**

- A plan for updating Individualized Education Plans (IEPs) and 504 Plans of students with special needs has been developed to ensure that education can continue without undue risk to the student.
  - α This plan includes a method for proactive school contact with parents at the beginning of the school year to assure that issues related to the child’s education and safety are being addressed.
  - β Modifications to individual IEPs and 504 plans may involve remote learning, modifications to the classroom to accommodate student needs, school attendance in a separate area with few students, or a hybrid approach combining in-class and remote learning.
  - α Steps taken to modify IEPs and 504 plans to assure student safety comply with relevant provisions of state and federal law.
- Administrative services or operations that can be offered remotely (e.g., class registration, form submission, etc.) have been moved on-line.

**Any additional measures not included above should be listed on separate pages, which the business should attach to this document.**

**You may contact the following person with any questions or comments about this protocol:**

<b>Business Contact Name:</b>	<b>Ruben Duenas , Chief Operations Officer</b>
<b>Phone number:</b>	<b>818-834-5805</b>
<b>Date Last Revised:</b>	<b>January 29, 2021</b>

# Coversheet

## YPICS December 2020 Financials

**Section:** V. Items Scheduled For Action  
**Item:** D. YPICS December 2020 Financials  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 20-21 YPICS Financials Board Packet 20.12.pdf

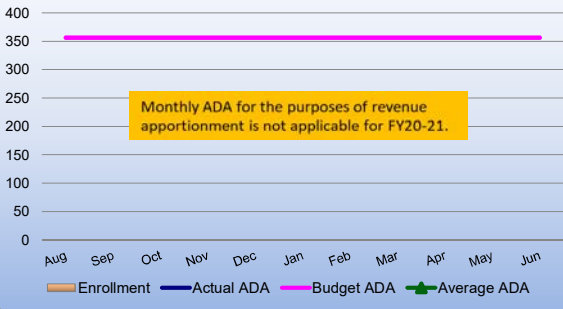


# BERT CORONA CHARTER SCHOOL - Financial Dashboard (December 2020)

## 1 Key Performance Indicators

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

## 2 ADA & Enrollment



## KEY POINTS

LCFF Revenue will be funded on FY19-20 P2 of 356.16

Revenue is projected to be lower than budget by \$32K due to lower than budgeted participation rates for the Nutrition program.

Operating Expenses are projected to be below budget by \$88K.

Overall, Net Income is projected to be \$185K which is \$56K above budget.

Cash on hand at June 30, 2021 is forecasted to be \$715K which represents 10% of total expenses.

## 3 Average Daily Attendance Analysis

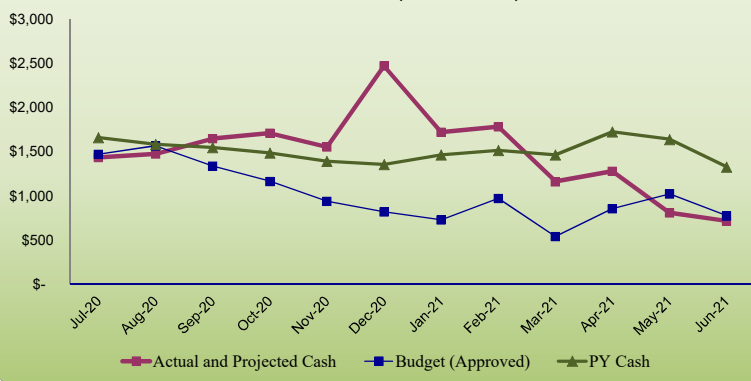
Category	Forecasted P2	Budgeted P2	Better/ (Worse)	Prior Year P2
Enrollment	371	371	0	374
ADA %	96.0%	96.0%	0.0%	96.0%
Average ADA	356.16	356.16	0.00	354.27

## 4 LCFF Supplemental & Concentration Grant Factors

Category	Budget	Forecast	Variance	Prior Year
Unduplicated Pupil %	77.4%	77.4%	0.0%	81.4%
3-Year Average %	79.9%	79.9%	0.0%	83.0%
District UPP C. Grant Cap	85.4%	85.4%	0.0%	85.4%

INCOME STATEMENT	Forecast	VS. Budget		VS. Last Month		FY 20-21 YTD			Historical	
	As of 12/31/20	FY 20-21 Budget	Variance B/(W)	Prior Month FC	Variance B/(W)	Actual YTD	Budget YTD	Variance B/(W)	FY 19-20	FY 18-19
Local Control Funding Formula	3,640,790	3,640,790	0	3,640,790	0	1,415,498	1,392,509	22,989	3,683,607	3,710,179
Federal Revenue	3,119,540	3,145,894	(26,354)	3,256,663	(137,123)	455,913	717,719	(261,806)	1,752,401	3,312,201
State Revenue	355,854	365,412	(9,558)	365,915	(10,061)	37,802	137,307	(99,505)	376,784	678,133
Other Local Revenue	253,903	251,551	2,352	253,903	0	125,768	139,674	(13,905)	272,418	307,896
Grants/Fundraising	11,000	10,000	1,000	10,500	500	11,000	7,222	3,778	36,500	12,301
<b>TOTAL REVENUE</b>	<b>7,381,087</b>	<b>7,413,647</b>	<b>(32,560)</b>	<b>7,527,771</b>	<b>(146,685)</b>	<b>2,045,982</b>	<b>2,394,430</b>	<b>(348,448)</b>	<b>6,121,710</b>	<b>8,020,710</b>
Total per ADA	20,724	20,815	(91)	21,136	(412)				17,280	21,949
w/o Grants/Fundraising	20,693	20,787	(94)	21,106	(413)				17,177	21,915
Certificated Salaries	1,350,323	1,354,091	3,768	1,347,557	(2,765)	650,291	654,210	3,918	1,248,899	1,156,495
Classified Salaries	596,064	573,822	(22,242)	583,147	(12,917)	303,192	286,600	(16,591)	964,766	843,782
Benefits	609,496	612,899	3,403	621,924	12,428	308,826	321,555	12,729	680,531	591,941
Student Supplies	619,673	773,149	153,475	801,397	181,724	190,884	378,868	187,984	518,477	703,993
Operating Expenses	3,760,883	3,733,319	(27,564)	3,729,832	(31,050)	717,504	1,613,980	896,476	2,787,938	4,399,157
Other	259,514	236,863	(22,650)	259,554	40	130,627	119,402	(11,225)	267,045	261,064
<b>TOTAL EXPENSES</b>	<b>7,195,952</b>	<b>7,284,143</b>	<b>88,190</b>	<b>7,343,412</b>	<b>147,459</b>	<b>2,301,324</b>	<b>3,374,615</b>	<b>1,073,291</b>	<b>6,467,657</b>	<b>7,956,432</b>
Total per ADA	20,204	20,452	248	20,618	(414)				18,256	21,773
<b>NET INCOME / (LOSS)</b>	<b>185,134</b>	<b>129,504</b>	<b>55,630</b>	<b>184,359</b>	<b>775</b>	<b>(255,342)</b>	<b>(980,185)</b>	<b>736,068</b>	<b>(345,947)</b>	<b>64,278</b>
<b>OPERATING INCOME</b>	<b>444,648</b>	<b>366,367</b>	<b>78,281</b>	<b>443,913</b>	<b>735</b>	<b>(124,715)</b>	<b>(860,783)</b>	<b>736,068</b>	<b>(84,586)</b>	<b>325,342</b>
<b>EBITDA</b>	<b>444,648</b>	<b>366,367</b>	<b>78,281</b>	<b>443,913</b>	<b>735</b>	<b>(124,715)</b>	<b>(860,783)</b>	<b>736,068</b>	<b>(78,902)</b>	<b>325,342</b>

