

Youth Policy Institute Charter Schools (YPICS)

Regular Board Meeting

Date and Time

Monday February 28, 2022 at 6:00 PM PST

Location

Join Zoom Meeting <https://exed.zoom.us/j/95888199092?pwd=b2tVNWxWdGxiRTNQYXRtYWdJYWZsQT09> Meeting ID: 958 8819 9092 Passcode: 726389 One tap mobile [+16692192599](tel:+16692192599), [+16699006833](tel:+16699006833), [95888199092#](tel:+16699006833) US (San Jose) [+16699006833](tel:+16699006833), [95888199092#](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: 958 8819 9092 Find your local number: <https://exed.zoom.us/j/95888199092?pwd=b2tVNWxWdGxiRTNQYXRtYWdJYWZsQT09>

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 continues to directly impact the ability of the Directors to meet safely in person and/or

	Purpose	Presenter	Time
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 January 24, 2022 Regular Board Meeting Minutes	Approve Minutes	Mary Keipp	1 m
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F. Approval of February 7, 2022 Regular Board Meeting Minutes	Approve Minutes	Mary Keipp	1 m
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II. Communications

6:04 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

6:04 PM

A. Chief Operation Officer's Report	FYI	Ruben Duenas	3 m
B. Executive Director's Report	FYI	Yvette King-Berg	3 m
C. Board Academic Excellence Committee School Data Reports	FYI		15 m
1. BCCS report			
2. MORCS report			
3. BCCHS report			
D. FY21-22 Winter ConApp	FYI	Irina Castillo	5 m
E. Update on the Annual Update to the 2021-22 LCAP and Budget Overview for Parents (BCCS, BCCHS, & MORCS)	FYI	Irina Castillo	5 m
F. Form 700 Filers	FYI	Yvette King-Berg	2 m
G. ED and COO Evaluations (ED and COO Evaluation Rubrics)	FYI	Mary Keipp	5 m
H. Board Professional Development: Board Duties and Responsibilities	FYI	Yvette King-Berg	10 m

Purpose Presenter Time

IV. Consent Agenda Items **6:52 PM**

A. Background	FYI	Mary Keipp	1 m
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All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board member for further discussion or removed from the agenda, there will be no discussion of these items prior to the Board’s vote on them. The Executive Director recommends approval of all consent agenda items.

B. Consent Items	Vote	Yvette King-Berg	3 m
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- A. Remote Viewing Option for YPICS Board Meetings
- B. Ratify Executive Director Action to Transfer Instructional Day to TPD 1/11
- C. Recommendation to Receive the School Education Safety Program Grant Award from CDE for MORCS in the amount of \$124,589.91
- D. YPICS 2022-23 Instrucational Calendar (182 days)
- E. COVID-19 Safety Plan Update
- F. CLA (Auditors) Mgmt Representation Letter to YPICS Board 1/25/2022

V. Items Scheduled For Action **6:56 PM**

A. YPICS January 2022 Financials and Check Registers	Vote	Irina Castillo	5 m
B. FY21-22 2nd Interim Report	Vote	Irina Castillo	5 m
C. Expanded Learning Opportunities Program Plan (BCCS, BCCHS, and MORCS)	Vote	Ruben Duenas	4 m
D. YPICS Board Academic Committee Recommendation to Approve No Ds and Fs High School Grading Policy	Vote	Cesar Lopez	3 m

VI. Announcements **7:13 PM**

A. Closing Announcements	FYI	Yvette King-Berg	2 m
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	Purpose	Presenter	Time
VII. Closing Items			7:15 PM
A. Adjourn Meeting	Vote	Mary Keipp	

Coversheet

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

Section: I. Opening Items
Item: C. Approval of Board Findings relating to Teleconference Meetings During
State of Emergency
Purpose: Vote
Submitted by:
Related Material:
Board Brief Recommendation to approve continued remote viewing via tele meetings 20212022.pdf



YPIC CHARTER SCHOOLS

February 28, 2022

TO: YPI Charter Schools (YPICS)
Board of Directors

FROM: Yvette King-Berg
Executive Director

SUBJECT: Recommendation to approve continued remote viewing option via tele/video conferencing meetings for the YPICS Board of Directors and for all Brown Act Committees Under AB 361 and Executive Order N-15-21

BACKGROUND

On December 2, 2021, the Board approved Resolution #50: Teleconference Board Meeting Pursuant to Special Rules in Government Code Section 54953(e). Under Executive Order N-29-20, adopted in March of 2020, various procedures under the Ralph M. Brown Act governing “Brown Act Committee” meetings were suspended due to the COVID-19 global pandemic. Pursuant to a later Executive Order N-08- 21, those suspended provisions were to continue until September 30, 2021. On September 16, 2021, Governor Gavin Newsom signed Assembly Bill (AB) 361 (Rivas, R., D-Salinas) into law, which gives local agencies, including local educational agency (LEA) governing boards, flexibility in conducting public meetings virtually during a declared state of emergency (wildfires, floods, pandemics, etc.).

AB 361 authorizes, until January 1, 2024, a local agency to use teleconferencing for public meetings, without complying with certain Brown Act requirements, in any of the following circumstances:

1. State or local officials have imposed or recommended measures to promote social distancing;
2. The board holds a meeting during a proclaimed state of emergency for the purpose of determining by majority vote whether, as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees;
3. The board holds a meeting during a proclaimed state of emergency and has determined by majority vote that, as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees.

AB 361 specifies that if a local legislative body determines it is entitled to use the exemptions afforded to it in this bill, then it must abide by the following requirements when conducting a public meeting:

- Notice the meeting and post agendas as the Brown Act requires;
- Allow the public to access the meeting and give notice for how the public can access the meeting and provide public comment;
- Identify and include in the agenda an opportunity for all persons to attend via a call-in or an internet-based service option;
- Conduct teleconference meetings in a manner that protects the statutory and constitutional rights of the parties and the public appearing before the legislative body;
- Provide a public comment period where the public can address the legislative body directly and allow for public comment up until the period is closed;
- Prohibits limiting public comments to only those submitted in advance and specifies that the legislative body must provide an opportunity for the public to offer comment in real time;
- In the event of a disruption that prevents the public agency from broadcasting the meeting or prevents members of the public from offering public comment, the legislative body is prohibited from taking action on items appearing on the meeting agenda until public access to the meeting via the teleconferencing option is restored.

The teleconferencing flexibilities for local agencies under AB 361 sunset on January 1, 2024. This means that unless subsequent legislation extends the provisions of AB 361 for local agencies, they will expire on January 1, 2024, and that local agencies would be expected to follow all of the rigid Brown Act requirements regardless of an emergency beginning in 2024.

ANALYSIS

AB 361 stipulates that if the state of emergency remains active for more than 30 days, a local agency must make the following findings every 30 days by majority vote in order to continue utilizing the bill's teleconferencing provisions:

- The YPICS Board of Directors has reconsidered the circumstances of the state of emergency
- Any of the following circumstances exist:
 1. The state of emergency continues to directly impact the ability of the members to meet safely in person.
 2. State or local officials continue to impose or recommend measures to promote social distancing.

In consideration of the state of emergency, the following circumstances continue to exist:

1. The state of emergency continues to directly impact the ability of the members to meet safely in person.
2. State or local officials continue to impose or recommend measures to promote social distancing.

RECOMMENDATION

Given current health conditions, it is recommended that the Board of Directors approve teleconferencing provisions for continued remote viewing option via tele/video conferencing meetings for the YPI Charter Schools Board of Directors and for all Brown Act Committees Under AB 361 and Executive Order N-15-21.

Coversheet

Approval of January 24, 2022 Regular Board Meeting Minutes

Section: I. Opening Items
Item: E. Approval of January 24, 2022 Regular Board Meeting Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for YPICS Regular Board Meeting on January 24, 2022

APPROVED

Youth Policy Institute Charter Schools (YPICS)

Minutes

YPICS Regular Board Meeting

Date and Time

Monday January 24, 2022 at 6:00 PM

Location

Join Zoom Meeting <https://exed.zoom.us/j/94461698625?pwd=Mk0ydVlydTFZT2Y0S0NLTXZ6TTd1dz09> Meeting ID: 944 6169 8625 Passcode: 081955 One tap mobile [+16699006833,,94461698625#](tel:+16699006833,,94461698625#) US (San Jose) [+16692192599,,94461698625#](tel:+16692192599,,94461698625#) US (San Jose) Dial by your location +1 669 900 6833 US (San Jose) +1 669 219 2599 US (San Jose) Meeting ID: 944 6169 8625 Find your local number: <https://exed.zoom.us/u/aevaWiZotn>

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, W. Njboke (remote)

Trustees Absent

None

Trustees who arrived after the meeting opened

M. Keipp, S. Mendoza

Guests Present

I. Castillo (remote), K. Myers (remote), Karina Favela-Barreras (remote), L. Simonsen (remote), Mark Rothenay (remote), Nestor Garcia (remote), R. Duenas (remote), R. Quon (remote), Shana Miller (remote), Y. King-Berg (remote), Y. Zubia (remote)

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

C. Lopez called a meeting of the board of trustees of Youth Policy Institute Charter Schools (YPICS) to order on Monday Jan 24, 2022 at 6:04 PM.

C. Additions/Corrections to Agenda

There were no additions or corrections to the agenda.

D. Approval of December 6, 2021 Regular Board Meeting Minutes

M. Green made a motion to approve the minutes from YPICS Regular Board Meeting on 12-06-21.

W. Njboke seconded the motion.

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

Roll Call

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

II. Communications

A. Presentations from the Public

There were no presentations from the Public.

M. Keipp arrived.

B. Modified Meeting Procedures During COVID-19 Pandemic

III. Items Scheduled For Information

A. SCARC Reports

The SCARC reports are on track to being completed and filed timely for the February 1st deadline.

IV. Items Scheduled For Action

A. Recommendation to Hold February 2022 Board Meeting via Teleconference

M. Keipp made a motion to approve the recommendation to hold the February 2022 board meeting via teleconference.

M. Green seconded the motion.

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

Roll Call

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

B. Recommendation to Approve Audit Year Ending June 30, 2021

M. Keipp made a motion to receive and approve the audit year ending June 30, 2021 with corrections to be made to the Board of Trustees expiring terms.

W. Njboke seconded the motion.

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

Roll Call

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

C. Recommendation to Approve Additional and Expansion of Credit Card

S. Mendoza made a motion to approve the additional credit card for the Senior Director of Community School Partnerships and the increased credit limit for the high school executive administrator.

M. Keipp seconded the motion.

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

Roll Call

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

D. Recommendation to approve December 2021 Financials and Check Registers

M. Keipp made a motion to approve the December 2021 financials and check registers as submitted.

D. Cho seconded the motion.

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

Roll Call

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

V. Announcements

A. Closing Announcements

Board Chair, Mary Keipp has been attending trainings on inclusion and board training. With that, the Board members are invited to attend the CCSA conference where training sessions will be geared towards school boards.

VI. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:48 PM.

Respectfully Submitted,
Y. Zubia

Documents used during the meeting

- Board Resolution 2021-10 YPICS Teleconference Board Meetings 12062021.pdf
- 6-30-21 YPICS Audited FS Draft 1.22.22.pdf
- BOARD-Additional and Expansion of Credit Card.pdf
- 21-22 YPICS Financials Board Packet 21.12.pdf

Coversheet

Approval of February 7, 2022 Regular Board Meeting Minutes

Section: I. Opening Items
Item: F. Approval of February 7, 2022 Regular Board Meeting Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for YPICS Regular Board Meeting on February 7, 2022

APPROVED

Youth Policy Institute Charter Schools (YPICS)

Minutes

YPICS Regular Board Meeting

Date and Time

Monday February 7, 2022 at 6:00 PM

Location

This meeting of the YPICS Board of Trustees will be conducted via teleconference pursuant to Government Code Section 54953(e).

Join Zoom Meeting <https://exed.zoom.us/j/91871921499?pwd=UmgrdHMzSIFCMzh3aGQ1RVErNjZkUT09> Meeting ID: 918 7192 1499 Passcode: 434663 One tap mobile [+16699006833,91871921499#](tel:+16699006833,91871921499#) US (San Jose) [+16692192599,91871921499#](tel:+16692192599,91871921499#) US (San Jose) Dial by your location +1 669 900 6833 US (San Jose) +1 669 219 2599 US (San Jose) Meeting ID: 918 7192 1499 Find your local number: <https://exed.zoom.us/u/acvcWJRfSG>

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

Trustees Present

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

Trustees Absent

M. Green

Trustees who arrived after the meeting opened

S. Mendoza

Guests Present

R. Duenas (remote), R. Quon (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 Feb 7, 2022 at 6:02 PM.

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

C. Lopez made a motion to approve the Board findings relating to Teleconference meetings during the state of emergency.

W. Njboke seconded the motion.

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

Roll Call

W. Njboke Aye

M. Keipp Aye

D. Cho Aye

S. Mendoza Absent

C. Lopez Aye

M. Green Absent

D. Additions/Corrections to Agenda

There were no additions or corrections to the agenda.

II. Communications

A. Presentations from the Public

There were no presentations from the Public.

III. Items Scheduled For Action

A. Recommendation to Add Additional February 2022 Regular Board Meeting: Proposed Date 2/28/2022

C. Lopez made a motion to approve the proposed additional board meeting to be held on February 28, 2022.

W. Njboke seconded the motion.

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

Roll Call

M. Keipp Aye

S. Mendoza Absent

M. Green Absent

W. Njboke Aye

D. Cho Aye

C. Lopez Aye

B. Recommendation to Mirror LAUSD COVID-19 Policy to Enforce in the Fall 2022

S. Mendoza arrived.

C. Lopez made a motion to approve mirroring the LAUSD COVID-19 policy to be enforced in Fall 2022.

S. Mendoza seconded the motion.

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

Roll Call

M. Keipp Aye

D. Cho Aye

C. Lopez Aye

S. Mendoza Aye

W. Njboke Aye

M. Green Absent

C. Recommendation to Approve Alternative Prop 39 Agreement for 2021-22 and 2022-23

C. Lopez made a motion to approve the Alternate Prop 39 agreement for 2021-22 and 2022-23.

W. Njboke seconded the motion.

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

Roll Call

S. Mendoza Aye

D. Cho Aye

W. Njboke Aye

M. Green Absent

C. Lopez Aye

M. Keipp Aye

IV. Closed Session

A. Closed Session - Government Code Section 54956.9(b) - ANTICIPATED LITIGATION

The Board of Trustees entered in Closed Session at 6:30pm.

V. Open Session

A. Action Taken in Closed Session - Government Code Section 54956.9(b) - ANTICIPATED LITIGATION

The Board of Trustees reconvened Open Session at 6:55pm.

The Board of Trustees took action in closed session. The Board of Trustees approved the terms of the negotiated agreement with LAUSD regarding the Prop 39 over allocation. The motion was approved with 5 ayes and moved unanimously.

VI. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:57 PM.

Respectfully Submitted,
Y. Zubia

Coversheet

Executive Director's Report

Section: III. Items Scheduled for Information

Item: B. Executive Director's Report

Purpose: FYI

Submitted by:

Related Material:

Executive Director Report February 2022.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

2021_School_Accountability_Report_Card_Bert_Corona_Charter_High_School_20220131.pdf



EXECUTIVE DIRECTOR’S REPORT

February 28, 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.

National:

- Assembly Bill (AB) 130 (Chapter 44/2021)—Section 124 (e)—requires local educational agencies (LEAs) to present “an update on the annual update to the 2021-22 LCAP and budget overview for parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the local educational agency.” CDE provided a template for the update, [Supplement to the Annual Update to the 2021-22 Local Control and Accountability Plan \(Supplement\)](#), which was adopted by the State Board of Education (SBE) on November 3, 2021. The Supplement fulfills the requirement for the “update on the annual update to the 2021-22 LCAP and budget overview for parents”. The Supplement is a one-time mid-year report to the local governing board and educational partners related to engagement on, and implementation of, the actions associated with the additional state and federal funding received to support recovery from COVID-19 and address the impact of lost instructional time.

State:

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“Hold Harmless - Legislation”

posted January 24, 2022

SB 579 (Allen) – Hold Harmless for 2022-23 School Year: SB 579 would provide an additional year of hold harmless for all schools, including charter schools, in 2022-23. SB 579 was amended to address 2021-22 hold harmless funding for charter schools. SB 579 must pass the Senate and Assembly, and will need to align with the final State Budget.

From California Association of School Business Officials

“Governor Newsom Releases the 2022-23 State Budget Proposal”

posted January 10, 2022

Governor Gavin Newsom released the [2022-23 state budget proposal](#) that focuses on addressing five essential threats:

- Fighting COVID-19 with science
- Combating the climate crisis
- Confronting homelessness
- Tackling the cost of living
- Keeping our streets safe

The 2022-23 budget proposal projects a surplus of \$45.7 billion, which includes \$20.6 billion in General Fund for discretionary purposes, \$16.1 billion in additional Proposition 98 General Fund support, and \$9 billion in reserve deposits and supplemental state pension payments.

The budget projects the State Appropriations Limit (Gann Limit) will likely be exceeded in the 2020-21 and 2021-22 fiscal years, with funds above the limit constitutionally required to be allocated evenly between schools and taxpayers in the form of refunds. An updated calculation of this limit, and proposals to address it, will be included in the May Revision.

The details will be released as part of the trailer bill language in early February 2022. CASBO will analyze the Administration’s budget proposals and provide recommendations and position statements during this year’s budget deliberation process.

Proposition 98 General Fund

The budget projects that Proposition 98 funding levels from 2020-2021 through 2022-23 fiscal years increase by \$16.1 billion over the level funded in the 2021 Budget Act due to rebenching. Test 1 is projected to be operative for all fiscal years 2020-21 through 2022-23.

Local Control Funding Formula (LCFF)

The budget proposes an LCFF cost-of-living adjustment (COLA) at 5.33%, \$3.3 billion Proposition 98 General Fund. The LCFF total is proposed at \$70.5 billion.

Public School System Stabilization Account

The budget includes payments of \$3.1 billion in 2020-21, \$3.6 billion in 2021-22 and \$3.1 billion in 2022-23 into the Public School System Stabilization Account, for a total of \$9.7 billion at the end of 2022-23. The balance of \$6.7 billion in 2021-22 triggers school district reserve caps beginning in 2022-23.

Declining Enrollment

The budget proposes changes to the average daily attendance (ADA) component of the LCFF and the independent study program to assist local education agencies (LEAs) in managing declining enrollment and simplifying attendance collection, as follows:

- Amends the LCFF calculation to consider the greater of a school district's current year, prior year or the average of three prior years' ADA. The formula change is intended to help districts with significant declining enrollment;
- Intends to engage in outreach and discussions to explore options for providing declining enrollment protections for charter schools;
- Ongoing costs associated with these policies are estimated to cost \$1.2 billion Proposition 98 General Fund.

Other Policy Issues

Independent Study Program

The budget proposes to allow synchronous instruction to count for instructional time in traditional independent study, in addition to student work product, and provide flexibility on the timeline for an LEA to collect a signed independent study plan.

Educator Workforce

The budget proposes \$54.4 million in a mix of Proposition 98 General Fund and General Fund in a multi-year effort, as follows:

- \$24 million one-time General Fund to waive certain teacher examination fees;
- \$12 million one-time General Fund to extend the waiver of select credentials fees;
- \$10 million one-time General Fund to support a competitive grant program to develop and implement integrated teacher preparation programs;
- \$5.2 million Proposition 98 General Fund and \$322,000 General Fund to re-establish the Personnel Management Assistance Team to assist LEAs in improving hiring and recruitment practices;
- \$1.4 million General Fund to establish career counselors for prospective educators at the Commission on Teacher Credentialing (CTC);
- \$924,000 General Fund to support CTC's administration of multiple grant programs and fee waivers;
- \$900,000 General Fund for the CTC to contract for public outreach to highlight the value and benefits of educational careers in California's prekindergarten through grade 12 schools;
- Extends statute authorizing any holder of a credential or permit issued by the CTC to serve in a substitute teaching assignment aligned with their authorization, including for staff vacancies, for up to 60 cumulative days for any one assignment.

Early Literacy

The budget proposes the following literacy initiatives:

- \$500 million one-time Proposition 98 General Fund, over five years, for grants to high-need schools to train and hire literacy coaches and reading specialists to guide productive classroom instruction and to offer one-on-one and small group intervention for struggling readers;

- \$200 million one-time Proposition 98 General Fund to establish a grant program to create or expand multi-lingual school and classroom libraries offering culturally relevant texts to support reading instruction;
- \$10 million one-time General Fund for the California Department of Public Health to partner with First 5 California on the Books for Children Program;
- \$2 million one-time General Fund to incorporate early identification for learning disabilities into the state’s preschool assessment tools and \$60 million one-time Proposition 98 General Fund to provide educator training on effective use of these tools;
- Proposes statutory language that clarifies that the Expanded Learning Opportunities Program (ELO-P) funds may be used to hire literacy tutors that would assist students as part of the program’s enrichment activities.

ELO-P

The budget proposes \$3.4 billion ongoing Proposition 98 General Fund for ELO-P and \$937 million one-time Proposition 98 General Fund to support infrastructure with a focus on integrating arts and music programs. The budget also continues to support one-time reimbursement rate increases for the After School Education and Safety and 21st Century Community Learning Centers programs, an investment of \$148.7 million ongoing Proposition 98 General Fund.

Special Education

The budget proposes \$500 million ongoing Proposition 98 General Fund for the special education funding formula with the following policy changes:

- Amends the special education funding formula to calculate special education base funding allocation at the LEA level rather than the special education local plan area (SELPA) level;
- Consolidates two special education extraordinary cost pools into a single cost pool to simplify the formula;
- Allocates Educationally-Related Mental Health Services funding directly to the LEA rather than the SELPAs;
- Develops a Special Education Addendum to the Local Control and Accountability Plan that will support inclusive planning and promote cohesion;
- Develops comprehensive Individualized Education Programs (IEPs) by focusing a special education resource lead on IEP best practices and establishing an expert panel to continue to work of creating a model IEP template;
- Establishes an alternate diploma and a workgroup to explore alternative coursework options for students with disabilities to demonstrate completion of the state graduation requirements.

Child Nutrition

The budget proposes \$596 million Proposition 98 General Fund to support universal access to subsidized school meals; \$450 million one-time Proposition 98 General Fund, over three years, to update school kitchen infrastructure and equipment; and \$3 million one-time Proposition 98 General Fund to support the School Breakfast and Summer Meal Start-Up and Expansion Grant Program.

The budget proposes \$30 million one-time General Fund to establish additional farm-to-school programs and \$3 million ongoing General Fund to expand the regional California Farm to School Network by adding 16 new positions to the California Department of Food and Agriculture.

Facilities and Transportation

The budget proposes about \$1.3 billion one-time General Fund in 2022-23 and \$925 million one-time General Fund in 2023-24 to support new construction and modernization projects through the School Facilities Program. Of the remaining Proposition 51 bond funds, \$1.4 billion will be allocated and is expected to be exhausted in 2022-23.

The budget also includes \$30 million ongoing Proposition 98 General Fund to support eligible facilities costs for the Charter School Facility Grant Program, which funds can be used for costs associated with remodeling buildings, deferred maintenance, initial installation or extension of service systems and other built-in equipment, site improvements, and facility modifications to mitigate the spread of COVID19.

The budget proposes \$1.5 billion one-time Proposition 98 General Fund, over three years, to support school transportation programs, to be focused on electric school bus fleets and construction of charging stations. The grants would be of at least \$500,000 with priority for LEAs with high concentration counts of unduplicated counts of students and small and rural LEAs.

Major K-12 Budget Adjustments

Local Property Tax Adjustment

Proposes decrease of \$127.8 million ongoing Proposition 98 General Fund for school districts and county offices of education in 2021-22 and a decrease of \$1.4 billion ongoing Proposition 98 General Fund for school districts and county offices of education in 2022-23, as a result of increased offsetting property taxes.

Cost of Living Adjustment

Proposes an increase of \$295 million ongoing Proposition 98 General Fund to reflect a 5.33% COLA for categorical programs that remain outside of the LCFF, including Special Education, Child Nutrition, Youth in Foster Youth, Mandates Block Grant, Adults in Correctional Facilities Program, American Indian Education Centers and the American Indian Early Childhood Education Program.

From California Charter Schools Association

“CCSA - Capitol Update”

posted January 6, 2022

The following bills have been newly introduced, but have not been scheduled for a hearing. CCSA will evaluate these bills in the context of the Governor’s Budget for 2022-23 and establish positions in the coming weeks.

[AB 1607 \(Muratsuchi\)](#) - Three Year Average Funding: AB 1607 would, beginning in 2022-23, change California's school funding formula to provide funding based on the average amount of Average Daily Attendance (ADA) between the schools current year and the two prior fiscal years.

[AB 1609 \(Muratsuchi\)](#) - Hold Harmless for 2022-23 School Year: Similar to SB 579, AB 1609 would provide an additional year of hold harmless for all schools, including charter schools, in 2022-23.

[AB 1614 \(Muratsuchi\)](#) – Base Grant Increase: AB 1614 would increase the base grant for the Local Control Funding Formula across the board.

[SB 830 \(Portantino\)](#) – Enrollment Based Funding: SB 830 would create a new supplemental fund, commencing with the 2023-24 Fiscal Year, that would increase funding to all schools to close the gap between their ADA and enrollment, and provide that one-half of the new funding must be used for anti-truancy efforts. The author has committed to including charter schools in the additional funding.

District:

District Student Vaccine Mandate

On December 14, 2021, LAUSD Board of Education adopted a policy requiring charter schools to post certain policies on their website by January 10, 2022, and send Charter Schools Division (CSD) evidence of posting. Per CSD's email to charters on December 16, 2021, YPICS is required to post:

- YPICS' current employee vaccine policy
- YPICS' current student vaccine policy
- LAUSD's Policies Approved on December 14
- YPICS' COVID-19 Safety Plans
- Testing/Cases (a link to the data provided by LADPH)

The vaccination policy currently applies to charter school employees and other adults (including, but not limited to, permanent/substitute teachers, aides, staff, administrators, board members and officers, partners, contractors, subcontractors, agents, volunteers, interns, and other representatives, regardless of paid status) who provide services on District property (including, but not limited to, any District-owned or leased property, such as any co-located school site, sole occupant school site, etc.). The District's student vaccination requirement applies to students attending charter schools on co-located LAUSD school facilities.

After a review of the vaccine requirement by our legal team, the vaccine requirement for students beginning the 2022-2023 school year was posted on the YPICS websites. Charter schools authorized by the District are required to comply with the terms of the charter. The Federal, State,

and District Required Language (FSDRL) contained in each charter states the following: “Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.” (Element 4, “Governance Legal and Policy Compliance.”)

YPICS has posted this information on the school’s website.

YPICS:

Transfer of an Instructional Day to a TPD on January 11, 2022

On January 4, 2022, the Chief Executive Officer took executive action to delay the reopening of the YPICS until Wednesday, January 12th. The previously scheduled instructional day of January 11, 2022 was converted to a professional development day for staff. The transfer of one instructional day to a professional development day was necessary for the following three (3) reasons.

1. LA County experienced a surge of COVID-19 numbers in terms of daily new cases, positivity rates, and hospitalizations. This surge was expected to increase until about mid-January.
2. YPICS experienced staffing challenges due to positive COVID-19 cases from our staff across all campuses. Reopening safely was a daunting challenge given the lack of available substitute teachers and support staff.
3. California sent all students in a K-12 public school an At-Home Rapid Antigen Test Kit. YPICS was scheduled to pick up the Test Kits on Wednesday, January 5, 2022 from the Los Angeles County Office of Education in Downey. Our goal was to ensure all students and staff had a negative COVID-19 test prior to starting the school year. Reopening on Wednesday, January 12, 2022 ensured we had enough time to conduct a baseline test and receive results for all of our students and staff prior to reopening our schools.

All LEAs in the state of California must abide by minimum instructional day requirements. These requirements include 180 school days for school districts and 175 school days for charter schools. The 2021-2022 instructional calendar for YPICS offered more instructional days than required by the state of California. Even with the transfer of one (1) instructional day to a professional development day, YPICS will have more instructional days than students attending neighboring schools. Because YPICS has additional days already built into the school calendar, YPICS retain the legal number of instruction day requirements from the state of California and do not need to seek a J-13A waiver to protect against loss in attendance based funding or instructional time.

Teacher Effectiveness Rubric

The YPICS Executive Team is working on the final phase of gathering teacher feedback on the YPICS Teacher Effectiveness Rubric (TER). On Friday, February 25, 2022, at the YPICS

Professional Development Day, Executive Director King-Berg presented the latest draft of TER to all teachers. This provided everyone the opportunity share their glows and grows and to ensure that everyone had an opportunity to participate in the process. Foundational resources to update the teacher evaluation document include but were not limited to the following:

- 2015-16 YPICS Teacher Evaluation (includes a myriad of teacher voices and carries YPICS core values and history)
- TNTP Subject Assignment Protocols (to ensure a clear expectation of every scholar, every day, receives and works on grade level materials and assignments)
- Get Better Faster (honors our collective study of improving consistent instructional practices and strategies)
- Master Teacher and Why Student Mastery Didn't Occur articles

This final feedback will be incorporated to the final TER document. We are OnTrack to begin implementation beginning August 1, 2022. The final TER will be brought before the board for approval by the June 2022 Board meeting.

Executive Director King-Berg and Chief Operations Officer Duenas continue to conduct monthly site visits to support instruction in the classroom, School Climate and Culture, and to continue to improve on overall operational procedures.

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

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
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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
--	------

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

Coversheet

Board Academic Excellence Committee School Data Reports

Section: III. Items Scheduled for Information
Item: C. Board Academic Excellence Committee School Data Reports
Purpose: FYI
Submitted by:
Related Material: MORCS Academic Committee School Data Report 1-24-22.pdf
BCCS Academic Committee School Data Report 1-24-22.pdf
BCCHS Academic Committee School Data Report 1-24-22.pdf

MORCS Academic Excellence Board Report

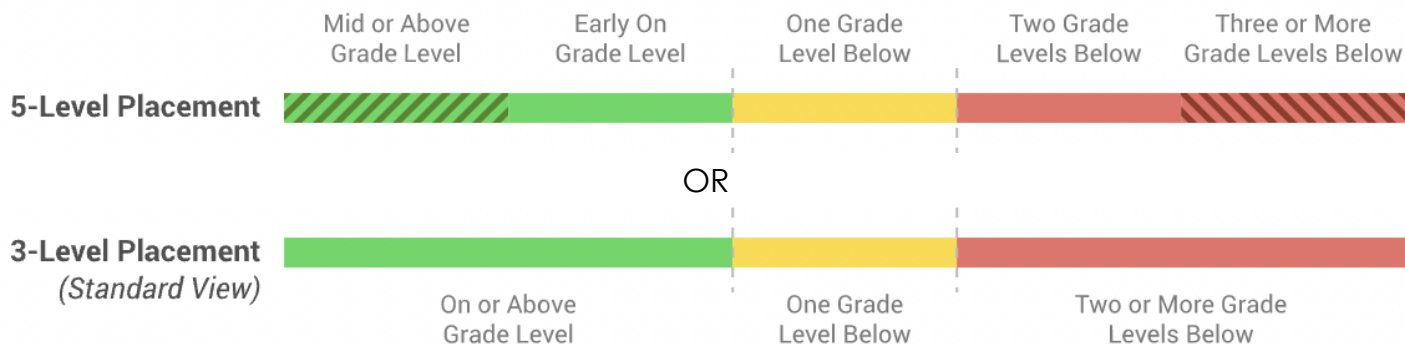
1.24.22



I. iReady Diagnostic Exams - General Info

	Diagnostic #1 (Fall)	Diagnostic #2 (Winter)
Enrollment (at time of diagnostic)	295	295
Testing Window	08/04/21 - 09/03/21	11/29/21 - 12/18/21
Students Tested (Math)	271 (92%)	289 (98%)
Students Tested (Reading)	263 (89%)	287 (97%)

Test Results Legend:

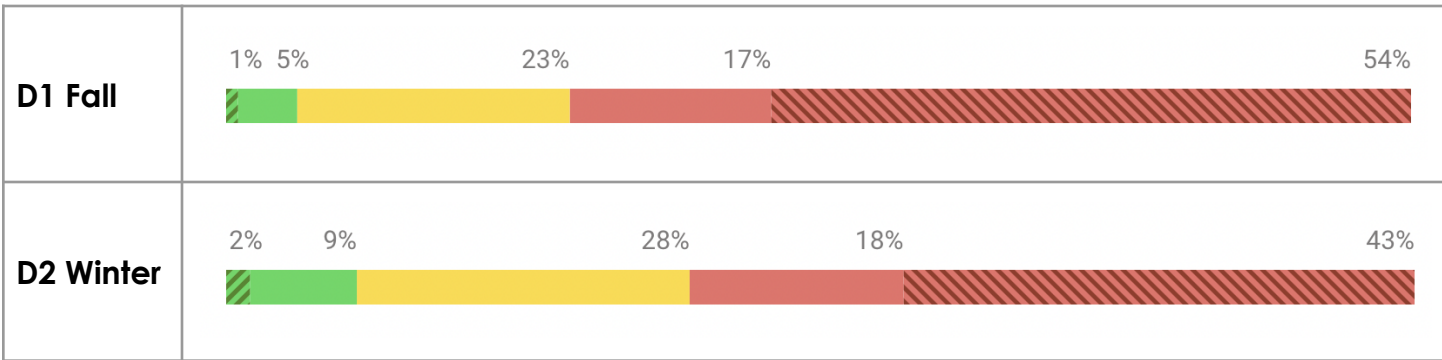


Analysis:

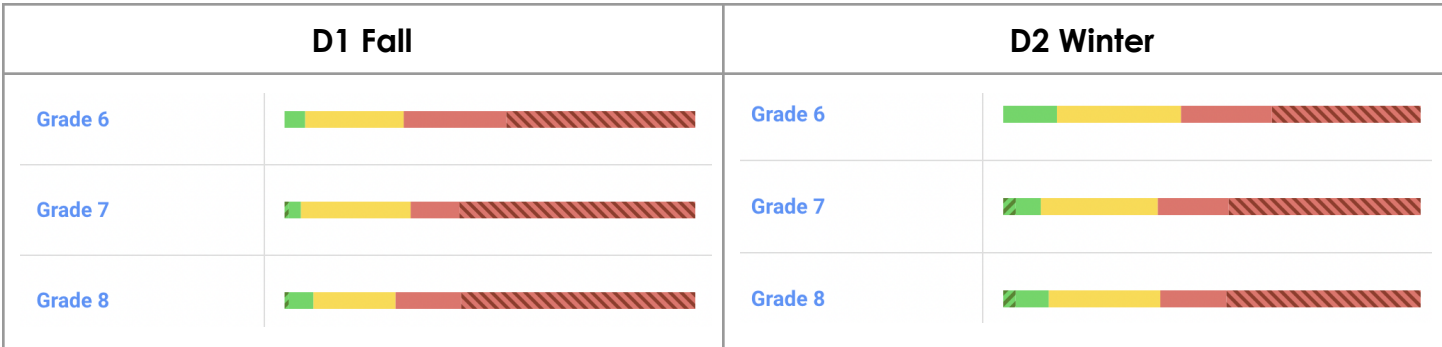
- More students tested in the Winter than in the Fall (98% and 97% compared with 92% and 89% respectively in Math and Reading)
- Total enrollment levels were the same during both testing sessions
- 12 weeks in between testing sessions

II. iReady Results (MATH)

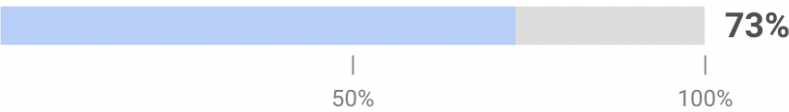
ALL STUDENTS (MATH)



BY GRADE LEVEL (MATH)



Progress to Annual Typical Growth (Median)

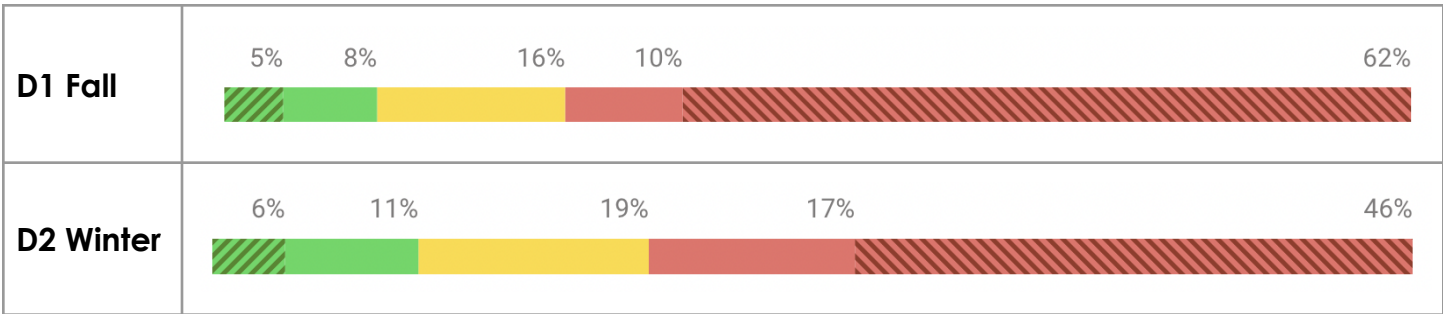


Analysis:

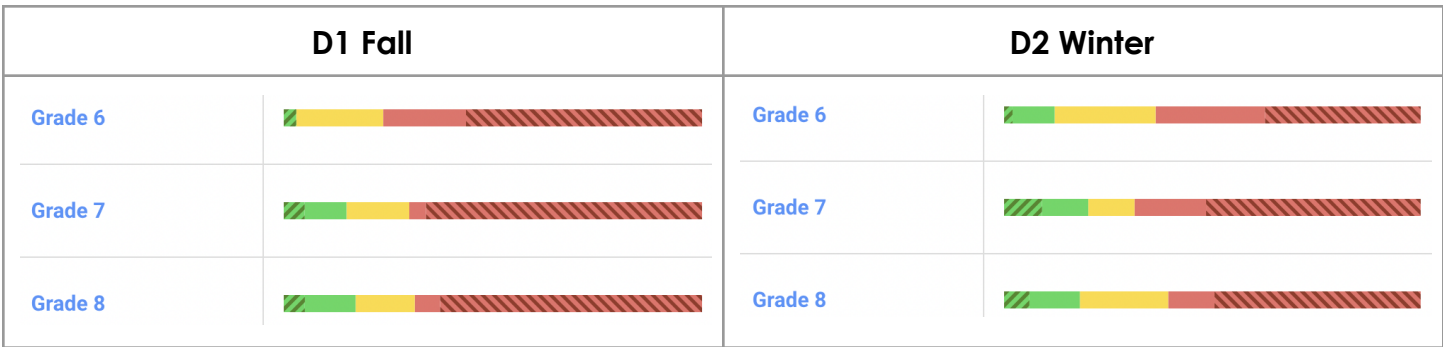
- Students "On or Above" Grade level increased from 6% to 11% in Math from D1 to D2
- Students "Two or More Grade Levels Below" decreased from 71% to 61% from D1 to D2
- Median Progress to Annual Typical Growth is at 73% overall for all students in math
- 8th grade math saw the highest growth at 108% median growth and 42% stretch growth
- All grade levels showing growth from D1 to D2 in Math

III. iReady Results (READING)

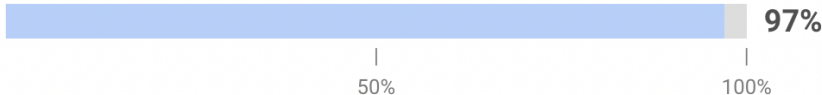
ALL STUDENTS (READING)



BY GRADE LEVEL (READING)



Progress to Annual Typical Growth (Median)



Analysis:

- Students “On or Above” Grade level increased from 13% to 17% in Reading from D1 to D2
- Students “Two or More Grade Levels Below” decreased from 72% to 63% from D1 to D2
- Median Progress to Annual Typical Growth is at 97% overall for all students in reading
- 7th grade reading saw the highest growth at 124% median growth and 42% stretch growth
- All grade levels showing growth from D1 to D2 in Reading

IV. Subgroup Growth Analysis

Median Progress towards Annual Typical Growth - ALL STUDENTS

	Math	Reading
6th Grade	69%	89%
7th Grade	62%	124%
8th Grade	108%	81%
All Students	80%	98%

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%

ANALYSIS

GLOWS:

- At each grade level, English Learners demonstrated **equal or more growth in math than All Students and Special Education Students**, in some cases significantly more growth (7th and 8th grade english learners were particularly successful!)
- At 6th and 7th grade, English Learners demonstrated **over 100% growth and close to 100% growth in Reading**
- At 7th and 8th grade level, Special Education students demonstrated **more growth in**

Reading than English Learners and All Students (note: 7th grade Special Education students were demonstrated almost twice as much growth as the other groups!).

