

Youth Policy Institute Charter Schools (YPICS)

YPICS Regular Board Meeting

Date and Time

Monday April 25, 2022 at 6:00 PM PDT

Location

Join Zoom Meeting <https://exed.zoom.us/j/99680959616?pwd=Zk1lVlYxQ1c1bTNmb0FVL3A5RG5rdz09> Meeting ID: 996 8095 9616 Passcode: 191557 One tap mobile [+1692192599](tel:+1692192599), [99680959616#](tel:+1692192599) US (San Jose) [+16699006833](tel:+16699006833), [99680959616#](tel:+16699006833) US (San Jose) Dial by your location [+1 669 219 2599](tel:+16692192599) US (San Jose) [+1 669 900 6833](tel:+16699006833) US (San Jose) Meeting ID: 996 8095 9616 Find your local number: <https://exed.zoom.us/u/ab9d6IT5lj>

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

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:00 PM
Opening Items			
A. Record Attendance and Guests		Yesenia Zubia	
B. Call the Meeting to Order		Mary Keipp	
C. Approval of Board Findings relating to Teleconference Meetings During State of Emergency	Vote	Mary Keipp	1 m

Board findings pursuant to Government Code Section 54953(e)

The Charter School Board of Directors determines, in accordance with Government Code Section 54953(e)(1)(B), that meeting in person would present imminent risks to the health or safety of attendees. Pursuant to Government Code Section 54953(e)(3), the Board has also reconsidered the circumstances of the State of Emergency declared by the Governor on March 4, 2020, and finds the State of Emergency

	Purpose	Presenter	Time
continues to directly impact the ability of the Directors to meet safely in person and/or that State or local officials continue to impose or recommend measures to promote social distancing.			

D. Additions/Corrections to Agenda		Mary Keipp	1 m
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E. Approval of March 28, 2022 Regular Board Meeting Minutes	Approve Minutes	Mary Keipp	1 m
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II. Communications

6:03 PM

A. Presentations from the Public	FYI	Mary Keipp	
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Any persons present desiring to address the Board of Directors on any proper matter.

YPICS (or the "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:

When addressing the Board, speakers are requested (but not required) 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 on the Charter Schools website at ypics.org or 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.

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

Instructions for public comments at board meetings conducted via Zoom:

If you wish to make a public comment the YPICS Board of Trustees requests that member of the public please utilize the following procedures:

Purpose Presenter Time

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 are asked (but not required) to 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, their name will be called by the Board Chair and the requesting speaker’s microphone will be activated.
5. Speakers are requested (but not required to) rename their Zoom profile with their real name to expedite this process.

Alternatively, member of the public who wish to comment during the Board meeting may use the "raise hand"function on the Zoom platform. Members of the public calling in will be given the opportunity to address the Board during the meeting.

III. Items Scheduled for Information 6:03 PM

A. School Committee/ Council Reports FYI 3 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.

B. Board Committee Reports FYI 5 m

1. Finance Committee update presented by Committee Chair, Michael Green
2. Academic Committee update presented by Committee Chair, Cesar Lopez

C. Bert Corona Executive Administrator Report FYI Kevin Myers 2 m

D. Monseñor Oscar Romero Executive Administrator Report FYI Rene Quon 2 m

E. Bert Corona Charter High School Executive Administrator Report FYI Larry Simonsen 2 m

F. Chief Operation Officer's Report FYI Ruben Duenas 3 m

G. Executive Director's Report FYI Yvette King-Berg 3 m

H. CARES Act Reporting FYI Yvette King-Berg 5 m

ExED submitted the stimulus funding reports to the California Department of Education on behalf of all three YPICS' schools. All submitted reports are included as attachments in the agenda packet.

	Purpose	Presenter	Time
IV. Board of Trustees Professional Development			6:28 PM
A. Standards of Effective Charter School Governance	FYI	Mary Keipp	2 m
Board Chair, Mary Keipp will report on the standards of effective charter school governance.			
V. Items Scheduled For Action			6:30 PM
A. YPICS FY20-21 990 Tax Return	Vote	Yvette King-Berg	5 m
This is a recommendation to the Board to review and approve the drafted 990 tax return from CliftonLarsenAllen, LLP.			
B. YPICS March 2022 Financials and Check Registers	Vote	Irina Castillo	10 m
This is a recommendation to the Board to review and approve the March 2022 BCCS, MORCS, and BCCHS financials and check registers presented by ExED.			
C. YPICS School Accountability Report Cards	Vote	Yvette King-Berg	2 m
This is a recommendation to the Board to review and receive the School Accountability Report Cards (SARC) reports posted on February 1, 2022.			
VI. Closed Session			6:47 PM
A. Government Code 54957 PUBLIC EMPLOYEE PERFORMANCE EVALUATION - Evaluation of Current Administrators	Discuss	Mary Keipp	10 m
B. Government Code 54957 PUBLIC EMPLOYEE PERFORMANCE EVALUATION - Evaluation of Executive Director	Discuss	Mary Keipp	10 m
VII. Open Session			7:07 PM
A. Action Taken in Closed Session	FYI	Mary Keipp	1 m
VIII. Announcements			7:08 PM
A. Closing Announcements	FYI	Yvette King-Berg	2 m

	Purpose	Presenter	Time
IX. Closing Items			7:10 PM
A. Adjourn Meeting	Vote	Mary Keipp	

Coversheet

Approval of March 28, 2022 Regular Board Meeting Minutes

Section:	I. Opening Items
Item:	E. Approval of March 28, 2022 Regular Board Meeting Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for YPICS Regular Board Meeting on March 28, 2022

APPROVED

Youth Policy Institute Charter Schools (YPICS)

Minutes

YPICS Regular Board Meeting

Date and Time

Monday March 28, 2022 at 6:00 PM

Location

Join Zoom Meeting <https://exed.zoom.us/j/94739348240?pwd=YWd5Z1Y3RHVsWHFJWnp0bUdzeW5Bdz09> Meeting ID: 947 3934 8240
Passcode: 687237 One tap mobile [+16692192599](tel:+16692192599), [+16699006833](tel:+16699006833), [94739348240#](tel:+16692192599) US (San Jose) [+16699006833](tel:+16699006833), [94739348240#](tel:+16692192599) US (San Jose) Dial by your location +1 669 219 2599 US (San Jose) +1 669 900 6833 US (San Jose) Meeting ID: 947 3934 8240 Find your local number: <https://exed.zoom.us/j/94739348240?pwd=YWd5Z1Y3RHVsWHFJWnp0bUdzeW5Bdz09>

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

Trustees Present

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

Trustees Absent

None

Trustees who arrived after the meeting opened

S. Mendoza

Guests Present

I. Castillo (remote), Janelle Rulley, Esq (remote), K. Myers (remote), L. Simonsen (remote), R. Duenas (remote), R. Quon (remote), V. Nutt (remote), Y. King-Berg (remote), Y. Zubia (remote)

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

M. Keipp called a meeting of the board of trustees of Youth Policy Institute Charter Schools (YPICS) to order on Monday Mar 28, 2022 at 6:03 PM.

C. Approval of Board Findings relating to Teleconference Meetings During State of Emergency

D. Cho made a motion to continue teleconference meeting for the next 30 days pursuant to Government Code 54953(e)(1).

W. Njboke seconded the motion.

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

Roll Call

M. Keipp Aye

S. Mendoza Absent

D. Cho Aye

M. Green Aye

C. Lopez Aye

D. Additions/Corrections to Agenda

There were no additions or corrections to the agenda.

E. Approval of February 28, 2022 Regular Board Meeting Minutes

S. Mendoza arrived.

C. Lopez made a motion to approve the minutes from Regular Board Meeting on 02-28-22.

D. Cho seconded the motion.

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

Roll Call

M. Green Aye

D. Cho Aye

S. Mendoza Aye

M. Keipp Aye

C. Lopez Aye

W. Njboke Aye

II. Communications

A. Presentations from the Public

There were no presentations from the Public.

III. Items Scheduled for Information

A. School Committee/ Council Reports

There were no reports presented.

B. Board Committee Reports

Finance Committee Chair, Mr. Green reported out the committee met on March 21, 2022 and discussed the development of an investing policy for YPICS, potential development sites for the high school, the creation of a YPICS foundation, the Community Schools grant and the auditor selection. The Committee's recommendation for the auditor selection is an action item on the agenda.

C. Bert Corona Executive Administrator Report

Dr. Myers reported his school has made a significant effort to rebuild school culture coming back from the pandemic. With the new ELOP grant, the school has been able to offer after school clubs ranging from sports and cooking to body

image and art. In addition to school culture and climate, weekly staff professional development has been thought provoking, engaging and pushing PBIS.

D. Monseñor Oscar Romero Executive Administrator Report

Dr. Quon reported his school's oversight visit will be next month consisting of two half days and the academic focus areas for this school year are exemplars, checks for understanding and assessments. For extra curricular updates, the basketball teams were able to use the new gym this season, the soccer team was able to get free Adidas cleats due to a partnership with Think Together and Adidas, and lastly the film club will be premiering their film at a film festival in Hollywood this June thanks to a partnership with Youth Cinema Project and the Latino Film Institute.

E. Bert Corona Charter High School Executive Administrator Report

Mr. Simonsen reported the primary academic discussions and initiatives this second semester have been around A-G course grades. The school hopes the recent change in the grading policy (no F's) will encourage more students to keep trying. Seniors have begun hearing back from university admission offices and now it's a matter of setting up the plan for the students matriculation. As for the climate and culture of the school, students are beginning to return to normal and have had sports, clubs, and leadership opportunities this year.

F. Chief Operation Officer's Report

Mr. Duenas reported the COVID-19 Omicron Variant had a dramatic impact on the schools. Almost 3 times the number of students were quarantined from January 1 to March 11, 2022 than from August 14 to December 31, 2021. Nearly 5 times more staff were quarantined during the same time periods. March 12 to March 18 was the first week that our schools recorded zero positive cases. While COVID test funding is no longer covered by COVID reponse money, the schools will need to look into options for paying for testing of those who do not have insurance.

YPICS is exploring opportunities for construction of BCCHS and BCCS permanent facilities in Pacoima. After searching the area, three properties have sufficient size that could support a school campus. The options are being discussed with the Finance Committee.

Lastly, the executive teams are working with ExEd to build school site budgets for the 22-23 school year using current fiscal assumptions. The team is working to ensure that staffing at the schools address the needs of students and balances responsibilities and work loads for staff. This includes staffing each school with a full administrative team, counseling positions, and teachers that can focus on improving reading, and English language acquisition. The team is also exploring a 5% across the board increase in salaries and pay rates to continue to remain as competitive as possible in a challenging environment for education.

G. Executive Director's Report

YPICS is also looking ahead to grow the board as we look toward sustainability in partnership with Exed and Charter Board Partners. Attached is a packet from the Charter Board Orientation "Growing and Training" for new board members. The future is bright for YPICS, and there are several exciting new thinking and development regarding how to sustain the organization in the years to come.

IV. Board of Trustees Professional Development

A.

Brown Act Training Presented by Young, Minney, & Corr, LLC

Janelle Ruley, Esq. provided the annual Brown Act training to the Board and attendees.

B. 2022 CCSA Conference Attendance

The Board Chair, Ms. Keipp and Board Vice Chair, Cesar Lopez attended the CCSA conference along with YPICS staff in March and reported out attending trainings on board operations. Board Chair would like to start planning the board retreat for June or July.

V. Consent Agenda Items

A. Background

B. Consent Items

C. Lopez made a motion to move the consent agenda.
W. Njboke seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

M. Green Aye
S. Mendoza Aye
M. Keipp Aye
W. Njboke Aye
C. Lopez Aye
D. Cho Aye

VI. Items Scheduled For Action

A. Recommendation to Review and Receive YPICS 2020-21 LAUSD Oversight Reports

C. Lopez made a motion to receive the BCCS, MORCS, and BCCHS 2020-21 LAUSD Oversight reports.
W. Njboke seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

M. Keipp Aye
W. Njboke Aye
C. Lopez Aye
D. Cho Aye
S. Mendoza Aye
M. Green Aye

B. Recommendation to Select CliftonLarsonAllen LLP to Complete the Audit ending June 30, 2022

C. Lopez made a motion to approve the Finance Committees recommendation to select CliftonLarsonAllen LLP as the auditors for the audit ending June 30, 2022.
D. Cho seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

D. Cho Aye
M. Green Aye
W. Njboke Aye
C. Lopez Aye
M. Keipp Aye
S. Mendoza Aye

C. Recommendation to Approve the YPICS February Financials and Check Registers as Submitted

S. Mendoza made a motion to approve the February 2022 YPICS financials and check registers as submitted.

W. Njboke seconded the motion.

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

Roll Call

M. Green Aye
M. Keipp Aye
C. Lopez Aye
W. Njboke Aye
D. Cho Aye
S. Mendoza Aye

D. Recommendation to Approve Receipt of ASES GAN for Bert Corona Charter School in the amount of \$203, 482.84

C. Lopez made a motion to approve receipt of the ASES grant award notification for Bert Corona Charter School in the amount of \$203,482.84.

S. Mendoza seconded the motion.

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

Roll Call

M. Green Aye
C. Lopez Aye
M. Keipp Aye
S. Mendoza Aye
D. Cho Aye
W. Njboke Aye

VII. Closed Session

A. Government Code 54957 PUBLIC EMPLOYEE PERFORMANCE EVALUATION - Evaluation of Current Administrators

The Board of Trustees moved into Closed Session.

B. Government Code 54957 PUBLIC EMPLOYEE PERFORMANCE EVALUATION - Evaluation of Executive Director

VIII. Open Session

A. Action Taken in Closed Session

The Board reconvened Open Session at 7:50pm. Board Chair, Mary Keipp reported out no action was taken during Closed Session.

IX. 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 7:51 PM.

Respectfully Submitted,
Y. Zubia

Coversheet

School Committee/ Council Reports

Section:	III. Items Scheduled for Information
Item:	A. School Committee/ Council Reports
Purpose:	FYI
Submitted by:	
Related Material:	BCCHS April_7__2022_SAC.pdf 21-22 BCCS SAC Agenda (Apr 1).pdf

BERT CORONA CHARTER HIGH SCHOOL

12513 Gain Street, Pacoima CA 91331

***LCAP Meeting
School Advisory Council
April 7, 2022***

AGENDA

A meeting of the School Advisory Council will be held on April 7, 2022 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
Kimberly 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:

Announcements:

Next Meeting: **April 28th, 2022**

Adjournment:

BERT CORONA CHARTER HIGH SCHOOL

12513 Gain Street, Pacoima CA 91331

***LCAP Meeting
School Advisory Council
April 7, 2022***

MINUTES

A meeting of the School Advisory Council will be held on April 7, 2022 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
Kimberly 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, Fernando Avila, Larry Simonsen

Additions/Corrections to the Agenda:

Item #1 **Approval of Minutes from February 24, 2022 of the School Advisory Council.**

On **MOTION** of Mr. Crispo, **SECONDED** by Dr. Marabio, and **CARRIED**, the Minutes of the School Advocacy Committee Meeting of **February 24th, 2022** were approved as submitted.

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

None

Old Business:

New Business:

Item #3 **21-22 LCAP / Academics**

(Action Item)

PBL Exhibition Night June 2, 2022 5:00 to 8:00 pm - Maclay MPR

Ms. Fuentes informed the committee that this year our students have been working on their PBL Projects and will have to submit them at the end of the seester. Part of the project consist of a presentation of their projects at Mr. Simonsen would like to host that meeting on Thursday, June 2, 2022 in the evening here at Maclay MS.

On **MOTION** of Dr. Marambio, **SECONDED** by Mr. Cispo, and **CARRIED**, the approval of PBL Exhibition Night on June 2, 2022 was approved.

(Informational Items)

Testing Schedule

<i>MAPS Testing</i>	<i>May 17, 2022 and May 18, 2022</i>
<i>SBAC Testing</i>	<i>May 26, 2022 and May 27, 2022</i>
<i>Southern CA Universities</i>	<i>April 13, 2022 and April 14, 2022</i>
<i>Community College Tours</i>	<i>Week of April 19th (PCC, GCC, LAMC, LAVC)</i>
<i>LAUSD Oversight Visit</i>	<i>May 24, 2022 and May 25, 2022</i>

Ms. Fuentes informed the committee that we are gearing up for our Spring Testing Season. We will be testing starting May

Item #4

21-22 School Climate and Culture Update

(Informational Item)

Advisory Yearbook Pictures April 5th through April 8th

Sr. Yearbook Pictures April 8, 2022

Knights Ball April 29 or April 30

Grad Night, Disneyland June 3, 2022

Ms. Fuentes informed the committee that we are working with Ms. Gonzalez to provide a memorable high school experience for our Knights. She provided the dates for events that are currently scheduled.

Item #5

Covid Testing and Vaccination Update

(Informational Item)

Twice-weekly covid testing

Mask Mandate after Spring Break

Ms. Fuentes provided the committee with an update on our current Covid Testing procedures. She informed the committee that while LAUSD is changing their mask requirements, we will continue to use the mask indoor and outdoors for all students and staff.

Mrs. Sanchez and Mrs. Valdez both stated that they agree and appreciated that we are taking extra precautions on the COvid mask requirements and testing.

Item #6

Athletic Department Update

(Informational Item)

Boys Volleyball this spring

Boys Basketball Recruitment and Training

Ms. Fuentes informed committee that Mr. Cowie is continuing with our Spring Volleyball Season and to practice with our team.

Mr. Martinez continues to work with our boys to condition and recruit for our next basketball season.

Announcements:

None

Next Meeting: **April 28th, 2022**

Adjournment:

BERT CORONA CHARTER HIGH SCHOOL

12513 Gain Street, Pacoima CA 91331

LCAP Meeting School Advisory Council

February 24, 2022

MINUTES

A meeting of the School Advisory Council will be held on February 24, 2022 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**
- Kimberly 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 and Fernando Avila

Additions/Corrections to the Agenda:

Item #1 **Approval of Minutes from January 27, 2022 of the School Advisory Council.**

*On MOTION of Carlos Crispo **SECONDED** by Adriana Sanchez and **CARRIED** and approval of the January 27, 2022 Meeting were approved as Submitted.*

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

Old Business:

New Business:

Item #3 **21-22 LCAP Staffing Update / Academics**

(Action Items) -

Removing F from the approved grades list

Requiring Summer School for all Juniors

(Informational Items)

Hiring an ESL Teacher

PE Reset for all students: Graduation Requirement

PBL - Graded and Required

Mr. Simonsen

***On MOTION** of Rocio Valdez **SECONDED** by Melanie Valdez and **CARRIED**, on the approval of Removing F from the approved grades list was approved unanimously*

***On MOTION** of Dr. Marambio **SECONDED** by Adriana Sanchez and **CARRIED**, on the approval of Requiring Summer School for all Juniors was approved unanimously.*

Item #4 **21-22 School Climate and Culture Update**

(Informational Item)

Parent Pan con Café MARCH 3, 2022 at 9:30 AM and 5:00 PM

Parent Leadership Committee for 2022-2023

College Visitation Trips planned for 10th and 11th grade on Spring Break

*College Visitation for Seniors to accepted universities - TBD
School Recruitment Fair at BCCS - Saturday February 26th*

Mrs. Sanchez suggested that the MS should update the website so that all information is current. She recently looked at the website when she enrolled her son and saw that some teachers are listed but no longer there. She feels that it is best that it is updated so parents who visit have correct information.

Item #5 **Covid Testing and Vaccination Update**
(Informational Item)

Ms. Fuentes informed the committee that we will continue to test Twice -Weekly in order to keep all students, staff and personnel safe from COVID. We will continue to test Wednesdays and Fridays.

Ms. Fuentes also informed the committee that the YPICS Board has made the decision to continue with our Mask Mandate through Spring Break. While LAUSD has relaxed

Item #6 **Athletic Department Update**
(Informational Item)
Boys Volleyball this spring
Boys Basketball Recruitment and Training

Announcements:

Spring Break is April 09 - April 18
Return to classes is Tuesday, April 19

Next Meeting: **March 24, 2022**

Adjournment:



21-22 School Advisory Council
April 1, 2022

MEETING MINUTES

Members Present.

Students		Parents	Teachers / Staff/ Community Leader	
		Esmeralda Venegas	Maria Contreras	A
		Jessica D.	Jennifer Santacruz	A
			Kevin Myers	P
			Letty Sepulveda	P
			Karina Favela-Barreras	
			Teodora Reyes	

Item 1. **Call to Order and Responsibilities of Council**

- Time:
- Council Responsibilities
 - Review data and goals
 - Provide feedback to school leadership
 - Share ideas and collaborate as part of the council

Item 2. **Introductions:**

- Name
- Role at school
 - Kevin Myers- Principal
 - Leticia Sepulveda- Parent Coordinator
 - Teodora Reyes- former student, community partner
 - Rosi Arellano- parent (6th, 8th)
 - Esmeralda Venega- parent (6th)

Item 3. **Community Health Fair**

- Student Presentations (CASA):
 - Mental
 - Physical
 - Environmental
 - Social
 - Emotional
 - Spiritual
- Community partner booths:
 - Health screenings
 - Vaccinations
 - Opportunities for support and community engagement
 - Other ideas from SAC committee:
 - Pacoima Beautiful: host a table to provide resources and share opportunities for engagement
 - Electric bicycle programs
 - Lead removal from local homes (Lead remediation program)- county program
 - Mortgage relief program
 - Low income discount program with LADWP
 - Any information about the places and organizations that provide support throughout the community (contact our local city council members and the neighborhood council for Pacoima).

Item 4. **End-of-Year Events**

- Testing:
 - Incentives for iReady and CAASPP (baseline)
 - Pie the admin/teacher
 - Dunk tank
 - During the week of testing- Pop day or fun day for achieving the percentage goals
 - Rockwall
 - Water games
 - Ice cream truck (paletero man- local vendor), In N Out Truck
 - Awards/ceremony/certificates/medals
 - Small gifts/awards for improvement or getting a specific score
 - Having faith and encouraging words for the students
 - Testing snacks and candies to refresh their minds

SCHOOL GOALS			
	20-21 Data Point	21-22 Data Point	Goal for 2021-22
iReady Math OGL*	9%	5%	30%
iReady Reading OGL*	12%	15%	40%
Reclassification Rate	7%	TBD	20%
Suspension Rate	5.10%	TBD	0 to 4%

CAASPP ELA	ELA Proficiency	TOMS (state, online)	1x per year (May)	Annually	40% OGL*
CAASPP Math	Math Proficiency	TOMS (state, online)	1x per year (May)	Annually	30% OGL*

- All Events ([click here to see overall schedule](#))

Date	Event	Timeframe
March 31	8th Grade Culmination Meeting	5pm to 6pm
April 11 - April 18	Spring Break	All Day
April 11 - April 14	Spring Break Program	8:30 to 2:30
April 26 - April 29	iReady Testing: Final Diagnostic	See Testing Schedule
April 22	S15 Grades Due	Due End of Day
April 22	6th Grade Field Trip to the Beach	8:30 to 3:00
April 25	Preliminary Eligibility Report Run	N/A
May 31	LAUSD Oversight Visit	All Day
April 27	Hippocrates Circle Session 2	5:00 to 6:00
May 2	CASSPP Training and Prep	2:15 - 3:15
May 7	Knights by the Stars	Evening (est. 5pm to 8pm)
May 9 - May 13	CAASPP Testing: ELA and Math (All Grades)	All Day
May 10	Hippocrates Circle Session 3	5:00 to 6:00
May 16 - May 20	CAASPP Make Ups	All Day
May 23 - May 27	CAST Test (Science) for 5th and 8th Grade	All Day
May 20	CASA Health Fair	4 to 7
May 20	Week 18 Grades Due (8th Grade Only)	Due End of Day
May 24	Hippocrates Circle Session 4	5:00 to 6:00
May 26	7th Grade Trip: Medieval Times	All Day
May 27	8th Grade Grad Night (Six Flags)	TBD
May 30	Memorial Day (no school)	All Day
June 6	Athletics Banquet	2:30 to 4:00
June 8	Hippocrates Circle Session 5 (Graduation)	5:00 to 6:30
June 10	5th Grade Culmination	10
June 10	8th Grade Culmination	5:00 PM

Item 5. **Open Forum:**

-

Item 7. **Set date for next meeting:**

Coversheet

Board Committee Reports

Section: III. Items Scheduled for Information

Item: B. Board Committee Reports

Purpose: FYI

Submitted by:

Related Material:

MS-diagnostic-growth_reading_all-schools_04062022 YPICS School (4).pdf

MS-diagnostic-growth_math_all-schools_04062022 YPICS (1).pdf

_Board Brief- 22-23 teacher salary table 5%.pdf

22-23 Salary Table model - 22-23 Salary Table Detail Model .pdf

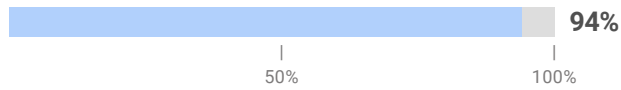
Diagnostic Growth



School All Schools
Subject Reading
Academic Year 2021 - 2022
Comparison Diagnostic D 2: MS:

Students Assessed/Total: **575/630**

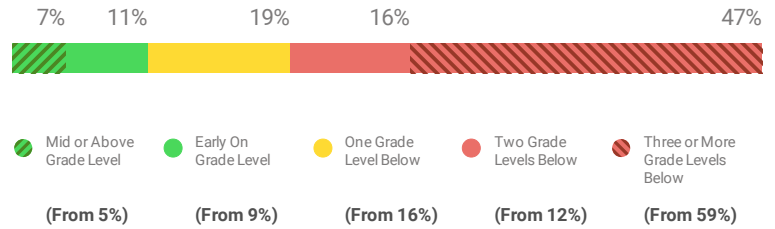
Progress to Annual Typical Growth (Median)



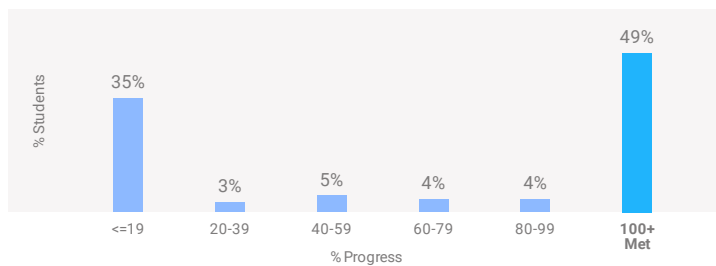
The median percent progress towards Typical Growth for this school is 94%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

[Learn More About Growth](#)

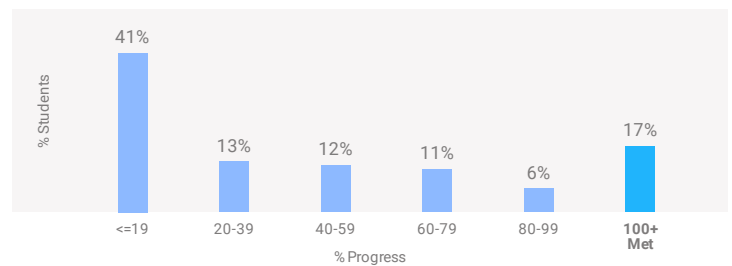
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Show Results By

School

Showing 2 of 2

School	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Bert Corona Charter Middle School	95%	49%	35%	16%	47%	315/340
Monsenor Oscar Romero Charter School	92%	49%	33%	18%	48%	260/290

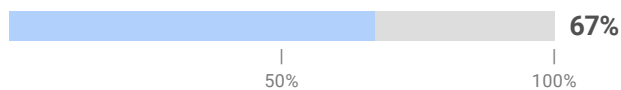
Diagnostic Growth



School All Schools
Subject Math
Academic Year 2021 - 2022
Comparison Diagnostic D 2: MS:

Students Assessed/Total: 598/630

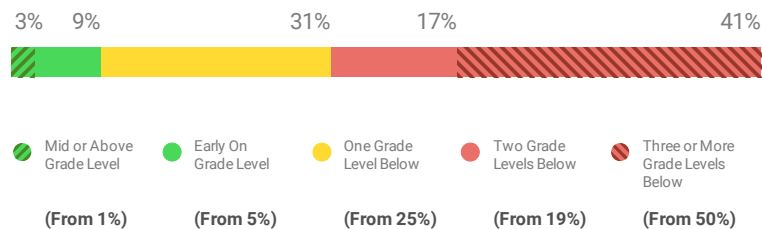
Progress to Annual Typical Growth (Median)



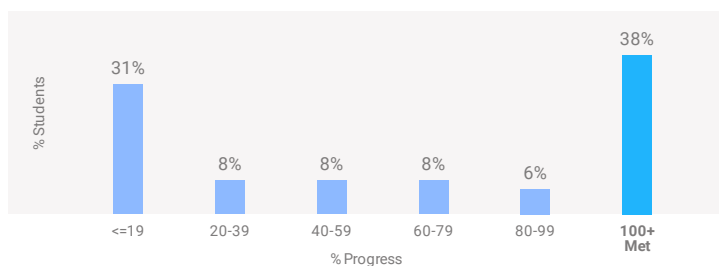
The median percent progress towards Typical Growth for this school is 67%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

[Learn More About Growth](#)

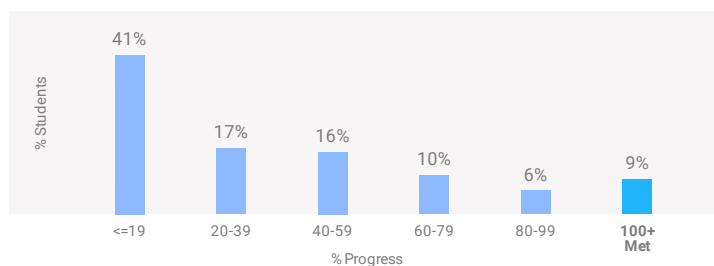
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Show Results By

Baseline Placement

Baseline Placement	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Mid or Above Grade Level	31%	20%	20%	20%	0%	5/6
Early On Grade Level	23%	30%	12%	7%	22%	27/27
One Grade Level Below	44%	34%	23%	9%	28%	152/158
Two Grade Levels Below	64%	35%	30%	7%	55%	115/118
Three or More Grade Levels Below	77%	43%	32%	10%	58%	299/317

Curriculum Associates



April 25, 2022

TO: YPI Charter Schools
Board of Directors

FROM: Ruben Dueñas
Chief Operations Officer

SUBJECT: 5% on Table Increase to Teacher Salary Tables

BACKGROUND

For the 21-22 school year, YPICS Board of Directors approved one time stipends for all staff. All staff returning from the 20-21 school year and working through the 21-22 school year received a maximum stipend of 5% based on their earnings for the school year. As such, (1) employees returning to YPICS from the 20-21 school year received a stipend of 3% of their budgeted earnings; and (2) employees working through the 21-22 school year received a stipend of 2% of their budgeted earnings. The board made this decision to (a) acknowledge staff for their work through the pandemic but most importantly to (b) maintain competitive salaries and to retain and recruit staff.

ANALYSIS

Individuals working in K-12 schools are leaving their positions in droves. School districts across the state and country are reporting record numbers of staff vacancies. As a result, schools and districts are increasing staff pay and offering signing bonuses to recruit and retain staff. In order to remain competitive in this difficult market, YPICS needs to continue to make reasonable and sustainable budget decisions to increase pay for all positions in our organization and schools.

Due to “pandemic” funding and increased funding from the California State Budget, YPICS is in a financial position to formalize the one time stipends made during the 21-22 school year and make a permanent change to the credentialed and non-credentialed teacher salary tables. Based on work by staff, all site budgets have been developed to support a 5% “on the table” increase.

A summary of the impact of a 5% increase “on the table” is below:

Average Table Increase	\$3,121	
Average Pay Raise	\$4,872	7.52%
Minimum Raise	\$2,888	5.04%
Maximum Raise	\$9,573	11.71%

A copy of a detailed summary of the proposed 22-23 YPICS Credentialed Salary Table and 22-23 YPICS Non-Credentialed Salary Table are attached.

RECOMMENDATION

Approve a 5% increase to all Teacher Salary Tables for the 22-23 school year to ensure that YPICS can offer competitive compensation and is able to retain and recruit qualified teachers for our schools and to serve our communities.

2021-2022 YPICS Credentialed Teacher Salary Table (Pending Approval)																				
Level	Semster Units/ Years		1	2	3	4	5	6	7	8	9	10	Min	Max	Ave Pay Raise	Ave Table Increase	% Increase			
Detailed	20 14 Units or less	21-22	\$54,600	\$54,750	\$54,900	\$55,150	\$55,500	\$56,000	\$56,360	\$57,000	\$58,471	\$60,133								
		5.00% Increase	\$2,730	\$2,738	\$2,745	\$2,758	\$2,775	\$2,800	\$2,818	\$2,850	\$2,924	\$3,007						\$2,824		
		22-23	\$57,330	\$57,488	\$57,645	\$57,908	\$58,275	\$58,800	\$59,178	\$59,850	\$61,394	\$63,139								
	21 More than 14 Units	5.00% Increase	21-22	\$54,750	\$54,900	\$55,150	\$55,500	\$56,000	\$56,904	\$57,676	\$59,054	\$60,753	\$62,776							
			22-23	\$57,488	\$57,645	\$57,908	\$58,275	\$58,800	\$59,749	\$60,560	\$62,007	\$63,791	\$65,915							\$2,882
			Move Right	\$2,738	\$2,895	\$3,008	\$3,125	\$3,300	\$3,749	\$3,656	\$4,331	\$4,737	\$5,162	\$2,895	\$5,162	\$3,774				6.30%
	22 More than 28 Units	5.00% Increase	21-22	\$54,900	\$55,150	\$55,500	\$56,000	\$56,651	\$57,677	\$59,624	\$61,362	\$63,123	\$66,038							
			22-23	\$57,645	\$57,908	\$58,275	\$58,800	\$59,484	\$60,561	\$62,605	\$64,430	\$66,279	\$69,340							\$2,951
			Move Right	\$2,745	\$3,008	\$3,125	\$3,300	\$3,484	\$3,910	\$4,928	\$4,806	\$4,917	\$6,217	\$3,008	\$6,217	\$4,188				6.84%
	23 More than 42 Units	5.00% Increase	21-22	\$55,150	\$55,500	\$56,000	\$56,651	\$57,429	\$59,661	\$61,957	\$63,731	\$65,591	\$69,537							
			22-23	\$57,908	\$58,275	\$58,800	\$59,484	\$60,300	\$62,644	\$65,054	\$66,918	\$68,871	\$73,014							\$3,034
			Move Right	\$2,758	\$3,125	\$3,300	\$3,484	\$3,649	\$5,216	\$5,393	\$4,961	\$5,140	\$7,422	\$3,125	\$7,422	\$4,632				7.38%
24 More than 56 Units	5.00% Increase	21-22	\$55,500	\$56,000	\$56,651	\$57,429	\$59,661	\$61,994	\$64,376	\$66,224	\$68,495	\$72,924								
		22-23	\$58,275	\$58,800	\$59,484	\$60,300	\$62,644	\$65,094	\$67,595	\$69,536	\$71,920	\$76,570							\$3,132	
		Move Right	\$2,775	\$3,300	\$3,484	\$3,649	\$5,216	\$5,432	\$5,601	\$5,160	\$5,695	\$8,075	\$3,300	\$8,075	\$5,068				7.86%	
25 More than 70 Units	5.00% Increase	21-22	\$56,000	\$56,651	\$57,106	\$60,382	\$62,726	\$65,183	\$66,869	\$68,942	\$71,621	\$76,385								
		22-23	\$58,800	\$59,484	\$59,961	\$63,401	\$65,862	\$68,442	\$70,213	\$72,389	\$75,202	\$80,204							\$3,255	
		Move Right	\$2,800	\$3,484	\$3,310	\$6,295	\$5,480	\$5,716	\$5,030	\$5,520	\$6,260	\$8,583	\$3,310	\$8,583	\$5,520				8.29%	
26 More than 84 Units	5.00% Increase	21-22	\$56,904	\$57,379	\$59,054	\$62,788	\$65,232	\$67,788	\$69,488	\$71,907	\$74,760	\$79,772								
		22-23	\$59,749	\$60,248	\$62,007	\$65,927	\$68,493	\$71,177	\$72,962	\$75,502	\$78,498	\$83,761							\$3,379	
		Move Right	\$2,845	\$3,344	\$4,628	\$6,873	\$5,706	\$5,945	\$5,175	\$6,014	\$6,592	\$9,000	\$3,344	\$9,000	\$5,920				8.60%	
27 More than 98 Units	5.00% Increase	21-22	\$57,007	\$59,650	\$61,386	\$65,306	\$67,849	\$70,504	\$72,192	\$74,921	\$77,886	\$83,295								
		22-23	\$59,857	\$62,632	\$64,456	\$68,572	\$71,242	\$74,029	\$75,801	\$78,667	\$81,781	\$87,460							\$3,517	
		Move Right	\$2,850	\$5,626	\$4,806	\$7,185	\$5,936	\$6,180	\$5,297	\$6,475	\$6,860	\$9,573	\$4,806	\$9,573	\$6,438				9.07%	
Level	Semster Units/ Years		1	2	3	4	5	6	7	8	9	10	\$2,888	\$9,573	\$4,872	\$3,121	7.52%			

Summary	Average Table Increase	\$3,121	
	Average Pay Raise	\$4,872	7.52%
	Minimum Raise	\$2,888	5.04%
	Maximum Raise	\$9,573	11.71%

2022-2023 YPICS Credentialed Teacher Salary Table											
Level	Semster Units/ Years	1	2	3	4	5	6	7	8	9	10
Simple View	20 14 Units or less	\$57,330	\$57,488	\$57,645	\$57,908	\$58,275	\$58,800	\$59,178	\$59,850	\$61,394	\$63,139
	21 More than 14 Units	\$57,488	\$57,645	\$57,908	\$58,275	\$58,800	\$59,749	\$60,560	\$62,007	\$63,791	\$65,915
	22 More than 28 Units	\$57,645	\$57,908	\$58,275	\$58,800	\$59,484	\$60,561	\$62,605	\$64,430	\$66,279	\$69,340
	23 More than 42 Units	\$57,908	\$58,275	\$58,800	\$59,484	\$60,300	\$62,644	\$65,054	\$66,918	\$68,871	\$73,014
	24 More than 56 Units	\$58,275	\$58,800	\$59,484	\$60,300	\$62,644	\$65,094	\$67,595	\$69,536	\$71,920	\$76,570
	25 More than 70 Units	\$58,800	\$59,484	\$59,961	\$63,401	\$65,862	\$68,442	\$70,213	\$72,389	\$75,202	\$80,204
	26 More than 84 Units	\$59,749	\$60,248	\$62,007	\$65,927	\$68,493	\$71,177	\$72,962	\$75,502	\$78,498	\$83,761
27 More than 98 Units	\$59,857	\$62,632	\$64,456	\$68,572	\$71,242	\$74,029	\$75,801	\$78,667	\$81,781	\$87,460	
Level	Semster Units/ Years	1	2	3	4	5	6	7	8	9	10

22-23 YPICS Non-Credentialed Teacher Salary Table (1 Position)											
Level	Points/Years	1	2	3	4	5	6	7	8	9	10
20	<14 points	\$ 43,035	\$ 43,035	\$ 43,035	\$ 43,782	\$ 46,039	\$ 46,519	\$ 47,957	\$ 49,571	\$ 51,852	\$ 54,155
	5.00%	\$ 2,152	\$ 2,152	\$ 2,152	\$ 2,189	\$ 2,302	\$ 2,326	\$ 2,398	\$ 2,479	\$ 2,593	\$ 2,708
		\$ 45,186	\$ 45,186	\$ 45,186	\$ 45,972	\$ 48,341	\$ 48,845	\$ 50,355	\$ 52,050	\$ 54,444	\$ 56,863
21	> 14 points	\$ 43,035	\$ 43,035	\$ 43,408	\$ 45,115	\$ 46,905	\$ 48,647	\$ 50,495	\$ 52,319	\$ 54,109	\$ 56,529
	5.00%	\$ 2,152	\$ 2,152	\$ 2,170	\$ 2,256	\$ 2,345	\$ 2,432	\$ 2,525	\$ 2,616	\$ 2,705	\$ 2,826
		\$ 45,186	\$ 45,186	\$ 45,579	\$ 47,371	\$ 49,250	\$ 51,080	\$ 53,019	\$ 54,935	\$ 56,814	\$ 59,356
22	> 28 points	\$ 43,035	\$ 43,035	\$ 45,186	\$ 47,198	\$ 49,104	\$ 51,115	\$ 53,033	\$ 55,091	\$ 57,020	\$ 59,464
	5.00%	\$ 2,152	\$ 2,152	\$ 2,259	\$ 2,360	\$ 2,455	\$ 2,556	\$ 2,652	\$ 2,755	\$ 2,851	\$ 2,973
		\$ 45,186	\$ 45,186	\$ 47,445	\$ 49,558	\$ 51,559	\$ 53,671	\$ 55,684	\$ 57,845	\$ 59,871	\$ 62,438
23	> 42 points	\$ 43,408	\$ 45,151	\$ 47,198	\$ 49,244	\$ 51,442	\$ 53,559	\$ 55,664	\$ 57,746	\$ 59,862	\$ 62,622
	5.00%	\$ 2,170	\$ 2,258	\$ 2,360	\$ 2,462	\$ 2,572	\$ 2,678	\$ 2,783	\$ 2,887	\$ 2,993	\$ 3,131
		\$ 45,579	\$ 47,408	\$ 49,558	\$ 51,706	\$ 54,014	\$ 56,237	\$ 58,447	\$ 60,633	\$ 62,855	\$ 65,753
24	> 56 points	\$ 45,151	\$ 46,881	\$ 49,104	\$ 51,442	\$ 53,652	\$ 55,956	\$ 58,237	\$ 60,446	\$ 62,809	\$ 65,674
	5.00%	\$ 2,258	\$ 2,344	\$ 2,455	\$ 2,572	\$ 2,683	\$ 2,798	\$ 2,912	\$ 3,022	\$ 3,140	\$ 3,284
		\$ 47,408	\$ 49,225	\$ 51,559	\$ 54,014	\$ 56,335	\$ 58,754	\$ 61,148	\$ 63,469	\$ 65,950	\$ 68,957
25	> 70 point	\$ 46,718	\$ 48,682	\$ 51,162	\$ 53,559	\$ 55,968	\$ 58,412	\$ 60,856	\$ 63,218	\$ 65,662	\$ 68,784
	5.00%	\$ 2,336	\$ 2,434	\$ 2,558	\$ 2,678	\$ 2,798	\$ 2,921	\$ 3,043	\$ 3,161	\$ 3,283	\$ 3,439
		\$ 49,053	\$ 51,117	\$ 53,720	\$ 56,237	\$ 58,766	\$ 61,333	\$ 63,899	\$ 66,379	\$ 68,945	\$ 72,223
26	> 84 points	\$ 48,578	\$ 50,495	\$ 53,044	\$ 55,664	\$ 58,237	\$ 60,868	\$ 63,393	\$ 65,931	\$ 68,551	\$ 71,849
	5.00%	\$ 2,429	\$ 2,525	\$ 2,652	\$ 2,783	\$ 2,912	\$ 3,043	\$ 3,170	\$ 3,297	\$ 3,428	\$ 3,592
		\$ 51,007	\$ 53,019	\$ 55,697	\$ 58,447	\$ 61,148	\$ 63,911	\$ 66,563	\$ 69,228	\$ 71,979	\$ 75,441
27	> 98 points	\$ 49,992	\$ 52,319	\$ 55,091	\$ 57,746	\$ 60,470	\$ 63,253	\$ 65,943	\$ 68,691	\$ 71,416	\$ 75,018
	5.00%	\$ 2,500	\$ 2,616	\$ 2,755	\$ 2,887	\$ 3,023	\$ 3,163	\$ 3,297	\$ 3,435	\$ 3,571	\$ 3,751
		\$ 52,491	\$ 54,935	\$ 57,845	\$ 60,633	\$ 63,493	\$ 66,416	\$ 69,240	\$ 72,126	\$ 74,986	\$ 78,769
Level	Points/Years	1	2	3	4	5	6	7	8	9	10

Coversheet

Bert Corona Executive Administrator Report

Section:	III. Items Scheduled for Information
Item:	C. Bert Corona Executive Administrator Report
Purpose:	FYI
Submitted by:	
Related Material:	21-22 BCCS EA Board Report (April).docx.pdf



BCCS Executive Administrator Report

April 2022

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:

22-23 Enrollment (as of 4/24/22)

	Total
5th grade	10
6th grade	81
7th grade	104
8th grade	107
Total	302

Enrollment Efforts for 2022-23:

- Modified school tours (due to COVID safety)
- Recruitment presentations
- Flyering at local schools
- Community fair
- Schola

School Culture and ELOP:

Our clubs are going very well! Students are excited about the connections they are making and the new skills they are learning through their clubs. Many students have come out of their shells and are starting to make more personal connections with staff and with other students. Ms. Preston, our SPED lead teacher, has noted several students who struggle socially who are now making friends through their participation in clubs. Some of the programs we are now offering are listed below:

- Math tutoring
- English tutoring
- EL 1 tutoring and language support
- Body Image, Hiking, Running Club
- Film appreciation club
- Theater club
- Comic Book Club
- Vegan Cooking (the Happy Cow Club)
- Arts and Crafts
- Drawing and Realistic Image Creation Club
- Book Club
- Spikeball Club
- Soccer

- Makeup and Special Effects Club
- Photography Club

The clubs have also been a huge selling point with our incoming families and they are very excited about the amount of clubs and supports we offer as a small learning community.