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



Year-End Cash Balance		
Projected	Budget	Variance
715,143	773,481	(58,338)

Balance Sheet	6/30/2020	11/30/2020	12/31/2020	6/30/2021 FC
<b>Assets</b>				
Cash, Operating	1,326,467	1,554,578	2,470,244	715,143
Cash, Restricted	0	0	0	0
Accounts Receivable	1,675,044	1,125,865	193,983	2,607,886
Due From Others	25,822	5,822	5,822	165,822
Other Assets	66,995	69,541	70,546	138,215
Net Fixed Assets	467,551	381,235	359,774	230,888
<b>Total Assets</b>	<b>3,561,879</b>	<b>3,137,041</b>	<b>3,100,368</b>	<b>3,857,954</b>
<b>Liabilities</b>				
A/P & Payroll	560,370	543,330	525,160	842,268
Due to Others	212,281	42,348	41,323	41,324
Deferred Revenue	0	0	0	0
Total Debt	0	0	0	0
<b>Total Liabilities</b>	<b>772,652</b>	<b>585,678</b>	<b>566,483</b>	<b>883,592</b>
<b>Equity</b>				
Beginning Fund Bal.	3,135,174	2,789,227	2,789,227	2,789,227
Net Income/(Loss)	(345,947)	(237,864)	(255,342)	185,134
<b>Total Equity</b>	<b>2,789,227</b>	<b>2,551,363</b>	<b>2,533,885</b>	<b>2,974,362</b>
<b>Total Liabilities &amp; Equity</b>	<b>3,561,879</b>	<b>3,137,041</b>	<b>3,100,368</b>	<b>3,857,954</b>
Days Cash on Hand	78	80	130	38
Cash Reserve %	21.4%	21.9%	35.6%	10.3%





## BERT CORONA CHARTER SCHOOL

### Financial Analysis

### December 2020

#### Net Income

Bert Corona Charter School is projected to achieve a net income of \$185K in FY20-21 compared to \$130K in the board approved budget. Reasons for this positive \$56K variance are explained below in the Income Statement section of this analysis.

#### Balance Sheet

As of December 31, 2020, the school's cash balance was \$2.47M. By June 30, 2021, the school's cash balance is projected to be \$715K, which represents a 10% reserve.

As of December 31, 2020, the Accounts Receivable balance was \$194K, down from \$1.1M in the previous month, due to the receipt of revenue earned in FY19-20.

As of December 31, 2020, the Accounts Payable balance, including payroll liabilities, totaled \$525K, compared to \$543K in the prior month.

As of December 31, 2020, BCCS had zero debt.

#### Income Statement

##### *Revenue*

Total revenue for FY20-21 is projected to be \$7.38M, which is \$33K or 0.4% under budgeted revenue of \$7.41M.

**Child Nutrition Federal Revenue** – is projected to be below budget by \$131K due to lower participation rates for the Nutrition Program. This lower revenue is offset by lower nutrition costs

**Other Federal Revenue** - is projected to be over budget by \$104K due to changes in CARES Act guidance regarding expenses incurred in FY19-20.

##### *Expenses*

Total expenses for FY20-21 are projected to be \$7.20M, which is \$88K or 1.2% under budgeted expenditures of \$7.28M.

**Core Curriculum Materials** are projected to be higher than budget by 29K

**Nutrition Program Food Supplies** are projected to be lower than budget by \$183K due to lower participation rates for the nutrition program

**Vendor Repairs** are projected to be higher than budget by \$75K

**Depreciation Expense** is projected to be higher than budget by \$23K

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



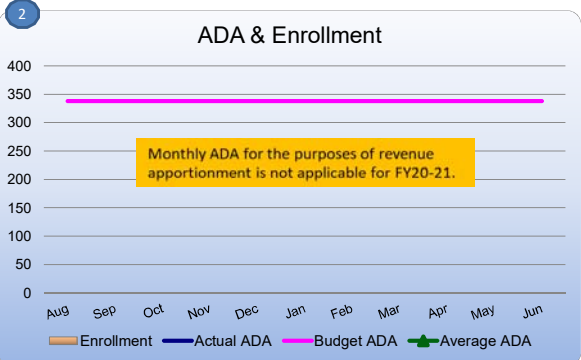
**ADA**

LCFF Revenue will be funded on FY19-20 P2 of 356.16

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

**1 Key Performance Indicators**

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



**KEY POINTS**

LCFF Revenue will be funded on FY19-20 P2 of 345.07

Revenue is projected to be lower than budget by \$137K due to reduction in participation rates for the nutrition program.