- At all grade levels, Special Education students demonstrated **growth of over 100% in Reading**
- 8th grade students and English Learners **demonstrated significant growth in Math (over 100%) especially as compared to other grade levels**
- 7th grade students, 7th grade English Learners, and 7th grade Special Education students **demonstrated significant growth in Reading (over 100%) especially as compared to other grade levels**

GROWS:

- Students demonstrated relatively **low growth in 6th and 7th grade math.**
- Special Education students demonstrated **very low growth in math at all grade levels.**

BCCS Data Updates

January 24, 2022

iReady Diagnostic 2 Summary

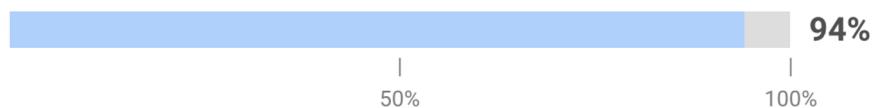
Taken December 2021

iReady Reading

Taken December 2021

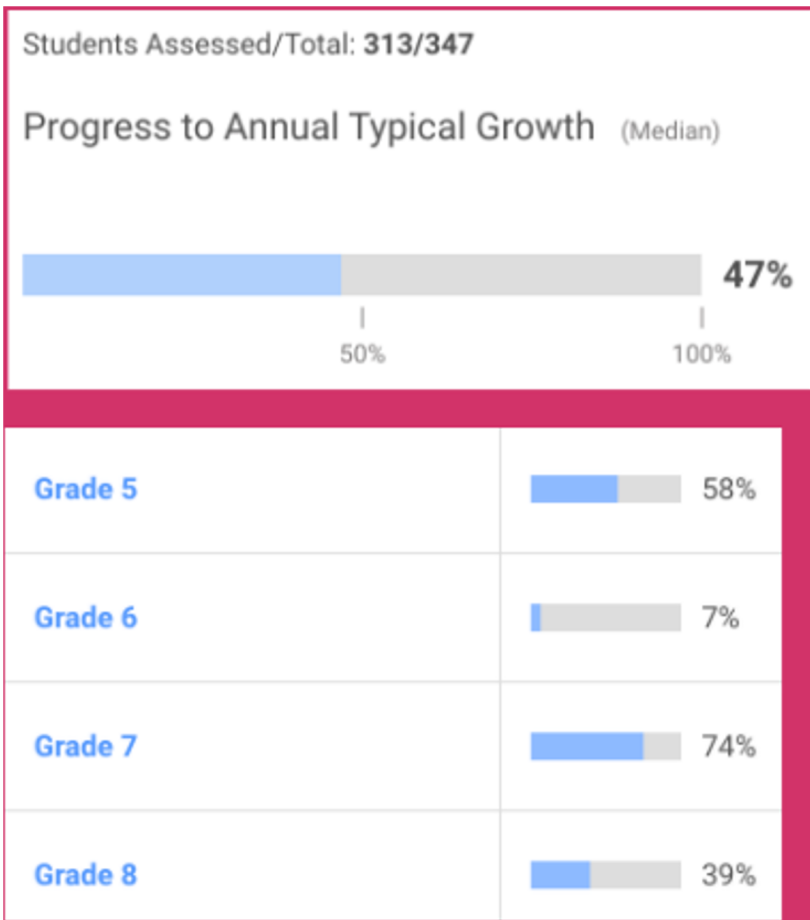
January 2022

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.

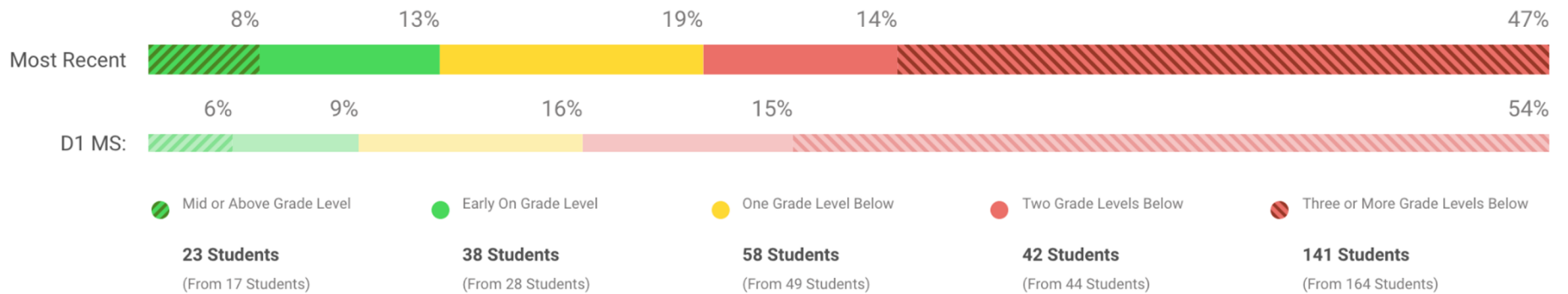
[Learn More About Growth](#)



Grade 5	95%
Grade 6	116%
Grade 7	20%
Grade 8	100%

Overall Placement

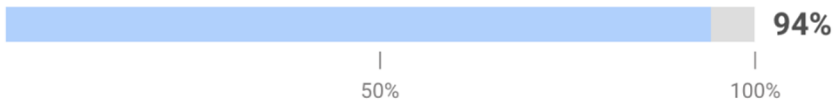
Students Assessed/Total: **302/345**



[The Mapping Between 5-Level and 3-Level Placement](#)

Students Assessed/Total: **326/345**

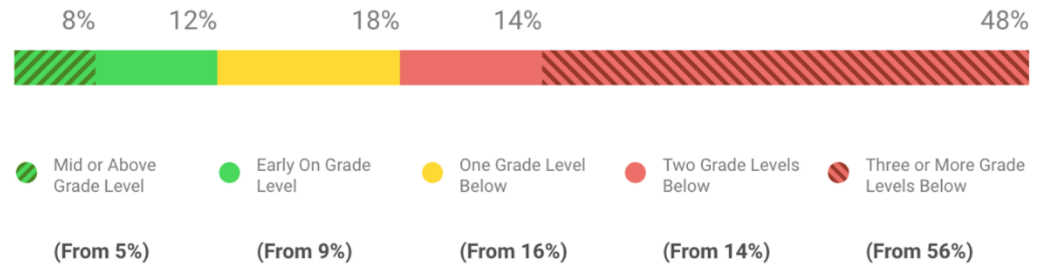
Progress to Annual Typical Growth (Median)








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

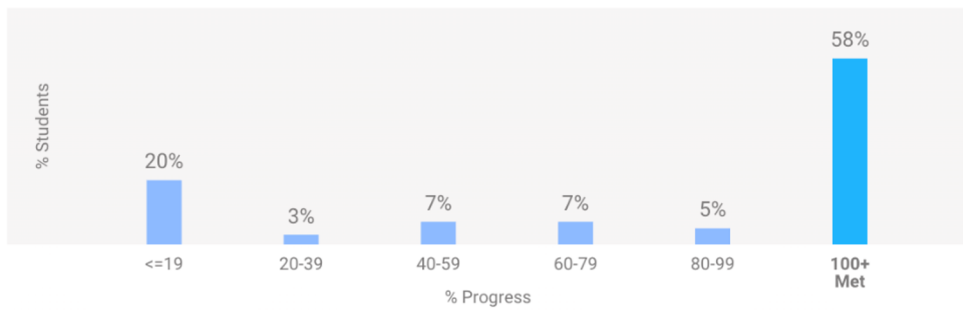


-  Mid or Above Grade Level
(From 5%)
-  Early On Grade Level
(From 9%)
-  One Grade Level Below
(From 16%)
-  Two Grade Levels Below
(From 14%)
-  Three or More Grade Levels Below
(From 56%)

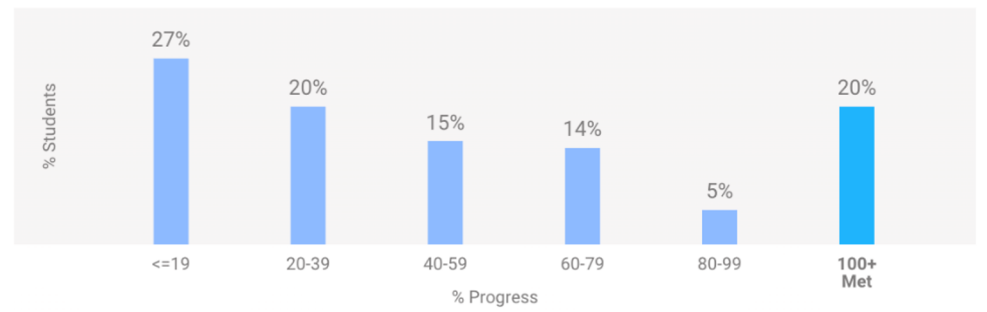
[The Mapping Between 5-Level and 3-Level Placement](#)

Grade ⌵	Annual Typical Growth ⓘ		Annual Stretch Growth® ⓘ		% Students with Improved Placement ⌵	Students Assessed/Total
	Progress (Median) ⌵	% Met ⌵	Progress (Median) ⌵	% Met ⌵		
Grade 5	95%	47%	47%	12%	59%	17/17
Grade 6	119%	59%	47%	20%	57%	100/103
Grade 7	23%	38%	8%	15%	32%	98/107
Grade 8	100%	50%	32%	13%	48%	109/116

Distribution of Progress to Annual
Typical Growth



Distribution of Progress to Annual
Stretch Growth®



D2 MATH SCALE SCORE GROWTH ANALYSIS

AVERAGE GROWTH BY GL		AVERAGE GROWTH FOR ELs BY GL				AVERAGE GROWTH FOR SPED BY GL			
Grade	Average Growth	Grade	EL Status			Grade	SPED		
		Grade	EL	Non-EL	Grand Total	Grade	N	Y	Grand Total
5	18	5	5	25	18	5	18	14	18
6	20	6	24	18	20	6	19	22	20
7	8	7	11	6	8	7	7	10	8
8	10	8	10	9	10	8	6	27	10
Grand Total	13	Grand Total	14	12	13	Grand Total	11	19	13

Grade	Level K	Level 1	Level 2	Level 3	Level 4	Early 5	Level 5	Early 6	Mid 6	Level 6	Late 6	Early 7	Mid 7	Level 7	Late 7	Early 8	Mid 8	Level 9	Grand Total	
5	1		3	4	5	4														17
6	1	7	10	31	16		19	8	6		4			1						103
7	4	5	7	19	17		16			16		9	6		3					102
8		2	5	20	15		14			13				21		19	4	1		114
Grand Total	6	14	25	74	53	4	49	8	6	29	4	9	6	22	3	19	4	1		336

*Scores to the right/above the red line indicate students who are on grade level. Currently, as a school, we have 65 students performing on or above GL.

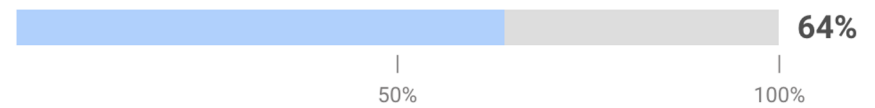
D2 GRADE LEVEL ANALYSIS					
Grade	Below GL	% Below GL	On GL	% On GL	Grand Total
5	13	76%	4	24%	17
6	84	82%	19	18%	103
7	84	82%	18	18%	102
8	90	79%	24	21%	114
Grand Total	271	81%	65	19%	336

iReady Math

Taken December 2021

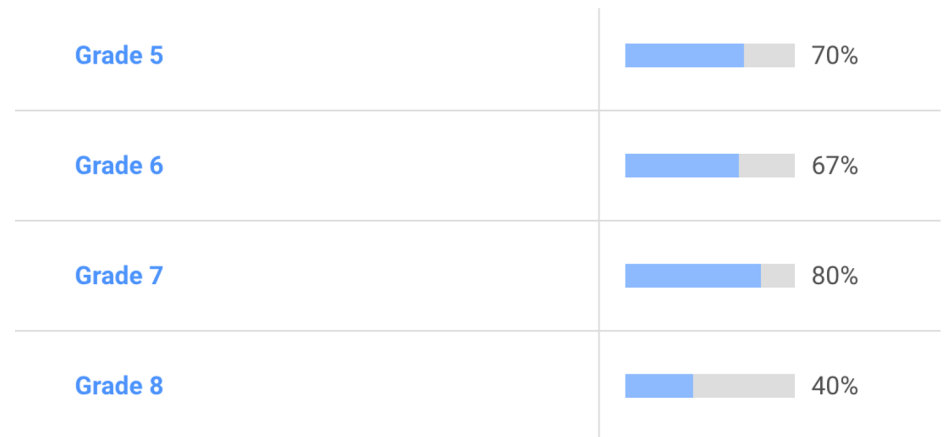
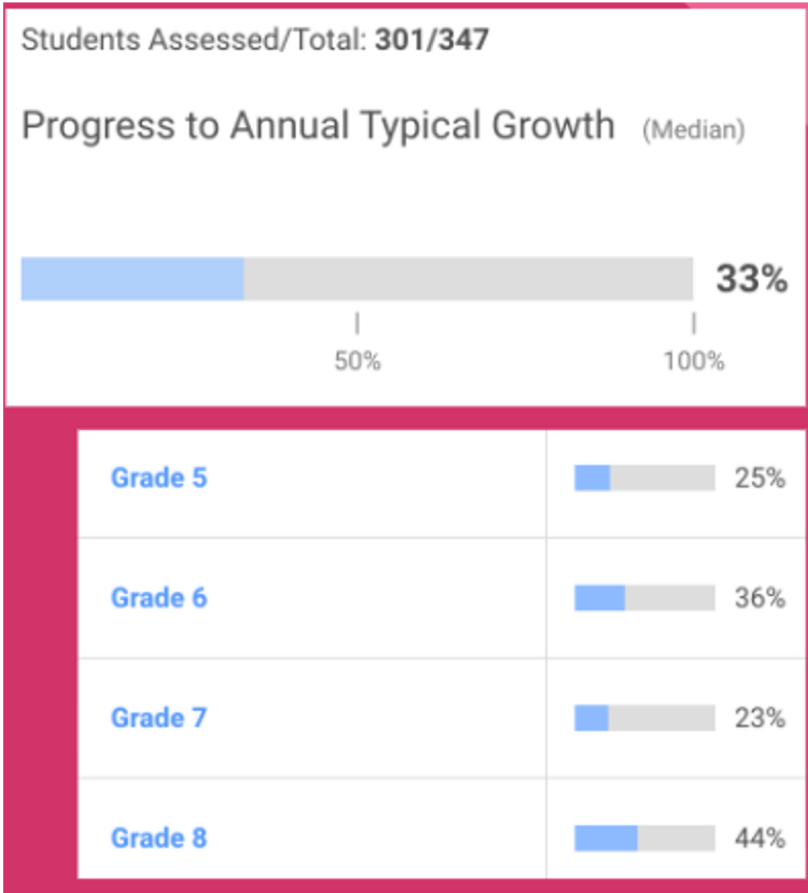
January 2022

Progress to Annual Typical Growth (Median)



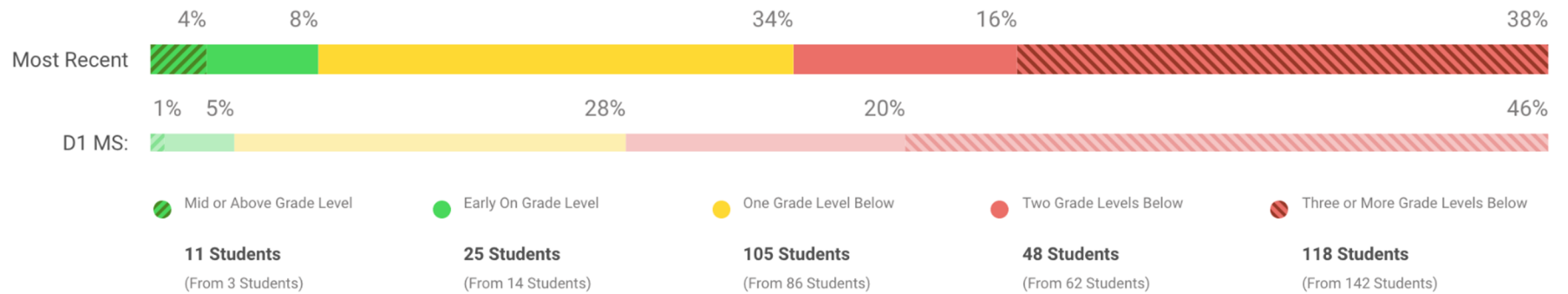
The median percent progress towards Typical Growth for this school is 64%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

[Learn More About Growth](#)



Overall Placement

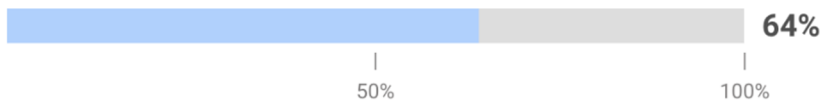
Students Assessed/Total: **307/345**



[The Mapping Between 5-Level and 3-Level Placement](#)

Students Assessed/Total: **330/345**

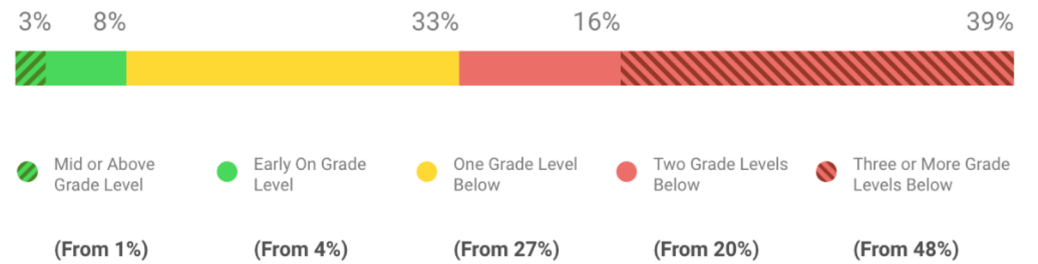
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 64%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

[Learn More About Growth](#)

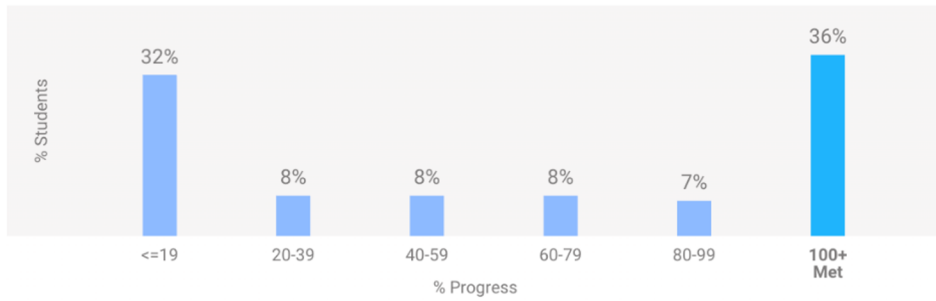
Current Placement Distribution



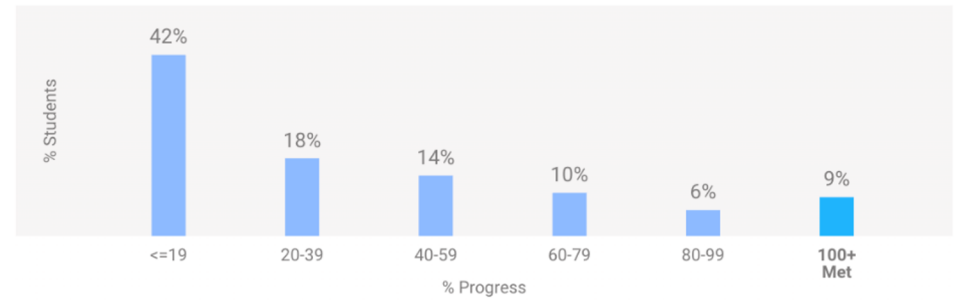
[The Mapping Between 5-Level and 3-Level Placement](#)

Grade ⌵	Annual Typical Growth ⓘ		Annual Stretch Growth® ⓘ		% Students with Improved Placement ⌵	Students Assessed/Total
	Progress (Median) ⌵	% Met ⌵	Progress (Median) ⌵	% Met ⌵		
Grade 5	70%	29%	34%	6%	76%	17/17
Grade 6	67%	38%	30%	7%	52%	101/103
Grade 7	83%	40%	35%	14%	47%	103/107
Grade 8	40%	33%	17%	7%	39%	108/116

Distribution of Progress to Annual
Typical Growth



Distribution of Progress to Annual
Stretch Growth®



D2 MATH SCALE SCORE GROWTH ANALYSIS

AVERAGE GROWTH BY GL		AVERAGE GROWTH FOR ELs BY GL				AVERAGE GROWTH FOR SPED BY GL			
Grade	Average Growth	Grade	EL Status			Grade	SPED		
			EL	Non-EL	Grand Total		N	Y	Grand Total
5	14	5	14	14	14	5	14	17	14
6	9	6	4	11	9	6	10	5	9
7	9	7	4	11	9	7	11	1	9
8	5	8	2	6	5	8	3	15	5
Grand Total	8	Grand Total	4	10	8	Grand Total	8	6	8

Grade	Level 1	Level 2	Level 3	Level 4	Early 5	Level 5	Early 6	Mid 6	Level 6	Early 7	Mid 7	Level 7	Early 8	Mid 8	Grand Total
5	1	1	7	7	1										17
6	8	14	13	24		29	11	4							103
7	5	12	8	19		10			35	11	3				103
8	1	7	6	21		16			14			34	3	4	106
Grand Total	15	34	34	71	1	55	11	4	49	11	3	34	3	4	329

*Scores to the right/above the red line indicate students who are on grade level. Currently, as a school, we have 37 students performing on or above GL.

	Purpose	Platform	Frequency	Initial Data Set	Goal
iReady Math	Diagnostic Data	iReady (online)	3x per year	2019	30% OGL* 100% typical growth 50% stretch growth
iReady Reading	Diagnostic Data	iReady (online)	3x per year	2019	40% OGL* 100% typical growth 50% stretch growth
ELPAC	EL language prof.	TOMS (state, online)	1x per year (Mar-May)	Annually	20% reclassification
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*
Suspension Rate	% of students suspended at least once	N/A	Ongoing	2018-19	21-22 rate < 5%
Infinite Campus Grades	Grades for all classes	Infinite Campus and Google Classroom	Ongoing	Ongoing	3.0+ average
Final Exhibition Scores (Rubric-based)	Authentic assessment of key academic skills.	School-based assessment	1x per year	2022-23	Average 3 on Presentation Rubric

*OGL= on grade level by the end of the year

	Purpose	Platform	Goal	Progress (Jan 2022)
iReady Math	Diagnostic Data	iReady (online)	30% OGL* 100% typical growth 50% stretch growth	12% OGL* 64% typical growth 29% stretch growth
iReady Reading	Diagnostic Data	iReady (online)	40% OGL* 100% typical growth 50% stretch growth	19% OGL* 94% typical growth 34% stretch growth
ELPAC	EL language prof.	TOMS (state, online)	20% reclassification	Test not yet taken
CAASPP ELA	ELA Proficiency	TOMS (state, online)	40% OGL*	Test not yet taken
CAASPP Math	Math Proficiency	TOMS (state, online)	30% OGL*	Test not yet taken
Suspension Rate	% of students suspended at least once	N/A	21-22 rate < 5%	21-22 rate < 1.5%
Infinite Campus Grades	Grades for all classes	Infinite Campus and Google Classroom	3.0+ average	2.56 average
Final Exhibition Scores (Rubric-based)	Authentic assessment of key academic skills.	School-based assessment	Average 3 on Presentation Rubric	Presentations not yet given

- New SFA and Math Support Placements
 - Targeted EL Instruction
 - Math or SFA, depending on student need
- EL hotlist for reclassification
- PD focus on EL supports and ELD standards integration
- Team building and relationship building in 7th grade
- Mentor and coaching support (based on Student Outcomes Reflection and ongoing assessment performance)



BCCHS Academic Progress Check
Board Academic Subcommittee
January 24, 2022



Reading Intervention Data



Fall '21 to Winter '21
MAPS Lexile
Growth and
Grade-Level
Reading
Equivalent
Growth.

D	E	F	G	H	I	J	K	L
Current Student Grade Level	MAPS F '21 Lexile	Reading Equivalent Grade Level - Fall '21	MAPS W'21-21	Reading Equivalent Grade Level - Winter '21	Lexile Growth			
11th	820L - 970L	4th - 5th	1150L - 1300L	9th - 10th	330L			
9th	725-875	4th - 5th	820L - 970L	4th - 5th	95 L	Winter - Grade level band maintained from Fall.	37.50%	
11th	725-825	4th - 5th	800L - 950L	4th - 5th	75L			
9th	590-740	2nd - 3rd	610L - 760L	2nd - 3rd	20 L	Winter - Grew one grade level band.	29.20%	
9th	455-605	2nd - 3rd	1035L - 1185L	9th - 10th	580 L		+ = >	54.20%
10th	590-740	2nd - 3rd	900L - 1050L	6th - 8th	310 L	Winter - Grew multiple grade level bands.	25%	
9th	650-800	2nd - 3rd	650L - 800L	2nd - 3rd	-----			
9th	515-665	2nd - 3rd	705L - 855L	4th - 5th	210L	Winter - Regressed one grade level band.	4%	
9th	995-1105	6th - 8th	995L - 1145L	6th - 8th	40 L			
9th	780-930	4th - 5th	780L - 930L	4th - 5th	-----	Winter - Missing Winter MAPS Exam	4%	
9th	745-895	4th - 5th	880L - 1030L	6th - 8th	135 L		99.70%	
9th	590-740	2nd - 3rd	780L - 930L	4th - 5th	190 L			
10th	1015-1165	9th - 10th	1170L - 1320L	11th - CCR	155 L			
10th	915-1065	6th - 8th	800L - 950L	4th - 5th	-115			
11th	780-930	4th - 5th	1015L - 1165L	9th - 10th	235 L			
9th	840-990	4th - 5th	955L - 1105L	6th - 8th	115 L			
9th	685 - 835	2nd - 3rd	550L - 700L	2nd - 3rd	-135			
11th	800-950	4th - 5th	840L - 990L	4th - 5th	40L			
10th	590 - 740	2nd - 3rd	955L - 1105L	6th - 8th	365 L			
11th	550-700	2nd - 3rd	1015L - 1165L	9th - 10th	465 L			
10th	935 - 1085	6th - 8th	915L - 1065L	6th - 8th	-20			
9th	495-695	2nd - 3rd	absent		not finished			
10th	685 - 835	2nd - 3rd	1185-1335	11th - CCR	500 L			
9th	665-815	2nd - 3rd	780L - 930L	4th - 5th	115 L			

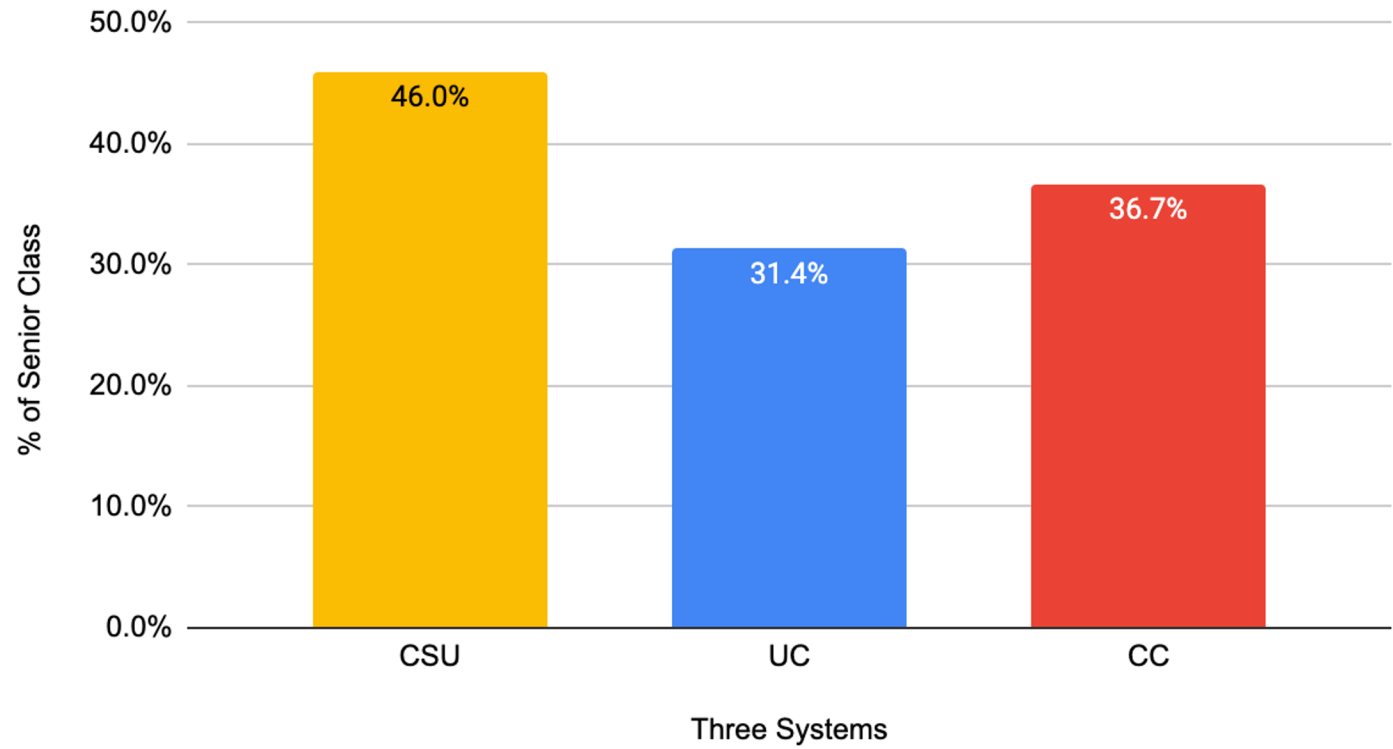


BCCHS College-Going Data



Class of
2022
College
Applications

App. Completion for Three Systems





The first acceptance letters offering BCCHS Knights Fall 2022 admission to 4-year universities have come from:

- CSU San Bernadino
- CSU San Marcos
- CSU Channel Islands
- CSU Northridge
- CSU Monterey Bay
- CSU East Bay





BCCHS Service-Learning PBL “Projects Class”



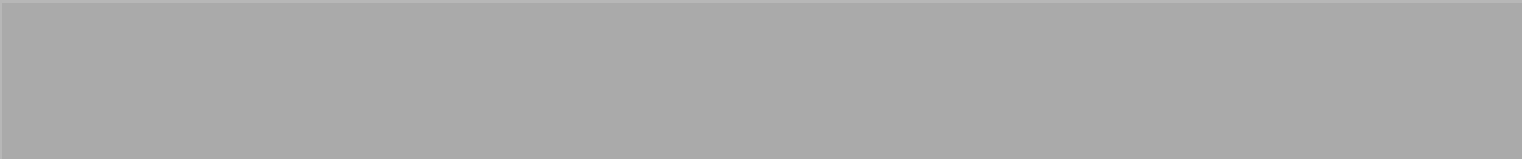
BCCHS
PBL Roadmap
2021 - 2022



https://docs.google.com/presentation/d/1g0iUpQQJ80Q_ZNh2TDp9gCt09ng-qZR4Jw_NQYpLNh4/edit?usp=sharing



BCCHS Fall '21 to Winter '21 MAPS Growth Data



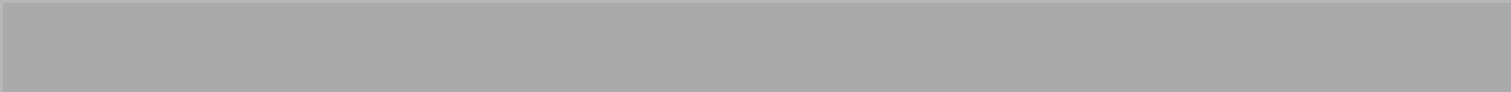
Please see the “Summary Table” Tab



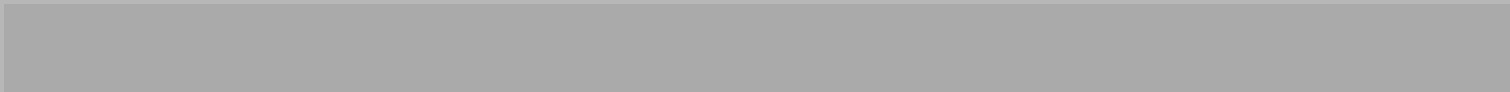
BCCHS Longitudinal “Fail” and GPA Data



Longitudinal Failure Rate by Course as of First Graduating Cohort Grade 12



Longitudinal Cumulative GPA - CSU/UC Application Qualification (end of 11th grade)





Possible Strategies and Solutions:

Reworking the concept of "Failure" at BCCHS:

1. Messaging -
 - a. Growth Mindset vs. Judgement.
 - b. Students learn by trying in their ZPD with a MKO, not by being penalized.
 - c. "You might have to try again if you don't show evidence of mastery by the end of the semester."
2. Logistics -
 - a. Grades will be A, B, C or "I"
 - b. Students not receiving a C- or better in a semester course will need to repeat all or part of a class (Edgenuity or validation of improvement), just as they do now for 'credit recovery.'
3. Teaching Practice
 - a. Recommitment to the formative assessment pathway for mastery as described in our foundational documents.
 - b. Recommitment to daily use of Mastery Rubrics and student reflection.
 - c. Data-driven differentiation with SGI (small group instruction) for reteaching, reassessment, and/or extension.
 - d. Coaching, feedback, and follow-up
4. Alignment and consistency throughout our school. (edited)

Coversheet

FY21-22 Winter ConApp

Section: III. Items Scheduled for Information
Item: D. FY21-22 Winter ConApp
Purpose: FYI
Submitted by:
Related Material: ConApp Winter 2020-21_Certified_BCCHS.pdf
ConApp Winter 2020-21_Certified_MORCS.pdf
ConApp Winter 2020-21_Certified_BCCS.pdf

Bert Corona Charter High (19 64733 0132126)

Status: Certified
 Saved by: ExED Data Management
 Date: 2/23/2022 8:25 PM

2018-19 Title II, Part A Fiscal Year Expenditure Report, Closeout 39 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2018 through September 30, 2021.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636
 Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2018-19 Title II, Part A allocation	\$9,130
2018-19 Title II, Part A total apportionment issued	\$9,130
Transferred-in amount	\$0
Transferred-out amount	\$0
2018-19 Total allocation	\$9,130

Professional Development Expenditures

Professional development for teachers	\$9,130
Professional development for administrators	
All other professional development expenditures	

Recruitment, Training, and Retention Expenditures

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

Miscellaneous Expenditures

Class size reduction	
Administrative and indirect costs	
Equitable services for nonprofit private schools	
All other allowable expenditures and encumbrances	
Total expenditures and encumbrances	\$9,130
2018-19 Unspent funds	\$0
Note: CDE will invoice the LEA for the unspent 2018-19 total allocation.	

*****Warning*****

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

Bert Corona Charter High (19 64733 0132126)

Status: Certified
 Saved by: ExED Data Management
 Date: 2/23/2022 8:25 PM

2020-21 Title I, Part A LEA Carryover

Report only expenditures and obligations for fiscal year (FY) 2020-21 allocation to determine funds to be carried over.

CDE Program Contact:

Rina DeRose, Title I Policy, Program, and Support Office, RDerose@cde.ca.gov, 916-323-0472

Carryover Calculation

2020-21 Title I, Part A LEA allocation	\$80,093
Transferred-in amount	\$10,000
2020-21 Title I, Part A LEA available allocation	\$90,093
Expenditures and obligations through September 30, 2021	\$90,093
Carryover as of September 30, 2021	\$0
Carryover percent as of September 30, 2021	0.00%

*****Warning*****

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

2020-21 Title IV, Part A LEA Use of Funds and Carryover

The purpose of this data collection is to calculate the carryover amount and to collect the year-to-date expenditures by activity level for Title IV, Part A.

CDE Program Contact:

Kevin Donnelly, Rural Education and Student Support Office , TitleIV@cde.ca.gov, 916-319-0942

2020-21 Title IV, Part A LEA allocation	\$10,000
Funds transferred-in amount	\$0
Funds transferred-out amount	\$10,000
2020-21 Title IV, Part A LEA available allocation	\$0

Expenditures

Administrative and indirect costs	\$0
Well-Rounded Educational Opportunities activities	\$0
Safe and Healthy Students activities	\$0
Effective Use of Technology activities	\$0
Technology Infrastructure	\$0
Carryover as of September 30, 2021	\$0

*****Warning*****

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Bert Corona Charter High (19 64733 0132126)

Status: Certified
 Saved by: ExED Data Management
 Date: 2/23/2022 8:25 PM

2021-22 Federal Transferability

Federal transferability of funds is governed by Title V in ESSA Section 5102. An LEA may transfer Title II, Part A and or Title IV, Part A program funds to other allowable programs. This transferability is not the same as Title V, Part B Alternative Uses of Funds Authority governed by ESEA Section 5211.

Note: Funds utilized under Title V, Part B Alternative Uses of Funds Authority are not to be included on this form.

CDE Program Contact:

Lisa Fassett, Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963
 Kevin Donnelly, Rural Education and Student Support Office, TitleIV@cde.ca.gov, 916-319-0942

Title II, Part A Transfers

2021-22 Title II, Part A allocation	\$8,733
Transferred to Title I, Part A	
Transferred to Title I, Part C	
Transferred to Title I, Part D	
Transferred to Title III English Learner	
Transferred to Title III Immigrant	
Transferred to Title IV, Part A	
Transferred to Title V, Part B, Subpart 1 Small, Rural School Achievement Grant	
Transferred to Title V, Part B, Subpart 2 Rural and Low-Income Grant	
Total amount of Title II, Part A funds transferred out	\$0
2021-22 Title II, Part A allocation after transfers out	\$8,733

Title IV, Part A Transfers

2021-22 Title IV, Part A allocation	\$10,000
Transferred to Title I, Part A	\$10,000
Transferred to Title I, Part C	
Transferred to Title I, Part D	
Transferred to Title II, Part A	
Transferred to Title III English Learner	
Transferred to Title III Immigrant	
Transferred to Title V, Part B Subpart 1 Small, Rural School Achievement Grant	
Transferred to Title V, Part B Subpart 2 Rural and Low-Income Grant	
Total amount of Title IV, Part A funds transferred out	\$10,000
2021-22 Title IV, Part A allocation after transfers out	\$0

*****Warning*****

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2021-22 Title I, Part A LEA Allocation and Reservations

To report LEA required and authorized reservations before distributing funds to schools.