Professional Development and Training:

Our PD meetings this semester are divided into two segments each Monday. During the first part of the PD session, teachers are working with Dr. Myers about supporting our subgroup populations, particularly our ELs and our students with special needs. Then, during the second hour, the teachers go into either DSI (Do Something Important) Time, or they meet with Mr. Takeyama to create and refine their approach to positive behavior interventions and supports (PBIS). Explanations of all segments are below:

EL Support

Our PD series on supports for ELs began with a review of the ELD standards and a personal reflection and analysis on each teacher’s integration of the standards into their weekly practice (see template on the next page below). Each teacher completed the analysis, then decided to focus on three ELD strategies that they would improve or initiate in their weekly planning for EL support. As mentor teachers met with their mentees, they discussed this strategy and it was being implemented, then they offered feedback for improvement. As the strategies were being implemented and mentorship was provided, we continued to discuss EL supports over the next couple of weeks.

Supporting Students with Special Needs:

Our SPED series has begun and we are excited about the direction it is going. On the first week, we gave a self-assessment to staff members to see how they rated themselves on implementing key components of our SPED program and general support strategies for students with special needs. Based on the data, we shifted our plan a bit to meet the needs indicated by the survey. Instead of jumping right in to our trainings, we spent a week reviewing the self-assessment data. Team members worked together to set both team goals for improvement and individual goals for improvement. Next, we will be spending time reviewing the specific IEPs and the needs of our students, which will allow for teachers to reflect on their practice and to plan for shifts to meet the needs of all students.

The grade level results of our self-assessment are below:

Implementation Level	Target	Count	Percent	Count	Percent	Count	Percent
		5/6th		7th		8th	
LEVEL 1	I know which of my students have an IEP.	5	100%	3	75%	4	100%
LEVEL 1	I know the accommodations that are required for my students with special needs.	0	0%	1	25%	1	25%
LEVEL 1	I ensure students receive their accommodations/supports during each lesson.	0	0%	1	25%	1	25%
LEVEL 1	I know my students’ disabilities.	2	40%	1	25%	0	0%
LEVEL 1	I share my lesson plans with my team resource teacher every week.	4	80%	2	50%	2	50%
LEVEL 1	I share assessments with my team resource teacher	4	80%	2	50%	2	50%
LEVEL 1	My lessons are supportive and differentiated.	0	0%	1	25%	1	25%
LEVEL 1	I complete PLP documents when requested.	4	80%	0	0%	4	100%
LEVEL 1	In the PLP, I provide specific information about standards mastery.	3	60%	0	0%	2	50%

LEVEL 2	I have determined which accommodations and supports are most effective for my students with special needs.	1	20%	2	50%	1	25%
LEVEL 2	I provide multiple opportunities for students to achieve mastery	3	60%	2	50%	2	50%
LEVEL 2	I communicate often with my team resource teacher.	4	80%	2	50%	4	100%
LEVEL 2	Before scoring and assignment or assigning a mastery grade, I ensure all accommodations were provided.	1	20%	1	25%	3	75%
LEVEL 2	I plan my lessons so they are scaffolded and accessible for all students	3	60%	2	50%	3	75%
LEVEL 2	I know my students' goals and how to support them.	1	20%	1	25%	1	25%
LEVEL 3	I communicate often with my team resource tutor.	3	60%	0	0%	2	50%
LEVEL 3	I have a plan for how the resource tutor can support in my class.	1	20%	0	0%	1	25%
LEVEL 3	I grade collaboratively with the resource teacher	1	20%	2	50%	0	0%
LEVEL 3	I plan collaboratively with the resource teacher	0	0%	1	25%	0	0%

Our goal with both the EL and SPED PD series is to bolster our practice in supporting these students and to align the practices we see across all classrooms.

DSI Time (PD): During our second hour of PD each Monday, 2/3 of our teachers are given the opportunity to focus on something that is important for their work. Although some would argue that staff may squander this time if we do not specifically assign something that needs to get done, we have found that teachers are utilizing this time very well. Many teachers elect to hold their weekly team meetings during this time instead of meeting during their regular prep periods or lunches. Others have reviewed data as a team or talked about behavioral challenges they are facing. Others have planned with administration for upcoming field trips. Others have chosen to work on lesson plans or catching up on grading. Additionally, a few teachers took me up on an offer to attend a training about their mental health and how to maintain organization and preparedness while also being aware of their own mental health.

PBIS Planning:

Each week, 1/3 of our teachers and staff are not participating in DSI time. For 4 week rotations, Mr. Takeyama is meeting with our teachers to create plans for supporting students with their behavior. They are creating plans for tracking behavior and for supporting students who are not meeting expectations. Contrary to previous efforts, these plans are 100% teacher generated and led. The first team who participated in this effort was our 7th grade team. Their students yielded the lowest growth on our last iReady diagnostic and the root cause was determined to be relationships with students and disruptive behavior. The teachers selected a few behaviors they wanted to track, and each week students who earned enough points by following expectations were awarded a Fun Friday during advisory. Students who earned 100% of their possible points were given ice cream as a celebration as well. Students who did not earn enough points were asked to complete a reflection and each Monday the teachers discussed how they could support these students to earn their Fun Friday the next week.

In the first week, approximately 20 students did not earn their Fun Friday, but by the last week, there were only a few tier 3 students who were still not meeting expectations. MTSS forms were completed and our SCC team/admin are working on plans to continue to support these students. The improvement over the course of those weeks was phenomenal and a tribute to the work the team put into building relationships with their kids!

Here is what Mr. Takeyama had to say about the Classroom Management PBIS Planning PLCs:

*On February 7th, 2022 the 7th grade team started working with Mr. Takeyama in a professional learning community that worked on Classroom Management. In this PLC the team was able to articulate a problem that needed to be resolved. They also needed to create a way to combat the problem that would be considered specific, measurable, and data driven. With this the 7th grade team worked on targeting tier 1 practices, where the teachers were intentional at measuring time on task at 10 minute intervals. This support allowed for more general positive support (where points were given), along with individual support for those not on task. This allowed for an increase in appropriate behavior in class that was proven in the spreadsheets that the team was using. We also were able to see that this was an effective strategy because the team, **even after the PLC was passed from administrator facilitating to teacher facilitating, continued the efforts and still was experiencing similar levels of success.***

iReady Diagnostic and State Testing:

Our third and final diagnostic for the year is happening this week. We are excited about the growth we will see on this one as we already saw strong growth on the first. To incentivize effort and attendance, we are offering the following incentives school-wide, along with class incentives that are being offered by the teachers (including Fun Fridays, field trips, and pizza/ice cream parties).



GET READY FOR IREADY



We want to...

**CELEBRATE
YOUR
GROWTH!**

**IF YOU MEET
TYPICAL GROWTH**



Join us for an ice cream party!

If 50% of students hit stretch growth, students choose what color to dye Mr. Takeyama, Dr. Myers, and other staff members' hair/beard for a day!

**IF YOU MEET
STRETCH GROWTH**

Get the ice cream AND you get to launch a water balloon at a group of teachers and staff!



For CAASPP testing, we will do something similar, but that assessment is a couple of weeks away and we plan to focus on iReady first, then turn our focus to CAASPP. This year, students will be taking ELA, math, and science (5th and 8th only). We are excited to see what our new baseline data will look like (baseline because our last data was in 2019 with a completely different group of students).

COVID Testing and Safety:

Over the last few months, we have moved to testing 2 times per week. During our testing, we continue to have minimal rejected tests or positive tests. After spring break, only one student tested positive and he was asymptomatic. We continue to implement our COVID safety protocols, but we are hopefully reaching a time when we don't have to be so strict!

End of Year Events:

We have many events coming up at the end of the year!

Date	Event	Timeframe	Grade	Lead (who to go to for questions)	Staff
April 26 - April 29	iReady Testing: Final Diagnostic	See Testing Schedule	All	Rios	Completed in all core classes
April 27	Hippocrates Circle Session 2	5:00 to 6:00	All	Contreras/Mousavi	All welcome
May 2	CASSPP Training and Prep	2:15 - 3:15	All	Rios	Required for all teachers
May 7	Knights by the Stars (at BCCS)	Evening (est. 5pm to 8pm)	8th	Contreras/Sepulveda	All Staff
May 9 - May 13	CAASPP Testing: ELA and Math (All Grades)	All Day	All	Rios	All teachers will proctor
May 10	Hippocrates Circle Session 3	5:00 to 6:00	All	Contreras/Mousavi	All welcome
May 16 - May 20	CAASPP Make Ups	All Day	All	Rios	TBD
May 23 - May 27	CAST Test (Science) for 5th and 8th Grade	All Day	5th and 8th	Rios	Completed in core classes
May 19	New Student Orientation	5:00 to 6:00	All	Rios	Virtual Parent Meeting
May 20	CASA Health Fair	4 to 7	All	M. Myers / K. Myers	All will be contacted about attendance
May 20	Week 18 Grades Due (8th Grade Only)	Due End of Day	8th	Myers or Rios	Required for all teachers of 8th grade students
May 24	Hippocrates Circle Session 4	5:00 to 6:00	All	Contreras/Mousavi	All welcome
May 26	7th Grade Trip: Medieval Times	All Day	7th	Takeyama	Required for 7th grade; other staff attending
May 27	8th Grade Grad Night (Six Flags)	TBD	8th	L. Sepulveda	Strongly recommended for 8th grade
May 30	Memorial Day (no school)	All Day	All	N/A	N/A
May 31	LAUSD Oversight Visit	All Day	All	K. Myers	All classes may be visited
June 6	Athletics Banquet	2:30 to 4:00	All	Villanueva	All welcome
June 8	Hippocrates Circle Session 5 (Graduation)	5:00 to 6:30	All	Contreras/Mousavi	All welcome
June 10	5th Grade Culmination	10	5th	Sepulveda / Bravo	All available staff
June 10	8th Grade Culmination	5:00 PM	8th	Sepulveda / Rios	REQUIRED for all staff

Photos: So many great things going on at BCCS!



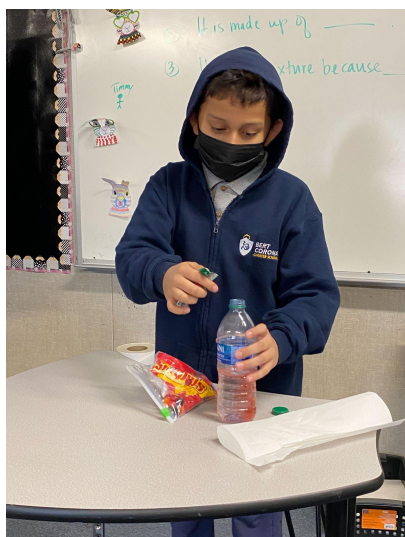
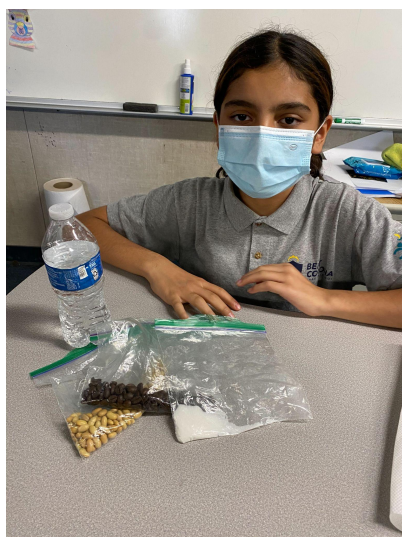
Positive Body Image Club Hike



Joe Corona, one of our students with tier 3 behavioral needs, is very proud of his flower pot, created in the Arts and Crafts club.



Creations from our painting club



Our 5th graders brought in household items to demonstrate their knowledge of the difference between mixtures and solutions.



More cooking from the Happy Cow (Vegan) cooking club



One of our advisory doors from our Black History Month door competition to honor influential Black people from our nation's history.



As part of their CASA (service learning) projects, students took a trip to the beach last week. We did some clean up and beautification before having some fun on the beach and in the ocean (ankle-deep only!). Service projects in 6th grade this year are focused on Health (community, physical, environmental, spiritual, etc.).

Coversheet

Monseñor Oscar Romero Executive Administrator Report

Section: III. Items Scheduled for Information
Item: D. Monseñor Oscar Romero Executive Administrator Report
Purpose: FYI
Submitted by:
Related Material: MORCS Executive Update 4_25_2022.pdf

MORCS Executive Administrator Board Report

4.25.22



I. LAUSD Annual Oversight Visit 2022 Update

The LAUSD Annual Oversight Visit for MORCS this year is scheduled for May 18th, 2022 with a new CSD administrator, Yolanda Jordan. Our team is preparing our reports and will have them ready on April 27th, 2022 as requested by Ms. Jordan. Our academic focus areas for the school year are: Exemplars, Checks for Understanding, and Assessments.

II. Sports and Enrichment Updates

The **MORCS film class**, in partnership with the Youth Cinema Project and Latino Film Institute has begun filming 2 productions: Kambio's Curse and Against All Odds I'm Yours. These scripts were written by students, with students acting, filming, editing, and essentially taking lead in all aspects of the production. At the end of the year, the films will premiere at the Los Angeles Latino International Film Festival! There is no admission fee, and everyone including board members are invited to attend:

SAVE-THE-DATE

LALIFF



LEGACY

SAT. JUNE 4 - SUN. JUNE 5

TCL 6 CHINESE THEATRE

HOLLYWOOD, CA

LEGACY is the student film festival inside LALIFF where every year, the Youth Cinema Project students premiere their short films and participate in special events and workshops led by industry professionals.

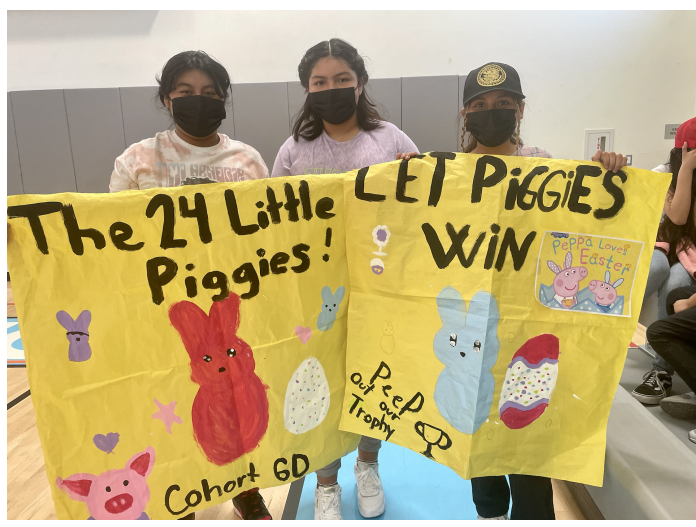
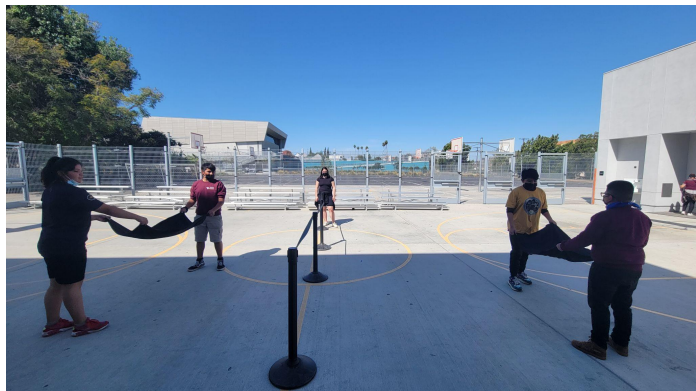
- Film Premieres
- Industry Workshops
- Panels and Q&A's
- YCPLiveReads
- Red Carpet and Photos
- ... and much more!

**Free event
Family and Friends welcome!**



Bunny Bowl 2022

On April 8th, 2022, after a 2-year hiatus, MORCS celebrated Bunny Bowl with our students and staff! It is an opportunity for students to engage in competitions and fun activities before spring break and a couple of months of state testing, diagnostic tests, projects, and finalizing the school year.





III. Academic Update

Overall Academic Goals & Progress 2021-2022

	Historical Data		Current Data		2021-22 Goals
	2019-20	2020-21	Fall 2021	Spring 2022	2021-22
Math (% at or above grade level)	19%	24%	6%	11%	30%
Math (Median Growth)	107%	100%	---	73%	125%
Reading/ELA (% at or above grade level)	25%	24%	13%	18%	30%
ELA (Median	109%	137%	---	94%	125%

Growth)					
EL Progress	52.8%	---	---	---	60%
Reclassification	4.4%	3.8%	---	---	15%

Growth for EL / SPED students

Median Progress towards Annual Typical Growth - **ENGLISH LEARNERS**

	Math	Reading
6th Grade	69%	132%
7th Grade	96%	141%
8th Grade	133%	94%
All EL Students	99%	122%

Median Progress towards Annual Typical Growth - **SPECIAL EDUCATION STUDENTS**

	Math	Reading
6th Grade	66%	116%
7th Grade	38%	233%
8th Grade	58%	111%
All Resource Students	54%	153%

State Testing Dates (CAASPP/SBAC)

April 19th - 29th, 2022

iReady Testing Dates

May 23rd - June 3rd, 2022

IV. ELOP and Summer School Update

ELOP Update

MORCS is using ELOP funds to support students via the following initiatives:

Currently implementing	To be implemented before end-of-year
-------------------------------	---

Academic Tutoring - Ms. Liechti, Ms. Villalobos, Ms. Mencer, Mr. Garcia Saturday School - Ms. Brown Anime Club -Ms. Harry Drama Club - Mr. Rosenberg Mindfulness through Art Club - Ms. Villalobos Book Club - Ms. Reiland Boys and Girls Basketball - Mr. Hicks, Ms. Carrillo Boys Soccer - Mr. Zepeda, Mr. Vazquez	Art Club - Mr. Perez Health and Fitness Club - Mr. Duran
---	---

Note: We also host Coding Club with Mr. Sarabia, but this is paid for through the School to Home grant

Summer School Update

We are currently starting to plan summer school and activities. These will likely include ELA and Math enrichment for students, sports and art activities, as well as film class.

V. School Advisory Council Update

The next meeting is scheduled for April 27, 2022.

Coversheet

Bert Corona Charter High School Executive Administrator Report

Section: III. Items Scheduled for Information
Item: E. Bert Corona Charter High School Executive Administrator
Report
Purpose: FYI
Submitted by:
Related Material: _Board Report 4_25_22.pdf



Larry Simonsen
 Executive Administrator
 Bert Corona Charter HS

Board Report for April 25, 2022

Academics

The next month for academics is critical for test-based accountability for BCCHS. We have to complete the following assessments that all have significant accountability deadlines and implications for the school’s rechartering:

1. ELPAC - English proficiency exams for our 40 LTEL students.
2. NWEA MAPS - This periodic assessment qualifies as one of the forms of validated alternative assessment to the SBAC, and our 3rd assessment of the year is coming up.
3. SBAC - It’s baaaaack! Juniors are beginning their prep this week in their Junior Seminar classes. While it will not have bearing on our LAUSD visit for this year, it will definitely impact next year’s visit, which will mark the end of our 4th year since rechartering.

The links below give information for ELA and Math progress as measured by NWEA MAPS assessments for the 11th grade, which is the cohort that will be assessed with the SBAC this spring. Growth looks promising. The information has student names redacted for your consideration.

https://drive.google.com/file/d/1qqqT_uZfOdi0P9P402dCV6EVI-4Wr0w/view?usp=sharing

<https://drive.google.com/file/d/1kdbYlytHerjC0WNyHKjbd0zN15TcVbOX/view?usp=sharing>

A very general summary for the 11th grade is here:

MAPS Test	SpEd On GL - %	ELL On GL - %	11th grade on GL
Fall Math - Sept	10%	0%	40%
Winter Math - Dec	10%	0%	43%
Fall Reading - Sept	0%	0%	50%
Winter Reading - Dec	0%	20%	57%

Our service-learning PBL projects are at a place that will require an honest inventory of current progress, an assessment of what we have learned, and possibly a significant shift in expectations. Successfully launching something new, such as a school-wide community service project, depends on several variables: knowledgeable and effective PBL leadership, community resources and facilitation of relationship building, meaningful purpose that invites and encourages student engagement, sufficient instructional time, and last but perhaps most important, a faculty-wide commitment to the success of the project. ***BCCHS does not yet have all of these variables in place, but we are closer than we were at this time last year.***

The teaching team will be engaging in a next-steps conversation this week, April 25.



College and Career Trips

In the last calendar month, students from BCCHS have visited Cal State University San Marcos, The University of California at San Diego, San Diego State University, The University of San Diego, The University of California at Riverside, California State University Los Angeles, Cal State University Channel Islands, and Cal State University Northridge.

These trips have been facilitated by our Counseling Department and Gear Up. Students have been genuinely curious and encouraged to see themselves in these spaces and places, and our seniors have earned admission to many of them. It's been a highlight of the spring semester to talk with students upon their return from these trips.

A new tradition we are hoping to establish this year is to have a public commitment celebration in which we acknowledge admissions offers for each senior, and present them with a sweatshirt of the university/college to which they commit to matriculate in the fall. Our matriculation rate is very, very small in comparison to our admissions rate, which is a complicated problem to tackle, but this is a small step.

Climate and Culture

Our team will be taking the first steps towards addressing a long-standing problem in our campus culture, one that has existed since the school's inaugural year. Many of our students are woefully uneducated and very public about their bias in the area of LGBTQ+ awareness and tolerance. Gender slurs are a regular part of our campus culture, and we are inviting an NGO partner to come to campus and work with our staff so that we can make a game plan for how to work with our students very intently over the 2022-2023 school year. Our advisory committee is heading this process.

Our staff and students are excited to be working on the Knights Ball, our version of PROM. Knights Ball is a very community friendly event, and all staff and board members are welcome to stop by. It will take place on the evening of June 4th, the day after the Senior Night at Disneyland.

Our seniors recently spent the day in Santa Monica to take their Senior Portraits.

9th, 10th, and 11th graders had their yearbook photos taken back on campus in our CTE media lab.

Both photography sessions were facilitated by trained BCCHS students and staff, using BCCHS grand-funded gear. This is the first year that all yearbook / I.D. card / S.I.S photography was executed completely by our trained students and staff using our equipment. That saved the school and the seniors thousands of dollars in company fees.





Staffing

A quick update on the staffing info provided in the previous report.

I have conducted close to 20 initial screening phone calls of new candidates, and have set up 13 follow-up interviews, 5 of which our team has completed. Finding people who are legitimately excited about this work, in the context we are working, is rare, but we are on a hiring safari for the rare: people who want to do the hard work of believing in kids in the midst of tremendous adversity, rather than people who are looking for kids who have their issues all figured out and their goals all set. The interview process feels a bit like trying to simultaneously charm and scare people, and those who feel resonance are the people we'll hire. The table below is included once again for your reference in case you are connected to like-minded people you believe could fill any of our vacancies.

Name	Position Vacating	Rationale	Listing Position
Susan Castrellon	Coordinator of Operations	Leaving to become LSC Staff	No; internal fill
Isis Guzman	Program Coordinator	Becoming Coordinator of Operations	No; internal fill
Diana Galeana	BII, Special Education	Becoming Program Coordinator	Yes
Saul Razo	BII, Special Education	Leaving; Moving Cities	Yes
Nestor Garcia	Math Teacher	Becoming Coordinator of Instruction	Yes
Maria Castañeda	Special Education Teacher	Leaving; Moving Cities	Yes
Kristina Pentz	Special Education Teacher	Leaving; Considering Career Change	Yes
Annika Stenfjord	English Teacher	Leaving; Has mentioned working at a traditional high school	Yes
Liz Gonzalez	College/Career Teacher	Becoming Climate and Culture Manager	No; previous position is closing permanently
Dr. Catalino Marambio	Chemistry/Physic Teacher	Leaving; having another child and staying home next year.	Yes
NA	ESL Instructor (current opening for 2022-2023)	NA	Yes

Coversheet

Executive Director's Report

Section:	III. Items Scheduled for Information
Item:	G. Executive Director's Report
Purpose:	FYI
Submitted by:	
Related Material:	ED Report April 25 2022.pdf



EXECUTIVE DIRECTOR’S REPORT

April 25, 2022

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.

State:

From School Services of California

“A Robust Economy Isn’t Always a Good Thing”

posted March 21, 2022

The Department of Finance’s (DOF) March Finance Bulletin once again shows state revenues soaring well beyond Governor Gavin Newsom’s January estimates. In fact, the DOF reports that year-to-date revenues are outpacing projections by \$17.5 billion, exceeding expectations by almost 15%. Each of the “big three” tax revenue sources are performing above forecast, the most robust being corporation taxes, which are 78.4% or \$8.1 billion higher than Governor Newsom expected in January.

As the DOF noted in its previous bulletin, year-to-date revenues may be overstated due to a change in state tax laws that allow corporations to make elective tax payments that can accrue an equal dollar amount in personal income tax credits. Currently, the DOF estimates that \$6.3 billion of current revenues are attributable to these corporate elective tax payments and suggest that, once 2021 taxes filings are complete, the current performance of state revenues may be significantly moderated as individuals claim the tax credits associated with these payments.

“Big Three” Taxes Year-to-Date (in millions)				
	Projection	Actual	Change	% Change
Personal Income Tax	\$81,162	\$91,181	\$10,019	12.3%

Sales and Use Tax	\$20,637	\$21,936	\$1,299	6.3%
Corporation Tax	\$10,346	\$18,462	\$8,115	78.4%

Leveling expectations about final state revenues if and once personal income tax credits are realized is only one caution against the exuberance that comes with tens of billions of dollars in unanticipated revenue. The other is what strong revenues signify for the larger economy and the budgetary obligations that they create for the state.

While strong revenues indicate that the California economy is robust, they also signal a protracted imbalance in supply and demand that is creating significant inflationary pressures. The DOF reports that national inflation jumped to 7.9% in February, up from 7.5% in January—its highest level since 1982. Historic inflation has caused the Federal Reserve to increase its benchmark rate (the federal funds rate) for the first time since 2018 by a quarter of a percent and when doing so signaled that the hike would be followed by six more this year. This action, coupled with the Federal Reserve’s quantitative tightening policies, is designed to reduce economic demand in order to bring it closer to supply levels.

Unanticipated revenues are also creating unique and significant budgetary pressures for state lawmakers. This is because, like local districts, the state of California is subject to an annual spending limit and, while the limit is adjusted every year for growth in per capita personal income and changes in population, its rate of growth is not keeping up with the rate of growth in state revenues. This dynamic creates “excess revenues” that the state cannot use for normal spending that would exceed its spending limit, reducing the Legislature’s discretion on how to spend the state’s surplus.

According to the Legislative Analyst’s Office (LAO), because of the unique conditions this year every \$1 in unanticipated revenue creates a \$1.60 in state constitutional obligations: \$1 in state spending limit requirements, \$0.40 in K-14 spending under Proposition 98, and \$0.20 in state reserve deposits required by Proposition 2. Thus, while K-14 education spending is likely to increase by nearly \$7 billion based on year-to-date revenues, the Legislature and the Governor are faced with difficult State Budget choices for noneducation programs. The LAO reminds lawmakers that the state can address its obligation by spending excess revenues on “excludable expenses,” such as facilities and emergencies, by reducing state revenues through tax credit policies, and/or by issuing equal amounts in taxpayer rebates and a one-time payment to K-14 education (above the Proposition 98 minimum guarantee). In any event, state discretionary spending will be significantly constricted this State Budget year, which for noneducation programs (like childcare, health care, and other social programs) poses serious concerns.

“Educator Misconduct Reports on the Rise”

posted March 21, 2022

The Commission on Teacher Credentialing (CTC), Division of Professional Practices (DPP), investigates allegations of misconduct by credential holders and applicants. Educator misconduct can be reported by local educational agencies (LEAs), members of the public, or by the credential applicant. Each year, the DPP issues a Dashboard Report, which reflects that the total cases reported in January 2022 exceeded cases reported in January 2021 by approximately 0.9%. The uptick in teacher misconduct concerns could be attributed to numerous factors, including, among other things, the COVID-related employment challenges. The increase of misconduct cases also illustrates that human resources (HR) departments did not experience much-needed relief during the pandemic in their obligation to investigate complaints and resolve serious discipline concerns.

DPP Monthly Dashboard Reports through January 2022			
Year	November	December	January
2020-21	2289	2287	2210
2021-22	2220	2438	2403
Source: CTC			

In addition to educator misconduct, complaint processes may also apply should the complainant allege that a statutory requirement, or state or federal law has been violated. Complaints of this nature are commonly handled through the Uniform Complaint Procedures, with oversight and appeal authority provided by the California Department of Education.

But not all complaints rise to the level of formal action; as in some cases, intervention from LEA administrators, or site supervisors can resolve personnel issues at the lowest level, informally, and mitigate the necessity of high-level interventions from the HR department. One of the most difficult aspects of managing complaints is knowing how to categorize the problem (uniform complaint, discrimination, hostile work environment, or misconduct), and determining the appropriate level of response. This requires working knowledge of state and federal laws, board policy, and the Education Code. In addition, it is critically important that an LEA knows when to utilize an attorney for assistance in order to protect the students, employees, and the LEA from adverse action or liability.

An LEA HR department receives complaints and concerns frequently, which require swift and appropriate action. To effectively respond, HR leaders must receive the appropriate training, have access to tools and resources, and implement systems which help navigate the tough issues to provide a resolution for the parties.

The upcoming Employee Complaints and Investigations webinar, a two-part learning series, provides effective practices, tools, and resources to help the HR practitioner and LEA respond to complaints and manage employee investigations appropriately.

“Top Legislative Issues for 2022”

posted April 1, 2022

Employees

[Assembly Bill \(AB\) 2708](#) (Wicks, D-Oakland)—Confidentiality Agreements. This bill would prohibit local educational agencies (LEAs) from entering into confidentiality agreements with an employee under investigation for complaints of misconduct related to harassment or assault of a pupil, or who has had complaints of misconduct related to harassment or assault of a pupil substantiated against them by an investigation. The bill would also prohibit those LEAs from favorably recommending, or otherwise facilitating or promoting, the employment of those persons with another LEA.

[SB 1343](#) (Leyva)—Public Employees’ Retirement: Charter Schools. This bill would require charter schools authorized on and after January 1, 2023, to participate in California State Teachers’ Retirement System (CalSTRS) or California Public Employees’ Retirement System (CalPERS), or both. For the purpose of paying contributions on behalf of a charter school, the bill would require a county superintendent, district superintendent, or other employing agency that reports directly to CalSTRS, upon state apportionment to a charter school, to draw requisitions against the funds of the charter school in amounts equal to the estimated contributions required to be paid by the charter school to CalSTRS and pay them to the system.

Governance and District Operations

[SB 1100](#) (Cortese, D-San Jose)—Open Meetings: Orderly Conduct. This bill would amend the Brown Act to authorize the presiding member of a public meeting to remove an individual for willfully interrupting the meeting. The bill defines "willfully interrupting" as engaging in behavior during a meeting of a legislative body that substantially impairs or renders infeasible the orderly conduct of the meeting in accordance with the law. The bill would require removal to be preceded by a warning by the presiding member that the individual is disrupting the proceedings; a request that the individual curtail their disruptive behavior or be subject to removal; and a reasonable opportunity to cease the disruptive behavior.

Instruction

[AB 2617](#) (Holden, D-Pasadena)—Dual Enrollment Programs: Competitive Grants: College and Career Access Pathways Partnerships: Best Practices: Communication and Marketing Strategy. This bill would require the California Department of Education (CDE) and the California Community Colleges Chancellor’s Office (CCCCO) to identify best practices for dual enrollment partnerships, appropriate financial incentives for school districts and community college districts to participate in dual enrollment and develop a statewide and communication marketing strategy around dual by September 1, 2024.

The bill was also recently amended to include the language of Governor Gavin Newsom’s proposal to provide \$500 million in one-time Proposition 98 funds to establish a competitive grant program

administered by the CDE in consultation with the CCCCCO (see “[Governor Newsom Proposes Changes to Expand Dual Enrollment](#)” in the February 2022 Fiscal Report).

This bill is scheduled to be heard by the Assembly Higher Education Committee next Tuesday, April 5, 2022.

Local Control Funding Formula

[SB 1431](#) (Rubio, D-Baldwin Park)—Base Grants: Adjustment: Class Size Reduction. This bill would require, commencing with the 2022-23 school year, for a school district that maintains an average class enrollment of not more than 20 students for each school site for K-3, an adjustment of 32.5%, instead of 10.4%, to the K-3 base grant. TK classes would be excluded from this calculation, and these additional funds would not be included for purposes of calculating Local Control Funding Formula (LCFF) supplemental or concentration grants.

This bill was originally scheduled to be heard by the Senate Education Committee next Wednesday, April 6, but was pulled from the agenda at the request of the author. The bill has until April 29 to get out of the policy committee.

Special Education

[AB 2541](#) (Quirk-Silva, D-Fullerton)—Funding: Deaf and Hard of Hearing Children. This bill would require the SSPI to add to the existing special education early intervention preschool grant calculation an unspecified dollar amount, based on the total number of children from birth to five years of age who are deaf and hard of hearing to the amount to be apportioned to each school district in order to contract with the California School for the Deaf or nonprofit organizations for purposes of providing specified services to those children.

The bill would require the funding to be used to provide specified services to these children, including for strategies to improve outcomes that involve early intensive language services and related specialized services, which may include:

- Deaf and hard of hearing mentor and coaching services;
- Language and speech services with a professional equipped with the skills and knowledge to maximize the child’s language and speech development;
- Specialized deaf and hard of hearing services with a teacher who uses both or one of the languages of American Sign Language or English;
- Interpreting services;
- Audiological services;
- Transportation services, including reimbursement to parents or legal guardian for miles traveled.

Public Health Updates

COVID-19 cases continue to decrease dramatically across the state, LA County and among our schools. Gavin Newsom and state officials ended the state mask mandate for schools effective March 11, 2022. See the links below for updated information related to public health guidance.

- [Reopening Protocols for K-12 Schools: Appendix T1](#) (3/11/22)
- [COVID-19 Exposure Management Plan Guidance in TK-12 Schools: Appendix T2](#) (3/25/22)
- [COVID-19 Exposure Management Plan Guidance in TK-12 Schools](#) (3/25/22)
- [Screening and Exposure Decision Pathways for Symptomatic Persons](#) (3/29/22)

YPICS:

Effective Wednesday, March 23, 2022, YPIC's masking guidance for adults and staff remains the same for indoor masking. YPICS will continue to use of masks indoors will be high among our staff and students until after Spring Break. We will continue to monitor COVID-19 cases and make adjustments in alignment with public health guidance and conditions. The following COVID-19 protocols will continue:

- Weekly PCR testing will remain for all students and staff;
- Available KN95, N95, or surgical masks to employees and students upon request;
- YPICS will provide take-home rapid-antigen tests to all staff and students prior to Spring Break;
- Indoor masking will continue until further notice;

We encourage everyone to model for our children how to respectfully respond to individuals with a different perspective on wearing masks. Our goal is to create a supportive and nurturing environment for our students regardless of their individual stance on wearing masks.

COVID-19 Testing

The Health Resources and Services Administration (HRSA) Uninsured Program (UIP) stopped accepting claims due to a lack of sufficient funds on March 22, 2022. Based on the number of students that are currently uninsured, it is anticipated that the cost to YPICS will increase to continue with our current weekly testing until the next board meeting on May 23, 2022.

YPICS currently tests about 90% of our staff/students due to roughly 10% of staff that are excluded from PCR testing due to having recently recovered from COVID-19. The following factors may alleviate this weekly expense:

- Increase in Federal Funds - We may see additional funding from the federal government through an additional stimulus package.

The ED recommends that we continue to test at our current rate until at least the next board meeting on May 23, 2022. YPICS just returned from Spring Break and we are seeing signs of a new COVID-19 variant appearing. Our numbers are low, however, we are also tracking the 3x increase in COVID-19 cases when LAUSD moved to mask their Mask Optional Policy. We will continue to monitor the YPICS cases at all three schools and the YPICS' local communities.

YPICS Reorganization

The YPI Charter Schools completed their final round of reorganization. Executive Administrators are working with their leadership teams to fill vacancies across YPICS.

Board Professional Development:

The Board continues to engage in Professional Development to increase effectiveness and excellence. On Wednesday, April 20, 2022, Board Chair Keipp attended Standards of Effective Charter School Governance. Training provided by Charter Board Partners. The Board Plans to use the training to conduct a survey to determine areas that need improvement as we continue to work on board and leadership succession plans.

LAUSD Oversight Visits:

The LAUSD Charter School Specialist assigned to YPICS is on Leave. Therefore, Yolanda Jordan, CSD Specialist has picked up the additional assignment to conduct the YPICS Oversight Visits for all three schools. The new dates are listed below:

- MORCS: May 18, 2022
- BCCS: May 31, 2022
- BCCHS: May 24, 2022

Coversheet

CARES Act Reporting

Section: III. Items Scheduled for Information

Item: H. CARES Act Reporting

Purpose: FYI

Submitted by:

Related Material:

CARES Act Reporting ESSER II (3216) - MORCS 04_15_22.pdf
CARES Act Reporting ESSER II (3212) - MORCS 04_15_22.pdf
CARES Act Reporting Plans - MORCS 04_15_22.pdf
CARES Act Reporting ESSER III (3219) - MORCS 04_15_22.pdf
CARES Act Reporting GEER (3215) - MORCS 04_15_22.pdf
CARES Act Reporting ESSER II (3217) - MORCS 04_15_22.pdf
CARES Act Reporting ESSER (3210) - MORCS 04_15_22.pdf
CARES Act Reporting ESSER III (3218) - MORCS 04_15_22.pdf
CARES Act Reporting ESSER III (3214) - MORCS 04_15_22.pdf
CARES Act Reporting ESSER III (3213) - MORCS 04_15_22.pdf
CARES Act Reporting - MORCS 04_15_22.pdf
CARES Act Reporting Plans7) - BCCS 04_15_22.pdf
CARES Act Reporting ESSER (3210) - BCCS 04_15_22.pdf
CARES Act Reporting ESSER II (3212) - BCCS 04_15_22.pdf
CARES Act Reporting - BCCS 04_15_22.pdf
CARES Act Reporting GEER (3215) - BCCS 04_15_22.pdf
CARES Act Reporting GEER II (3217) - BCCS 04_15_22.pdf
CARES Act Reporting ESSER III (3218) - BCCS 04_15_22.pdf
CARES Act Reporting ESSER III (3213) - BCCS 04_15_22.pdf
CARES Act Reporting ESSER III (3219) - BCCS 04_15_22.pdf
CARES Act Reporting ESSER II (3216) - BCCS 04_15_22.pdf
CARES Act Reporting ESSER III (3214) - BCCS 04_15_22.pdf
CARES Act Reporting Plans - BCCHS 04_15_22.pdf
CARES Act Reporting ESSER III(3218) - BCCHS 04_15_22.pdf
CARES Act Reporting ESSER III(3213) - BCCHS 04_15_22.pdf
CARES Act Reporting ESSER III(3216) - BCCHS 04_15_22.pdf
CARES Act Reporting ESSER III(3217) - BCCHS 04_15_22.pdf
CARES Act Reporting GEER (3215) - BCCHS 04_15_22.pdf
CARES Act Reporting ESSER III(3214) - BCCHS 04_15_22.pdf
CARES Act Reporting ESSER II(3212) - BCCHS 04_15_22.pdf
CARES Act Reporting ESSER (3210) - BCCHS 04_15_22.pdf
CARES Act Reporting ESSER III(3219) - BCCHS 04_15_22.pdf
CARES Act Reporting - BCCHS 04_15_22.pdf

Stimulus Funding Reporting



Elementary and Secondary School Emergency Relief II (ESSER II) State Reserve Fund: Resource 3216

Monsenor Oscar Romero Charter Middle

CDS Code: 19647330114959

Charter Number: 0931

DUNS Number: 783732543

Your data have been saved.

Fund Overview

[Help - ELO-G Fund Overview](#)

- Please report totals in whole numbers without decimals, commas, or other punctuation.
- Reported totals should be for the period March 13, 2020, to March 31, 2022.

Total Allocated Amount:

\$ 37711

Total Received Amount:

\$ 0

Previous Expended Amount:

\$ 0

Current Expended Amount:

\$

Funds Expended

Please use the following guidelines to report funds expended:

- Report your expenditures based on the total expended by the end of the reporting period, including any amount expended during previous reporting periods (i.e. Previous Expended Amount + Current Expended Amount).
- Do not factor in any amount obligated, but not expended.
- Please use whole numbers to indicate approximate percentage of funds expended for each strategy.
- Please add “0” for any category where funds were not expended.
- The Total Percentage value should equal 100% (or 0% if the expended total is 0) when you are finished.
- **Reminder:** A LEA must use at least 85% of its apportionment for expenditures related to providing in-person services allowable pursuant to California Education Code (EC) Section 43522(b). An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

1) Extending instructional learning time

%

2) Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports:

%

3) Integrated student supports to address other barriers to learning:

%

4) Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports:

%

5) Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students’ college eligibility:

%

6) Additional academic services for students:

%

7) Training for school staff on strategies to engage students and families in addressing students’ social-emotional health and academic needs:

%

Total Percentage:

0 %

Contact Information

First Name:

Irina

Last Name:

Castillo

Title:

Senior VP of School Finance

E-mail:

icastillo@exed.org

Telephone Number:

424-208-6019

Telephone Extension:

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Questions: ELO Grants | ELOGrants@cde.ca.gov

Stimulus Funding Reporting



Elementary and Secondary School Emergency Relief II (ESSER II) Fund: Resource Code 3212

Monsenor Oscar Romero Charter Middle

CDS Code: 19647330114959

Charter Number: 0931

DUNS Number: 783732543

Your data have been saved.

Fund Overview

[Help - ESSER II Fund Overview](#)

- Please report totals in whole numbers without decimals, commas, or other punctuation.
- Reported totals should be for the period January 1, 2022, to March 31, 2022.

Total Allocated Amount:

\$ 494577

Total Received Amount:

\$ 49504

Previous Expended Amount:

\$ 0

Current Expended Amount:

\$

Funds Expended

[Help - ESSER II Funds Expended](#)

Please use the following guidelines to report funds expended:

- Report your expenditures based on the **total** expended by the end of the reporting period, including any amount expended during previous reporting periods (i.e. **Previous Expended Amount + Current Expended Amount**).
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- Please use whole numbers to indicate the approximate percentage of funds expended for each category.
- Please add a "0" for any category where funds were not expended.
- The Total Percentage value should equal 100% (or 0% if the expended total is 0) when you are finished.

1) Any activity authorized by the ESEA of 1965, IDEA, the Adult Education and Family Literacy Act, the Perkins Act, or subtitle B of title VII of McKinney-Vento Homeless Assistance Act:

%

2) Coordinating preparedness and response efforts of LEAs with other entities:

%

3) Resources necessary to address the needs of their individual schools:

%

4) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth:

%

5) Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs:

%

6) Staff training and professional development on sanitation and minimizing the spread of infectious diseases:

%

7) Purchasing cleaning supplies:

%

8) Planning for and coordinating on long-term closures:

%

9) Purchasing educational technology:

%

10) Providing mental health services and supports:

%

11) Summer learning and supplemental afterschool programs:

%

12) Addressing learning loss among students:

%

13) 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:

%

14) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities:

%

15) Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff:

%

16) Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA:

%

Total Percentage:

%

Contact Information

Help - ESSER II Contact Information

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Irina

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icastillo@exed.org

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Telephone Extension:

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Stimulus Funding Reporting



ESSER III Plan Links

American Rescue Plan Act of 2021 (ARP Act), Elementary and Secondary School Emergency Relief III (ESSER III) Fund Required local educational agency (LEA) Plans

Monsenor Oscar Romero Charter Middle

CDS Code: 19647330114959

Charter Number: 0931

DUNS Number: 783732543

Your data have been saved.

LEA Safe Return to In-Person and Continuity of Services Plan

1. Has your LEA created and/or updated a Safe Return to In-Person Instruction and Continuity of Services Plan as required by Section 2001(i) of the ARP Act?

Yes No

2. Interim Final Requirements published by the U.S. Department of Education require an LEA to review, and if appropriate, revise a Safe Return to In-Person Instruction and Continuity of Services Plan no less than once every 6 months until September 2023. In addition, LEAs are required to seek public input and take such input into account when determining whether revisions are necessary and in making any revisions.