Operating Expenses are projected to be above budget by \$278K due to reduction in participation rates for the nutrition program.

Overall, Operating Net Income is projected to be \$292K which is \$141K above budget.

Cash on hand at June 30, 2021 is forecasted to be \$1.4M which represents 29% of total expenses. This includes lending \$515K to the High School to mitigate state deferrals.

**3 Average Daily Attendance Analysis**

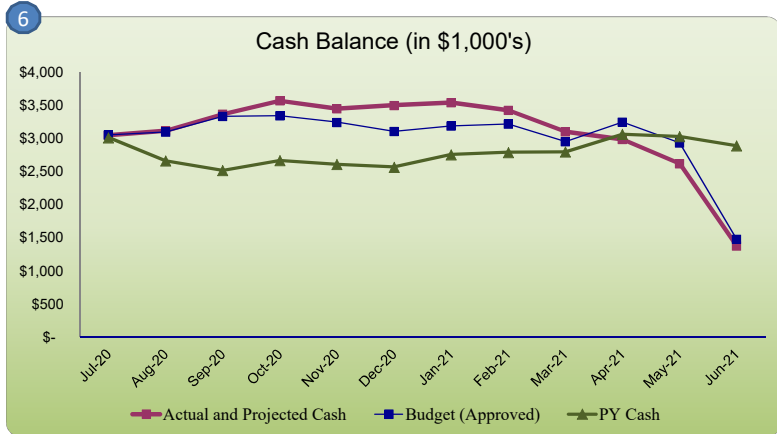
Category	Forecasted P2	Budgeted P2	Better/ (Worse)	Prior Year P2
Enrollment	353	353	0	353
ADA %	97.0%	97.0%	0.0%	97.4%
Average ADA	345.07	345.07	0.00	345.07

**4 LCFF Supplemental & Concentration Grant Factors**

Category	Budget	Forecast	Variance	Prior Year
Unduplicated Pupil %	94.0%	94.0%	0.0%	95.8%
3-Year Average %	95.2%	95.2%	0.0%	96.2%
District UPP C. Grant Cap	85.4%	85.4%	0.0%	85.4%

**5 INCOME STATEMENT**

INCOME STATEMENT	Forecast	VS. Budget		VS. Last Month		FY 20-21 YTD			Historical	
	As of 12/31/20	FY 20-21 Budget	Variance B/(W)	Prior Month FC	Variance B/(W)	Actual YTD	Budget YTD	Variance B/(W)	FY 19-20	FY 18-19
Local Control Funding Formula	3,693,988	3,693,988	0	3,693,988	0	1,418,635	1,418,084	551	3,696,024	3,409,039
Federal Revenue	818,487	941,871	(123,385)	989,862	(171,375)	427,943	442,941	(14,999)	497,807	554,092
State Revenue	211,358	224,847	(13,489)	224,847	(13,489)	37,828	118,871	(81,043)	207,888	6,906,886
Other Local Revenue	236,025	236,025	0	236,025	0	115,439	138,475	(23,036)	287,391	260,909
Grants/Fundraising	11,152	11,152	0	11,152	0	6,652	2,152	4,500	13,453	17,250
<b>TOTAL REVENUE</b>	<b>4,971,010</b>	<b>5,107,884</b>	<b>(136,874)</b>	<b>5,155,874</b>	<b>(184,864)</b>	<b>2,006,496</b>	<b>2,120,523</b>	<b>(114,027)</b>	<b>4,702,564</b>	<b>11,148,176</b>
Total per ADA	14,406	14,802	(397)	14,942	(536)				13,628	33,872
w/o Grants/Fundraising	14,373	14,770	(397)	14,909	(536)				13,589	33,819
Certificated Salaries	1,283,905	1,284,446	540	1,274,377	(9,529)	605,548	605,251	(297)	1,217,447	1,191,556
Classified Salaries	480,931	503,249	22,319	492,224	11,293	231,013	244,425	13,412	526,357	439,467
Benefits	515,939	552,100	36,160	522,375	6,436	250,002	289,134	39,133	564,446	534,898
Student Supplies	615,284	801,881	186,598	793,753	178,469	159,550	334,632	175,082	419,672	1,292,297
Operating Expenses	1,629,346	1,661,131	31,785	1,632,248	2,902	461,985	701,406	239,421	1,512,858	1,426,232
Other	968,639	969,042	403	968,741	102	485,347	485,750	403	888,494	407,190
<b>TOTAL EXPENSES</b>	<b>5,494,044</b>	<b>5,771,849</b>	<b>277,804</b>	<b>5,683,718</b>	<b>189,674</b>	<b>2,193,444</b>	<b>2,660,598</b>	<b>467,153</b>	<b>5,129,275</b>	<b>5,291,639</b>
Total per ADA	15,922	16,727	805	16,471	(550)				14,864	16,078
<b>NET INCOME / (LOSS)</b>	<b>(523,034)</b>	<b>(663,965)</b>	<b>140,931</b>	<b>(527,844)</b>	<b>4,809</b>	<b>(186,948)</b>	<b>(540,074)</b>	<b>352,724</b>	<b>(426,711)</b>	<b>5,856,536</b>
<b>OPERATING INCOME</b>	<b>291,596</b>	<b>150,401</b>	<b>141,195</b>	<b>286,682</b>	<b>4,914</b>	<b>221,248</b>	<b>(132,143)</b>	<b>353,391</b>	<b>392,763</b>	<b>6,263,726</b>
<b>EBITDA</b>	<b>445,605</b>	<b>305,077</b>	<b>140,528</b>	<b>440,897</b>	<b>4,708</b>	<b>298,399</b>	<b>(54,325)</b>	<b>352,724</b>	<b>461,783</b>	<b>6,263,726</b>



**Year-End Cash Balance**

Projected	Budget	Variance
1,377,717	1,479,020	(101,303)