CDE Program Contact:

Sylvia Hanna, Title I Policy, Program, and Support Office, SHanna@cde.ca.gov, 916-319-0948
 Rina DeRose, Title I Policy, Program, and Support Office, RDeRose@cde.ca.gov, 916-323-0472

2021-22 Title I, Part A LEA allocation (+)	\$75,758
Transferred-in amount (+)	\$10,000
Nonprofit private school equitable services proportional share amount (-)	\$0
2021-22 Title I, Part A LEA available allocation	\$85,758

Required Reservations

Parent and family engagement <small>(If the allocation is greater than \$500,000, then parent and family engagement equals 1% of the allocation minus the nonprofit private school equitable services proportional share amount.)</small>	\$0
School parent and family engagement	\$0
LEA parent and family engagement	\$0
Local neglected institutions Does the LEA have local institutions for neglected children?	
Local neglected institutions reservation	
Local delinquent institutions Does the LEA have local institutions for delinquent children?	
Local delinquent institutions reservation	
Direct or indirect services to homeless children, regardless of their school of attendance	\$100

Authorized Reservations

Public school Choice transportation	
Other authorized activities	
2021-22 Approved indirect cost rate	8.23%
Indirect cost reservation	\$0
Administrative reservation	\$0

Reservation Summary

Total LEA required and authorized reservations	\$100
School parent and family engagement reservation	\$0
Amount available for Title I, Part A school allocations	\$85,658

*****Warning*****

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

2021-22 Title II, Part A LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the local educational agency (LEA) for Title II, Part A Supporting Effective Instruction.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636

Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2021-22 Title II, Part A allocation	\$8,733
Transferred-in amount	\$0
Total funds transferred out of Title II, Part A	\$0
Allocation after transfers	\$8,733
Repayment of funds	\$0
2021-22 Total allocation	\$8,733
Administrative and indirect costs	\$0
Equitable services for nonprofit private schools	\$0
2021-22 Title II, Part A adjusted allocation	\$8,733

*****Warning*****

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

2021-22 Title IV, Part A LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the local educational agency (LEA) for Title IV, Part A and to report reservations.

CDE Program Contact:

Kevin Donnelly, Rural Education and Student Support Office , TitleIV@cde.ca.gov, 916-319-0942

2021-22 Title IV, Part A LEA allocation	\$10,000
Funds transferred-in amount	\$0
Funds transferred-out amount	\$10,000
2021-22 Title IV, Part A LEA available allocation	\$0
Indirect cost reservation	\$0
Administrative reservation	\$0
Equitable services for nonprofit private schools	\$0
2021-22 Title IV, Part A LEA adjusted allocation	\$0

*****Warning*****

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

2021-22 Consolidation of Administrative Funds

A request by the local educational agency (LEA) to consolidate administrative funds for specific programs.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

Title I, Part A Basic SACS Code 3010	No
Title I, Part C Migrant Education SACS Code 3060	No
Title I, Part D Delinquent SACS Code 3025	No
Title II, Part A Supporting Effective Instruction SACS Code 4035	No
Title III English Learner Students - 2% maximum SACS Code 4203	No
Title III Immigrant Students SACS Code 4201	No
Title IV, Part A Student Support - 2% maximum SACS Code 4127	No
Title IV, Part B 21st Century Community Learning Centers SACS Code 4124	No

*****Warning*****

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

2021-22 Title I, Part A School Student Counts

This data collection contains school-level student data. The information in this data collection will be used by the local educational agency (LEA) to calculate eligibility and ranking for Title I, Part A school allocations.

CDE Program Contact:

Rina DeRose, Title I Policy, Program, and Support Office, RDerose@cde.ca.gov, 916-323-0472

School ranking options Within the LEA

Select the highest to lowest school ranking method

Select a low income measure FRPM

Explanation of Pre-populated Student Counts

The data fields in this form, containing total student enrollment counts and eligible low income students ages 5-17 counts, were pre-populated with PRIOR year (Fiscal Year 2020–21) certified data from CALPADS Fall 1 data submission.

Note: The LEA may use prior year data or current year data to calculate eligibility and ranking for Title I, Part A school allocations. The LEA may choose to manually enter current year data in place of prior year data.

School Name	School Code	Low Grade Offered	High Grade Offered	Grade Span Group	Student Enrollment	Eligible Low Income Students Ages 5-17
Bert Corona Charter High	0132126	9	12	3	190	154

*****Warning*****

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

2021-22 Title I, Part A Notification of Authorization of Schoolwide Program

This report provides notification to the California Department of Education of a school's eligibility and local board approval to operate under and report as Schoolwide Program.

CDE Program Contact:

Title I Policy, Program, and Support Office , TitleI@cde.ca.gov, -
 Rina DeRose, Title I Policy, Program, and Support Office, RDeRose@cde.ca.gov, 916-323-0472

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

*****Warning*****

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

2021-22 Title I, Part A School Allocations

This report identifies the amount of Title I, Part A funds to be allocated to eligible schools.

CDE Program Contact:

Title I Policy, Program, and Support Office , TitleI@cde.ca.gov, -
 Rina DeRose, Title I Policy, Program, and Support Office, RDerose@cde.ca.gov, 916-323-0472

LEA meets small LEA criteria.

A local educational agency (LEA) is defined as a small LEA if, based on the school list and the data entered in Title I, Part A School Student Counts, the LEA meets one or both of the following:

- Is a single school LEA
- Has enrollment total for all schools less than 1,000

If applicable, enter a Discretion Code. Use lower case only.

Allowable Discretion Codes

- a - Below LEA average and at or above 35% student low income
- d - Waiver for a desegregation plan on file
- e - Grandfather provision
- f - Feeder pattern

Low income measure	FRPM
Ranking Schools Highest to Lowest	Within the LEA
LEA-wide low income %	81.05%
Available Title I, Part A school allocations	\$85,658
Available parent and family engagement reservation	\$0

School Name	School Code	Grade Span Group	Student Enrollment	Eligible Low Income Students Ages 5-17	Low Income Student %	Eligible to be Served	Required to be Served	Ranking	\$ Per Low Income Student	TIA School Allocation	2020-21 Carryover	Parent and Family Engagement	Total School Allocation	Discretion Code
Bert Corona Charter High	0132126	3	190	154	81.05	*	*	1	556.22	85657.88			85657.88	

*****Warning*****

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

Monsenor Oscar Romero Charter Middle (19 64733 0114959)

Status: Certified
 Saved by: ExED Data Management
 Date: 2/23/2022 8:13 PM

2018-19 Title II, Part A Fiscal Year Expenditure Report, Closeout 39 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2018 through September 30, 2021.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636
 Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2018-19 Title II, Part A allocation	\$17,708
2018-19 Title II, Part A total apportionment issued	\$17,708
Transferred-in amount	\$0
Transferred-out amount	\$0
2018-19 Total allocation	\$17,708

Professional Development Expenditures

Professional development for teachers	\$17,708
Professional development for administrators	
All other professional development expenditures	

Recruitment, Training, and Retention Expenditures

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

Miscellaneous Expenditures

Class size reduction	
Administrative and indirect costs	
Equitable services for nonprofit private schools	
All other allowable expenditures and encumbrances	
Total expenditures and encumbrances	\$17,708
2018-19 Unspent funds	\$0
Note: CDE will invoice the LEA for the unspent 2018-19 total allocation.	

*****Warning*****

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

Monsenor Oscar Romero Charter Middle (19 64733 0114959)

Status: Certified
 Saved by: ExED Data Management
 Date: 2/23/2022 8:14 PM

2020-21 Title I, Part A LEA Carryover

Report only expenditures and obligations for fiscal year (FY) 2020-21 allocation to determine funds to be carried over.

CDE Program Contact:

Rina DeRose, Title I Policy, Program, and Support Office, RDerose@cde.ca.gov, 916-323-0472

Carryover Calculation

2020-21 Title I, Part A LEA allocation	\$156,434
Transferred-in amount	\$11,531
2020-21 Title I, Part A LEA available allocation	\$167,965
Expenditures and obligations through September 30, 2021	\$167,965
Carryover as of September 30, 2021	\$0
Carryover percent as of September 30, 2021	0.00%

*****Warning*****

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2020-21 Title IV, Part A LEA Use of Funds and Carryover

The purpose of this data collection is to calculate the carryover amount and to collect the year-to-date expenditures by activity level for Title IV, Part A.

CDE Program Contact:

Kevin Donnelly, Rural Education and Student Support Office , TitleIV@cde.ca.gov, 916-319-0942

2020-21 Title IV, Part A LEA allocation	\$11,531
Funds transferred-in amount	\$0
Funds transferred-out amount	\$11,531
2020-21 Title IV, Part A LEA available allocation	\$0

Expenditures

Administrative and indirect costs	\$0
Well-Rounded Educational Opportunities activities	\$0
Safe and Healthy Students activities	\$0
Effective Use of Technology activities	\$0
Technology Infrastructure	\$0
Carryover as of September 30, 2021	\$0

*****Warning*****

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Monsenor Oscar Romero Charter Middle (19 64733 0114959)

Status: Certified
 Saved by: ExED Data Management
 Date: 2/23/2022 8:13 PM

2021-22 Federal Transferability

Federal transferability of funds is governed by Title V in ESSA Section 5102. An LEA may transfer Title II, Part A and or Title IV, Part A program funds to other allowable programs. This transferability is not the same as Title V, Part B Alternative Uses of Funds Authority governed by ESEA Section 5211.

Note: Funds utilized under Title V, Part B Alternative Uses of Funds Authority are not to be included on this form.

CDE Program Contact:

Lisa Fassett, Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963
 Kevin Donnelly, Rural Education and Student Support Office, TitleIV@cde.ca.gov, 916-319-0942

Title II, Part A Transfers

2021-22 Title II, Part A allocation	\$16,546
Transferred to Title I, Part A	
Transferred to Title I, Part C	
Transferred to Title I, Part D	
Transferred to Title III English Learner	
Transferred to Title III Immigrant	
Transferred to Title IV, Part A	
Transferred to Title V, Part B, Subpart 1 Small, Rural School Achievement Grant	
Transferred to Title V, Part B, Subpart 2 Rural and Low-Income Grant	
Total amount of Title II, Part A funds transferred out	\$0
2021-22 Title II, Part A allocation after transfers out	\$16,546

Title IV, Part A Transfers

2021-22 Title IV, Part A allocation	\$10,926
Transferred to Title I, Part A	\$10,926
Transferred to Title I, Part C	
Transferred to Title I, Part D	
Transferred to Title II, Part A	
Transferred to Title III English Learner	
Transferred to Title III Immigrant	
Transferred to Title V, Part B Subpart 1 Small, Rural School Achievement Grant	
Transferred to Title V, Part B Subpart 2 Rural and Low-Income Grant	
Total amount of Title IV, Part A funds transferred out	\$10,926
2021-22 Title IV, Part A allocation after transfers out	\$0

*****Warning*****

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2021-22 Title I, Part A LEA Allocation and Reservations

To report LEA required and authorized reservations before distributing funds to schools.

CDE Program Contact:

Sylvia Hanna, Title I Policy, Program, and Support Office, SHanna@cde.ca.gov, 916-319-0948
 Rina DeRose, Title I Policy, Program, and Support Office, RDeRose@cde.ca.gov, 916-323-0472

2021-22 Title I, Part A LEA allocation (+)	\$147,967
Transferred-in amount (+)	\$10,926
Nonprofit private school equitable services proportional share amount (-)	\$0
2021-22 Title I, Part A LEA available allocation	\$158,893

Required Reservations

Parent and family engagement (If the allocation is greater than \$500,000, then parent and family engagement equals 1% of the allocation minus the nonprofit private school equitable services proportional share amount.)	\$0
School parent and family engagement	\$0
LEA parent and family engagement	\$0
Local neglected institutions Does the LEA have local institutions for neglected children?	
Local neglected institutions reservation	
Local delinquent institutions Does the LEA have local institutions for delinquent children?	
Local delinquent institutions reservation	
Direct or indirect services to homeless children, regardless of their school of attendance	\$101

Authorized Reservations

Public school Choice transportation	\$0
Other authorized activities	\$0
2021-22 Approved indirect cost rate	8.70%
Indirect cost reservation	\$0
Administrative reservation	\$0

Reservation Summary

Total LEA required and authorized reservations	\$101
School parent and family engagement reservation	\$0
Amount available for Title I, Part A school allocations	\$158,792

*****Warning*****

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2021-22 Title II, Part A LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the local educational agency (LEA) for Title II, Part A Supporting Effective Instruction.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636

Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2021-22 Title II, Part A allocation	\$16,546
Transferred-in amount	\$0
Total funds transferred out of Title II, Part A	\$0
Allocation after transfers	\$16,546
Repayment of funds	\$0
2021-22 Total allocation	\$16,546
Administrative and indirect costs	\$0
Equitable services for nonprofit private schools	\$0
2021-22 Title II, Part A adjusted allocation	\$16,546

*****Warning*****

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

2021-22 Title IV, Part A LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the local educational agency (LEA) for Title IV, Part A and to report reservations.

CDE Program Contact:

Kevin Donnelly, Rural Education and Student Support Office , TitleIV@cde.ca.gov, 916-319-0942

2021-22 Title IV, Part A LEA allocation	\$10,926
Funds transferred-in amount	\$0
Funds transferred-out amount	\$10,926
2021-22 Title IV, Part A LEA available allocation	\$0
Indirect cost reservation	\$0
Administrative reservation	\$0
Equitable services for nonprofit private schools	\$0
2021-22 Title IV, Part A LEA adjusted allocation	\$0

*****Warning*****

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2021-22 Consolidation of Administrative Funds

A request by the local educational agency (LEA) to consolidate administrative funds for specific programs.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

Title I, Part A Basic SACS Code 3010	No
Title I, Part C Migrant Education SACS Code 3060	No
Title I, Part D Delinquent SACS Code 3025	No
Title II, Part A Supporting Effective Instruction SACS Code 4035	No
Title III English Learner Students - 2% maximum SACS Code 4203	No
Title III Immigrant Students SACS Code 4201	No
Title IV, Part A Student Support - 2% maximum SACS Code 4127	No
Title IV, Part B 21st Century Community Learning Centers SACS Code 4124	No

*****Warning*****

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

2021-22 Title I, Part A School Student Counts

This data collection contains school-level student data. The information in this data collection will be used by the local educational agency (LEA) to calculate eligibility and ranking for Title I, Part A school allocations.

CDE Program Contact:

Rina DeRose, Title I Policy, Program, and Support Office, RDerose@cde.ca.gov, 916-323-0472

School ranking options Within the LEA

Select the highest to lowest school ranking method

Select a low income measure FRPM

Explanation of Pre-populated Student Counts

The data fields in this form, containing total student enrollment counts and eligible low income students ages 5-17 counts, were pre-populated with PRIOR year (Fiscal Year 2020–21) certified data from CALPADS Fall 1 data submission.

Note: The LEA may use prior year data or current year data to calculate eligibility and ranking for Title I, Part A school allocations. The LEA may choose to manually enter current year data in place of prior year data.

School Name	School Code	Low Grade Offered	High Grade Offered	Grade Span Group	Student Enrollment	Eligible Low Income Students Ages 5-17
Monsenor Oscar Romero Charter Middle	0114959	6	8	2	318	297

*****Warning*****

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

2021-22 Title I, Part A Notification of Authorization of Schoolwide Program

This report provides notification to the California Department of Education of a school's eligibility and local board approval to operate under and report as Schoolwide Program.

CDE Program Contact:

Title I Policy, Program, and Support Office , TitleI@cde.ca.gov, -
 Rina DeRose, Title I Policy, Program, and Support Office, RDeRose@cde.ca.gov, 916-323-0472

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

*****Warning*****

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

2021-22 Title I, Part A School Allocations

This report identifies the amount of Title I, Part A funds to be allocated to eligible schools.

CDE Program Contact:

Title I Policy, Program, and Support Office , TitleI@cde.ca.gov, -
 Rina DeRose, Title I Policy, Program, and Support Office, RDerose@cde.ca.gov, 916-323-0472

LEA meets small LEA criteria.

A local educational agency (LEA) is defined as a small LEA if, based on the school list and the data entered in Title I, Part A School Student Counts, the LEA meets one or both of the following:

- Is a single school LEA
- Has enrollment total for all schools less than 1,000

If applicable, enter a Discretion Code. Use lower case only.

Allowable Discretion Codes

- a - Below LEA average and at or above 35% student low income
- d - Waiver for a desegregation plan on file
- e - Grandfather provision
- f - Feeder pattern

Low income measure FRPM
 Ranking Schools Highest to Lowest Within the LEA
 LEA-wide low income % 93.40%
 Available Title I, Part A school allocations \$158,792
 Available parent and family engagement reservation \$0

School Name	School Code	Grade Span Group	Student Enrollment	Eligible Low Income Students Ages 5-17	Low Income Student %	Eligible to be Served	Required to be Served	Ranking	\$ Per Low Income Student	TIA School Allocation	2020-21 Carryover	Parent and Family Engagement	Total School Allocation	Discretion Code
Monsenor Oscar Romero Charter Middle	0114959	2	318	297	93.40	*	*	1	534.65	158791.05			158791.05	

*****Warning*****

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

2021-22 Title I, Part A School Allocations

This report identifies the amount of Title I, Part A funds to be allocated to eligible schools.

*****Warning*****

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

2018-19 Title II, Part A Fiscal Year Expenditure Report, Closeout 39 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2018 through September 30, 2021.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636
 Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2018-19 Title II, Part A allocation	\$17,253
2018-19 Title II, Part A total apportionment issued	\$17,253
Transferred-in amount	\$0
Transferred-out amount	\$0
2018-19 Total allocation	\$17,253

Professional Development Expenditures

Professional development for teachers	\$17,253
Professional development for administrators	
All other professional development expenditures	

Recruitment, Training, and Retention Expenditures

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

Miscellaneous Expenditures

Class size reduction	
Administrative and indirect costs	
Equitable services for nonprofit private schools	
All other allowable expenditures and encumbrances	
Total expenditures and encumbrances	\$17,253
2018-19 Unspent funds	\$0
Note: CDE will invoice the LEA for the unspent 2018-19 total allocation.	

*****Warning*****

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Bert Corona Charter (19 64733 0106872)

Status: Certified
 Saved by: ExED Data Management
 Date: 2/23/2022 8:19 PM

2019-20 Title III English Learner YTD Expenditure Report, 27 Months

A report of year-to-date (YTD) expenditures by activity. Activity period covered is July 1, 2019 through September 30, 2021.

Note: The period of availability of 2019-20 funds has been extended until September 30, 2022.

CDE Program Contact:

Caroline Takahashi, Language Policy and Leadership Office, CTakahashi@cde.ca.gov, 916-323-5739
 Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

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

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

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

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

2019-20 Title III EL student program allocation	\$23,476
Transferred-in amount	\$0
2019-20 Total allocation	\$23,476
Object Code - Activity	
1000-1999 Certificated personnel salaries	\$0
2000-2999 Classified personnel salaries	\$0
3000-3999 Employee benefits	\$0
4000-4999 Books and supplies	\$0
5000-5999 Services and other operating expenditures	\$23,476
Direct administrative costs (amount cannot exceed 2% of the student program allocation plus transferred-in amount)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$0
Total year-to-date expenditures	\$23,476
2019-20 Unspent funds	\$0
Note: LEAs have until September 30, 2022 to spend 2019-20 funds and to file a closeout report thereafter.	

*****Warning*****

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Bert Corona Charter (19 64733 0106872)

Status: Certified
 Saved by: ExED Data Management
 Date: 2/23/2022 8:19 PM

2020-21 Title I, Part A LEA Carryover

Report only expenditures and obligations for fiscal year (FY) 2020-21 allocation to determine funds to be carried over.

CDE Program Contact:

Rina DeRose, Title I Policy, Program, and Support Office, RDeRose@cde.ca.gov, 916-323-0472

Carryover Calculation

2020-21 Title I, Part A LEA allocation	\$133,609
Transferred-in amount	\$10,338
2020-21 Title I, Part A LEA available allocation	\$143,947
Expenditures and obligations through September 30, 2021	\$143,947
Carryover as of September 30, 2021	\$0
Carryover percent as of September 30, 2021	0.00%

*****Warning*****

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2020-21 Title III English Learner YTD Expenditure Report, 18 Months

A report of year-to-date (YTD) expenditures by activity. Activity period covered is July 1, 2020 through December 31, 2021.

CDE Program Contact:

Caroline Takahashi, Language Policy and Leadership Office, CTakahashi@cde.ca.gov, 916-323-5739
 Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

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

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

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

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

2020-21 Title III EL student program allocation	\$28,099
Transferred-in amount	\$0
2020-21 Total allocation	\$28,099
Object Code - Activity	
1000-1999 Certificated personnel salaries	\$5,500
2000-2999 Classified personnel salaries	\$0
3000-3999 Employee benefits	\$0
4000-4999 Books and supplies	\$7,118
5000-5999 Services and other operating expenditures	\$15,481
Direct administrative costs (amount cannot exceed 2% of the student program allocation plus transferred-in amount)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$0
Total year-to-date expenditures	\$28,099
2020-21 Unspent funds	\$0

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2020-21 Title IV, Part A LEA Use of Funds and Carryover

The purpose of this data collection is to calculate the carryover amount and to collect the year-to-date expenditures by activity level for Title IV, Part A.

CDE Program Contact:

Kevin Donnelly, Rural Education and Student Support Office , TitleIV@cde.ca.gov, 916-319-0942

2020-21 Title IV, Part A LEA allocation	\$10,338
Funds transferred-in amount	\$0
Funds transferred-out amount	\$10,338
2020-21 Title IV, Part A LEA available allocation	\$0

Expenditures

Administrative and indirect costs	\$0
Well-Rounded Educational Opportunities activities	\$0
Safe and Healthy Students activities	\$0
Effective Use of Technology activities	\$0
Technology Infrastructure	\$0
Carryover as of September 30, 2021	\$0

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Bert Corona Charter (19 64733 0106872)

Status: Certified
 Saved by: ExED Data Management
 Date: 2/23/2022 8:19 PM

2021-22 Federal Transferability

Federal transferability of funds is governed by Title V in ESSA Section 5102. An LEA may transfer Title II, Part A and or Title IV, Part A program funds to other allowable programs. This transferability is not the same as Title V, Part B Alternative Uses of Funds Authority governed by ESEA Section 5211.

Note: Funds utilized under Title V, Part B Alternative Uses of Funds Authority are not to be included on this form.

CDE Program Contact:

Lisa Fassett, Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963
 Kevin Donnelly, Rural Education and Student Support Office, TitleIV@cde.ca.gov, 916-319-0942

Title II, Part A Transfers

2021-22 Title II, Part A allocation	\$16,631
Transferred to Title I, Part A	
Transferred to Title I, Part C	
Transferred to Title I, Part D	
Transferred to Title III English Learner	
Transferred to Title III Immigrant	
Transferred to Title IV, Part A	
Transferred to Title V, Part B, Subpart 1 Small, Rural School Achievement Grant	
Transferred to Title V, Part B, Subpart 2 Rural and Low-Income Grant	
Total amount of Title II, Part A funds transferred out	\$0
2021-22 Title II, Part A allocation after transfers out	\$16,631

Title IV, Part A Transfers

2021-22 Title IV, Part A allocation	\$10,000
Transferred to Title I, Part A	\$10,000
Transferred to Title I, Part C	
Transferred to Title I, Part D	
Transferred to Title II, Part A	
Transferred to Title III English Learner	
Transferred to Title III Immigrant	
Transferred to Title V, Part B Subpart 1 Small, Rural School Achievement Grant	
Transferred to Title V, Part B Subpart 2 Rural and Low-Income Grant	
Total amount of Title IV, Part A funds transferred out	\$10,000
2021-22 Title IV, Part A allocation after transfers out	\$0

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2021-22 Title I, Part A LEA Allocation and Reservations

To report LEA required and authorized reservations before distributing funds to schools.

CDE Program Contact:

Sylvia Hanna, Title I Policy, Program, and Support Office, SHanna@cde.ca.gov, 916-319-0948
 Rina DeRose, Title I Policy, Program, and Support Office, RDerosc@cde.ca.gov, 916-323-0472

2021-22 Title I, Part A LEA allocation (+)	\$129,168
Transferred-in amount (+)	\$10,000
Nonprofit private school equitable services proportional share amount (-)	\$0
2021-22 Title I, Part A LEA available allocation	\$139,168

Required Reservations

Parent and family engagement (If the allocation is greater than \$500,000, then parent and family engagement equals 1% of the allocation minus the nonprofit private school equitable services proportional share amount.)	\$0
School parent and family engagement	\$0
LEA parent and family engagement	\$0
Local neglected institutions Does the LEA have local institutions for neglected children?	
Local neglected institutions reservation	
Local delinquent institutions Does the LEA have local institutions for delinquent children?	
Local delinquent institutions reservation	
Direct or indirect services to homeless children, regardless of their school of attendance	\$102

Authorized Reservations

Public school Choice transportation	\$0
Other authorized activities	\$0
2021-22 Approved indirect cost rate	9.58%
Indirect cost reservation	\$0
Administrative reservation	\$0

Reservation Summary

Total LEA required and authorized reservations	\$102
School parent and family engagement reservation	\$0
Amount available for Title I, Part A school allocations	\$139,066

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2021-22 Title II, Part A LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the local educational agency (LEA) for Title II, Part A Supporting Effective Instruction.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636

Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2021-22 Title II, Part A allocation	\$16,631
Transferred-in amount	\$0
Total funds transferred out of Title II, Part A	\$0
Allocation after transfers	\$16,631
Repayment of funds	\$0
2021-22 Total allocation	\$16,631
Administrative and indirect costs	\$0
Equitable services for nonprofit private schools	\$0
2021-22 Title II, Part A adjusted allocation	\$16,631

*****Warning*****

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2021-22 Title III English Learner LEA Allocations and Reservations

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

CDE Program Contact:

Caroline Takahashi, Language Policy and Leadership Office, CTakahashi@cde.ca.gov, 916-323-5739
 Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Total Allocation

2021-22 Title III EL student program allocation	\$29,367
Transferred-in amount	\$0
Repayment of funds	\$0
2021-22 Total allocation	\$29,367

Allocation Reservations

Professional development activities	\$25,000
Program and other authorized activities	\$4,367
English proficiency and academic achievement	\$0
Parent, family, and community engagement	\$0
Direct administrative costs (amount cannot exceed 2% of the student program allocation plus transferred-in amount)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$0
Total allocation reservations	\$29,367

*****Warning*****

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2021-22 Title III English Learner YTD Expenditure Report, 6 Months

A report of year-to-date (YTD) expenditures by activity. Activity period covered is July 1, 2021 through December 31, 2021.

CDE Program Contact:

Caroline Takahashi, Language Policy and Leadership Office, CTakahashi@cde.ca.gov, 916-323-5739
 Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

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

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

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

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

2021-22 Title III EL student program allocation	\$29,367
Transferred-in amount	\$0
2021-22 Total allocation	\$29,367
Object Code - Activity	
1000-1999 Certificated personnel salaries	\$0
2000-2999 Classified personnel salaries	\$0
3000-3999 Employee benefits	\$0
4000-4999 Books and supplies	\$0
5000-5999 Services and other operating expenditures	\$13,200
Direct administrative costs (amount cannot exceed 2% of the student program allocation plus transferred-in amount)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$0
Total year-to-date expenditures	\$13,200
2021-22 Unspent funds	\$16,167

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2021-22 Title IV, Part A LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the local educational agency (LEA) for Title IV, Part A and to report reservations.

CDE Program Contact:

Kevin Donnelly, Rural Education and Student Support Office , TitleIV@cde.ca.gov, 916-319-0942

2021-22 Title IV, Part A LEA allocation	\$10,000
Funds transferred-in amount	\$0
Funds transferred-out amount	\$10,000
2021-22 Title IV, Part A LEA available allocation	\$0
Indirect cost reservation	\$0
Administrative reservation	\$0
Equitable services for nonprofit private schools	\$0
2021-22 Title IV, Part A LEA adjusted allocation	\$0

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2021-22 Consolidation of Administrative Funds

A request by the local educational agency (LEA) to consolidate administrative funds for specific programs.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

Title I, Part A Basic SACS Code 3010	No
Title I, Part C Migrant Education SACS Code 3060	No
Title I, Part D Delinquent SACS Code 3025	No
Title II, Part A Supporting Effective Instruction SACS Code 4035	No
Title III English Learner Students - 2% maximum SACS Code 4203	No
Title III Immigrant Students SACS Code 4201	No
Title IV, Part A Student Support - 2% maximum SACS Code 4127	No
Title IV, Part B 21st Century Community Learning Centers SACS Code 4124	No

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2021-22 Title I, Part A School Student Counts

This data collection contains school-level student data. The information in this data collection will be used by the local educational agency (LEA) to calculate eligibility and ranking for Title I, Part A school allocations.

CDE Program Contact:

Rina DeRose, Title I Policy, Program, and Support Office, RDerose@cde.ca.gov, 916-323-0472

School ranking options Within the LEA

Select the highest to lowest school ranking method

Select a low income measure FRPM

Explanation of Pre-populated Student Counts

The data fields in this form, containing total student enrollment counts and eligible low income students ages 5-17 counts, were pre-populated with PRIOR year (Fiscal Year 2020–21) certified data from CALPADS Fall 1 data submission.

Note: The LEA may use prior year data or current year data to calculate eligibility and ranking for Title I, Part A school allocations. The LEA may choose to manually enter current year data in place of prior year data.

School Name	School Code	Low Grade Offered	High Grade Offered	Grade Span Group	Student Enrollment	Eligible Low Income Students Ages 5-17
Bert Corona Charter	0106872	5	8	2	348	295

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2021-22 Title I, Part A Notification of Authorization of Schoolwide Program

This report provides notification to the California Department of Education of a school's eligibility and local board approval to operate under and report as Schoolwide Program.

CDE Program Contact:

Title I Policy, Program, and Support Office , TitleI@cde.ca.gov, -
 Rina DeRose, Title I Policy, Program, and Support Office, RDeRose@cde.ca.gov, 916-323-0472

School Name	School Code	Authorized SWP	Low Income %	Local Board Approval Date SWP Plan (MM/DD/YYYY)	Local Board Approval Date SWP Waiver (MM/DD/YYYY)	SIG Approval Date (MM/DD/YYYY)
Bert Corona Charter	0106872	Y	85%	10/24/2011		

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2021-22 Title I, Part A School Allocations

This report identifies the amount of Title I, Part A funds to be allocated to eligible schools.

CDE Program Contact:

Title I Policy, Program, and Support Office , TitleI@cde.ca.gov, -
 Rina DeRose, Title I Policy, Program, and Support Office, RDerose@cde.ca.gov, 916-323-0472

LEA meets small LEA criteria.

A local educational agency (LEA) is defined as a small LEA if, based on the school list and the data entered in Title I, Part A School Student Counts, the LEA meets one or both of the following:

- Is a single school LEA
- Has enrollment total for all schools less than 1,000

If applicable, enter a Discretion Code. Use lower case only.

Allowable Discretion Codes

- a - Below LEA average and at or above 35% student low income
- d - Waiver for a desegregation plan on file
- e - Grandfather provision
- f - Feeder pattern

Low income measure FRPM
 Ranking Schools Highest to Lowest Within the LEA
 LEA-wide low income % 84.77%
 Available Title I, Part A school allocations \$139,066
 Available parent and family engagement reservation \$0

School Name	School Code	Grade Span Group	Student Enrollment	Eligible Low Income Students Ages 5-17	Low Income Student %	Eligible to be Served	Required to be Served	Ranking	\$ Per Low Income Student	TIA School Allocation	2020-21 Carryover	Parent and Family Engagement	Total School Allocation	Discretion Code
Bert Corona Charter	0106872	2	348	295	84.77	*	*	1	471.41	139065.95			139065.95	

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Coversheet

Update on the Annual Update to the 2021-22 LCAP and Budget Overview for Parents (BCCS, BCCHS, & MORCS)

Section: III. Items Scheduled for Information

Item: E. Update on the Annual Update to the 2021-22 LCAP and Budget Overview for Parents (BCCS, BCCHS, & MORCS)

Purpose: FYI

Submitted by:

Related Material:

Board Brief Recommendation approve the Update on the Annual Update to the 2021 22 LCAP and Budget Overview for Parents BCCS MORCS and BCCHS.pdf

Complete MORCS 2022_Supplement_to_Annual_Update_for_2021-22_LCAP_Monsenor_Oscar_Romero_Charter_Middle_School_20220228.pdf

Completed BCCS 2022_Supplement_to_Annual_Update_for_2021-22_LCAP_Bert_Corona_Charter_School_20220228 (1).pdf

Compressed BCCH 2022_Supplement_to_Annual_Update_for_2021-22_LCAP_Bert_Corona_Charter_High_School_20220228 (2).pdf



YPI CHARTER SCHOOLS

February 28, 2022

TO: YPICS
Board of Directors

FROM: Yvette King-Berg
Executive Director

SUBJECT: Recommendation to approve an update on the Annual Update to the 2021–22 Local Control and Accountability Plan and Budget Overview for parents for Bert Corona Charter School, Monseñor Oscar Romero Charter School, and Bert Corona Charter High School.

BACKGROUND

Assembly Bill (AB) 130 (Chapter 44/2021)—Section 124 (e)—requires local educational agencies (LEAs) to present “an update on the annual update to the 2021-22 LCAP and budget overview for parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the local educational agency.” The update must include:

1. A one-time Supplement to the Annual Update for the 2021-22 LCAP using the State Board approved template.
2. All available mid-year outcome data related to metrics identified in the 2021-22 LCAP
3. Mid-year expenditure and implementation data on all actions identified in the 2021-22 LCAP
4. An update on the Budget Overview for Parents

There is only one template provided by the California Department of Education (CDE) to meet these requirements—[Supplement to the Annual Update to the 2021-22 Local Control and Accountability Plan \(Supplement\)](#), which was adopted by the State Board of Education (SBE) on November 3, 2021. The Supplement fulfills the requirement for the “update on the annual update to the 2021-22 LCAP and budget overview for parents”. LEAs are not being asked to update the 2021-22 LCAP Annual Update or the Budget Overview for Parents separately.

ANALYSIS

The Supplement is a one-time mid-year report to the local governing board and educational partners related to engagement on, and implementation of, the actions associated with the additional state and federal funding received to support recovery from COVID-19 and address the impact of lost instructional time. The Supplement template approved by the SBE includes five prompts that require LEAs describe:

1. How and when educational partners were engaged on the use of funds provided for in the Enacted Budget that were not included in the adopted 2021-22 LCAP;
2. How the additional concentration grant add-on funding, if applicable, was used to increase staff who provide direct services to students;
3. How and when educational partners were engaged on the use of one-time federal funds intended to support recovery from COVID-19 and the impacts of distance learning;
4. How the LEA is implementing the American Rescue Plan and Elementary and Secondary School Emergency Relief (ESSER) III expenditure plan, including successes and challenges, if applicable;
5. How 2021-22 school year fiscal resources are consistent with applicable plans and aligned with the 2021-22 LCAP.

LEAs are not required to use a specific format or template to organize or present available mid-year outcome data and mid-year expenditure and implementation data. When reporting available mid-year outcome, expenditure, and implementation data, LEAs have the flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's Educational Partners

LEAs are required to present the Supplement and mid-year outcome and expenditure data by February 28, 2022. The Supplement will be included as part of the 2022-23 LCAP for the purposes of review, adoption, and approval. The Supplement must simply be included as part of the LCAP package as follows and in this order at the end of the 2021-2022 school year:

1. 2022-23 Budget Overview for Parents
2. 2021-22 Supplement
3. 2022-23 LCAP
4. Action Tables for the 2022-23 LCAP

5. Instructions for the LCAP Template

RECOMMENDATION

It is recommended that the Board approve an update on the Annual Update to the 2021–22 Local Control and Accountability Plan and Budget Overview for parents for Bert Corona Charter School, Monseñor Oscar Romero Charter School, and Bert Corona Charter High School.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Monsenor Oscar Romero Charter School	Yvette King-Berg Executive Director	ykingberg@ypics.org (818)726-8883

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

Additional funds not included in the 2021-22 Local Control and Accountability Plan (LCAP). Elementary & Secondary School Emergency Relief (ESSER) II; Elementary & Secondary School Emergency Relief (ESSER) III; Expanded Learning Opportunities Grant; 5.07% mega COLA applied to the LCFF base grants.

The Charter School developed a Task Force to respond to the needs of our community during the COVID-19 global pandemic. The Charter School sent out surveys and video recordings to staff, students and families to gather input on items that indicated the unique needs of our children specific to individual student needs. Information sent to parents was translated into Spanish and made available on several platforms, including Google, YouTube, Facebook, Instagram, Twitter, Remind, and SMORE Newsletters. Surveys were sent out to families through google, email, text messages to ensure families could access the content. In addition, staff was available at the Charter School for parents that preferred to meet in-person following social distancing norms outside of the building.

Teachers, school counselors, and support staff created personalized websites for students to access (Google Classroom). The Charter School has staff fluent in Spanish and regularly communicates with families through phone calls, text messaging, emails, and the Remind Communication Platform. Counselors and additional support staff were notified if a teacher, principal, or parent-reported a student experiencing any forms of anxiety. Classified and certificated staff continued locating and resolving lists of “unreachable” students to provide assistance and engage them in distance learning. Charter School staff continue to assist with technology needs for students experiencing homelessness, including providing iPads and WiFi Hotspots as needed to ensure full access to distance learning.

The following are aspects of the ESSER III Plan that stakeholders influenced

- Identify/revise essential standards for each grade/course;
- Ensure all students have access to grade-level essential standards;
- Identify students who need additional support to mitigate pupil-learning loss;
- Schedule additional instructional time for students experiencing pupil-learning loss;
- Provide students with mental health services and supports;

- Students were provided with ten additional school days;
- Offer students comprehensive afterschool programs;
- Ensure all students have access to summer learning or summer enrichment opportunities.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

The following actions are intended to increase the number of staff who provide direct services to students on school campus with an enrollment of students who are low-income, English learners, and foster youth that is greater than 55 percent.

- Provide in-person instruction and services stipends to maintain operations and continuity of services and continuing to employ existing staff;
- Students will receive additional, comprehensive after-school intervention during the 2021-2022 school year. These services will be provided by either staff of the Charter School or through an outside provider at the Charter School;
- The Charter School extended the number of instructional days students receive. Students will receive two extra instructional days during the 2021-2022 school year for a total of 182 instructional days;
- The Charter School uses i-Ready to measure student learning. Students will be prioritized for extended learning opportunities based on the results of i-Ready data, classroom assessment data, and teacher observations;
- The goal of the Charter School is to enable all students to participate in extended learning opportunities.

The Charter School will prioritize the following students for extended learning opportunities:

- Students with disabilities; Youth in foster care, Homeless youth; English learners; Students from low-income families; Students without access to the technology needed for distance learning; Disengaged students; Students with failing grades; Students at risk of dropping out; Students identified as needing social and mental health supports.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

The Executive Administrator shared the ELO-G plan with all stakeholders during the 2020-2021 school year. The YPICS Board approved the ELO-G plan of Directors on May 24, 2021. The Executive Administrator shared the ESSER III plan with all stakeholders during October. The YPICS Board approved the ESSER III plan of Directors on October 28, 2021.

The Charter School engage its educational partners on the use of one-time federal funds through the following:

- Council/Committee Meetings;
- School Site Council/ School Advisory Council Meetings;
- ELAC Meetings;
- Parent Conferences;
- Community Update Letters sent to all families of the Charter School;
- Videos featuring expanded learning opportunities;
- Newsletters sent home to families;
- Electronic messaging such as email, Google Classroom, text messages, Remind, SMORE Newsletters;
- Direct invitation and communication from classroom teachers.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

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description of any such procedures, on each of the CDC's safety recommendations, including the universal and correct wearing of masks; modifying facilities to allow for physical distancing; handwashing and respiratory etiquette; cleaning and maintaining healthy facilities, including improving ventilation; contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments; diagnostic and screening testing; efforts to provide vaccinations to school communities; appropriate accommodations for children with disabilities concerning health and safety policies; and coordination with State and local health officials.