Please provide the link to where your most recent Safe Return to In-Person Instruction and Continuity of Services Plan is posted on your LEA's website and input the date it was last revised, or if different/more recent, the date it was last reviewed in accordance with the Interim Final Requirements:

Safe Return Plan Link:

<https://drive.google.com/file/d/16v37q>

Safe Return Plan Reviewed Date:

2/28/2022

February 2022						
≤						≥
Sun	Mon	Tue	Wed	Thu	Fri	Sat
<u>30</u>	<u>31</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>
<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>
<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>	<u>25</u>	<u>26</u>
<u>27</u>	<u>28</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>

LEA ESSER III Expenditure Plan

1. Has your LEA created and/ or updated an ESSER III Expenditure Plan?

Yes No

2. Please provide the link to where your most recent ESSER III Expenditure Plan is posted on your LEA's website and input the date it was last updated:

Expenditure Plan Link:

https://drive.google.com/file/d/16e_3E

Expenditure Plan Reviewed Date:

2/28/2022

March 2022						
≤						≥
Sun	Mon	Tue	Wed	Thu	Fri	Sat
<u>27</u>	<u>28</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>
<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>
<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>	<u>25</u>	<u>26</u>
<u>27</u>	<u>28</u>	<u>29</u>	<u>30</u>	<u>31</u>	<u>1</u>	<u>2</u>
<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>

Certification

By completing this certification and the information below, I hereby confirm that I am the authorized representative, with the fiscal and legal authority, to certify on behalf of this LEA. In addition, to the best of my knowledge and belief, all the information in this certification is true and correct.

Contact Information

[Help - Contact Information](#)

First Name:

Irina

Last Name:

Castillo

Title:

Senior VP of School Finance

E-mail:

icastillo@exed.org

Telephone Number:

424-208-6019

Telephone Extension:

Optional

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Questions: Government Affairs Division | EDReliefFunds@cde.ca.gov

Stimulus Funding Reporting



Elementary and Secondary School Emergency Relief III (ESSER III) State Reserve Learning Loss: Resource 3219

Monsenor Oscar Romero Charter Middle

CDS Code: 19647330114959

Charter Number: 0931

DUNS Number: 783732543

Your data have been saved.

Fund Overview

[Help - ELO-G Fund Overview](#)

- Please report totals in whole numbers without decimals, commas, or other punctuation.
- Reported totals should be for the period March 13, 2020, to March 31, 2022.

Total Allocated Amount:

\$ 42377

Total Received Amount:

\$ 0

Previous Expended Amount:

\$ 0

Current Expended Amount:

\$

Funds Expended

Please use the following guidelines to report funds expended:

- Report your expenditures based on the total expended by the end of the reporting period, including any amount expended during previous reporting periods (i.e. Previous Expended Amount + Current Expended Amount).
- Do not factor in any amount obligated, but not expended.
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- Please add "0" for any category where funds were not expended.
- The Total Percentage value should equal 100% (or 0% if the expended total is 0) when you are finished.
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1) Extending instructional learning time

 %

2) Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports:

 %

3) Integrated student supports to address other barriers to learning:

 %

4) Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports:

 %

5) Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility:

 %

6) Additional academic services for students:

 %

7) Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs:

 %

Total Percentage:

%

Contact Information

First Name:

Last Name:

Title:

E-mail:

Telephone Number:

Telephone Extension:

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Questions: ELO Grants | ELOGrants@cde.ca.gov

Stimulus Funding Reporting



Governor’s Emergency Education Relief I (GEER I) Fund: Resource Code 3215

Monsenor Oscar Romero Charter Middle

CDS Code: 19647330114959

Charter Number: 0931

DUNS Number: 783732543

Your data have been saved.

Fund Overview

[Help - GEER I Fund Overview](#)

- Please report totals in whole numbers without decimals, commas, or other punctuation.
- Reported totals should be for the period January 1, 2022, to March 31, 2022.

Total Allocated Amount:

\$ 16560

Total Received Amount:

\$ 16560

Previous Expended Amount:

\$ 15453

Current Expended Amount:

\$ 0

Funds Expended

Help - GEER I Funds Expended

Please use the following guidelines to report funds expended:

- Report your expenditures based on the **total** expended by the end of the reporting period, including any amount expended during previous reporting periods (i.e. **Previous Expended Amount + Current Expended Amount**).
- Do not factor in any amount obligated, but not expended.
- Please use whole numbers to indicate the approximate percentage of funds expended for each category.
- Please add a "0" for any category where funds were not expended.
- The Total Percentage value should equal 100% (or 0% if the expended total is 0) when you are finished.

1) Addressing learning loss or accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports:

%

2) Extending the instructional minutes, time, or school year to increase the amount of instructional time or services provided to pupils based on their learning needs:

%

3) Providing additional academic services for pupils, such as diagnostic assessments of pupil learning needs or intensive instruction for addressing gaps in core academic skills:

%

4) Providing additional instructional materials or supports:

%

5) Providing devices or connectivity for in-classroom and distance learning:

%

6) Providing health, counseling, or mental health services:

%

7) Professional development opportunities to help teachers and parents support pupils in distance-learning contexts:

%

8) Access to school breakfast and lunch programs:

%

9) Pupil trauma and social-emotional learning:

%

10) Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses:

%

Total Percentage:

%

Contact Information

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First Name:

Last Name:

Title:

E-mail:

Telephone Number:

Telephone Extension:

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Questions: Government Affairs Division | EDReliefFunds@cde.ca.gov

Stimulus Funding Reporting



Governor's Emergency Education Relief II (GEER II) Fund: Resource Code 3217

Monsenor Oscar Romero Charter Middle

CDS Code: 19647330114959

Charter Number: 0931

DUNS Number: 783732543

Your data have been saved.

Fund Overview

[Help - ELO-G Fund Overview](#)

- Please report totals in whole numbers without decimals, commas, or other punctuation.
- Reported totals should be for the period March 13, 2020, to March 31, 2022.

Total Allocated Amount:

\$ 8655

Total Received Amount:

\$ 0

Previous Expended Amount:

\$ 0

Current Expended Amount:

\$

Funds Expended

Please use the following guidelines to report funds expended:

- Report your expenditures based on the total expended by the end of the reporting period, including any amount expended during previous reporting periods (i.e. Previous Expended Amount + Current Expended Amount).
- Do not factor in any amount obligated, but not expended.
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1) Extending instructional learning time

%

2) Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports:

%

3) Integrated student supports to address other barriers to learning:

%

4) Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports:

%

5) Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students’ college eligibility:

%

6) Additional academic services for students:

%

7) Training for school staff on strategies to engage students and families in addressing students’ social-emotional health and academic needs:

%

Total Percentage:

0 %

Contact Information

First Name:

Irina

Last Name:

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icastillo@exed.org

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Telephone Extension:

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Questions: ELO Grants | ELOGrants@cde.ca.gov

Stimulus Funding Reporting



Elementary and Secondary School Emergency Relief I (ESSER I) Fund: Resource Code 3210

Monsenor Oscar Romero Charter Middle

CDS Code: 19647330114959

Charter Number: 0931

DUNS Number: 783732543

Your data have been saved.

Fund Overview

[Help - ESSER I Fund Overview](#)

- Please report totals in whole numbers without decimals, commas, or other punctuation.
- Reported totals should be for the period January 1, 2022, to March 31, 2022.

Total Allocated Amount:

\$ 124900

Total Received Amount:

\$ 95614

Previous Expended Amount:

\$ 116839

Current Expended Amount:

\$

Funds Expended

[Help - ESSER I Funds Expended](#)

Please use the following guidelines to report funds expended:

- Report your expenditures based on the **total** expended by the end of the reporting period, including any amount expended during previous reporting periods (i.e. **Previous Expended Amount + Current Expended Amount**).
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- Please add a "0" for any category where funds were not expended.
- The Total Percentage value should equal 100% (or 0% if the expended total is 0) when you are finished.

1) Any activity authorized by the ESEA of 1965, IDEA, the Adult Education and Family Literacy Act, the Perkins Act, or subtitle B of title VII of McKinney-Vento Homeless Assistance Act:

%

2) Coordinating preparedness and response efforts of LEAs with other entities:

%

3) Resources necessary to address the needs of their individual schools:

%

4) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth:

%

5) Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs:

%

6) Staff training and professional development on sanitation and minimizing the spread of infectious diseases:

%

7) Purchasing cleaning supplies:

%

8) Planning for and coordinating on long-term closures:

%

9) Purchasing educational technology:

%

10) Providing mental health services and supports:

%

11) Summer learning and supplemental afterschool programs:

%

12) Addressing learning loss among students:

%

13) 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:

%

14) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities:

%

15) Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff:

%

16) Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA:

%

Total Percentage:

%

Contact Information

Help - ESSER I Contact Information

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Irina

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icastillo@exed.org

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Telephone Extension:

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Questions: Government Affairs Division | EDReliefFunds@cde.ca.gov

Stimulus Funding Reporting



Elementary and Secondary School Emergency Relief III (ESSER III) State Reserve Emergency Needs: Resource 3218

Monsenor Oscar Romero Charter Middle

CDS Code: 19647330114959

Charter Number: 0931

DUNS Number: 783732543

Your data have been saved.

Fund Overview

[Help - ELO-G Fund Overview](#)

- Please report totals in whole numbers without decimals, commas, or other punctuation.
- Reported totals should be for the period March 13, 2020, to March 31, 2022.

Total Allocated Amount:

\$ 24583

Total Received Amount:

\$ 0

Previous Expended Amount:

\$ 0

Current Expended Amount:

\$

Funds Expended

Please use the following guidelines to report funds expended:

- Report your expenditures based on the total expended by the end of the reporting period, including any amount expended during previous reporting periods (i.e. Previous Expended Amount + Current Expended Amount).
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1) Extending instructional learning time

 %

2) Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports:

 %

3) Integrated student supports to address other barriers to learning:

 %

4) Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports:

 %

5) Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility:

 %

6) Additional academic services for students:

 %

7) Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs:

 %

Total Percentage:

0 %

Contact Information

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Stimulus Funding Reporting



Elementary and Secondary School Emergency Relief III (ESSER III) Fund: Resource Code 3214

Monsenor Oscar Romero Charter Middle

CDS Code: 19647330114959

Charter Number: 0931

DUNS Number: 783732543

Your data have been saved.

Fund Overview

[Help - ESSER III \(3214\) Fund Overview](#)

- Please report totals in whole numbers without decimals, commas, or other punctuation.
- Reported totals should be for the period January 1, 2022, to March 31, 2022.

Total Allocated Amount:

\$ 222309

Total Received Amount:

\$ 22231

Previous Expended Amount:

\$ 0

Current Expended Amount:

\$

Funds Expended

[Help - ESSER III \(3214\) Funds Expended](#)

Please use the following guidelines to report funds expended:

- Report your expenditures based on the **total** expended by the end of the reporting period, including any amount expended during previous reporting periods (i.e. **Previous Expended Amount + Current Expended Amount**).
- Do not factor in any amount obligated, but not expended.
- Please use whole numbers to indicate the approximate percentage of funds expended for each category.
- Please add a "0" for any category where funds were not expended.
- The Total Percentage value should equal 100% (or 0% if the expended total is 0) when you are finished.

1) Summer learning or summer enrichment:

%

2) Extended day:

%

3) Comprehensive afterschool programs:

%

4) Extended school year programs:

%

5) Evidence-based high dosage tutoring:

%

6) Full-Service Community Schools:

%

7) Mental health services and supports:

%

8) Adoption or integration of social emotional learning into the core curriculum/school day:

%

9) Other evidence-based interventions:

%

Total Percentage:

0 %

Contact Information

Help - ESSER III (3214) Contact Information

First Name:

Irina

Last Name:

Castillo

Title:

Senior VP of School Finance

E-mail:

icastillo@exed.org

Telephone Number:

424-208-6019

Telephone Extension:

Optional

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Stimulus Funding Reporting



Elementary and Secondary School Emergency Relief III (ESSER III) Fund: Resource Code 3213

Monsenor Oscar Romero Charter Middle

CDS Code: 19647330114959

Charter Number: 0931

DUNS Number: 783732543

Your data have been saved.

Fund Overview

[Help - ESSER III \(3213\) Fund Overview](#)

- Please report totals in whole numbers without decimals, commas, or other punctuation.
- Reported totals should be for the period January 1, 2022, to March 31, 2022.

Total Allocated Amount:

\$ 889238

Total Received Amount:

\$ 88924

Previous Expended Amount:

\$ 0

Current Expended Amount:

\$

Funds Expended

[Help - ESSER III \(3213\) Funds Expended](#)

Please use the following guidelines to report funds expended:

- Report your expenditures based on the **total** expended by the end of the reporting period, including any amount expended during previous reporting periods (i.e. **Previous Expended Amount + Current Expended Amount**).
- Do not factor in any amount obligated, but not expended.
- Please use whole numbers to indicate the approximate percentage of funds expended for each category.
- Please add a "0" for any category where funds were not expended.
- The Total Percentage value should equal 100% (or 0% if the expended total is 0) when you are finished.

1) 1) Any activity authorized by the ESEA of 1965, IDEA, the Adult Education and Family Literacy Act, the Perkins Act, or subtitle B of title VII of McKinney-Vento Homeless Assistance Act:

%

2) Coordination of preparedness and response efforts of LEAs:

%

3) Resources necessary to address the needs of their individual schools:

%

4) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth:

%

5) Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs:

%

6) Staff training and professional development on sanitation and minimizing the spread of infectious diseases:

%

7) Purchasing cleaning supplies:

%

8) Planning for and coordinating on long-term closures:

%

9) Purchasing educational technology:

%

10) Providing mental health services and supports:

%

11) Summer learning and supplemental afterschool programs:

%

12) Addressing learning loss among students:

%

13) 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:

%

14) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities:

%

15) Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff:

%

16) Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA:

%

Total Percentage:

%

Contact Information

Help - ESSER III (3213) Contact Information

First Name:

Irina

Last Name:

Castillo

Title:

Senior VP of School Finance

E-mail:

icastillo@exed.org

Telephone Number:

424-208-6019

Telephone Extension:

Optional

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Stimulus Funding Reporting



Subrecipient Grant Menu

Monsenor Oscar Romero Charter Middle**CDS Code:** 19647330114959**Charter Number:** 0931**DUNS Number:** 783732543

Subrecipient Information

Description	Date Submitted
<u>Common Information for All Grants</u>	9/14/2020 4:46:13 PM

Additional Reports

Grant Type	Reporting Period	Date Due	Date Submitted
<u>ESSER III Plan Links</u>	2021 Winter	4/15/2022 11:59:00 PM	4/14/2022 11:36:56 AM

Currently Required Grant Reports

Grant Type	Reporting Period	Date Due	Date Submitted	Amount Left to Report	Report Required
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<u>Elementary and Secondary School Emergency Relief I (ESSER I) Fund: Resource Code 3210</u>	2022 Spring	4/15/2022 11:59:59 PM	4/12/2022 10:24:44 AM	\$7,391	Yes, Unspent Funds
<u>Governor's Emergency Education Relief I (GEER I) Fund: Resource Code 3215</u>	2022 Spring	4/15/2022 11:59:59 PM	4/12/2022 10:26:03 AM	\$1,107	Yes, Unspent Funds
<u>Elementary and Secondary School Emergency Relief II (ESSER II) Fund: Resource Code 3212</u>	2022 Spring	4/15/2022 11:59:59 PM	4/12/2022 10:27:06 AM	\$494,577	Yes, Unspent Funds
<u>Elementary and Secondary School Emergency Relief III (ESSER III) Fund: Resource Code 3213</u>	2022 Spring	4/15/2022 11:59:59 PM	4/12/2022 10:27:46 AM	\$889,238	Yes, Unspent Funds
<u>Elementary and Secondary School Emergency Relief III (ESSER III) Fund: Resource Code 3214</u>	2022 Spring	4/15/2022 11:59:59 PM	4/12/2022 10:28:34 AM	\$222,309	Yes, Unspent Funds
<u>Elementary and Secondary School Emergency Relief II (ESSER II) State Reserve Fund: Resource 3216</u>	2022 Spring	4/15/2022 11:59:59 PM	4/12/2022 10:29:38 AM	\$37,711	Yes, Unspent Funds
<u>Governor's Emergency Education Relief II (GEER II) Fund: Resource Code 3217</u>	2022 Spring	4/15/2022 11:59:59 PM	4/12/2022 10:30:15 AM	\$8,655	Yes, Unspent Funds
<u>Elementary and Secondary School Emergency Relief III (ESSER III) State Reserve Emergency Needs: Resource 3218</u>	2022 Spring	4/15/2022 11:59:59 PM	4/12/2022 10:30:49 AM	\$24,583	Yes, Unspent Funds

<u>Elementary and Secondary School Emergency Relief III (ESSER III) State Reserve Learning Loss: Resource 3219</u>	2022 Spring	4/15/2022 11:59:59 PM	4/12/2022 10:31:27 AM	\$42,377	Yes, Unspent Funds
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Previously Submitted Grant Reports

Grant Type	Reporting Period	Date Submitted
<u>Elementary and Secondary School Emergency Relief I (ESSER I) Fund: Resource Code 3210</u>	2020 Fall	10/7/2020 4:19:02 PM
<u>Elementary and Secondary School Emergency Relief I (ESSER I) Fund: Resource Code 3210</u>	2020 Winter	1/6/2021 10:11:59 AM
<u>Elementary and Secondary School Emergency Relief I (ESSER I) Fund: Resource Code 3210</u>	2021 Spring	4/2/2021 5:14:04 PM
<u>Elementary and Secondary School Emergency Relief I (ESSER I) Fund: Resource Code 3210</u>	2021 Summer	7/7/2021 11:41:22 AM
<u>Elementary and Secondary School Emergency Relief I (ESSER I) Fund: Resource Code 3210</u>	2021 Fall	10/6/2021 11:55:33 AM
<u>Elementary and Secondary School Emergency Relief I (ESSER I) Fund: Resource Code 3210</u>	2021 Winter	1/13/2022 3:11:18 PM
<u>General Fund: Resource Code 7420</u>	2020 Fall	10/7/2020 4:19:26 PM
<u>General Fund: Resource Code 7420</u>	2020 Winter	1/6/2021 10:12:37 AM
<u>General Fund: Resource Code 7420</u>	2021 Spring	4/2/2021 5:13:04 PM
<u>General Fund: Resource Code 7420</u>	2021 Summer	7/7/2021 11:42:23 AM

<u>Governor's Emergency Education Relief I (GEER I) Fund: Resource Code 3215</u>	2020 Fall	10/7/2020 4:19:53 PM
<u>Governor's Emergency Education Relief I (GEER I) Fund: Resource Code 3215</u>	2020 Winter	1/6/2021 10:13:17 AM
<u>Governor's Emergency Education Relief I (GEER I) Fund: Resource Code 3215</u>	2021 Spring	4/2/2021 5:12:06 PM
<u>Governor's Emergency Education Relief I (GEER I) Fund: Resource Code 3215</u>	2021 Summer	7/7/2021 11:43:19 AM
<u>Governor's Emergency Education Relief I (GEER I) Fund: Resource Code 3215</u>	2021 Fall	10/6/2021 11:56:28 AM
<u>Governor's Emergency Education Relief I (GEER I) Fund: Resource Code 3215</u>	2021 Winter	1/13/2022 3:13:09 PM
<u>Coronavirus Relief Fund (CRF): Resource Code 3220</u>	2020 Summer	9/14/2020 6:44:59 PM
<u>Coronavirus Relief Fund (CRF): Resource Code 3220</u>	2020 Fall	10/7/2020 4:23:17 PM
<u>Coronavirus Relief Fund (CRF): Resource Code 3220</u>	2020 Winter	1/6/2021 10:10:56 AM
<u>Coronavirus Relief Fund (CRF): Resource Code 3220</u>	2021 Spring	4/2/2021 5:11:07 PM
<u>Coronavirus Relief Fund (CRF): Resource Code 3220</u>	2021 Summer	7/7/2021 11:45:03 AM
<u>CRF Supplemental: Resource Code 3220</u>	2020 Interim Report	11/18/2020 12:38:31 PM
<u>ESSER Annual Report</u>	2020 Annual Reporting	1/28/2021 6:45:01 PM
<u>GEER I Annual Report</u>	2020 Annual Reporting	1/28/2021 6:46:00 PM
<u>Elementary and Secondary School Emergency Relief II (ESSER II) Fund: Resource Code 3212</u>	2021 Summer	7/7/2021 11:45:49 AM

<u>Elementary and Secondary School Emergency Relief II (ESSER II) Fund: Resource Code 3212</u>	2021 Fall	10/6/2021 11:57:11 AM
<u>Elementary and Secondary School Emergency Relief II (ESSER II) Fund: Resource Code 3212</u>	2021 Winter	1/13/2022 3:14:00 PM
<u>Elementary and Secondary School Emergency Relief III (ESSER III) Fund: Resource Code 3213</u>	2021 Summer	7/7/2021 11:46:26 AM
<u>Elementary and Secondary School Emergency Relief III (ESSER III) Fund: Resource Code 3213</u>	2021 Winter	1/13/2022 3:14:44 PM
<u>Elementary and Secondary School Emergency Relief III (ESSER III) Fund: Resource Code 3214</u>	2021 Summer	7/7/2021 11:47:04 AM
<u>Elementary and Secondary School Emergency Relief III (ESSER III) Fund: Resource Code 3214</u>	2021 Winter	1/13/2022 3:15:38 PM
<u>Maintenance of Equity Exception Certification</u>	2021 Winter	1/13/2022 3:03:41 PM

Questions: Government Affairs Division | EDReliefFunds@cde.ca.gov

Stimulus Funding Reporting



ESSER III Plan Links

American Rescue Plan Act of 2021 (ARP Act), Elementary and Secondary School Emergency Relief III (ESSER III) Fund Required local educational agency (LEA) Plans

Bert Corona Charter**CDS Code:** 19647330106872**Charter Number:** 0654**DUNS Number:** 783732543

Your data have been saved.

LEA Safe Return to In-Person and Continuity of Services Plan

1. Has your LEA created and/or updated a Safe Return to In-Person Instruction and Continuity of Services Plan as required by Section 2001(i) of the ARP Act?

Yes No

2. Interim Final Requirements published by the U.S. Department of Education require an LEA to review, and if appropriate, revise a Safe Return to In-Person Instruction and Continuity of Services Plan no less than once every 6 months until September 2023. In addition, LEAs are required to seek public input and take such input into account when determining whether revisions are necessary and in making any revisions.

Please provide the link to where your most recent Safe Return to In-Person Instruction and Continuity of Services Plan is posted on your LEA's website and input the date it was last revised, or if different/more recent, the date it was last reviewed in accordance with the Interim Final Requirements:

Safe Return Plan Link:

<https://drive.google.com/file/d/16v37q>

Safe Return Plan Reviewed Date:

2/28/2022

February 2022						
≤						≥
Sun	Mon	Tue	Wed	Thu	Fri	Sat
<u>30</u>	<u>31</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>
<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>
<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>	<u>25</u>	<u>26</u>
<u>27</u>	<u>28</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>

LEA ESSER III Expenditure Plan

1. Has your LEA created and/ or updated an ESSER III Expenditure Plan?

Yes No

2. Please provide the link to where your most recent ESSER III Expenditure Plan is posted on your LEA's website and input the date it was last updated:

Expenditure Plan Link:

<https://drive.google.com/file/d/16eztW>

Expenditure Plan Reviewed Date:

2/28/2022

February 2022						
≤						≥
Sun	Mon	Tue	Wed	Thu	Fri	Sat
<u>30</u>	<u>31</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>
<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>
<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>	<u>25</u>	<u>26</u>
<u>27</u>	<u>28</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>

Certification

By completing this certification and the information below, I hereby confirm that I am the authorized representative, with the fiscal and legal authority, to certify on behalf of this LEA. In addition, to the best of my knowledge and belief, all the information in this certification is true and correct.

Contact Information

[Help - Contact Information](#)

First Name:

Irina

Last Name:

Castillo

Title:

Senior VP of School Finance

E-mail:

icastillo@exed.org

Telephone Number:

424-208-6019

Telephone Extension:

Optional

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Questions: Government Affairs Division | EDReliefFunds@cde.ca.gov

Stimulus Funding Reporting



Elementary and Secondary School Emergency Relief I (ESSER I) Fund: Resource Code 3210

Bert Corona Charter

CDS Code: 19647330106872

Charter Number: 0654

DUNS Number: 783732543

Your data have been saved.

Fund Overview

[Help - ESSER I Fund Overview](#)

- Please report totals in whole numbers without decimals, commas, or other punctuation.
- Reported totals should be for the period January 1, 2022, to March 31, 2022.

Total Allocated Amount:

\$ 111971

Total Received Amount:

\$ 111971

Previous Expended Amount:

\$ 95641

Current Expended Amount:

\$

Funds Expended

[Help - ESSER I Funds Expended](#)

Please use the following guidelines to report funds expended:

- Report your expenditures based on the **total** expended by the end of the reporting period, including any amount expended during previous reporting periods (i.e. **Previous Expended Amount + Current Expended Amount**).
- Do not factor in any amount obligated, but not expended.
- Please use whole numbers to indicate the approximate percentage of funds expended for each category.
- Please add a "0" for any category where funds were not expended.
- The Total Percentage value should equal 100% (or 0% if the expended total is 0) when you are finished.

1) Any activity authorized by the ESEA of 1965, IDEA, the Adult Education and Family Literacy Act, the Perkins Act, or subtitle B of title VII of McKinney-Vento Homeless Assistance Act:

%

2) Coordinating preparedness and response efforts of LEAs with other entities:

%

3) Resources necessary to address the needs of their individual schools:

%

4) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth:

%

5) Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs:

%

6) Staff training and professional development on sanitation and minimizing the spread of infectious diseases:

%

7) Purchasing cleaning supplies:

%

8) Planning for and coordinating on long-term closures:

%

9) Purchasing educational technology:

%

10) Providing mental health services and supports:

%

11) Summer learning and supplemental afterschool programs:

%

12) Addressing learning loss among students:

%

13) 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:

%

14) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities:

%

15) Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff:

%

16) Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA:

%

Total Percentage:

%

Contact Information

Help - ESSER I Contact Information

First Name:

Irina

Last Name:

Castillo

Title:

Senior VP of School Finance

E-mail:

icastillo@exed.org

Telephone Number:

424-208-6019

Telephone Extension:

Optional

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Stimulus Funding Reporting



Elementary and Secondary School Emergency Relief II (ESSER II) Fund: Resource Code 3212

Bert Corona Charter

CDS Code: 19647330106872

Charter Number: 0654

DUNS Number: 783732543

Your data have been saved.

Fund Overview

[Help - ESSER II Fund Overview](#)

- Please report totals in whole numbers without decimals, commas, or other punctuation.
- Reported totals should be for the period January 1, 2022, to March 31, 2022.

Total Allocated Amount:

\$ 422414

Total Received Amount:

\$ 42281

Previous Expended Amount:

\$ 0

Current Expended Amount:

\$

Funds Expended

[Help - ESSER II Funds Expended](#)

Please use the following guidelines to report funds expended:

- Report your expenditures based on the **total** expended by the end of the reporting period, including any amount expended during previous reporting periods (i.e. **Previous Expended Amount + Current Expended Amount**).
- Do not factor in any amount obligated, but not expended.
- Please use whole numbers to indicate the approximate percentage of funds expended for each category.
- Please add a "0" for any category where funds were not expended.
- The Total Percentage value should equal 100% (or 0% if the expended total is 0) when you are finished.

1) Any activity authorized by the ESEA of 1965, IDEA, the Adult Education and Family Literacy Act, the Perkins Act, or subtitle B of title VII of McKinney-Vento Homeless Assistance Act:

%

2) Coordinating preparedness and response efforts of LEAs with other entities:

%

3) Resources necessary to address the needs of their individual schools:

%

4) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth:

%

5) Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs:

%

6) Staff training and professional development on sanitation and minimizing the spread of infectious diseases:

%

7) Purchasing cleaning supplies:

%

8) Planning for and coordinating on long-term closures:

%

9) Purchasing educational technology:

%

10) Providing mental health services and supports:

%

11) Summer learning and supplemental afterschool programs:

%

12) Addressing learning loss among students:

%

13) 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:

%

14) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities:

%

15) Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff:

%

16) Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA:

%

Total Percentage:

%

Contact Information

Help - ESSER II Contact Information

First Name:

Irina

Last Name:

Castillo

Title:

Senior VP of School Finance

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icastillo@exed.org

Telephone Number:

424-208-6019

Telephone Extension:

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Stimulus Funding Reporting



Subrecipient Grant Menu

Bert Corona Charter**CDS Code:** 19647330106872**Charter Number:** 0654**DUNS Number:** 783732543

Subrecipient Information

Description	Date Submitted
<u>Common Information for All Grants</u>	9/14/2020 6:18:07 PM

Additional Reports

Grant Type	Reporting Period	Date Due	Date Submitted
<u>ESSER III Plan Links</u>	2021 Winter	4/15/2022 11:59:00 PM	4/14/2022 11:33:48 AM

Currently Required Grant Reports

Grant Type	Reporting Period	Date Due	Date Submitted	Amount Left to Report	Report Required
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<u>Elementary and Secondary School Emergency Relief I (ESSER I) Fund: Resource Code 3210</u>	2022 Spring	4/15/2022 11:59:59 PM	4/12/2022 10:50:22 AM	\$15,818	Yes, Unspent Funds
<u>Governor's Emergency Education Relief I (GEER I) Fund: Resource Code 3215</u>	2022 Spring	4/15/2022 11:59:59 PM	4/12/2022 10:51:47 AM	\$8,575	Yes, Unspent Funds
<u>Elementary and Secondary School Emergency Relief II (ESSER II) Fund: Resource Code 3212</u>	2022 Spring	4/15/2022 11:59:59 PM	4/12/2022 10:52:50 AM	\$422,414	Yes, Unspent Funds
<u>Elementary and Secondary School Emergency Relief III (ESSER III) Fund: Resource Code 3213</u>	2022 Spring	4/15/2022 11:59:59 PM	4/12/2022 10:53:39 AM	\$759,490	Yes, Unspent Funds
<u>Elementary and Secondary School Emergency Relief III (ESSER III) Fund: Resource Code 3214</u>	2022 Spring	4/15/2022 11:59:59 PM	4/12/2022 10:54:25 AM	\$189,872	Yes, Unspent Funds
<u>Elementary and Secondary School Emergency Relief II (ESSER II) State Reserve Fund: Resource 3216</u>	2022 Spring	4/15/2022 11:59:59 PM	4/12/2022 10:55:11 AM	\$37,760	Yes, Unspent Funds
<u>Governor's Emergency Education Relief II (GEER II) Fund: Resource Code 3217</u>	2022 Spring	4/15/2022 11:59:59 PM	4/12/2022 10:55:44 AM	\$8,666	Yes, Unspent Funds
<u>Elementary and Secondary School Emergency Relief III (ESSER III) State Reserve Emergency Needs: Resource 3218</u>	2022 Spring	4/15/2022 11:59:59 PM	4/12/2022 10:56:35 AM	\$24,615	Yes, Unspent Funds

<u>Elementary and Secondary School Emergency Relief III (ESSER III) State Reserve Learning Loss: Resource 3219</u>	2022 Spring	4/15/2022 11:59:59 PM	4/12/2022 10:57:17 AM	\$42,432	Yes, Unspent Funds
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Previously Submitted Grant Reports

Grant Type	Reporting Period	Date Submitted
<u>Elementary and Secondary School Emergency Relief I (ESSER I) Fund: Resource Code 3210</u>	2020 Fall	10/7/2020 4:07:51 PM
<u>Elementary and Secondary School Emergency Relief I (ESSER I) Fund: Resource Code 3210</u>	2020 Winter	1/6/2021 10:32:44 AM
<u>Elementary and Secondary School Emergency Relief I (ESSER I) Fund: Resource Code 3210</u>	2021 Spring	4/2/2021 5:38:46 PM
<u>Elementary and Secondary School Emergency Relief I (ESSER I) Fund: Resource Code 3210</u>	2021 Summer	7/7/2021 11:11:29 AM
<u>Elementary and Secondary School Emergency Relief I (ESSER I) Fund: Resource Code 3210</u>	2021 Fall	10/6/2021 12:08:15 PM
<u>Elementary and Secondary School Emergency Relief I (ESSER I) Fund: Resource Code 3210</u>	2021 Winter	1/13/2022 3:43:18 PM
<u>General Fund: Resource Code 7420</u>	2020 Fall	10/7/2020 4:08:17 PM
<u>General Fund: Resource Code 7420</u>	2020 Winter	1/6/2021 10:33:20 AM
<u>General Fund: Resource Code 7420</u>	2021 Spring	4/2/2021 5:34:25 PM
<u>General Fund: Resource Code 7420</u>	2021 Summer	7/7/2021 11:13:37 AM

<u>Governor's Emergency Education Relief I (GEER I) Fund: Resource Code 3215</u>	2020 Fall	10/7/2020 4:08:41 PM
<u>Governor's Emergency Education Relief I (GEER I) Fund: Resource Code 3215</u>	2020 Winter	1/6/2021 10:34:01 AM
<u>Governor's Emergency Education Relief I (GEER I) Fund: Resource Code 3215</u>	2021 Spring	4/2/2021 5:33:13 PM
<u>Governor's Emergency Education Relief I (GEER I) Fund: Resource Code 3215</u>	2021 Summer	7/7/2021 11:14:35 AM
<u>Governor's Emergency Education Relief I (GEER I) Fund: Resource Code 3215</u>	2021 Fall	10/6/2021 12:09:09 PM
<u>Governor's Emergency Education Relief I (GEER I) Fund: Resource Code 3215</u>	2021 Winter	1/13/2022 3:44:11 PM
<u>Coronavirus Relief Fund (CRF): Resource Code 3220</u>	2020 Summer	9/14/2020 6:23:09 PM
<u>Coronavirus Relief Fund (CRF): Resource Code 3220</u>	2020 Fall	10/7/2020 4:15:04 PM
<u>Coronavirus Relief Fund (CRF): Resource Code 3220</u>	2020 Winter	1/6/2021 10:32:04 AM
<u>Coronavirus Relief Fund (CRF): Resource Code 3220</u>	2021 Spring	4/2/2021 5:31:48 PM
<u>Coronavirus Relief Fund (CRF): Resource Code 3220</u>	2021 Summer	7/7/2021 11:18:27 AM
<u>CRF Supplemental: Resource Code 3220</u>	2020 Interim Report	11/18/2020 12:35:38 PM
<u>ESSER Annual Report</u>	2020 Annual Reporting	1/28/2021 6:38:27 PM
<u>GEER I Annual Report</u>	2020 Annual Reporting	1/28/2021 6:40:08 PM
<u>Elementary and Secondary School Emergency Relief II (ESSER II) Fund: Resource Code 3212</u>	2021 Summer	7/7/2021 11:19:20 AM

<u>Elementary and Secondary School Emergency Relief II (ESSER II) Fund: Resource Code 3212</u>	2021 Fall	10/6/2021 12:09:51 PM
<u>Elementary and Secondary School Emergency Relief II (ESSER II) Fund: Resource Code 3212</u>	2021 Winter	1/13/2022 3:44:55 PM
<u>Elementary and Secondary School Emergency Relief III (ESSER III) Fund: Resource Code 3213</u>	2021 Summer	7/7/2021 11:20:04 AM
<u>Elementary and Secondary School Emergency Relief III (ESSER III) Fund: Resource Code 3213</u>	2021 Winter	1/13/2022 3:45:32 PM
<u>Elementary and Secondary School Emergency Relief III (ESSER III) Fund: Resource Code 3214</u>	2021 Summer	7/7/2021 11:20:42 AM
<u>Elementary and Secondary School Emergency Relief III (ESSER III) Fund: Resource Code 3214</u>	2021 Winter	1/13/2022 3:46:15 PM
<u>Maintenance of Equity Exception Certification</u>	2021 Winter	1/13/2022 3:42:25 PM

Questions: Government Affairs Division | EDReliefFunds@cde.ca.gov

Stimulus Funding Reporting



Governor's Emergency Education Relief I (GEER I) Fund: Resource Code 3215

Bert Corona Charter

CDS Code: 19647330106872

Charter Number: 0654

DUNS Number: 783732543

Your data have been saved.

Fund Overview

[Help - GEER I Fund Overview](#)

- Please report totals in whole numbers without decimals, commas, or other punctuation.
- Reported totals should be for the period January 1, 2022, to March 31, 2022.

Total Allocated Amount:

\$ 33581

Total Received Amount:

\$ 33581

Previous Expended Amount:

\$ 21990

Current Expended Amount:

\$ 3016

Funds Expended

Help - GEER I Funds Expended

Please use the following guidelines to report funds expended:

- Report your expenditures based on the **total** expended by the end of the reporting period, including any amount expended during previous reporting periods (i.e. **Previous Expended Amount + Current Expended Amount**).
- Do not factor in any amount obligated, but not expended.
- Please use whole numbers to indicate the approximate percentage of funds expended for each category.
- Please add a "0" for any category where funds were not expended.
- The Total Percentage value should equal 100% (or 0% if the expended total is 0) when you are finished.

1) Addressing learning loss or accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports:

%

2) Extending the instructional minutes, time, or school year to increase the amount of instructional time or services provided to pupils based on their learning needs:

%

3) Providing additional academic services for pupils, such as diagnostic assessments of pupil learning needs or intensive instruction for addressing gaps in core academic skills:

%

4) Providing additional instructional materials or supports:

%

5) Providing devices or connectivity for in-classroom and distance learning:

%

6) Providing health, counseling, or mental health services:

%

7) Professional development opportunities to help teachers and parents support pupils in distance-learning contexts:

%

8) Access to school breakfast and lunch programs:

%

9) Pupil trauma and social-emotional learning:

%

10) Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses:

%

Total Percentage:

%

Contact Information

[Help - GEER | Contact Information](#)

First Name:

Last Name:

Title:

E-mail:

Telephone Number:

Telephone Extension:

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Questions: Government Affairs Division | EDReliefFunds@cde.ca.gov

Stimulus Funding Reporting



Governor's Emergency Education Relief II (GEER II) Fund: Resource Code 3217

Bert Corona Charter

CDS Code: 19647330106872

Charter Number: 0654

DUNS Number: 783732543

Your data have been saved.

Fund Overview

[Help - ELO-G Fund Overview](#)

- Please report totals in whole numbers without decimals, commas, or other punctuation.
- Reported totals should be for the period March 13, 2020, to March 31, 2022.

Total Allocated Amount:

\$ 8666

Total Received Amount:

\$ 0

Previous Expended Amount:

\$ 0

Current Expended Amount:

\$

Funds Expended

Please use the following guidelines to report funds expended:

- Report your expenditures based on the total expended by the end of the reporting period, including any amount expended during previous reporting periods (i.e. Previous Expended Amount + Current Expended Amount).
- Do not factor in any amount obligated, but not expended.
- Please use whole numbers to indicate approximate percentage of funds expended for each strategy.
- Please add "0" for any category where funds were not expended.
- The Total Percentage value should equal 100% (or 0% if the expended total is 0) when you are finished.
- **Reminder:** A LEA must use at least 85% of its apportionment for expenditures related to providing in-person services allowable pursuant to California Education Code (EC) Section 43522(b). An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

1) Extending instructional learning time

 %

2) Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports:

 %

3) Integrated student supports to address other barriers to learning:

 %

4) Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports:

 %

5) Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility:

 %

6) Additional academic services for students:

 %

7) Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs:

 %

Total Percentage:

0 %

Contact Information

First Name:

Irina

Last Name:

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icastillo@exed.org

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Stimulus Funding Reporting



Elementary and Secondary School Emergency Relief III (ESSER III) State Reserve Emergency Needs: Resource 3218

Bert Corona Charter

CDS Code: 19647330106872

Charter Number: 0654

DUNS Number: 783732543

Your data have been saved.

Fund Overview

[Help - ELO-G Fund Overview](#)

- Please report totals in whole numbers without decimals, commas, or other punctuation.
- Reported totals should be for the period March 13, 2020, to March 31, 2022.

Total Allocated Amount:

\$ 24615

Total Received Amount:

\$ 0

Previous Expended Amount:

\$ 0

Current Expended Amount:

\$ 0

Funds Expended

Please use the following guidelines to report funds expended:

- Report your expenditures based on the total expended by the end of the reporting period, including any amount expended during previous reporting periods (i.e. Previous Expended Amount + Current Expended Amount).
- Do not factor in any amount obligated, but not expended.
- Please use whole numbers to indicate approximate percentage of funds expended for each strategy.
- Please add "0" for any category where funds were not expended.
- The Total Percentage value should equal 100% (or 0% if the expended total is 0) when you are finished.
- **Reminder:** A LEA must use at least 85% of its apportionment for expenditures related to providing in-person services allowable pursuant to California Education Code (EC) Section 43522(b). An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

1) Extending instructional learning time

 %

2) Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports:

 %

3) Integrated student supports to address other barriers to learning:

 %

4) Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports:

 %

5) Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility:

 %

6) Additional academic services for students:

 %

7) Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs:

 %

Total Percentage:

0 %

Contact Information

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Stimulus Funding Reporting



Elementary and Secondary School Emergency Relief III (ESSER III) Fund: Resource Code 3213

Bert Corona Charter

CDS Code: 19647330106872

Charter Number: 0654

DUNS Number: 783732543

Your data have been saved.

Fund Overview

[Help - ESSER III \(3213\) Fund Overview](#)

- Please report totals in whole numbers without decimals, commas, or other punctuation.
- Reported totals should be for the period January 1, 2022, to March 31, 2022.

Total Allocated Amount:

\$ 759490

Total Received Amount:

\$ 75949

Previous Expended Amount:

\$ 0

Current Expended Amount:

\$

Funds Expended

[Help - ESSER III \(3213\) Funds Expended](#)

Please use the following guidelines to report funds expended:

- Report your expenditures based on the **total** expended by the end of the reporting period, including any amount expended during previous reporting periods (i.e. **Previous Expended Amount + Current Expended Amount**).
- Do not factor in any amount obligated, but not expended.
- Please use whole numbers to indicate the approximate percentage of funds expended for each category.
- Please add a "0" for any category where funds were not expended.
- The Total Percentage value should equal 100% (or 0% if the expended total is 0) when you are finished.

1) 1) Any activity authorized by the ESEA of 1965, IDEA, the Adult Education and Family Literacy Act, the Perkins Act, or subtitle B of title VII of McKinney-Vento Homeless Assistance Act:

%

2) Coordination of preparedness and response efforts of LEAs:

%

3) Resources necessary to address the needs of their individual schools:

%

4) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth:

%

5) Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs:

%

6) Staff training and professional development on sanitation and minimizing the spread of infectious diseases:

%

7) Purchasing cleaning supplies:

%

8) Planning for and coordinating on long-term closures:

%

9) Purchasing educational technology:

%

10) Providing mental health services and supports:

%

11) Summer learning and supplemental afterschool programs:

%

12) Addressing learning loss among students:

%

13) 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:

%

14) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities:

%

15) Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff:

%

16) Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA:

%

Total Percentage:

%

Contact Information

Help - ESSER III (3213) Contact Information

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Stimulus Funding Reporting



Elementary and Secondary School Emergency Relief III (ESSER III) State Reserve Learning Loss: Resource 3219

Bert Corona Charter

CDS Code: 19647330106872

Charter Number: 0654

DUNS Number: 783732543

Your data have been saved.

Fund Overview

[Help - ELO-G Fund Overview](#)

- Please report totals in whole numbers without decimals, commas, or other punctuation.
- Reported totals should be for the period March 13, 2020, to March 31, 2022.

Total Allocated Amount:

\$ 42432

Total Received Amount:

\$ 0

Previous Expended Amount:

\$ 0

Current Expended Amount:

\$

Funds Expended

Please use the following guidelines to report funds expended:

- Report your expenditures based on the total expended by the end of the reporting period, including any amount expended during previous reporting periods (i.e. Previous Expended Amount + Current Expended Amount).
- Do not factor in any amount obligated, but not expended.
- Please use whole numbers to indicate approximate percentage of funds expended for each strategy.
- Please add “0” for any category where funds were not expended.
- The Total Percentage value should equal 100% (or 0% if the expended total is 0) when you are finished.
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1) Extending instructional learning time

%

2) Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports:

%

3) Integrated student supports to address other barriers to learning:

%

4) Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports:

%

5) Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students’ college eligibility:

%

6) Additional academic services for students:

%

7) Training for school staff on strategies to engage students and families in addressing students’ social-emotional health and academic needs:

%

Total Percentage:

0 %

Contact Information

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Stimulus Funding Reporting



Elementary and Secondary School Emergency Relief II (ESSER II) State Reserve Fund: Resource 3216

Bert Corona Charter

CDS Code: 19647330106872

Charter Number: 0654

DUNS Number: 783732543

Your data have been saved.