**7 Balance Sheet**

Balance Sheet	6/30/2020	11/30/2020	12/31/2020	6/30/2021 FC
<b>Assets</b>				
Cash, Operating	2,816,839	3,373,868	3,426,176	1,377,717
Cash, Restricted	72,902	72,902	72,902	0
Accounts Receivable	676,614	21,143	21,143	1,252,367
Due From Others	2,000	2,000	2,000	517,000
Other Assets	37,382	38,861	39,765	76,634
Net Fixed Assets	28,243,019	27,905,100	27,838,758	27,432,324
<b>Total Assets</b>	<b>31,848,756</b>	<b>31,413,876</b>	<b>31,400,745</b>	<b>30,656,041</b>
<b>Liabilities</b>				
A/P & Payroll	617,684	609,627	601,887	304,931
Due to Others	496,100	332,619	331,419	331,419
Deferred Revenue	150,214	150,214	150,214	150,214
Total Debt	7,728,852	7,674,910	7,648,267	7,536,605
<b>Total Liabilities</b>	<b>8,992,850</b>	<b>8,767,370</b>	<b>8,731,787</b>	<b>8,323,169</b>
<b>Equity</b>				
Beginning Fund Bal.	23,282,617	22,855,906	22,855,906	22,855,906
Net Income/(Loss)	(426,711)	(209,401)	(186,948)	(523,034)
<b>Total Equity</b>	<b>22,855,906</b>	<b>22,646,506</b>	<b>22,668,958</b>	<b>22,332,872</b>
<b>Total Liabilities &amp; Equity</b>	<b>31,848,756</b>	<b>31,413,875</b>	<b>31,400,745</b>	<b>30,656,041</b>
Days Cash on Hand	239	253	267	107
Cash Reserve %	65.4%	69.3%	73.2%	29.4%





## MONSEÑOR OSCAR ROMERO CHARTER SCHOOL

### Financial Analysis

### December 2020

#### Net Income

Monseñor Oscar Romero Charter School is projected to achieve a net income of -\$523K in FY20-21 compared to -\$664K in the board approved budget. Reasons for this positive \$141K variance are explained below in the Income Statement section of this analysis.

#### Balance Sheet

As of December 31, 2020, the school's cash balance was \$3.43M. By June 30, 2021, the school's cash balance is projected to be \$1.38M, which represents a 29% reserve.

As of December 31, 2020, the Accounts Receivable balance was \$21K, down from \$21K in the previous month, due to the receipt of revenue earned in FY19-20.

As of December 31, 2020, the Accounts Payable balance, including payroll liabilities, totaled \$602K, compared to \$610K in the prior month.

As of December 31, 2020, MORCS had a debt balance of \$7.65M compared to \$7.67M in the prior month. An additional \$112K will be paid this fiscal year.

#### Income Statement

##### *Revenue*

Total revenue for FY20-21 is projected to be \$4.97M, which is \$137K or 2.7% under budgeted revenue of \$5.11M.

**Child Nutrition Federal Revenue** – is projected to be below budget by \$171K due to lower participation rates for the Nutrition Program. This lower revenue is offset by lower nutrition costs

**Other Federal Revenue** - is projected to be over budget by \$48K due to changes in CARES Act guidance regarding expenses incurred in FY19-20.

##### *Expenses*

Total expenses for FY20-21 are projected to be \$5.49M, which is \$278K or 4.8% under budgeted expenditures of \$5.77M.

**Nutrition Program Food Supplies** are projected to be lower than budget by \$187K due to lower participation rates for the nutrition program

#### ADA

LCFF Revenue will be funded on FY19-20 P2 of 345.07

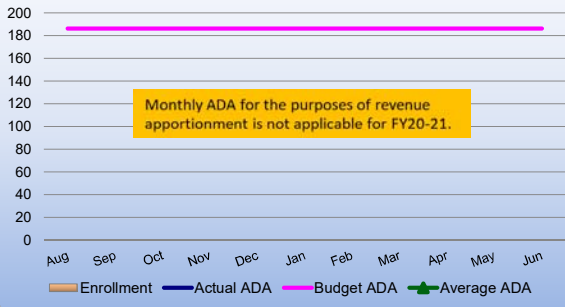
*This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$20,000 and 10%.*

# Bert Corona Charter High School - Financial Dashboard (December 2020)

## 1 Key Performance Indicators

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

## 2 ADA & Enrollment



## KEY POINTS

LCFF Revenue will be funded on FY19-20 P2 of 181.14

Revenue is projected to be higher than budget by \$59K.

Operating Expenses are projected to be below budget by \$38K.

Overall, Net Income is projected to be \$24K which is \$21K above budget.

Cash on hand at June 30, 2021 is forecasted to be \$151K which represents 5% of total expenses. This includes borrowing \$515K from MORCS to mitigate state deferrals.

## 3 Average Daily Attendance Analysis

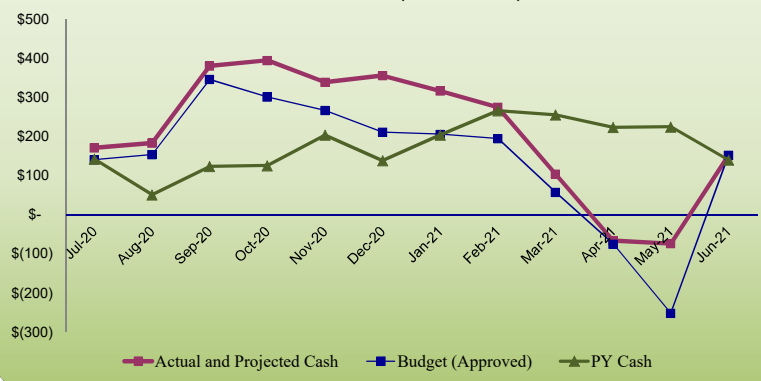
Category	Forecasted P2	Budgeted P2	Better/ (Worse)	Prior Year P2
Enrollment	195	195	0	195
ADA %	95.0%	95.0%	0.0%	94.0%
Average ADA	181.14	181.14	0.00	181.14

## 4 LCFF Supplemental & Concentration Grant Factors

Category	Budget	Forecast	Variance	Prior Year
Unduplicated Pupil %	91.4%	93.2%	1.8%	93.7%
3-Year Average %	88.1%	88.6%	0.5%	85.9%
District UPP C. Grant Cap	85.4%	85.4%	0.0%	85.4%