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In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

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Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Impact of the 2021/22 Budget Act on the Budget Overview for Parents

Local Educational Agency (LEA) name: MONSEÑOR OSCAR ROMERO

Projected General Fund Revenue for the 2021 – 22 School Year	Original Budget used for BOP	2nd Interim Projection	Difference	Comments
Total LCFF funds	\$ 2,953,743.67	\$ 3,149,627.22	\$ 195,883.55	Higher Due to increase in Concentration funding and increase in ADA
LCFF supplemental & concentration grants	\$ 749,029.57	\$ 879,282.00	\$ 130,252.43	Higher Due to increase in Concentration funding
All other state funds	\$ 510,992.06	\$ 578,168.31	\$ 67,176.25	Higher due to increase in ASES revenue and receipt of CTE Grant. MORCS is still developing plans for new funding included in the 2021 Budget act - Expanded Learning Opportunity Program funds. As a result, neither revenue nor expense is included in the projections. Educator Effectiveness funds will be spent in future years and are also not reflected in the projections.
All local funds	\$ 196,490.71	\$ 928,865.39	\$ 732,374.69	Higher due to PPP Loan Forgiveness
All federal funds	\$ 952,585.00	\$ 808,133.54	\$ (144,451.47)	Lower due to deferral of use of ESSER II funds to FY22-23
Total Projected Revenue	\$ 4,613,811.44	\$ 5,464,794.47	\$ 850,983.03	
Total Budgeted Expenditures for the 2021 – 22 School Year	Original	Current	Difference	Comments
Total Budgeted General Fund Expenditures	\$ 5,395,994.39	\$ 5,822,723.07	\$ 426,728.68	The main driver for the increase is the increased costs for the meal program, increases in salaries, and increased in expenses for CTE grant.

MORCS Academic Excellence Board Report

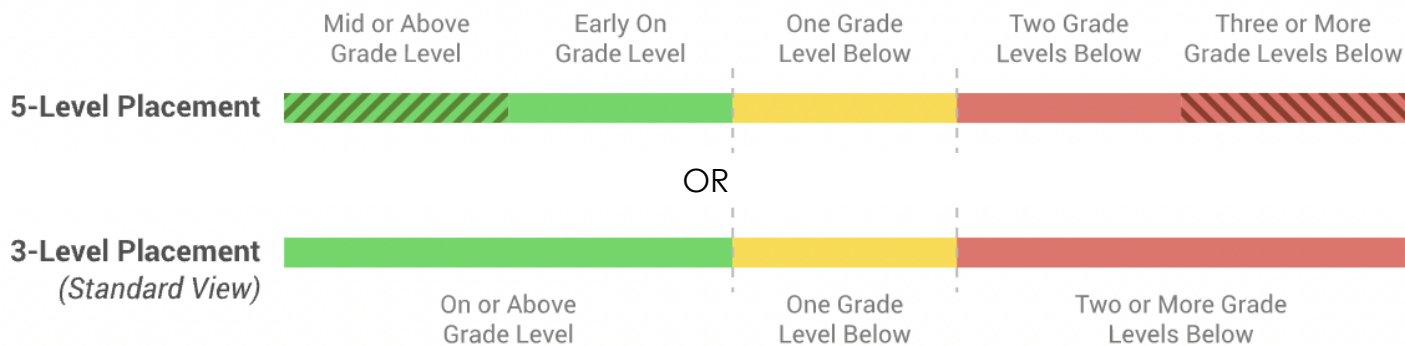
1.24.22



I. iReady Diagnostic Exams - General Info

	Diagnostic #1 (Fall)	Diagnostic #2 (Winter)
Enrollment (at time of diagnostic)	295	295
Testing Window	08/04/21 - 09/03/21	11/29/21 - 12/18/21
Students Tested (Math)	271 (92%)	289 (98%)
Students Tested (Reading)	263 (89%)	287 (97%)

Test Results Legend:

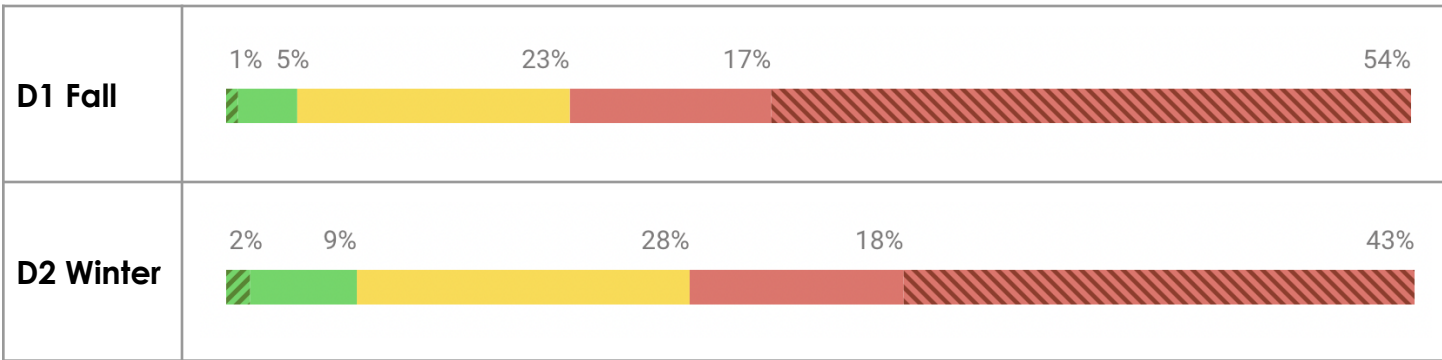


Analysis:

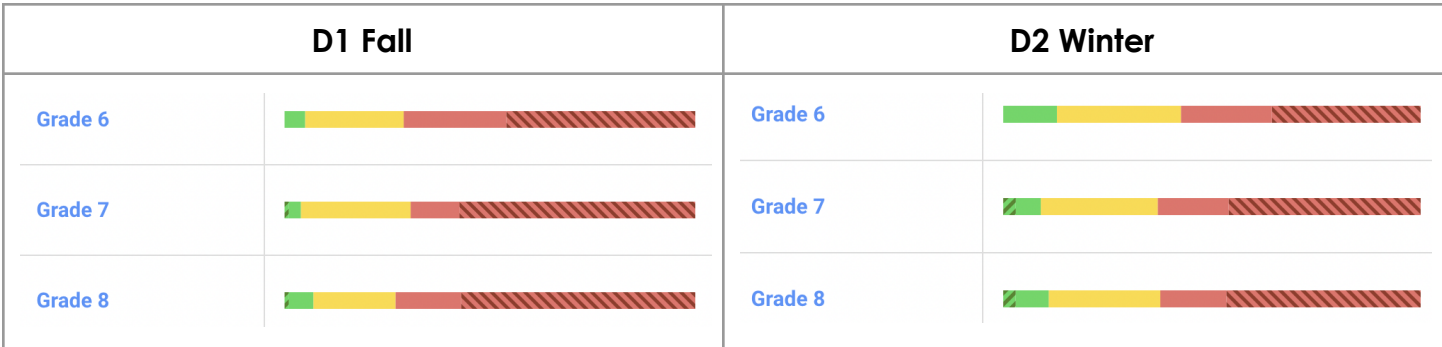
- More students tested in the Winter than in the Fall (98% and 97% compared with 92% and 89% respectively in Math and Reading)
- Total enrollment levels were the same during both testing sessions
- 12 weeks in between testing sessions

II. iReady Results (MATH)

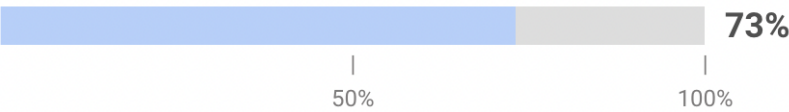
ALL STUDENTS (MATH)



BY GRADE LEVEL (MATH)



Progress to Annual Typical Growth (Median)

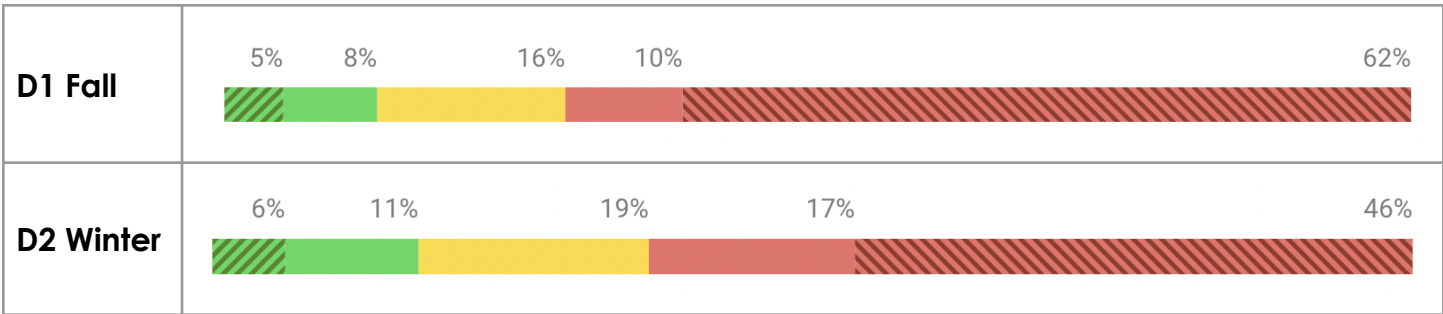


Analysis:

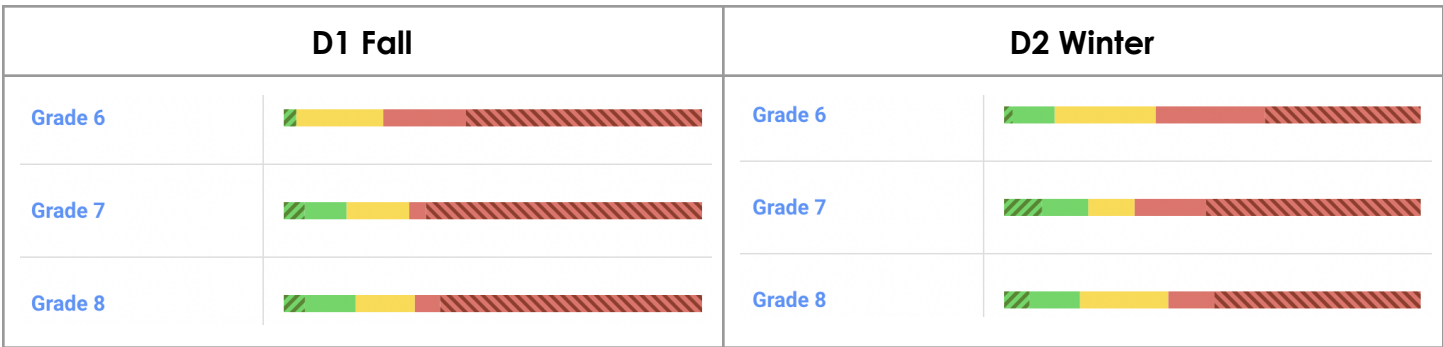
- Students "On or Above" Grade level increased from 6% to 11% in Math from D1 to D2
- Students "Two or More Grade Levels Below" decreased from 71% to 61% from D1 to D2
- Median Progress to Annual Typical Growth is at 73% overall for all students in math
- 8th grade math saw the highest growth at 108% median growth and 42% stretch growth
- All grade levels showing growth from D1 to D2 in Math

III. iReady Results (READING)

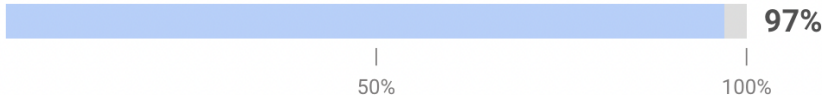
ALL STUDENTS (READING)



BY GRADE LEVEL (READING)



Progress to Annual Typical Growth (Median)



Analysis:

- Students “On or Above” Grade level increased from 13% to 17% in Reading from D1 to D2
- Students “Two or More Grade Levels Below” decreased from 72% to 63% from D1 to D2
- Median Progress to Annual Typical Growth is at 97% overall for all students in reading
- 7th grade reading saw the highest growth at 124% median growth and 42% stretch growth
- All grade levels showing growth from D1 to D2 in Reading

IV. Subgroup Growth Analysis

Median Progress towards Annual Typical Growth - ALL STUDENTS

	Math	Reading
6th Grade	69%	89%
7th Grade	62%	124%
8th Grade	108%	81%
All Students	80%	98%

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%

ANALYSIS

GLOWS:

- At each grade level, English Learners demonstrated **equal or more growth in math than All Students and Special Education Students**, in some cases significantly more growth (7th and 8th grade english learners were particularly successful!)
- At 6th and 7th grade, English Learners demonstrated **over 100% growth and close to 100% growth in Reading**
- At 7th and 8th grade level, Special Education students demonstrated **more growth in**

Reading than English Learners and All Students (note: 7th grade Special Education students were demonstrated almost twice as much growth as the other groups!).

- At all grade levels, Special Education students demonstrated **growth of over 100% in Reading**
- 8th grade students and English Learners **demonstrated significant growth in Math (over 100%) especially as compared to other grade levels**
- 7th grade students, 7th grade English Learners, and 7th grade Special Education students **demonstrated significant growth in Reading (over 100%) especially as compared to other grade levels**

GROWS:

- Students demonstrated relatively **low growth in 6th and 7th grade math.**
- Special Education students demonstrated **very low growth in math at all grade levels.**

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Bert Corona Charter School	Yvette King-Berg Executive Director	ykingberg@ypics.org (818)726-8883

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

Additional funds not included in the 2021-22 Local Control and Accountability Plan (LCAP). Elementary & Secondary School Emergency Relief (ESSER) II; Elementary & Secondary School Emergency Relief (ESSER) III; Expanded Learning Opportunities Grant; 5.07% mega COLA applied to the LCFF base grants.

The Charter School developed a Task Force to respond to the needs of our community during the COVID-19 global pandemic. The Charter School sent out surveys and video recordings to staff, students and families to gather input on items that indicated the unique needs of our children specific to individual student needs. Information sent to parents was translated into Spanish and made available on several platforms, including Google, YouTube, Facebook, Instagram, Twitter, Remind, and SMORE Newsletters. Surveys were sent out to families through google, email, text messages to ensure families could access the content. In addition, staff was available at the Charter School for parents that preferred to meet in-person following social distancing norms outside of the building.

Teachers, school counselors, and support staff created personalized websites for students to access (Google Classroom). The Charter School has staff fluent in Spanish and regularly communicates with families through phone calls, text messaging, emails, and the Remind Communication Platform. Counselors and additional support staff were notified if a teacher, principal, or parent-reported a student experiencing any forms of anxiety. Classified and certificated staff continued locating and resolving lists of “unreachable” students to provide assistance and engage them in distance learning. Charter School staff continue to assist with technology needs for students experiencing homelessness, including providing iPads and WiFi Hotspots as needed to ensure full access to distance learning.

The following are aspects of the ESSER III Plan that stakeholders influenced

- Identify/revise essential standards for each grade/course;
- Ensure all students have access to grade-level essential standards;
- Identify students who need additional support to mitigate pupil-learning loss;
- Schedule additional instructional time for students experiencing pupil-learning loss;
- Provide students with mental health services and supports;
- Students were provided with ten additional school days;
- Offer students comprehensive afterschool programs;

- Ensure all students have access to summer learning or summer enrichment opportunities.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

The following actions are intended to increase the number of staff who provide direct services to students on school campus with an enrollment of students who are low-income, English learners, and foster youth that is greater than 55 percent.

- Provide in-person instruction and services stipends to maintain operations and continuity of services and continuing to employ existing staff;
- Students will receive additional, comprehensive after-school intervention during the 2021-2022 school year. These services will be provided by either staff of the Charter School or through an outside provider at the Charter School;
- The Charter School extended the number of instructional days students receive. Students will receive two extra instructional days during the 2021-2022 school year for a total of 182 instructional days;
- The Charter School uses i-Ready to measure student learning. Students will be prioritized for extended learning opportunities based on the results of i-Ready data, classroom assessment data, and teacher observations;
- The goal of the Charter School is to enable all students to participate in extended learning opportunities.

The Charter School will prioritize the following students for extended learning opportunities:

- Students with disabilities; Youth in foster care, Homeless youth; English learners; Students from low-income families; Students without access to the technology needed for distance learning; Disengaged students; Students with failing grades; Students at risk of dropping out; Students identified as needing social and mental health supports.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

The Executive Administrator shared the ELO-G plan with all stakeholders during the 2020-2021 school year. The YPICS Board approved the ELO-G plan of Directors on May 24, 2021. The Executive Administrator shared the ESSER III plan with all stakeholders during October. The YPICS Board approved the ESSER III plan of Directors on October 28, 2021.

The Charter School engage its educational partners on the use of one-time federal funds through the following:

- Council/Committee Meetings;
- School Site Council/ School Advisory Council Meetings;
- ELAC Meetings;
- Parent Conferences;

- Community Update Letters sent to all families of the Charter School;
- Videos featuring expanded learning opportunities;
- Newsletters sent home to families;
- Electronic messaging such as email, Google Classroom, text messages, Remind, SMORE Newsletters;
- Direct invitation and communication from classroom teachers.

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Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Impact of the 2021/22 Budget Act on the Budget Overview for Parents

Local Educational Agency (LEA) name: BERT CORONA CHARTER SCHOOL

Projected General Fund Revenue for the 2021 – 22 School Year	Original Budget used for BOP	2nd Interim Projection	Difference	Comments
Total LCFF funds	\$ 3,502,671.13	\$ 3,500,605.06	\$ (2,066.08)	
LCFF supplemental & concentration grants	\$ 848,006.17	\$ 932,060.58	\$ 84,054.40	Higher Due to increase in Concentration funding
All other state funds	\$ 578,073.05	\$ 622,971.97	\$ 44,898.93	Higher due to increase in Nutrition and ASES revenue. BCCS is still developing plans for new funding included in the 2021 Budget act - Expanded Learning Opportunity Program funds. As a result, neither revenue nor expense is included in the projections. Educator Effectiveness funds will be spent in future years and are also not reflected in the projections.
All local funds	\$ 218,243.52	\$ 920,506.05	\$ 702,262.53	Higher due to PPP Loan Forgiveness
All federal funds	\$ 3,039,984.36	\$ 2,878,138.88	\$ (161,845.48)	Lower due to deferral of use of ESSER II funds to FY22-23
Total Projected Revenue	\$ 7,338,972.06	\$ 7,922,221.96	\$ 583,249.89	
Total Budgeted Expenditures for the 2021 – 22 School Year	Original	Current	Difference	Comments
Total Budgeted General Fund Expenditures	\$ 7,330,722.52	\$ 7,817,422.37	\$ 486,699.85	The main driver for the increase is the increased costs for the meal program and vendor repairs

BCCS Data Updates

January 24, 2022

iReady Diagnostic 2 Summary

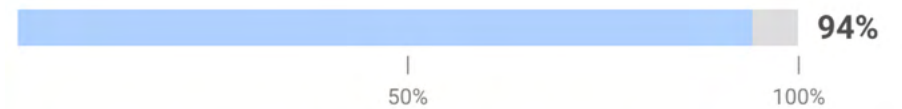
Taken December 2021

iReady Reading

Taken December 2021

January 2022

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](#)

Grade 5	58%
Grade 6	7%
Grade 7	74%
Grade 8	39%

Grade 5	95%
Grade 6	116%
Grade 7	20%
Grade 8	100%

Students Assessed/Total: **313/347**

Progress to Annual Typical Growth (Median)

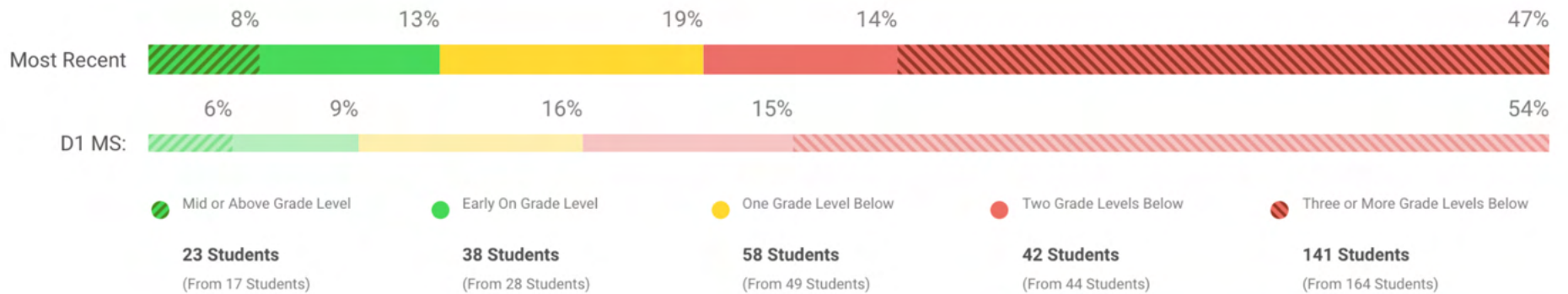
A horizontal bar chart showing the median progress towards typical growth. The bar is blue and extends to 47% on a scale from 0% to 100%. Vertical tick marks are present at 50% and 100%.

Progress to Annual Typical Growth (Median)	47%
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Grade 5	58%
Grade 6	7%
Grade 7	74%
Grade 8	39%

Overall Placement

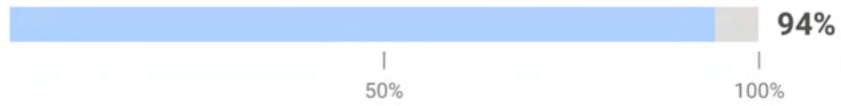
Students Assessed/Total: **302/345**



[The Mapping Between 5-Level and 3-Level Placement](#)

Students Assessed/Total: **326/345**

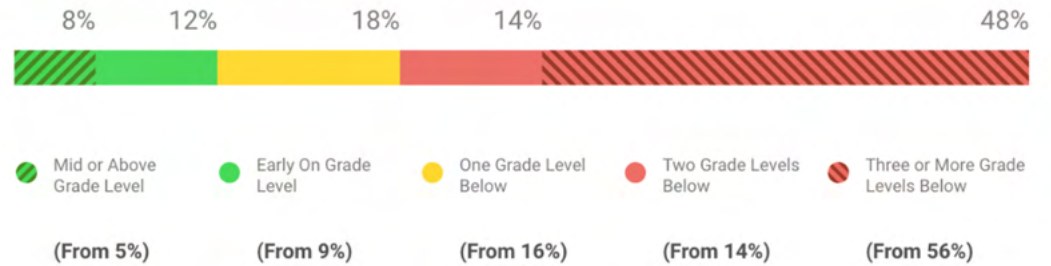
Progress to Annual Typical Growth (Median)



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](#)

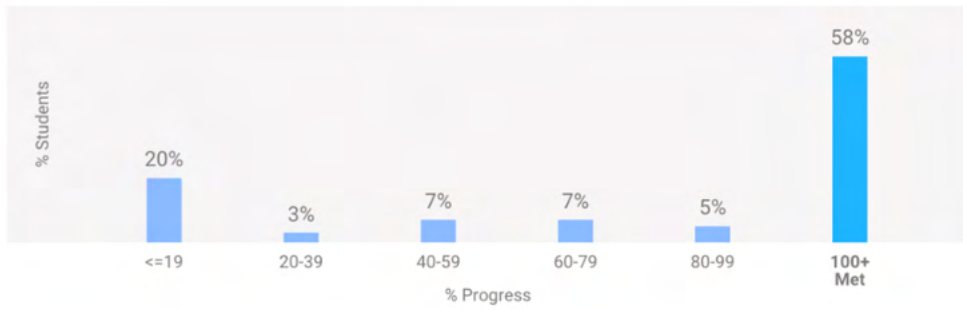
Current Placement Distribution



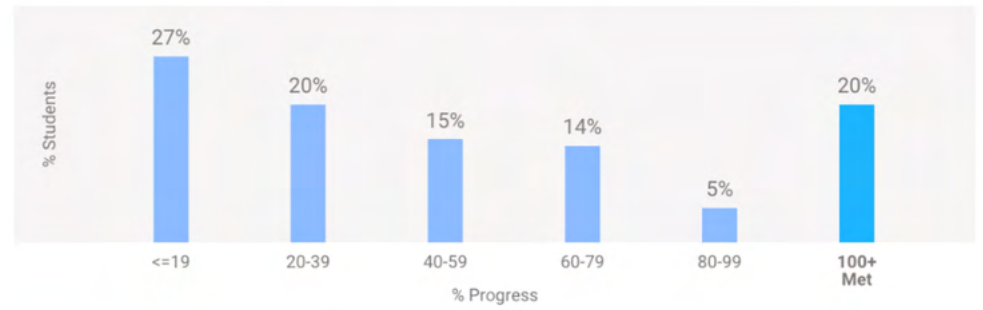
[The Mapping Between 5-Level and 3-Level Placement](#)

Grade	Annual Typical Growth ⓘ		Annual Stretch Growth® ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median) ⌵	% Met ⌵	Progress (Median) ⌵	% Met ⌵		
Grade 5	95%	47%	47%	12%	59%	17/17
Grade 6	119%	59%	47%	20%	57%	100/103
Grade 7	23%	38%	8%	15%	32%	98/107
Grade 8	100%	50%	32%	13%	48%	109/116

Distribution of Progress to Annual
Typical Growth



Distribution of Progress to Annual
Stretch Growth®



D2 MATH SCALE SCORE GROWTH ANALYSIS

AVERAGE GROWTH BY GL		AVERAGE GROWTH FOR ELs BY GL				AVERAGE GROWTH FOR SPED BY GL			
Grade	Average Growth	Grade	EL Status			Grade	SPED		
		Grade	EL	Non-EL	Grand Total	Grade	N	Y	Grand Total
5	18	5	5	25	18	5	18	14	18
6	20	6	24	18	20	6	19	22	20
7	8	7	11	6	8	7	7	10	8
8	10	8	10	9	10	8	6	27	10
Grand Total	13	Grand Total	14	12	13	Grand Total	11	19	13

Grade	Level K	Level 1	Level 2	Level 3	Level 4	Early 5	Level 5	Early 6	Mid 6	Level 6	Late 6	Early 7	Mid 7	Level 7	Late 7	Early 8	Mid 8	Level 9	Grand Total
5	1		3	4	5	4													17
6	1	7	10	31	16		19	8	6		4			1					103
7	4	5	7	19	17		16			16		9	6		3				102
8		2	5	20	15		14			13				21		19	4	1	114
Grand Total	6	14	25	74	53	4	49	8	6	29	4	9	6	22	3	19	4	1	336

*Scores to the right/above the red line indicate students who are on grade level. Currently, as a school, we have 65 students performing on or above GL.

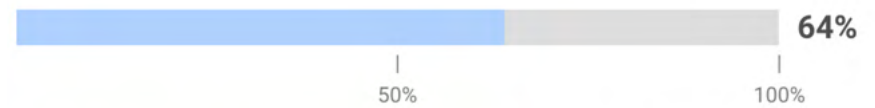
D2 GRADE LEVEL ANALYSIS					
Grade	Below GL	% Below GL	On GL	% On GL	Grand Total
5	13	76%	4	24%	17
6	84	82%	19	18%	103
7	84	82%	18	18%	102
8	90	79%	24	21%	114
Grand Total	271	81%	65	19%	336

iReady Math

Taken December 2021

January 2022

Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 64%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

[Learn More About Growth](#)

Students Assessed/Total: **301/347**

Progress to Annual Typical Growth (Median)

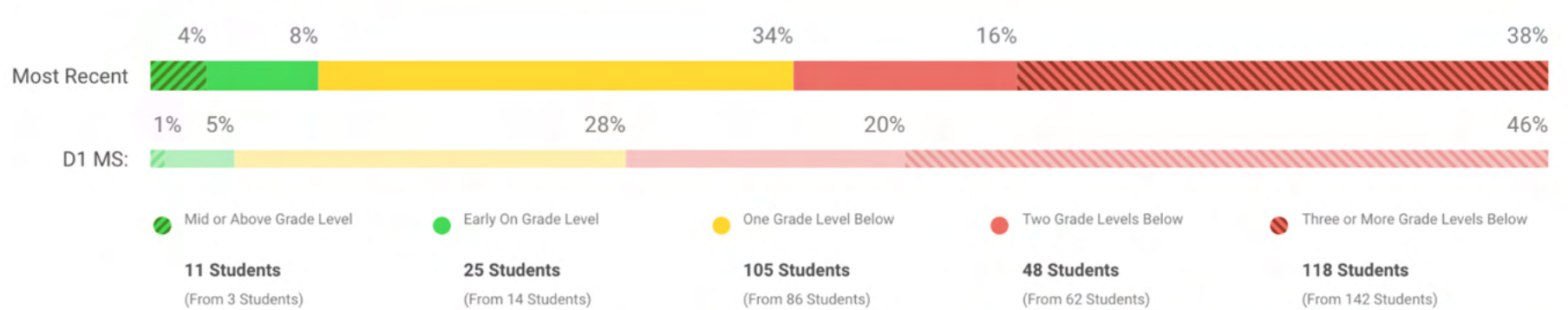


Grade 5	25%
Grade 6	36%
Grade 7	23%
Grade 8	44%

Grade 5	70%
Grade 6	67%
Grade 7	80%
Grade 8	40%

Overall Placement

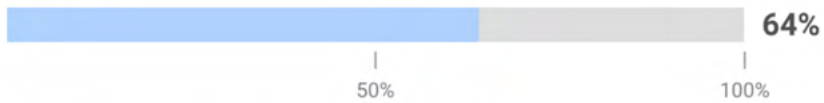
Students Assessed/Total: **307/345**



[The Mapping Between 5-Level and 3-Level Placement](#)

Students Assessed/Total: **330/345**

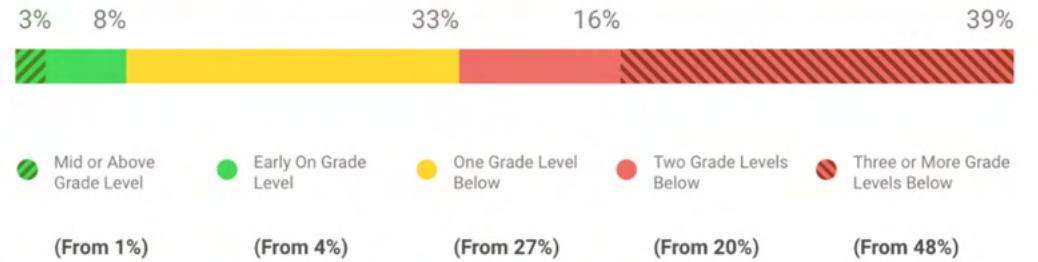
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 64%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

[Learn More About Growth](#)

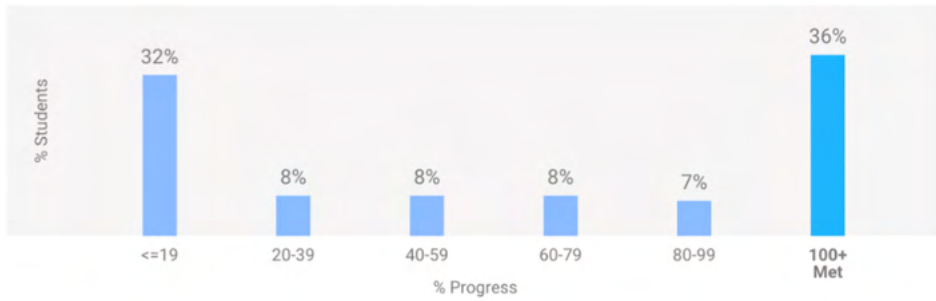
Current Placement Distribution



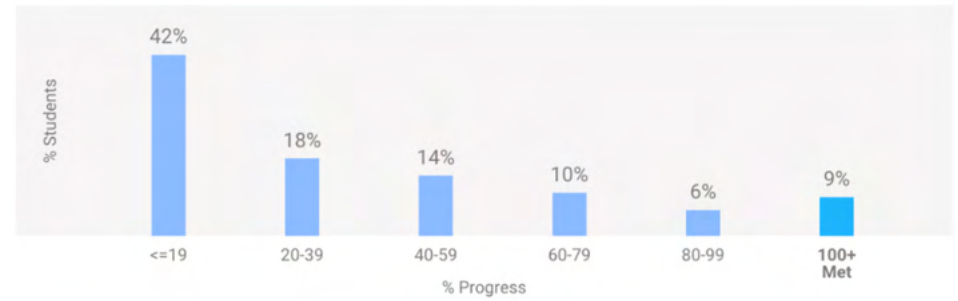
[The Mapping Between 5-Level and 3-Level Placement](#)

Grade	Annual Typical Growth ⓘ		Annual Stretch Growth® ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median) ⇅	% Met ⇅	Progress (Median) ⇅	% Met ⇅		
Grade 5	70%	29%	34%	6%	76%	17/17
Grade 6	67%	38%	30%	7%	52%	101/103
Grade 7	83%	40%	35%	14%	47%	103/107
Grade 8	40%	33%	17%	7%	39%	108/116

Distribution of Progress to Annual
Typical Growth



Distribution of Progress to Annual
Stretch Growth®



D2 MATH SCALE SCORE GROWTH ANALYSIS

AVERAGE GROWTH BY GL		AVERAGE GROWTH FOR ELs BY GL				AVERAGE GROWTH FOR SPED BY GL			
Grade	Average Growth	Grade	EL Status			Grade	SPED		
			EL	Non-EL	Grand Total		N	Y	Grand Total
5	14	5	14	14	14	5	14	17	14
6	9	6	4	11	9	6	10	5	9
7	9	7	4	11	9	7	11	1	9
8	5	8	2	6	5	8	3	15	5
Grand Total	8	Grand Total	4	10	8	Grand Total	8	6	8

Grade	Level 1	Level 2	Level 3	Level 4	Early 5	Level 5	Early 6	Mid 6	Level 6	Early 7	Mid 7	Level 7	Early 8	Mid 8	Grand Total
5	1	1	7	7	1										17
6	8	14	13	24		29	11	4							103
7	5	12	8	19		10			35	11	3				103
8	1	7	6	21		16			14			34	3	4	106
Grand Total	15	34	34	71	1	55	11	4	49	11	3	34	3	4	329

*Scores to the right/above the red line indicate students who are on grade level. Currently, as a school, we have 37 students performing on or above GL.

	Purpose	Platform	Frequency	Initial Data Set	Goal
iReady Math	Diagnostic Data	iReady (online)	3x per year	2019	30% OGL* 100% typical growth 50% stretch growth
iReady Reading	Diagnostic Data	iReady (online)	3x per year	2019	40% OGL* 100% typical growth 50% stretch growth
ELPAC	EL language prof.	TOMS (state, online)	1x per year (Mar-May)	Annually	20% reclassification
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*
Suspension Rate	% of students suspended at least once	N/A	Ongoing	2018-19	21-22 rate < 5%
Infinite Campus Grades	Grades for all classes	Infinite Campus and Google Classroom	Ongoing	Ongoing	3.0+ average
Final Exhibition Scores (Rubric-based)	Authentic assessment of key academic skills.	School-based assessment	1x per year	2022-23	Average 3 on Presentation Rubric

*OGL= on grade level by the end of the year

	Purpose	Platform	Goal	Progress (Jan 2022)
iReady Math	Diagnostic Data	iReady (online)	30% OGL* 100% typical growth 50% stretch growth	12% OGL* 64% typical growth 29% stretch growth
iReady Reading	Diagnostic Data	iReady (online)	40% OGL* 100% typical growth 50% stretch growth	19% OGL* 94% typical growth 34% stretch growth
ELPAC	EL language prof.	TOMS (state, online)	20% reclassification	Test not yet taken
CAASPP ELA	ELA Proficiency	TOMS (state, online)	40% OGL*	Test not yet taken
CAASPP Math	Math Proficiency	TOMS (state, online)	30% OGL*	Test not yet taken
Suspension Rate	% of students suspended at least once	N/A	21-22 rate < 5%	21-22 rate < 1.5%
Infinite Campus Grades	Grades for all classes	Infinite Campus and Google Classroom	3.0+ average	2.56 average
Final Exhibition Scores (Rubric-based)	Authentic assessment of key academic skills.	School-based assessment	Average 3 on Presentation Rubric	Presentations not yet given

- New SFA and Math Support Placements
 - Targeted EL Instruction
 - Math or SFA, depending on student need
- EL hotlist for reclassification
- PD focus on EL supports and ELD standards integration
- Team building and relationship building in 7th grade
- Mentor and coaching support (based on Student Outcomes Reflection and ongoing assessment performance)

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Bert Corona Charter High School	Yvette King-Berg Executive Director	ykingberg@ypics.org (818)726-8883

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

Additional funds not included in the 2021-22 Local Control and Accountability Plan (LCAP). Elementary & Secondary School Emergency Relief (ESSER) II; Elementary & Secondary School Emergency Relief (ESSER) III; Expanded Learning Opportunities Grant; 5.07% mega COLA applied to the LCFF base grants.

The Charter School developed a Task Force to respond to the needs of our community during the COVID-19 global pandemic. The Charter School sent out surveys and video recordings to staff, students and families to gather input on items that indicated the unique needs of our children specific to individual student needs. Information sent to parents was translated into Spanish and made available on several platforms, including Google, YouTube, Facebook, Instagram, Twitter, Remind, and SMORE Newsletters. Surveys were sent out to families through google, email, text messages to ensure families could access the content. In addition, staff was available at the Charter School for parents that preferred to meet in-person following social distancing norms outside of the building.

Teachers, school counselors, and support staff created personalized websites for students to access (Google Classroom). The Charter School has staff fluent in Spanish and regularly communicates with families through phone calls, text messaging, emails, and the Remind Communication Platform. Counselors and additional support staff were notified if a teacher, principal, or parent-reported a student experiencing any forms of anxiety. Classified and certificated staff continued locating and resolving lists of “unreachable” students to provide assistance and engage them in distance learning. Charter School staff continue to assist with technology needs for students experiencing homelessness, including providing iPads and WiFi Hotspots as needed to ensure full access to distance learning.

The following are aspects of the ESSER III Plan that stakeholders influenced

- Identify/revise essential standards for each grade/course;
- Ensure all students have access to grade-level essential standards;
- Identify students who need additional support to mitigate pupil-learning loss;
- Schedule additional instructional time for students experiencing pupil-learning loss;

- Provide students with mental health services and supports;
- Students were provided with ten additional school days;
- Offer students comprehensive afterschool programs;
- Ensure all students have access to summer learning or summer enrichment opportunities.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

The following actions are intended to increase the number of staff who provide direct services to students on school campus with an enrollment of students who are low-income, English learners, and foster youth that is greater than 55 percent.

- Provide in-person instruction and services stipends to maintain operations and continuity of services and continuing to employ existing staff;
- Students will receive additional, comprehensive after-school intervention during the 2021-2022 school year. These services will be provided by either staff of the Charter School or through an outside provider at the Charter School;
- The Charter School extended the number of instructional days students receive. Students will receive two extra instructional days during the 2021-2022 school year for a total of 182 instructional days;
- The Charter School uses i-Ready to measure student learning. Students will be prioritized for extended learning opportunities based on the results of NWEA data, classroom assessment data, and teacher observations;
- The goal of the Charter School is to enable all students to participate in extended learning opportunities.
- The Charter School will prioritize the following students for extended learning opportunities:
 - Students with disabilities; Youth in foster care, Homeless youth; English learners; Students from low-income families;
 - Students without access to the technology needed for distance learning; Disengaged students; Students with failing grades; Students at risk of dropping out; Students identified as needing social and mental health supports.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

The Executive Administrator shared the ELO-G plan with all stakeholders during the 2020-2021 school year. The YPICS Board approved the ELO-G plan of Directors on May 24, 2021. The Executive Administrator shared the ESSER III plan with all stakeholders during October. The YPICS Board approved the ESSER III plan of Directors on October 28, 2021.

The Charter School engage its educational partners on the use of one-time federal funds through the following:

- Council/Committee Meetings;

- School Site Council/ School Advisory Council Meetings;
- ELAC Meetings;
- Parent Conferences;
- Community Update Letters sent to all families of the Charter School;
- Videos featuring expanded learning opportunities;
- Newsletters sent home to families;
- Electronic messaging such as email, Google Classroom, text messages, Remind, SMORE Newsletters;
- Direct invitation and communication from classroom teachers.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Our children have witnessed the best and worst of humanity through the COVID-19 global pandemic and the impact of racial injustice on the nation. As a result, our Social-Emotional Support System Subgroup stakeholders felt our students needed to receive Anti-Bias & Anti-Racist Education woven into their daily instruction. As a result, staff participated in a Professional Development training focused on Anti-Bias & Anti-Racist Education (Equity). The Charter School will continue to provide Equity resources and training throughout the school year.