Fund Overview

[Help - ELO-G Fund Overview](#)

- Please report totals in whole numbers without decimals, commas, or other punctuation.
- Reported totals should be for the period March 13, 2020, to March 31, 2022.

Total Allocated Amount:

\$ 37760

Total Received Amount:

\$ 0

Previous Expended Amount:

\$ 0

Current Expended Amount:

\$ 0

Funds Expended

Please use the following guidelines to report funds expended:

- Report your expenditures based on the total expended by the end of the reporting period, including any amount expended during previous reporting periods (i.e. Previous Expended Amount + Current Expended Amount).
- Do not factor in any amount obligated, but not expended.
- Please use whole numbers to indicate approximate percentage of funds expended for each strategy.
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1) Extending instructional learning time

 %

2) Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports:

 %

3) Integrated student supports to address other barriers to learning:

 %

4) Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports:

 %

5) Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility:

 %

6) Additional academic services for students:

 %

7) Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs:

 %

Total Percentage:

0 %

Contact Information

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Stimulus Funding Reporting



Elementary and Secondary School Emergency Relief III (ESSER III) Fund: Resource Code 3214

Bert Corona Charter

CDS Code: 19647330106872

Charter Number: 0654

DUNS Number: 783732543

Your data have been saved.

Fund Overview

[Help - ESSER III \(3214\) Fund Overview](#)

- Please report totals in whole numbers without decimals, commas, or other punctuation.
- Reported totals should be for the period January 1, 2022, to March 31, 2022.

Total Allocated Amount:

\$ 189872

Total Received Amount:

\$ 18987

Previous Expended Amount:

\$ 0

Current Expended Amount:

\$

Funds Expended

[Help - ESSER III \(3214\) Funds Expended](#)

Please use the following guidelines to report funds expended:

- Report your expenditures based on the **total** expended by the end of the reporting period, including any amount expended during previous reporting periods (i.e. **Previous Expended Amount + Current Expended Amount**).
- Do not factor in any amount obligated, but not expended.
- Please use whole numbers to indicate the approximate percentage of funds expended for each category.
- Please add a "0" for any category where funds were not expended.
- The Total Percentage value should equal 100% (or 0% if the expended total is 0) when you are finished.

1) Summer learning or summer enrichment: %**2) Extended day:** %**3) Comprehensive afterschool programs:** %**4) Extended school year programs:** %**5) Evidence-based high dosage tutoring:** %**6) Full-Service Community Schools:** %**7) Mental health services and supports:** %**8) Adoption or integration of social emotional learning into the core curriculum/school day:** %**9) Other evidence-based interventions:** %**Total Percentage:**

0 %

Contact Information

Help - ESSER III (3214) Contact Information

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icastillo@exed.org

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Telephone Extension:

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Stimulus Funding Reporting



ESSER III Plan Links

American Rescue Plan Act of 2021 (ARP Act), Elementary and Secondary School Emergency Relief III (ESSER III) Fund Required local educational agency (LEA) Plans

Bert Corona Charter High

CDS Code: 19647330132126

Charter Number: 1724

DUNS Number: 783732543

Your data have been saved.

LEA Safe Return to In-Person and Continuity of Services Plan

1. Has your LEA created and/or updated a Safe Return to In-Person Instruction and Continuity of Services Plan as required by Section 2001(i) of the ARP Act?

Yes No

2. Interim Final Requirements published by the U.S. Department of Education require an LEA to review, and if appropriate, revise a Safe Return to In-Person Instruction and Continuity of Services Plan no less than once every 6 months until September 2023. In addition, LEAs are required to seek public input and take such input into account when determining whether revisions are necessary and in making any revisions.

Please provide the link to where your most recent Safe Return to In-Person Instruction and Continuity of Services Plan is posted on your LEA's website and input the date it was last revised, or if different/more recent, the date it was last reviewed in accordance with the Interim Final Requirements:

Safe Return Plan Link:

<https://drive.google.com/file/d/16v37q>

Safe Return Plan Reviewed Date:

2/28/2022

≤	March 2022						≥
Sun	Mon	Tue	Wed	Thu	Fri	Sat	
<u>27</u>	<u>28</u>	1	2	3	4	5	
<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	
<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>	
<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>	<u>25</u>	<u>26</u>	
<u>27</u>	<u>28</u>	<u>29</u>	<u>30</u>	<u>31</u>	1	2	
<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	

LEA ESSER III Expenditure Plan

1. Has your LEA created and/ or updated an ESSER III Expenditure Plan?

Yes No

2. Please provide the link to where your most recent ESSER III Expenditure Plan is posted on your LEA's website and input the date it was last updated:

Expenditure Plan Link:

https://drive.google.com/file/d/16qz_A

Expenditure Plan Reviewed Date:

2/28/2022

≤	March 2022						≥
Sun	Mon	Tue	Wed	Thu	Fri	Sat	
<u>27</u>	<u>28</u>	1	2	3	4	5	
<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	
<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>	
<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>	<u>25</u>	<u>26</u>	
<u>27</u>	<u>28</u>	<u>29</u>	<u>30</u>	<u>31</u>	1	2	
<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	

Certification

By completing this certification and the information below, I hereby confirm that I am the authorized representative, with the fiscal and legal authority, to certify on behalf of this LEA. In addition, to the best of my knowledge and belief, all the information in this certification is true and correct.

Contact Information

[Help - Contact Information](#)

First Name:

Irina

Last Name:

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E-mail:

icastillo@exed.org

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424-208-6019

Telephone Extension:

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Questions: Government Affairs Division | EDReliefFunds@cde.ca.gov

Stimulus Funding Reporting



Elementary and Secondary School Emergency Relief III (ESSER III) State Reserve Emergency Needs: Resource 3218

Bert Corona Charter High

CDS Code: 19647330132126

Charter Number: 1724

DUNS Number: 783732543

Your data have been saved.

Fund Overview

[Help - ELO-G Fund Overview](#)

- Please report totals in whole numbers without decimals, commas, or other punctuation.
- Reported totals should be for the period March 13, 2020, to March 31, 2022.

Total Allocated Amount:

\$ 15371

Total Received Amount:

\$ 0

Previous Expended Amount:

\$ 0

Current Expended Amount:

\$

Funds Expended

Please use the following guidelines to report funds expended:

- Report your expenditures based on the total expended by the end of the reporting period, including any amount expended during previous reporting periods (i.e. Previous Expended Amount + Current Expended Amount).
- Do not factor in any amount obligated, but not expended.
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1) Extending instructional learning time

 %

2) Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports:

 %

3) Integrated student supports to address other barriers to learning:

 %

4) Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports:

 %

5) Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility:

 %

6) Additional academic services for students:

 %

7) Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs:

 %

Total Percentage:

0 %

Contact Information

First Name:

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Stimulus Funding Reporting



Elementary and Secondary School Emergency Relief III (ESSER III) Fund: Resource Code 3213

Bert Corona Charter High

CDS Code: 19647330132126

Charter Number: 1724

DUNS Number: 783732543

Your data have been saved.

Fund Overview

[Help - ESSER III \(3213\) Fund Overview](#)

- Please report totals in whole numbers without decimals, commas, or other punctuation.
- Reported totals should be for the period January 1, 2022, to March 31, 2022.

Total Allocated Amount:

\$ 455280

Total Received Amount:

\$ 45528

Previous Expended Amount:

\$ 0

Current Expended Amount:

\$

Funds Expended

[Help - ESSER III \(3213\) Funds Expended](#)

Please use the following guidelines to report funds expended:

- Report your expenditures based on the **total** expended by the end of the reporting period, including any amount expended during previous reporting periods (i.e. **Previous Expended Amount + Current Expended Amount**).
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- Please add a "0" for any category where funds were not expended.
- The Total Percentage value should equal 100% (or 0% if the expended total is 0) when you are finished.

1) 1) Any activity authorized by the ESEA of 1965, IDEA, the Adult Education and Family Literacy Act, the Perkins Act, or subtitle B of title VII of McKinney-Vento Homeless Assistance Act:

%

2) Coordination of preparedness and response efforts of LEAs:

%

3) Resources necessary to address the needs of their individual schools:

%

4) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth:

%

5) Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs:

%

6) Staff training and professional development on sanitation and minimizing the spread of infectious diseases:

%

7) Purchasing cleaning supplies:

%

8) Planning for and coordinating on long-term closures:

%

9) Purchasing educational technology:

%

10) Providing mental health services and supports:

%

11) Summer learning and supplemental afterschool programs:

%

12) Addressing learning loss among students:

%

13) 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:

%

14) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities:

%

15) Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff:

%

16) Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA:

%

Total Percentage:

%

Contact Information

Help - ESSER III (3213) Contact Information

First Name:

Irina

Last Name:

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Title:

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E-mail:

icastillo@exed.org

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424-208-6019

Telephone Extension:

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Questions: Government Affairs Division | EDReliefFunds@cde.ca.gov

Stimulus Funding Reporting



Elementary and Secondary School Emergency Relief II (ESSER II) State Reserve Fund: Resource 3216

Bert Corona Charter High

CDS Code: 19647330132126

Charter Number: 1724

DUNS Number: 783732543

Your data have been saved.

Fund Overview

[Help - ELO-G Fund Overview](#)

- Please report totals in whole numbers without decimals, commas, or other punctuation.
- Reported totals should be for the period March 13, 2020, to March 31, 2022.

Total Allocated Amount:

\$ 23580

Total Received Amount:

\$ 0

Previous Expended Amount:

\$ 0

Current Expended Amount:

\$ 0

Funds Expended

Please use the following guidelines to report funds expended:

- Report your expenditures based on the total expended by the end of the reporting period, including any amount expended during previous reporting periods (i.e. Previous Expended Amount + Current Expended Amount).
- Do not factor in any amount obligated, but not expended.
- Please use whole numbers to indicate approximate percentage of funds expended for each strategy.
- Please add "0" for any category where funds were not expended.
- The Total Percentage value should equal 100% (or 0% if the expended total is 0) when you are finished.
- **Reminder:** A LEA must use at least 85% of its apportionment for expenditures related to providing in-person services allowable pursuant to California Education Code (EC) Section 43522(b). An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

1) Extending instructional learning time

 %

2) Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports:

 %

3) Integrated student supports to address other barriers to learning:

 %

4) Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports:

 %

5) Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility:

 %

6) Additional academic services for students:

 %

7) Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs:

 %

Total Percentage:

0 %

Contact Information

First Name:

Irina

Last Name:

Castillo

Title:

Senior VP of School Finance

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icastillo@exed.org

Telephone Number:

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Telephone Extension:

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Stimulus Funding Reporting



Governor’s Emergency Education Relief II (GEER II) Fund: Resource Code 3217

Bert Corona Charter High

CDS Code: 19647330132126

Charter Number: 1724

DUNS Number: 783732543

Your data have been saved.

Fund Overview

[Help - ELO-G Fund Overview](#)

- Please report totals in whole numbers without decimals, commas, or other punctuation.
- Reported totals should be for the period March 13, 2020, to March 31, 2022.

Total Allocated Amount:

\$ 5412

Total Received Amount:

\$ 0

Previous Expended Amount:

\$ 0

Current Expended Amount:

\$

Funds Expended

Please use the following guidelines to report funds expended:

- Report your expenditures based on the total expended by the end of the reporting period, including any amount expended during previous reporting periods (i.e. Previous Expended Amount + Current Expended Amount).
- Do not factor in any amount obligated, but not expended.
- Please use whole numbers to indicate approximate percentage of funds expended for each strategy.
- Please add "0" for any category where funds were not expended.
- The Total Percentage value should equal 100% (or 0% if the expended total is 0) when you are finished.
- **Reminder:** A LEA must use at least 85% of its apportionment for expenditures related to providing in-person services allowable pursuant to California Education Code (EC) Section 43522(b). An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

1) Extending instructional learning time

 %

2) Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports:

 %

3) Integrated student supports to address other barriers to learning:

 %

4) Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports:

 %

5) Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility:

 %

6) Additional academic services for students:

 %

7) Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs:

 %

Total Percentage:

%

Contact Information

First Name:

Last Name:

Title:

E-mail:

Telephone Number:

Telephone Extension:

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Stimulus Funding Reporting



Governor's Emergency Education Relief I (GEER I) Fund: Resource Code 3215

Bert Corona Charter High

CDS Code: 19647330132126

Charter Number: 1724

DUNS Number: 783732543

Your data have been saved.

Fund Overview

[Help - GEER I Fund Overview](#)

- Please report totals in whole numbers without decimals, commas, or other punctuation.
- Reported totals should be for the period January 1, 2022, to March 31, 2022.

Total Allocated Amount:

\$ 23921

Total Received Amount:

\$ 22256

Previous Expended Amount:

\$ 16276

Current Expended Amount:

\$ 0

Funds Expended

Help - GEER I Funds Expended

Please use the following guidelines to report funds expended:

- Report your expenditures based on the **total** expended by the end of the reporting period, including any amount expended during previous reporting periods (i.e. **Previous Expended Amount + Current Expended Amount**).
- Do not factor in any amount obligated, but not expended.
- Please use whole numbers to indicate the approximate percentage of funds expended for each category.
- Please add a "0" for any category where funds were not expended.
- The Total Percentage value should equal 100% (or 0% if the expended total is 0) when you are finished.

1) Addressing learning loss or accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports:

%

2) Extending the instructional minutes, time, or school year to increase the amount of instructional time or services provided to pupils based on their learning needs:

%

3) Providing additional academic services for pupils, such as diagnostic assessments of pupil learning needs or intensive instruction for addressing gaps in core academic skills:

%

4) Providing additional instructional materials or supports:

%

5) Providing devices or connectivity for in-classroom and distance learning:

%

6) Providing health, counseling, or mental health services:

%

7) Professional development opportunities to help teachers and parents support pupils in distance-learning contexts:

0 %

8) Access to school breakfast and lunch programs:

0 %

9) Pupil trauma and social-emotional learning:

0 %

10) Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses:

12 %

Total Percentage:

100 %

Contact Information

[Help - GEER | Contact Information](#)

First Name:

Irina

Last Name:

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icastillo@exed.org

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Stimulus Funding Reporting



Elementary and Secondary School Emergency Relief III (ESSER III) Fund: Resource Code 3214

Bert Corona Charter High

CDS Code: 19647330132126

Charter Number: 1724

DUNS Number: 783732543

Your data have been saved.

Fund Overview

[Help - ESSER III \(3214\) Fund Overview](#)

- Please report totals in whole numbers without decimals, commas, or other punctuation.
- Reported totals should be for the period January 1, 2022, to March 31, 2022.

Total Allocated Amount:

\$ 113820

Total Received Amount:

\$ 11382

Previous Expended Amount:

\$ 0

Current Expended Amount:

\$

Funds Expended

[Help - ESSER III \(3214\) Funds Expended](#)

Please use the following guidelines to report funds expended:

- Report your expenditures based on the **total** expended by the end of the reporting period, including any amount expended during previous reporting periods (i.e. **Previous Expended Amount + Current Expended Amount**).
- Do not factor in any amount obligated, but not expended.
- Please use whole numbers to indicate the approximate percentage of funds expended for each category.
- Please add a "0" for any category where funds were not expended.
- The Total Percentage value should equal 100% (or 0% if the expended total is 0) when you are finished.

1) Summer learning or summer enrichment:

%

2) Extended day:

%

3) Comprehensive afterschool programs:

%

4) Extended school year programs:

%

5) Evidence-based high dosage tutoring:

%

6) Full-Service Community Schools:

%

7) Mental health services and supports:

%

8) Adoption or integration of social emotional learning into the core curriculum/school day:

%

9) Other evidence-based interventions:

%

Total Percentage:

0 %

Contact Information

Help - ESSER III (3214) Contact Information

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Stimulus Funding Reporting



Elementary and Secondary School Emergency Relief II (ESSER II) Fund: Resource Code 3212

Bert Corona Charter High

CDS Code: 19647330132126

Charter Number: 1724

DUNS Number: 783732543

Your data have been saved.

Fund Overview

[Help - ESSER II Fund Overview](#)

- Please report totals in whole numbers without decimals, commas, or other punctuation.
- Reported totals should be for the period January 1, 2022, to March 31, 2022.

Total Allocated Amount:

\$ 253218

Total Received Amount:

\$ 25346

Previous Expended Amount:

\$ 0

Current Expended Amount:

\$

Funds Expended

[Help - ESSER II Funds Expended](#)

Please use the following guidelines to report funds expended:

- Report your expenditures based on the **total** expended by the end of the reporting period, including any amount expended during previous reporting periods (i.e. **Previous Expended Amount + Current Expended Amount**).
- Do not factor in any amount obligated, but not expended.
- Please use whole numbers to indicate the approximate percentage of funds expended for each category.
- Please add a "0" for any category where funds were not expended.
- The Total Percentage value should equal 100% (or 0% if the expended total is 0) when you are finished.

1) Any activity authorized by the ESEA of 1965, IDEA, the Adult Education and Family Literacy Act, the Perkins Act, or subtitle B of title VII of McKinney-Vento Homeless Assistance Act:

%

2) Coordinating preparedness and response efforts of LEAs with other entities:

%

3) Resources necessary to address the needs of their individual schools:

%

4) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth:

%

5) Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs:

%

6) Staff training and professional development on sanitation and minimizing the spread of infectious diseases:

%

7) Purchasing cleaning supplies:

%

8) Planning for and coordinating on long-term closures:

%

9) Purchasing educational technology:

%

10) Providing mental health services and supports:

%

11) Summer learning and supplemental afterschool programs:

%

12) Addressing learning loss among students:

%

13) 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:

%

14) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities:

%

15) Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff:

%

16) Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA:

%

Total Percentage:

%

Contact Information

Help - ESSER II Contact Information

First Name:

Irina

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icastillo@exed.org

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Stimulus Funding Reporting



Elementary and Secondary School Emergency Relief I (ESSER I) Fund: Resource Code 3210

Bert Corona Charter High

CDS Code: 19647330132126

Charter Number: 1724

DUNS Number: 783732543

Your data have been saved.

Fund Overview

[Help - ESSER I Fund Overview](#)

- Please report totals in whole numbers without decimals, commas, or other punctuation.
- Reported totals should be for the period January 1, 2022, to March 31, 2022.

Total Allocated Amount:

\$ 61205

Total Received Amount:

\$ 48497

Previous Expended Amount:

\$ 53360

Current Expended Amount:

\$ 402

Funds Expended

[Help - ESSER I Funds Expended](#)

Please use the following guidelines to report funds expended:

- Report your expenditures based on the **total** expended by the end of the reporting period, including any amount expended during previous reporting periods (i.e. **Previous Expended Amount + Current Expended Amount**).
- Do not factor in any amount obligated, but not expended.
- Please use whole numbers to indicate the approximate percentage of funds expended for each category.
- Please add a "0" for any category where funds were not expended.
- The Total Percentage value should equal 100% (or 0% if the expended total is 0) when you are finished.

1) Any activity authorized by the ESEA of 1965, IDEA, the Adult Education and Family Literacy Act, the Perkins Act, or subtitle B of title VII of McKinney-Vento Homeless Assistance Act:

%

2) Coordinating preparedness and response efforts of LEAs with other entities:

%

3) Resources necessary to address the needs of their individual schools:

%

4) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth:

%

5) Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs:

%

6) Staff training and professional development on sanitation and minimizing the spread of infectious diseases:

%

7) Purchasing cleaning supplies:

%

8) Planning for and coordinating on long-term closures:

%

9) Purchasing educational technology: %**10) Providing mental health services and supports:** %**11) Summer learning and supplemental afterschool programs:** %**12) Addressing learning loss among students:** %**13) 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:** %**14) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities:** %**15) Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff:** %**16) Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA:** %**Total Percentage:** %

Contact Information

Help - ESSER I Contact Information

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Stimulus Funding Reporting



Elementary and Secondary School Emergency Relief III (ESSER III) State Reserve Learning Loss: Resource 3219

Bert Corona Charter High

CDS Code: 19647330132126

Charter Number: 1724

DUNS Number: 783732543

Your data have been saved.

Fund Overview

[Help - ELO-G Fund Overview](#)

- Please report totals in whole numbers without decimals, commas, or other punctuation.
- Reported totals should be for the period March 13, 2020, to March 31, 2022.

Total Allocated Amount:

\$ 26497

Total Received Amount:

\$ 0

Previous Expended Amount:

\$ 0

Current Expended Amount:

\$

Funds Expended

Please use the following guidelines to report funds expended:

- Report your expenditures based on the total expended by the end of the reporting period, including any amount expended during previous reporting periods (i.e. Previous Expended Amount + Current Expended Amount).
- Do not factor in any amount obligated, but not expended.
- Please use whole numbers to indicate approximate percentage of funds expended for each strategy.
- Please add “0” for any category where funds were not expended.
- The Total Percentage value should equal 100% (or 0% if the expended total is 0) when you are finished.
- **Reminder:** A LEA must use at least 85% of its apportionment for expenditures related to providing in-person services allowable pursuant to California Education Code (EC) Section 43522(b). An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

1) Extending instructional learning time

%

2) Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports:

%

3) Integrated student supports to address other barriers to learning:

%

4) Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports:

%

5) Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students’ college eligibility:

%

6) Additional academic services for students:

%

7) Training for school staff on strategies to engage students and families in addressing students’ social-emotional health and academic needs:

%

Total Percentage:

%

Contact Information

First Name:

Last Name:

Title:

E-mail:

Telephone Number:

Telephone Extension:

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Stimulus Funding Reporting



Subrecipient Grant Menu

Bert Corona Charter High**CDS Code:** 19647330132126**Charter Number:** 1724**DUNS Number:** 783732543

Subrecipient Information

Description	Date Submitted
<u>Common Information for All Grants</u>	9/14/2020 6:16:23 PM

Additional Reports

Grant Type	Reporting Period	Date Due	Date Submitted
<u>ESSER III Plan Links</u>	2021 Winter	4/15/2022 11:59:00 PM	4/14/2022 11:39:20 AM

Currently Required Grant Reports

Grant Type	Reporting Period	Date Due	Date Submitted	Amount Left to Report	Report Required
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<u>Elementary and Secondary School Emergency Relief I (ESSER I) Fund: Resource Code 3210</u>	2022 Spring	4/15/2022 11:59:59 PM	4/12/2022 9:54:43 AM	\$7,443	Yes, Unspent Funds
<u>Governor's Emergency Education Relief I (GEER I) Fund: Resource Code 3215</u>	2022 Spring	4/15/2022 11:59:59 PM	4/12/2022 9:56:33 AM	\$7,645	Yes, Unspent Funds
<u>Elementary and Secondary School Emergency Relief II (ESSER II) Fund: Resource Code 3212</u>	2022 Spring	4/15/2022 11:59:59 PM	4/12/2022 9:57:18 AM	\$253,218	Yes, Unspent Funds
<u>Elementary and Secondary School Emergency Relief III (ESSER III) Fund: Resource Code 3213</u>	2022 Spring	4/15/2022 11:59:59 PM	4/12/2022 9:58:08 AM	\$455,280	Yes, Unspent Funds
<u>Elementary and Secondary School Emergency Relief III (ESSER III) Fund: Resource Code 3214</u>	2022 Spring	4/15/2022 11:59:59 PM	4/12/2022 9:58:52 AM	\$113,820	Yes, Unspent Funds
<u>Elementary and Secondary School Emergency Relief II (ESSER II) State Reserve Fund: Resource 3216</u>	2022 Spring	4/15/2022 11:59:59 PM	4/12/2022 9:59:27 AM	\$23,580	Yes, Unspent Funds
<u>Governor's Emergency Education Relief II (GEER II) Fund: Resource Code 3217</u>	2022 Spring	4/15/2022 11:59:59 PM	4/12/2022 10:00:41 AM	\$5,412	Yes, Unspent Funds
<u>Elementary and Secondary School Emergency Relief III (ESSER III) State Reserve Emergency Needs: Resource 3218</u>	2022 Spring	4/15/2022 11:59:59 PM	4/12/2022 10:01:27 AM	\$15,371	Yes, Unspent Funds

<u>Elementary and Secondary School Emergency Relief III (ESSER III) State Reserve Learning Loss: Resource 3219</u>	2022 Spring	4/15/2022 11:59:59 PM	4/12/2022 10:02:20 AM	\$26,497	Yes, Unspent Funds
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Previously Submitted Grant Reports

Grant Type	Reporting Period	Date Submitted
<u>Elementary and Secondary School Emergency Relief I (ESSER I) Fund: Resource Code 3210</u>	2020 Fall	10/7/2020 4:26:53 PM
<u>Elementary and Secondary School Emergency Relief I (ESSER I) Fund: Resource Code 3210</u>	2020 Winter	1/6/2021 9:49:43 AM
<u>Elementary and Secondary School Emergency Relief I (ESSER I) Fund: Resource Code 3210</u>	2021 Spring	4/2/2021 5:00:10 PM
<u>Elementary and Secondary School Emergency Relief I (ESSER I) Fund: Resource Code 3210</u>	2021 Summer	7/7/2021 11:27:53 AM
<u>Elementary and Secondary School Emergency Relief I (ESSER I) Fund: Resource Code 3210</u>	2021 Fall	10/6/2021 12:02:40 PM
<u>Elementary and Secondary School Emergency Relief I (ESSER I) Fund: Resource Code 3210</u>	2021 Winter	1/13/2022 3:30:30 PM
<u>General Fund: Resource Code 7420</u>	2020 Fall	10/7/2020 4:27:15 PM
<u>General Fund: Resource Code 7420</u>	2020 Winter	1/6/2021 9:50:21 AM
<u>General Fund: Resource Code 7420</u>	2021 Spring	4/2/2021 4:57:15 PM
<u>General Fund: Resource Code 7420</u>	2021 Summer	7/7/2021 11:29:22 AM

<u>Governor's Emergency Education Relief I (GEER I) Fund: Resource Code 3215</u>	2020 Fall	10/7/2020 4:27:39 PM
<u>Governor's Emergency Education Relief I (GEER I) Fund: Resource Code 3215</u>	2020 Winter	1/6/2021 9:51:02 AM
<u>Governor's Emergency Education Relief I (GEER I) Fund: Resource Code 3215</u>	2021 Spring	4/2/2021 4:52:39 PM
<u>Governor's Emergency Education Relief I (GEER I) Fund: Resource Code 3215</u>	2021 Summer	7/7/2021 11:30:23 AM
<u>Governor's Emergency Education Relief I (GEER I) Fund: Resource Code 3215</u>	2021 Fall	10/6/2021 12:03:18 PM
<u>Governor's Emergency Education Relief I (GEER I) Fund: Resource Code 3215</u>	2021 Winter	1/13/2022 3:31:50 PM
<u>Coronavirus Relief Fund (CRF): Resource Code 3220</u>	2020 Summer	9/14/2020 6:42:11 PM
<u>Coronavirus Relief Fund (CRF): Resource Code 3220</u>	2020 Fall	10/7/2020 4:29:09 PM
<u>Coronavirus Relief Fund (CRF): Resource Code 3220</u>	2020 Winter	1/6/2021 9:48:30 AM
<u>Coronavirus Relief Fund (CRF): Resource Code 3220</u>	2021 Spring	4/2/2021 4:51:20 PM
<u>Coronavirus Relief Fund (CRF): Resource Code 3220</u>	2021 Summer	7/7/2021 11:32:30 AM
<u>CRF Supplemental: Resource Code 3220</u>	2020 Interim Report	11/18/2020 12:37:12 PM
<u>ESSER Annual Report</u>	2020 Annual Reporting	1/28/2021 6:42:18 PM
<u>GEER I Annual Report</u>	2020 Annual Reporting	1/28/2021 6:43:15 PM
<u>Elementary and Secondary School Emergency Relief II (ESSER II) Fund: Resource Code 3212</u>	2021 Summer	7/7/2021 11:33:16 AM

<u>Elementary and Secondary School Emergency Relief II (ESSER II) Fund: Resource Code 3212</u>	2021 Fall	10/6/2021 12:03:58 PM
<u>Elementary and Secondary School Emergency Relief II (ESSER II) Fund: Resource Code 3212</u>	2021 Winter	1/13/2022 3:32:37 PM
<u>Elementary and Secondary School Emergency Relief III (ESSER III) Fund: Resource Code 3213</u>	2021 Summer	7/7/2021 11:33:57 AM
<u>Elementary and Secondary School Emergency Relief III (ESSER III) Fund: Resource Code 3213</u>	2021 Winter	1/13/2022 3:33:22 PM
<u>Elementary and Secondary School Emergency Relief III (ESSER III) Fund: Resource Code 3214</u>	2021 Summer	7/7/2021 11:34:28 AM
<u>Elementary and Secondary School Emergency Relief III (ESSER III) Fund: Resource Code 3214</u>	2021 Winter	1/13/2022 3:34:03 PM
<u>Maintenance of Equity Exception Certification</u>	2021 Winter	1/13/2022 3:29:10 PM

Questions: Government Affairs Division | EDReliefFunds@cde.ca.gov

Coversheet

Standards of Effective Charter School Governance

Section: IV. Board of Trustees Professional Development
Item: A. Standards of Effective Charter School Governance
Purpose: FYI
Submitted by:
Related Material: Board Composition Matrix - Matrix.pdf
Board Member Agreement w Goals.pdf
Committee Charges- Suite.pdf
CA_ Academic Oversight & Committee Operations.pdf
Standards of Effective Governance.pdf

Board Composition and Recruitment Matrix	Recruitment priority:											Prospective Members							
												1st	2nd	3rd					
B/Law required min/max members	Current Members											Prospective Members							
	1	2	3	4	5	6	7	8	9	10	11	11	1	2	3	4	5	6	
	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name
Skill/Competencies																			
Financial management																			
Nonprofit Governance & Leadership																			
Legal: Nonprofit Law																			
Legal: Reproductive Rights & Justice																			
Legal: Criminal Justice																			
Education: Classroom																			
Education: Leadership/Admin																			
Education: Policy/Advocacy																			
Medical: Mental Health																			
Medical: Child/Adolescent Health																			
Fund Development, business development																			
Communications & Marketing																			
HR/Personnel																			
Program Planning & Evaluation																			
Graphic Design																			
Web Development																			
Policy/Advocacy																			
Racial Equity & Inclusion																			
Volunteer Management																			
Facilitation, Education and Training																			
Event Management																			
Public Speaking																			
Other:																			
Social/Relationship Capital																			
Access to potential individual donors																			
Access to philanthropic donors																			
National organizations education orgs																			
Regional representation (Name region)																			
Region 1:																			
Region 2:																			
Region 3:																			
Region 4:																			
Region 5:																			
Region 6:																			
Region 7:																			
Region 8:																			
Membership on other boards/associations																			
Corporate sector																			
Nonprofit sector																			
Government sector																			
Government: Legislators																			
Government: State Agencies																			

Board Member Agreement

Year

The sustainability and success of <Org Name> depends upon a committed, informed, engaged, strategic, diverse, and high-functioning board. The <Org Name> Board asks all board members to affirm their personal commitment to the following responsibilities:

I will support the mission and vision of <Org Name>.

- Clearly understand and embrace <Org Name>' mission, vision, and strategy
- Understand academic performance across the organization
- Review relevant data, ask appropriate questions, and monitor progress towards ambitious goals for students regularly

I will support the CEO and hold her, and this board, accountable for <Org Name>' success.

- Partner with the CEO in developing an annual set of goals and a plan to achieve those goals, consistent with and in support of the mission
- Develop board goals and monitor progress towards those goals regularly
- Maintain an updated job description for the CEO, and encourage her to develop a succession plan that involves building a strong leadership team and talent pipeline
- Provide regular, direct, substantive feedback to the CEO, offering guidance and support readily and regularly, and acting as a governing body that does not act as management
- Conduct a professional, transparent, substantive annual performance review of the CEO that is based on her goals, the goals of <Org Name>' strategic plan, and a self-evaluation
- Obtain input from the CEO's direct reports and key external stakeholders, not to be used in an evaluative capacity, but to ensure that she has the opportunity to receive relevant and helpful feedback
- Hold myself and the entire <Org Name> Board accountable; readily own any failure to live up to these expectations, and respectfully note when board colleagues might need to do so

I commit to and use the highest ethical standard in serving as a board member of <Org Name>.

- Understand and comply with the board bylaws, conflict of interest policy, and other board policies

- Ensure the legal and ethical integrity of <Org Name> and its board, in compliance with the requirements of the law, professional ethics, and professional and organizational norms

I will exercise strict financial, operational, and academic oversight.

- Regularly review relevant data, ask responsible questions, follow up with ongoing issues, note improvement and success, and track progress towards goals
- Ensure an annual audit of the schools' financial records is completed and review audit results
- Conduct an annual audit of the schools' financial records

I commit to participating actively in the work of the board, and helping ensure that <Org Name> has the high-functioning, diverse, engaged board it needs to succeed.

- Proactively take on substantive work that will help the board achieve its goals
- Serve on at least one committee and attended meetings to achieve committee goals
- Complete all tasks I agree to take on
- Communicate regularly with board colleagues and <Org Name> staff, answer emails within 1-2 days, keep communications direct and succinct
- Attend all board meetings, missing a maximum of one meeting annually, understanding having all members present to discuss and act on the business of <Org Name> is core to board service.
 - a. If I am unable to attend a board meeting, I will inform the board chair and CEO a minimum of 24 hours prior to the meeting
 - b. After three consecutive board meeting absences, even if I have informed the Chair and CEO, it will be assumed I have resigned my seat
 - c. Come to board meetings prepared, having read materials sent in advance
- Attend the annual board retreat
- Be on time for board and committee meetings
- Allocate an average of 8-10 hours/month to <Org Name> board work

I commit to ensuring that <Org Name> has the resources it needs to achieve its goals and execute its strategy by participating actively and to my full capacity in fundraising and friendraising efforts.

- Commit to making <Org Name> among my most significant annual philanthropic contributions and, if possible, increasing my giving level each year, acknowledging the increased fundraising lift facing the organization in order to achieve its ambitious goals

- Make connections/introductions to external parties/stakeholders for <Org Name> towards specified goals/outcomes each year
- Speak routinely and positively in as many different contexts and settings as possible about my connection to <Org Name> and my support for its mission

Preferred Committee

Identify up to three committees on which you would like to serve, listing your most preferred as Committee Preference 1, your second preference as Committee Preference 2 and so on.

2021-2022 Committees: 1. Academic, 2. Development, 3. Finance, 4. CEO Evaluation & Governance

Committee Preference 1:	Rationale:
Committee Preference 2:	Rationale:
Committee Preference 3:	Rationale:

Goals:

Identify 3 to 5 goals you will be responsible for. This may include facilitating connections, introductions to external parties, or resources you can offer or have offered through another entity. In the right column, outline the expected result of each goal.

Goal:	Expected Outcome:

Annual Giving & Estimated Date of Receipt

Note the specific amount you will personally to give to <Org Name> this year along with the date <Org Name> should expect your contribution.

Amount:	Expected Receipt:
----------------	--------------------------

Notes:

Printed Name _____

Signature _____ **Date** _____

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Committee Charges for Charter School Boards

Development Committee Charge

Overview

The development committee¹ drives the board's vital fundraising activities. Members of this committee oversee the development of fundraising goals, lead activities to meet these goals, hold the collective board and individual members accountable for gift cultivation, and work closely with administrators to engage the board in regular and effective fundraising activities for the school.

The school leader, the director of development (where applicable), and at least three board members—one of whom serves as the committee chair—comprise the development committee. The committee meets at least once between every board meeting and submits committee minutes to the full board to communicate progress.

Purpose

The development committee holds itself accountable for the following:

Setting goals

- Recommends organizational fundraising goals for the charter school to ensure short- and long-term sustainability and success
- Identifies its own committee goals to track the committee's progress over time

Leading the board's culture of gift cultivation

- Develops policies for the board and school leadership regarding gift

¹ Boards should decide whether to have a development committee or a development and external affairs committee. This document is applicable to either committee.

solicitation and recognition

- Establishes a 100% board-giving policy
- Crafts a compelling and accurate case for support²

Motivating individual board members to get involved in the development and acquisition of gifts

- Leads by example
- Arranges fundraising training for the board as needed
- Reinforces the commitment of every board member to contribute within his or her means

Ensuring the board reaches its fundraising goals

- Monitors progress toward annual fulfillment of fundraising goals
- Shares the case for support and specific fundraising projects during board meetings
- Partners with school leadership to make sure the board is aware of the school's specific fundraising needs

Raising awareness for the school

- Leverages the board to attend key community, school social, and political events
- Speaks highly of the school outside of the board meeting, cultivating new donors and champions

² The case of support is used in the fundraising world to describe a written statement that answers the question, "Why does your charter school need and desire philanthropic support?"

Committee Charges for Charter School Boards

Finance Committee Charge

Overview

The finance committee oversees the school's budget and asset management. This committee approves short- and long-term financial goals for the charter school, recommends and monitors a budget aligned with the school's strategic priorities, ensures compliance with strong policies, and raises financial concerns and solutions to safeguard the school's resources.

The finance committee includes the school leader, Chief Financial Officer (CFO), and at least three board members—one of whom serves as the committee chair. The committee meets at least once between every board meeting and submits committee minutes to the full board to communicate progress.

Purpose

The finance committee holds itself accountable for the following:

Recommending a budget aligned to the school's strategic priorities

- Works with the school leader and CFO to prepare and recommend an annual budget for the board's consideration and approval
- Ensures the annual budget is prepared in a timely manner

Overseeing the school's financial resources

- Reviews financial statements regularly to monitor progress throughout the year, and suggests adjustments as required
- Identifies short- and long-term financial challenges before they become urgent issues

- Serves as an ongoing resource and advisor to staff on financial issues

Providing training or onboarding to ensure all board members understand the school's finances

Driving progress toward financial goals

- Sets short- and long-term fiscal goals to ensure school sustainability and success
- Sets annual committee goals and regularly monitors progress

Ensuring financial compliance³

- Confirms appropriate financial policies and procedures are in place and followed
- Recommends the selection of an auditor⁴
- Meets with the auditor before the board's audit review and approval

Identifying actions needed to resolve complex financial issues

- Determines whether the complexity or scale of financial operations requires the committee to split into two separate board committees: finance committee and audit committee
- Recommends the creation of an investment committee⁵ when appropriate

³ Some boards ask the finance committee to oversee all charter school compliance including authorizer reporting requirements, etc. Other boards assign this role to the executive committee.

⁴ The committee should make sure its school changes auditors (or audit partners) approximately every five years.

⁵ An investment committee manages the school's investment portfolio and determines the level of risk desired (high or low) for investments.

Committee Charges for Charter School Boards

Governance Committee Charge

Overview

In some ways, the governance committee is the most influential committee on the board as it is responsible for maintaining proper board composition and ensuring that the board governs effectively. This committee drives a comprehensive board self-assessment process, fosters the development of new and existing board members, manages board member recruitment, and nominates candidates for officer positions.

The governance committee includes the board chair and at least three other board members, one of whom serves as the committee chair.⁶ The school leader or another staff member also often serves on this committee. This committee meets at least once between every board meeting and submits committee minutes to the full board to communicate progress.

Purpose

The governance committee holds itself accountable for the following:

Monitoring and maintaining board-wide adherence to governance best practices

- Conducts a board self-assessment every one to two years
- Assesses the school's governance needs by periodically reviewing the board's size, strategic composition, and committee structure; and recommends changes as needed⁷
- In partnership with the school leader and board chair, creates an annual

⁶ Certain requirements may vary by state; review your state's laws to be certain you are in compliance.

⁷ Ask whether your board has the right skills and all of the committees needed. Review your bylaws for committee requirements.

board calendar for approval by full board

- Reviews and recommends changes to bylaws and board policies every two years
- Articulates the responsibilities of individual board members by creating a board member agreement that is signed annually by each board member
- Monitors board member performance in relation to the board member agreement, and supports board chair in ensuring all members uphold their board commitments

Onboarding and training new and existing board members

- Orients members to school and board policies, practices, and responsibilities
- Provides ongoing governance training and support
- Creates opportunities for board members to build relationships and interact socially

Guaranteeing steady board leadership

- Identifies, cultivates, and nominates new board members to build a strategically composed board
- Recruits for demographic and skill diversity among board members; including diversity of race, gender, age, skill set, perspective, and experience
- Maintains an officer succession plan that grooms high-performing board members to serve as chair, vice chair, secretary, and treasurer (or finance committee chair)
- Tracks term expirations and maintains a succession plan for board vacancies
- Recruits non-board members to committees to add value and potentially serve as future board members⁸

Setting goals

- Supports the board chair in designing and executing an annual board

⁸ Check local regulations about non-voting committee members.

goal-setting process

- Identifies governance committee goals to track committee progress

Committee Charges for Charter School Boards

School Performance Committee Charge

Overview

Many boards share a common misconception that success or failure of its school's students rests squarely on the shoulders of the school leader. Although the school leader is responsible for *how* students excel, the board hires and oversees the school leader to make sure that students *do* excel. The school exists to provide great educational experiences and outcomes for students, and the school performance committee leads the board in upholding this duty. Through appropriate board oversight, the school performance committee monitors student performance against rigorous academic goals and raises strategic issues for board discussion.

The school performance committee must include the school leader and at least three board members, one of whom will serve as the committee chair.⁹ The committee meets at least once between every board meeting and provides committee minutes to the full board to communicate progress.

It is important to note that this is a committee that can easily overstep its bounds from oversight to management. The board's role is to ask the questions, provide advice, and hold the school leader accountable for results. The board does not make program-level decisions.

Purpose

The school performance committee holds itself accountable for the following:

Partnering with the school leader to set and reach rigorous academic goals

⁹ In schools that have a leadership structure including a school leader and principals, the committee may choose to add the principals as committee members as well.

- Defines *excellent school performance* based on the charter school's mission and vision
- Supports school leader in developing annual academic performance goals for the school, and recommends these academic goals to the board for approval
- Verifies that school administrators are using student performance data to constructively inform decisions
- Monitors the school leader's efforts to improve areas of subpar student performance¹⁰
- Upon request, serves as an ongoing resource to administrators for academic issues and programming

Building board-wide understanding of the school's academic performance and progress toward goals

- Supports the school leadership in developing and presenting academic dashboards that measure progress towards annual academic goals
- Updates the board, in partnership with the school leader, on performance data and factors currently impacting student achievement
- Identifies challenges to the academic program before they become urgent issues
- Evaluates the school's student achievement against neighboring schools and national standards¹¹
- Attends authorizer trainings on academic accountability
- Delivers onboarding and supplemental trainings to foster a working knowledge of student performance data and measurements among all board members

Setting committee goals and maintaining a strong committee membership

- Identifies committee goals to track academic committee progress
- Recruits non-board members (if bylaws allow) with particular educational expertise relative to the school's model to advise the committee

¹⁰ For example, if a school showed low test scores in math, the board should ask the school leader tough questions about why this occurred and what he/she will do to address it. The board *should not* tell the school leader what he/she should do about that result (e.g., suggesting a specific math curriculum or teaching strategy).

¹¹ Committee members may visit other high-performing schools in the area to learn best practices that inform their work.

“Academic Oversight: Staying Focused on the Bottomline”

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Session Objectives & Agenda

1. Understand the role of the board in academic oversight	Welcome, Objectives & Agenda
2. Identify & outline key steps in academic committee operations	Temperature Check
3. Reflect on and articulate next steps for applying today's learning	Why, What & How of Academic Oversight
	Sample Document Review
	Reflect & Close

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*Choice without quality is not choice.
Without accountability, quality isn't guaranteed.*

Academic oversight drives quality

4

Research-Based Framework

Grounded in research and best practices across the country, the Board Effectiveness Diagnostic assesses boards and diagnoses their practices in relation to six standards for effective governance.



Focus relentlessly on student achievement	Recruit and retain an exceptional leader	Invest in exemplary governance	Act strategically and be accountable	Raise and use resources wisely	Commit steadfastly to compliance
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Center People, Equity & Culture

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Common Governance "Bad Practices"

- 1. Strategy**
 - o No strategic plan, board level goals or priorities
- 2. Academic Oversight**
 - o Believe this is solely the Principal's job, no academic committee
- 3. Board Composition**
 - o Mostly built by Principal not strategic or diverse
- 4. Board Operations**
 - o No committees or inconsistent, no strategy, succession for leadership
 - o No decision-making protocols to invite dissent, varied perspectives
 - o Agendas developed and meetings run by Principal
- 5. Leader Support & Evaluation**
 - o Don't evaluate or offer feedback regularly
 - o Don't check progress to goals regularly
 - o Just evaluation

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Case Study

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Case Study

Academic Oversight Case Study

Summit Public Charter School is in its 8th year with its founding school leader, Sharon Rice. The school has 500 students in grades k-5. The first three years were great, the school was rated an "A" and Sharon received an award for her leadership. Over the past five years, the school has seen a decline in academics and high rates of teacher turnover. In fact, in February and 1/3 of the teachers have quit. The school has a number of long-term subs covering classes and Sharon has yet to communicate with parents about the issue. Most parents only find out when their child reports that they have had a substitute teacher for several days. Parents have now begun to ask lots of questions. They are beginning to approach staff at pick up and drop off. They want to know why so many teachers are leaving midyear.