INCOME STATEMENT	Forecast	VS. Budget		VS. Last Month		FY 20-21 YTD			Historical	
	As of 12/31/20	FY 20-21 Budget	Variance B/(W)	Prior Month FC	Variance B/(W)	Actual YTD	Budget YTD	Variance B/(W)	FY 19-20	FY 18-19
Local Control Funding Formula	2,258,503	2,256,770	1,733	2,256,770	1,733	915,049	899,485	15,564	2,298,837	2,716,059
Federal Revenue	593,274	537,436	55,838	585,494	7,780	300,389	298,603	1,786	206,451	235,881
State Revenue	70,676	70,207	469	70,207	469	28,774	13,309	15,466	55,571	299,784
Other Local Revenue	132,831	122,594	10,237	132,831	0	69,693	66,951	2,742	134,674	203,095
Grants/Fundraising	3,000	12,000	(9,000)	12,000	(9,000)	-	7,228	(7,228)	13,202	40,547
<b>TOTAL REVENUE</b>	<b>3,058,283</b>	<b>2,999,006</b>	<b>59,277</b>	<b>3,057,301</b>	<b>982</b>	<b>1,313,905</b>	<b>1,285,577</b>	<b>28,329</b>	<b>2,708,735</b>	<b>3,495,366</b>
Total per ADA	16,884	16,556	327	16,878	5				14,954	15,679
w/o Grants/Fundraising	16,867	16,490	377	16,812	55				14,881	15,497
Certificated Salaries	921,178	937,697	16,518	924,386	3,208	429,830	437,742	7,912	905,595	1,094,402
Classified Salaries	388,111	310,081	(78,030)	310,167	(77,944)	194,451	151,155	(43,296)	303,496	408,964
Benefits	414,106	419,255	5,148	405,727	(8,380)	198,875	222,488	23,613	390,733	530,086
Student Supplies	408,669	416,855	8,186	426,206	17,537	66,555	145,130	78,575	190,042	324,559
Operating Expenses	853,580	863,581	10,001	873,884	20,304	336,199	409,068	72,870	872,236	1,020,213
Other	49,119	49,384	264	49,336	216	25,317	25,582	264	62,760	30,819
<b>TOTAL EXPENSES</b>	<b>3,034,763</b>	<b>2,996,852</b>	<b>(37,911)</b>	<b>2,989,705</b>	<b>(45,058)</b>	<b>1,251,226</b>	<b>1,391,165</b>	<b>139,939</b>	<b>2,724,863</b>	<b>3,409,043</b>
Total per ADA	16,754	16,544	(209)	16,505	249				15,043	15,292
<b>NET INCOME / (LOSS)</b>	<b>23,520</b>	<b>2,154</b>	<b>21,366</b>	<b>67,596</b>	<b>(44,076)</b>	<b>62,680</b>	<b>(105,588)</b>	<b>168,003</b>	<b>(16,128)</b>	<b>86,323</b>
<b>OPERATING INCOME</b>	<b>72,639</b>	<b>51,538</b>	<b>21,101</b>	<b>116,931</b>	<b>(44,292)</b>	<b>87,997</b>	<b>(80,007)</b>	<b>168,003</b>	<b>46,513</b>	<b>116,892</b>
<b>EBITDA</b>	<b>72,639</b>	<b>51,538</b>	<b>21,101</b>	<b>116,931</b>	<b>(44,292)</b>	<b>87,997</b>	<b>(80,007)</b>	<b>168,003</b>	<b>46,632</b>	<b>117,143</b>

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



Year-End Cash Balance		
Projected	Budget	Variance
151,096	151,587	(491)

## 7 Balance Sheet

Balance Sheet	6/30/2020	11/30/2020	12/31/2020	6/30/2021 FC
<b>Assets</b>				
Cash, Operating	139,783	338,676	355,536	151,096
Cash, Restricted	0	0	0	0
Accounts Receivable	159,965	(0)	(0)	811,369
Due From Others	33	33	33	33
Other Assets	24,687	25,917	28,005	28,005
Net Fixed Assets	162,799	141,444	137,482	113,680
<b>Total Assets</b>	<b>487,267</b>	<b>506,070</b>	<b>521,055</b>	<b>1,104,182</b>
<b>Liabilities</b>				
A/P & Payroll	65,775	66,352	61,836	133,953
Due to Others	25,026	74	74	550,244
Deferred Revenue	0	0	0	0
Total Debt	(0)	(0)	(0)	(0)
<b>Total Liabilities</b>	<b>90,801</b>	<b>66,426</b>	<b>61,910</b>	<b>684,196</b>
<b>Equity</b>				
Beginning Fund Bal.	412,594	396,466	396,466	396,466
Net Income/(Loss)	(16,128)	43,178	62,680	23,520
<b>Total Equity</b>	<b>396,466</b>	<b>439,644</b>	<b>459,145</b>	<b>419,986</b>
<b>Total Liabilities &amp; Equity</b>	<b>487,267</b>	<b>506,070</b>	<b>521,055</b>	<b>1,104,182</b>
Days Cash on Hand	19	42	43	18
Cash Reserve %	5.3%	11.5%	11.9%	5.1%



## **Bert Corona Charter High School Financial Analysis December 2020**

### **Net Income**

Bert Corona Charter High School is projected to achieve a net income of \$24K in FY20-21 compared to \$2K in the board approved budget. Reasons for this positive \$21K variance are explained below in the Income Statement section of this analysis.

### **Balance Sheet**

As of December 31, 2020, the school's cash balance was \$356K. By June 30, 2021, the school's cash balance is projected to be \$151K, which represents a 5% reserve.

As of December 31, 2020, the Accounts Receivable balance was \$K, down from \$K in the previous month, due to the receipt of revenue earned in FY19-20.

As of December 31, 2020, the Accounts Payable balance, including payroll liabilities, totaled \$62K, compared to \$66K in the prior month.

As of December 31, 2020, BCCHS had a zero debt balance. Due to MORCS is estimated to be \$515K at 06/30/20 to mitigate state revenue deferrals.