The Charter School will implement trauma-informed teaching and the tools and resources to move from a Learner Manager to a Learner.

- Empowered by incorporating welcoming/inclusion activities;
- Create learning teams and expectations;
- Use groups to get students talking; and Set goals together;
- 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.
- Professional development to address learning loss among students, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children in foster care, of the Charter School;
- Purchasing educational technology (including hardware, software, and connectivity) for students served by the Charter School that aids in regular and substantive academic interactions between students and their classroom teachers.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Consistent with the Charter School's plan for Safe Return to In-Person Instruction and Continuity of Services, the School will maintain the health and safety of students, educators, and other school and Charter School staff, and the extent to, which it has adopted policies, and a description of any such procedures, on each of the CDC's safety recommendations, including the universal and correct wearing of masks; modifying facilities to allow for physical distancing; handwashing and respiratory etiquette; cleaning and maintaining healthy facilities, including improving ventilation; contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments; diagnostic and screening testing; efforts to provide vaccinations to school communities; appropriate accommodations for children with disabilities concerning health and safety policies; and coordination with State and local health officials.

The Charter School will follow the California Department of Public Health (CDPH) released public health guidance for the 2021-22 school year that takes effect immediately, based on U.S. Centers for Disease Control and Prevention (CDC) updated recommendations.

Charter School will ensure the continuity of services, including but not limited to services to address students' academic needs and students' and staff social, emotional, mental health, and other conditions, which may include student health and food services." All families can contact the Executive Administrator of their child's school for questions about accessing meals, whether through distance learning or in-person. Charter School provides the public with an opportunity to provide comments and feedback and how The Charter School incorporated such input into the plan's development. Charter School developed a Reopening Committee in June 2020. The Reopening Committee consists of staff and parents. Our staff and parents have been involved in reopening plans throughout the school year to meet the needs of our students, and The Charter School used their feedback to develop COVID-19 safety plans and protocols. All parents have an opportunity to continue to provide input directly with staff and at parent meetings. Parents are welcome to send comments and feedback to ykingberg@ypics.org

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Impact of the 2021/22 Budget Act on the Budget Overview for Parents

Local Educational Agency (LEA) name: Bert Corona Charter High School

Projected General Fund Revenue for the 2021 – 22 School Year	Original Budget used for BOP	2nd Interim Projection	Difference	Comments
Total LCFF funds	\$ 2,454,619.57	\$ 2,543,651.57	\$ 89,032.00	Higher Due to increase in Concentration funding
LCFF supplemental & concentration grants	\$ 648,885.22	\$ 735,604.11	\$ 86,718.89	Higher Due to increase in Concentration funding
All other state funds	\$ 279,591.14	\$ 282,594.55	\$ 3,003.41	BCHS is still developing plans for new funding included in the 2021 Budget act - A-G Completion Grant. As a result, neither revenue nor expense is included in the projections. Educator Effectiveness funds will be spent in future years and are also not reflected in the projections.
All local funds	\$ 143,692.00	\$ 509,943.31	\$ 366,251.32	Higher due to PPP Loan Forgiveness
All federal funds	\$ 488,657.58	\$ 308,441.99	\$ (180,215.59)	Lower due to deferral of use of ESSER II funds to FY22-23
Total Projected Revenue	\$ 3,366,560.28	\$ 3,644,631.42	\$ 278,071.14	
Total Budgeted Expenditures for the 2021 – 22 School Year	Original	Current	Difference	Comments
Total Budgeted General Fund Expenditures	\$ 3,364,824.42	\$ 3,513,585.24	\$ 148,760.82	



BCCHS Academic Progress Check
Board Academic Subcommittee
January 24, 2022



Reading Intervention Data



Fall '21 to Winter '21 MAPS Lexile Growth and Grade-Level Reading Equivalent Growth.

D	E	F	G	H	I	J	K	L
Current Student Grade Level	MAPS F '21 Lexile	Reading Equivalent Grade Level - Fall '21	MAPS W'21-21	Reading Equivalent Grade Level - Winter '21	Lexile Growth			
11th	820L - 970L	4th - 5th	1150L - 1300L	9th - 10th	330L			
9th	725-875	4th - 5th	820L - 970L	4th - 5th	95 L	Winter - Grade level band maintained from Fall.	37.50%	
11th	725-825	4th - 5th	800L - 950L	4th - 5th	75L			
9th	590-740	2nd - 3rd	610L - 760L	2nd - 3rd	20 L	Winter - Grew one grade level band.	29.20%	
9th	455-605	2nd - 3rd	1035L - 1185L	9th - 10th	580 L	+ = >		54.20%
10th	590-740	2nd - 3rd	900L - 1050L	6th - 8th	310 L	Winter - Grew multiple grade level bands.	25%	
9th	650-800	2nd - 3rd	650L - 800L	2nd - 3rd	-----			
9th	515-665	2nd - 3rd	705L - 855L	4th - 5th	210L	Winter - Regressed one grade level band.	4%	
9th	995-1105	6th - 8th	995L - 1145L	6th - 8th	40 L			
9th	780-930	4th - 5th	780L - 930L	4th - 5th	-----	Winter - Missing Winter MAPS Exam	4%	
9th	745-895	4th - 5th	830L - 1030L	6th - 8th	135 L			99.70%
9th	590-740	2nd - 3rd	780L - 930L	4th - 5th	190 L			
10th	1015-1165	9th - 10th	1170L - 1320L	11th - CCR	155 L			
10th	915-1065	6th - 8th	800L - 950L	3th - 5th	-115			
11th	780-930	4th - 5th	1015L - 1165L	9th - 10th	235 L			
9th	840-990	4th - 5th	955L - 1105L	6th - 8th	115 L			
9th	685 - 835	2nd - 3rd	550L - 700L	2nd - 3rd	-135			
11th	800-950	4th - 5th	840L - 990L	4th - 5th	40L			
10th	590 - 740	2nd - 3rd	955L - 1105L	6th - 8th	365 L			
11th	550-700	2nd - 3rd	1015L - 1165L	9th - 10th	465 L			
10th	935 - 1085	6th - 8th	915L - 1065L	6th - 8th	-20			
9th	495-695	2nd - 3rd	absent		not finished			
10th	685 - 835	2nd - 3rd	1185-1335	11th - CCR	500 L			
9th	665-815	2nd - 3rd	780L - 930L	4th - 5th	115 L			



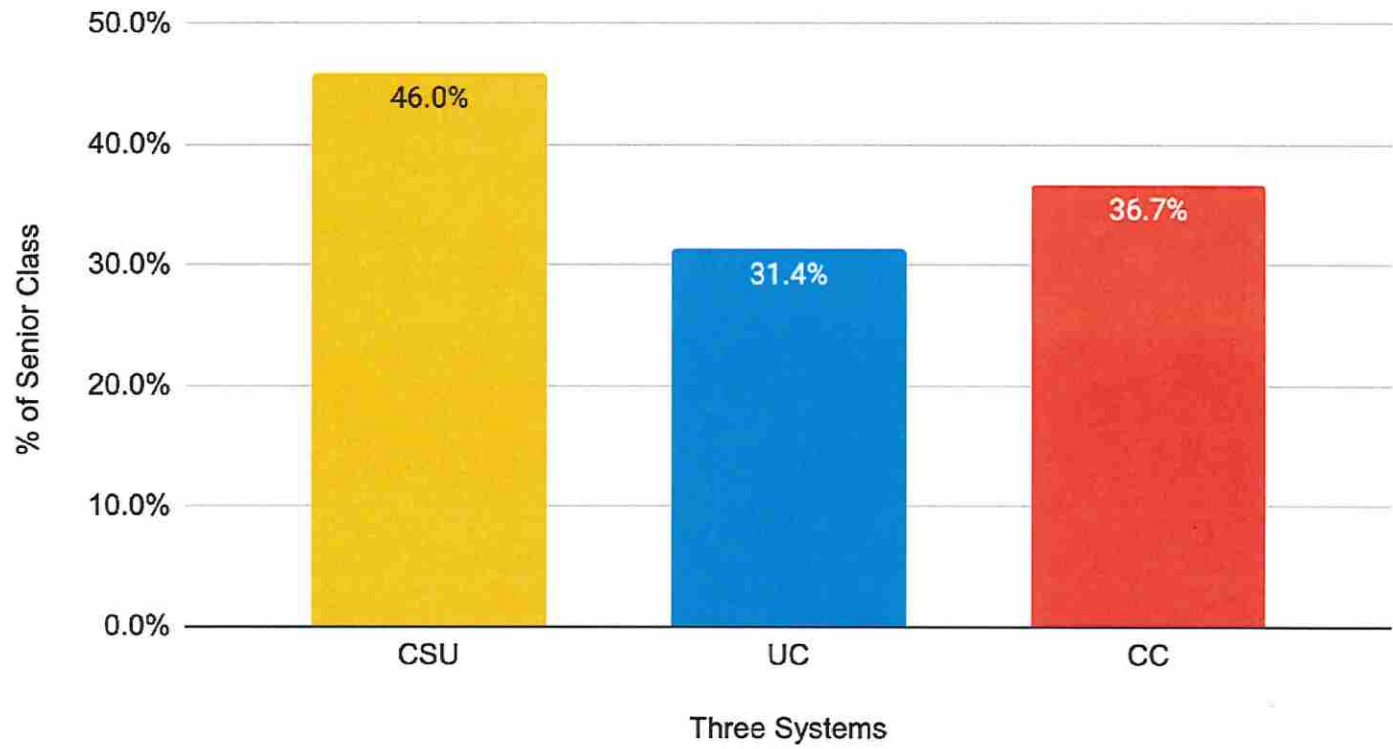
BCCHS College-Going Data

College App GPA by Graduating Cohort – BCCHS 02/28/2022	
CSU Qualifying GPA at the end of Grade 11 9 of 18 students 50%	2018
CSU Qualifying GPA at the end of Grade 11 23 of 58 students 40%	2019
CSU Qualifying GPA at the end of Grade 11 37 of 84 students 44%	2020
CSU Qualifying GPA at the end of Grade 11 23 of 58 students 40%	2021
CSU Qualifying GPA at the end of Grade 11 16 of 35 students 48%	2022



Class of
2022
College
Applications

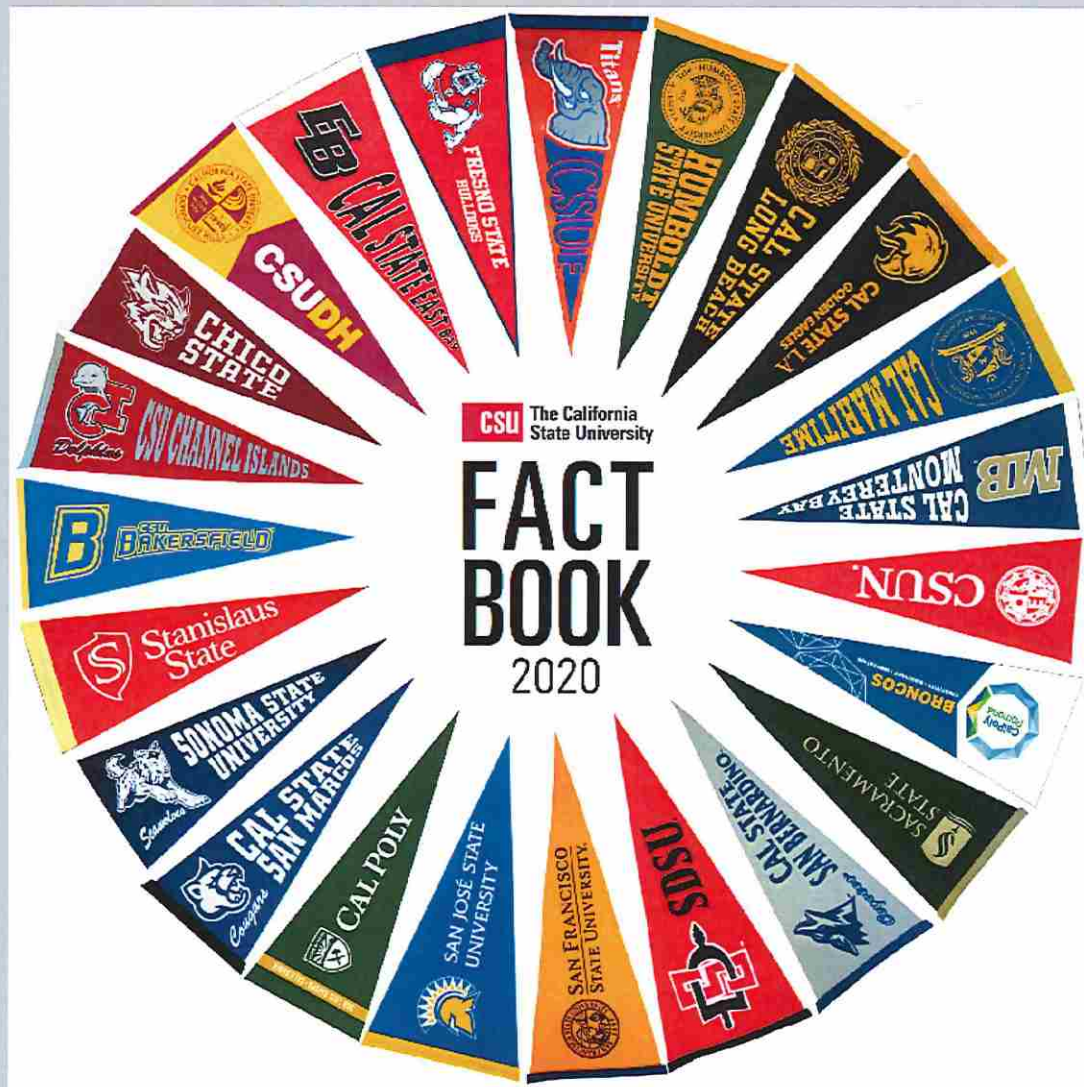
App. Completion for Three Systems





The first acceptance letters offering BCCHS Knights Fall 2022 admission to 4-year universities have come from:

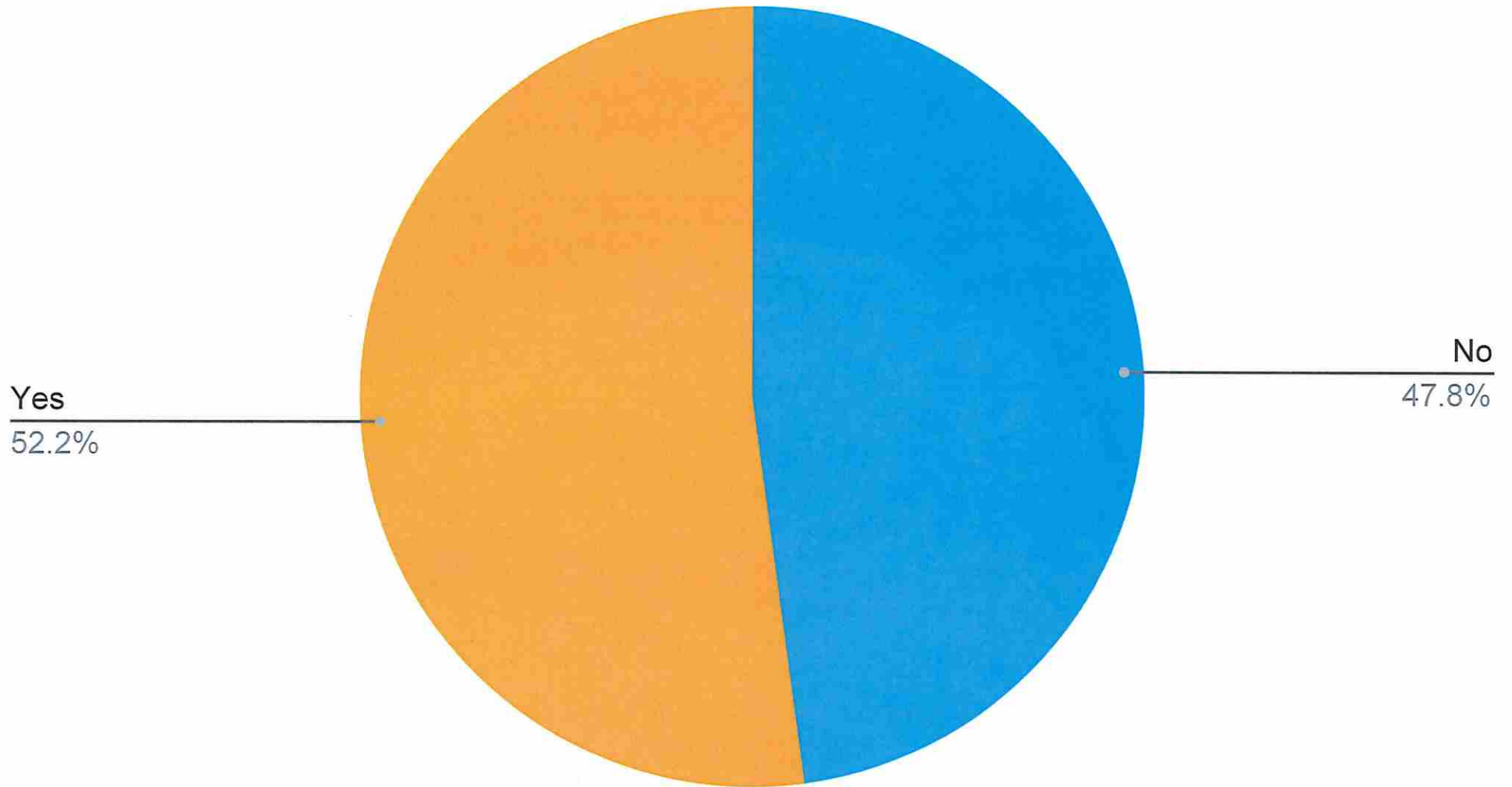
- CSU San Bernadino
- CSU San Marcos
- CSU Channel Islands
- CSU Northridge
- CSU Monterey Bay
- CSU East Bay



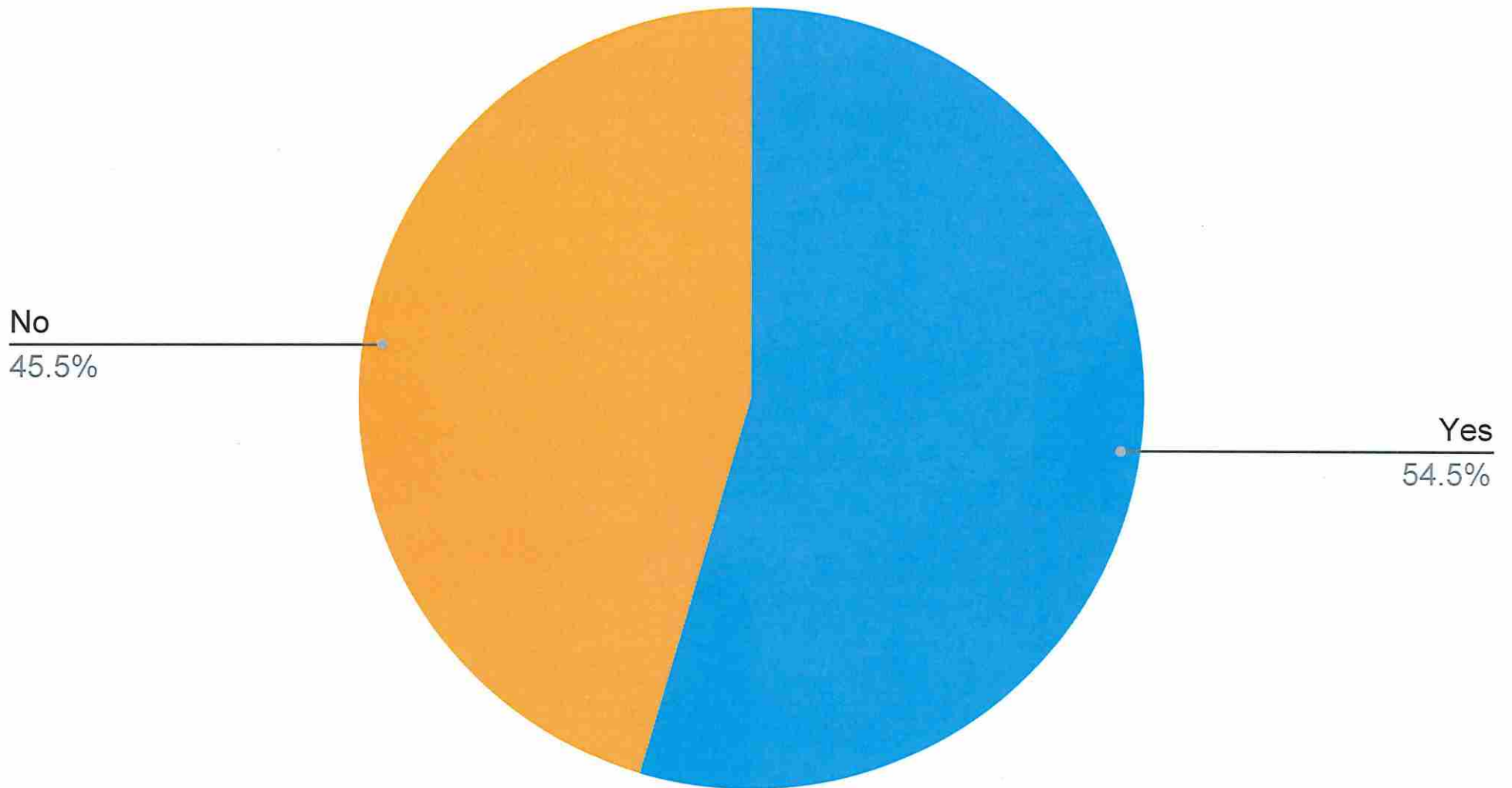


BCCHS Fall '21 to Winter '21 MAPS Growth Data

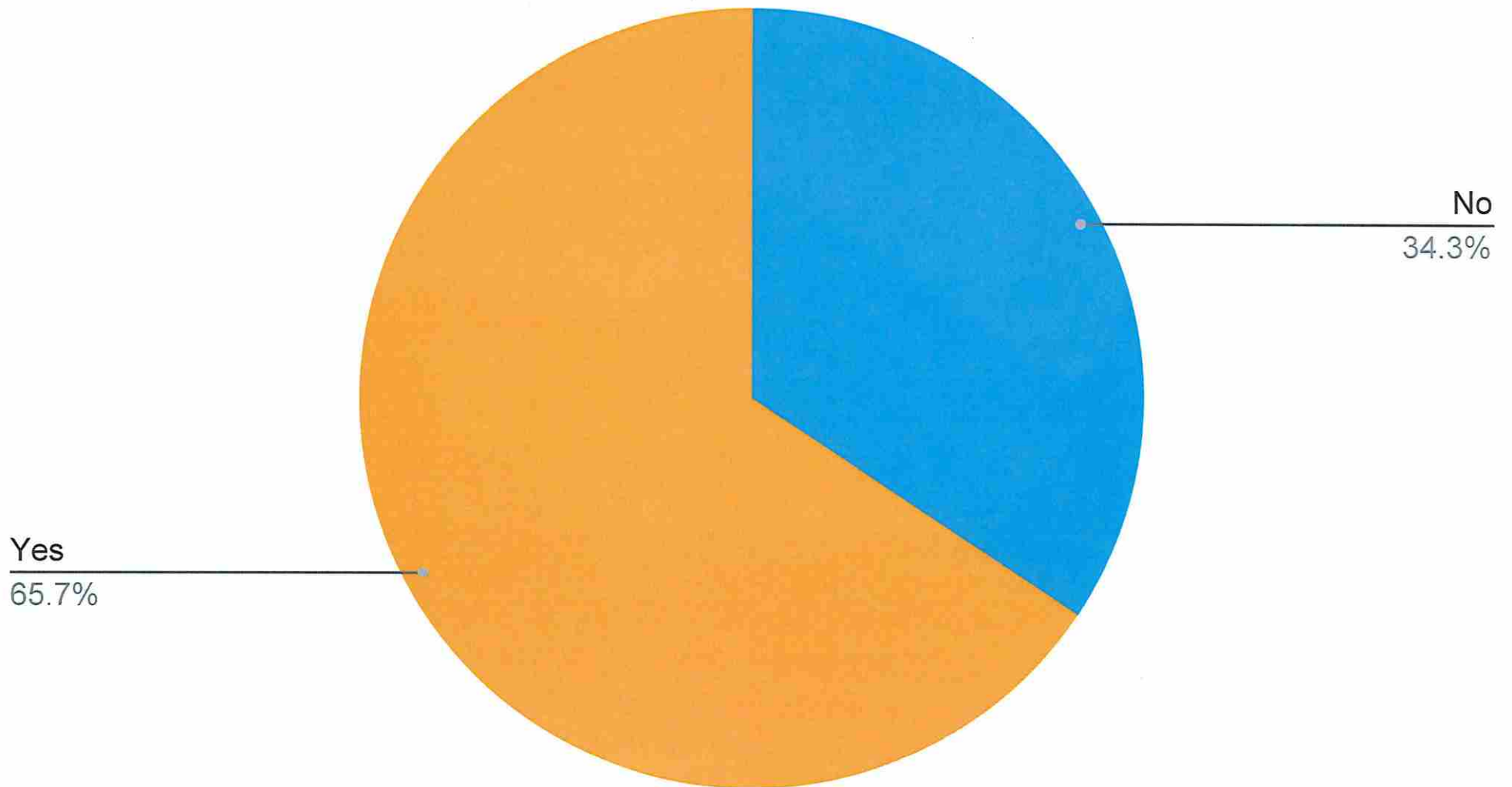
Male: Reading Growth Projection Met



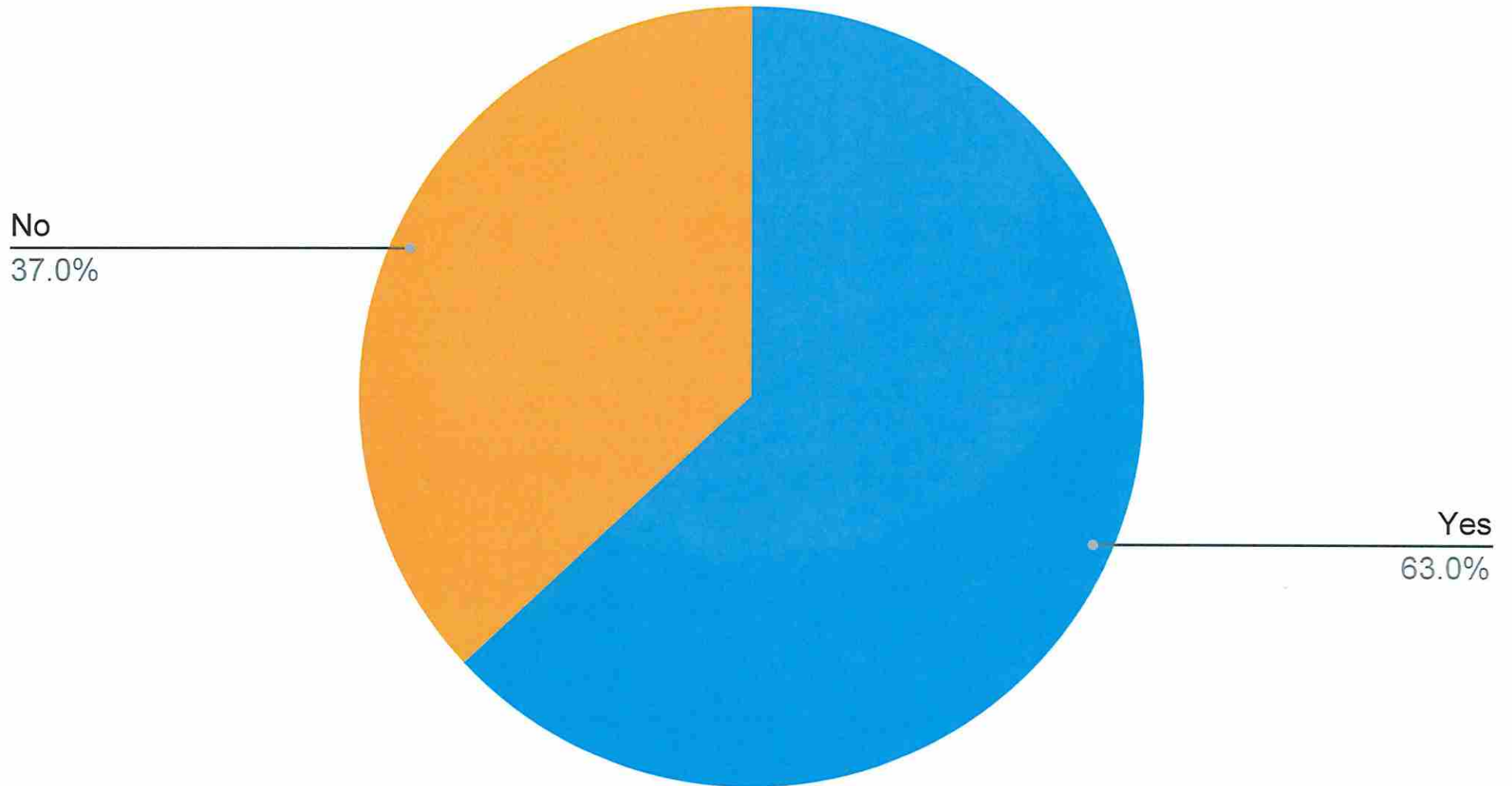
Female: Reading Growth Projection Met



Female: Math Growth Projection Met



Male: Math Growth Projection Met





BCCHS Service-Learning PBL “Projects Class”



BCCHS
PBL Roadmap
2021 - 2022



https://docs.google.com/presentation/d/1g0iUpQQJ80Q_ZNh2TDp9gCt09ng-qZR4Jw_NQYpLNh4/edit?usp=sharing



BCCHS PBL Roadmap

Asset map of
Pacoima / Arleta /
SF Valley (cool
places the
community values
and gathers)

Pacoima Chamber
of Commerce
Literature

Assets and Resources

DQ: How can we use
photography to help
LA see our
neighborhood the
way we do?

Digital SLR
Cameras and
lenses in CTE
Resource Room

Pacoima City Hall
public space for
displaying the
exhibit

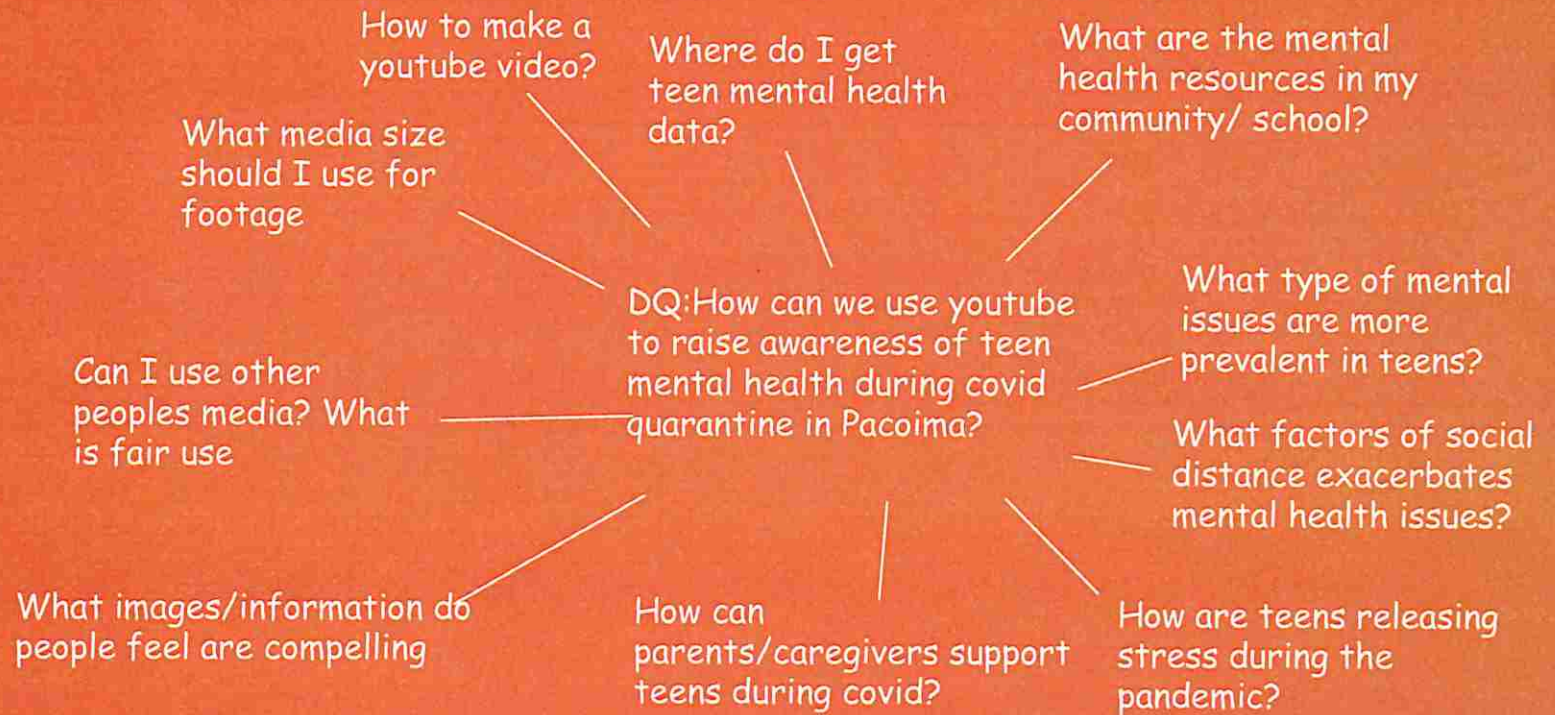
Benavides' expertise
with SLR Cameras



Exemplar - PBL on Teen Mental Health during COVID 19 Lockdown

BCCHS PBL Roadmap

Complete "Need to Know (N2K)" research:
What do we need to know in order to make
an action plan for this project?





Possible Strategies and Solutions:

Reworking the concept of "Failure" at BCCHS:

1. Messaging -
 - a. Growth Mindset vs. Judgement.
 - b. Students learn by trying in their ZPD with a MKO, not by being penalized.
 - c. "You might have to try again if you don't show evidence of mastery by the end of the semester."
2. Logistics -
 - a. Grades will be A, B, C or "I"
 - b. Students not receiving a C- or better in a semester course will need to repeat all or part of a class (Edgenuity or validation of improvement), just as they do now for 'credit recovery.'
3. Teaching Practice
 - a. Recommitment to the formative assessment pathway for mastery as described in our foundational documents.
 - b. Recommitment to daily use of Mastery Rubrics and student reflection.
 - c. Data-driven differentiation with SGI (small group instruction) for reteaching, reassessment, and/or extension.
 - d. Coaching, feedback, and follow-up
4. Alignment and consistency throughout our school. (edited)

Coversheet

Form 700 Filers

Section: III. Items Scheduled for Information
Item: F. Form 700 Filers
Purpose: FYI
Submitted by:
Related Material: YPICS Form 700 February 2022.pdf



**YPI CHARTER SCHOOLS
Inter-Office Correspondence**

TO: Form 700 Filers **DATE:** February 28, 2022

FROM: Yvette King-Berg
Executive Director

SUBJECT: 2021 Form 700 Filing Requirements

BACKGROUND

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

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

ANALYSIS

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

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

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

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

RECOMMENDATION

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

Coversheet

ED and COO Evaluations (ED and COO Evaluation Rubrics)

Section: III. Items Scheduled for Information
Item: G. ED and COO Evaluations (ED and COO Evaluation Rubrics)
Purpose: FYI
Submitted by:
Related Material: YPICS Chief Operations Officer Evaluation 2021 2022-4 (1).doc
YPICS Executive Director Evaluation 2021 2022-4.doc



YPI CHARTER SCHOOLS, INC

CHIEF OPERATING OFFICER Evaluation

The Chief Operating Officer (COO) of the YPI Charter Schools (YPICS) is second-in-command after the Executive Director (ED). The COO is responsible for turning the organization’s vision, goals, and priorities into an executable plan while overseeing all operations and CMO management teams (attendance, business data, facilities, information technology, and payroll).

The Board of Directors of YPICS evaluates the COO yearly no later than April 15, and as needed or requested by any Board member. Board members may request to evaluate the COO and call for a “vote of confidence” at any regularly scheduled meeting, or special or emergency meeting called by a quorum of Board members. A vote of “confidence” or “no confidence” is determined by a simple majority of the full Board. A vote of “no confidence” will result in immediate termination.

Maintains the vision of YPICS:	Meets or Exceeds Expectations	Unsatisfactory Performance
<ul style="list-style-type: none"> • Develop a well-articulated business plan which captures the desired direction of the organization and vision expressed by the CEO; • Ensure the management team (Executive Administrators, and Directors) have sufficient and current information related to the future direction of the organization; • Support and encourage managers to expand individual capacity, skills and competencies; • Implement innovative and creative business practices which enhance the strategic direction and fiscal strength of the organization. 		

Ensures the sustainability of the YPI Charter Schools:	Meets or Exceeds Expectations	Unsatisfactory Performance
Oversee the cost of employee benefits and recommend coverage levels and carriers for medical, dental and vision for final Board approval.		
Works with IT Manager to ensure maximum leverage of E-Rate funding and compliance with federal regulations.		
Ensure that each school’s annual budget is aligned with the YPICS business plan and vision, making revisions as needed.		
Promotes the continuous development of future leaders within the organization.		

Oversees the finances and operations of the YPI Charter Schools:	Meets Exceeds Expectations	or	Unsatisfactory Performance
Act as the final authority for the operations of the organization by ensuring all the following are completed accurately and in a timely manner (Federal Meals Program, E-Rate and Technology Plans, District State and Federal Compliance).			
Monthly meet with the Directors of the schools to determine capital improvement needs, making the final decision on all projects.			
Ensure all city, county, state and federal regulations are adhered to for all projects while maintaining all related documents for future reference and audit requirements.			
As capital improvements and construction projects are initiated, assume the lead on final decision making related to successful completion of all work while controlling costs to remain within the established budget projections.			

Act as the external “face and voice” of the YPICS:	Meets Exceeds Expectations	or	Unsatisfactory Performance
Actively participate in the charter school movement: <ul style="list-style-type: none"> Attend events relevant to the charter school movement at the national, state, city and district levels; Maintain an active profile with the California Charter Schools Association. 			
Actively participate in other business arenas: <ul style="list-style-type: none"> Participate on boards, committees and/or organizations that will help to build the reputation of YPI Charter Schools and expand personal knowledge, experience and expertise. 			
Establishes and maintains positive relationships with past and future partners.			
Develops and maintains a positive relationship with elected officials.			

Ensures the successful transition of the YPI Charter Schools as the number of schools under the umbrella of the CMO continues to grow:	Meets Exceeds Expectations	or	Unsatisfactory Performance
Assists the YPICS Executive Administrators and Directors with completion of responsibilities as necessary and shares new initiatives and work in progress to further build the leadership capacity of the organization.			
Coordinates and ensures the yearly evaluation of all administrators.			

Identifies areas in need of improvement and recommends changes necessary to the Board of Directors for continued successful operation of each YPICS.		
Regularly reports progress to the Board of Directors.		

Comments:

Recommendations:

Signature of Board Chair: _____ Date: _____

Acknowledgement of Receipt by COO: _____



YPI CHARTER SCHOOLS, INC

EXECUTIVE DIRECTOR Evaluation

The Executive Director serves as the YPI Charter Schools’ Chief Executive Officer (CEO); provides educational and management leadership in developing and implementing the Charter Schools’ goals, priorities, guiding principles, standards and accountabilities to ensure student achievement to high standards of excellence.

The Board of Trustees of the YPI Charter Schools, Inc evaluates the Executive Director yearly no later than April 15, and as needed or requested by any Board member. Board members may request to evaluate the Executive Director and call for a “vote of confidence” at any regularly scheduled meeting, or special or emergency meeting called by a quorum of Board members. A vote of “confidence” or “no confidence” is determined by a simple majority of the full Board. A vote of “no confidence” will result in immediate termination.