The board chair is accustomed to following Sharon's lead and has great faith in her. He and some of the long-serving board members think Sharon can do no wrong. They are sure it must be the low-performing teachers that are leaving and aren't too worried about the turnover. Besides, they have heard that all charter schools have high teacher turnover.

There is a small contingent of relatively new board members who feel a sense of urgency around the matter. They fear parents will pull their students and enrollment, as well as the school's reputation, will suffer. They want to see more data and also hear from not just the school leader about academics and school culture, but they don't know where to start.

Consider:

1. What challenges do you identify?
2. What could the board have been put in place to prevent this from happening?
3. As a member of this board, what would you do next?

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RESPONSIBILITIES	DECISION-MAKING AUTHORITY
Strategy Effective Board Governance Evaluation Growth Mission Organizational Sustainability	Board Decision
Impact Legal Compliance Goal-Setting Raising Resources	Shared Decisions: Board & Principal
Operations/Management Day-to-day Operations Resource Allocation Org/Staff Culture Staff Hiring, Evaluation, Separation	Principal Decision

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Oversight: The Basics

Oversight
[o·ver·sight]
noun

Regulatory supervision, watchful and responsible care.

Care
Charge
Direction
Supervision
Guidance
Stewardship

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Why Academic Oversight is Important

- High academic performance of **ALL** students is **THE** goal
- Make good decisions, **student-centered decisions**
- Support and promote **overall health** of the school
- **Articulate** to the authorizer and others **how the school is doing**
- Input for **evaluation of the Principal**

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Academic Committee Operations

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Academic Committee

1. **Partner** with the Principal **to set** rigorous **academic goals**
2. **Set committee goals** and maintain a strong committee
3. Build **board-wide understanding** of the school's academic performance and progress toward goals

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Nuts & Bolts of Academic Committee

- Principal/Academic Officer and 2-3 board members
- May include other school staff or non-board members
- Facilitated by an elected chair
- Meets between board meetings
- Ask questions, provide advice, hold the Principal accountable for results
- The board does not make program-level decisions

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Committee Operations

- Elect a Chair
- Develop committee goals
- Identify appropriate staff partners; other advisors if needed/allowed
- Develop a calendar of review for key performance indicators
- Committee receives and reviews dashboards
- Dashboard data: building/grade level data disaggregated by subgroup
- Compare current performance to targets; subgroup targets
- Identify trends, make comparisons
- Elevate any issues to full board
- Make recommendations to the full board

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Steps to Exercising Oversight

Step 1: Where are we now?
 Step 2: Where do we have to go?
 Step 3: What to do when we're on/off track?
 Step 4: What to do when we meet goals?

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Step 1: Where Are We?

- **Current performance** by subgroup
- How does our **performance compare to similar schools**? What schools are similar to us?
- What are our **strengths and gaps** academically?
- What **interim assessments** are in use? What **interventions** are in place?
- What are **key terms/concepts** the entire board should know? What **training/support** should be provided to the board?

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Step 2: Where Do We Have to Go?

- What did we commit to in our **charter**?
- What is the **Authorizer's bar** for success?
- What indicators will the **Authorizer review**?
- What is the **gap** between where we are and where the Authorizer needs us to be?
- What is the **testing calendar**?
- How is testing **data interpreted**?

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ACADEMIC PERFORMANCE FRAMEWORK

The Academic Performance Framework evaluates schools based on student proficiency, student growth,² performance of student subgroups, and college and career readiness (for high schools). Schools also have the opportunity to request additional school- or mission-specific academic measures when negotiating their Charter Agreements. The results of the Academic Performance Framework give the Commission a balanced assessment of school academic quality, based on multiple outcome measures of student performance.

The results of the Academic Framework are aggregated to create an overall academic rating – **Exceeds Standards, Meets Standards, Below Standards, or Far Below Standards**. The overall rating is calculated using a weighted average of the results of the individual academic measures. The weights are presented in the table below. For more information on the weighting methodology, refer to the Commission’s Academic Framework Methodology Guidance. (See Attachment C.)

For each academic performance measure, a school receives one of four ratings:

- **Exceeds Standard:** Recognizes the performance of the most successful schools.
- **Meets Standard:** Indicates that a school meets the Commission’s expectations for academic performance.
- **Below Standard:** Identifies a school that is not meeting performance expectations.
- **Far Below Standard:** Identifies need for high-stakes review and possible non-renewal or revocation.

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Indicator	Measure	Weight	
		K-8	HS
1. Student Achievement (Proficiency – ELA & Math)	1a. Proficiency - Statewide Comparison	18%	0%
	1b. Proficiency - Assigned School Composite Comparison	34%	0%
2. Student Progress Over Time (Growth) – ELA and Math*	2a. Student Growth - Statewide Comparison	+	+
	2b. Student Growth - Assigned School Composite Comparison	+	+
3. Performance of Subgroups ELA and Math	3a.1. Subgroup Proficiency - Statewide Comparison	20%	0%
	3a.2. Subgroup Proficiency - Assigned School Composite Comparison	28%	0%
	3b. Subgroup Growth - Statewide Comparison	+	+
4. Mission-Specific Goals	4a. School-Specific Academic Goals*		
	5a.1. SAT Performance Comparison – Statewide	0%	15%
	5a.2. SAT - Assigned School Composite	0%	30%
5. Postsecondary Readiness and Success	5b.1. High School Graduation - 4 and 5-year rates	0%	20%
	5b.2. Graduation Rate - Assigned School Composite Comparison	0%	25%
	5c. College Attendance	0%	10%

* Growth measures and targets will be established based on the model adopted by the State Board of Education. Growth results will be available

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Step 3: How Will We Know We're On/Off Track ?

- What data will indicate we are **on/off track**?
- How often can we **review indicators**?
- Is there **data we need but do not collect**?
- Do we have a **dashboard**?
- Engage the **Academic Performance Committee**
- Identify **committee goals to track** academic committee **progress**
- What **staff** will regularly **partner** with the Academic Committee?
- **How** will the Academic Committee work with school staff?
- Recruit **non-board members** with particular educational expertise relative to the school's model to **advise the committee** (if bylaws allow)

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Regular Review

Using the chat function or share your thoughts

How do these factors below impact or indicate student performance?

- Attendance
- Discipline
- Mobility/Enrollment
- Staff Culture
- Parent Engagement
- Instructional Support
- State Tests

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Step 4: What Do We Do When We Meet Goals?

- What can we **learn from this success?**
- What **factors/interventions/processes/policies contributed to the success?**
- Can we **replicate** this in other areas? grades?
- **Celebrate!**
- **Share/communicate** the success.

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School Leader Report

School Leader Report

K-12 Report

- 10th grade environmental science students created books on alternative energy sources to share with the 4th grade class. The students then worked in groups to build and test a car designed to run on a solar panel.
- We have partnered with Genuine Foods as the new school food service provider effective January 2nd. Genuine Foods' business model takes into account the whole food system from farm to plate. This entails sourcing the highest quality ingredients free from unnatural additives, partnering with local suppliers and creating meals that are nutritious, visually appealing and tasty. Genuine Foods is the first school vendor to achieve EAT! Real certification which values reducing sugar, harmful oil and processed food consumption and promotes sustainability and the minimization of environmental impact in its food practices. Genuine Foods was bestowed with the Golden Carrot Award three years in a row by the Jamie Oliver Foundation and Physicians Committee for Responsible Medicine for serving "the best healthy meals."
- Lower School and Upper School families supported a project to provide cookies for children in foster care this holiday season.
 - Jane Doe, mom of two lower school students and a CASA board member, led K-4 students in a lesson on gratitude to launch the initiative.
 - Upper School Algebra A K-12 SERVICE LEARNING SCHOOL 6 teacher connected the baking to their work in class. Using recipes, students created an estimated budget for the whole project using linear functions. Rebecca Smith, a parent of a middle schooler and a CASA advocate, spoke to the classes about CASA's work.
 - The holiday project is for Hudson County CASA, a non-profit organization that advocates for children in foster care in our area. Each holiday season, CASA delivers a box of cookies to each foster family to enjoy for the holidays. CASA was looking for a local organization to help provide the cookies this year and our students were eager to support this work.

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Sample School Leader Report Review

- What is **helpful** about this report?
- What is **missing** from this report?
- What **questions** would you have after reviewing this report?

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School Leader Report Components

- 1. School updates**
 - a. No discussion
 - b. Upcoming events, and announcements
- 2. Discussion items**
 - a. Principal prepared to answer questions
 - b. Include related data, documents
 - c. Principal seek advice/counsel
- 3. Action items**
 - a. Items for the board to act on
 - b. Include related data, documents
 - c. Coordinate with other committees as relevant

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Sample Committee Report

Academic Committee Report

Teaching Strategies GOLD:

- **Goal for SY 2018-19:** At least **80%** of Pre-Kindergarten students will meet or exceed widely held expectations per the growth report from the fall to the spring administration of the GOLD assessment in literacy and math.
- **Mid-year Status: On-track to meet goal.** **75%** of Pre-Kindergarten students are meeting or exceeding widely held expectations on the GOLD assessment in literacy; **78%** are doing so in math.
- **End of year assessment: Will be administered in June. Expect to meet goal.**

Developmental Reading Assessment (DRA)

- **Goal for SY 2018-19:** **75%** of students in grades K-2 will score on grade level or higher, or make one year's worth of growth on the DRA.
- **Mid-Year Status: Goal met. 75%** of K-2 students are scoring on grade level or higher at the middle-of-year standard; **46%** are doing so at end-of-year standards.**
- **End of year assessment: Will be administered in May. Expect to meet goal.**

**Note: Calculations are based on total number of students tested by 2/14/19, not the total number of students. 19 students (1%) had not tested by 2/14/19.

NWEA MAP (3-8 Literacy):

- **Goal for SY 2018-19:** **70%** of students in grades 3-8 will score at or above 40th percentile or meet/exceed spring growth target.
- **Mid-Year Status: On track to meet goal.** On the Winter MAP, **68%** of students in grades 3-8 are scoring at or above the 40th percentile OR meeting/exceeding fall to winter growth targets.**
- **End of Year assessment: Administered in May/early June. Expect to meet goal.**

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Sample Committee Report Review

- What is **helpful** about this report?
- What is **missing** from this report?
- What **questions** would you have after reviewing this report?

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Your Role: Ask Questions

- Where are we compared to the last few years? What trends do we see?
- How do we compare to other schools in the neighborhood and the city?
- Which data is surprising and why?
- What does the data look like when broken down by population?
- How are we addressing downward trends?
- Are there any data points of concern to the school leadership? What are some of the root causes?
- What celebrations are in the data?
- What data would the authorizer want to see at our renewal visit?
- How might this data inform budget or other board level decisions?
- How will this data be shared with the larger community? What is our data story?

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All Students on Track to Achieve at High Levels--Student Outcomes

How do we know students are achieving at high levels?

1. Discuss with your school leader how student achievement (including academic and non-academic) is measured including the promises/targets set in your charter, required by the authorizer, strategic plan, your mission.
 - a. Standardized tests
 - b. Interim assessments
 - c. Attendance
2. Set annual achievement goals
 - a. Aligned with strategic plan
 - b. Benchmarked against high performing schools (look at comparable data provided by authorizer, charter support org, state data, to benchmark) and college/career readiness ([ISCSC Accountability System](#), [College Board benchmark](#))
 - c. SMART goals
3. The full board should monitor this data at least quarterly. Boards need to make sure they are seeing relevant data often enough, and not waiting till the end of the year.


How are we measuring/What data to review:
Academic data: Standardized test scores, interim measures of assessment, grades. All broken down by race, gender, ELL, SPED.

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Reflection & Action Planning
"We do not learn from experience, we learn from reflecting on experience." Dewey


In the chat, share your response to one of the prompts below...

1. What was the most **significant learning** for you?
2. So, what actions do you want to take as a result?
3. Now, what more do you think you need to learn about?



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Board Service Matters



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Thank you!

- Edboards.org
- Facebook.com/@EducationBoardPartners
- Twitter.com/@educationboards
- LinkedIn.com/company/education-board-partners

Lucy @edboards.org; 917-886-4233

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Standards of Effective Governance

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1

Welcome

*Share your name
location and school
affiliation in the chat.*



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2

Purpose, Objectives, Plan

Purpose: Understand critical actions and behaviors of an high-functioning, effective board

Objectives:

- Gain shared understanding of good governance practices, roles and responsibilities for charter board members
- Reflect on and articulate next steps for your board

Welcome & Introductions	5 mins.
Good Governance: An Overview	15 mins.
Small Group	15 mins.
Standards of Effective Governance	60 mins.
Q&A	10 mins.
Close	3 mins.

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3

About Me...Lucy/Lucecita/She/Her/Hers

The collage features several elements: a vibrant, multi-colored mask on the left; a woman in a pink dress holding a child; a bowl of soup; a photograph of a suspension bridge; the 'ONE DAY, ALL CHILDREN TEACH FOR AMERICA' logo; and a black outline map of New Jersey on the right. In the center, a circular diagram titled 'Organization Excellence' is surrounded by six smaller circles: Leadership Development, Structural Improvement, Community Development, Process Improvement, Cultural Development, and Team Building.

4

Our Core Values

- Achieve Impact** / Our work is only worth doing if it measurably improves quality and equity in public education. We see ourselves as part of a vibrant ecosystem working to close the opportunity gap.
- Create Community** / People are the core of our work. We build deep, authentic relationships, grounded in trust, that enable learning and change. We help people see and solve problems, work together, and make schools great for all students.
- Deepen Expertise** / We are students and we are teachers. We reflect on and learn from our failures and successes. Our lived experience influences our work. We strive to get better and leverage learning and opportunities to do better.
- Be Courageous** / We act boldly and speak truth, even when difficult, because the future of students depends on it. We acknowledge and strive to see our blind spots and those of others and call them out.
- Embrace Humanity** / In everyone, we recognize and embrace diverse perspectives, talents, experiences, and boundaries. We anchor our actions in respect, understanding, empathy and affirmation.

DCSO Convening EducationBoardPartners

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Research-Based Framework

Grounded in research and best practices across the country, the Board Effectiveness Diagnostic assesses boards and diagnoses their practices in relation to six standards for effective governance.

Focus relentlessly on student achievement	Recruit and retain an exceptional leader	Invest in exemplary governance	Act strategically and be accountable	Raise and use resources wisely	Commit steadfastly to compliance

Center People, Equity & Culture

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Centering Ourselves in the Moment

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EDUCATION

California Public School Enrollment Drops Below 6 Million in Aftermath of COVID

By BIANCA QUILANTAN | 02/07/2022 10:00 AM EST

The 'Great Resignation' leaves schools reeling

02-01-22 | REINVENTING EDUCATION

Public schools are facing an existential Great Resignation of teachers

New data from the National Education Association suggests that a full-on, sector-wide breakdown could be on the horizon.

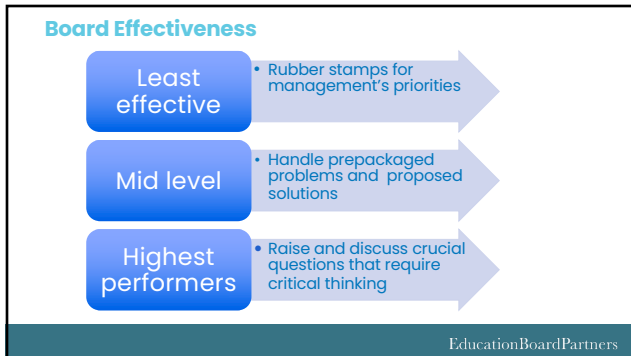
Stopping The Great Teacher Resignation Will Be Education's Big Challenge For 2022

Nick Morrison Contributor @ Education Follow

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Good Governance

9



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What It Means to Govern

"If management is about running a business, governance is about seeing that it is run properly."

- Robert Tricker

"The board's job is to protect the future from the present."

- David Riesman


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<p>Purpose: The Nine</p> <p>Governance [gov·ern·ance] <i>noun</i></p> <p><i>Establishment of policies, and continuous monitoring of their proper implementation, by the members of the governing body of an organization.</i></p>	<p>Mission Vision Stewardship</p> <p>Authority Public Proxy Engagement Accountability Performance Sustainability</p>
---	---

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Why Governance Matters



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Standards for School Board Service



Focus relentlessly on student achievement	Recruit and retain an exceptional leader	Invest in exemplary governance	Act strategically and be accountable	Raise and use resources wisely	Commit steadfastly to compliance
---	--	--------------------------------	--------------------------------------	--------------------------------	----------------------------------

Center People, Equity & Culture

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Common Governance Challenges

- 1. Strategy**
 - o No strategic plan, board level goals or priorities
- 2. Academic Oversight**
 - o Believe this is solely CEO/ED job, no academic committee
- 3. Board Composition**
 - o Mostly built by CEO/ED, not strategic or diverse
- 4. Board Operations**
 - o No committees or inconsistent, no strategy, succession for leadership
 - o No decision-making protocols to invite dissent, varied perspectives
 - o Agendas developed and meetings run by CEO/ED
- 5. Leader Support & Evaluation**
 - o Don't evaluate or offer feedback regularly
 - o Don't check progress to goals regularly
 - o Just evaluation

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Pulse Check: Small Group

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Your Current State: Huddle & Connect

- What is **top of mind** for you as you enter the space?
- What is a **current concern** of your board?
- What is one **question** you'd like answered?

Share your response to one of these questions in your small group.

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School Name		For each standard, add 1-2 things you are doing well and 1-2 things you can improve.	To use Thought Catcher: 1. Click the link 2. Go to "File" 3. Scroll down to "Make a copy" 4. Select "Entire presentation" 5. Give the file any name you like.
Center People, Culture & Equity			
Focus on Student Achievement	Exceptional Leadership		
Exemplary Governance	Acting Strategically		
Raising & Using Resources Wisely	Committing to Compliance		

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Center People, Equity & Culture

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Equity & Governance: The Lens For All Decisions



DNA-level Challenge
Leadership Dilemma
Board Service Matters

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Relentless Focus on Student Achievement

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Focus Relentlessly on Student Achievement

- Govern to fulfill the mission of the school and the promises of the contract
- Know whether students are on track to achieve at high levels



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Why Academic Oversight is Important

- High academic performance of **ALL** students is **THE** goal
- Make good decisions, **student-centered decisions**
- Support and promote **overall health** of the school
- **Articulate** to the authorizer and others **how the school is doing**
- Input for **evaluation of the Principal/ED/CEO**

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A Dashboard Can Help You Stay on Track


- Include the metrics you want to monitor about the health of the school on a monthly basis (e.g. enrollment, benchmark assessments, attendance, discipline)
- Should be populated by the school staff, reviewed and discussed in depth by board committees, and brought forward for board discussion when issues arise
- Entire dashboard is shared with board materials
- Use the data to drive discussions and decisions!

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Something To Think About...

- What are we doing well in this area?
- What can we put in place to do better?



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Ensure Exceptional Leadership

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Ensure Exceptional Leadership

- Hire and support a strong school leader
- Evaluate and hold the school leader accountable
- Ensure stable leadership



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Why Leadership Matters

- 1. Leadership impacts learning**
Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school.
- 2. Leadership impact greatest when most needed**
Demonstrated effects of successful leadership are considerably greater in schools that are in more difficult circumstances.
- 3. Leadership Fundamentals**
Set direction, develop people, organizational agility

*Learning From Leadership Project - Wallace Foundation

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The Evaluation Cycle

What it is not...

- a one and done conversation
- a collection of all the missteps and failures in a year

What it is/What it includes...

- an updated job description
- mutually agreed upon goals
- ongoing dialogue
- periodic reports to the board on progress
- well-rounded evaluation process, including input from different constituencies and school leader
- formal delivery of evaluation with goals for the following year

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Plan for Succession


OR

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Something To Think About...

- What are we doing well in this area?
- What can we put in place to do better?



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Commit to Exemplary Governance

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Build a High-Functioning, Diverse and Engaged Board

- Recruit a diverse slate
- Elect an effective board chair
- Remove disengaged members
- Train the board



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Implement Governance Better Practices

- Create job descriptions
- Hold regularly scheduled, well-run meetings
- Build robust committee structures
- Assess board effectiveness




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Something To Think About...

- What are we doing well in this area?
- What can we put in place to do better?



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Act Strategically

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Key Strategic Board Responsibilities

- Ensure the organization has a clear and compelling strategic plan: where are you going?
- Be goal-driven!
 - School leader goals
 - Board goals
 - All goals aligned to strategic plan and monitored REGULARLY
- Engage community and other stakeholders
- Assess board performance annually

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Act Strategically

- Determine the strategic direction for the school
- Respect the balance between oversight and management

	Must account for	The performance of
Board	➔	School Leader
School Leader	➔	Teachers
Teacher	➔	Students

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Keep the board in its lane

Discipline the board to insist on results and high performance but not dictate the means to achieve them

Board defines success—the **what**—what do we want to achieve?

Staff defines the means to achieve that success—the **how**—how are we going to get there?



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Steps to Staying in YOUR Lane

- Clearly define a consistent set of expectations for board members
 - Board member agreements
 - Officer descriptions
- Be explicit about roles and responsibilities during on-boarding and retreats
- Craft well-defined head of school job description, goals and evaluation
- Formalize any decisions about governance vs. management in writing
- Invite consultant to observe several board and staff meetings – ask for feedback on areas needing clarification or roles/responsibilities

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Governance-Management Matrix

RESPONSIBILITIES	DECISION-MAKING AUTHORITY
Strategy Effective Board Governance Evaluation Growth Mission Organizational Sustainability	Board Decision CEO Advise
Impact Legal Compliance Goal Setting Raising Resources	Shared Decisions: Board & CEO
Operations/Management Day-to-day Operations Resource Allocation Org/Staff Culture Staff Hiring, Evaluation, Separation	Board Advise CEO Decision

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Framework to Guide Board Decisions

Governance/Board	Management/CEO
<ul style="list-style-type: none"> Focuses on oversight, strategy, risk management 	<ul style="list-style-type: none"> Responsible for implementing, planning, organizing, directing
<ul style="list-style-type: none"> Evaluates & supports CEO 	<ul style="list-style-type: none"> Produces programmatic results, is accountable for results
<ul style="list-style-type: none"> Leads process of setting short and long-term goals for board and approves leader's goals 	<ul style="list-style-type: none"> Evaluates & supports staff
<ul style="list-style-type: none"> Recruits, interviews, and votes to add new board members 	<ul style="list-style-type: none"> Works in partnership with board to establish personal and org-wide short, long-term goals
<ul style="list-style-type: none"> Evaluates and reports out on effectiveness of the board 	<ul style="list-style-type: none"> Supports recruitment process, interviews candidates, and provides feedback
<ul style="list-style-type: none"> Facilitates board meetings 	<ul style="list-style-type: none"> Provides input into effectiveness of the board
<ul style="list-style-type: none"> Raises money, gives personally 	<ul style="list-style-type: none"> Actively participates in board meetings
	<ul style="list-style-type: none"> Raises money

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Inclusive Engagement & Your Board

- What messages does your board convey based on how it currently operates and engages stakeholders?
- What are you doing/can be done to cultivate understanding of the community, families and students that you serve to bring their perspectives, needs, feedback, and priorities into boardroom discussions?
- What could be done to evidence a deeper commitment to inclusive engagement?

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Weigh Multiple Perspectives

- Who are your natural stakeholders?
- How are they engaged? Do you have a strategy?
- How can your stakeholders be engaged and leveraged more effectively?



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Best Practices on Shared Leadership

- Set clear goals for the school and board; monitor progress towards them
- Weekly, structured check-ins with school leader and board chair focused on goals
- Robust committee structure, with active participation of school leader and leadership staff
- Formal, professional annual evaluation of school leader
- Board self-evaluation every year
- Open, proactive, and candid communication, guided by norms that you revisit frequently

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BOARD EFFECTIVENESS DIAGNOSTIC OVERVIEW

Since launching Education Board Partners, board after board has asked "What do highly effective charter school boards DO?" We did a lot of research on boards and charter schools across the country and developed the **Standards for Effective Charter School Board Governance** from our findings and experience. The **Board Effectiveness Diagnostic (BED)** helps charter, autonomous school, and education nonprofit boards diagnose their practices in relation to these standards.

Focus on student achievement

Ensure exceptional leadership

Commit to exemplary governance

Act strategically

Raise and use resources wisely

Maintain legal and regulatory compliance

The BED process includes:

- **Self-assessment survey** of all board members and the organization's leader (e.g., CEO, Head of School)
- **Interviews** of a subset of board members, including the board chair, and the organization's leader
- **Analysis** of relevant board documents, as needed

Upon completion of the BED, Education Board Partners will provide an **aggregate report** of survey results, a list of the board's **strengths** and **ways the board can improve**, and **recommendations** for ongoing support.

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AGGREGATE REPORT

The aggregate report shows board demographics and a summary of responses to questions about the board's current state, strengths, and challenges.

Race

Recruited by

Do you have more than five years of experience in the following areas?

Communications	60%	40%
Education Leadership	50%	50%

Our board sets annual board goals that drive our work as a board.

The board regularly reviews our progress toward our annual goals, and course corrects in order to hold ourselves accountable for achieving them.

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SAMPLE SURVEY QUESTIONS


Board members anonymously respond to survey questions in which they indicate the extent to which they agree with a statement about the board on a four-point scale. Each statement is a best practice aligned with one of the *Standards for Effective Charter School Board Governance*.

<p>Focus Relentlessly on Student Achievement</p> <ul style="list-style-type: none"> • I know how our school defines and measures academic outcomes for students. • I understand how our school's performance compares to that of other public schools in our city/state. 	<p>Ensure Exceptional Leadership</p> <ul style="list-style-type: none"> • The board monitors the CEO/ED's progress towards her goals at least quarterly. • Our CEO evaluation process is comprehensive, professional, and useful to both the board and the CEO.
<p>Commit to Exemplary Governance</p> <ul style="list-style-type: none"> • This board prioritizes diversity, equity, and inclusiveness in our work. • I have a clear understanding of my responsibilities and what is expected of me as a board member. • Our board meetings are well-run and focused on strategic issues. 	<p>Act Strategically</p> <ul style="list-style-type: none"> • The board has approved a multi-year strategic plan that defines the long-term vision for the school and the strategy for achieving it. • The board spends its time and energy on governance and strategy, not involving itself in the management of the organization.
<p>Raise and Use Resources Wisely</p> <ul style="list-style-type: none"> • I review a dashboard at least quarterly that shows actual vs budget for expenses and revenues. • Our board has a full set of financial policies and procedures that protect the organization's long-term sustainability. 	<p>Maintain Legal and Regulatory Compliance</p> <ul style="list-style-type: none"> • Our board proactively addresses compliance issues. • The board reviews all school policies annually (e.g. policies governing safety, discipline, student and personnel conduct, finances, ethics, board and school operations).

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Something To Think About...

- What are we doing well in this area?
- What can we put in place to do better?



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Raise and Use Resources Wisely

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Manage Resources Responsibly

- Ensure all board members understand the school's resources
- Review financial data monthly
- Approve budget aligned to student needs



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Oversee Financial Affairs of the School

Among other roles, the governing board has the responsibility to ensure:

- Effective financial oversight
- Realistic budgeting and monitoring of budgets
- Appropriate internal controls and procedures
- Timely and accurate financial reporting
- Adequate financial resources

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Expand Awareness and Raise Funds

- Set fundraising goals
- Have a development committee
- Train the board
- Require each board member to donate
- Cultivate donors, raise school profile
- Know political context and advocate for quality schools



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Something To Think About...

- What are we doing well in this area?
- What can we put in place to do better?



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Maintain Legal and Regulatory Compliance

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Oversight of Compliance

- The board has legal obligations as party to the legal contract with the charter school authorizer and is, therefore, responsible for upholding all requirements in the charter contract.
- Board members need to understand open meeting laws and regulations
- Duties of Care, Loyalty, and Obedience
 - **Care:** be informed and use best judgment
 - **Loyalty:** act in the interest of the school alone
 - **Obedience:** comply with laws and bylaws

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Board's Role in Compliance

- Create a culture of transparency
- Know the entities to whom you are beholden
- Create a compliance calendar
- Mandate all members sign a conflict of interest form annually
- Act in ways that allow members to exercise/support care, loyalty & obedience
- **Get to know compliance entities, especially authorizer**

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Something to think about...

- What are we doing well in this area?
- What can we put in place to do better?

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Reflection

- What resonated most with you?
- What are your next best steps?
- What support do you need?

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Appendix

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A FRAMEWORK FOR INCLUSIVE GOVERNANCE: THE CONTINUUM FROM EXCLUSION TO INCLUSION
By the Foundation Consortium for the Results for Children Initiative (Prp. 16)

Active Exclusion	Passive Exclusion	Potential Exists for Exclusion or Inclusion	Working Towards Inclusion	Full Inclusion
<p>Membership The group denies and discourages participation of representatives or family members of other groups living in the community even though they will be affected by the decision.</p> <p>Decision-making Power & Perspectives Power is closely held by a small group typically unrepresentative of the community being served in terms of dimensions such as ethnicity, gender and/or class). This small group makes all of the decisions and believes that their perspective should dominate the decision-making process.</p>	<p>The group uses membership criteria that indirectly inhibits the participation of key groups and families including those who will be most affected by the decisions made.</p> <p>Power is closely held by a chosen few typically unrepresentative of the community served in terms of dimensions such as ethnicity, gender and/or class who make all of the decisions. Members of the group may be unaware that it operates in exclusionary practices because how it operates in leading with how things have always been done.</p>	<p>Membership open but little or no effort is made to invite the participation of the different types of groups and families in the community.</p> <p>The decision-making process is still dominated by a small, typically unrepresentative, group. The group has begun to recognize the need to involve other people in its work but their engagement has not yet moved beyond token representation.</p>	<p>The group welcomes participation of all groups, is aware of who needs to be represented given the community's demographic composition and has begun reaching out to engage missing groups.</p> <p>Efforts have begun in earnest to solicit the opinion of advice and input of people and families from the different groups in the community. People who represent other perspectives have begun to participate in the decision-making process. The group has started to use mechanisms such as social groups, personal interviews, surveys etc. to solicit broader input.</p>	<p>The group is made up of members who reflect and represent the wide variety of different types of families and ethnic groups affected by the group's decisions.</p> <p>Family and community members from the different ethnic groups participate in a democratic decision-making process and effectively represent their views of their constituencies.</p> <p>The group uses a variety of mechanisms including focus groups, personal interviews, surveys to solicit input from families and people in the community on an on-going basis.</p> <p>Power is easily shared among the different groups living and working in a community. Mechanisms range from new governance structures to alternative forms of decision-making (e.g. consensus decision-making).</p>

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Resources

The resources section contains several items:

- Unrealized Impact: The Link to Poverty, Equity, and Justice** - A book cover with a blue and white design.
- Race to Lead: Confronting the Monocultural Racial Leadership Gap** - A book cover with a blue and white design.
- THE GOVERNANCE GAP** - A book cover with a colorful geometric pattern.
- GLENN E. SINGLETON: COURAGEOUS CONVERSATIONS ABOUT RACE** - A book cover with a blue and white design.
- Method: How to Lead Impact Assessment** - A document cover with a blue and white design.
- Youth Light** - A circular diagram with 'Youth Light' in the center, surrounded by 'Youth', 'Light', 'Youth', and 'Light' in a circular arrangement.

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Coversheet

YPICS FY20-21 990 Tax Return

Section: V. Items Scheduled For Action
Item: A. YPICS FY20-21 990 Tax Return
Purpose: Vote
Submitted by:
Related Material: YPI Charter Schools 2020 Tax Return Client Draft 4.18.22.pdf

Caution: Forms printed from within Adobe Acrobat products may not meet IRS or state taxing agency specifications. When using Acrobat, select the "Actual Size" in the Adobe "Print" dialog.

CLIENT'S COPY

DRAFT



CliftonLarsonAllen LLP
CLAconnect.com

YPI CHARTER SCHOOLS, INC.
10660 White Oak Ave No. B101
Granada Hills, CA 91334

YPI CHARTER SCHOOLS, INC.:

Enclosed is the organization's 2020 Exempt Organization return.

Specific filing instructions are as follows.

FORM 990 RETURN:

This return has qualified for electronic filing. After you have reviewed the return for completeness and accuracy, please sign, date and return Form 8879-EO to our office. We will transmit the return electronically to the IRS and no further action is required. Please return Form 8879-EO to us as soon as possible, but no later than by May 16, 2022 the filing deadline.

In addition, tax-exempt organizations must make available for public inspection a copy of their annual returns for the preceding three years and exemption application, if applicable. An organization generally must furnish filings to anyone who requests them in person or in writing. An exempt organization may meet this requirement by posting all the documents on its website or at another organizations site as part of a database of similar materials. Specific requirements must be met to meet this exception.

CALIFORNIA FORM 199 RETURN:

The California Form 199 return has qualified for electronic filing. After you have reviewed your return for completeness and accuracy, please sign, date and return Form 8453-EO to our office. We will then transmit your return to the FTB. Do not mail the paper copy of the return to the FTB.

No payment is required.

A few final reminders relating to your tax return filings:

- There are substantial penalties for failure to properly disclose and report foreign financial accounts and foreign activity. Please make sure you have informed us of any foreign financial accounts or foreign activity so that we have the necessary information to complete any required disclosures or filings.
- Be sure to review the returns prior to signing as you have final responsibility for all information included in the returns. Please contact us if you have any questions or concerns.
- We recommend you keep a paper or electronic copy of your tax returns permanently. Supporting documentation should be kept for a minimum of seven years based on IRS guidance.

CLA exists to create opportunities – for our clients, our people, and our communities. We value our relationship with you and thank you for your trust and confidence in allowing us to serve you. If we can assist you in making strategic, informed decisions in areas of tax or beyond, please contact us as questions arise throughout the year.

Sincerely,

CliftonLarsonAllen LLP

DRAFT



CliftonLarsonAllen LLP
CLAconnect.com

YPI CHARTER SCHOOLS, INC.
FORM 990 INCOME TAX RETURN
FOR YEAR ENDED JUNE 30, 2021

DRAFT

***** THIS IS NOT A FILEABLE COPY *****

**IRS e-file Signature Authorization
for an Exempt Organization**

OMB No. 1545-0047

Form **8879-EO**

For calendar year 2020, or fiscal year beginning JUL 1, 2020, and ending JUN 30, 2021

2020

Department of the Treasury
Internal Revenue Service

▶ **Do not send to the IRS. Keep for your records.**
▶ **Go to www.irs.gov/Form8879EO for the latest information.**

Name of exempt organization or person subject to tax YPI CHARTER SCHOOLS, INC.	Taxpayer identification number 20-0407224
--	---

Name and title of officer or person subject to tax
**YVETTE KING-BERG
EXECUTIVE DIR**

Part I Type of Return and Return Information (Whole Dollars Only)

Check the box for the return for which you are using this Form 8879-EO and enter the applicable amount, if any, from the return. If you check the box on line **1a, 2a, 3a, 4a, 5a, 6a, or 7a** below, and the amount on that line for the return being filed with this form was blank, then leave line **1b, 2b, 3b, 4b, 5b, 6b, or 7b**, whichever is applicable, blank (do not enter -0-). But, if you entered -0- on the return, then enter -0- on the applicable line below. **Do not** complete more than one line in Part I.

1a Form 990 check here ▶ <input checked="" type="checkbox"/>	b Total revenue , if any (Form 990, Part VIII, column (A), line 12)	1b <u>14,660,244.</u>
2a Form 990-EZ check here ▶ <input type="checkbox"/>	b Total revenue , if any (Form 990-EZ, line 9)	2b _____
3a Form 1120-POL check here ▶ <input type="checkbox"/>	b Total tax (Form 1120-POL, line 22)	3b _____
4a Form 990-PF check here ▶ <input type="checkbox"/>	b Tax based on investment income (Form 990-PF, Part VI, line 5)	4b _____
5a Form 8868 check here ▶ <input type="checkbox"/>	b Balance due (Form 8868, line 3c)	5b _____
6a Form 990-T check here ▶ <input type="checkbox"/>	b Total tax (Form 990-T, Part III, line 4)	6b _____
7a Form 4720 check here ▶ <input type="checkbox"/>	b Total tax (Form 4720, Part III, line 1)	7b _____

Part II Declaration and Signature Authorization of Officer or Person Subject to Tax

Under penalties of perjury, I declare that I am an officer of the above organization or I am a person subject to tax with respect to (name of organization) _____, (EIN) _____ and that I have examined a copy

of the 2020 electronic return and accompanying schedules and statements, and, to the best of my knowledge and belief, they are true, correct, and complete. I further declare that the amount in Part I above is the amount shown on the copy of the electronic return. I consent to allow my intermediate service provider, transmitter, or electronic return originator (ERO) to send the return to the IRS and to receive from the IRS (a) an acknowledgement of receipt or reason for rejection of the transmission, (b) the reason for any delay in processing the return or refund, and (c) the date of any refund. If applicable, I authorize the U.S. Treasury and its designated Financial Agent to initiate an electronic funds withdrawal (direct debit) entry to the financial institution account indicated in the tax preparation software for payment of the federal taxes owed on this return, and the financial institution to debit the entry to this account. To revoke a payment, I must contact the U.S. Treasury Financial Agent at 1-888-353-4537 no later than 2 business days prior to the payment (settlement) date. I also authorize the financial institutions involved in the processing of the electronic payment of taxes to receive confidential information necessary to answer inquiries and resolve issues related to the payment. I have selected a personal identification number (PIN) as my signature for the electronic return and, if applicable, the consent to electronic funds withdrawal.

PIN: check one box only

I authorize CLIFTONLARSONALLEN, LLP to enter my PIN 91740
ERO firm name Enter five numbers, but do not enter all zeros

as my signature on the tax year 2020 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I also authorize the aforementioned ERO to enter my PIN on the return's disclosure consent screen.

As an officer or person subject to tax with respect to the organization, I will enter my PIN as my signature on the tax year 2020 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I will enter my PIN on the return's disclosure consent screen.

Signature of officer or person subject to tax ▶ ***** THIS IS NOT A FILEABLE COPY *** Date ▶

Part III Certification and Authentication

ERO's EFIN/PIN. Enter your six-digit electronic filing identification number (EFIN) followed by your five-digit self-selected PIN.

95405222100
Do not enter all zeros

I certify that the above numeric entry is my PIN, which is my signature on the 2020 electronically filed return indicated above. I confirm that I am submitting this return in accordance with the requirements of **Pub. 4163**, Modernized e-File (MeF) Information for Authorized IRS e-file Providers for Business Returns.

ERO's signature ▶ CLIFTONLARSONALLEN LLP Date ▶ 04/15/22

**ERO Must Retain This Form - See Instructions
Do Not Submit This Form to the IRS Unless Requested To Do So**

LHA For Paperwork Reduction Act Notice, see instructions.

Form **8879-EO** (2020)

Form **990**

Return of Organization Exempt From Income Tax

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

OMB No. 1545-0047

2020

Open to Public Inspection

Department of the Treasury
Internal Revenue Service

▶ Do not enter social security numbers on this form as it may be made public.
▶ Go to www.irs.gov/Form990 for instructions and the latest information.

A For the 2020 calendar year, or tax year beginning **JUL 1, 2020** and ending **JUN 30, 2021**

B Check if applicable: <input type="checkbox"/> Address change <input type="checkbox"/> Name change <input type="checkbox"/> Initial return <input type="checkbox"/> Final return/terminated <input type="checkbox"/> Amended return <input type="checkbox"/> Application pending	C Name of organization YPI CHARTER SCHOOLS, INC. Doing business as Number and street (or P.O. box if mail is not delivered to street address) Room/suite 10660 WHITE OAK AVE B101 City or town, state or province, country, and ZIP or foreign postal code GRANADA HILLS, CA 91334 F Name and address of principal officer: YVETTE KING-BERG 10660 WHITE OAK AVE STE. B101, GRANADA HILLS	D Employer identification number 20-0407224 E Telephone number 213-688-2802 G Gross receipts \$ 14,660,244. H(a) Is this a group return for subordinates? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No H(b) Are all subordinates included? <input type="checkbox"/> Yes <input type="checkbox"/> No If "No," attach a list. See instructions H(c) Group exemption number ▶
I Tax-exempt status: <input checked="" type="checkbox"/> 501(c)(3) <input type="checkbox"/> 501(c) () ◀ (insert no.) <input type="checkbox"/> 4947(a)(1) or <input type="checkbox"/> 527		
J Website: ▶ HTTP://YPICS.ORG/SCHOOLS/		
K Form of organization: <input checked="" type="checkbox"/> Corporation <input type="checkbox"/> Trust <input type="checkbox"/> Association <input type="checkbox"/> Other ▶		L Year of formation: 2003 M State of legal domicile: CA

Part I Summary

	1	Briefly describe the organization's mission or most significant activities: PREPARE STUDENTS FOR ACADEMIC SUCCESS IN HIGH SCHOOL, AS WELL AS POST-SECONDARY EDUCATION.		
	2	Check this box <input type="checkbox"/> if the organization discontinued its operations or disposed of more than 25% of its net assets.		
Activities & Governance	3	Number of voting members of the governing body (Part VI, line 1a)	3	6
	4	Number of independent voting members of the governing body (Part VI, line 1b)	4	6
	5	Total number of individuals employed in calendar year 2020 (Part V, line 2a)	5	139
	6	Total number of volunteers (estimate if necessary)	6	0
	7a	Total unrelated business revenue from Part VIII, column (C), line 12	7a	0.
	7b	Net unrelated business taxable income from Form 990-T, Part I, line 11	7b	0.
	Revenue	8	Contributions and grants (Part VIII, line 1h)	Prior Year
9		Program service revenue (Part VIII, line 2g)	13,549,250.	14,660,197.
10		Investment income (Part VIII, column (A), lines 3, 4, and 7d)	0.	0.
11		Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	146.	47.
12		Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)	0.	0.
12			13,549,396.	14,660,244.
Expenses	13	Grants and similar amounts paid (Part IX, column (A), lines 1-3)	0.	0.
	14	Benefits paid to or for members (Part IX, column (A), line 4)	0.	0.
	15	Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	7,663,622.	7,415,678.
	16a	Professional fundraising fees (Part IX, column (A), line 11e)	0.	0.
	b	Total fundraising expenses (Part IX, column (D), line 25) ▶ 0.		
	17	Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)	6,691,298.	7,357,848.
	18	Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	14,354,920.	14,773,526.
	19	Revenue less expenses. Subtract line 18 from line 12	-805,524.	-113,282.
Net Assets or Fund Balances	20	Total assets (Part X, line 16)	Beginning of Current Year	End of Year
	21	Total liabilities (Part X, line 26)	37,452,978.	38,662,574.
	22	Net assets or fund balances. Subtract line 21 from line 20	11,427,754.	12,750,632.
	22		26,025,224.	25,911,942.

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here	Signature of officer YVETTE KING-BERG, EXECUTIVE DIR. Type or print name and title	Date _____			
Paid Preparer Use Only	Print/Type preparer's name MARLEN GOMEZ, CPA	Preparer's signature MARLEN GOMEZ, CPA	Date 04/15/22	Check if self-employed <input type="checkbox"/>	PTIN P01306775
	Firm's name ▶ CLIFTONLARSONALLEN, LLP Firm's address ▶ 2210 E ROUTE 66 GLENDORA, CA 91700	Firm's EIN ▶ 41-0746749	Phone no. 626-857-7300		

May the IRS discuss this return with the preparer shown above? See instructions Yes No

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III

1 Briefly describe the organization's mission:
PREPARE STUDENTS FOR ACADEMIC SUCCESS IN HIGH SCHOOL, AS WELL AS POST-SECONDARY EDUCATION. PREPARE STUDENTS TO BE RESPONSIBLE AND ACTIVE PARTICIPANTS IN THEIR COMMUNITY. ENABLE STUDENTS TO BECOME LIFE-LONG LEARNERS.

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? Yes No

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? Yes No

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses.

4a (Code:) (Expenses \$ 10,951,976. including grants of \$) (Revenue \$)
PROVIDED EDUCATIONAL SERVICES FOR GRADES 5 THROUGH 12, GRADE STUDENTS WITH THE EMPHASIS ON THE USE OF TECHNOLOGIES. THE SCHOOL SERVED APPROXIMATELY 860 STUDENTS IN THE YEAR ENDED JUNE 30, 2021.

4b (Code:) (Expenses \$ including grants of \$) (Revenue \$)

4c (Code:) (Expenses \$ including grants of \$) (Revenue \$)

4d Other program services (Describe on Schedule O.) (Expenses \$ including grants of \$) (Revenue \$)

4e Total program service expenses 10,951,976.