### **Income Statement**

#### *Revenue*

Total revenue for FY20-21 is projected to be \$3.06M, which is \$59K or 2.0% over budgeted revenue of \$3.00M.

**Other Federal Revenue** - is projected to be over budget by \$48K due to changes in CARES Act guidance regarding expenses incurred in FY19-20.

#### *Expenses*

Total expenses for FY20-21 are projected to be \$3.03M, which is \$38K or 1.3% over budgeted expenditures of \$3.00M.

**Classified Salaries** are projected to be above budget by \$67K

### **ADA**

LCFF Revenue will be funded on FY19-20 P2 of 181.14

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

**YPI Charter Schools  
Check Register  
From 11/01/20 to 12/31/20**

Check #	Vendor Name	Date	Description	Amount
309545	7 LAYER IT SOLUTIONS, INC.	11/3/2020	10/20- LINUX SERVER GOLD PACKAGE (11)	1,120.00
309610	7 LAYER IT SOLUTIONS, INC.	11/12/2020	11/20 LINUX SERVER GOLD PACKAGE (11)	1,120.00
309698	7 LAYER IT SOLUTIONS, INC.	12/29/2020	12/20- MANAGEMENT SERVICES GOLD PACKAGE (45)	1,120.00
309553	AAA FLAG AND BANNER	11/3/2020	8/31/21- REMOVAL (6) DOUBLE POLE BANNERS	3,136.00
309622	AFLAC WORLDWIDE HEADQUARTERS	11/21/2020	10/20- HEALTH PREMIUM ACC#JBP28	2,378.58
309646	AFLAC WORLDWIDE HEADQUARTERS	11/25/2020	11/20- HEALTH PREMIUM ACC# JBP28	2,378.58
309673	Amplified IT	12/18/2020	TRAINING COURSE FOR THE AMPLIFIED ADM. LEVEL1 CERTIFICATION FOF	498.00
309642	AT&T	11/25/2020	10/16-11/15/20- FAX 213351-1305	415.58
309654	AT&T MOBILITY	12/4/2020	10/20 - 11/19/20 - CELL PHONE CHARGES	13,641.31
11/30/20EPM	BENECO	11/30/2020	12/20 - HEALTH PREMIUM	66,725.70
309623	BETTER 4 YOU MEALS, INC.	11/21/2020	10/20 MONTHLY SERVICES HOURS (32.12)	17,844.48
309672	BETTER 4 YOU MEALS, INC.	12/18/2020	11/20- STUDENTS LUNCH (750)	13,019.85
309591	BUR-CAL TERMITE & PEST CONTROL INC.	11/6/2020	3/20/20 - SCHOOL CAMPUS TREATED FOR GENERAL PEST	970.00
309675	BUR-CAL TERMITE & PEST CONTROL INC.	12/18/2020	11/25/20- SCHOOL CAMPUS TREATED FOR GENERAL PEST	385.00
309684	CALIFORNIA CHARTER SCHOOLS ASSOCIATION	12/18/2020	BCCS-CCSA MEMBERSHIP RENEWAL (370 STUDENTS)	9,170.00
309624	CHARTERSAFE	11/21/2020	12/20- WORKERS' COMPENSATION	15,394.00
309681	CHARTERSAFE	12/18/2020	1/21- WORKERS' COMPENSATION	15,394.00
309635	CLIFTONLARSONALLEN LLP	11/25/2020	PROGRESS BILLING FOR AUDIT SERVICES YEAR ENDING JUNE 30, 2020	3,150.00
309554	CROSS COUNTRY EDUCATION	11/3/2020	10/19 - 10/23/20 - SPED SERVICES	5,561.44
309604	CROSS COUNTRY EDUCATION	11/12/2020	9/28-10/2/20- SPECIAL ED SERVICES	826.25
309613	CROSS COUNTRY EDUCATION	11/21/2020	4/27-5/1/20- SPECIAL ED SERVICES	21,534.00
309661	CROSS COUNTRY EDUCATION	12/11/2020	10/5-10/9/20- SPECIAL ED SERVICES	8,382.67
309640	DAVID BROOME	11/25/2020	10/10/20- HALLOWEEN ART CONTEST PRIZE	96.59
309550	DEPARTMENT OF HOUSING AND COMMUNITY DEVI	11/3/2020	REGISTRATION RENEWAL #5901263S14145	102.00
309594	DEPARTMENT OF HOUSING AND COMMUNITY DEVI	11/6/2020	2021- REGISTRATION RENEWAL #4901263S14142	68.00
309555	EMPLOYMENT DEVELOPMENT DEPARTMENT	11/3/2020	SEF Experience Local Charge	749.54
309636	ERIKA DE LA ROSA	11/25/2020	9/14- LIVE SCAN REIMBURSEMENT (SCHOOL VOLUNTEER)	79.00
309592	EXED	11/6/2020	10/20 Management Contract Fee & CALPADS & SIS Support Services	21,336.00
309650	EXED	12/4/2020	11/20 Management Contract Fee & CALPADS & SIS Support Services	21,336.00
309601	FRANCISCO TOPETE	11/6/2020	10/16-10/31/20-MAINTENANCE SERVICES	143.00
309603	FRANCISCO TOPETE	11/12/2020	9/1-9/15/20- MAINTENANCE SERVICES	1,186.00
309641	FRANCISCO TOPETE	11/25/2020	11/1-11/15/20- MAINTENANCE SERVICES	872.00