Maintains the vision of the YPI Charter Schools:	Meets or Exceeds Expectations	Unsatisfactory Performance
Focuses priorities and resources on improving the academic achievement of <i>all</i> students to high standards of excellence by providing leadership and support with continual emphasis on the specific mission of each school.		

Ensures the sustainability of the YPI Charter Schools:	Meets or Exceeds Expectations	Unsatisfactory Performance
Charter Petitions (for renewal): <ul style="list-style-type: none"> • Assists each of the YPI Charter schools in completing charter renewal petitions in a timely manner; • Negotiates with district staff and board members to ensure approval in a timely manner; • Plans and coordinates other mechanisms for approval as necessary (county and state) 		
Ensures completion of and compliance with all documentation related to the federal and state meals programs (School Nutrition, CDE and CACFP).		
Works with IT Manager to ensure maximum leverage of E-Rate funding and compliance with federal regulations.		
Ensures the completion of other public, district, state		

and federal documentation and correspondence as requested and/or necessary.		
Ensures the YPICS governance system is implemented with fidelity and the highest degree of professionalism as originally intended.		
Oversees the growth and development of the administrative team.		
Promotes the continuous development of future leaders within the organization.		

Oversees the finances and operations of the YPI Charter Schools:	Meets or Exceeds Expectations	Unsatisfactory Performance
Oversees all audits and all other required financial reports (interim reports, final budget, unaudited actuals) ensuring submission of all reports in a timely manner to required entities.		
Estimates budget needs in relationship to all aspects of each YPI Charter Schools’ operations, overall CMO organization and management, and presents recommendations to the Board of Trustees and staff.		
Explores, solicits and procures funding and grant resources that are aligned to the mission of the YPI Charter Schools assuming responsibility for the timely completion of all documents (initial grant request and ongoing tracking of expenditures).		

Act as the external “face and voice” of the YPI Charter Schools:	Meets or Exceeds Expectations	Unsatisfactory Performance
Acts as the formal liaison between the YPI Charter Schools and the educational community-at-large, including the LAUSD Charter Schools Division, the LAUSD Special Education Division, LAUSD Superintendents’ Office, Board of Education and staff; the California Department of Education; the State Board of Education, the Los Angeles County Office of Education; the United States Department of Education; and the California Charter Schools Association.		
Actively participates in the charter school movement: <ul style="list-style-type: none"> • Attends events directly related to the charter school movement at the national, state, city and district levels; • Maintains a high positive profile with the California Charter Schools Association; 		
Actively participates in other business arenas joining boards and/or organizations that will help to build the reputation of the YPI Charter Schools.		
Establishes and maintains positive relationships with past and future partners.		
Develops and maintains a positive relationship with elected officials.		

Attends and supports functions hosted by local entities who influence the Los Angeles charter climate.		
--	--	--

Ensured the successful transition of the YPI Charter Schools as the number of schools under the umbrella of the CMO continued to grow:	Meets or Exceeds Expectations	Unsatisfactory Performance
Assists the YPI Charter Schools Executive Administrators and YPICS Administrators with completion of responsibilities as necessary and shares new initiatives and work in progress to further build the leadership capacity of the organization.		
Coordinates and ensures the yearly evaluation of all administrators.		
Identifies areas in need of improvement and recommends changes necessary to the Board of Directors for continued successful operation of each YPI Charter School.		
Regularly reports progress to the Board of Trustees.		

Signature of Board Chair: _____ Date: _____

Acknowledgement of Receipt by Executive Director: _____

Coversheet

Board Professional Development: Board Duties and Responsibilities

Section: III. Items Scheduled for Information
Item: H. Board Professional Development: Board Duties and Responsibilities
Purpose: FYI
Submitted by:
Related Material: YPICS Board Roles and Responsibilities PD 2022.pdf



Name of Board Member: _____

YPI Charter Schools

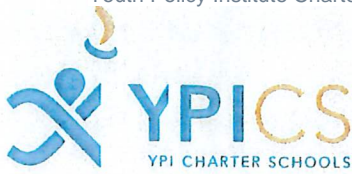
Board of Trustees Job Description

General Responsibilities

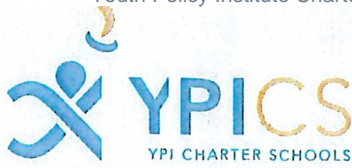
Responsible for ensuring that the academic program of YPI Charter Schools, Inc. (YPICS), is successful, that the school's programs and operations are faithful to the terms of each charter petition, and that the schools are viable organizations.

Specific Responsibilities

1. **Determine the mission and purpose of and keep it clearly in focus.** 1
 - Create and periodically review the mission statement which:
 - Serves as a guide to organizational planning, board and staff decision-making, volunteer initiatives, and setting priorities among competing demands for scarce resources.
 - Is used as the vehicle for assessing program activities to ensure that the organization is not drifting away from its original purposes.
 - Understand and support the mission statement.
2. **Select the Chief Executive Officer**
 - Reach consensus on the CEO's job description.
 - Undertake a careful search process to find the most qualified individual.
 - Oversee and approve contract negotiation and renewal.
3. **Support and review the performance of the CEO**
 - Provide frequent and constructive feedback.
 - Assist when board members overstep prerogatives or misunderstand their roles.
 - Compliment for exceptional accomplishments.
 - Provide for an annual written performance review with a process agreed upon with the CEO well in advance.
4. **Ensure effective organizational planning**
 - Approve an annual organizational plan that includes concrete, measurable goals consistent with the charter and accountability plan.
5. **Ensure adequate resources**
 - Approve fundraising targets and goals, which include mostly enrollment targets.
 - Assist in carrying out the development plan.
6. **Manage resources effectively**



- Approve the annual budget.
 - Monitor budget implementation through periodic financial reports.
 - Approve accounting and personnel policies.
 - Provide for an independent annual audit by a qualified CPA.
 - Ensure the full board has the proper training to be effective stewards of public funding.
 - Ensure adequate insurance is in force to cover students, staff, visitors, the board and the assets of the organization.
- 7. Determine, monitor and strengthen the programs and services**
- Assure programs and services are consistent with the mission and the charter.
 - Approve measurable organizational outcomes.
 - Approve annual, attainable board and management level goals.
 - Monitor progress in achieving the outcomes and goals.
 - Assess the quality of the program and services.
- 8. Enhance YPICS' public standing**
- Serve as ambassadors, advocates and community representatives of the organization.
 - Ensure that no board member represents her/himself as speaking on behalf of the board unless specifically authorized to do so.
 - Provide for a written annual report and public presentation that details YPICS mission, programs, financial condition, and progress made towards charter promises (LCAP, June Board meeting recap, etc).
- 9. Ensure legal and ethical integrity and maintain accountability**
- Establish policies to guide the organization's board members and staff.
 - Develop and maintain adequate personnel policies and procedures (including grievance mechanisms).
 - Adhere to the provisions of the organization's bylaws and articles of incorporation.
 - Adhere to local, state and federal laws and regulations that apply to the organization.
 - Ensure compliance with all federal state and local government regulations.
- 10. Recruit and orient new board members and assess board performance**
- Define board membership needs in terms of skill, experience and diversity.
 - Cultivate, check the credentials of and recruit prospective nominees.
 - Provide for new board member orientation.
 - Conduct an annual evaluation of the full board and individual trustees.



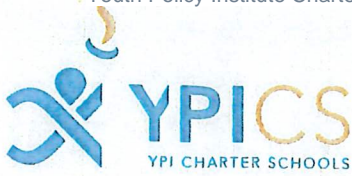
YPI Charter Schools Individual Trustee Performance Expectations

General Responsibilities

Each trustee is responsible for actively participating in the work of the YPICS Board of Trustees and the life of the organization. Each trustee is expected to affirm and strive to fulfill the performance expectations outlined below. These expectations are to be clearly articulated prior to nominating any candidate as a board member. The YPICS Board will nominate the candidate only after s/he has agreed to fulfill these expectations. In addition to the responsibilities below, individual trustees are expected to help each other fulfill the tasks outlined in the collective Job Description of the Board of Trustees.

Specific Responsibilities

1. Believe in and be an active advocate and ambassador for the values, mission, and vision of YPICS.
2. Work with fellow board members to fulfill the obligations of board membership.
3. Behave in ways that clearly contribute to the effective operations of the Board of Trustees:
 - Focus on the good of the organization and group, not on a personal agenda
 - Support board decisions once they are made
 - Participate in an honest appraisal of one's own performance and that of the board
 - Build awareness of and vigilance towards governance matters rather than management.
4. Regularly attend board and committee meetings. Prepare for these meetings by reviewing materials and bringing the materials to meetings. If unable to attend, notify the board or committee chair. Be aware of, and abide by the board's attendance policy.
5. Be prepared to contribute approximately 8-10 hours per month toward board service which includes:
 - Attending a month board meeting (2 hours)
 - Participating on a board committee (2 hours)
 - Reading materials, preparing for meetings (1 hour)
 - Attending events at the school, assisting with fundraising and other ambassador tasks as needed (1-2 hours)
6. Keep informed about the organization and its issues by reviewing materials, participating in discussions, and asking strategic questions.
7. Actively participate in one or more fundraising event(s) annually.
8. Use personal and professional contacts and expertise for the benefit of YPICS.
9. Serve as a committee or task force chair or member as needed.
10. Inform the Board of Trustees of YPICS of any potential conflicts of interest, whether real or perceived, and abide by the decision of the board related to the situation.



Board Member Agreement³

YPI Charter Schools Board of Trustees

I, _____ understand that as a member of the Board of Trustees of the YPI Charter Schools I have a legal and moral responsibility to ensure that the organization does the best work possible in pursuit of its goals. I believe in the purpose and the mission of the organization, and I will act responsibly and prudently as its steward.

I have read, understand and am willing to comply with the Board of Trustees Job Description and the Individual Performance Expectations that outline my responsibilities to the Board.

If I ever find myself in a situation where I am unable to fulfill these expectations I will resign from the Board.

In turn, the organization will be responsible to me in several ways:

1. I will be sent, without request, monthly financial statements and an update of organizational activities that allow me to meet the "prudent person" section of the law.
2. The organization will help me perform my duties by keeping me informed about issues in the industry and field in which we are working, and by offering me opportunities for professional development as a board member.
3. Board members and the CEO will respond in a straightforward fashion to questions I have that are necessary to carry out my board and committee-related responsibilities to this organization.
4. Board members and the CEO will work in good faith with me towards achievement of our goals.
5. If the organization does not fulfill its commitments to me, I can call on the board Chair and CEO to discuss these responsibilities.

Member, Board of Directors Date: _____

Chair, Board of Directors Date: _____

CEO Date: _____

Coversheet

Consent Items

Section: IV. Consent Agenda Items

Item: B. Consent Items

Purpose: Vote

Submitted by:

Related Material:

D.) 22-23 YPICS Instructional Student_Staff Calendars (Prop 39) - YPICS Student School Calendar (1).pdf

F.) CLA Mgmt representation letter - YPICS (2).pdf

C.) ASES-23939-Region 11 Lo-Z 21-22_Monsenor Oscar Romero Charter.pdf

E.) YPICS Covid 19 Safety Plan Update 02282022.pdf

2021-22 YPICS School Year Calendar																																											
Student Calendar																																											
Mon	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Days	Sem	SemDays	Wks	Short	Reg	Min	Total				
July	v		h	h	v	v	v	v			v	v	v	v	v			v	v	v	v	v			v	v	nt	nt	nt			0	1	84	18	0	0	0	0				
August	t	t	t	t	t			t	1	1	1	1			1	1	1	1	1			1	1	1	1	1			1	1	1	17	1	84	18	4	12	0	16				
September	1	1			h	1	1	1	1			1	1	1	1	1			1	1	1	1	1			1	1	1	1	1	21	1	84	18	3	18	0	21					
October			1	1	1	1	1	1		1	1	1	1	P			1	1	1	1	1			t	t	1	1	1		1	18	1	84	18	3	13	2	18					
November	1	1	1	1			1	1	1	1	h			1	1	1	1	1			v	v	v	h	h			1	1	1	16	1	84	18	3	13	0	16					
December	1	1			1	1	1	1	1			1	1	1	1	1			v	v	v	v	h	h		v	v	v	v	h	12	1	84	18	2	10	0	12					
January	h	h	v	v	v	v			t	1	1	1	1			h	1	1	1	1			1	1	1	1	1			1	1	15	2	98	21	2	13	0	15				
February	1	1	1			1	1	1	1	1			1	1	1	1	1			h	1	1	1	1			t	1			18	2	98	21	2	15	0	17					
March	1	1	1			1	1	1	1	1			1	1	1	1	P			1	1	1	1	1			1	1	1	1	22	2	98	21	3	17	2	22					
April			v	v	v	v	v		h	h	1	1	1	1			1	1	1	1	1			1	1	1	1	1			14	2	98	21	2	12	0	14					
May	1	1	1	1	1			1	1	1	1	1			1	1	1	1	1	1			1	1	1	1			h	1	1	22	2	98	21	4	18	0	22				
June	1	1			1	1	1	1	1	C		t	t	t	v	v			h	v	v	v	v			v	v	v	v	v	7	2	98	21	1	6	0	7					
																															182	2	182		29	147	4	180					
Calendar Key																																											
1	Instructional Day				1	CPT day				1	Minimum Day				v	vacation			h	National Holiday			t	All Staff Training				P	Parent Conferences					C	MS Culmination								
																								nt	New Staff Training				1														

Important Dates	
1st Day of School	8/9/2022
Labor Day	9/5/2022
Veteran's Day	11/11/2022
Thanksgiving Break	11/21-11/25/22
1st Semester Ends	12/16/2022
Winter Break	12/19/22 to 1/6-/23
1st Day 2nd Semester	1/10/2023
M.L. King Jr. Day	1/16/2023
President's Day	2/20/2023
Spring Break	4-3- 4/10/23
Easter Observance	4/10/2023
Memorial Day	5/29/2023
Last Day of School	6/9/2023

Professional Development Dates			
New Teacher	7/27/2022	Site	8/9/2022
New Teacher	7/28/2022	All Staff	10/24/2022
New Teacher	7/29/2022	All Staff	10/25/2022
All Staff	8/1/2022	All Staff	1/9/2023
All Staff	8/2/2022	All Staff	2/27/2023
All Staff	8/3/2022	Site	6/12/2023
All Staff	8/4/2022	Site	6/13/2023
All Staff	8/5/2022	Site	6/14/2023
Site	8/8/2022		

Grading Periods	
F05	9/9/2022
F09	10/7/2022
F15	11/16/2022
F19	12/16/2022
S05	2/10/2023
S09	3/10/2023
S15	4/21/2023
S19*	5/19/2023
S21	6/9/2023

* for 8th grade Culmination

January 25, 2022

CliftonLarsonAllen LLP
2210 East Route 66
Glendora, CA 91740

This representation letter is provided in connection with your audit of the financial statements of YPI Charter Schools, Inc., which comprise the statement of financial position as of June 30, 2021, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, for the purpose of expressing an opinion on whether the financial statements are presented fairly, in all material respects, in accordance with accounting principles generally accepted in the United States of America (U.S. GAAP).

Certain representations in this letter are described as being limited to matters that are material. Items are considered material, regardless of size, if they involve an omission or misstatement of accounting information that, in light of surrounding circumstances, makes it probable that the judgment of a reasonable person relying on the information would be changed or influenced by the omission or misstatement.

We confirm, to the best of our knowledge and belief, as of January 25, 2022, the following representations made to you during your audit of the financial statements as of and for the year ended June 30, 2021.

Financial Statements

1. We have fulfilled our responsibilities, as set out in the terms of the audit engagement letter dated February 1, 2021, for the preparation and fair presentation of the financial statements in accordance with U.S. GAAP.
2. We acknowledge and have fulfilled our responsibility for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.
3. We acknowledge our responsibility for the design, implementation, and maintenance of internal control to prevent and detect fraud.
4. We acknowledge our responsibility for the design, implementation, and maintenance of internal control over the receipt and recording of contributions.
5. Significant assumptions used by us in making accounting estimates, including those measured at fair value, are reasonable.
6. Related party relationships and transactions have been appropriately accounted for and disclosed in accordance with the requirements of U.S. GAAP.
7. All events occurring subsequent to the date of the financial statements and for which U.S. GAAP requires adjustment or disclosure have been adjusted or disclosed.

8. You have proposed adjusting journal entries that have been posted to the entity's accounts. We have reviewed and approved those adjusting journal entries and understand the nature of the changes and their impact on the financial statements. We are in agreement with those adjustments and accept responsibility for them. We have not identified or been notified of any uncorrected financial statement misstatements.
9. We are not aware of any pending or threatened litigation, claims, or assessments or unasserted claims or assessments that are required to be accrued or disclosed in the financial statements in accordance with U.S. GAAP, or which would affect federal award programs, and we have not consulted a lawyer concerning litigation, claims, or assessments.
10. Material concentrations have been properly disclosed in accordance with U.S. GAAP. Concentrations refer to individual or group concentrations of contributors, grantors, clients, customers, suppliers, lenders, products, services, fund-raising events, sources of labor or materials, licenses or other rights, or operating areas or markets for which events could occur that would significantly disrupt normal finances within the next year.
11. Designations of net assets, or reclassifications of net assets, have been properly authorized, approved, and reflected in the financial statements.
12. The cost allocation methods used to allocate the entity's expenses to the appropriate functional classification as program services, management and general, and fundraising are properly supported by the entity's books and records. The cost allocation methods used are rational, systematic, and consistently applied. The bases used for allocation of functional expenses are reasonable.
13. Management is responsible for complying, and has complied with, the requirements of the *2020-2021 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel, and has established and maintained effective internal control over compliance that provides reasonable assurance that the organization is in compliance with regulations.

Information Provided

1. We have provided you with:
 - a. Access to all information, of which we are aware, that is relevant to the preparation and fair presentation of the financial statements such as records, documentation, and other matters.
 - b. Additional information that you have requested from us for the purpose of the audit.
 - c. Unrestricted access to persons within the entity from whom you determined it necessary to obtain audit evidence.
 - d. Complete minutes of the meetings of the governing board and related committees, or summaries of actions of recent meetings for which minutes have not yet been prepared.
 - e. Access to all audit or relevant monitoring reports, if any, received from funding sources.

2. All material transactions have been recorded in the accounting records and are reflected in the financial statements and the schedule of expenditures of federal awards.
3. We have disclosed to you the results of our assessment of the risk that the financial statements may be materially misstated as a result of fraud.
4. We have no knowledge of any fraud or suspected fraud that affects the entity and involves:
 - a. Management;
 - b. Employees who have significant roles in internal control; or
 - c. Others when the fraud could have a material effect on the financial statements.
5. We have no knowledge of any allegations of fraud, or suspected fraud, affecting the entity's financial statements communicated by employees, former employees, grantors, regulators, or others.
6. We have no knowledge of any instances of noncompliance or suspected noncompliance with provisions of laws, regulations, contracts, and grant agreements, or waste or abuse whose effects should be considered when preparing financial statements.
7. We are not aware of any pending or threatened litigation, claims, or assessments, or unasserted claims or assessments, that are required to be accrued or disclosed in the financial statements in accordance with U.S. GAAP, or which would affect federal award programs, and we have not consulted a lawyer concerning litigation, claims, or assessments.
8. There are no other material liabilities or gain or loss contingencies that are required to be accrued or disclosed in accordance with U.S. GAAP.
9. We have disclosed to you the identity of the entity's related parties and all the related-party relationships and transactions of which we are aware.
10. The entity has satisfactory title to all owned assets, and there are no liens or encumbrances on such assets, nor has any asset been pledged as collateral, except as made known to you and disclosed in the financial statements.
11. We are responsible for compliance with the laws, regulations, and provisions of contracts and grant agreements applicable to YPI Charter Schools, Inc.; and we have identified and disclosed to you all laws, regulations, and provisions of contracts and grant agreements that we believe have a direct and material effect on the determination of financial statement amounts or other financial data significant to the audit objectives.
12. We have complied with all restrictions on resources (including donor restrictions) and all aspects of contractual and grant agreements that would have a material effect on the financial statements in the event of noncompliance. This includes complying with donor requirements to maintain a specific asset composition necessary to satisfy their restrictions.

13. YPI Charter Schools, Inc. is an exempt organization under Section 501(c)3 of the Internal Revenue Code. Any activities of which we are aware that would jeopardize the entity's tax-exempt status, and all activities subject to tax on unrelated business income or excise or other tax, have been disclosed to you. All required filings with tax authorities are up-to-date.
14. We acknowledge our responsibility for presenting the Local Agency Organization Structure, Schedule of Instructional Time, Reconciliation of Annual Financial Report with Financial Statements, Schedule of Expenditures of Federal Awards, and the Notes to Supplementary Information (the supplementary information) in accordance with U.S. GAAP, and we believe the supplementary information, including its form and content, is fairly presented in accordance with U.S. GAAP. The methods of measurement and presentation of the supplementary information have not changed from those used in the prior period, and we have disclosed to you any significant assumptions or interpretations underlying the measurement and presentation of the supplementary information. If the supplementary information is not presented with the audited financial statements, we will make the audited financial statements readily available to the intended users of the supplementary information no later than the date we issue the supplementary information and the auditors' report thereon.
15. As part of your audit, you prepared the draft financial statements and related notes and schedule of expenditures of federal awards as well as adjusting journal entries. We have designated an individual who possesses suitable skill, knowledge, and/or experience to understand and oversee your services; have made all management judgments and decisions; and have assumed all management responsibilities. We have evaluated the adequacy and results of the service. We have reviewed, approved, and accepted responsibility for those financial statements and related notes and schedule of expenditures of federal awards. We have also ensured that the entity's data and records are complete and received sufficient information to oversee the service.
16. In regards to the tax return preparation services, PPP loan program consulting and application for forgiveness services, and financial statement preparation services performed by you, we have:
 - a. Made all management judgments and decisions and assumed all management responsibilities.
 - b. Designated an individual who possesses suitable skill, knowledge, and/or experience to understand and oversee the services.
 - c. Evaluated the adequacy and results of the services performed.
 - d. Accepted responsibility for the results of the services.
 - e. Ensured that the entity's data and records are complete and received sufficient information to oversee the services.
17. With respect to federal award programs:
 - a. We are responsible for understanding and complying with, and have complied with the requirements of Title 2 U.S. *Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance)

including requirements relating to preparation of the schedule of expenditures of federal awards.

- b. We acknowledge our responsibility for presenting the schedule of expenditures of federal awards (SEFA) and related notes in accordance with the requirements of the Uniform Guidance, and we believe the SEFA, including its form and content, is fairly presented in accordance with the Uniform Guidance. The methods of measurement and presentation of the SEFA have not changed from those used in the prior period, and we have disclosed to you any significant assumptions and interpretations underlying the measurement and presentation of the SEFA.
- c. If the SEFA is not presented with the audited financial statements, we will make the audited financial statements readily available to the intended users of the SEFA no later than the date we issued the SEFA and the auditors' report thereon.
- d. We have identified and disclosed to you all of our government programs and related activities subject to the Uniform Guidance compliance audit, and included in the SEFA expenditures made during the audit period for all awards provided by federal agencies in the form of federal awards, federal cost-reimbursement contracts, loans, loan guarantees, property (including donated surplus property), cooperative agreements, interest subsidies, insurance, food commodities, direct appropriations, and other direct assistance.
- e. We are responsible for understanding and complying with, and have complied with, the requirements of federal statutes, regulations, and the terms and conditions of federal awards related to each of our federal programs and have identified and disclosed to you the requirements of federal statutes, regulations, and the terms and conditions of federal awards that are considered to have a direct and material effect on each major program.
- f. We are responsible for establishing and maintaining, and have established and maintained, effective internal control over compliance for federal programs that provides reasonable assurance that we are managing our federal awards in compliance with federal statutes, regulations, and the terms and conditions of federal awards that could have a material effect on our federal programs. We believe the internal control system is adequate and is functioning as intended.
- g. We have made available to you all federal awards (including amendments, if any) and any other correspondence with federal agencies or pass-through entities relevant to federal programs and related activities.
- h. We have received no requests from a federal agency to audit one or more specific programs as a major program.
- i. We have complied with the direct and material compliance requirements, including when applicable, those set forth in the *OMB Compliance Supplement*, relating to federal awards and have identified and disclosed to you all amounts questioned and all known noncompliance with the direct and material compliance requirements of federal awards.

- j. We have disclosed to you any communications from federal awarding agencies and pass-through entities concerning possible noncompliance with the direct and material compliance requirements, including communications received from the end of the period covered by the compliance audit to the date of the auditors' report.
- k. Amounts claimed or used for matching were determined in accordance with relevant guidelines in OMB's Uniform Guidance (2 CFR part 200, subpart E).
- l. We have disclosed to you our interpretation of compliance requirements that may have varying interpretations.
- m. We have made available to you all documentation related to compliance with the direct and material compliance requirements, including information related to federal program financial reports and claims for advances and reimbursements.
- n. We have disclosed to you the nature of any subsequent events that provide additional evidence about conditions that existed at the end of the reporting period affecting noncompliance during the reporting period.
- o. There are no known instances of noncompliance with direct and material compliance requirements that occurred subsequent to the period covered by the auditors' report.
- p. We have disclosed to you whether any changes in internal control over compliance or other factors that might significantly affect internal control, including any corrective action we have taken regarding significant deficiencies and/or material weaknesses in internal control over compliance, have occurred subsequent to the period covered by the auditors' report.
- q. Federal program financial reports and claims for advances and reimbursements are supported by the books and records from which the basic financial statements have been prepared.
- r. The copies of federal program financial reports provided to you are true copies of the reports submitted, or electronically transmitted, to the respective federal agency or pass-through entity, as applicable.
- s. We have charged costs to federal awards in accordance with applicable cost principles.
- t. We are responsible for and have accurately prepared the summary schedule of prior audit findings to include all findings required to be included by the Uniform Guidance, and we have provided you with all information on the status of the follow-up on prior audit findings by federal awarding agencies and pass-through entities, including all management decisions.
- u. We are responsible for and have ensured the reporting package does not contain protected personally identifiable information.
- v. We are responsible for and have accurately prepared the auditee section of the Data Collection Form as required by the Uniform Guidance.

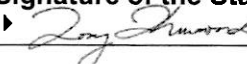

January 25, 2022
CliftonLarsonAllen LLP
Page 7

- w. We have disclosed to you all contracts or other agreements with service organizations, and we have disclosed to you all communications from the service organizations relating to noncompliance at the service organizations.
- 18. We have a process to track the status of audit findings and recommendations.
- 19. We have identified to you any previous audits, attestation engagements, and other studies related to the audit objectives and whether related recommendations have been implemented.

Signature: _____ Title: _____

California Department of Education
 Fiscal Administrative Services Division
 AO-400 (REV. 09/2014)

Grant Award Notification

GRANTEE NAME AND ADDRESS Yvette King-Berg, Executive Director Monsenor Oscar Romero Charter School 1157 South Berendo Street Los Angeles, CA 90006				CDE GRANT NUMBER				
				FY	PCA	Vendor Number	Suffix	
				21	23939	C0931	EZ	
Attention Expanded Learning Programs Coordinator				STANDARDIZED ACCOUNT CODE STRUCTURE			COUNTY	
Program Office Expanded Learning Office				Resource Code	Revenue Object Code		19	
Telephone 818-726-8883				6010	8590		INDEX	
Name of Grant Program After School Education and Safety Program							0150	
GRANT DETAILS	Original/Prior Amendments	Amendment Amount	Total	Amend. No.	Award Starting Date	Award Ending Date		
	\$124,589.91		\$124,589.91		07/01/2021	12/31/2022		
CFDA Number	Federal Grant Number	Federal Grant Name			Federal Agency			
I am pleased to inform you that you have been funded for the After School Education and Safety Program. This award is made contingent upon the availability of funds. If the Legislature takes action to reduce or defer the funding upon which this award is based, then this award will be amended accordingly. Please email the signed Grant Award Notification (AO-400) to: <div style="text-align: center; margin-top: 20px;"> Fred Sharp at fsharp@cde.ca.gov California Department of Education 1430 N Street, Suite 3400 Sacramento, CA 95814-5901 </div>								
California Department of Education Contact Fred Sharp				Job Title Associate Governmental Program Analyst				
E-mail Address fsharp@cde.ca.gov					Telephone 916-319-0720			
Signature of the State Superintendent of Public Instruction or Designee 					Date February 23, 2022			
CERTIFICATION OF ACCEPTANCE OF GRANT REQUIREMENTS								
<i>On behalf of the grantee named above, I accept this grant award. I have read the applicable certifications, assurances, terms, and conditions identified on the grant application (for grants with an application process) or in this document or both; and I agree to comply with all requirements as a condition of funding.</i>								
Printed Name of Authorized Agent				Title				
E-mail Address					Telephone			
Signature 					Date			



YPI CHARTER SCHOOLS

February 28, 2022

TO: YPI Charter Schools (YPICS)
Board of Directors

FROM: Yvette King-Berg
Executive Director

SUBJECT: Updates to the COVID-19 Safety Plan for Bert Corona, Bert Corona Charter High School, and Monseñor Oscar Romero Charter School.

BACKGROUND

During the end of December 2021, LA County experienced an unprecedented spike in COVID-19 cases. In response to the surge in cases, the Los Angeles Department of Public Health (LADPH) made a number changes to [Reopening Protocols for K-12 Schools: Appendix T1](#), [COVID-19 Exposure Management Plan Guidance in TK-12 Schools](#), [Screening and Exposure Decision Pathways for Symptomatic Persons](#), and [Health Officer Orders](#). The changes are reflected in the COVID-19 Safety Plan for Bert Corona, Bert Corona Charter High School, and Monseñor Oscar Romero Charter School.

The YPICS COVID-19 Safety Plan serves as the Safe Return to In-Person Instruction and Continuity of Services Plan under the American Rescue Plan Act (ARP) signed into law on March 11, 2021 for the Elementary and Secondary School Relief Fund (ESSER). ARP ESSER, also known as ESSER III. This plan is required to be updated at least every six months to incorporate new or revised CDC guidance and directives from CPDH and LADPH.

ANALYSIS

The following reflect changes to the FCPS COVID-19 Safety Plan in alignment to guidance by LADPH.

- Outdoor Masking: Masking now required for all outdoor activities when physical distancing is not feasible (except while eating or drinking). (See [Reopening Protocols](#).)

- New Surgical-Grade or Higher Level Masks Required for Staff in 2 Weeks: Staff are required to wear surgical-grade masks (medical procedure masks) or higher level PPE (e.g., KN95, N95 respirator masks). For those wearing surgical-grade masks, double masking with a cloth face covering is recommended for enhanced protection.
 - Deadline for compliance for this masking rule is two weeks after post-holiday reopening. (See [Reopening Protocols](#), pg. 5.)
 - YPICS has purchased these masks for staff.
- New Isolation Rules: In short, everyone who tests positive for COVID-19 must isolate for at least 5 days. How long they have to isolate depends on whether they have symptoms and if they get a negative follow-up viral test (antigen) on day 5 or later. LADPH recommends using an antigen test for the follow-up viral test because other tests (NAAT/PCR) can remain positive even after the individual is no longer infectious. YPICS has purchased Antigen tests for staff and students to potentially shorten the isolation timeframe.

1. If employee tested positive and never developed COVID-19 symptoms:

Employee must stay home until:

(1) At least 5 days have passed the day employee's initial positive test was taken; AND (2) employee has a negative viral COVID-19 test collected on day 5 or later

-OR-

Employee must stay home for 10 days after initial positive test was taken

Please Note: Day 0 is the day the positive test was taken. Day 1 is the first full day after the positive test was taken.

2. If employee tested positive **with** COVID-19 symptoms:

Employee must stay home until:

(1) At least 5 days have passed since symptoms first started; (2) employee has a negative viral COVID-19 test collected on day 5 or later; (3) employee has not had a fever for at least

24 hours; AND (4) employee's symptoms are improving

-OR-

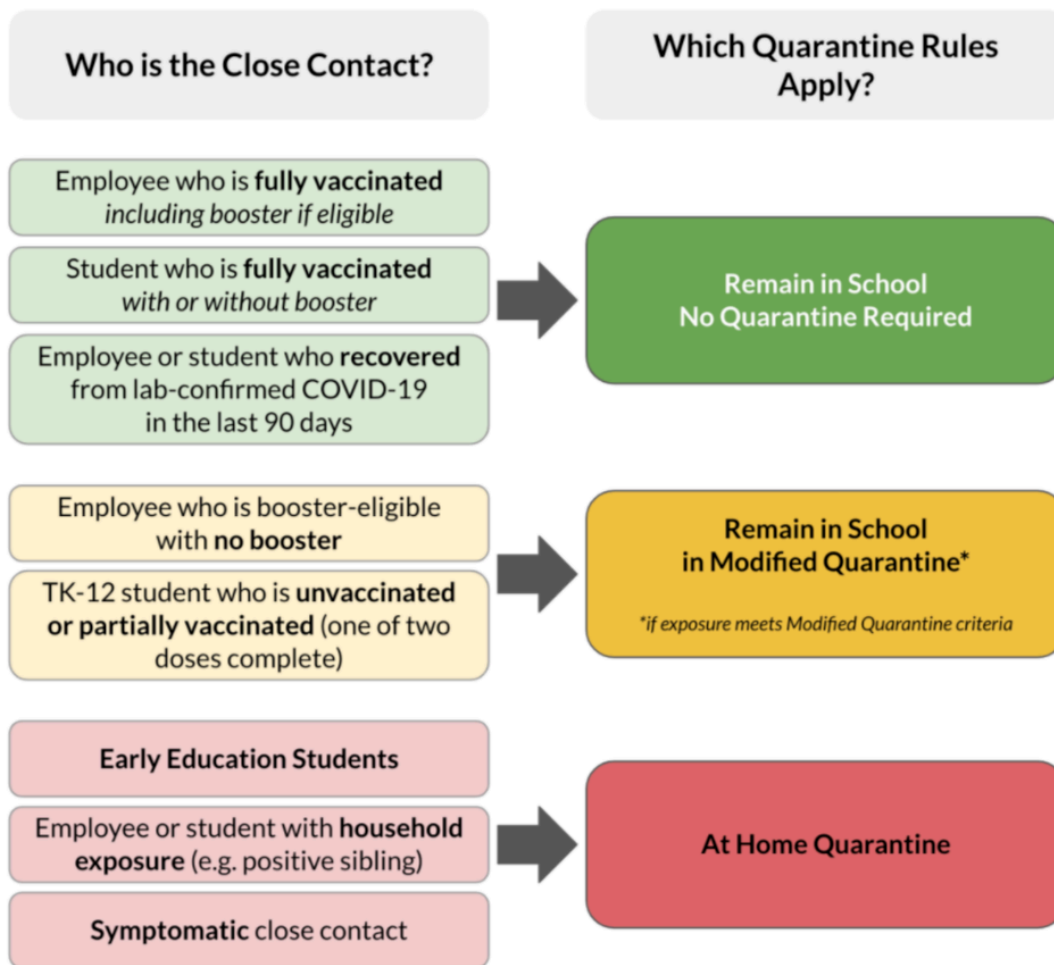
Employee must stay home until:

1. At least 10 days have passed since symptoms first started; (2) employee has not had a fever for at least 24 hours; and (3) our symptoms are improving

Any individual who tests positive must also wear a **mask indoors and outdoors for 10 days** per LADPH's isolation instructions.

- **New Close Contact Requirements:** LADPH updated the quarantine requirements for close contacts ([Exposure Management Plan](#), see pgs., 3-4.) These rules have a lot of nuances. The quarantine requirements depend on factors like an individual’s vaccination status, if the individual developed symptoms, etc. See the FlowChart for a close contact below.

Quarantine Guidelines At-A-Glance (See also: LACDPH School Quarantine Flow Chart)



There is new exemption that may be useful: close contact staff members who 1) received their booster OR who are fully vaccinated but not yet booster-eligible, and 2) are asymptomatic, may remain in school as long as they test and the test specimen must be collected on Day 5 after the date of their last exposure.

LADPH also still allows an optional modified quarantine for close contact students who are asymptomatic and satisfy other conditions (e.g., close contact student and person

with COVID-19 must have both worn a mask consistently during entire exposure period, must be tested twice a week, etc.) ([Exposure Management Plan](#), pg. 5.)

RECOMMENDATION

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

Coversheet

YPICS January 2022 Financials and Check Registers

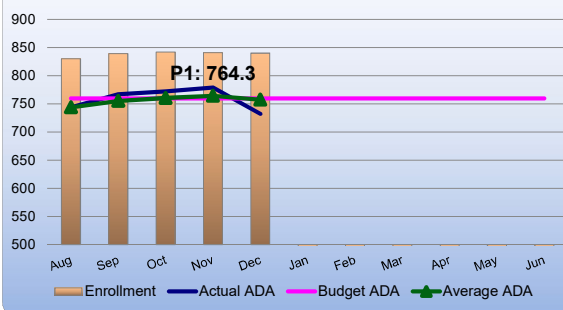
Section: V. Items Scheduled For Action
Item: A. YPICS January 2022 Financials and Check Registers
Purpose: Vote
Submitted by:
Related Material: 21-22 YPICS Financials Board Packet 01.22.pdf

YPI CHARTER SCHOOLS - Financial Dashboard (January 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 \$6.6M which represents 40.5% of total expenses.