Part IV Checklist of Required Schedules

	Yes	No
1 Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? <i>If "Yes," complete Schedule A</i>	X	
2 Is the organization required to complete <i>Schedule B, Schedule of Contributors</i> ?		X
3 Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? <i>If "Yes," complete Schedule C, Part I</i>		X
4 Section 501(c)(3) organizations. Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? <i>If "Yes," complete Schedule C, Part II</i>		X
5 Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? <i>If "Yes," complete Schedule C, Part III</i>		X
6 Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? <i>If "Yes," complete Schedule D, Part I</i>		X
7 Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? <i>If "Yes," complete Schedule D, Part II</i>		X
8 Did the organization maintain collections of works of art, historical treasures, or other similar assets? <i>If "Yes," complete Schedule D, Part III</i>		X
9 Did the organization report an amount in Part X, line 21, for escrow or custodial account liability, serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? <i>If "Yes," complete Schedule D, Part IV</i>		X
10 Did the organization, directly or through a related organization, hold assets in donor-restricted endowments or in quasi endowments? <i>If "Yes," complete Schedule D, Part V</i>		X
11 If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X as applicable.		
a Did the organization report an amount for land, buildings, and equipment in Part X, line 10? <i>If "Yes," complete Schedule D, Part VI</i>	X	
b Did the organization report an amount for investments - other securities in Part X, line 12, that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VII</i>		X
c Did the organization report an amount for investments - program related in Part X, line 13, that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VIII</i>		X
d Did the organization report an amount for other assets in Part X, line 15, that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part IX</i>		X
e Did the organization report an amount for other liabilities in Part X, line 25? <i>If "Yes," complete Schedule D, Part X</i>	X	
f Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? <i>If "Yes," complete Schedule D, Part X</i>	X	
12a Did the organization obtain separate, independent audited financial statements for the tax year? <i>If "Yes," complete Schedule D, Parts XI and XII</i>	X	
b Was the organization included in consolidated, independent audited financial statements for the tax year? <i>If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional</i>		X
13 Is the organization a school described in section 170(b)(1)(A)(ii)? <i>If "Yes," complete Schedule E</i>	X	
14a Did the organization maintain an office, employees, or agents outside of the United States?		X
b Did the organization have aggregate revenues or expenses of more than \$10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at \$100,000 or more? <i>If "Yes," complete Schedule F, Parts I and IV</i>		X
15 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of grants or other assistance to or for any foreign organization? <i>If "Yes," complete Schedule F, Parts II and IV</i>		X
16 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of aggregate grants or other assistance to or for foreign individuals? <i>If "Yes," complete Schedule F, Parts III and IV</i>		X
17 Did the organization report a total of more than \$15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? <i>If "Yes," complete Schedule G, Part I</i>		X
18 Did the organization report more than \$15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? <i>If "Yes," complete Schedule G, Part II</i>		X
19 Did the organization report more than \$15,000 of gross income from gaming activities on Part VIII, line 9a? <i>If "Yes," complete Schedule G, Part III</i>		X
20a Did the organization operate one or more hospital facilities? <i>If "Yes," complete Schedule H</i>		X
b If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?		
21 Did the organization report more than \$5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? <i>If "Yes," complete Schedule I, Parts I and II</i>		X

Part IV Checklist of Required Schedules (continued)

	Yes	No
22 Did the organization report more than \$5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? <i>If "Yes," complete Schedule I, Parts I and III</i>		X
23 Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? <i>If "Yes," complete Schedule J</i>	X	
24a Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than \$100,000 as of the last day of the year, that was issued after December 31, 2002? <i>If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25a</i>		X
b Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?		
c Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?		
d Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?		
25a Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations. Did the organization engage in an excess benefit transaction with a disqualified person during the year? <i>If "Yes," complete Schedule L, Part I</i>		X
b Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? <i>If "Yes," complete Schedule L, Part I</i>		X
26 Did the organization report any amount on Part X, line 5 or 22, for receivables from or payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons? <i>If "Yes," complete Schedule L, Part II</i>		X
27 Did the organization provide a grant or other assistance to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity (including an employee thereof) or family member of any of these persons? <i>If "Yes," complete Schedule L, Part III</i>		X
28 Was the organization a party to a business transaction with one of the following parties (see Schedule L, Part IV instructions, for applicable filing thresholds, conditions, and exceptions):		
a A current or former officer, director, trustee, key employee, creator or founder, or substantial contributor? <i>If "Yes," complete Schedule L, Part IV</i>		X
b A family member of any individual described in line 28a? <i>If "Yes," complete Schedule L, Part IV</i>		X
c A 35% controlled entity of one or more individuals and/or organizations described in lines 28a or 28b? <i>If "Yes," complete Schedule L, Part IV</i>		X
29 Did the organization receive more than \$25,000 in non-cash contributions? <i>If "Yes," complete Schedule M</i>		X
30 Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? <i>If "Yes," complete Schedule M</i>		X
31 Did the organization liquidate, terminate, or dissolve and cease operations? <i>If "Yes," complete Schedule N, Part I</i>		X
32 Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? <i>If "Yes," complete Schedule N, Part II</i>		X
33 Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? <i>If "Yes," complete Schedule R, Part I</i>		X
34 Was the organization related to any tax-exempt or taxable entity? <i>If "Yes," complete Schedule R, Part II, III, or IV, and Part V, line 1</i>		X
35a Did the organization have a controlled entity within the meaning of section 512(b)(13)?		X
b If "Yes" to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? <i>If "Yes," complete Schedule R, Part V, line 2</i>		
36 Section 501(c)(3) organizations. Did the organization make any transfers to an exempt non-charitable related organization? <i>If "Yes," complete Schedule R, Part V, line 2</i>		X
37 Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? <i>If "Yes," complete Schedule R, Part VI</i>		X
38 Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11b and 19?	X	

Note: All Form 990 filers are required to complete Schedule O

Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response or note to any line in this Part V

	Yes	No
1a Enter the number reported in Box 3 of Form 1096. Enter -0- if not applicable		
b Enter the number of Forms W-2G included in line 1a. Enter -0- if not applicable		
c Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?		

Part V Statements Regarding Other IRS Filings and Tax Compliance (continued)

		Yes	No
2a	Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return		
	2a		139
b	If at least one is reported on line 2a, did the organization file all required federal employment tax returns? Note: If the sum of lines 1a and 2a is greater than 250, you may be required to e-file (see instructions)	X	
3a	Did the organization have unrelated business gross income of \$1,000 or more during the year?		X
b	If "Yes," has it filed a Form 990-T for this year? If "No" to line 3b, provide an explanation on Schedule O		
4a	At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)?		X
b	If "Yes," enter the name of the foreign country See instructions for filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts (FBAR).		
5a	Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?		X
b	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?		X
c	If "Yes" to line 5a or 5b, did the organization file Form 8886-T?		
6a	Does the organization have annual gross receipts that are normally greater than \$100,000, and did the organization solicit any contributions that were not tax deductible as charitable contributions?		X
b	If "Yes," did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?		
7	Organizations that may receive deductible contributions under section 170(c).		
a	Did the organization receive a payment in excess of \$75 made partly as a contribution and partly for goods and services provided to the payor?		X
b	If "Yes," did the organization notify the donor of the value of the goods or services provided?		
c	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?		X
d	If "Yes," indicate the number of Forms 8282 filed during the year		
	7d		
e	Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?		X
f	Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?		X
g	If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required?		
h	If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C?		
8	Sponsoring organizations maintaining donor advised funds. Did a donor advised fund maintained by the sponsoring organization have excess business holdings at any time during the year?		
9	Sponsoring organizations maintaining donor advised funds.		
a	Did the sponsoring organization make any taxable distributions under section 4966?		
b	Did the sponsoring organization make a distribution to a donor, donor advisor, or related person?		
10	Section 501(c)(7) organizations. Enter:		
a	Initiation fees and capital contributions included on Part VIII, line 12	10a	
b	Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities	10b	
11	Section 501(c)(12) organizations. Enter:		
a	Gross income from members or shareholders	11a	
b	Gross income from other sources (Do not net amounts due or paid to other sources against amounts due or received from them.)	11b	
12a	Section 4947(a)(1) non-exempt charitable trusts. Is the organization filing Form 990 in lieu of Form 1041?		
b	If "Yes," enter the amount of tax-exempt interest received or accrued during the year	12b	
13	Section 501(c)(29) qualified nonprofit health insurance issuers.		
a	Is the organization licensed to issue qualified health plans in more than one state? Note: See the instructions for additional information the organization must report on Schedule O.		
b	Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans	13b	
c	Enter the amount of reserves on hand	13c	
14a	Did the organization receive any payments for indoor tanning services during the tax year?		X
b	If "Yes," has it filed a Form 720 to report these payments? If "No," provide an explanation on Schedule O		
15	Is the organization subject to the section 4960 tax on payment(s) of more than \$1,000,000 in remuneration or excess parachute payment(s) during the year? If "Yes," see instructions and file Form 4720, Schedule N.		X
16	Is the organization an educational institution subject to the section 4968 excise tax on net investment income? If "Yes," complete Form 4720, Schedule O.		X

Part VI Governance, Management, and Disclosure For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes on Schedule O. See instructions.

Check if Schedule O contains a response or note to any line in this Part VI

Section A. Governing Body and Management

		Yes	No
1a	Enter the number of voting members of the governing body at the end of the tax year If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain on Schedule O.		
1b	Enter the number of voting members included on line 1a, above, who are independent		
2	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?		X
3	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, trustees, or key employees to a management company or other person?		X
4	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?		X
5	Did the organization become aware during the year of a significant diversion of the organization's assets?		X
6	Did the organization have members or stockholders?		X
7a	Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body?		X
7b	Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?		X
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:		
8a	The governing body?	X	
8b	Each committee with authority to act on behalf of the governing body?	X	
9	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? If "Yes," provide the names and addresses on Schedule O		X

Section B. Policies (This Section B requests information about policies not required by the Internal Revenue Code.)

		Yes	No
10a	Did the organization have local chapters, branches, or affiliates?		X
10b	If "Yes," did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes?		
11a	Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?	X	
11b	Describe in Schedule O the process, if any, used by the organization to review this Form 990.		
12a	Did the organization have a written conflict of interest policy? If "No," go to line 13	X	
12b	Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	X	
12c	Did the organization regularly and consistently monitor and enforce compliance with the policy? If "Yes," describe in Schedule O how this was done	X	
13	Did the organization have a written whistleblower policy?	X	
14	Did the organization have a written document retention and destruction policy?	X	
15	Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?		
15a	The organization's CEO, Executive Director, or top management official	X	
15b	Other officers or key employees of the organization	X	
	If "Yes" to line 15a or 15b, describe the process in Schedule O (see instructions).		
16a	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?		X
16b	If "Yes," did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements?		

Section C. Disclosure

- 17** List the states with which a copy of this Form 990 is required to be filed **CA**
- 18** Section 6104 requires an organization to make its Forms 1023 (1024 or 1024-A, if applicable), 990, and 990-T (Section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.
 Own website Another's website Upon request Other (explain on Schedule O)
- 19** Describe on Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year.
- 20** State the name, address, and telephone number of the person who possesses the organization's books and records **IRINA CASTILLO - 310-394-1152**
11858 LA GRANGE AVENUE, 2ND FLOOR, LOS ANGELES, CA 90025

Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Check if Schedule O contains a response or note to any line in this Part VII

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
 - List all of the organization's **current** key employees, if any. See instructions for definition of "key employee."
 - List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (Box 5 of Form W-2 and/or Box 7 of Form 1099-MISC) of more than \$100,000 from the organization and any related organizations.
 - List all of the organization's **former** officers, key employees, and highest compensated employees who received more than \$100,000 of reportable compensation from the organization and any related organizations.
 - List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than \$10,000 of reportable compensation from the organization and any related organizations.
- See instructions for the order in which to list the persons above.

Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(1) YVETTE KING-BERG EXECUTIVE DIRECTOR	40.00			X			194,531.	0.	52,583.	
(2) RUBEN DUENAS COO	40.00			X			150,553.	0.	44,718.	
(3) MARY KEIPP PRESIDENT	2.00	X		X			0.	0.	0.	
(4) SANDRA MENDOZA SECRETARY	2.00	X		X			0.	0.	0.	
(5) MICHAEL GREEN TREASURER	2.00	X		X			0.	0.	0.	
(6) DEAN CHO MEMBER	2.00	X					0.	0.	0.	
(7) WALTER NJBOKE MEMBER	2.00	X					0.	0.	0.	
(8) CESAR LOPEZ MEMBER	2.00	X					0.	0.	0.	

Part VII Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees (continued)

(A) Name and title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
1b Subtotal							345,084.	0.	97,301.	
c Total from continuation sheets to Part VII, Section A							0.	0.	0.	
d Total (add lines 1b and 1c)							345,084.	0.	97,301.	

2 Total number of individuals (including but not limited to those listed above) who received more than \$100,000 of reportable compensation from the organization 2

	Yes	No
3 Did the organization list any former officer, director, trustee, key employee, or highest compensated employee on line 1a? <i>If "Yes," complete Schedule J for such individual</i>		X
4 For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than \$150,000? <i>If "Yes," complete Schedule J for such individual</i>	X	
5 Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? <i>If "Yes," complete Schedule J for such person</i>		X

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than \$100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation
NONE		

2 Total number of independent contractors (including but not limited to those listed above) who received more than \$100,000 of compensation from the organization 0

Part VIII Statement of Revenue

Check if Schedule O contains a response or note to any line in this Part VIII

			(A)	(B)	(C)	(D)	
			Total revenue	Related or exempt function revenue	Unrelated business revenue	Revenue excluded from tax under sections 512 - 514	
Contributions, Gifts, Grants and Other Similar Amounts	1 a Federated campaigns	1a					
	b Membership dues	1b					
	c Fundraising events	1c					
	d Related organizations	1d					
	e Government grants (contributions)	1e	14,555,474.				
	f All other contributions, gifts, grants, and similar amounts not included above	1f	104,723.				
	g Noncash contributions included in lines 1a-1f	1g	\$				
	h Total. Add lines 1a-1f			14,660,197.			
Program Service Revenue	2 a	Business Code					
	b						
	c						
	d						
	e						
	f All other program service revenue						
	g Total. Add lines 2a-2f						
Other Revenue	3 Investment income (including dividends, interest, and other similar amounts)		47.			47.	
	4 Income from investment of tax-exempt bond proceeds						
	5 Royalties						
	6 a Gross rents	6a	(i) Real				
			(ii) Personal				
	b Less: rental expenses	6b					
	c Rental income or (loss)	6c					
	d Net rental income or (loss)						
	7 a Gross amount from sales of assets other than inventory	7a	(i) Securities				
			(ii) Other				
	b Less: cost or other basis and sales expenses	7b					
	c Gain or (loss)	7c					
d Net gain or (loss)							
8 a Gross income from fundraising events (not including \$ _____ of contributions reported on line 1c). See Part IV, line 18	8a						
b Less: direct expenses	8b						
c Net income or (loss) from fundraising events							
9 a Gross income from gaming activities. See Part IV, line 19	9a						
b Less: direct expenses	9b						
c Net income or (loss) from gaming activities							
10 a Gross sales of inventory, less returns and allowances	10a						
b Less: cost of goods sold	10b						
c Net income or (loss) from sales of inventory							
Miscellaneous Revenue	11 a	Business Code					
	b						
	c						
	d All other revenue						
	e Total. Add lines 11a-11d						
12 Total revenue. See instructions			14,660,244.	0.	0.	47.	

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX X

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21 ...				
2 Grants and other assistance to domestic individuals. See Part IV, line 22				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	439,140.		439,140.	
6 Compensation not included above to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
7 Other salaries and wages	5,306,412.	4,100,422.	1,205,990.	
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)	620,999.	592,361.	28,638.	
9 Other employee benefits	867,639.	653,616.	214,023.	
10 Payroll taxes	181,488.	95,423.	86,065.	
11 Fees for services (nonemployees):				
a Management				
b Legal	24,585.		24,585.	
c Accounting	18,228.		18,228.	
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A) amount, list line 11g expenses on Sch O.)	2,673,151.	2,322,748.	350,403.	
12 Advertising and promotion	16,192.		16,192.	
13 Office expenses	789,391.	494,948.	294,443.	
14 Information technology	153,007.		153,007.	
15 Royalties				
16 Occupancy	1,334,159.	1,029,685.	304,474.	
17 Travel	9,412.	2,130.	7,282.	
18 Payments of travel or entertainment expenses for any federal, state, or local public officials ...				
19 Conferences, conventions, and meetings				
20 Interest	165,963.		165,963.	
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	1,142,075.	967,730.	174,345.	
23 Insurance	127,923.		127,923.	
24 Other expenses. Itemize expenses not covered above (List miscellaneous expenses on line 24e. If line 24e amount exceeds 10% of line 25, column (A) amount, list line 24e expenses on Schedule O.)				
a ALL OTHER EXPENSES	258,183.	234,371.	23,812.	
b FOOD	230,749.	230,749.		
c INSTRUCTIONAL MATERIALS	227,814.	227,793.	21.	
d DISTRICT OVERSIGHT FEES	187,016.		187,016.	
e All other expenses _____				
25 Total functional expenses. Add lines 1 through 24e	14,773,526.	10,951,976.	3,821,550.	0.
26 Joint costs. Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation.				

Check here if following SOP 98-2 (ASC 958-720)

Part X Balance Sheet

Check if Schedule O contains a response or note to any line in this Part X

		(A)		(B)
		Beginning of year		End of year
Assets	1 Cash - non-interest-bearing	5,684,923.	1	4,719,731.
	2 Savings and temporary cash investments	170,249.	2	1,841,802.
	3 Pledges and grants receivable, net	2,511,622.	3	3,974,740.
	4 Accounts receivable, net	7,855.	4	4,362.
	5 Loans and other receivables from any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons		5	
	6 Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), and persons described in section 4958(c)(3)(B)		6	
	7 Notes and loans receivable, net		7	
	8 Inventories for sale or use		8	
	9 Prepaid expenses and deferred charges	184,869.	9	197,893.
	10a Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	10a 32,990,733.		
	b Less: accumulated depreciation	10b 5,077,303.	10c	27,913,430.
	11 Investments - publicly traded securities		11	
	12 Investments - other securities. See Part IV, line 11		12	
	13 Investments - program-related. See Part IV, line 11		13	
	14 Intangible assets		14	
	15 Other assets. See Part IV, line 11	10,616.	15	10,616.
16 Total assets. Add lines 1 through 15 (must equal line 33)	37,452,978.	16	38,662,574.	
Liabilities	17 Accounts payable and accrued expenses	1,906,215.	17	2,729,497.
	18 Grants payable		18	
	19 Deferred revenue	150,214.	19	881,492.
	20 Tax-exempt bond liabilities		20	
	21 Escrow or custodial account liability. Complete Part IV of Schedule D		21	
	22 Loans and other payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons		22	
	23 Secured mortgages and notes payable to unrelated third parties		23	
	24 Unsecured notes and loans payable to unrelated third parties	9,256,351.	24	9,054,588.
	25 Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D	114,974.	25	85,055.
	26 Total liabilities. Add lines 17 through 25	11,427,754.	26	12,750,632.
Net Assets or Fund Balances	Organizations that follow FASB ASC 958, check here <input checked="" type="checkbox"/> and complete lines 27, 28, 32, and 33.			
	27 Net assets without donor restrictions	26,025,224.	27	25,911,942.
	28 Net assets with donor restrictions		28	
	Organizations that do not follow FASB ASC 958, check here <input type="checkbox"/> and complete lines 29 through 33.			
	29 Capital stock or trust principal, or current funds		29	
	30 Paid-in or capital surplus, or land, building, or equipment fund		30	
	31 Retained earnings, endowment, accumulated income, or other funds		31	
	32 Total net assets or fund balances	26,025,224.	32	25,911,942.
33 Total liabilities and net assets/fund balances	37,452,978.	33	38,662,574.	

Part XI Reconciliation of Net Assets

Check if Schedule O contains a response or note to any line in this Part XI

1	Total revenue (must equal Part VIII, column (A), line 12)	1	14,660,244.
2	Total expenses (must equal Part IX, column (A), line 25)	2	14,773,526.
3	Revenue less expenses. Subtract line 2 from line 1	3	-113,282.
4	Net assets or fund balances at beginning of year (must equal Part X, line 32, column (A))	4	26,025,224.
5	Net unrealized gains (losses) on investments	5	
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	
9	Other changes in net assets or fund balances (explain on Schedule O)	9	0.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 32, column (B))	10	25,911,942.

Part XII Financial Statements and Reporting

Check if Schedule O contains a response or note to any line in this Part XII

	Yes	No
1 Accounting method used to prepare the Form 990: <input type="checkbox"/> Cash <input checked="" type="checkbox"/> Accrual <input type="checkbox"/> Other _____ If the organization changed its method of accounting from a prior year or checked "Other," explain in Schedule O.		
2a Were the organization's financial statements compiled or reviewed by an independent accountant? _____ If "Yes," check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both: <input type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis		X
b Were the organization's financial statements audited by an independent accountant? _____ If "Yes," check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both: <input checked="" type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis	X	
c If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant? _____ If the organization changed either its oversight process or selection process during the tax year, explain on Schedule O.	X	
3a As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133? _____	X	
b If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why on Schedule O and describe any steps taken to undergo such audits _____	X	

Form 990 (2020)

SCHEDULE A
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Public Charity Status and Public Support

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.
▶ Attach to Form 990 or Form 990-EZ.
▶ Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2020

Open to Public Inspection

Name of the organization **YPI CHARTER SCHOOLS, INC.** Employer identification number **20-0407224**

Part I Reason for Public Charity Status. (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 12, check only one box.)

- 1 A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i).**
- 2 A school described in **section 170(b)(1)(A)(ii).** (Attach Schedule E (Form 990 or 990-EZ).)
- 3 A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii).**
- 4 A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii).** Enter the hospital's name, city, and state: _____
- 5 An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv).** (Complete Part II.)
- 6 A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v).**
- 7 An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi).** (Complete Part II.)
- 8 A community trust described in **section 170(b)(1)(A)(vi).** (Complete Part II.)
- 9 An agricultural research organization described in **section 170(b)(1)(A)(ix)** operated in conjunction with a land-grant college or university or a non-land-grant college of agriculture (see instructions). Enter the name, city, and state of the college or university: _____
- 10 An organization that normally receives (1) more than 33 1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions, subject to certain exceptions; and (2) no more than 33 1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2).** (Complete Part III.)
- 11 An organization organized and operated exclusively to test for public safety. See **section 509(a)(4).**
- 12 An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in **section 509(a)(1)** or **section 509(a)(2).** See **section 509(a)(3).** Check the box in lines 12a through 12d that describes the type of supporting organization and complete lines 12e, 12f, and 12g.
 - a **Type I.** A supporting organization operated, supervised, or controlled by its supported organization(s), typically by giving the supported organization(s) the power to regularly appoint or elect a majority of the directors or trustees of the supporting organization. **You must complete Part IV, Sections A and B.**
 - b **Type II.** A supporting organization supervised or controlled in connection with its supported organization(s), by having control or management of the supporting organization vested in the same persons that control or manage the supported organization(s). **You must complete Part IV, Sections A and C.**
 - c **Type III functionally integrated.** A supporting organization operated in connection with, and functionally integrated with, its supported organization(s) (see instructions). **You must complete Part IV, Sections A, D, and E.**
 - d **Type III non-functionally integrated.** A supporting organization operated in connection with its supported organization(s) that is not functionally integrated. The organization generally must satisfy a distribution requirement and an attentiveness requirement (see instructions). **You must complete Part IV, Sections A and D, and Part V.**
 - e Check this box if the organization received a written determination from the IRS that it is a Type I, Type II, Type III functionally integrated, or Type III non-functionally integrated supporting organization.
 - f Enter the number of supported organizations
- g Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-10 above (see instructions))	(iv) Is the organization listed in your governing document?		(v) Amount of monetary support (see instructions)	(vi) Amount of other support (see instructions)
			Yes	No		
Total						

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a) 2016	(b) 2017	(c) 2018	(d) 2019	(e) 2020	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 Total. Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 Public support. Subtract line 5 from line 4.						

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a) 2016	(b) 2017	(c) 2018	(d) 2019	(e) 2020	(f) Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
11 Total support. Add lines 7 through 10						
12 Gross receipts from related activities, etc. (see instructions)					12	
13 First 5 years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here						<input type="checkbox"/>

Section C. Computation of Public Support Percentage

14 Public support percentage for 2020 (line 6, column (f), divided by line 11, column (f))	14	%
15 Public support percentage from 2019 Schedule A, Part II, line 14	15	%
16a 33 1/3% support test - 2020. If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
b 33 1/3% support test - 2019. If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
17a 10% -facts-and-circumstances test - 2020. If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and stop here. Explain in Part VI how the organization meets the facts-and-circumstances test. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
b 10% -facts-and-circumstances test - 2019. If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and stop here. Explain in Part VI how the organization meets the facts-and-circumstances test. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
18 Private foundation. If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions		<input type="checkbox"/>

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a) 2016	(b) 2017	(c) 2018	(d) 2019	(e) 2020	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 Total. Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 Public support. (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a) 2016	(b) 2017	(c) 2018	(d) 2019	(e) 2020	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 Total support. (Add lines 9, 10c, 11, and 12.)						

14 First 5 years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here**

Section C. Computation of Public Support Percentage

15 Public support percentage for 2020 (line 8, column (f), divided by line 13, column (f))	15	%
16 Public support percentage from 2019 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for 2020 (line 10c, column (f), divided by line 13, column (f))	17	%
18 Investment income percentage from 2019 Schedule A, Part III, line 17	18	%

19a 33 1/3% support tests - 2020. If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization

b 33 1/3% support tests - 2019. If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization

20 Private foundation. If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions

Part IV Supporting Organizations

(Complete only if you checked a box in line 12 on Part I. If you checked box 12a, Part I, complete Sections A and B. If you checked box 12b, Part I, complete Sections A and C. If you checked box 12c, Part I, complete Sections A, D, and E. If you checked box 12d, Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

	Yes	No
1 Are all of the organization's supported organizations listed by name in the organization's governing documents? <i>If "No," describe in Part VI how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.</i>		
2 Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? <i>If "Yes," explain in Part VI how the organization determined that the supported organization was described in section 509(a)(1) or (2).</i>		
3a Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? <i>If "Yes," answer lines 3b and 3c below.</i>		
b Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? <i>If "Yes," describe in Part VI when and how the organization made the determination.</i>		
c Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? <i>If "Yes," explain in Part VI what controls the organization put in place to ensure such use.</i>		
4a Was any supported organization not organized in the United States ("foreign supported organization")? <i>If "Yes," and if you checked box 12a or 12b in Part I, answer lines 4b and 4c below.</i>		
b Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? <i>If "Yes," describe in Part VI how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.</i>		
c Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? <i>If "Yes," explain in Part VI what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.</i>		
5a Did the organization add, substitute, or remove any supported organizations during the tax year? <i>If "Yes," answer lines 5b and 5c below (if applicable). Also, provide detail in Part VI, including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).</i>		
b Type I or Type II only. Was any added or substituted supported organization part of a class already designated in the organization's organizing document?		
c Substitutions only. Was the substitution the result of an event beyond the organization's control?		
6 Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? <i>If "Yes," provide detail in Part VI.</i>		
7 Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (as defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? <i>If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ).</i>		
8 Did the organization make a loan to a disqualified person (as defined in section 4958) not described in line 7? <i>If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ).</i>		
9a Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons, as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? <i>If "Yes," provide detail in Part VI.</i>		
b Did one or more disqualified persons (as defined in line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? <i>If "Yes," provide detail in Part VI.</i>		
c Did a disqualified person (as defined in line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? <i>If "Yes," provide detail in Part VI.</i>		
10a Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? <i>If "Yes," answer line 10b below.</i>		
b Did the organization have any excess business holdings in the tax year? <i>(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)</i>		

Part IV Supporting Organizations (continued)

	Yes	No
11 Has the organization accepted a gift or contribution from any of the following persons?		
a A person who directly or indirectly controls, either alone or together with persons described in lines 11b and 11c below, the governing body of a supported organization?		
b A family member of a person described in line 11a above?		
c A 35% controlled entity of a person described in line 11a or 11b above? <i>If "Yes" to line 11a, 11b, or 11c, provide detail in Part VI.</i>		

Section B. Type I Supporting Organizations

	Yes	No
1 Did the governing body, members of the governing body, officers acting in their official capacity, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's officers, directors, or trustees at all times during the tax year? <i>If "No," describe in Part VI how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove officers, directors, or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.</i>		
2 Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? <i>If "Yes," explain in Part VI how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.</i>		

Section C. Type II Supporting Organizations

	Yes	No
1 Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? <i>If "No," describe in Part VI how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).</i>		

Section D. All Type III Supporting Organizations

	Yes	No
1 Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?		
2 Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? <i>If "No," explain in Part VI how the organization maintained a close and continuous working relationship with the supported organization(s).</i>		
3 By reason of the relationship described in line 2, above, did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? <i>If "Yes," describe in Part VI the role the organization's supported organizations played in this regard.</i>		

Section E. Type III Functionally Integrated Supporting Organizations

1 Check the box next to the method that the organization used to satisfy the Integral Part Test during the year (see instructions).		
a <input type="checkbox"/> The organization satisfied the Activities Test. Complete line 2 below.		
b <input type="checkbox"/> The organization is the parent of each of its supported organizations. Complete line 3 below.		
c <input type="checkbox"/> The organization supported a governmental entity. Describe in Part VI how you supported a governmental entity (see instructions).		
2 Activities Test. Answer lines 2a and 2b below.		
a Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? <i>If "Yes," then in Part VI identify those supported organizations and explain how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.</i>		
b Did the activities described in line 2a, above, constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? <i>If "Yes," explain in Part VI the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.</i>		
3 Parent of Supported Organizations. Answer lines 3a and 3b below.		
a Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? <i>If "Yes" or "No" provide details in Part VI.</i>		
b Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? <i>If "Yes," describe in Part VI the role played by the organization in this regard.</i>		

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

1 Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970 (*explain in Part VI*). **See instructions.**
 All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A - Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1	Net short-term capital gain	1	
2	Recoveries of prior-year distributions	2	
3	Other gross income (see instructions)	3	
4	Add lines 1 through 3.	4	
5	Depreciation and depletion	5	
6	Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6	
7	Other expenses (see instructions)	7	
8	Adjusted Net Income (subtract lines 5, 6, and 7 from line 4)	8	

Section B - Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1	Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):		
a	Average monthly value of securities	1a	
b	Average monthly cash balances	1b	
c	Fair market value of other non-exempt-use assets	1c	
d	Total (add lines 1a, 1b, and 1c)	1d	
e	Discount claimed for blockage or other factors (<i>explain in detail in Part VI</i>):		
2	Acquisition indebtedness applicable to non-exempt-use assets	2	
3	Subtract line 2 from line 1d.	3	
4	Cash deemed held for exempt use. Enter 0.015 of line 3 (for greater amount, see instructions).	4	
5	Net value of non-exempt-use assets (subtract line 4 from line 3)	5	
6	Multiply line 5 by 0.035.	6	
7	Recoveries of prior-year distributions	7	
8	Minimum Asset Amount (add line 7 to line 6)	8	

Section C - Distributable Amount			Current Year
1	Adjusted net income for prior year (from Section A, line 8, column A)	1	
2	Enter 0.85 of line 1.	2	
3	Minimum asset amount for prior year (from Section B, line 8, column A)	3	
4	Enter greater of line 2 or line 3.	4	
5	Income tax imposed in prior year	5	
6	Distributable Amount. Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions).	6	
7	<input type="checkbox"/> Check here if the current year is the organization's first as a non-functionally integrated Type III supporting organization (see instructions).		

Schedule A (Form 990 or 990-EZ) 2020

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations (continued)

Section D - Distributions		Current Year
1	Amounts paid to supported organizations to accomplish exempt purposes	1
2	Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	2
3	Administrative expenses paid to accomplish exempt purposes of supported organizations	3
4	Amounts paid to acquire exempt-use assets	4
5	Qualified set-aside amounts (prior IRS approval required - <i>provide details in Part VI</i>)	5
6	Other distributions (<i>describe in Part VI</i>). See instructions.	6
7	Total annual distributions. Add lines 1 through 6.	7
8	Distributions to attentive supported organizations to which the organization is responsive (<i>provide details in Part VI</i>). See instructions.	8
9	Distributable amount for 2020 from Section C, line 6	9
10	Line 8 amount divided by line 9 amount	10

Section E - Distribution Allocations (see instructions)	(i) Excess Distributions	(ii) Underdistributions Pre-2020	(iii) Distributable Amount for 2020
1 Distributable amount for 2020 from Section C, line 6			
2 Underdistributions, if any, for years prior to 2020 (reasonable cause required - <i>explain in Part VI</i>). See instructions.			
3 Excess distributions carryover, if any, to 2020			
a From 2015			
b From 2016			
c From 2017			
d From 2018			
e From 2019			
f Total of lines 3a through 3e			
g Applied to underdistributions of prior years			
h Applied to 2020 distributable amount			
i Carryover from 2015 not applied (see instructions)			
j Remainder. Subtract lines 3g, 3h, and 3i from line 3f.			
4 Distributions for 2020 from Section D, line 7: \$			
a Applied to underdistributions of prior years			
b Applied to 2020 distributable amount			
c Remainder. Subtract lines 4a and 4b from line 4.			
5 Remaining underdistributions for years prior to 2020, if any. Subtract lines 3g and 4a from line 2. For result greater than zero, <i>explain in Part VI</i> . See instructions.			
6 Remaining underdistributions for 2020. Subtract lines 3h and 4b from line 1. For result greater than zero, <i>explain in Part VI</i> . See instructions.			
7 Excess distributions carryover to 2021. Add lines 3j and 4c.			
8 Breakdown of line 7:			
a Excess from 2016			
b Excess from 2017			
c Excess from 2018			
d Excess from 2019			
e Excess from 2020			

Schedule A (Form 990 or 990-EZ) 2020

Part VI **Supplemental Information.** Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; Part III, line 12; Part IV, Section A, lines 1, 2, 3b, 3c, 4b, 4c, 5a, 6, 9a, 9b, 9c, 11a, 11b, and 11c; Part IV, Section B, lines 1 and 2; Part IV, Section C, line 1; Part IV, Section D, lines 2 and 3; Part IV, Section E, lines 1c, 2a, 2b, 3a, and 3b; Part V, line 1; Part V, Section B, line 1e; Part V, Section D, lines 5, 6, and 8; and Part V, Section E, lines 2, 5, and 6. Also complete this part for any additional information. (See instructions.)

Horizontal lines for supplemental information input.

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SCHEDULE D
(Form 990)

Department of the Treasury
Internal Revenue Service

Supplemental Financial Statements

▶ **Complete if the organization answered "Yes" on Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.**
▶ **Attach to Form 990.**

▶ **Go to www.irs.gov/Form990 for instructions and the latest information.**

OMB No. 1545-0047

2020
Open to Public Inspection

Name of the organization YPI CHARTER SCHOOLS, INC. **Employer identification number** 20-0407224

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts. Complete if the organization answered "Yes" on Form 990, Part IV, line 6.

	(a) Donor advised funds	(b) Funds and other accounts
1 Total number at end of year		
2 Aggregate value of contributions to (during year)		
3 Aggregate value of grants from (during year)		
4 Aggregate value at end of year		
5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit?	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Part II Conservation Easements. Complete if the organization answered "Yes" on Form 990, Part IV, line 7.

1 Purpose(s) of conservation easements held by the organization (check all that apply).
 Preservation of land for public use (for example, recreation or education) Preservation of a historically important land area
 Protection of natural habitat Preservation of a certified historic structure
 Preservation of open space

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

	Held at the End of the Tax Year
a Total number of conservation easements	2a
b Total acreage restricted by conservation easements	2b
c Number of conservation easements on a certified historic structure included in (a)	2c
d Number of conservation easements included in (c) acquired after 7/25/06, and not on a historic structure listed in the National Register	2d

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year ▶ _____

4 Number of states where property subject to conservation easement is located ▶ _____

5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds?

6 Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶ _____

7 Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶ \$ _____

8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)?

9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets. Complete if the organization answered "Yes" on Form 990, Part IV, line 8.

1a If the organization elected, as permitted under FASB ASC 958, not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide in Part XIII the text of the footnote to its financial statements that describes these items.

b If the organization elected, as permitted under FASB ASC 958, to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items:

(i) Revenue included on Form 990, Part VIII, line 1

(ii) Assets included in Form 990, Part X

2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under FASB ASC 958 relating to these items:

a Revenue included on Form 990, Part VIII, line 1

b Assets included in Form 990, Part X

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990. Schedule D (Form 990) 2020

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets (continued)

- 3 Using the organization's acquisition, accession, and other records, check any of the following that make significant use of its collection items (check all that apply):
- a Public exhibition
 - b Scholarly research
 - c Preservation for future generations
 - d Loan or exchange program
 - e Other _____
- 4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.
- 5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? Yes No

Part IV Escrow and Custodial Arrangements. Complete if the organization answered "Yes" on Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

- 1a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? Yes No
- b If "Yes," explain the arrangement in Part XIII and complete the following table:
- | | Amount |
|---------------------------------|--------|
| c Beginning balance | 1c |
| d Additions during the year | 1d |
| e Distributions during the year | 1e |
| f Ending balance | 1f |
- 2a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? Yes No
- b If "Yes," explain the arrangement in Part XIII. Check here if the explanation has been provided on Part XIII

Part V Endowment Funds. Complete if the organization answered "Yes" on Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

- 2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:
- a Board designated or quasi-endowment _____ %
 - b Permanent endowment _____ %
 - c Term endowment _____ %
- The percentages on lines 2a, 2b, and 2c should equal 100%.
- 3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:
- | | Yes | No |
|---|--------|----|
| (i) Unrelated organizations | 3a(i) | |
| (ii) Related organizations | 3a(ii) | |
| b If "Yes" on line 3a(ii), are the related organizations listed as required on Schedule R? <input type="checkbox"/> | 3b | |
- 4 Describe in Part XIII the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land				
b Buildings		30,468,720.	3,258,769.	27,209,951.
c Leasehold improvements		271,091.	268,057.	3,034.
d Equipment		2,189,091.	1,516,599.	672,492.
e Other		61,831.	33,878.	27,953.
Total. Add lines 1a through 1e. (Column (d) must equal Form 990, Part X, column (B), line 10c.)				27,913,430.

Part VII Investments - Other Securities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely held equity interests		
(3) Other		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 12.) ▶		

Part VIII Investments - Program Related.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 13.) ▶		

Part IX Other Assets.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. (Column (b) must equal Form 990, Part X, col. (B) line 15.) ▶	

Part X Other Liabilities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value
(1) Federal income taxes	
(2) AMOUNTS HELD FOR OTHERS	85,055.
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. (Column (b) must equal Form 990, Part X, col. (B) line 25.) ▶	85,055.

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FASB ASC 740. Check here if the text of the footnote has been provided in Part XIII ...

Part XI Reconciliation of Revenue per Audited Financial Statements With Revenue per Return.

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total revenue, gains, and other support per audited financial statements		1	14,660,244.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:			
a	Net unrealized gains (losses) on investments	2a		
b	Donated services and use of facilities	2b		
c	Recoveries of prior year grants	2c		
d	Other (Describe in Part XIII.)	2d		
e	Add lines 2a through 2d	2e		0.
3	Subtract line 2e from line 1		3	14,660,244.
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:			
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a		
b	Other (Describe in Part XIII.)	4b		
c	Add lines 4a and 4b	4c		0.
5	Total revenue. Add lines 3 and 4c. (This must equal Form 990, Part I, line 12.)		5	14,660,244.

Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return.

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total expenses and losses per audited financial statements		1	14,773,526.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:			
a	Donated services and use of facilities	2a		
b	Prior year adjustments	2b		
c	Other losses	2c		
d	Other (Describe in Part XIII.)	2d		
e	Add lines 2a through 2d	2e		0.
3	Subtract line 2e from line 1		3	14,773,526.
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:			
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a		
b	Other (Describe in Part XIII.)	4b		
c	Add lines 4a and 4b	4c		0.
5	Total expenses. Add lines 3 and 4c. (This must equal Form 990, Part I, line 18.)		5	14,773,526.

Part XIII Supplemental Information.

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

PART X, LINE 2:

THE SCHOOL IS A NON-PROFIT ENTITY EXEMPT FROM THE PAYMENT OF INCOME TAXES UNDER INTERNAL REVENUE CODE SECTION 501(C)(3) AND CALIFORNIA REVENUE AND TAXATION CODE SECTION 23701D. ACCORDINGLY, NO PROVISION HAS BEEN MADE FOR INCOME TAXES. MANAGEMENT HAS DETERMINED THAT ALL INCOME TAX POSITIONS ARE MORE LIKELY THAN NOT OF BEING SUSTAINED UPON POTENTIAL AUDIT OR EXAMINATION; THEREFORE, NO DISCLOSURES OF UNCERTAIN INCOME TAX POSITIONS ARE REQUIRED. THE SCHOOL IS SUBJECT TO INCOME TAX ON THE NET INCOME THAT IS DERIVED FROM BUSINESS ACTIVITIES THAT ARE UNRELATED TO THE EXEMPT PURPOSE. THE SCHOOL FILES AN EXEMPT SCHOOL RETURN AND APPLICABLE UNRELATED BUSINESS INCOME TAX RETURN IN THE U.S FEDERAL JURUSDICITION AND WITH THE CALIFORNIA FRANCHISE TAX BOARD.

Part XIII Supplemental Information *(continued)*

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SCHEDULE E
(Form 990 or 990-EZ)

Schools

OMB No. 1545-0047

2020

Open to Public Inspection

Department of the Treasury
Internal Revenue Service

▶ Complete if the organization answered "Yes" on Form 990, Part IV, line 13, or Form 990-EZ, Part VI, line 48.

▶ Attach to Form 990 or Form 990-EZ.

▶ Go to www.irs.gov/Form990 for the latest information.

Name of the organization

YPI CHARTER SCHOOLS, INC.

Employer identification number

20-0407224

Part I

- 1 Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body?
- 2 Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?
- 3 Has the organization publicized its racially nondiscriminatory policy on its primary publicly accessible Internet homepage at all times during its taxable year in a manner reasonably expected to be noticed by visitors to the homepage, or through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If "Yes," please describe. If "No," please explain. If you need more space, use Part II
- 4 Does the organization maintain the following?
 - a Records indicating the racial composition of the student body, faculty, and administrative staff?
 - b Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis? ..
 - c Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?
 - d Copies of all material used by the organization or on its behalf to solicit contributions?

If you answered "No" to any of the above, please explain. If you need more space, use Part II.
- 5 Does the organization discriminate by race in any way with respect to:
 - a Students' rights or privileges?
 - b Admissions policies?
 - c Employment of faculty or administrative staff?
 - d Scholarships or other financial assistance?
 - e Educational policies?
 - f Use of facilities?
 - g Athletic programs?
 - h Other extracurricular activities?

If you answered "Yes" to any of the above, please explain. If you need more space, use Part II.
- 6a Does the organization receive any financial aid or assistance from a governmental agency?
- 6b Has the organization's right to such aid ever been revoked or suspended?
- 7 Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, covering racial nondiscrimination? If "No," explain on Part II

	YES	NO
1	X	
2	X	
3	X	
4a	X	
4b		X
4c	X	
4d	X	
5a		X
5b		X
5c		X
5d		X
5e		X
5f		X
5g		X
5h		X
6a	X	
6b		X
7	X	

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990 or Form 990-EZ.

Schedule E (Form 990 or 990-EZ) 2020

Part II Supplemental Information. Provide the explanations required by Part I, lines 3, 4d, 5h, 6b, and 7, as applicable. Also provide any other additional information.

SCH E - FINANCIAL AID OR GOVERNMENT ASSISTANCE EXPLANATION

AS A PUBLIC CHARTER SCHOOL, YPI CHARTER SCHOOLS, INC. RECEIVES A PER ADA FEE FROM THE CALIFORNIA DEPARTMENT OF EDUCATION FOR EVERY PUPIL ATTENDING THE SCHOOL. ADDITIONALLY, YPI CHARTER SCHOOLS INC. IS ELIGIBLE FOR LOCAL, STATE, FEDERAL PROGRAMS AND CALIFORNIA LOTTERY FUNDS.



**SCHEDULE J
(Form 990)**

Compensation Information

OMB No. 1545-0047

2020

Open to Public Inspection

For certain Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

▶ Complete if the organization answered "Yes" on Form 990, Part IV, line 23.

▶ Attach to Form 990.

▶ Go to www.irs.gov/Form990 for instructions and the latest information.

Department of the Treasury
Internal Revenue Service

Name of the organization

YPI CHARTER SCHOOLS, INC.

Employer identification number

20-0407224

Part I Questions Regarding Compensation

1a Check the appropriate box(es) if the organization provided any of the following to or for a person listed on Form 990, Part VII, Section A, line 1a. Complete Part III to provide any relevant information regarding these items.