309670	FRANCISCO TOPETE	12/18/2020	11/16-11/30/20- MAINTENANCE SERVICES	981.00
309701	FRANCISCO TOPETE	12/29/2020	12/1-12/15/20- MAINTENANCE SERVICES	143.00
309614	FRONTIER	11/21/2020	10/13-11/12/20- FAX 818 834-8075	230.04
309653	FRONTIER	12/4/2020	11/13-12/12/20- FAX 818834-8075	241.39
309700	Go-Box, LLC (Spectrum Comm Inc. Sole MBR)	12/29/2020	GO-BOX CHROME (2)	2,590.38
309595	GREEN WORKS SOLUTIONS	11/6/2020	JOIST/FLOORING BLOCKS, CONCRETE, WASH FLOORING, T&G	36,155.00
309671	GREEN WORKS SOLUTIONS	12/18/2020	POLYCARBONATE ANTI-SHEAR GUARDS	87,621.00
309598	HESS AND ASSOCIATES, INC.	11/6/2020	Q4TH FY 1920- RETIREMENT REPORT	1,620.00
309652	HOME DEPOT CREDIT SERVICES	12/4/2020	LAM PDLOCK	9.87
309611	INLAND MECHANICAL SERVICES	11/12/2020	11/20- AC MAINTENANCE	460.00
309686	INLAND MECHANICAL SERVICES	12/18/2020	12/20- AC MAINTENANCE	460.00
309668	Jahaira Osorio	12/17/2020	EMPLOYEE CHECK	579.40
309632	JAMES MONROE HIGH SCHOOL	11/25/2020	GU- PSAT EXAM FEE FOR SPRING 2017 REIMBURSEMENT	1,032.00
309639	KELLY PAPER	11/25/2020	LABELS	258.86
309608	LA DEPT. OF WATER AND POWER	11/12/2020	8/27-10/28/20- SEWER CHARGES	5,830.42
309616	LA DEPT. OF WATER AND POWER	11/21/2020	8/14-10/15/20- ELECTRIC CHARGES	4,484.35
309664	LA DEPT. OF WATER AND POWER	12/11/2020	10/15-11/17/20- WATER CHARGES	3,427.69
309682	LA DEPT. OF WATER AND POWER	12/18/2020	10/28-12/3/20- ELECTRIC CHARGES	5,714.21
309638	LAW OFFICES OF YOUNG, MINNEY & CORR, LLP	11/25/2020	10/20- LEGAL SERVICES	872.00
309666	LAW OFFICES OF YOUNG, MINNEY & CORR, LLP	12/11/2020	10/20- LEGAL SERVICES	1,712.37
309687	LAW OFFICES OF YOUNG, MINNEY & CORR, LLP	12/18/2020	11/20- LEGAL SERVICES	2,013.00
309547	Los Angeles Unified School District	11/3/2020	Pro Rata Share - 11/20	6,212.30
309693	Los Angeles Unified School District	12/29/2020	Pro Rata Share - 12/20	12,424.60
309600	LUIS GIRON	11/6/2020	10/20- LANDSCAPING SERVICES	1,000.00
309643	LUIS GIRON	11/25/2020	11/17/20- LANDSCAPING SERVICES-RESEEDING OF PLAY FIELD, LAWNS AF	1,902.01
309676	LUIS GIRON	12/18/2020	11/20- LANDSCAPING SERVICES	1,100.00
309703	LUIS GIRON	12/29/2020	12/20- LANDSCAPING SERVICES	800.00
309548	MAJOR METROPOLITAN SECURITY	11/3/2020	11/20 FIRE ALARM MONITORING SERVICES	405.00
309628	MAJOR METROPOLITAN SECURITY	11/21/2020	12/20- MONITORING SERVICE	405.00
309689	MAJOR METROPOLITAN SECURITY	12/18/2020	1/21- MONITORING FIRE ALARM	405.00
309596	MASERGY CLOUD COMMUNICATIONS, INC	11/6/2020	10/20- COMMUNICATIONS SERVICES	1,774.94
309656	MASERGY CLOUD COMMUNICATIONS, INC	12/4/2020	11/20 COMMUNICATIONS SERVICES	1,774.94
309625	MCCALLA COMPANY	11/21/2020	TOILET TISSUE CS (2)	300.06
309669	MOTIVATING SYSTEMS, LLC	12/18/2020	2020-2021-0 SY PBIS REWARDS PER STUDENTS LICENSE (325)	1,133.75
309691	NEARPOD, INC.	12/29/2020	10/5/20-6/30/21- LICENSE- ELL PREMIUM, COLLEGE AND CAREER EXPLORA	3,700.00
309651	NELY PEREZ	12/4/2020	REIMBURSEMENT FOR LIVELSCAN (SCHOOL VOLUNTEER)	74.00
309606	OFFICE 360	11/12/2020	(N9J92AN) HIGH YIELD BLACK ORIGINAL INK CARTRIDGE	46.90
309637	OFFICE 360	11/25/2020	ADVANCED HAND SANITIZER REFRESHING GEL BOTTLE (8)	34.95
309680	PERLA PLANCARTE	12/18/2020	9/22/20-LIFE SCAN REIMBURSEMENT (SCHOOL VOLUNTEER)	71.00
309599	PETER HUANG AND LORETTA HUANG	11/6/2020	07/20-10/28/20- ELECTRIC CHARGES	2,619.49
309612	PETER HUANG AND LORETTA HUANG	11/12/2020	10/28-11/6/20- ELECTRIC CHARGES	210.24
309618	PETER HUANG AND LORETTA HUANG	11/21/2020	07/20-10/28/20- ELECTRIC CHARGES (SHORT PAID)	1,064.10
309649	PETER HUANG AND LORETTA HUANG	11/30/2020	12/20 - RENT	3,500.00