3 Average Daily Attendance Analysis

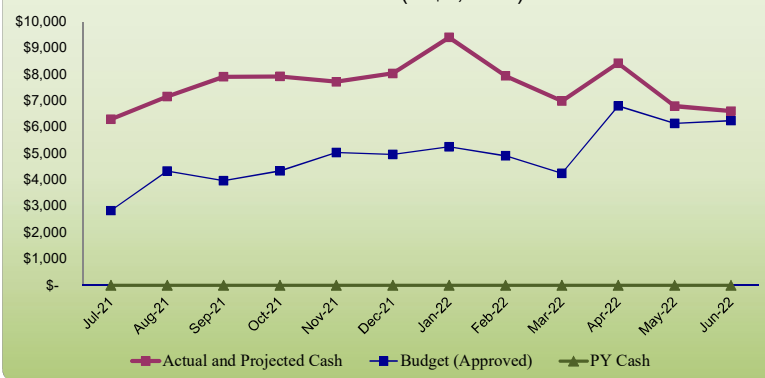
Category	Actual through Month 5	Forecasted P2	Budgeted P2	Better/ (Worse)	Prior Month Forecast	Prior Year P2
Enrollment	840	835	793	42	837	704
ADA %	90.6%	91.0%	91.0%	0.0%	89.2%	95.0%
Average ADA	757.39	757.39	759.80	(2.41)	746.29	668.80

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 01/31/22	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	9,193,884	8,911,034	282,849	9,174,076	19,808	5,217,150	5,087,118	130,032	9,729,105	9,678,468
Federal Revenue	3,994,714	4,481,227	(486,513)	3,943,068	51,646	1,123,154	316,609	806,545	3,574,745	2,456,659
State Revenue	1,483,735	1,368,656	115,079	1,410,629	73,106	655,711	736,960	(81,249)	700,580	640,244
Other Local Revenue	2,441,715	558,426	1,883,289	2,354,723	86,992	2,165,427	352,562	1,812,865	672,847	710,870
Grants/Fundraising	93,499	-	93,499	91,315	2,184	93,499	-	93,499	22,402	63,155
TOTAL REVENUE	17,207,548	15,319,344	1,888,204	16,973,811	233,737	9,254,942	6,493,249	2,761,692	14,699,678	13,549,396
Total per ADA	22,720	20,162	2,557	22,411	309				21,979	15,389
w/o Grants/Fundraising	22,596	20,162	2,434	22,290	306				21,946	15,317
Certificated Salaries	4,739,180	4,483,834	(255,346)	4,690,529	(48,652)	2,610,885	2,518,812	(92,073)	3,929,911	3,675,713
Classified Salaries	2,033,425	1,928,374	(105,051)	2,011,677	(21,748)	1,081,898	1,047,488	(34,411)	1,721,444	2,151,200
Benefits	2,056,199	2,113,860	57,661	2,046,791	(9,408)	1,224,284	1,220,616	(3,668)	1,764,328	1,819,970
Student Supplies	1,566,595	1,167,552	(399,043)	1,547,703	(18,892)	700,121	804,713	104,592	1,177,030	1,131,811
Operating Expenses	5,812,055	5,267,593	(544,462)	5,744,476	(67,578)	2,404,503	3,083,027	678,524	4,872,782	4,329,654
Other	1,108,419	1,130,328	21,910	1,108,147	(272)	638,935	664,792	25,856	1,308,038	1,229,834
TOTAL EXPENSES	17,315,873	16,091,541	(1,224,332)	17,149,323	(166,550)	8,660,626	9,339,447	678,821	14,773,534	14,338,181
Total per ADA	22,863	21,179	(1,684)	22,643	220				22,090	16,285
NET INCOME / (LOSS)	(108,325)	(772,198)	663,872	(175,512)	67,187	594,315	(2,846,198)	3,414,657	(73,856)	(788,786)
OPERATING INCOME	860,499	203,454	657,045	793,040	67,459	1,160,798	(2,272,101)	3,432,900	1,068,220	363,965
EBITDA	1,000,094	358,131	641,963	932,635	67,459	1,233,251	(2,181,406)	3,414,657	1,234,183	441,048

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



Year-End Cash Balance		
Projected	Budget	Variance
6,614,650	6,248,328	366,322

7 Balance Sheet

Balance Sheet	6/30/2021	12/31/2021	1/31/2022	6/30/2022 FC
Assets				
Cash, Operating	6,561,532	8,039,471	9,404,935	6,614,650
Cash, Restricted	0	0	0	0
Accounts Receivable	3,974,739	676,465	335,937	2,116,035
Due From Others	115,362	7,567	7,567	7,567
Other Assets	208,509	48,041	48,341	342,051
Net Fixed Assets	27,913,430	27,444,483	27,363,745	26,961,404
Total Assets	38,773,573	36,216,027	37,160,526	36,041,706
Liabilities				
A/P & Payroll	2,452,366	1,596,322	1,970,030	1,405,884
Due to Others	473,102	388,233	387,699	618,278
Deferred Revenue	881,492	879,003	879,003	879,003
Total Debt	9,054,588	7,444,479	7,417,453	7,334,841
Total Liabilities	12,861,547	10,308,037	10,654,185	10,238,007
Equity				
Beginning Fund Bal.	26,025,315	25,912,026	25,912,026	25,912,026
Net Income/(Loss)	(113,289)	(4,036)	594,315	(108,325)
Total Equity	25,912,026	25,907,990	26,506,341	25,803,700
Total Liabilities & Equity	38,773,573	36,216,027	37,160,526	36,041,707
Available Line of Credit	500,000	500,000	500,000	500,000
Days Cash on Hand	176	181	210	148
Cash Reserve %	48.1%	49.7%	57.5%	40.5%



BERT CORONA CHARTER SCHOOL - Financial Dashboard (January 2022)

1 Key Performance Indicators

ADA vs. Budget ● Cash on Hand ●

Net Income / (Loss) ● Year-End Cash ●

KEY POINTS

P1 ADA was 311.12. ADA through Month 5 is 307.36 or 89.6% with ending enrollment of 343 students. Future months enrollment is forecasted at 340 students with ADA of 90%.

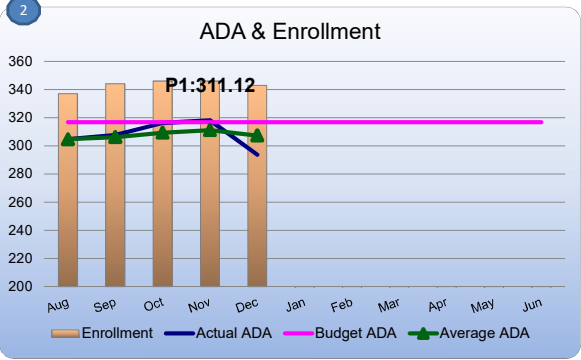
Net Income is forecasted to be \$115K, \$107K better than budgeted.

Revenue is projected to be higher than budgeted by \$594K primarily due to PPP Revenue.

Expense is projected to be higher than budget by \$487K.

- Salaries \$150K
- Nutrition Expense \$283K
- Vendor Repairs \$100K

Cash on hand at June 30, 2021 is forecasted to be \$2.8M which represents 37.1% of total expenses.



3 Average Daily Attendance Analysis

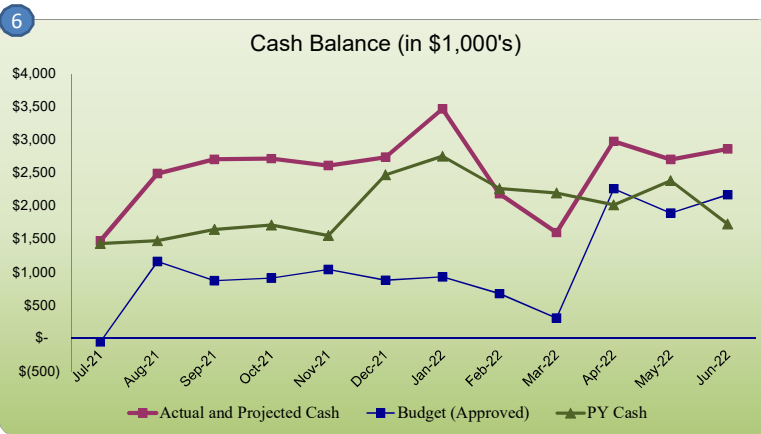
Category	Actual through Month 5	Forecasted P2	Budgeted P2	Better/ (Worse)	Prior Month Forecast	Prior Year P2
Enrollment	343	340	330	10	340	371
ADA %	89.6%	90.0%	96.0%	-6.0%	90.2%	96.0%
Average ADA	307.36	306.84	316.80	(9.96)	306.84	356.16

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%	85.2%	0.1%	85.2%

5 INCOME STATEMENT

INCOME STATEMENT	Forecast	VS. Budget		VS. Last Month		FY 21-22 YTD			Historical	
	As of 01/31/22	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	3,500,605	3,502,671	(2,066)	3,500,605	0	2,001,813	1,960,522	41,291	3,693,874	3,683,607
Federal Revenue	2,878,139	3,039,984	(161,845)	2,880,478	(2,339)	469,946	110,568	359,378	2,386,358	1,752,401
State Revenue	622,972	578,073	44,899	622,972	0	265,121	282,773	(17,652)	384,903	376,784
Other Local Revenue	898,037	218,244	679,794	888,572	9,466	812,191	142,308	669,883	283,291	272,418
Grants/Fundraising	32,956	-	32,956	31,650	1,306	32,956	-	32,956	15,000	36,500
TOTAL REVENUE	7,932,709	7,338,972	593,737	7,924,276	8,433	3,582,027	2,496,171	1,085,856	6,763,426	6,121,710
Total per ADA	25,853	23,166	2,687	25,825	27				18,990	17,280
w/o Grants/Fundraising	25,746	23,166	2,580	25,722	23				18,948	17,177
Certificated Salaries	1,540,857	1,448,481	(92,376)	1,495,110	(45,747)	864,318	819,103	(45,215)	1,399,355	1,248,899
Classified Salaries	713,914	656,994	(56,920)	770,590	56,677	374,430	338,713	(35,717)	581,292	964,766
Benefits	681,363	698,283	16,920	660,494	(20,869)	407,216	402,041	(5,175)	608,949	680,531
Student Supplies	759,957	485,400	(274,557)	736,448	(23,508)	363,279	37,083	326,196	478,901	518,477
Operating Expenses	4,020,235	3,932,114	(88,121)	3,997,337	(22,899)	1,523,800	2,300,074	776,274	3,423,537	2,787,938
Other	101,097	109,452	8,355	101,111	15	59,657	68,012	8,355	265,986	267,045
TOTAL EXPENSES	7,817,422	7,330,723	(486,700)	7,761,091	(56,332)	3,555,617	4,291,222	735,605	6,758,019	6,467,657
Total per ADA	25,477	23,140	(2,337)	25,294	184				18,975	18,256
NET INCOME / (LOSS)	115,287	8,250	107,037	163,186	(47,899)	26,411	(1,795,050)	1,813,106	5,408	(345,947)
OPERATING INCOME	216,384	117,701	98,682	264,297	(47,914)	86,068	(1,727,038)	1,813,106	271,394	(84,586)
EBITDA	216,384	117,701	98,682	264,297	(47,914)	86,068	(1,727,038)	1,813,106	271,394	(78,902)



Year-End Cash Balance

Projected	Budget	Variance
2,864,234	2,171,756	692,478

7 Balance Sheet

Balance Sheet	6/30/2021	12/31/2021	1/31/2022	6/30/2022 FC
Assets				
Cash, Operating	1,729,523	2,736,901	3,469,680	2,864,234
Cash, Restricted	0	0	0	0
Accounts Receivable	2,212,545	646,264	305,736	1,080,069
Due From Others	3,892	7,086	7,086	7,086
Other Assets	70,843	12,420	12,720	127,122
Net Fixed Assets	304,397	253,149	244,740	203,301
Total Assets	4,321,200	3,655,819	4,039,963	4,281,813
Liabilities				
A/P & Payroll	1,194,099	473,221	863,803	951,354
Due to Others	38,963	64,582	64,100	129,522
Deferred Revenue	293,503	291,014	291,014	291,014
Total Debt	0	0	0	0
Total Liabilities	1,526,565	828,816	1,218,917	1,371,891
Equity				
Beginning Fund Bal.	2,789,227	2,794,635	2,794,635	2,794,635
Net Income/(Loss)	5,408	32,368	26,411	115,287
Total Equity	2,794,635	2,827,003	2,821,046	2,909,922
Total Liabilities & Equity	4,321,200	3,655,819	4,039,963	4,281,813
Days Cash on Hand	97	130	164	135
Cash Reserve %	26.6%	35.7%	45.0%	37.1%





BERT CORONA CHARTER SCHOOL

Financial Analysis

January 2022

Net Income

Bert Corona Charter School is projected to achieve a net income of \$115K in FY21-22 compared to \$8K in the board approved budget. Reasons for this positive \$107K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of January 31, 2022, the school's cash balance was \$3.47M. By June 30, 2022, the school's cash balance is projected to be \$2.86M, which represents a 37% reserve.

As of January 31, 2022, the Accounts Receivable balance was \$306K, down from \$646K in the previous month, due to the receipt of revenue earned in FY20-21.

As of January 31, 2022, the Accounts Payable balance, including payroll liabilities, totaled \$864K, compared to \$473K in the prior month.

As of January 31, 2022, BCCS had zero debt.

Income Statement

Revenue

Total revenue for FY21-22 is projected to be \$7.93M, which is \$594K or 8.1% over budgeted revenue of \$7.34M.

Child Nutrition Federal Revenue – is projected to be above budget by \$367K 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 \$527K due to moving ESSER II and III 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 \$487K or 6.6% over budgeted expenditures of \$7.33M.

Certificated Salaries are projected to be higher than budget by \$92K

Classified Salaries are projected to be higher than budget by \$57K

Nutrition Program Food Supplies are projected to be higher than budget by \$306K due to higher participation rates for the nutrition program

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



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 306.84 based on an enrollment of 340 and a 90.0% attendance rate.

In Month 5, ADA was 293.74 with 343 students enrolled at the end of the month and a 85.6% ADA rate.

Average ADA for the year (through Month 5) is 307.36 (a 89.6% ADA rate for the year to date).

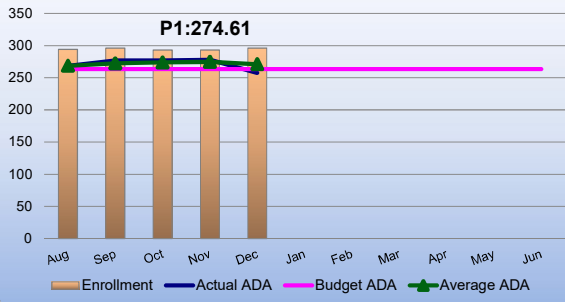
This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$20,000 and 10%.

MONSEÑOR OSCAR ROMERO CHARTER SCHOOL - Financial Dashboard (January 2022)

1 Key Performance Indicators

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

2 ADA & Enrollment



KEY POINTS

P1 ADA 270.95. ADA through Month 5 is 270.95 or 92.0% with ending enrollment of 296 students. Future months enrollment is forecasted at 294 students with ADA of 92%.

Operating Income is forecasted to be \$465K, \$429K better than budgeted.

Revenue is projected to be higher than budgeted by \$854K primarily due to PPP Revenue and CTE Grant.

Expense is projected to be higher than budget by \$4272K.

Cash on hand at June 30, 2021 is forecasted to be \$3.3M which represents 66% of total expenses.

3 Average Daily Attendance Analysis

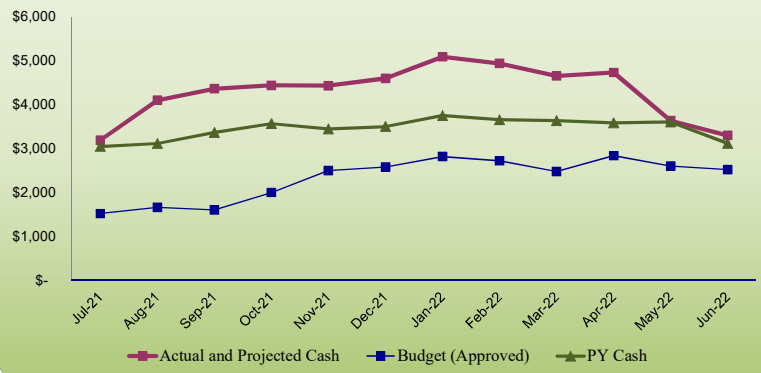
Category	Actual through Month 5	Forecasted P2	Budgeted P2	Better/ (Worse)	Prior Month Forecast	Prior Year P2
Enrollment	296	294	273	21	294	353
ADA %	92.0%	92.0%	96.5%	-4.5%	92.1%	97.0%
Average ADA	270.95	270.77	263.45	7.32	270.77	345.07

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%	85.2%	0.1%	85.2%

INCOME STATEMENT	Forecast	VS. Budget		VS. Last Month		FY 21-22 YTD			Historical	
	As of 01/31/22	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	3,149,627	2,953,744	195,884	3,149,627	0	1,997,345	1,924,170	73,175	3,728,522	3,696,024
Federal Revenue	808,134	952,585	(144,451)	763,317	44,816	450,692	137,938	312,753	724,116	497,807
State Revenue	578,168	510,992	67,176	523,271	54,897	272,432	297,542	(25,109)	238,219	207,888
Other Local Revenue	897,157	196,491	700,666	821,020	76,137	763,261	137,877	625,384	240,624	287,391
Grants/Fundraising	34,750	-	34,750	34,750	0	34,750	-	34,750	7,402	13,453
TOTAL REVENUE	5,467,836	4,613,811	854,025	5,291,985	175,851	3,518,480	2,497,526	1,020,953	4,938,883	4,702,564
Total per ADA	20,194	17,513	2,681	19,544	649				14,313	13,628
w/o Grants/Fundraising	20,065	17,513	2,552	19,416	649				14,291	13,589
Certificated Salaries	1,546,022	1,428,371	(117,651)	1,530,088	(15,934)	826,153	797,774	(28,379)	1,286,989	1,217,447
Classified Salaries	603,689	478,390	(125,299)	536,001	(67,688)	299,634	255,795	(43,839)	470,594	526,357
Benefits	584,200	575,950	(8,250)	567,151	(17,049)	332,844	330,836	(2,008)	526,661	564,446
Student Supplies	600,298	500,606	(99,692)	610,838	10,541	263,149	324,263	61,114	496,892	419,672
Operating Expenses	1,513,745	1,439,683	(74,062)	1,466,504	(47,241)	743,241	845,218	101,977	1,378,155	1,512,858
Other	974,769	972,994	(1,775)	974,476	(293)	566,337	568,308	1,971	972,513	888,494
TOTAL EXPENSES	5,822,723	5,395,994	(426,729)	5,685,058	(137,665)	3,031,358	3,122,194	90,835	5,131,804	5,129,275
Total per ADA	21,504	20,482	(1,022)	20,996	508				14,872	14,864
NET INCOME / (LOSS)	(354,887)	(782,183)	427,296	(393,073)	38,186	487,122	(624,667)	1,109,818	(192,920)	(426,711)
OPERATING INCOME	465,205	36,135	429,070	426,727	38,478	965,924	(147,054)	1,112,978	626,451	392,763
EBITDA	619,882	190,811	429,070	581,404	38,478	1,053,459	(56,359)	1,109,818	779,592	461,783

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



Year-End Cash Balance		
Projected	Budget	Variance
3,301,528	2,520,383	781,146

7 Balance Sheet

Balance Sheet	6/30/2021	12/31/2021	1/31/2022	6/30/2022 FC
Assets				
Cash, Operating	3,116,608	4,597,916	5,089,882	3,301,528
Cash, Restricted	0	0	0	0
Accounts Receivable	1,057,853	20,356	20,356	630,990
Due From Others	111,237	237	237	237
Other Assets	62,066	3,496	4,143	115,029
Net Fixed Assets	27,474,708	27,078,699	27,010,291	26,669,002
Total Assets	31,822,472	31,700,705	32,124,910	30,716,786
Liabilities				
A/P & Payroll	925,173	803,393	849,540	210,474
Due to Others	323,014	323,650	323,598	479,160
Deferred Revenue	423,558	423,558	423,558	423,558
Total Debt	7,527,088	7,444,480	7,417,453	7,334,842
Total Liabilities	9,198,833	8,995,081	9,014,149	8,448,033
Equity				
Beginning Fund Bal.	22,855,993	22,623,639	22,623,639	22,623,639
Net Income/(Loss)	(232,354)	81,985	487,122	(354,887)
Total Equity	22,623,639	22,705,624	23,110,761	22,268,752
Total Liabilities & Equity	31,822,472	31,700,704	32,124,909	30,716,785
Days Cash on Hand	264	345	371	241
Cash Reserve %	72.3%	94.5%	101.7%	66.0%





MONSEÑOR OSCAR ROMERO CHARTER SCHOOL

Financial Analysis

January 2022

Net Income

Monsenor Oscar Romero Charter School is projected to achieve a net income of -\$355K in FY21-22 compared to -\$782K in the board approved budget. Reasons for this positive \$427K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of January 31, 2022, the school's cash balance was \$5.09M. By June 30, 2022, the school's cash balance is projected to be \$3.30M, which represents a 66% reserve.

As of January 31, 2022, the Accounts Receivable balance was \$20K, down from \$20K in the previous month, due to the receipt of revenue earned in FY20-21.

As of January 31, 2022, the Accounts Payable balance, including payroll liabilities, totaled \$850K, compared to \$803K in the prior month.

As of January 31, 2022, MORCS had a debt balance of \$7.42M compared to \$7.44M in the prior month. An additional \$83K will be paid this fiscal year.

Income Statement

Revenue

Total revenue for FY21-22 is projected to be \$5.47M, which is \$854K or 18.5% over budgeted revenue of \$4.61M.

Child Nutrition Federal Revenue – is projected to be above budget by \$214K 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 \$364K due to moving ESSER II and III funds into the future years.

Other Local Revenue - is projected to be over budget by \$666K due to forgiveness of PPP Loan (\$599K) and CTE Grant (\$68K).

Expenses

Total expenses for FY21-22 are projected to be \$5.82M, which is \$427K or 7.9% over budgeted expenditures of \$5.40M.

Nutrition Program Food Supplies are projected to be higher than budget by \$109K 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.

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



Intra-Agency Fees are projected to be lower than budget by \$65K 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 270.77 based on an enrollment of 294 and a 92.0% attendance rate.

In Month 5, ADA was 257.68 with 296 students enrolled at the end of the month and a 87.1% ADA rate.

Average ADA for the year (through Month 5) is 270.95 (a 92.0% ADA rate for the year to date).

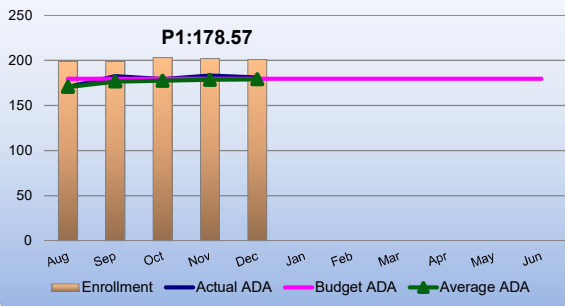
This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$20,000 and 10%.

Bert Corona Charter High School - Financial Dashboard (January 2022)

1 Key Performance Indicators

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

2 ADA & Enrollment



KEY POINTS

P1 ADA was 178.57. ADA through Month 5 is 178.57 or 90.3% with ending enrollment of 202 students. Future months enrollment is forecasted at 198 students with ADA of 90%.

Net Income is forecasted to be \$131K, \$130K better than budgeted.

Revenue is projected to be higher than budgeted by \$278K primarily due to PPP revenue.

Expense is projected to be higher than budget by \$149K.

- Salaries are higher by \$104K
- SPED Services are higher by \$75K
- Substitute Services are higher by \$22K
- Intra-Agency Fees are lower by \$59K

Cash on hand at June 30, 2021 is forecasted to be \$453K which represents 13.1% of total expenses.

3 Average Daily Attendance Analysis

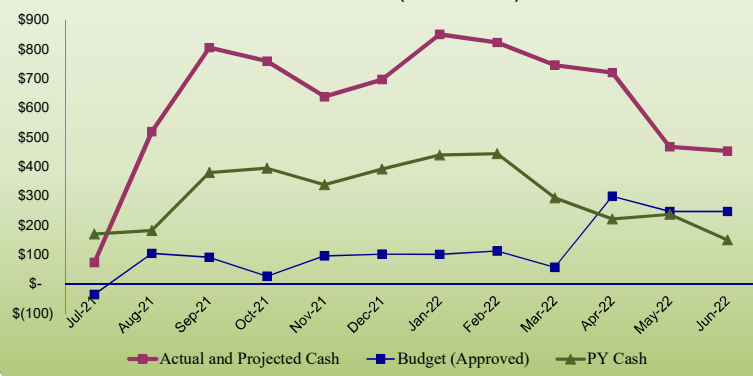
Category	Actual through Month 5	Forecasted P2	Budgeted P2	Better/ (Worse)	Prior Month Forecast	Prior Year P2
Enrollment	201	201	190	11	198	195
ADA %	90.2%	90.0%	94.5%	-4.5%	90.1%	95.0%
Average ADA	179.07	179.78	179.55	0.23	178.38	181.14

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%	85.2%	0.1%	85.2%

INCOME STATEMENT	Forecast	VS. Budget		VS. Last Month		FY 21-22 YTD			Historical	
	As of 01/31/22	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	2,543,652	2,454,620	89,032	2,523,843	19,808	1,217,992	1,202,426	15,566	2,306,709	2,298,837
Federal Revenue	308,442	488,658	(180,216)	299,273	9,169	202,517	68,103	134,414	464,271	206,451
State Revenue	282,595	279,591	3,003	264,386	18,209	118,158	156,646	(38,488)	77,458	55,571
Other Local Revenue	484,379	143,692	340,687	482,999	1,380	427,832	72,377	355,455	147,038	134,674
Grants/Fundraising	25,793	-	25,793	24,915	878	25,793	-	25,793	0	13,202
TOTAL REVENUE	3,644,860	3,366,560	278,300	3,595,417	49,443	1,992,292	1,499,551	492,741	2,995,476	2,708,735
<i>Total per ADA</i>	<i>20,274</i>	<i>18,750</i>	<i>1,524</i>	<i>19,999</i>	<i>275</i>				<i>16,537</i>	<i>14,954</i>
<i>w/o Grants/Fundraising</i>	<i>20,131</i>	<i>18,750</i>	<i>1,381</i>	<i>19,860</i>	<i>270</i>				<i>16,537</i>	<i>14,881</i>
Certificated Salaries	1,190,672	1,161,739	(28,933)	1,191,639	968	658,271	642,209	(16,062)	927,459	905,595
Classified Salaries	482,239	406,291	(75,949)	476,246	(5,994)	265,110	227,405	(37,705)	400,268	303,496
Benefits	515,589	556,972	41,383	539,745	24,156	299,258	319,418	20,160	446,740	390,733
Student Supplies	197,207	174,949	(22,257)	191,376	(5,831)	107,629	111,869	4,240	193,179	190,042
Operating Expenses	1,083,080	1,019,935	(63,144)	1,075,015	(8,065)	554,966	598,516	43,549	863,538	872,236
Other	44,799	44,938	139	44,805	6	26,275	26,615	340	50,635	62,760
TOTAL EXPENSES	3,513,585	3,364,824	(148,761)	3,518,826	5,241	1,911,509	1,926,032	14,523	2,881,818	2,724,863
<i>Total per ADA</i>	<i>19,544</i>	<i>18,740</i>	<i>(803)</i>	<i>19,573</i>	<i>(29)</i>				<i>15,909</i>	<i>15,043</i>
NET INCOME / (LOSS)	131,275	1,736	129,539	76,591	54,684	80,783	(426,480)	506,923	113,657	(16,128)
OPERATING INCOME	176,074	46,674	129,400	121,395	54,678	107,058	(399,865)	506,923	164,293	46,513
EBITDA	176,074	46,674	129,400	121,395	54,678	107,058	(399,865)	506,923	164,293	46,632

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



Year-End Cash Balance		
Projected	Budget	Variance
452,881	247,531	205,350

7 Balance Sheet

Balance Sheet	6/30/2021	12/31/2021	1/31/2022	6/30/2022 FC
Assets				
Cash, Operating	150,118	696,944	850,455	452,881
Cash, Restricted	0	0	0	0
Accounts Receivable	704,341	9,845	9,845	404,976
Due From Others	20	30	30	30
Other Assets	42,538	4,118	3,471	71,892
Net Fixed Assets	129,744	109,585	105,881	87,357
Total Assets	1,026,761	820,522	969,682	1,017,136
Liabilities				
A/P & Payroll	241,082	254,109	214,344	201,712
Due to Others	111,125	1	1	9,596
Deferred Revenue	164,431	164,431	164,431	164,431
Total Debt	(0)	(0)	(0)	(0)
Total Liabilities	516,638	418,541	378,776	375,739
Equity				
Beginning Fund Bal.	396,466	510,123	510,123	510,123
Net Income/(Loss)	113,657	(108,143)	80,783	131,275
Total Equity	510,123	401,981	590,906	641,398
Total Liabilities & Equity	1,026,761	820,522	969,682	1,017,137
Days Cash on Hand	19	73	89	48
Cash Reserve %	5.3%	20.1%	24.5%	13.1%





Bert Corona Charter High School Financial Analysis January 2022

Net Income

Bert Corona Charter High School is projected to achieve a net income of \$131K in FY21-22 compared to \$2K in the board approved budget. Reasons for this positive \$130K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of January 31, 2022, the school's cash balance was \$851K. By June 30, 2022, the school's cash balance is projected to be \$453K, which represents a 13% reserve.

As of January 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 January 31, 2022, the Accounts Payable balance, including payroll liabilities, totaled \$214K, compared to \$254K in the prior month.

As of January 31, 2022, BCHS had zero debt balance.

Income Statement

Revenue

Total revenue for FY21-22 is projected to be \$3.64M, which is \$278K or 8.3% over budgeted revenue of \$3.37M.

Other Federal Revenue - is projected to be under budget by \$1838K 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 \$149K or 4.4% 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

Special Education Services are projected to be above budget by \$75K

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



Intra-Agency Fees are projected to be lower than budget by \$59K 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 179.78 based on an enrollment of 201 and a 90.0% attendance rate.

In Month 5, ADA was 180.90 with 201 students enrolled at the end of the month and a 90.0% ADA rate.

Average ADA for the year (through Month 5) is 179.07 (a 90.2% 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 01/01/22 to 01/31/22**

Check #	Vendor Name	Date	Description	Amount
A003095	7 LAYER IT SOLUTIONS, INC.	1/14/2022	1/22- PLATINUM NETWORKS DEVICE PACKAGE	1,370.00
A003096	Amplified IT	1/14/2022	11/21 - GOOGLE VOICE LICENSE CHARGES	946.49
310539	AT&T MOBILITY	1/7/2022	12/20/21 - 01/19/22 - CELL PHONES	8,788.47
310554	AT&T MOBILITY	1/25/2022	12/18/21 - 01/17/22 HOT SPOTS	2,080.20
P010958	BDJtech	1/25/2022	USB-C POWER. ADAPTER	580.35
310535	BERNICE MARTINEZ	1/7/2022	1/22 - Final Check	134.90
A003097	BETTER 4 YOU MEALS, INC.	1/14/2022	12/21- STUDENTS MEALS	3,903.06
A003127	BETTER 4 YOU MEALS, INC.	1/18/2022	12/21- STUDENTS MEALS	43,661.56
E002771	BUR-CAL TERMITE & PEST CONTROL INC.	1/18/2022	12/22/21- GENERAL PEST CONTROL SERVICES	385.00
P010955	COBRO CONSULTING	1/25/2022	21-22 FIRST SEMESTER GU EVALUATION	6,750.00
A003094	CROSS COUNTRY EDUCATION	1/14/2022	12/6-12/10/21- SPECIAL ED SERVICES	7,171.34
A003274	CROSS COUNTRY EDUCATION	1/25/2022	1/3-1/7/22- SPECIAL ED SERVICES	280.42
P010014	Esmeralda Reynaga	1/7/2022	12/16-12/31/21- MAINTENANCE SERVICES	990.00
A003272	EXED	1/25/2022	12/21 - MANAGEMENT CONTRACT FEE	22,254.60
310547	FRONTIER	1/18/2022	12/13-1/12/22- FAX 818 834-8075	238.61
P010390	GREEN WORKS SOLUTIONS	1/14/2022	SHIPPING CONTAINER SHELVING/ BATHROOM RAMPS	10,840.00
P010464	GREEN WORKS SOLUTIONS	1/18/2022	AWNINGS MAIN OFFICE AND STAFF LOUNGE	38,700.00
310557	HOME DEPOT CREDIT SERVICES	1/25/2022	FLEXIBLE STEEL CABLE	45.27
P010011	IMPACT CANINE SOLUTIONS	1/7/2022	12/15/21-CANINE SERVICE	380.00
P010465	IMPACT CANINE SOLUTIONS	1/18/2022	12/16/21- CANINE SERVICES	190.00
P010391	INLAND MECHANICAL SERVICES	1/14/2022	12/20/21 - AC. REPAIR	4,972.60
310553	Jennifer Correa	1/25/2022	POSTAL REIMBURSEMENT FOR FINGER PRINTING	79.00
310544	LA DEPT. OF WATER AND POWER	1/14/2022	10/29-1/3/22- FIRE SERVICE CHARGES	6,338.67
P010956	LAW OFFICES OF YOUNG, MINNEY & CORR, LLP	1/25/2022	12/21- LEGAL SERVICES	68.83
310555	Luz Guevara	1/25/2022	HOUGHTON MIFFLIN HARCOURT- TEACHER EDITION	247.50
310545	MAJOR METROPOLITAN SECURITY	1/14/2022	2/22- FIRE ALARM MONITORING SERVICES	120.00
310552	MAJOR METROPOLITAN SECURITY	1/18/2022	2/22- MONITORING SERVICES	285.00
310537	MASERGY CLOUD COMMUNICATIONS, INC	1/7/2022	12/21- COMMUNICATIONS SERVICES	682.66
P010463	MASERGY CLOUD COMMUNICATIONS, INC	1/18/2022	12/21- COMMUNICATIONS SERVICES	74.97
E002772	MCCALLA COMPANY	1/18/2022	CASCADE KRAFT MULTIFOLD TOWEL	1,839.25
310536	MICHELLE VILLALOBOS	1/7/2022	DOMINOS- IREADY TESTING- PIZZA PARTY INCENTIVE	54.64
E002896	Newsela, Inc.	1/25/2022	1/7 - 6/24/22 INDIVIDUAL VIRTUAL ADD ON SESSION	5,800.00
P010392	PETER HUANG AND LORETTA HUANG	1/14/2022	12/10-1/12/22- ELECTRIC CHARGES	317.07
P011118	PETER HUANG AND LORETTA HUANG	1/27/2022	02/22 - RENT	3,500.00
P010012	PLANCONNECT	1/7/2022	QUARTERLY DUES	100.00
A003098	PRN NURSING CONSULTANTS	1/14/2022	10/6/21- SPECIAL ED SERVICES	450.00
A003128	PRN NURSING CONSULTANTS	1/18/2022	10/6/21- SPECIAL ED SERVICES	675.00
A003273	PRN NURSING CONSULTANTS	1/25/2022	12/6/21- SPECIAL ED SERVICES	450.00
P010394	PURE WATER OF LA	1/14/2022	07/21 - WATER COOLER MAINTENANCE	76.65
E002750	PUROSERVE	1/14/2022	1/22- RO RENTAL (WATER FILTER)	124.00
310542	Quadient Finance USA, Inc.	1/14/2022	1/22/21- MONTHLY FLEX LIMIT FEE	1,104.00
310546	Quadient Finance USA, Inc.	1/18/2022	12/21- POSTAGE	93.75
310534	RENE QUON	1/7/2022	KNOTT'S FARM- PARKING PASS FOR REGULAR VEHICLE	70.00
310549	REPUBLIC SERVICES #902	1/18/2022	1/22- WASTE DISPOSAL SERVICES	1,421.81
310540	RICHARD GARCIA	1/14/2022	AMAZON- STUDENT MATERIALS	71.45
310543	RICOH USA Inc.	1/14/2022	1/13-2/12/22- COPIER LEASE	2,599.33
310550	RICOH USA Inc.	1/18/2022	12/20-1/19/22- COPIER LEASE	281.91
P011117	San Fernando Valley Japanese American Community Ce	1/27/2022	Feb 22 Rent & July21- Jan22 Rent Adjustment	32,300.00
P011119	SAN FERNANDO VALLEY JAPANESE AMERICAN COI	1/27/2022	02/22 - RENT	900.00
P010393	SKY SPORTSWEAR	1/14/2022	GILDAN SWEATPANTS	480.00
310538	Sparkletts	1/7/2022	12/21- WATER BOTTLED SERVICES	80.95
310548	Sparkletts	1/18/2022	12/21- BOTTLED WATER SERVICES	46.36
A003099	SYNCB/AMAZON	1/14/2022	12/21- AWS SERVICES CHARGES	454.24
A003129	TEACHERS ON RESERVE	1/18/2022	WEEK ENDING 12/3/21- SUBSTITUTE SERVICES	1,440.30
01/05/22-EPV	Teresa Sale Benefits Consultant	1/5/2022	01/22 - Health Premium Payment	71,615.39
01/28/22-EPV	Teresa Sale Benefits Consultant	1/28/2022	02/22 - Health Premium Payment	81,754.92
P010013	The Education Team	1/7/2022	12/3/21- SUBSTITUTE SERVICES	274.32
310541	TIME WARNER CABLE	1/14/2022	12/14-1/13/22- INTERNET ACC#0556	1,207.65
310551	TIME WARNER CABLE	1/18/2022	12/31-1/30/22- INTERNET ACC#2611	442.65
P010957	TOTAL EDUCATION SOLUTIONS	1/25/2022	11/21- SPECIAL ED SERVICES	1,058.00
310556	YOLANDA FUENTES	1/25/2022	12/10/21- REF. ALCIDES SIBRIAN SOCCER GAME 12/10/21	316.00

373,959.14

Coversheet

FY21-22 2nd Interim Report

Section: V. Items Scheduled For Action
Item: B. FY21-22 2nd Interim Report
Purpose: Vote
Submitted by:
Related Material: 19-64733-0106872 BCCS 2nd Interim Report.pdf
19-64733-0132126 BCHS 2nd Interim Report.pdf
19-64733-0114959 MORCS 2nd Interim Report.pdf