- | | |
|--|--|
| <input type="checkbox"/> First-class or charter travel | <input type="checkbox"/> Housing allowance or residence for personal use |
| <input type="checkbox"/> Travel for companions | <input type="checkbox"/> Payments for business use of personal residence |
| <input type="checkbox"/> Tax indemnification and gross-up payments | <input type="checkbox"/> Health or social club dues or initiation fees |
| <input type="checkbox"/> Discretionary spending account | <input type="checkbox"/> Personal services (such as maid, chauffeur, chef) |

b If any of the boxes on line 1a are checked, did the organization follow a written policy regarding payment or reimbursement or provision of all of the expenses described above? If "No," complete Part III to explain

2 Did the organization require substantiation prior to reimbursing or allowing expenses incurred by all directors, trustees, and officers, including the CEO/Executive Director, regarding the items checked on line 1a?

3 Indicate which, if any, of the following the organization used to establish the compensation of the organization's CEO/Executive Director. Check all that apply. Do not check any boxes for methods used by a related organization to establish compensation of the CEO/Executive Director, but explain in Part III.

- | | |
|--|---|
| <input type="checkbox"/> Compensation committee | <input checked="" type="checkbox"/> Written employment contract |
| <input type="checkbox"/> Independent compensation consultant | <input type="checkbox"/> Compensation survey or study |
| <input type="checkbox"/> Form 990 of other organizations | <input checked="" type="checkbox"/> Approval by the board or compensation committee |

4 During the year, did any person listed on Form 990, Part VII, Section A, line 1a, with respect to the filing organization or a related organization:

- a** Receive a severance payment or change-of-control payment?
- b** Participate in or receive payment from a supplemental nonqualified retirement plan?
- c** Participate in or receive payment from an equity-based compensation arrangement?
- If "Yes" to any of lines 4a-c, list the persons and provide the applicable amounts for each item in Part III.

Only section 501(c)(3), 501(c)(4), and 501(c)(29) organizations must complete lines 5-9.

5 For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the revenues of:

- a** The organization?
- b** Any related organization?
- If "Yes" on line 5a or 5b, describe in Part III.

6 For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the net earnings of:

- a** The organization?
- b** Any related organization?
- If "Yes" on line 6a or 6b, describe in Part III.

7 For persons listed on Form 990, Part VII, Section A, line 1a, did the organization provide any nonfixed payments not described on lines 5 and 6? If "Yes," describe in Part III

8 Were any amounts reported on Form 990, Part VII, paid or accrued pursuant to a contract that was subject to the initial contract exception described in Regulations section 53.4958-4(a)(3)? If "Yes," describe in Part III

9 If "Yes" on line 8, did the organization also follow the rebuttable presumption procedure described in Regulations section 53.4958-6(c)?

	Yes	No
1b		
2		
4a		X
4b		X
4c		X
5a		X
5b		X
6a		X
6b		X
7		X
8		X
9		

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule J (Form 990) 2020

Part II Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees. Use duplicate copies if additional space is needed.

For each individual whose compensation must be reported on Schedule J, report compensation from the organization on row (i) and from related organizations, described in the instructions, on row (ii). Do not list any individuals that aren't listed on Form 990, Part VII.

Note: The sum of columns (B)(i)-(iii) for each listed individual must equal the total amount of Form 990, Part VII, Section A, line 1a, applicable column (D) and (E) amounts for that individual.

(A) Name and Title		(B) Breakdown of W-2 and/or 1099-MISC compensation			(C) Retirement and other deferred compensation	(D) Nontaxable benefits	(E) Total of columns (B)(i)-(D)	(F) Compensation in column (B) reported as deferred on prior Form 990
		(i) Base compensation	(ii) Bonus & incentive compensation	(iii) Other reportable compensation				
(1) YVETTE KING-BERG EXECUTIVE DIRECTOR	(i)	194,531.	0.	0.	31,892.	20,691.	247,114.	0.
	(ii)	0.	0.	0.	0.	0.	0.	0.
(2) RUBEN DUENAS COO	(i)	150,553.	0.	0.	24,601.	20,117.	195,271.	0.
	(ii)	0.	0.	0.	0.	0.	0.	0.
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							

SCHEDULE O
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on
Form 990 or 990-EZ or to provide any additional information.

▶ Attach to Form 990 or 990-EZ.

▶ Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2020

Open to Public
Inspection

Name of the organization

YPI CHARTER SCHOOLS, INC.

Employer identification number

20-0407224

FORM 990, PART VI, SECTION B, LINE 11B:

THE FORM 990 IS PREPARED BY THE ORGANIZATION'S OUTSIDE PUBLIC ACCOUNTING FIRM BASED ON INFORMATION PROVIDED BY MANAGEMENT. ONCE A DRAFT OF THE RETURN IS AVAILABLE, IT IS REVIEWED BY MANAGEMENT WITH ANY CHANGES OR REVISIONS INCORPORATED INTO THE FILING. THE REVISED RETURN IS THEN SUBMITTED TO THE BOARD OF DIRECTORS FOR THEIR REVIEW AND APPROVAL PRIOR TO SUBMITTING TO THE IRS.

FORM 990, PART VI, SECTION B, LINE 12C:

MONITORING IS PERFORMED REGULARLY BY THE OFFICERS TO IDENTIFY POTENTIAL CONFLICTS OF INTEREST. ANY QUESTION OF A CONFLICT IS ADDRESSED WITH THE INTERESTED PERSON, WHO IS REQUIRED TO DISCLOSE THE EXISTENCE OF ANY FINANCIAL INTEREST AND BE AFFORDED THE OPPORTUNITY TO DISCLOSE ALL MATERIAL FACTS TO THE BOARD AND EXECUTIVE DIRECTOR. IF A CONFLICT OF INTEREST IS IDENTIFIED, THE APPROPRIATE ACTION IS TAKEN, INCLUDING LIMITATIONS TO THE INDIVIDUAL'S INFLUENCE ON RELATED BUSINESS MATTERS.

FORM 990, PART VI, SECTION B, LINE 15:

THE EXECUTIVE DIRECTOR'S PAY IS DETERMINED BASED ON DATA PROVIDED BY EXTERNAL CHARTER MANAGEMENT ORGANIZATIONS AND THROUGH COMPARISON STUDIES OF OTHER CHARTER SCHOOLS. THE BOARD MUST VOTE TO APPROVE THE EXECUTIVE DIRECTOR'S COMPENSATION AS A DIRECT ACTION. THE OFFICERS' AND KEY EMPLOYEES' PAY IS DETERMINE BASED ON DATA PROVIDED BY EXTERNAL CHARTER MANAGEMENT ORGANIZATIONS AND THROUGH COMPARISON STUDIES OF OTHER CHARTER SCHOOLS. THE BOARD MUST VOTE TO APPROVE THE OFFICERS' AND KEY EMPLOYEES' COMPENSATION AS A DIRECT ACTION.

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990 or 990-EZ.

Schedule O (Form 990 or 990-EZ) 2020

032211 11-20-20

Name of the organization YPI CHARTER SCHOOLS, INC.	Employer identification number 20-0407224
---	--

FORM 990, PART VI, SECTION C, LINE 19:

THE ORGANIZATION MAKES ITS GOVERNING DOCUMENTS, CONFLICT OF INTEREST POLICY, AND FINANCIAL STATEMENTS AVAILABLE TO THE PUBLIC DURING THE TAX YEAR.

FORM 990, PART IX, LINE 11G, OTHER FEES:

NONINSTRUCTIONAL CONSULTANTS:

PROGRAM SERVICE EXPENSES	1,998,532.
MANAGEMENT AND GENERAL EXPENSES	0.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	1,998,532.

INSTRUCTIONAL CONSULTANTS:

PROGRAM SERVICE EXPENSES	324,216.
MANAGEMENT AND GENERAL EXPENSES	350,403.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	674,619.

TOTAL OTHER FEES ON FORM 990, PART IX, LINE 11G, COL A 2,673,151.

PART XII LINE 2C

THE PROCESS HAS NOT CHANGED FROM THE PRIOR YEAR.

TAXABLE YEAR
2020

California Exempt Organization Annual Information Return

028941 12-22-20
FORM

199

Calendar Year 2020 or fiscal year beginning (mm/dd/yyyy) **07/01/2020**, and ending (mm/dd/yyyy) **06/30/2021**

Corporation/Organization name **YPI CHARTER SCHOOLS, INC.** California corporation number **2529151**

Additional information. See instructions. FEIN **20-0407224**

Street address (suite or room) **10660 WHITE OAK AVE, NO. B101** PMB no.

City **GRANADA HILLS** State **CA** ZIP code **91334**

Foreign country name Foreign province/state/county Foreign postal code

A First return Yes No
B Amended return Yes No
C IRC Section 4947(a)(1) trust Yes No
D Final information return?
 Dissolved Surrendered (Withdrawn) Merged/Reorganized
 Enter date: (mm/dd/yyyy) _____
E Check accounting method: (1) Cash (2) Accrual (3) Other
F Federal return filed? (1) 990T (2) 990PF (3) Sch H (990) (4) Other 990 series
G Is this a group filing? See instructions Yes No
H Is this organization in a group exemption Yes No
 If "Yes," what is the parent's name? _____
I Did the organization have any changes to its guidelines not reported to the FTB? See instructions Yes No
J If exempt under R&TC Section 23701d, has the organization engaged in political activities? See instructions. Yes No
K Is the organization exempt under R&TC Section 23701g? Yes No
 If "Yes," enter the gross receipts from nonmember sources \$ _____
L Is the organization a limited liability company? Yes No
M Did the organization file Form 100 or Form 109 to report taxable income? Yes No
N Is the organization under audit by the IRS or has the IRS audited in a prior year? Yes No
O Is federal Form 1023/1024 pending? Yes No
 Date filed with IRS _____

Part I Complete Part I unless not required to file this form. See General Information B and C.

Receipts and Revenues	1	Gross sales or receipts from other sources. From Side 2, Part II, line 8	1	47	00
	2	Gross dues and assessments from members and affiliates	2		00
	3	Gross contributions, gifts, grants, and similar amounts received	3	14,660,197	00
	4	Total gross receipts for filing requirement test. Add line 1 through line 3. This line must be completed. If the result is less than \$50,000, see General Information B	4	14,660,244	00
	5	Cost of goods sold	5		00
	6	Cost or other basis, and sales expenses of assets sold	6		00
	7	Total costs. Add line 5 and line 6	7		00
	8	Total gross income. Subtract line 7 from line 4	8	14,660,244	00
Expenses	9	Total expenses and disbursements. From Side 2, Part II, line 18	9	14,773,526	00
	10	Excess of receipts over expenses and disbursements. Subtract line 9 from line 8	10	-113,282	00
Filing Fee	11	Total payments	11		00
	12	Use tax. See General Information K	12		00
	13	Payments balance. If line 11 is more than line 12, subtract line 12 from line 11	13		00
	14	Use tax balance. If line 12 is more than line 11, subtract line 11 from line 12	14		00
	15	Penalties and Interest. See General Information J	15		00
	16	Balance due. Add line 12 and line 15. Then subtract line 11 from the result	16		00

Sign Here Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than taxpayer) is based on all information of which preparer has any knowledge.

Signature of officer **EXECUTIVE DIR.** Title Date Telephone

Preparer's signature **MARLEN GOMEZ, CPA** Date **04/15/22** Check if self-employed **P01306775** PTIN

Firm's name (or yours, if self-employed) and address **CLIFTONLARSONALLEN, LLP** **41-0746749** Firm's FEIN

2210 E ROUTE 66 **626-857-7300** Telephone
GLENDORA, CA 91700

May the FTB discuss this return with the preparer shown above? See instructions Yes No

YPI CHARTER SCHOOLS, INC.

20-0407224

Part II Organizations with gross receipts of more than \$50,000 and private foundations regardless of amount of gross receipts - complete Part II or furnish substitute information.

028951 12-22-20

Receipts from Other Sources	1	Gross sales or receipts from all business activities. See instructions	•	1		00
	2	Interest	•	2	47	00
	3	Dividends	•	3		00
	4	Gross rents	•	4		00
	5	Gross royalties	•	5		00
	6	Gross amount received from sale of assets (See Instructions)	•	6		00
	7	Other income	•	7		00
	8	Total gross sales or receipts from other sources. Add line 1 through line 7. Enter here and on Side 1, Part I, line 1		8	47	00
	9	Contributions, gifts, grants, and similar amounts paid	•	9		00
	10	Disbursements to or for members	•	10		00
	11	Compensation of officers, directors, and trustees	•	11	439,140	00
	12	Other salaries and wages	•	12	5,306,412	00
	13	Interest	•	13	165,963	00
	14	Taxes	•	14	181,488	00
	15	Rents	•	15	1,334,159	00
	16	Depreciation and depletion (See instructions)	•	16	1,142,075	00
	17	Other expenses and disbursements	•	17	6,204,289	00
	18	Total expenses and disbursements. Add line 9 through line 17. Enter here and on Side 1, Part I, line 9		18	14,773,526	00

Schedule L Balance Sheet	Beginning of taxable year		End of taxable year	
	(a)	(b)	(c)	(d)
Assets				
1 Cash		5,855,172		6,561,533
2 Net accounts receivable		7,855		4,362
3 Net notes receivable				
4 Inventories				
5 Federal and state government obligations				
6 Investments in other bonds				
7 Investments in stock				
8 Mortgage loans				
9 Other investments				
10 a Depreciable assets	32,818,074		32,990,733	
b Less accumulated depreciation	(3,935,230)	28,882,844	(5,077,303)	27,913,430
11 Land				
12 Other assets STMT 3		2,707,107		4,183,249
13 Total assets		37,452,978		38,662,574
Liabilities and net worth				
14 Accounts payable		1,906,215		2,729,497
15 Contributions, gifts, or grants payable				
16 Bonds and notes payable				
17 Mortgages payable				
18 Other liabilities STMT 4		9,521,539		10,021,135
19 Capital stock or principal fund				
20 Paid-in or capital surplus. Attach reconciliation				
21 Retained earnings or income fund		26,025,224		25,911,942
22 Total liabilities and net worth		37,452,978		38,662,574

Schedule M-1 Reconciliation of income per books with income per return				
Do not complete this schedule if the amount on Schedule L, line 13, column (d), is less than \$50,000.				
1 Net income per books	•	-113,282	7 Income recorded on books this year not included in this return	•
2 Federal income tax	•		8 Deductions in this return not charged against book income this year	•
3 Excess of capital losses over capital gains	•		9 Total. Add line 7 and line 8	
4 Income not recorded on books this year	•		10 Net income per return.	
5 Expenses recorded on books this year not deducted in this return	•		Subtract line 9 from line 6	
6 Total. Add line 1 through line 5		-113,282		-113,282

YPI CHARTER SCHOOLS, INC.

20-0407224

CA 199 COMPENSATION OF OFFICERS, DIRECTORS AND TRUSTEES STATEMENT 1

NAME AND ADDRESS	TITLE AND AVERAGE HRS WORKED/WK	COMPENSATION
YVETTE KING-BERG 10660 WHITE OAK AVE STE. B101 GRANADA, CA 91344	EXECUTIVE DIRECTOR 40.00	249,415.
RUBEN DUENAS 10660 WHITE OAK AVE STE. B101 GRANADA, CA 91344	COO 40.00	189,725.
MARY KEIPP 10660 WHITE OAK AVE STE. B101 GRANADA, CA 91344	PRESIDENT 2.00	0.
SANDRA MENDOZA 10660 WHITE OAK AVE STE. B101 GRANADA, CA 91344	SECRETARY 2.00	0.
MICHAEL GREEN 10660 WHITE OAK AVE STE. B101 GRANADA, CA 91344	TREASURER 2.00	0.
DEAN CHO 10660 WHITE OAK AVE STE. B101 GRANADA, CA 91344	MEMBER 2.00	0.
WALTER NJBOKE 10660 WHITE OAK AVE STE. B101 GRANADA, CA 91344	MEMBER 2.00	0.
CESAR LOPEZ 10660 WHITE OAK AVE STE. B101 GRANADA, CA 91344	MEMBER 2.00	0.

TOTAL TO FORM 199, PART II, LINE 11

439,140.

YPI CHARTER SCHOOLS, INC.

20-0407224

CA 199	OTHER EXPENSES	STATEMENT 2
<u>DESCRIPTION</u>		<u>AMOUNT</u>
ALL OTHER EXPENSES		258,183.
FOOD		230,749.
INSTRUCTIONAL MATERIALS		227,814.
DISTRICT OVERSIGHT FEES		187,016.
PENSION PLAN CONTRIBUTIONS		620,999.
OTHER EMPLOYEE BENEFITS		867,639.
LEGAL FEES		24,585.
ACCOUNTING FEES		18,228.
OTHER PROFESSIONAL FEES		2,673,151.
ADVERTISING AND PROMOTION		16,192.
OFFICE EXPENSES		789,391.
INFORMATION TECHNOLOGY		153,007.
TRAVEL		9,412.
INSURANCE		127,923.
TOTAL TO FORM 199, PART II, LINE 17		<u>6,204,289.</u>

CA 199	OTHER ASSETS	STATEMENT 3	
<u>DESCRIPTION</u>		<u>BEG. OF YEAR</u>	<u>END OF YEAR</u>
PLEDGES AND GRANTS RECEIVABLE		2,511,622.	3,974,740.
PREPAID EXPENSES AND DEFERRED CHARGES		184,869.	197,893.
DEPOSITS		10,616.	10,616.
TOTAL TO FORM 199, SCHEDULE L, LINE 12		<u>2,707,107.</u>	<u>4,183,249.</u>

CA 199	OTHER LIABILITIES	STATEMENT 4	
<u>DESCRIPTION</u>		<u>BEG. OF YEAR</u>	<u>END OF YEAR</u>
AMOUNTS HELD FOR OTHERS		114,974.	85,055.
DEFERRED REVENUE		150,214.	881,492.
UNSECURED NOTES AND LOANS PAYABLE		9,256,351.	9,054,588.
TOTAL TO FORM 199, SCHEDULE L, LINE 18		<u>9,521,539.</u>	<u>10,021,135.</u>

YPI CHARTER SCHOOLS, INC.

20-0407224

CA 199

FUND BALANCES

STATEMENT 5

DESCRIPTION

BEG. OF YEAR

END OF YEAR

NET ASSETS WITHOUT DONOR RESTRICTIONS

26,025,224.

25,911,942.

TOTAL TO FORM 199, SCHEDULE L, LINE 21

26,025,224.

25,911,942.

DRAFT

022
Date Accepted _____

DO NOT MAIL THIS FORM TO THE FTB

TAXABLE YEAR
2020

California e-file Return Authorization for Exempt Organizations

FORM
8453-EO

Exempt Organization name YPI CHARTER SCHOOLS, INC.	Identifying number 20-0407224
--	---

Part I Electronic Return Information (whole dollars only)

1 Total gross receipts (Form 199, line 4)	1	14,660,244
2 Total gross income (Form 199, line 8)	2	14,660,244
3 Total expenses and disbursements (Form 199, line 9)	3	14,773,526

Part II Settle Your Account Electronically for Taxable Year 2020

4 <input type="checkbox"/> Electronic funds withdrawal	4a Amount	4b Withdrawal date (mm/dd/yyyy)
---	------------------	--

Part III Banking Information (Have you verified the exempt organization's banking information?)

5 Routing number _____	7 Type of account: <input type="checkbox"/> Checking <input type="checkbox"/> Savings
6 Account number _____	

Part IV Declaration of Officer

I authorize the exempt organization's account to be settled as designated in Part II. If I check Part II, Box 4, I authorize an electronic funds withdrawal for the amount listed on line 4a.

Under penalties of perjury, I declare that I am an officer of the above exempt organization and that the information I provided to my electronic return originator (ERO), transmitter, or intermediate service provider and the amounts in Part I above agree with the amounts on the corresponding lines of the exempt organization's 2020 California electronic return. To the best of my knowledge and belief, the exempt organization's return is true, correct, and complete. If the exempt organization is filing a balance due return, I understand that if the Franchise Tax Board (FTB) does not receive full and timely payment of the exempt organization's fee liability, the exempt organization will remain liable for the fee liability and all applicable interest and penalties. I authorize the exempt organization return and accompanying schedules and statements be transmitted to the FTB by the ERO, transmitter, or intermediate service provider. If the processing of the exempt organization's return or refund is delayed, I authorize the FTB to disclose to the ERO or intermediate service provider the reason(s) for the delay.

Sign Here Signature of officer _____ Date _____ Title **EXECUTIVE DIR.**

Part V Declaration of Electronic Return Originator (ERO) and Paid Preparer.

I declare that I have reviewed the above exempt organization's return and that the entries on form FTB 8453-EO are complete and correct to the best of my knowledge. (If I am only an intermediate service provider, I understand that I am not responsible for reviewing the exempt organization's return. I declare, however, that form FTB 8453-EO accurately reflects the data on the return.) I have obtained the organization officer's signature on form FTB 8453-EO before transmitting this return to the FTB; I have provided the organization officer with a copy of all forms and information that I will file with the FTB, and I have followed all other requirements described in FTB Pub. 1345, 2020 Handbook for Authorized e-file Providers. I will keep form FTB 8453-EO on file for **four** years from the due date of the return or **four** years from the date the exempt organization return is filed, whichever is later, and I will make a copy available to the FTB upon request. If I am also the paid preparer, under penalties of perjury, I declare that I have examined the above exempt organization's return and accompanying schedules and statements, and to the best of my knowledge and belief, they are true, correct, and complete. I make this declaration based on all information of which I have knowledge.

ERO ERO's signature	CLIFTONLARSONALLEN LLP	Date	Check if also paid preparer <input type="checkbox"/>	Check if self-employed <input type="checkbox"/>	ERO's PTIN P01306775
Must Sign Firm's name (or yours if self-employed) and address	CLIFTONLARSONALLEN LLP 2210 EAST ROUTE 66 GLENDDORA, CA				Firm's FEIN 41-0746749 ZIP code 91740

Under penalties of perjury, I declare that I have examined the above organization's return and accompanying schedules and statements, and to the best of my knowledge and belief, they are true, correct, and complete. I make this declaration based on all information of which I have knowledge.

Paid Preparer Paid preparer's signature		Date	Check if self-employed <input type="checkbox"/>	Paid preparer's PTIN P01306775
Must Sign Firm's name (or yours if self-employed) and address	CLIFTONLARSONALLEN, LLP 2210 E ROUTE 66 GLENDDORA, CA			Firm's FEIN 41-0746749 ZIP code 91700

For Privacy Notice, get FTB 1131 ENG/SP.

FTB 8453-EO 2020

Coversheet

YPICS March 2022 Financials and Check Registers

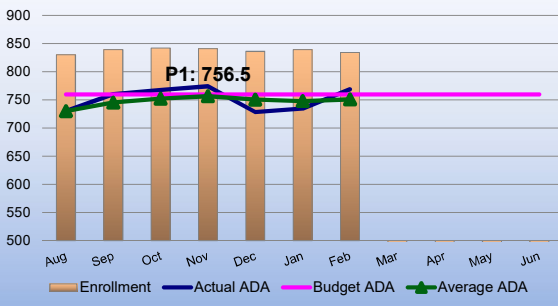
Section: V. Items Scheduled For Action
Item: B. YPICS March 2022 Financials and Check Registers
Purpose: Vote
Submitted by:
Related Material: 21-22 YPICS Financials Board Packet 03.22.pdf

YPI CHARTER SCHOOLS - Financial Dashboard (March 2022)

1 Key Performance Indicators

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

2 ADA & Enrollment



KEY POINTS

PPP Loan has been forgiven by SBA in full. The following amounts have been transferred from Central Admin to schools:

BCCS - \$614,605
 MORCS - \$598,644
 BCHS - \$314,251

Cash on hand at June 30, 2021 is forecasted to be \$6M which represents 36.7% of total expenses.

3 Average Daily Attendance Analysis

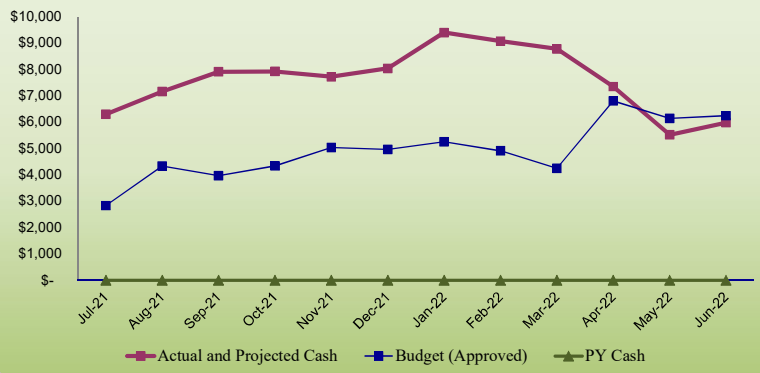
Category	Actual through Month 7	Forecasted P2	Budgeted P2	Better/ (Worse)	Prior Month Forecast	Prior Year P2
Enrollment	834	832	793	39	837	704
ADA %	90.0%	90.0%	90.0%	0.0%	89.2%	95.0%
Average ADA	750.81	749.87	759.80	(9.93)	746.29	668.80

4 LCFF Supplemental & Concentration Grant Factors

Category	Budget	Forecast	Variance	Prior Year
Unduplicated Pupil %	88.0%	89.4%	1.4%	91.9%
3-Year Average %	89.9%	90.3%	0.4%	89.1%
District UPP C. Grant Cap	85.1%	85.1%	-0.0%	85.1%

INCOME STATEMENT	Forecast	VS. Budget		VS. Last Month		FY 21-22 YTD			Historical	
	As of 03/31/22	FY 21-22 Budget	Variance B/(W)	Prior Month FC	Variance B/(W)	Actual YTD	Budget YTD	Variance B/(W)	FY 20-21	FY 19-20
Local Control Funding Formula	9,083,396	8,911,034	172,362	9,137,420	(54,023)	6,682,091	6,430,888	251,203	9,729,105	9,678,468
Federal Revenue	3,995,333	4,481,227	(485,894)	3,974,156	21,177	1,246,622	414,513	832,109	3,574,745	2,456,659
State Revenue	1,002,213	1,368,656	(366,443)	1,450,312	(448,099)	740,234	742,241	(2,007)	700,580	640,244
Other Local Revenue	2,491,828	558,426	1,933,402	2,472,449	19,379	2,257,094	467,071	1,790,022	672,847	710,870
Grants/Fundraising	102,666	-	102,666	102,562	104	102,666	-	102,666	22,402	63,155
TOTAL REVENUE	16,675,438	15,319,344	1,356,094	17,136,899	(461,461)	11,028,707	8,054,713	2,973,994	14,699,678	13,549,396
Total per ADA	22,238	20,162	2,075	22,853	(615)				21,979	15,389
w/o Grants/Fundraising	22,101	20,162	1,939	22,716	(616)				21,946	15,317
Certificated Salaries	4,743,613	4,483,834	(259,779)	4,726,973	(16,640)	3,378,265	3,287,501	(90,764)	3,929,911	3,675,713
Classified Salaries	2,013,266	1,928,374	(84,891)	2,007,562	(5,704)	1,437,458	1,405,823	(31,635)	1,721,444	2,151,200
Benefits	2,016,733	2,113,860	97,127	2,023,980	7,247	1,497,845	1,580,754	82,908	1,764,328	1,819,970
Student Supplies	1,548,865	1,167,552	(381,313)	1,824,780	275,915	850,275	941,122	90,846	1,177,030	1,131,811
Operating Expenses	5,827,630	5,267,593	(560,037)	5,830,167	2,537	2,833,295	3,967,893	1,134,598	4,872,782	4,329,654
Other	1,108,679	1,130,328	21,650	1,108,549	(130)	812,774	851,367	38,593	1,308,038	1,229,834
TOTAL EXPENSES	17,258,785	16,091,541	(1,167,244)	17,522,010	263,225	10,809,913	12,034,459	1,224,546	14,773,534	14,338,181
Total per ADA	23,016	21,179	(1,837)	23,367	(351)				22,090	16,285
NET INCOME / (LOSS)	(583,347)	(772,198)	188,851	(385,110)	(198,237)	218,794	(3,979,746)	4,159,947	(73,856)	(788,786)
OPERATING INCOME	385,737	203,454	182,283	583,845	(198,108)	946,753	(3,244,748)	4,191,501	1,068,220	363,965
EBITDA	525,332	358,131	167,201	723,439	(198,108)	1,031,568	(3,128,379)	4,159,947	1,234,183	441,048

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



Year-End Cash Balance		
Projected	Budget	Variance
5,983,669	6,248,328	(264,659)

7 Balance Sheet

Balance Sheet	6/30/2021	2/28/2022	3/31/2022	6/30/2022 FC
Assets				
Cash, Operating	6,561,532	9,077,803	8,781,115	5,983,669
Cash, Restricted	0	0	0	0
Accounts Receivable	3,974,739	334,088	315,581	2,615,755
Due From Others	115,362	7,666	7,666	7,666
Other Assets	208,509	29,421	28,997	341,063
Net Fixed Assets	27,913,430	27,283,007	27,202,269	26,961,144
Total Assets	38,773,573	36,731,986	36,335,629	35,909,297
Liabilities				
A/P & Payroll	2,452,366	1,579,544	1,464,134	1,444,827
Due to Others	473,102	393,833	471,292	921,948
Deferred Revenue	881,492	879,003	879,003	879,003
Total Debt	9,054,588	7,390,381	7,390,381	7,334,841
Total Liabilities	12,861,547	10,242,761	10,204,810	10,580,619
Equity				
Beginning Fund Bal.	26,025,315	25,912,026	25,912,026	25,912,026
Net Income/(Loss)	(113,289)	577,200	218,794	(583,347)
Total Equity	25,912,026	26,489,225	26,130,820	25,328,679
Total Liabilities & Equity	38,773,573	36,731,986	36,335,629	35,909,298
Available Line of Credit	500,000	500,000	500,000	500,000
Days Cash on Hand	176	200	197	134
Cash Reserve %	48.1%	54.8%	53.9%	36.7%



BERT CORONA CHARTER SCHOOL - Financial Dashboard (March 2022)

1 Key Performance Indicators

ADA vs. Budget ● Cash on Hand ●

Net Income / (Loss) ● Year-End Cash ●

KEY POINTS

P2 ADA was 309.92. ADA through Month 8 was 309.92 or 90.5% with ending enrollment of 340 students.

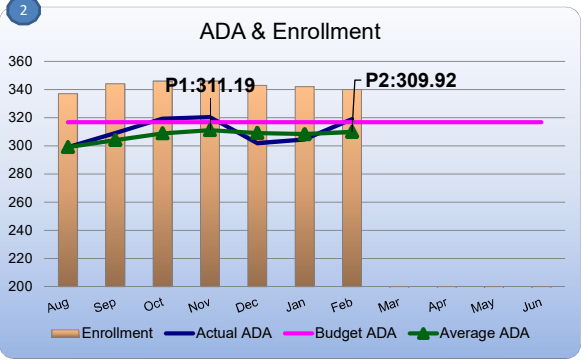
Net Income is forecasted to be \$41K, \$33K better than budgeted.

Revenue is projected to be higher than budgeted by \$519K primarily due to PPP Revenue.

Expense is projected to be higher than budget by \$486K.

- Salaries \$158K
- Nutrition Expense \$283K
- Vendor Repairs \$100K

Cash on hand at June 30, 2021 is forecasted to be \$2.3M which represents 30.1% of total expenses.



3 Average Daily Attendance Analysis

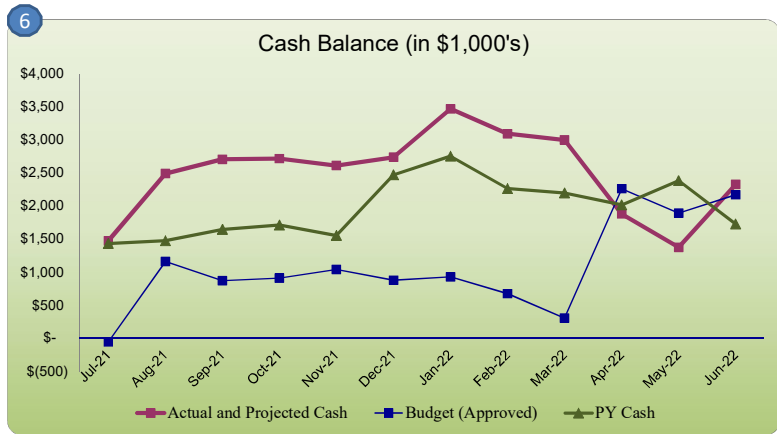
Category	Actual through Month 7	Forecasted P2	Budgeted P2	Better/ (Worse)	Prior Month Forecast	Prior Year P2
Enrollment	340	340	330	10	340	371
ADA %	90.5%	90.0%	96.0%	-6.0%	90.2%	96.0%
Average ADA	309.92	309.40	316.80	(7.40)	306.72	356.16

4 LCFF Supplemental & Concentration Grant Factors

Category	Budget	Forecast	Variance	Prior Year
Unduplicated Pupil %	84.8%	84.3%	-0.5%	88.8%
3-Year Average %	84.9%	84.8%	-0.2%	83.5%
District UPP C. Grant Cap	85.1%	85.6%	0.6%	85.2%

5 INCOME STATEMENT

INCOME STATEMENT	Forecast	VS. Budget		VS. Last Month		FY 21-22 YTD			Historical	
	As of 03/31/22	FY 21-22 Budget	Variance B/(W)	Prior Month FC	Variance B/(W)	Actual YTD	Budget YTD	Variance B/(W)	FY 20-21	FY 19-20
Local Control Funding Formula	3,529,892	3,502,671	27,221	3,499,139	30,753	2,574,202	2,470,569	103,633	3,693,874	3,683,607
Federal Revenue	2,876,223	3,039,984	(163,761)	2,878,077	(1,854)	527,944	136,722	391,222	2,386,358	1,752,401
State Revenue	512,553	578,073	(65,520)	622,951	(110,399)	338,397	283,726	54,671	384,903	376,784
Other Local Revenue	902,287	218,244	684,044	894,073	8,214	852,005	180,276	671,729	283,291	272,418
Grants/Fundraising	36,956	-	36,956	36,956	0	36,956	-	36,956	15,000	36,500
TOTAL REVENUE	7,857,911	7,338,972	518,939	7,931,195	(73,285)	4,329,504	3,071,292	1,258,212	6,763,426	6,121,710
Total per ADA	25,397	23,166	2,231	25,634	(237)				18,990	17,280
w/o Grants/Fundraising	25,278	23,166	2,112	25,515	(237)				18,948	17,177
Certificated Salaries	1,545,045	1,448,481	(96,564)	1,540,251	(4,794)	1,120,378	1,064,634	(55,744)	1,399,355	1,248,899
Classified Salaries	719,634	656,994	(62,641)	709,133	(10,501)	509,772	466,503	(43,269)	581,292	964,766
Benefits	673,081	698,283	25,201	661,473	(11,609)	497,877	521,036	23,158	608,949	680,531
Student Supplies	739,821	485,400	(254,421)	796,161	56,340	377,979	410,686	32,707	478,901	518,477
Operating Expenses	4,038,206	3,932,114	(106,092)	4,041,542	3,336	1,793,092	2,958,051	1,164,959	3,423,537	2,787,938
Other	101,067	109,452	8,385	101,082	15	76,474	84,859	8,385	265,986	267,045
TOTAL EXPENSES	7,816,855	7,330,723	(486,132)	7,849,642	32,787	4,375,572	5,505,768	1,130,196	6,758,019	6,467,657
Total per ADA	25,265	23,140	(2,125)	25,371	(106)				18,975	18,256
NET INCOME / (LOSS)	41,056	8,250	32,807	81,554	(40,498)	(46,068)	(2,434,476)	2,380,024	5,408	(345,947)
OPERATING INCOME	142,123	117,701	24,422	182,636	(40,513)	30,406	(2,349,617)	2,380,024	271,394	(84,586)
EBITDA	142,123	117,701	24,422	182,636	(40,513)	30,406	(2,349,617)	2,380,024	271,394	(78,902)



Year-End Cash Balance

Projected	Budget	Variance
2,326,023	2,171,756	154,268

7 Balance Sheet

Balance Sheet	6/30/2021	2/28/2022	3/31/2022	6/30/2022 FC
Assets				
Cash, Operating	1,729,523	3,093,407	2,998,652	2,326,023
Cash, Restricted	0	0	0	0
Accounts Receivable	2,212,545	305,736	305,736	1,599,491
Due From Others	3,892	7,086	7,086	7,086
Other Assets	70,843	8,788	8,788	127,122
Net Fixed Assets	304,397	236,332	227,923	203,330
Total Assets	4,321,200	3,651,350	3,548,186	4,263,053
Liabilities				
A/P & Payroll	1,194,099	475,956	435,739	952,057
Due to Others	38,963	67,926	72,866	184,291
Deferred Revenue	293,503	291,014	291,014	291,014
Total Debt	0	0	0	0
Total Liabilities	1,526,565	834,897	799,619	1,427,362
Equity				
Beginning Fund Bal.	2,789,227	2,794,635	2,794,635	2,794,635
Net Income/(Loss)	5,408	21,819	(46,068)	41,056
Total Equity	2,794,635	2,816,454	2,748,567	2,835,691
Total Liabilities & Equity	4,321,200	3,651,350	3,548,186	4,263,053
Days Cash on Hand	97	146	142	110
Cash Reserve %	26.6%	39.9%	38.9%	30.1%





BERT CORONA CHARTER SCHOOL Financial Analysis March 2022

Net Income

Bert Corona Charter School is projected to achieve a net income of \$41K in FY21-22 compared to \$8K in the board approved budget. Reasons for this positive \$33K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of March 31, 2022, the school's cash balance was \$3.00M. By June 30, 2022, the school's cash balance is projected to be \$2.33M, which represents a 30% reserve.

As of March 31, 2022, the Accounts Receivable balance was \$306K, down from \$306K in the previous month, due to the receipt of revenue earned in FY20-21.

As of March 31, 2022, the Accounts Payable balance, including payroll liabilities, totaled \$436K, compared to \$476K in the prior month.

As of March 31, 2022, BCCS had a zero debt balance.

Income Statement

Revenue

Total revenue for FY21-22 is projected to be \$7.86M, which is \$519K or 7.1% over budgeted revenue of \$7.34M.

Child Nutrition Federal Revenue – is projected to be above budget by \$378K due to higher participation rates for the Nutrition Program. This higher revenue is offset by higher nutrition costs

Other Federal Revenue - is projected to be under budget by \$540K due to moving ESSER II and III funds into the future years.

Other State Revenue - is projected to be under budget by \$111K due to moving AB 86 funds into the future years.

Other Local Revenue - is projected to be over budget by \$623K due to forgiveness of PPP Loan.

Expenses

Total expenses for FY21-22 are projected to be \$7.82M, which is \$486K or 6.6% over budgeted expenditures of \$7.33M.

Certificated Salaries are projected to be higher than budget by \$92K

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



Classified Salaries are projected to be higher than budget by \$63K

Nutrition Program Food Supplies are projected to be higher than budget by \$312K due to higher participation rates for the nutrition program

Vendor Repairs are projected to be higher than budget by \$100K

Intra-Agency Fees are projected to be lower than budget by \$83K due to moving some of the salaries directly to the schools

ADA

Budgeted average ADA for FY21-22 is 316.80 based on an enrollment of 330 and a 96.0% attendance rate.

The forecast assumes an ADA of 309.40 based on an enrollment of 340 and a 90.0% attendance rate.

In Month 7, ADA was 318.89 with 340 students enrolled at the end of the month and a 93.8% ADA rate.

Average ADA for the year (through Month 7) is 309.92 (a 90.5% ADA rate for the year to date).

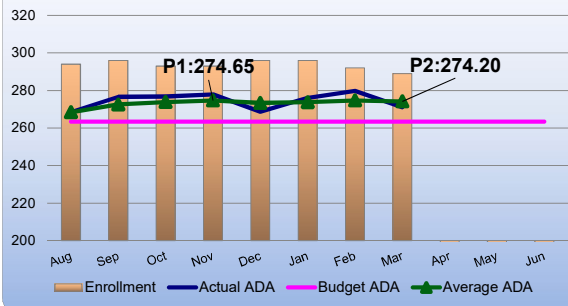
This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$20,000 and 10%.

MONSEÑOR OSCAR ROMERO CHARTER SCHOOL - Financial Dashboard (March 2022)

1 Key Performance Indicators

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

2 ADA & Enrollment



KEY POINTS

P2 ADA was 274.20 or 10.75 better than budget. ADA through Month 8 was 274.20 or 93.4% with ending enrollment of 289 students.

Operating Income is forecasted to be \$275K, \$239K better than budgeted.

Revenue is projected to be higher than budgeted by \$588K primarily due to PPP Revenue and CTE Grant.

Expense is projected to be higher than budget by \$351K.

Cash on hand at June 30, 2021 is forecasted to be \$3.2M which represents 65.7% of total expenses.

3 Average Daily Attendance Analysis

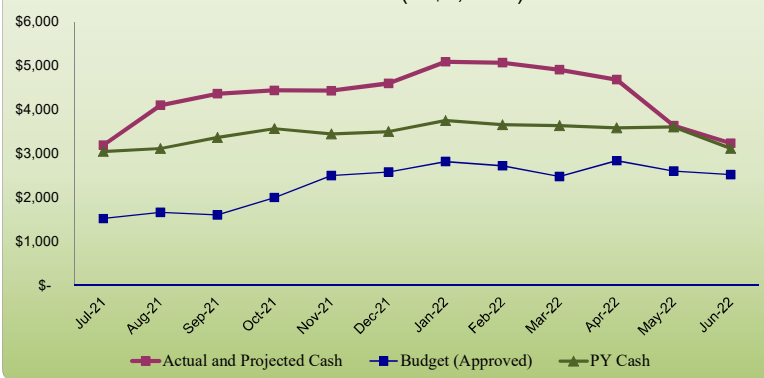
Category	Actual through Month 8	Actual P2	Budgeted P2	Better/ (Worse)	Prior Month Forecast	Prior Year P2
Enrollment	289	289	273	16	294	353
ADA %	93.4%	93.0%	96.5%	-3.5%	93.1%	97.0%
Average ADA	274.20	274.20	263.45	10.75	273.69	345.07

4 LCFF Supplemental & Concentration Grant Factors

Category	Budget	Forecast	Variance	Prior Year
Unduplicated Pupil %	93.4%	96.3%	2.9%	94.7%
3-Year Average %	94.7%	95.6%	0.8%	95.5%
District UPP C. Grant Cap	85.1%	85.6%	0.6%	85.2%

INCOME STATEMENT	Forecast	VS. Budget		VS. Last Month		FY 21-22 YTD			Historical	
	As of 03/31/22	FY 21-22 Budget	Variance B/(W)	Prior Month FC	Variance B/(W)	Actual YTD	Budget YTD	Variance B/(W)	FY 20-21	FY 19-20
Local Control Funding Formula	3,196,219	2,953,744	242,476	3,190,260	5,959	2,415,320	2,308,848	106,472	3,728,522	3,696,024
Federal Revenue	814,523	952,585	(138,062)	787,377	27,146	496,545	183,584	312,960	724,116	497,807
State Revenue	209,557	510,992	(301,435)	546,324	(336,766)	283,679	300,520	(16,841)	238,219	207,888
Other Local Revenue	941,904	196,491	745,414	934,351	7,554	782,221	168,761	613,460	240,624	287,391
Grants/Fundraising	39,250	-	39,250	39,250	0	39,250	-	39,250	7,402	13,453
TOTAL REVENUE	5,201,455	4,613,811	587,643	5,497,562	(296,107)	4,017,015	2,961,714	1,055,301	4,938,883	4,702,564
Total per ADA	18,970	17,513	1,457	20,049	(1,080)				14,313	13,628
w/o Grants/Fundraising	18,826	17,513	1,313	19,906	(1,080)				14,291	13,589
Certificated Salaries	1,552,202	1,428,371	(123,830)	1,536,883	(15,319)	1,074,058	1,044,013	(30,045)	1,286,989	1,217,447
Classified Salaries	573,294	478,390	(94,904)	583,605	10,310	394,374	348,262	(46,112)	470,594	526,357
Benefits	558,856	575,950	17,095	572,457	13,601	402,860	429,676	26,816	526,661	564,446
Student Supplies	568,205	500,606	(67,599)	596,435	28,230	340,187	389,640	49,454	496,892	419,672
Operating Expenses	1,519,168	1,439,683	(79,485)	1,535,119	15,952	908,192	1,087,348	179,156	1,378,155	1,512,858
Other	975,070	972,994	(2,075)	974,919	(150)	715,516	730,263	14,747	972,513	888,494
TOTAL EXPENSES	5,746,793	5,395,994	(350,799)	5,799,417	52,624	3,835,187	4,029,202	194,016	5,131,804	5,129,275
Total per ADA	20,958	20,482	(476)	21,150	(192)				14,872	14,864
NET INCOME / (LOSS)	(545,339)	(782,183)	236,844	(301,856)	(243,483)	181,829	(1,067,488)	1,234,569	(192,920)	(426,711)
OPERATING INCOME	275,054	36,135	238,919	518,387	(243,333)	797,448	(453,593)	1,251,041	626,451	392,763
EBITDA	429,731	190,811	238,919	673,064	(243,333)	897,344	(337,225)	1,234,569	779,592	461,783

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



Year-End Cash Balance		
Projected	Budget	Variance
3,234,919	2,520,383	714,536

7 Balance Sheet

Balance Sheet	6/30/2021	2/28/2022	3/31/2022	6/30/2022 FC
Assets				
Cash, Operating	3,116,608	5,070,544	4,910,285	3,234,919
Cash, Restricted	0	0	0	0
Accounts Receivable	1,057,853	18,507	0	721,692
Due From Others	111,237	336	336	336
Other Assets	62,066	(2,316)	(2,740)	115,029
Net Fixed Assets	27,474,708	26,941,883	26,873,475	26,668,701
Total Assets	31,822,472	32,028,954	31,781,356	30,740,677
Liabilities				
A/P & Payroll	925,173	800,964	763,523	223,289
Due to Others	323,014	325,905	398,425	680,688
Deferred Revenue	423,558	423,558	423,558	423,558
Total Debt	7,527,088	7,390,382	7,390,382	7,334,842
Total Liabilities	9,198,833	8,940,809	8,975,888	8,662,376
Equity				
Beginning Fund Bal.	22,855,993	22,623,639	22,623,639	22,623,639
Net Income/(Loss)	(232,354)	464,505	181,829	(545,339)
Total Equity	22,623,639	23,088,144	22,805,468	22,078,300
Total Liabilities & Equity	31,822,472	32,028,954	31,781,356	30,740,676
Days Cash on Hand	264	372	364	240
Cash Reserve %	72.3%	101.8%	99.7%	65.7%





MONSEÑOR OSCAR ROMERO CHARTER SCHOOL

Financial Analysis

March 2022

Net Income

Monsenor Oscar Romero Charter School is projected to achieve a net loss of -\$545K in FY21-22 compared to -\$782K in the board approved budget. Reasons for this positive \$237K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of March 31, 2022, the school's cash balance was \$4.91M. By June 30, 2022, the school's cash balance is projected to be \$3.23M, which represents a 66% reserve.