**YPI Charter Schools  
Check Register  
From 11/01/20 to 12/31/20**

Check #	Vendor Name	Date	Description	Amount
309695	PETER HUANG AND LORETTA HUANG	12/29/2020	01/21 - RENT	4,004.29
309552	PLANCONNECT	11/3/2020	7/1-9/30/20- 403B QUARTERLY DUES	100.00
309544	POWERSCHOOL GROUP LLC	11/3/2020	11/30/20-06/30/21- POWER SCHOOL SIS HOSTING	3,664.88
309607	PRN NURSING CONSULTANTS	11/12/2020	9/21/20- SPECIAL ED SERVICES	225.00
309694	PROFESSIONAL PLASTICS	12/29/2020	PLEXIGLASS SNEEZE GUARDS (FAB DESK SHIELD) (72)	4,680.00
309626	PURE WATER OF LA	11/21/2020	11/20 -WATER COOLER MAINTENENACE	76.65
309685	PURE WATER OF LA	12/18/2020	12/20- WATER COOLER MAINTENANCE	76.65
309546	Quadient Finance USA, Inc.	11/3/2020	9/20- EQUIPMENT RENTAL ACC#9317	112.74
309605	Quadient Finance USA, Inc.	11/12/2020	10/6/20- LATE FEES	39.89
309620	Quadient Finance USA, Inc.	11/21/2020	10/20-EQUIPMENT RENTAL	380.95
309655	Quadient Finance USA, Inc.	12/4/2020	FINANCE CHARGES	349.16
309699	Quadient Finance USA, Inc.	12/29/2020	11/23/20 POSTAGE	296.38
309621	REPUBLIC SERVICES #902	11/21/2020	11/20- WASTE DISPOSAL SERVICES ACC#9496	1,242.49
309657	REPUBLIC SERVICES #902	12/4/2020	12/20- WASTE DISPOSAL SERVICES ACC#9496	1,242.49
309678	Ricoh USA Inc.	12/18/2020	8/31-11/29/20- COPIER LEASE #5055539 CUSTOMER #36716915	792.05
309702	S.O.S. FIRE SERVICES	12/29/2020	FIRE EXTINGUISHER MAINTENANCE SERVICES AND CERTIFICATION (24)	315.00
309647	San Fernando Valley Japanese American Community Ce	11/30/2020	12/20 - RENT	9,500.00
309696	San Fernando Valley Japanese American Community Ce	12/29/2020	01/21 - RENT	9,500.00
309619	SFVJLI	11/21/2020	RENT	4,000.00
309648	SFVJLI	11/30/2020	12/20 - RENT	800.00
309697	SFVJLI	12/29/2020	01/21 - RENT	800.00
309597	SOCAL OFFICE TECHNOLOGIES, INC	11/6/2020	10/28-11/27/20- BASE RATE CHARGES	187.25
309627	SOCAL OFFICE TECHNOLOGIES, INC	11/21/2020	11/16-12/15/20- BASE RATE CHARGE #CNA1945-02	649.56
309645	SOCAL OFFICE TECHNOLOGIES, INC	11/25/2020	11/28-12/27/20 BASE RATE CHARGES	187.25
309688	SOCAL OFFICE TECHNOLOGIES, INC	12/18/2020	11/13-12/12/20- OVERAGE CHARGE #CNA7384-01	64.78
309543	SOUTHERN CALIFORNIA GAS COMPANY	11/3/2020	9/20-10/12/20- GAS CHARGES	28.36
309631	SOUTHERN CALIFORNIA GAS COMPANY	11/21/2020	10/12-11/12/20- GAS CHARGES	36.66
309549	Sparkletts	11/3/2020	10/20 COOLER ACC#8625	5.99
309630	Sparkletts	11/21/2020	10/20- BOTTLED WATER ACC#8625	105.90
309634	Sparkletts	11/25/2020	8/20- BOTTLED WATER ACC#0236	201.57
309677	Sparkletts	12/18/2020	11/20 BOTTLED WATER ACC#0236	35.17
309692	STEPHANIE ESCAMILLA	12/29/2020	9/11/20- LIVE SCAN REIMBURSEMENT (INTERN)	149.00
309660	SUCCESS FOR ALL FOUNDATION, INC.	12/11/2020	9/16/20- ON SITE TRAINING CONTRACT#103775	2,700.00
309679	SUCCESS FOR ALL FOUNDATION, INC.	12/18/2020	11/9/20- ON SITE TRAINING CONTRACT#103775	2,050.00
309615	SYNCB/AMAZON	11/21/2020	ELMER'S LIQUID SCHOOL GLUE, WASHABLE, 4 OUNCES EACH , 12 COUNT	25,033.82
309633	SYNCB/AMAZON	11/25/2020	8/20- AWS SERVICES CHARGES	1,039.11
309659	SYNCB/AMAZON	12/11/2020	S-WOMENBEAUTY HUMBOLDT STATE 1913 UNIVERSITY APPAREL - T SHIR	436.47
309683	SYNCB/AMAZON	12/18/2020	ASSESSING READING MULTIPLE MEASURES (4)	214.64
309658	THE CENTER FOR EFFECTIVE PHILANTHROPY	12/4/2020	FY 20-21- PART 2 OF 3-YOUTH TRUTH SURVEY OVERALL SCHOOL EXPERIE	6,750.00
309644	Thinking Nation Corp.	11/25/2020	EDUCATIONAL LICENSE-STUDENT LEARNING SOFTWARE PROGRAM	3,492.00
309663	TIME WARNER CABLE	12/11/2020	11/14-12/13/20- INTERNET ACC#0556	1,242.45
309617	TOTAL EDUCATION SOLUTIONS	11/21/2020	9/20- SPECIAL ED SERVICES	920.00
309665	TOTAL EDUCATION SOLUTIONS	12/11/2020	10/20- SPECIAL ED SERVICES	1,265.00
309593	UNUM	11/6/2020	11/20- PREMIUM #0836771-001 1	899.55
309609	VANESSA MORALES	11/12/2020	LIVESCAN FINGERPRINT	71.00
309662	WAXIE SANITARY SUPPLY	12/11/2020	PINE SOL MULTI SURFACE CLEANER PINE SCENT 144OZ 3/CS (4)	191.84
309674	WAXIE SANITARY SUPPLY	12/18/2020	LATEX POWDERED GP DISPOSABLE GLOVES LARGE (7)	795.01
309551	XEROX FINANCIAL SERVICES	11/3/2020	10/13-11/12/20- COPIER LEASE#010-0058450-003	1,833.16
309602	XEROX FINANCIAL SERVICES	11/12/2020	9/13- 10/12/20- COPIER LEASE #010-0058450-003	357.95
309629	XEROX FINANCIAL SERVICES	11/21/2020	11/12-12/11/20- COPIER LEASE# 010-0042733-001	2,189.28
309667	XEROX FINANCIAL SERVICES	12/11/2020	11/29-12/28/20- COPIER LEASE#010-0058450-002	1,475.21
309690	XEROX FINANCIAL SERVICES	12/18/2020	12/12-01/11/21 - COPIER LEASE # 010-0042733-001	1,831.33

546,165.76