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	3,502,671.13	3,502,671.13	2,001,813.00	3,500,605.06	(2,066.07)	-0.1%
2) Federal Revenue		8100-8299	3,039,984.37	3,039,984.37	469,945.87	2,878,138.88	(161,845.49)	-5.3%
3) Other State Revenue		8300-8599	578,073.04	578,073.04	266,283.00	624,133.80	46,060.76	8.0%
4) Other Local Revenue		8600-8799	218,243.52	218,243.52	843,985.40	929,831.52	711,588.00	326.1%
5) TOTAL, REVENUES			7,338,972.06	7,338,972.06	3,582,027.27	7,932,709.26		
B. EXPENSES								
1) Certificated Salaries		1000-1999	1,450,671.49	1,450,671.49	864,317.64	1,540,857.11	(90,185.62)	-6.2%
2) Classified Salaries		2000-2999	619,553.62	619,553.62	374,430.44	713,913.81	(94,360.19)	-15.2%
3) Employee Benefits		3000-3999	688,487.48	688,487.48	407,215.65	681,362.65	7,124.83	1.0%
4) Books and Supplies		4000-4999	485,399.67	485,399.67	326,195.87	759,956.73	(274,557.06)	-56.6%
5) Services and Other Operating Expenses		5000-5999	3,936,171.03	3,936,171.03	1,523,799.99	4,020,235.43	(84,064.40)	-2.1%
6) Depreciation and Amortization		6000-6999	109,451.84	109,451.84	59,657.11	101,096.62	8,355.22	7.6%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENSES			7,289,735.13	7,289,735.13	3,555,616.70	7,817,422.35		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)								
			49,236.93	49,236.93	26,410.57	115,286.91		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			49,236.93	49,236.93	26,410.57	115,286.91		
F. NET POSITION								
1) Beginning Net Position								
a) As of July 1 - Unaudited		9791	2,889,315.66	2,889,315.66		2,855,757.45	(33,558.21)	-1.2%
b) Audit Adjustments		9793	0.00	0.00		(61,122.44)	(61,122.44)	New
c) As of July 1 - Audited (F1a + F1b)			2,889,315.66	2,889,315.66		2,794,635.01		
d) Other Restatements		9795	28,944.87	28,944.87		0.00	(28,944.87)	-100.0%
e) Adjusted Beginning Net Position (F1c + F1d)			2,918,260.53	2,918,260.53		2,794,635.01		
2) Ending Net Position, June 30 (E + F1e)			2,967,497.46	2,967,497.46		2,909,921.92		
Components of Ending Net Position								
a) Net Investment in Capital Assets		9796	194,037.58	194,037.58		203,300.87		
b) Restricted Net Position		9797	0.00	0.00		63,420.62		
c) Unrestricted Net Position		9790	2,773,459.88	2,773,459.88		2,643,200.43		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
LCFF SOURCES								
Principal Apportionment								
State Aid - Current Year		8011	1,989,795.16	1,989,795.16	981,374.00	1,843,029.37	(146,765.79)	-7.4%
Education Protection Account State Aid - Current Year		8012	611,412.07	611,412.07	417,759.00	757,586.35	146,174.28	23.9%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF Transfers								
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	901,463.90	901,463.90	602,680.00	899,989.34	(1,474.56)	-0.2%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			3,502,671.13	3,502,671.13	2,001,813.00	3,500,605.06	(2,066.07)	-0.1%
FEDERAL REVENUE								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8220	55,205.98	55,205.98	152,437.87	421,958.17	366,752.19	664.3%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	84,680.64	84,680.64	54,925.00	85,138.89	458.25	0.5%
Title I, Part A, Basic	3010	8290	139,609.00	139,609.00	70,845.00	139,609.00	0.00	0.0%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	16,675.00	16,675.00	3,091.00	13,863.00	(2,812.00)	-16.9%
Title III, Part A, Immigrant Student Program	4201	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	11,897.60	11,897.60	0.00	11,897.60	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3040, 3045, 3060, 3061, 3150, 3155, 3180, 3182, 4037, 4124, 4126, 4127, 4128, 5630	8290	10,074.00	10,074.00	9,698.00	10,338.00	264.00	2.6%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	2,721,842.15	2,721,842.15	178,949.00	2,195,334.22	(526,507.93)	-19.3%
TOTAL, FEDERAL REVENUE			3,039,984.37	3,039,984.37	469,945.87	2,878,138.88	(161,845.49)	-5.3%
OTHER STATE REVENUE								
Other State Apportionments								
Special Education Master Plan Current Year	6500	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	4,607.13	4,607.13	8,115.81	26,914.49	22,307.36	484.2%
Mandated Costs Reimbursements		8550	6,129.51	6,129.51	6,097.00	6,097.00	(32.51)	-0.5%
Lottery - Unrestricted and Instructional Materials		8560	63,043.20	63,043.20	27,335.19	71,080.31	8,037.11	12.7%
After School Education and Safety (ASES)	6010	8590	177,559.20	177,559.20	0.00	193,308.00	15,748.80	8.9%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Charter School Facility Grant	6030	8590	88,920.00	88,920.00	0.00	88,920.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.00	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	237,814.00	237,814.00	224,735.00	237,814.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			578,073.04	578,073.04	266,283.00	624,133.80	46,060.76	8.0%
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	0.00	0.00	4.82	4.82	4.82	New
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Child Development Parent Fees		8673	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	218,243.52	218,243.52	175,204.32	261,050.44	42,806.92	19.6%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	668,776.26	668,776.26	668,776.26	New
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments								
Special Education SELPA Transfers From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			218,243.52	218,243.52	843,985.40	929,831.52	711,588.00	326.1%
TOTAL, REVENUES			7,338,972.06	7,338,972.06	3,582,027.27	7,932,709.26		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	1,138,812.24	1,138,812.24	679,968.99	1,224,871.27	(86,059.03)	-7.6%
Certificated Pupil Support Salaries		1200	61,801.00	61,801.00	38,424.82	65,871.07	(4,070.07)	-6.6%
Certificated Supervisors' and Administrators' Salaries		1300	250,058.25	250,058.25	145,923.83	250,114.77	(56.52)	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			1,450,671.49	1,450,671.49	864,317.64	1,540,857.11	(90,185.62)	-6.2%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	220,831.03	220,831.03	90,971.98	194,930.83	25,900.20	11.7%
Classified Support Salaries		2200	38,480.00	38,480.00	21,601.87	41,559.47	(3,079.47)	-8.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	11,390.90	30,388.82	(30,388.82)	New
Clerical, Technical and Office Salaries		2400	301,834.59	301,834.59	191,645.48	369,651.06	(67,816.47)	-22.5%
Other Classified Salaries		2900	58,408.00	58,408.00	58,820.21	77,383.63	(18,975.63)	-32.5%
TOTAL, CLASSIFIED SALARIES			619,553.62	619,553.62	374,430.44	713,913.81	(94,360.19)	-15.2%
EMPLOYEE BENEFITS								
STRS		3101-3102	245,453.62	245,453.62	138,164.24	252,634.73	(7,181.11)	-2.9%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	68,430.57	68,430.57	40,399.21	76,179.51	(7,748.94)	-11.3%
Health and Welfare Benefits		3401-3402	318,315.66	318,315.66	213,540.46	328,961.76	(10,646.10)	-3.3%
Unemployment Insurance		3501-3502	25,463.76	25,463.76	5,065.00	10,145.08	15,318.68	60.2%
Workers' Compensation		3601-3602	24,628.34	24,628.34	2,836.23	2,836.23	21,792.11	88.5%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	6,195.53	6,195.53	7,210.51	10,605.34	(4,409.81)	-71.2%
TOTAL, EMPLOYEE BENEFITS			688,487.48	688,487.48	407,215.65	681,362.65	7,124.83	1.0%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	40,757.40	40,757.40	16,641.00	40,757.40	0.00	0.0%
Books and Other Reference Materials		4200	8,231.88	8,231.88	2,525.17	8,231.88	0.00	0.0%
Materials and Supplies		4300	281,881.97	281,881.97	114,017.04	250,375.58	31,506.39	11.2%
Noncapitalized Equipment		4400	100,000.00	100,000.00	15,154.40	100,000.00	0.00	0.0%
Food		4700	54,528.42	54,528.42	177,858.26	360,591.87	(306,063.45)	-561.3%
TOTAL, BOOKS AND SUPPLIES			485,399.67	485,399.67	326,195.87	759,956.73	(274,557.06)	-56.6%
SERVICES AND OTHER OPERATING EXPENSES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	43,255.00	43,255.00	786.74	43,255.00	0.00	0.0%
Dues and Memberships		5300	14,154.87	14,154.87	8,309.90	14,174.22	(19.35)	-0.1%
Insurance		5400-5450	39,254.19	39,254.19	0.00	0.00	39,254.19	100.0%
Operations and Housekeeping Services		5500	135,216.98	135,216.98	87,295.04	136,253.50	(1,036.52)	-0.8%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	345,492.16	345,492.16	268,299.93	445,495.95	(100,003.79)	-28.9%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	3,257,376.73	3,257,376.73	1,101,518.91	3,265,100.75	(7,724.02)	-0.2%
Communications		5900	101,421.10	101,421.10	57,589.47	115,956.01	(14,534.91)	-14.3%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			3,936,171.03	3,936,171.03	1,523,799.99	4,020,235.43	(84,064.40)	-2.1%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
DEPRECIATION AND AMORTIZATION								
Depreciation Expense		6900	109,451.84	109,451.84	59,657.11	101,096.62	8,355.22	7.6%
Amortization Expense-Lease Assets		6910	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, DEPRECIATION AND AMORTIZATION			109,451.84	109,451.84	59,657.11	101,096.62	8,355.22	7.6%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments								
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers Out								
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENSES			7,289,735.13	7,289,735.13	3,555,616.70	7,817,422.35		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.00	0.00		

Bert Corona Charter
 Los Angeles Unified
 Los Angeles County

Second Interim
 Charter Schools Enterprise Fund
 Exhibit: Restricted Net Position Detail

19 64733 0106872
 Form 62I

Resource	Description	2021/22 Projected Year Totals
5310		63,420.62
Total, Restricted Net Position		63,420.62

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	2,454,619.57	2,454,619.57	1,217,992.00	2,543,651.57	89,032.00	3.6%
2) Federal Revenue		8100-8299	488,657.58	488,657.58	202,516.75	308,441.99	(180,215.59)	-36.9%
3) Other State Revenue		8300-8599	279,591.14	279,591.14	92,407.24	281,801.60	2,210.46	0.8%
4) Other Local Revenue		8600-8799	143,692.00	143,692.00	454,418.34	510,964.84	367,272.84	255.6%
5) TOTAL, REVENUES			3,366,560.29	3,366,560.29	1,967,334.33	3,644,860.00		
B. EXPENSES								
1) Certificated Salaries		1000-1999	1,161,738.59	1,161,738.59	658,271.32	1,190,671.53	(28,932.94)	-2.5%
2) Classified Salaries		2000-2999	406,290.73	406,290.73	265,109.67	482,239.46	(75,948.73)	-18.7%
3) Employee Benefits		3000-3999	556,972.28	556,972.28	299,257.73	515,589.05	41,383.23	7.4%
4) Books and Supplies		4000-4999	174,949.26	174,949.26	107,629.44	197,206.54	(22,257.28)	-12.7%
5) Services and Other Operating Expenses		5000-5999	1,019,935.38	1,019,935.38	554,966.02	1,083,079.65	(63,144.27)	-6.2%
6) Depreciation and Amortization		6000-6999	44,938.18	44,938.18	26,274.98	44,799.06	139.12	0.3%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENSES			3,364,824.42	3,364,824.42	1,911,509.16	3,513,585.29		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)								
			1,735.87	1,735.87	55,825.17	131,274.71		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Bert Corona Charter High
 Los Angeles Unified
 Los Angeles County

2021-22 Second Interim
 Charter Schools Enterprise Fund
 Revenues, Expenses and Changes in Net Position

19 64733 0132126
 Form 62I

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			1,735.87	1,735.87	55,825.17	131,274.71		
F. NET POSITION								
1) Beginning Net Position								
a) As of July 1 - Unaudited		9791	412,193.30	412,193.30		515,193.53	103,000.23	25.0%
b) Audit Adjustments		9793	0.00	0.00		(5,068.00)	(5,068.00)	New
c) As of July 1 - Audited (F1a + F1b)			412,193.30	412,193.30		510,125.53		
d) Other Restatements		9795	3,337.24	3,337.24		0.00	(3,337.24)	-100.0%
e) Adjusted Beginning Net Position (F1c + F1d)			415,530.54	415,530.54		510,125.53		
2) Ending Net Position, June 30 (E + F1e)			417,266.41	417,266.41		641,400.24		
Components of Ending Net Position								
a) Net Investment in Capital Assets		9796	82,719.73	82,719.73		87,356.71		
b) Restricted Net Position		9797	0.00	0.00		3,401.02		
c) Unrestricted Net Position			334,546.68	334,546.68		550,642.51		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
LCFF SOURCES								
Principal Apportionment								
State Aid - Current Year		8011	1,907,794.66	1,907,794.66	891,724.00	1,980,384.65	72,589.99	3.8%
Education Protection Account State Aid - Current Year		8012	35,910.00	35,910.00	18,114.00	35,956.00	46.00	0.1%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF Transfers								
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	510,914.91	510,914.91	308,154.00	527,310.92	16,396.01	3.2%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			2,454,619.57	2,454,619.57	1,217,992.00	2,543,651.57	89,032.00	3.6%
FEDERAL REVENUE								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8220	78,047.66	78,047.66	35,101.75	76,295.06	(1,752.60)	-2.2%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	47,993.72	47,993.72	28,084.00	48,055.19	61.47	0.1%
Title I, Part A, Basic	3010	8290	73,817.00	73,817.00	41,450.00	80,093.00	6,276.00	8.5%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	10,914.00	10,914.00	253.00	9,118.00	(1,796.00)	-16.5%
Title III, Part A, Immigrant Student Program	4201	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	4,347.20	4,347.20	0.00	4,347.20	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3040, 3045, 3060, 3061, 3150, 3155, 3180, 3182, 4037, 4124, 4126, 4127, 4128, 5630	8290	10,000.00	10,000.00	7,506.00	10,000.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	263,538.00	263,538.00	90,122.00	80,533.54	(183,004.46)	-69.4%
TOTAL, FEDERAL REVENUE			488,657.58	488,657.58	202,516.75	308,441.99	(180,215.59)	-36.9%
OTHER STATE REVENUE								
Other State Apportionments								
Special Education Master Plan Current Year	6500	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	6,519.95	6,519.95	1,375.56	4,176.46	(2,343.49)	-35.9%
Mandated Costs Reimbursements		8550	8,665.74	8,665.74	8,666.00	8,666.00	0.26	0.0%
Lottery - Unrestricted and Instructional Materials		8560	35,730.45	35,730.45	12,576.68	40,249.33	4,518.88	12.6%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.00	0.00	0.00	0.0%

Bert Corona Charter High
Los Angeles Unified
Los Angeles County

2021-22 Second Interim
Charter Schools Enterprise Fund
Revenues, Expenses and Changes in Net Position

19 64733 0132126
Form 62I

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Charter School Facility Grant	6030	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.00	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	228,675.00	228,675.00	69,789.00	228,709.81	34.81	0.0%
TOTAL, OTHER STATE REVENUE			279,591.14	279,591.14	92,407.24	281,801.60	2,210.46	0.8%
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.00	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Child Development Parent Fees		8673	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	143,692.00	143,692.00	100,560.51	157,107.01	13,415.01	9.3%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	353,857.83	353,857.83	353,857.83	New
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments								
Special Education SELPA Transfers From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			143,692.00	143,692.00	454,418.34	510,964.84	367,272.84	255.6%
TOTAL, REVENUES			3,366,560.29	3,366,560.29	1,967,334.33	3,644,860.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	960,831.94	960,831.94	542,040.77	990,729.87	(29,897.93)	-3.1%
Certificated Pupil Support Salaries		1200	85,078.00	85,078.00	49,628.88	85,078.05	(0.05)	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	115,828.65	115,828.65	66,601.67	114,863.61	965.04	0.8%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			1,161,738.59	1,161,738.59	658,271.32	1,190,671.53	(28,932.94)	-2.5%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	106,608.70	106,608.70	63,617.96	115,947.96	(9,339.26)	-8.8%
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	95,707.60	95,707.60	62,279.43	112,914.67	(17,207.07)	-18.0%
Clerical, Technical and Office Salaries		2400	160,930.43	160,930.43	112,785.26	206,923.99	(45,993.56)	-28.6%
Other Classified Salaries		2900	43,044.00	43,044.00	26,427.02	46,452.84	(3,408.84)	-7.9%
TOTAL, CLASSIFIED SALARIES			406,290.73	406,290.73	265,109.67	482,239.46	(75,948.73)	-18.7%
EMPLOYEE BENEFITS								
STRS		3101-3102	196,566.17	196,566.17	106,488.47	196,570.59	(4.42)	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	47,926.46	47,926.46	28,658.79	52,989.03	(5,062.57)	-10.6%
Health and Welfare Benefits		3401-3402	274,621.94	274,621.94	180,695.45	276,695.47	(2,073.53)	-0.8%
Unemployment Insurance		3501-3502	19,286.76	19,286.76	3,860.51	7,608.14	11,678.62	60.6%
Workers' Compensation		3601-3602	14,508.04	14,508.04	1,701.19	1,701.20	12,806.84	88.3%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	4,062.91	4,062.91	(22,146.68)	(19,975.38)	24,038.29	591.7%
TOTAL, EMPLOYEE BENEFITS			556,972.28	556,972.28	299,257.73	515,589.05	41,383.23	7.4%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	18,000.00	18,000.00	12,834.83	18,000.00	0.00	0.0%
Books and Other Reference Materials		4200	1,198.50	1,198.50	8,291.91	9,000.00	(7,801.50)	-650.9%
Materials and Supplies		4300	55,354.76	55,354.76	29,153.38	63,136.04	(7,781.28)	-14.1%
Noncapitalized Equipment		4400	20,000.00	20,000.00	20,587.24	30,000.00	(10,000.00)	-50.0%
Food		4700	80,396.00	80,396.00	36,762.08	77,070.50	3,325.50	4.1%
TOTAL, BOOKS AND SUPPLIES			174,949.26	174,949.26	107,629.44	197,206.54	(22,257.28)	-12.7%
SERVICES AND OTHER OPERATING EXPENSES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	1,171.38	1,171.38	522.10	1,171.38	0.00	0.0%
Dues and Memberships		5300	10,145.60	10,145.60	6,765.10	11,080.07	(934.47)	-9.2%
Insurance		5400-5450	22,005.99	22,005.99	0.00	0.00	22,005.99	100.0%
Operations and Housekeeping Services		5500	1,345.54	1,345.54	760.00	1,345.54	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	246,821.86	246,821.86	124,659.44	247,894.18	(1,072.32)	-0.4%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	695,382.37	695,382.37	404,377.26	769,586.63	(74,204.26)	-10.7%
Communications		5900	43,062.64	43,062.64	17,882.12	52,001.85	(8,939.21)	-20.8%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			1,019,935.38	1,019,935.38	554,966.02	1,083,079.65	(63,144.27)	-6.2%

Bert Corona Charter High
 Los Angeles Unified
 Los Angeles County

2021-22 Second Interim
 Charter Schools Enterprise Fund
 Revenues, Expenses and Changes in Net Position

19 64733 0132126
 Form 621

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
DEPRECIATION AND AMORTIZATION								
Depreciation Expense		6900	44,938.18	44,938.18	26,274.98	44,799.06	139.12	0.3%
Amortization Expense-Lease Assets		6910	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, DEPRECIATION AND AMORTIZATION			44,938.18	44,938.18	26,274.98	44,799.06	139.12	0.3%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments								
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers Out								
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENSES			3,364,824.42	3,364,824.42	1,911,509.16	3,513,585.29		

Bert Corona Charter High
 Los Angeles Unified
 Los Angeles County

2021-22 Second Interim
 Charter Schools Enterprise Fund
 Revenues, Expenses and Changes in Net Position

19 64733 0132126
 Form 62I

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.00	0.00		

Bert Corona Charter High
 Los Angeles Unified
 Los Angeles County

Second Interim
 Charter Schools Enterprise Fund
 Exhibit: Restricted Net Position Detail

19 64733 0132126
 Form 62I

Resource	Description	2021/22 Projected Year Totals
5310		3,401.02
Total, Restricted Net Position		3,401.02

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	2,953,743.67	2,953,743.67	1,997,345.00	3,149,627.22	195,883.55	6.6%
2) Federal Revenue		8100-8299	952,585.01	952,585.01	450,691.50	808,133.54	(144,451.47)	-15.2%
3) Other State Revenue		8300-8599	510,992.05	510,992.05	273,534.96	579,271.14	68,279.09	13.4%
4) Other Local Revenue		8600-8799	196,490.71	196,490.71	796,908.45	930,804.14	734,313.43	373.7%
5) TOTAL, REVENUES			4,613,811.44	4,613,811.44	3,518,479.91	5,467,836.04		
B. EXPENSES								
1) Certificated Salaries		1000-1999	1,428,371.13	1,428,371.13	826,153.34	1,546,022.06	(117,650.93)	-8.2%
2) Classified Salaries		2000-2999	478,390.03	478,390.03	299,633.90	603,689.51	(125,299.48)	-26.2%
3) Employee Benefits		3000-3999	575,950.45	575,950.45	332,843.80	584,200.08	(8,249.63)	-1.4%
4) Books and Supplies		4000-4999	500,605.57	500,605.57	263,148.80	600,297.60	(99,692.03)	-19.9%
5) Services and Other Operating Expenses		5000-5999	1,439,682.84	1,439,682.84	743,241.40	1,513,744.92	(74,062.08)	-5.1%
6) Depreciation and Amortization		6000-6999	818,317.74	818,317.74	478,802.69	820,092.30	(1,774.56)	-0.2%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	154,676.66	154,676.66	87,534.31	154,676.66	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENSES			5,395,994.42	5,395,994.42	3,031,358.24	5,822,723.13		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)								
			(782,182.98)	(782,182.98)	487,121.67	(354,887.09)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Monsenor Oscar Romero Charter Middle
 Los Angeles Unified
 Los Angeles County

2021-22 Second Interim
 Charter Schools Enterprise Fund
 Revenues, Expenses and Changes in Net Position

19 64733 0114959
 Form 62I

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			(782,182.98)	(782,182.98)	487,121.67	(354,887.09)		
F. NET POSITION								
1) Beginning Net Position								
a) As of July 1 - Unaudited		9791	22,328,887.80	22,328,887.80		22,667,797.17	338,909.37	1.5%
b) Audit Adjustments		9793	0.00	0.00		(44,245.00)	(44,245.00)	New
c) As of July 1 - Audited (F1a + F1b)			22,328,887.80	22,328,887.80		22,623,552.17		
d) Other Restatements		9795	34,355.93	34,355.93		0.00	(34,355.93)	-100.0%
e) Adjusted Beginning Net Position (F1c + F1d)			22,363,243.73	22,363,243.73		22,623,552.17		
2) Ending Net Position, June 30 (E + F1e)			21,581,060.75	21,581,060.75		22,268,665.08		
Components of Ending Net Position								
a) Net Investment in Capital Assets		9796	19,309,169.01	19,309,169.01		19,334,159.69		
b) Restricted Net Position		9797	0.00	0.00		54,874.56		
c) Unrestricted Net Position		9790	2,271,891.74	2,271,891.74		2,879,630.83		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
LCFF SOURCES								
Principal Apportionment								
State Aid - Current Year		8011	1,695,036.78	1,695,036.78	1,002,320.00	1,686,111.31	(8,925.47)	-0.5%
Education Protection Account State Aid - Current Year		8012	509,052.01	509,052.01	407,994.00	669,323.13	160,271.12	31.5%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF Transfers								
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	749,654.88	749,654.88	587,031.00	794,192.78	44,537.90	5.9%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			2,953,743.67	2,953,743.67	1,997,345.00	3,149,627.22	195,883.55	6.6%
FEDERAL REVENUE								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8220	179,727.62	179,727.62	149,145.50	393,995.79	214,268.17	119.2%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	70,420.19	70,420.19	53,498.00	75,130.55	4,710.36	6.7%
Title I, Part A, Basic	3010	8290	156,000.00	156,000.00	67,192.00	156,000.00	0.00	0.0%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	17,693.00	17,693.00	2,542.00	17,661.00	(32.00)	-0.2%
Title III, Part A, Immigrant Student Program	4201	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	12,355.20	12,355.20	0.00	12,355.20	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3040, 3045, 3060, 3061, 3150, 3155, 3180, 3182, 4037, 4124, 4126, 4127, 4128, 5630	8290	11,237.00	11,237.00	2,732.00	11,531.00	294.00	2.6%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	505,152.00	505,152.00	175,582.00	141,460.00	(363,692.00)	-72.0%
TOTAL, FEDERAL REVENUE			952,585.01	952,585.01	450,691.50	808,133.54	(144,451.47)	-15.2%
OTHER STATE REVENUE								
Other State Apportionments								
Special Education Master Plan Current Year	6500	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	14,397.95	14,397.95	7,611.44	25,098.21	10,700.26	74.3%
Mandated Costs Reimbursements		8550	5,938.65	5,938.65	5,939.00	5,939.00	0.35	0.0%
Lottery - Unrestricted and Instructional Materials		8560	52,426.55	52,426.55	26,568.80	62,824.71	10,398.16	19.8%
After School Education and Safety (ASES)	6010	8590	100,292.62	100,292.62	10,871.72	118,360.00	18,067.38	18.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Charter School Facility Grant	6030	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.00	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	337,936.28	337,936.28	222,544.00	367,049.22	29,112.94	8.6%
TOTAL, OTHER STATE REVENUE			510,992.05	510,992.05	273,534.96	579,271.14	68,279.09	13.4%
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.00	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Child Development Parent Fees		8673	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	196,490.71	196,490.71	161,550.30	227,714.20	31,223.49	15.9%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	635,358.15	703,089.94	703,089.94	New
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments								
Special Education SELPA Transfers From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			196,490.71	196,490.71	796,908.45	930,804.14	734,313.43	373.7%
TOTAL, REVENUES			4,613,811.44	4,613,811.44	3,518,479.91	5,467,836.04		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	1,312,542.48	1,312,542.48	755,785.62	1,400,309.07	(87,766.59)	-6.7%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	27,083.33	(27,083.33)	New
Certificated Supervisors' and Administrators' Salaries		1300	115,828.65	115,828.65	70,367.72	118,629.66	(2,801.01)	-2.4%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			1,428,371.13	1,428,371.13	826,153.34	1,546,022.06	(117,650.93)	-8.2%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	159,743.62	159,743.62	89,437.31	172,845.04	(13,101.42)	-8.2%
Classified Support Salaries		2200	44,696.00	44,696.00	27,006.47	49,354.47	(4,658.47)	-10.4%
Classified Supervisors' and Administrators' Salaries		2300	51,729.28	51,729.28	42,175.88	79,808.08	(28,078.80)	-54.3%
Clerical, Technical and Office Salaries		2400	191,817.04	191,817.04	122,463.53	268,852.97	(77,035.93)	-40.2%
Other Classified Salaries		2900	30,404.09	30,404.09	18,550.71	32,828.95	(2,424.86)	-8.0%
TOTAL, CLASSIFIED SALARIES			478,390.03	478,390.03	299,633.90	603,689.51	(125,299.48)	-26.2%
EMPLOYEE BENEFITS								
STRS		3101-3102	241,680.40	241,680.40	129,061.90	250,863.69	(9,183.29)	-3.8%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	57,308.22	57,308.22	34,013.35	67,711.71	(10,403.49)	-18.2%
Health and Welfare Benefits		3401-3402	224,680.96	224,680.96	157,552.35	245,552.35	(20,871.39)	-9.3%
Unemployment Insurance		3501-3502	23,453.16	23,453.16	4,895.15	10,014.78	13,438.38	57.3%
Workers' Compensation		3601-3602	24,522.21	24,522.21	2,358.34	2,358.33	22,163.88	90.4%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	4,305.50	4,305.50	4,962.71	7,699.22	(3,393.72)	-78.8%
TOTAL, EMPLOYEE BENEFITS			575,950.45	575,950.45	332,843.80	584,200.08	(8,249.63)	-1.4%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	38,780.38	38,780.38	21,141.69	41,656.85	(2,876.47)	-7.4%
Books and Other Reference Materials		4200	23,400.00	23,400.00	3,374.40	23,400.00	0.00	0.0%
Materials and Supplies		4300	193,254.85	193,254.85	83,174.41	176,202.47	17,052.38	8.8%
Noncapitalized Equipment		4400	50,000.00	50,000.00	18,224.30	54,500.00	(4,500.00)	-9.0%
Food		4700	195,170.34	195,170.34	137,234.00	304,538.28	(109,367.94)	-56.0%
TOTAL, BOOKS AND SUPPLIES			500,605.57	500,605.57	263,148.80	600,297.60	(99,692.03)	-19.9%
SERVICES AND OTHER OPERATING EXPENSES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	9,800.00	9,800.00	789.66	9,800.00	0.00	0.0%
Dues and Memberships		5300	8,714.09	8,714.09	5,982.00	11,200.70	(2,486.61)	-28.5%
Insurance		5400-5450	33,425.44	33,425.44	0.00	0.00	33,425.44	100.0%
Operations and Housekeeping Services		5500	280,515.08	280,515.08	67,736.96	293,562.86	(13,047.78)	-4.7%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	47,350.48	47,350.48	32,732.05	60,689.15	(13,338.67)	-28.2%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	959,117.39	959,117.39	580,653.82	1,023,119.42	(64,002.03)	-6.7%
Communications		5900	100,760.36	100,760.36	55,346.91	115,372.79	(14,612.43)	-14.5%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			1,439,682.84	1,439,682.84	743,241.40	1,513,744.92	(74,062.08)	-5.1%

Monsenor Oscar Romero Charter Middle
 Los Angeles Unified
 Los Angeles County

2021-22 Second Interim
 Charter Schools Enterprise Fund
 Revenues, Expenses and Changes in Net Position

19 64733 0114959
 Form 621

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
DEPRECIATION AND AMORTIZATION								
Depreciation Expense		6900	818,317.74	818,317.74	478,802.69	820,092.30	(1,774.56)	-0.2%
Amortization Expense-Lease Assets		6910	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, DEPRECIATION AND AMORTIZATION			818,317.74	818,317.74	478,802.69	820,092.30	(1,774.56)	-0.2%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments								
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers Out								
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	154,676.66	154,676.66	87,534.31	154,676.66	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			154,676.66	154,676.66	87,534.31	154,676.66	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENSES			5,395,994.42	5,395,994.42	3,031,358.24	5,822,723.13		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.00	0.00		

Monsenor Oscar Romero Charter Middle
 Los Angeles Unified
 Los Angeles County

Second Interim
 Charter Schools Enterprise Fund
 Exhibit: Restricted Net Position Detail

19 64733 0114959
 Form 62I

Resource	Description	2021/22 Projected Year Totals
5310		54,874.56
Total, Restricted Net Position		54,874.56

Coversheet

Expanded Learning Opportunities Program Plan (BCCS, BCCHS, and MORCS)

Section: V. Items Scheduled For Action
Item: C. Expanded Learning Opportunities Program Plan (BCCS, BCCHS, and MORCS)
Purpose: Vote
Submitted by:
Related Material: ELOP Plan- Expanded Learning Opportunities Program Plan.pdf

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE



BERT
CORONA
CHARTER SCHOOL

Prepared by:
YPI Charter Schools
Ruben Duenas, Chief Operations Officer
Karina Favela- Barreras, Senior Director of Community School Partnerships

Approved February 28, 2022

This Program Plan Template Guide is required by California *Education Code (EC)* Section 46120(b)(2)

Expanded Learning Opportunities Program Plan Guide

Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Local Educational Agency (LEA) Name: Bert Corona Charter School
Contact Name: Dr. Kevin Myers
Contact Email: drmyers@coronacharter.org
Contact Phone: 818-834-5805

Instructions:

Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

- Bert Corona Charter School- 9400 Remick Ave Pacoima, CA 91331

Purpose

This template will aid LEAs in the development of a program plan as required by EC Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (EC Section 8482.1[a])

"Expanded learning opportunities" has the same meaning as "expanded learning" as defined in EC Section 8482.1. "Expanded learning opportunities" does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (EC Section 46120[e][1])

Instructions

This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education's (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

Expanded Learning Opportunities Program Plan Guide

1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the schoolsite or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

Expanded learning opportunities will be offered on the campus of the Charter School. The Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan, which must include but is not limited to provisions for building and site emergency evacuation and the acquisition and maintenance of adequate onsite emergency supplies. Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. The Charter School is committed to helping children grow academically, socially, and emotionally. In order for this to happen, it is imperative that we have an environment that is safe and conducive for growth. The Charter School implements a framework of School-wide Positive Behavior Intervention and Support in conjunction with Restorative Justice practices.

2—Active and Engaged Learning

Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

The Charter School provides students with a rigorous standards-based instructional program for students. To ensure success for all students, staff strives to maintain an emotionally secure environment in which children possess the confidence, stamina and perseverance required to master the academic content. The Charter School leadership team will ensure alignment between academic goals and targets during the typical instructional day with learning opportunities either before school or after school. The program will also include student clubs and sports to ensure students are meaningfully engaged.

The Goals of the Expanded Learning Opportunities Program are:

1. To improve academic skills through Targeted Academic Support which will include tutoring and Project Based Learning Enrichment Classes
2. To create a sense of connection to school (belonging) through clubs and sports

ELOP programming will enhance the learning and growth opportunities provided during the regular school day and will not be a duplication.

3—Skill Building

Describe how the program will provide opportunities for students to experience skill building.

The Charter School takes on a "triage" approach to screening student needs, apply appropriate tiered instruction, monitor student achievement, and revise application of instruction as needed. Based on the

analysis of summative and formative assessments, targeted intervention and acceleration will be provided. Targeted instruction will be provided to students at their level and address student specific needs, focusing on skills needed to master grade level content in language arts, mathematics, and English language development. The alignment between skill building opportunities before, during and after school will enable a wide range of services from general education teachers, special education teachers, support staff, and administration. A strategic instructional program requires a multi-tiered model of instructional delivery responding to the individual need of each child. Data from iReady Assessments, class grades, attendance, and behavior referrals will be used to target students who can benefit from participation in the ELOP Programming. However, all students will be eligible to participate.

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership.

Student input and feedback on all aspects of program design and delivery is a critical component to Continuous Quality Improvement (CQI). Students are regularly surveyed for input about program offerings in relationship to their unique interests. With the regular collection of student stakeholder feedback, site & regional level staff adapt program planning inclusive of identified clubs, selected curriculum, activities and projects as well as the development of associated staff training to meet expressed needs and interests.

5—Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

The Charter School will engage students, parents, teachers, food service professionals, health professionals and other interested community members in developing, implementing, monitoring, and reviewing the charter school's Wellness Policy. The YPICS wellness policy governs how the charter school supports students to make healthy choices and maintain healthy behaviors. The YPICS Board recognizes the link between student health and desires to provide a comprehensive program promoting healthy eating and physical activity for our students. We are committed to:

- Providing opportunities, support, and encouragement to all students to be physically active on a regular basis;
- Ensuring that all foods and beverages sold or served at the charter schools during school hours meet the minimum nutritional requirements according to the USDA Smart Snacks in Schools (SSIS) guidelines.

6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

Programs, events, and learning experiences provided by the Charter School will offer a variety of engaging activities that are active, developmentally appropriate, culturally sensitive and enrich the physical, social, emotional, and creative development of all participants. All activities will respect and be responsive to the diversity of program participants, their families, and community.

The goal of the model is to make expanded learning guaranteed and viable so that all students attend, can access expanded learning opportunities and develop a lifetime passion for learning and staying active.

Staff assigned to work with students in the expanded learning program will reflect the diversity and language of the students they serve. Staff will be highly trained in meeting their linguistic needs and have explicit knowledge of working with students with disabilities.

7—Quality Staff

Describe how the program will provide opportunities for students to engage with quality staff.

The Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(I).

The Charter School will employ the following staff members for ELO-P:

1. Full-time YPICS staff that will work additional hours after school;
2. Highly qualified credentialed teachers;
3. Highly qualified paraprofessionals ;
4. Third-Party employees from a vendor such as “Think Together”

8—Clear Vision, Mission, and Purpose

Describe the program’s clear vision, mission, and purpose.

The goal of the Expanded Learning Opportunities Program on YPICS campuses is to support students to build academic skills through Targeted Academic Support including Tutoring and Project Based Learning Enrichment Classes and to support students to build their social emotional skills through participation in students designed clubs and in sports.

9—Collaborative Partnerships

Describe the program’s collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

YPICS Campuses currently have a partnership with “Think Together” to provide students with expanded learning opportunities. In 2020, Think Together in Los Angeles served 3,229 total students for 193,645 program hours. Think Together has worked with YPICS sites in the following manner:

Summer and After School Learning Programs: Provided recovery through expanded learning, enrichment and physical fitness over the summer months through a full-day program offering a variety of activities, with an emphasis on social-emotional learning and support; uses certificated teachers with expanded learning professionals. After School Learning Programs provided a variety of learning opportunities for our children.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

The Charter School employs a continuous quality improvement plan by identifying problems, implementing and monitoring corrective action and studying its effectiveness. YPICS maintains a cohesive instructional program based on diagnostic feedback, use of scientifically-based curriculum, frequent progress monitoring, and modification of instruction based on student outcomes.

Based on the analysis of summative and formative assessments throughout the year, targeted intervention and acceleration will be provided. Targeted instruction will be provided to students at their level and address student specific needs, focusing on skills needed to master grade level content in language arts, mathematics, and English language development.

11—Program Management

Describe the plan for program management.

The Senior Director of Community SchoolsAptnerships will manage the program with the support of school site administrators and the After School Site Coordinator. The following are the steps for program management.

1. Identify students for the ELOP
2. Identify interested current staff
3. Develop a team to ensure components of the plan inclusive of the following:
 - Safe and Supportive Environment; Active and Engaged Learning; Skill Building; Youth Voice and Leadership; Healthy Choices and Behaviors; Diversity, Access, and Equity; Quality Staff; Clear Vision, Mission, and Purpose; Collaborative Partnership; Continuous Quality Improvement.
4. Manage funding for staffing and supplies
5. Assessment of program implementation

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees. ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

ELO-P funding and programming will enhance the After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) programs on campus before school, after-school and during break like in the summer with activities that complement and support classroom-based instruction, and provides activities that support student to grow social-emotionally. The After School coordinator will be responsible for daily management of the program with support from the school site administration. ELOP programming will follow the same guidelines and exepectations.

Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of

nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

Daily Program Schedule

Snack/Attendance	3:30 - 4:00
Session 1	4:00 - 5:00
Session 2	5:00 - 6:30

Nine-Hour Summer

Before School	8:00-8:57
Period 1	9:00-9:47
Period 2	9:50-10:37
Period 3	10:37-11:24
LUNCH	11:25-12:15
Period 5	12:15-1:05
Period 6	1:10-2:00
Session 1	2:00-3:30
Session 2	3:30-5:00

Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

EC Section 46120(b)(2):

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance. (B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 46120(b)(1)(A):

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

EC Section 46120(b)(1)(B):

For at least 30 nonschooldays, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

EC Section 46120(b)(3):

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

EC Section 46120(b)(4):

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

EC Section 46120(b)(6):

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

EC Section 46120(c):

[LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

EC Section 8482.3(d):

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).\

EC Section 8482.6:

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

EC sections 8483.4 and 46120(b)(2)(D):

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 8482.3(c)(1)(A–B):

Each component of a program established pursuant to this article shall consist of the following two elements:
(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.
(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

Coversheet

YPICS Board Academic Committee Recommendation to Approve No Ds and Fs High School Grading Policy

Section: V. Items Scheduled For Action
Item: D. YPICS Board Academic Committee Recommendation to Approve No
Ds and Fs High School Grading Policy
Purpose: Vote
Submitted by:
Related Material: YPICS Board Brief and NO Ds and Fs Policy 022822.pdf



YPIC CHARTER SCHOOLS

February 28, 2022

TO: YPI Charter Schools
Board of Directors

FROM: Yvette King-Berg
Executive Director

SUBJECT: Recommendation to approve YPICS No Ds and Fs High School Policy

BACKGROUND

Los Angeles, Santa Ana, Oakland Unified, Sacramento City Unified, and other California districts have decided to limit the use of “Ds” and phased out “Fs” in grading. High schoolers who fail a test or homework assignment can get a do-over or more time to complete the work.

Students who don’t ever finish the assignments or who fail the final exam would earn an “incomplete,” according to EdSource.

ANALYSIS

Some of California’s largest school districts are trying an unconventional tactic to help students re-engage in school after distance learning and boost their chances of acceptance into the state’s public colleges: by dropping D and F grades.

The move is more in alignment with the YPICS Standards Based Grading learning system, in which students are assessed by what they’ve learned, not how well they perform on tests on a given day or whether they turn in their homework on time. Known as competency — or mastery-based learning. YPICS moved to this system years ago, but the D’s and F’s are a carryover from the old high school grading system.

Traditional grading may have worked for previous generations, a competency-based system is better suited for the rapidly changing workplace of the future. , said Devin Vodicka, former superintendent of Vista Unified in San Diego County and chief executive of the Learner-Centered Collaborative, a nonprofit that helps districts shift to competency-based learning. “We need a system that gets beyond the institutional model and provides more meaningful feedback for students,” Vodicka said. “The future is going to require less focus on time and more focus on what we can do and contribute, and the quality of our performance. We need to prepare our students for this.”

“Instruction is what leads to learning. Not grading. They’re separate. That’s the problem — we have a disconnect between instruction, learning and grading,” said Alix Gallagher, director of strategic partnerships at Policy Analysis for California Education.

Grades are notoriously subjective. The state Education Code gives teachers the authority to issue grades, but it doesn’t specify how those grades should be determined. Some teachers grade on a curve, with only a set number of students earning A’s or B’s, while others are laxer. An informal EdSource survey of about two dozen California teachers found that 57% rarely or never gave D.s and F’s. Only 7% said they did frequently. Too often grades take on outsized importance for students, and those who get Ds or Fs become discouraged or disengage even further, never learning the material they missed to begin with.

Dropping D’s and F’s is a way to help students who had been most impacted by the pandemic, especially Black, Latino, and low-income students.

RECOMMENDATION

It is recommended that the Board of Directors approve the YPICS No Ds and F’s High School Grading Policy.

Attachment: the YPICS No Ds and Fs High School Grading Policy



YPIC CHARTER SCHOOLS No Ds and Fs High School Grading Policy

Policy

YPICS will phase out grades below a C for high school students, effective immediately. If a student fails a test or doesn't complete their homework, they'll be able to retake the test and get more time to turn in assignments.

The adopted Standards based Grading Policy already has the goal of learning course material and YPICS scholars should not be derailed by a low grade that could potentially disqualify them from admission to the University of California and California State University. Therefore, Students who do not learn the material, pass the final exam, or finish homework by the end of the semester would earn an "incomplete."

Purpose

The purpose of this policy is to encourage scholars to begin to see school as a place of learning, where they can take risks and learn from mistakes, instead of a place of compliance. Grades are linked to time; a grade reflects how well a student has performed on tests and homework by the end of a semester. Grades can open doors to advanced classes and are the primary component of college admissions, especially since universities like UC and CSU temporarily dropped standardized tests as part of the admissions criteria.

Currently to many YPICS scholars are struggling academically after a year and one half of distance learning. Grades are punitive and provide no information on standards mastery. YPICS strives to provide less subjective assessment and believe that scholars should receive authentic feedback.

YPICS will continue to encourage scholars to submit a portfolio that includes essays, tests with high scores, videos showing oral presentations, lab projects or other items that showcase a student's best work.

The idea is to show colleges evidence of what a student can do, not a teacher's interpretation based on a limited grading scale. The aim is a grading system that puts students on track for admission to the UC and CSU, as well as trade schools (college and career ready)!

This policy is about giving support, not lowering standards, and looking for simple ways to make grading fairer, to give scholars a fighting chance and to measure what students know with multiple opportunities to demonstrate their mastery.