As of March 31, 2022, the Accounts Receivable balance was zero, down from \$19K in the previous month, due to the receipt of revenue earned in FY20-21.

As of March 31, 2022, the Accounts Payable balance, including payroll liabilities, totaled \$764K, compared to \$801K in the prior month.

As of March 31, 2022, MORCS had a debt balance of \$7.39M compared to \$7.39M in the prior month. An additional \$56K will be paid this fiscal year.

Income Statement

Revenue

Total revenue for FY21-22 is projected to be \$5.20M, which is \$588K or 12.7% over budgeted revenue of \$4.61M.

Child Nutrition Federal Revenue – is projected to be above budget by \$227K due to higher participation rates for the Nutrition Program. This offset revenue is offset by higher nutrition costs

Other Federal Revenue - is projected to be under budget by \$371K due to due to moving ESSER II and III funds into the future years.

Other State Revenue - is projected to be under budget by \$338K due to due to moving AB 86 funds into the future years.

Other Local Revenue - is projected to be over budget by \$708K due to forgiveness of PPP Loan (\$599K) and CTE Grant (\$68K).

Expenses

Total expenses for FY21-22 are projected to be \$5.75M, which is \$351K or 6.5% over budgeted expenditures of \$5.40M.

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



Nutrition Program Food Supplies are projected to be higher than budget by \$105K due to higher participation rates for the nutrition program

Other Student Services are projected to be higher than budget by \$57K due to CTE grant expenses related to Latino Film Institute Youth Cinema Project.

Intra-Agency Fees are projected to be lower than budget by \$78K due to moving some of the salaries directly to the schools

ADA

Budgeted average ADA for FY21-22 is 263.45 based on an enrollment of 273 and a 96.5% attendance rate.

The forecast assumes an ADA of 274.20 based on an enrollment of 289 and a 93.0% attendance rate.

In Month 8, ADA was 271.11 with 289 students enrolled at the end of the month and a 93.8% ADA rate.

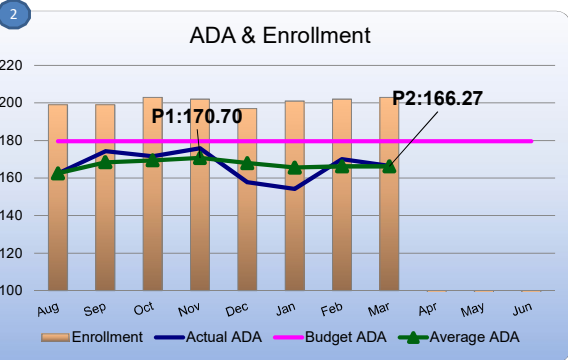
Average ADA for the year (through Month 8) is 274.20 (a 93.4% ADA rate for the year to date).

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

Bert Corona Charter High School - Financial Dashboard (March 2022)

1 Key Performance Indicators

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



KEY POINTS

P2 ADA was 166.27 which is 13.28 below budget. ADA through Month 8 is 166.27 or 83.9% with ending enrollment of 203 students. **The P2 ADA decreased by 6.40 from the February forecast due to corrections to Independent Study attendance. This resulted in a \$90K loss of LCFF revenue projections and Net Loss of \$54K. This projection assumes that Hold Harmless legislation will not pass for FY21-22.**

Net Loss is forecasted to be \$54K, \$55K less than budgeted.

Revenue is projected to be higher than budgeted by \$86K. Loss of LCFF revenue is offset by PPP revenue.

Expense is projected to be higher than budget by \$141K.

- Salaries are higher by \$103K
- SPED Services are higher by \$55K
- Substitute Services are higher by \$22K
- Intra-Agency Fees are lower by \$64K

Cash on hand at June 30, 2021 is forecasted to be \$427K which represents 12.3% of total expenses.

3 Average Daily Attendance Analysis

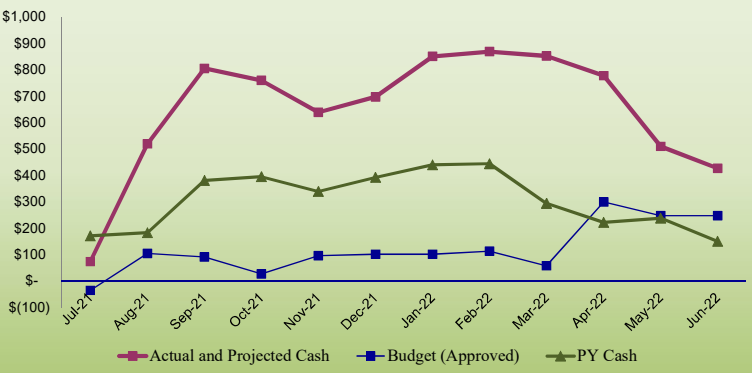
Category	Actual through Month 8	Actual P2	Budgeted P2	Better/ (Worse)	Prior Month Forecast	Prior Year P2
Enrollment	203	203	190	13	203	195
ADA %	83.9%	84.0%	94.5%	-10.5%	85.1%	95.0%
Average ADA	166.27	166.27	179.55	(13.28)	172.67	181.14

4 LCFF Supplemental & Concentration Grant Factors

Category	Budget	Forecast	Variance	Prior Year
Unduplicated Pupil %	85.8%	88.1%	2.3%	93.2%
3-Year Average %	90.9%	91.6%	0.7%	88.6%
District UPP C. Grant Cap	85.1%	85.6%	0.6%	85.2%

INCOME STATEMENT	Forecast	VS. Budget		VS. Last Month		FY 21-22 YTD			Historical	
	As of 03/31/22	FY 21-22 Budget	Variance B/(W)	Prior Month FC	Variance B/(W)	Actual YTD	Budget YTD	Variance B/(W)	FY 20-21	FY 19-20
Local Control Funding Formula	2,357,285	2,454,620	(97,334)	2,448,021	(90,736)	1,692,569	1,651,471	41,098	2,306,709	2,298,837
Federal Revenue	304,587	488,658	(184,070)	308,702	(4,115)	222,133	94,206	127,926	464,271	206,451
State Revenue	280,103	279,591	512	281,037	(934)	118,158	157,995	(39,837)	77,458	55,571
Other Local Revenue	484,227	143,692	340,535	480,619	3,608	459,458	118,034	341,423	147,038	134,674
Grants/Fundraising	26,460	-	26,460	26,356	104	26,460	-	26,460	0	13,202
TOTAL REVENUE	3,452,663	3,366,560	86,103	3,544,735	(92,072)	2,518,778	2,021,706	497,071	2,995,476	2,708,735
Total per ADA	20,765	18,750	2,015	21,319	(554)				16,537	14,954
w/o Grants/Fundraising	20,606	18,750	1,856	21,161	(554)				16,537	14,881
Certificated Salaries	1,190,644	1,161,739	(28,905)	1,191,163	519	854,711	844,921	(9,790)	927,459	905,595
Classified Salaries	482,297	406,291	(76,006)	479,845	(2,452)	349,787	301,033	(48,753)	400,268	303,496
Benefits	499,999	556,972	(56,973)	500,378	379	364,831	414,612	(49,781)	446,740	390,733
Student Supplies	231,706	174,949	(56,757)	230,706	(1,000)	128,393	134,976	(6,583)	193,179	190,042
Operating Expenses	1,056,811	1,019,935	(36,875)	1,069,290	12,479	704,341	769,993	(65,651)	863,538	872,236
Other	44,788	44,938	(150)	44,793	6	33,682	33,953	(271)	50,635	62,760
TOTAL EXPENSES	3,506,243	3,364,824	(141,419)	3,516,175	9,931	2,435,745	2,499,488	(63,743)	2,881,818	2,724,863
Total per ADA	21,088	18,740	(2,347)	21,147	(60)				15,909	15,043
NET INCOME / (LOSS)	(53,581)	1,736	(55,316)	28,560	(82,141)	83,033	(477,782)	560,544	113,657	(16,128)
OPERATING INCOME	(8,793)	46,674	(55,467)	73,354	(82,146)	116,715	(443,828)	560,544	164,293	46,513
EBITDA	(8,793)	46,674	(55,467)	73,354	(82,146)	116,715	(443,828)	560,544	164,293	46,632

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



Year-End Cash Balance		
Projected	Budget	Variance
426,976	247,531	179,445

7 Balance Sheet

Balance Sheet	6/30/2021	2/28/2022	3/31/2022	6/30/2022 FC
Assets				
Cash, Operating	150,118	868,515	851,597	426,976
Cash, Restricted	0	0	0	0
Accounts Receivable	704,341	9,845	9,845	294,573
Due From Others	20	30	30	30
Other Assets	42,538	(4,070)	(4,070)	71,892
Net Fixed Assets	129,744	102,177	98,473	87,368
Total Assets	1,026,761	976,496	955,875	880,839
Liabilities				
A/P & Payroll	241,082	210,042	198,287	202,898
Due to Others	111,125	1	1	56,969
Deferred Revenue	164,431	164,431	164,431	164,431
Total Debt	(0)	(0)	(0)	(0)
Total Liabilities	516,638	374,474	362,719	424,297
Equity				
Beginning Fund Bal.	396,466	510,123	510,123	510,123
Net Income/(Loss)	113,657	91,900	83,033	(53,581)
Total Equity	510,123	602,023	593,156	456,543
Total Liabilities & Equity	1,026,761	976,497	955,875	880,840
Days Cash on Hand	19	91	90	45
Cash Reserve %	5.3%	25.0%	24.6%	12.3%





Bert Corona Charter High School Financial Analysis March 2022

Net Income

Bert Corona Charter High School is projected to achieve a net income of -\$54K in FY21-22 compared to \$2K in the board approved budget. Reasons for this negative \$55K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of March 31, 2022, the school's cash balance was \$852K. By June 30, 2022, the school's cash balance is projected to be \$427K, which represents a 12% reserve.

As of March 31, 2022, the Accounts Receivable balance was \$10K, down from \$10K in the previous month, due to the receipt of revenue earned in FY20-21.

As of March 31, 2022, the Accounts Payable balance, including payroll liabilities, totaled \$198K, compared to \$210K in the prior month.

As of March 31, 2022, BCCHS had zero debt.

Income Statement

Revenue

Total revenue for FY21-22 is projected to be \$3.45M, which is \$86K or 2.6% over budgeted revenue of \$3.37M.

LCFF Revenue - is projected to be under budget by \$97K due to lower ADA% (P2 ADA was 84% vs budgeted 94.5%)

Other Federal Revenue - is projected to be under budget by \$186K due to moving ESSER II and III funds into the future years.

Other Local Revenue - is projected to be over budget by \$324K due to forgiveness of PPP Loan.

Expenses

Total expenses for FY21-22 are projected to be \$3.51M, which is \$141K or 4.2% over budgeted expenditures of \$3.36M.

Certificated Salaries are projected to be higher than budget by \$29K

Classified Salaries are projected to be above budget by \$76K

Advertisement costs are projected to be above budget by \$20K

Contracted Substitute Services are projected to be above budget by \$22K

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



Special Education Services are projected to be above budget by \$55K

Intra-Agency Fees are projected to be lower than budget by \$64K due to moving some of the salaries directly to the schools

ADA

Budgeted average ADA for FY21-22 is 179.55 based on an enrollment of 190 and a 94.5% attendance rate.

The forecast assumes an ADA of 166.27 based on an enrollment of 203 and a 84.0% attendance rate.

In Month 8, ADA was 166.53 with 203 students enrolled at the end of the month and a 82.0% ADA rate.

Average ADA for the year (through Month 8) is 166.27 (a 83.9% ADA rate for the year to date).

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

**YPI Charter Schools
Check Register
From 03/01/22 to 03/31/22**

Check #	Vendor Name	Date	Description	Amount
A004151	7 LAYER IT SOLUTIONS, INC.	3/9/2022	3/22- PLATINUM NETWORK DEVICE PACKAGE	1,370.00
310633	AAA FLAG AND BANNER	3/31/2022	04/05/22 - 06/30/22 BALANCE FOR PERMIT, BANNERS, INSTALLATION, STOR	4,975.55
A004107	Amplified IT	3/4/2022	1/22-GOOGLE VOICE USER LICENSES	470.04
A004408	Amplified IT	3/21/2022	4/10/2022-4/9/2023- GOOGLE YEARLY MEMBERSHIP. EDUCATION LICENSES	1,000.00
310601	AT&T MOBILITY	3/4/2022	02/18 - 03/17/22 - HOTSPOTS	10,931.87
P014424	BDJtech	3/21/2022	HEADPHONES	4,284.00
A004116	BETTER 4 YOU MEALS, INC.	3/7/2022	2/22- STUDENT MEAL HOURS	32,451.43
P013584	BETTER 4 YOU MEALS, INC.	3/9/2022	02/22- STUDENT MEALS	33,896.08
310622	BROOKS TRANSPORTATION INC	3/17/2022	3/31- ROUND TRIP TO UC IRVINE, UCLA AND. CSUN	1,100.00
E003601	BUR-CAL TERMITES & PEST CONTROL INC.	3/4/2022	2/23/22- GENERAL PEST CONTROL SERVICES	385.00
E003468	CLIFTONLARSONALLEN LLP	3/1/2022	PREPARATION AND SUBMISSION OF DATA COLLECTION FORM YEAR ENDI	840.00
A003986	CROSS COUNTRY EDUCATION	3/1/2022	2/7-2/11/22- SPECIAL ED SERVICES	10,042.12
A004108	CROSS COUNTRY EDUCATION	3/4/2022	2/9-2/18/22- SPECIAL ED SERVICES	22,579.41
A004152	CROSS COUNTRY EDUCATION	3/9/2022	2/22-2/24/22- SUBSTITUTE SERVICES	774.00
A004269	CROSS COUNTRY EDUCATION	3/15/2022	2/28-3/4/22- SUBSTITUTE SERVICES	1,290.00
A004411	CROSS COUNTRY EDUCATION	3/21/2022	2/27-3/4/22- SPECIAL ED SERVICES	16,801.06
310611	DMV RENEWAL	3/7/2022	2022-REGISTRATION VIN#1FMK1YM1KKA70480	413.00
310612	DMV RENEWAL	3/7/2022	2022-REGISTRATION VIN#1FMZK1M3KKA85417	416.00
310613	DMV RENEWAL	3/7/2022	2022-REGISTRATION VIN#1FMZK1YM6KKA36115	419.00
P013410	Eriverto Gonzales	3/4/2022	2/22- MAINTENANCE SERVICES	3,060.00
P013460	Esmeralda Reynaga	3/7/2022	2/16-2/28/22- MAINTENANCE SERVICES	1,320.00
A004117	EXED	3/7/2022	02/22 - MANAGEMENT CONTRACT FEE	37,000.00
P013992	GEMAS CONSULTING	3/15/2022	SITE VISITATION FOR EL CONSULTING	1,500.00
P013585	GREEN WORKS SOLUTIONS	3/9/2022	02/22 ELECTRICAL SYSTEMS FINAL PAYMENT	10,400.00
P013409	IMPACT CANINE SOLUTIONS	3/4/2022	2/24/22- CANINE SERVICE	570.00
P013411	INLAND MECHANICAL SERVICES	3/4/2022	2/10/22 LEAK CHECK AND REPAIR	5,831.23
310597	Jorge Gamboa	3/4/2022	2/10/22- VONS FOOD ITEMS FOR FOODIE CLUB	135.65
310618	Jorge Gamboa	3/15/2022	COSTCO- POP STICKERS, AGAVE AND COLOR CUPS	40.79
310620	Karina Favela-Barreras	3/15/2022	10/28/21 STARBUCKS- COFFEE FOR STAFF AT PD	148.55
310615	KELLY PAPER	3/10/2022	White Copy Paper	435.54
310616	KIRK TAKEYAMA	3/10/2022	03/22 CCSA CONFERENCE: PER DIEM MEAL AND INCIDENTALS	184.75
310614	LA DEPT. OF WATER AND POWER	3/9/2022	1/3-3/2/22- FIRE SERVICES CHARGES	6,493.36
310619	LARRY SIMONSEN	3/15/2022	03/22 CCSA CONFERENCE: PER DIEM MEAL AND INCIDENTALS	184.75
P013991	LAW OFFICES OF YOUNG, MINNEY & CORR, LLP	3/15/2022	2/22- LEGAL SERVICES	653.12
310621	MAJOR METROPOLITAN SECURITY	3/15/2022	4/22- MONITORING SERVICES	405.00
310628	MAJOR METROPOLITAN SECURITY	3/21/2022	REPLACED RADIO WITH UNIT #10370090	275.00
310607	Mary Keipp	3/4/2022	03/22 CCSA CONFERENCE: PER DIEM MEAL AND INCIDENTALS	126.75
E003616	MCCALLA COMPANY	3/7/2022	MOP	637.01
E003671	MCCALLA COMPANY	3/9/2022	TISSUE	439.05
E003766	MCCALLA COMPANY	3/15/2022	LINER	461.37
310632	MIGUEL ALDAIR AGUILAR	3/28/2022	03/22 - FINAL CHECK	998.91
P013078	MOTIVATING SYSTEMS, LLC	3/1/2022	2021-2022-PBIS REWARDS CHARGES	1,085.00
310626	OFFICE 360	3/21/2022	GLUE STICKS	312.48
310625	PETER HUANG AND LORETTA HUANG	3/21/2022	2/10-3/14/22-ELECTRIC. CHARGES	361.73
E003767	PUROSERVE	3/15/2022	03/22 RO RENTAL	291.00
310598	Quadient Finance USA, Inc.	3/4/2022	2/22- POSTAGE	600.00
310627	Quadient Finance USA, Inc.	3/21/2022	PREVIOUS BALANCE (FINANCE)	1.25
310630	QUADIENT LEASING USA, INC.	3/21/2022	4/7-7/6/22- EQUIPMENT LEASING	231.62
310602	RENE QUON	3/4/2022	03/22 CCSA CONFERENCE: PER DIEM MEAL AND INCIDENTALS	184.75
310600	REPUBLIC SERVICES #902	3/4/2022	3/22- WASTE DISPOSAL SERVICE	1,421.81
310599	RICOH USA Inc.	3/4/2022	3/13-4/12/22- COPIER LEASE	2,599.33
310617	RICOH USA Inc.	3/15/2022	11/30/21-2/27/22- COPIER LEASE	2,761.59
310624	RICOH USA Inc.	3/21/2022	2/20-3/19/22- COPIER LEASE	281.91
310610	RUBEN DUENAS	3/7/2022	03/22 CCSA CONFERENCE: PER DIEM MEAL AND INCIDENTALS	184.75
310605	RYAN BRADFORD	3/4/2022	03/22 CCSA CONFERENCE: PER DIEM MEAL AND INCIDENTALS	172.50
310631	Saul Razo	3/24/2022	03/22 - FINAL CHECK	1,568.29
P013458	SKY SPORTSWEAR	3/7/2022	KNIGHT HOODIES	1,685.00
310629	Sparkletts	3/21/2022	2/22- WATER BOTTLED SERVICES	59.85
A003985	SYNCB/AMAZON	3/1/2022	BOOK - THE OUTSIDERS	1,120.79
A004118	SYNCB/AMAZON	3/7/2022	VACUUM	65.69
A004268	SYNCB/AMAZON	3/15/2022	KING LEAR (NO FEAR SHAKESPEARE)	2,214.75
A004409	SYNCB/AMAZON	3/21/2022	(30) BATTERY FOR MACBOOK AIR	2,276.40
A004410	TEACHERS ON RESERVE	3/21/2022	2/28-3/4/22- SUBSTITUTE SERVICES	610.40
03/22STD-PV	Teresa Sale Benefits Consultant	3/4/2022	03/22 - HEALTH PREMIUM	66,199.62
P013459	The Education Team	3/7/2022	2/14-2/18/22- SUBSTITUTE SERVICES	1,396.80
P014423	The Education Team	3/21/2022	2/28-3/1/22- SUBSTITUTE SERVICES	539.63
A004119	Think Together	3/7/2022	03/22 INSTALLMENT#8 COMPREHENSIVE MANAGEMENT OF ASES	31,166.91
310608	TIME WARNER CABLE	3/7/2022	2/14-3/13/22- INTERNET ACC#0556	1,169.04
P013412	UNUM	3/4/2022	03/22 - SHORT TERM & LONG TERM DISABILITY PREMIUMS	944.89
310606	VASHON NUTT	3/4/2022	03/22 CCSA CONFERENCE: PER DIEM MEAL AND INCIDENTALS	184.75
310609	VASHON NUTT	3/7/2022	COFFEE AND DONUTS FOR STAFF - ENROLLMENT FAIR	60.19
A004412	WAXIE SANITARY SUPPLY	3/21/2022	LINER	226.47
310604	YESENIA ZUBIA	3/4/2022	03/22 CCSA CONFERENCE: PER DIEM MEAL AND INCIDENTALS	184.75

337,903.33

Coversheet

YPICS School Accountability Report Cards

Section: V. Items Scheduled For Action
Item: C. YPICS School Accountability Report Cards
Purpose: Vote

Submitted by:

Related Material:

2021_School_Accountability_Report_Card_Bert_Corona_Charter_High_School_20220131.pdf

2021_School_Accountability_Report_Card_Bert_Corona_Charter_School_20220131.pdf

2021_School_Accountability_Report_Card_Monsenor_Oscar_Romero_Charter_Middle_School_20220131.pdf

Bert Corona Charter High School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

Internet Access

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

2021-22 School Contact Information

School Name	Bert Corona Charter High School
Street	12513 Gain St.
City, State, Zip	Pacoima, CA 91331-1628
Phone Number	(818) 480-6810
Principal	Larry Simonsen
Email Address	mrsimonsen@coronacharter.org
School Website	http://bcchs.ypics.org/
County-District-School (CDS) Code	19647330132126

2021-22 District Contact Information

District Name	YPI Charter Schools
Phone Number	(818) 834-5805
Superintendent	Yvette King-Berg
Email Address	ykingberg@ypics.org>
District Website Address	http://ypics.org/schools/

2021-22 School Overview

Bert Corona Charter High School is a public charter school operating in the San Fernando Valley within the Los Angeles Unified School District.

The mission of Bert Corona Charter High School is to educate, train and produce California's Future Leaders.

The vision of Bert Corona Charter High School is to prepare and graduate college-ready students who will be equipped for post-secondary education and life long learning, while giving back to their communities as active citizens.

Bert Corona Charter High School provides an instructional program focussed on mastery of essential skills and enduring understandings using culturally responsive pedagogy and curriculum, rather than a cursory exposure to a broad scope of facts and routines traditionally memorized in k-12 classrooms.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	51
Grade 10	57
Grade 11	33
Grade 12	49
Total Enrollment	190

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.4
Male	51.6
Black or African American	1.1
Filipino	1.1
Hispanic or Latino	97.9
English Learners	20
Foster Youth	0.5
Migrant	0
Socioeconomically Disadvantaged	88.9
Students with Disabilities	25.8

A. Conditions of Learning

State Priority: Basic

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

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9
Intern Credential Holders Properly Assigned	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0
Unknown	1
Total Teaching Positions	12

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	0
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	0

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	1
Total Out-of-Field Teachers	1

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.7

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	December 2021
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent 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%
Mathematics	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%
Science	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%
History-Social Science	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.	Yes	0%
Foreign Language	Avancemos 1 Avancemos 2 Duo Lingo	No	0%
Visual and Performing Arts	All materials provided as specified in the UC Doorways approved and posted syllabi.	No	0%
Science Laboratory Equipment (grades 9-12)	Provided as required in the UCCI Syllabi for the respective courses.	No	0%

School Facility Conditions and Planned Improvements

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

Year and month of the most recent FIT report

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		
Electrical		X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		New flooring in bungalows 11 and 12 as of January 31, 2022.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

11th Grd Student Groups	11th Grd Total Enrollment	11th Grd Number Tested	11th Grd Percent Tested	11th Grd Percent Not Tested	11th Grd Percent At or Above Grade Level
All Students	33	30	91	9	30
Female	16	15	94	6	33
Male	17	15	88	12	27
Hispanic or Latino	33	30	91	9	30
English Learners	5	5	100	0	40

Foster Youth	1	1	100	0	100
Military					
Socioeconomically Disadvantaged	13	12	92	8	31
Students with Disabilities	9	8	89	11	13

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

11th Grd Student Groups	11th Grd Total Enrollment	11th Grd Number Tested	11th Grd Percent Tested	11th Grd Percent Not Tested	11th Grd Percent At or Above Grade Level
All Students	33	30	91	9	37
Female	16	15	94	6	40
Male	17	15	88	12	33
Hispanic or Latino	33	30	91	9	37
English Learners	5	5	100	0	60
Foster Youth	1	1	100	0	100
Socioeconomically Disadvantaged	13	12	92	8	38
Students with Disabilities	9	8	89	11	8

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	25.29	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

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

2020-21 Career Technical Education Programs

The CTE Pathway at Bert Corona Charter High School follows a Visual and Media Arts continuum from the Arts, Media and Entertainment sector 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 within the pathway-specific industry at the heart of our program. The courses in the school's program are approved by the UC Regents for UC/CSU admissions preparation.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	102
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	100

B. Pupil Outcomes

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

The primary organization accessible for parent participation the school's 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 programming. In addition, monthly parent information and dialogue meetings are held on the fourth Tuesday of the Month, all

2021-22 Opportunities for Parental Involvement

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 with campus-wide projects.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	4.5	10.9	5.9	10.9	8.9	8.1	9.0	8.9	9.4
Graduation Rate	93.2	84.4	68.6	81.5	82.9	83.5	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	51	35	68.6
Female	26	18	69.2
Male	25	17	68.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	50	34	68.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	0	0	0.00
English Learners	18	12	66.7
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	49	33	67.3
Students Receiving Migrant Education Services	0.0	0.0	0.0

Students with Disabilities

16

12

75.0

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	197	195	43	22.1
Female	95	94	19	20.2
Male	102	101	24	23.8
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	2	2	1	50.0
Filipino	2	2	1	50.0
Hispanic or Latino	193	191	41	21.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	0	0	0	0.0
English Learners	39	38	7	18.4
Foster Youth	3	3	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	185	183	41	22.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	50	49	12	24.5

C. Engagement**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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	1.88	0.00	0.65	0.00	3.47	0.20
Expulsions	0.00	0.00	0.02	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.24	0.44	2.45
Expulsions	0.00	0.02	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 School Safety Plan

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.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	12	10	
Mathematics	21	6	9	
Science	19	9	4	
Social Science	18	11	2	

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	13	2	
Mathematics	17	12	1	
Science	15	11	1	
Social Science	24	2	3	1

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	14	1	
Mathematics	15	9	3	
Science	17	8	2	
Social Science	21	4	4	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	190

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14,133.86	\$2,298.24	\$11,835.62	\$61,662.97
District	N/A	N/A	\$9,056.00	\$78,721
Percent Difference - School Site and District	N/A	N/A	26.6	-24.3
State			\$8,444	\$84,665
Percent Difference - School Site and State	N/A	N/A	33.4	-31.4

2020-21 Types of Services Funded

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/>

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$46,587	\$50,897
Mid-Range Teacher Salary	\$74,412	\$78,461
Highest Teacher Salary	\$92,389	\$104,322
Average Principal Salary (Elementary)	\$124,955	\$131,863
Average Principal Salary (Middle)	\$136,210	\$137,086
Average Principal Salary (High)	\$137,581	\$151,143
Superintendent Salary	\$350,000	\$297,037
Percent of Budget for Teacher Salaries	28%	32%
Percent of Budget for Administrative Salaries	5%	5%

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	19.0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	1
Fine and Performing Arts	0
Foreign Language	1
Mathematics	0
Science	1
Social Science	0
Total AP Courses Offered	3

Professional Development

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 standards-based grading, including the use of mastery rubrics to give students timely and useful feedback that will enable their growth.

Professional development meetings did and do 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. .

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	13

Bert Corona Charter

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

Internet Access

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

2021-22 School Contact Information

School Name	Bert Corona Charter
Street	9400 Remick Ave
City, State, Zip	Pacoima
Phone Number	818-834-5805
Principal	Kevin Myers, Executive Administrator
Email Address	drmyers@coronacharter.org
School Website	bccs.ypics.org
County-District-School (CDS) Code	CA

2021-22 District Contact Information

District Name	YPI Charter Schools
Phone Number	818-834-5805
Superintendent	Yvette King Berg
Email Address	ykingberg@ypics.org
District Website Address	ypics.org

2021-22 School Overview

Our Why:

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

- We believe in our communities.
- We believe in our team.
- We believe in our families.
- We believe in our students.

Our How:

We TEACH

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

We EMPOWER our community:

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

We LEAD

- by engaging in community activism,

2021-22 School Overview

- by exploring technological solutions to real-world problems,
- by developing leaders through continuous learning

Our What:

Our students will be:

- college-ready,
- active citizens,
- lifelong learners.

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

Our team will be:

- able to use data to learn and grow,
- able to support our students, families, and communities to grow and learn,
- innovative leaders.

Approach:

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

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	11
Grade 6	104
Grade 7	119
Grade 8	114
Total Enrollment	348

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	39.9
Male	60.1
Black or African American	0.6
Hispanic or Latino	96.8
Native Hawaiian or Pacific Islander	0.6
Two or More Races	0.3
White	1.7
English Learners	29.6
Foster Youth	0.3
Socioeconomically Disadvantaged	87.4
Students with Disabilities	19

A. Conditions of Learning

State Priority: Basic

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

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 or more 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 iReady to all students. iReady is an online program focused on expository reading and analysis and building literacy and language skills. Our students and staff also have accounts for NewsELA, an online platform that provides content area articles and resources for social-emotional learning (SEL). All resources are level depending on student lexile levels, which are determined through a series of readings and quizzes. Finally, we use the Success for All Reading Edge program for reading/writing instruction for all students.	Yes	0.00 %
Mathematics	For mathematics, we use the Ready Mathematics program for all grade levels.	Yes	0.00 %

Science	Several years ago, we moved to an integrated model for middle school science under NGSS. All teachers and students have access to individual online accounts for Pearson Interactive Science and to the Kessler NGSS science material toolkit online.	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. Additionally, students are assessed using the Thinking Nation resources and platform. This platform is used to teach critical thinking about history through document-based inquiry and essay writing.	Yes	0.00 %
Visual and Performing Arts	Students use Adobe programs including Photoshop, Illustrator, and InDesign in the Media Arts Class. Students use Apple computers, Cannon DSLR Cameras, XP-pen tablets, and Roland and Epson printing products to create final products.	Yes	0.00 %

School Facility Conditions and Planned Improvements

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

Year and month of the most recent FIT report	December 2019
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			The water fountains were upgraded and an additional station was added for the PE field in the 18-19 school year; touchless hand washing and water stations were installed in the 20-21 school year.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Build A-1 and building 14-15 were re-floored and re-roofed in the 20-21 school year.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate			
Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	342	330	96	4	26
Female	139	135	97	3	35
Male	203	195	96	4	21
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
Black or African American	5	5	100	0	60
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	328	318	97	3	26

Native Hawaiian or Pacific Islander	2	2	100	0	0
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	7	5	71	29	0
English Learners	99	94	95	5	7
Foster Youth	--	--	--	--	--
Homeless	N/A	N/A	N/A	N/A	N/A
Military	--	--	--	--	--
Socioeconomically Disadvantaged	322	311	97	3	25
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	51	48	94	6	4
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	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
Black or African American	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
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	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
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	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
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	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
Black or African American	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
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

English Learners	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
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	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
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	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
Black or African American	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
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	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
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	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
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	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
Black or African American	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
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	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

Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	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
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

All Students	342	307	90	10	19
Female	139	127	91	9	21
Male	203	180	89	11	17
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
Black or African American	5	5	100	0	40
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	328	294	90	10	19
Native Hawaiian or Pacific Islander	2	2	100	0	0
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	7	6	86	14	0
English Learners	99	85	86	14	5
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	322	290	90	10	19
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	51	44	86	14	2
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	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
Black or African American	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
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

English Learners	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	V
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	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
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	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
Black or African American	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
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	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
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	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
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	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
Black or African American	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
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	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

Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	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
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	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
Black or African American	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
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	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
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	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
Students with Disabilities	N/A	N/A	V	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	25.29	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

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

B. Pupil Outcomes	<p>State Priority: Other Pupil Outcomes</p> <p>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.</p>
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2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Parent engagement is a hallmark of BCCS. Parents have ample opportunity to engage in all areas, and we encourage parents to participate in all school initiatives. Our school calendar is filled with 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.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	354	353	125	35.4
Female	142	141	39	27.7
Male	212	212	86	40.6
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	2	2	1	50.0
Filipino	0	0	0	0.0
Hispanic or Latino	342	341	121	35.5
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	1	1	0	0.0
White	7	7	3	42.9
English Learners	109	108	44	40.7
Foster Youth	1	1	1	100.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	311	311	112	36.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	69	68	34	50.0

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	6.19	0.00	0.65	0.00	3.47	0.20
Expulsions	0.00	0.00	0.02	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.37	0.44	2.45
Expulsions	0.00	0.02	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

BCCS follows the established standards of health and safety as commonly practiced in California public schools according to the California Education Code and California Health and Safety Code, including Education Codes 44237, 45125.1, and 45122.1. All city building codes are followed. We have 4 campus supervision aids who monitor our students and ensure that our school is safe throughout the day. The school also has an intrusion alarm with sensors in all classrooms, offices, and supply areas and a video camera system. New security gates have recently been installed. The result is a campus that is secure 24-hours a day, 7-days a week.

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

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	8	14	
Mathematics	27	1	8	
Science	27	1	8	
Social Science	27	1	8	

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	9	8	4
Mathematics	25	1	8	
Science	25	1	8	
Social Science	38	1	4	4

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	36	1	8	4
Mathematics	58			4
Science	58			4
Social Science	58			4

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	348

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$16731	\$6440.09	\$10,291.31	\$59,174.87
District	N/A	N/A	\$8068.00	\$78,721
Percent Difference - School Site and District	N/A	N/A	24.2	-28.3
State			\$8,444	\$84,665
Percent Difference - School Site and State	N/A	N/A	19.7	-35.4

2020-21 Types of Services Funded

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

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

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$46,587	\$50,897
Mid-Range Teacher Salary	\$74,412	\$78,461
Highest Teacher Salary	\$92,389	\$104,322
Average Principal Salary (Elementary)	\$124,955	\$131,863
Average Principal Salary (Middle)	\$136,210	\$137,086
Average Principal Salary (High)	\$137,581	\$151,143
Superintendent Salary	\$350,000	\$297,037
Percent of Budget for Teacher Salaries	28%	32%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	41	47	46

Monsenor Oscar Romero Charter Middle

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

Internet Access

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

2021-22 School Contact Information

School Name	Monsenor Oscar Romero Charter Middle
Street	2670 W. 11th Street
City, State, Zip	Los Angeles, CA, 90006-3301
Phone Number	213-413-9600
Principal	Rene Quon, Executive Administrator
Email Address	drquon@romerocharter.org
School Website	morcs.ypics.org
County-District-School (CDS) Code	19647330114959

2021-22 District Contact Information

District Name	YPI Charter Schools
Phone Number	818-834-5805
Superintendent	Yvette King Berg
Email Address	ykingberg@ypics.org
District Website Address	ypics.org

2021-22 School Overview

Monsenor Oscar Romero Charter School equips urban students in grades 6-8 for academic success and active community participation. The school features personalized, small learning communities with continuous student-teacher relationships, service learning, and technology integration. The school follows a traditional calendar and serves 6th-8th grade students from predominantly Latino immigrant families in the Pico Union area of Los Angeles.

Our school is named in honor of and inspired by Monsenor Oscar Romero, a prominent Latino leader who dedicated his life to lead, inspire, and defend the poor, downtrodden and marginalized people in El Salvador through his work as a priest and as the archbishop of San Salvador.

MORCS is committed to high standards, equity, and civic responsibility. The school is affiliated with the Coalition for Essential Schools and Stanford's School Redesign Network. As such, the school will foster personalization, active engagement of students, a tone of decency and respect, and family/community partnership.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	84
Grade 7	116
Grade 8	118
Total Enrollment	318

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.5
Male	53.5
Asian	0.3
Filipino	0.3
Hispanic or Latino	99.1
Two or More Races	0.3
English Learners	33.3
Socioeconomically Disadvantaged	95.6
Students with Disabilities	11.3

A. Conditions of Learning

State Priority: Basic

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

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

100% of students have iReady Reading and Math workbooks. Curricular materials for other subject areas are available online, which students access using 1-to-1 computers on campus and at home as well.

Year and month in which the data were collected January 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	iReady Reading Books / 2021	Yes	0%
Mathematics	iReady Math Books /2021	Yes	0%
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report 11/15/2021

School Facility Conditions and Planned Improvements

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

6th grade Student Groups	6th grade Total Enrollment	6th grade Number Tested	6th grade Percent Tested	6th grade Percent Not Tested	6th grade Percent At or Above Grade Level
All Students	87	80	92	8	33
Female	48	45	94	6	36
Male	39	35	90	10	29
Hispanic or Latino	87	80	92	8	33
English Learners	33	28	85	15	4

Socioeconomically Disadvantaged	86	80	93	7	33
Students with Disabilities	11	11	100	0	9
7th grade Student Groups	7th grade Total Enrollment	7th grade Number Tested	7th grade Percent Tested	7th grade Percent Not Tested	7th grade Percent At or Above Grade Level
All Students	117	100	85	15	33
Female	49	40	82	18	43
Male	68	60	88	12	27
Hispanic or Latino	116	100	85	15	33
English Learners	38	33	87	13	12
Socioeconomically Disadvantaged	115	99	85	15	33
Students with Disabilities	12	12	100	0	17
8th grade Student Groups	8th grade Total Enrollment	8th grade Number Tested	8th grade Percent Tested	8th grade Percent Not Tested	8th grade Percent At or Above Grade Level
All Students	104	89	86	14	43
Female	47	37	79	21	68
Male	57	52	91	9	25
Hispanic or Latino	104	89	86	14	43
English Learners	32	29	91	9	10
Socioeconomically Disadvantaged	103	89	86	14	43
Students with Disabilities	13	12	92	8	8

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

6th grade Student Groups	6th grade Total Enrollment	6th grade Number Tested	6th grade Percent Tested	6th grade Percent Not Tested	6th grade Percent At or Above Grade Level
All Students	87	79	91	9	14
Female	48	43	90	10	16
Male	39	36	92	8	11
Hispanic or Latino	87	79	91	9	14
English Learners	33	27	82	18	0
Socioeconomically Disadvantaged	86	79	91	9	14
Students with Disabilities	11	10	91	9	0
7th grade Student Groups	7th grade Total Enrollment	7th grade Number Tested	7th grade Percent Tested	7th grade Percent Not Tested	7th grade

					Percent At or Above Grade Level
All Students	110	104	95	5	26
Female	47	43	91	9	28
Male	63	61	97	3	25
Hispanic or Latino	109	104	95	5	26
English Learners	34	31	91	9	10
Socioeconomically Disadvantaged	108	103	95	5	26
Students with Disabilities	12	12	100	0	0

8th grade Student Groups	8th grade Total Enrollment	8th grade Number Tested	8th grade Percent Tested	8th grade Percent Not Tested	8th grade Percent At or Above Grade Level
All Students	119	105	88	12	28
Female	57	52	91	9	35
Male	62	53	85	15	21
Hispanic or Latino	119	105	88	12	28
English Learners	35	30	86	14	10
Socioeconomically Disadvantaged	118	105	88	12	28
Students with Disabilities	14	13	93	7	0

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	25.29	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

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

B. Pupil Outcomes	<p>State Priority: Other Pupil Outcomes</p> <p>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.</p>
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2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

The Monseñor Oscar Romero Charter School's Parent Engagement Program (PEP) empowers parents to take a proactive role in their child's education through advocacy, support, and knowledge.

The MORCS Parent Engagement Program (PEP) focuses on creating a positive school environment that encourages parent engagement by providing interactive workshops, field trips, community service and leadership opportunities that: Engage parents throughout their child's academic career.

Help parents to understand and support adolescent development (emotionally, socially, & physically).

Help parents maneuver the American educational system.

As a result, Monseñor Oscar Romero Charter School parents will support and guide their student to be college ready, active citizens, and lifelong learners.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	328	327	173	52.9
Female	157	156	76	48.7
Male	171	171	97	56.7
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	1	100.0
Black or African American	1	1	1	100.0
Filipino	1	1	1	100.0
Hispanic or Latino	324	323	169	52.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	1	100.0
White	0	0	0	0.0
English Learners	111	111	69	62.2
Foster Youth	1	1	1	100.0
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	314	314	168	53.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	36	36	22	61.1

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	12.01	0.00	0.65	0.00	3.47	0.20
Expulsions	0.00	0.00	0.02	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.61	0.44	2.45
Expulsions	0.00	0.02	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 School Safety Plan

As aligned with requirements of state law, MORCS is adequately prepared to respond to earthquakes, fires, and other emergencies. To assist schools in complying with these requirements, MORCS developed an Integrated Safe School Plan in collaboration with Berendo Middle School. This plan presents specific procedures using Incident Command System (ICS) principles to prepare for, and respond to, school emergencies around five mission areas: Prevention, Protection, Mitigation, Response, and Recovery.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	7	13	
Mathematics	28		8	
Science	28		8	
Social Science	28		8	

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	6	14	
Mathematics	30		8	
Science	30		8	
Social Science	30		8	

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	40	3	4	2
Mathematics	56	1	3	2
Science	117			2
Social Science	117			2

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11544.22	\$1948.76	\$9595.47	\$59160.73
District	N/A	N/A	\$8,823.00	\$78,721
Percent Difference - School Site and District	N/A	N/A	8.4	-28.4
State			\$8,444	\$84,665
Percent Difference - School Site and State	N/A	N/A	12.8	-35.5

2020-21 Types of Services Funded

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

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

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$46,587	\$50,897
Mid-Range Teacher Salary	\$74,412	\$78,461
Highest Teacher Salary	\$92,389	\$104,322
Average Principal Salary (Elementary)	\$124,955	\$131,863
Average Principal Salary (Middle)	\$136,210	\$137,086
Average Principal Salary (High)	\$137,581	\$151,143
Superintendent Salary	\$350,000	\$297,037
Percent of Budget for Teacher Salaries	28%	32%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Monseñor Oscar Romero Charter School Charter School implements curricular and instructional strategies founded on proven practices. Authentic assessments are used to judge student achievement beyond traditional evaluation instruments. Professional development includes teacher, staff and community coaching to help students meet a more demanding curriculum and to facilitate the support and cooperation of the entire charter school community. Differentiated instruction allows students multiple pathways to absorb information and learning, supporting both low- and high-performing students.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	13